

**Appendix 1**

**RESEARCH MATRIX**

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p><b>Improving Students' Vocabulary Mastery By Using Word Wall of Mattayum 1/3 Students of Sannti Vittaya School, Krabi Thailand</b></p>	<p>How can the use of Word Wall improve the vocabulary mastery of Mattayum 1/3 Students of Sannti Vittaya School, Krabi Thailand?</p>	<p>1. Variable 1: Word Walls 2. Variable 2: Vocabulary mastery of Mattayum 1/3 Students of Sannti Vittaya School, Krabi Thailand</p>	<p>Word Walls Instructional Design: - Building background information about selecting words - Introducing words - Making connection with words - Applying words to real situation - Presenting the words to the class (Harmon et al, 2009)</p>	<p>1. Research participants: The Mattayum 1/3 Students of Sannti Vittaya School, Krabi Thailand 2. Informant: The English teacher of Sannti Vittaya School, Krabi Thailand</p>	<p>1. Research Design: Classroom Action Research as follow: • Planning • Implementing • Observing • Reflecting 2. The research area: Sannti Vittaya School, Krabi Thailand 3. Research subject: Mattayum 1/3 Students of Sannti Vittaya School, Krabi Thailand</p>	<p>The use of Word Wall can improve the Mattayum 1/3 students' vocabulary mastery at Sannti Vittaya School, Krabi Thailand in 2017-2018 academic year</p>

			<p>Three main aspects of vocabulary:</p> <ul style="list-style-type: none"> <li>- Form</li> <li>- Meaning</li> <li>- Use</li> </ul> <p>(Nation, 2001)</p>	<p>4. Research instrument: Written test and observation</p> <p>5. Data analysis:</p> $E = \frac{n}{N} \times 100\%$ <p>Note:</p> <p><b>E</b> : the percentage of the students' vocabulary achievement</p> <p><b>n</b> : the number of students' who achieve criteria</p> <p><b>N</b> : the total number of the students</p>	
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## Appendix 2

### INTERVIEW GUIDELINES

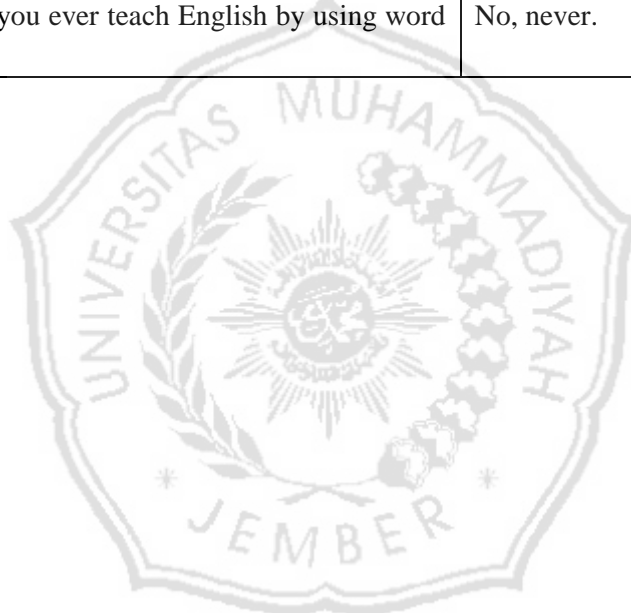
To Headmaster :

No.	Questions	Answers
1.	Have you ever monitor the English teaching learning in the Mattayum 1/3 class?	Yes, sometimes I monitor the english teaching learning in Mattayum 1/3 class for a while, then continue to the other classes.
2.	When you monitor it, what technique the teacher used to teach?	Sometimes, the teacher used to teach the students by using presentation and discussion.
3.	Is there any problem you found when you monitoring them when they learn English subject, exactly about vocabulary?	Yes, of course. I see that they are still difficulty to understand the teacher instruction, such as when teacher asks them to read and mention the meaning. They are also waste more time to do the task from teacher, because they have to look for the meaning of each words in their dictionaries.
4.	What is the school policy to solve the Mattayum 1/3 students' problem of English subject, exactly about vocabulary mastery?	The school makes some activities, such as extra class for English subject. Besides, instructs to the english teacher, to increase the way of teaching english especially on the students vocabulary mastery.

To English Teacher

No.	Questions	Answers
1.	Do you teach English vocabulary to the students?	Yes, I teach the english vocabulary which related with the material on the guide book.
2.	Is there any problem that you face when you teach vocabulary	Yes, of course. The students are less of vocabulary mastery. They feel difficulty to answer when I ask about the meaning of words. Students also less interest when they have to study english, especially when I ask them to memorize vocabularies.

3.	What techniques do you use in teaching vocab?	Usually I used to teach by using presentation technique and discussion.
4.	How is the students' ability in mastering vocabulary?	They are still lack in mastering vocabulary. Even I try to help them to always memorize the vocabularies.
5.	What is the difficulties in learning vocabulary?	Students difficult to read and pronounce the words, easy to forget the meaning even it is teach for many times.
6.	Have you ever use any media in teaching vocabulary?	No, I just teach them by using the book and ask the to memorize the list of vocabularies related with material.
7.	Have you ever teach English by using word wall?	No, never.



### Appendix 3

#### Name of Respondent of M.1/3 Students of Santi Vittaya School

No.	Name	Sex
1	Atapon Kentai	Male
2	Hadis	Male
3	Woramiet	Male
4	Danupun	Male
5	Kriyan Krai	Male
6	Komin	Male
7	Tasanak	Male
8	Tanakpat	Male
9	Tanawud	Male
10	Bandit	Male
11	Bun Yarid	Male
12	Paritpon	Male
13	Sangtong	Male
14	Yunkew	Male
15	Rakpipat	Male
16	Warawud	Male
17	Wakim	Male
18	Wikpa Shanuk	Male
19	Sakarin	Male
20	Sittisak	Male
21	Sitipong	Male
22	Shirikwat	Male
23	Atapon Kunui	Male
24	Adison	Male
25	Anupat	Male
26	Anan	Male
27	Anuat	Male
28	Anusit	Male
29	Akarakpon	Male
30	Itikon	Male
31	Asya	Male
32	Haris	Male
33	Sarawud	Male
34	Tanawuat	Male
35	Hasin	Male
36	Campada	Male

**Appendix 4**

**PRELIMINARY TEST**

Name :

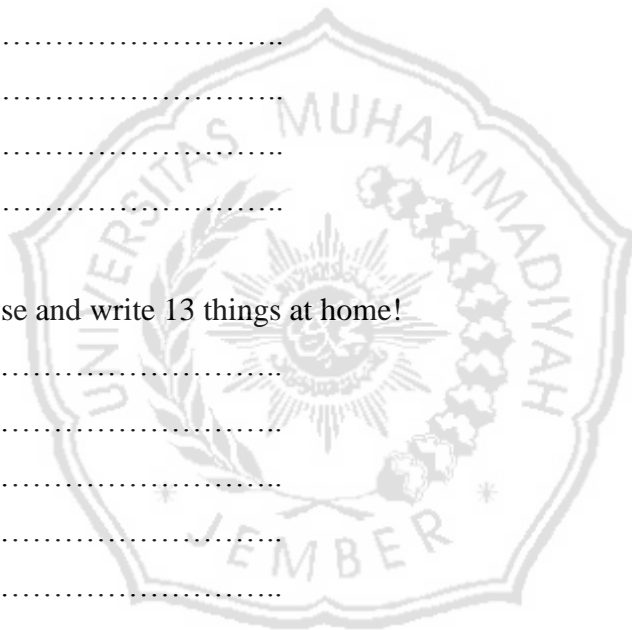
Class :

A. Choose and write 7 names of days in a week!

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

B. Choose and write 13 things at home!

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....



C. Choose and write 10 words of parts of body!

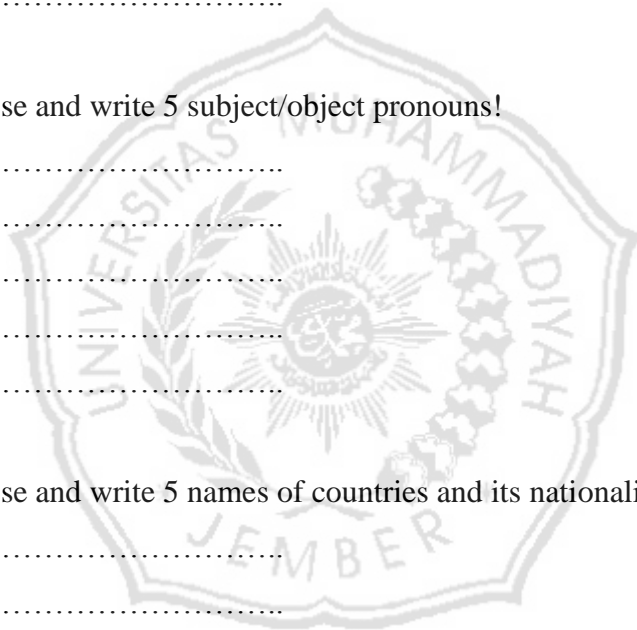
1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

D. Choose and write 5 subject/object pronouns!

1. ....
2. ....
3. ....
4. ....
5. ....

E. Choose and write 5 names of countries and its nationalities!

1. ....
2. ....
3. ....
4. ....
5. ....



## Appendix 5

### The Result of Preliminary Test

No.	Name	Score
1	Atapon Kentai	62,5
2	Hadis	25
3	Woramiet	50
4	Danupun	17,5
5	Kriyan Krai	50
6	Komin	17,5
7	Tasanak	22,5
8	Tanakpat	50
9	Tanawud	35
10	Bandit	17,5
11	Bun Yarid	50
12	Paritpon	25
13	Sangtong	17,5
14	Yunkew	50
15	Rakpipat	17,5
16	Warawud	50
17	Wakim	25
18	Wikpa Shanuk	75
19	Sakarin	75
20	Sittisak	75
21	Sitipong	75
22	Shirikwat	37,5
23	Atapon Kunui	42,5
24	Adison	50
25	Anupat	62,5
26	Anan	75
27	Anuat	32,5
28	Anusit	25
29	Akarakpon	42,5
30	Itikon	50
31	Asya	17,5
32	Haris	17,5
33	Sarawud	17,5
34	Tanawuat	42,5
35	Hasin	17,5
36	Campada	42,5
	Total	1455
	Mean	40,41667



## Appendix 5

The percentage of the students who got good score ( $\geq 65$ ), the researcher used the following formula:

There were 5 of 36 students who got 65 and more:

$$\begin{aligned} E &= \frac{n}{N} \times 100\% \\ &= \frac{5}{36} \times 100\% \\ &= 13,88\% \end{aligned}$$



## Appendix 6

### TRY OUT TEST OF SEVENTH GRADE STUDENTS FOR JUNIOR HIGH SCHOOL

Subject : English Name : .....

Language Focus: Vocabulary Class : .....

Time : 1x45 minutes

Date : Monday, July 10<sup>th</sup>, 2017

Cross (X) the letter *A*, *B*, *C*, *D* or *E* for the best answer!

1. **Two** days *after* Monday is .....
  - a. Thursday
  - b. Monday
  - c. Wednesday
  - d. Saturday
  - e. Sunday
2. **Four** days *before* Saturday is .....
  - a. Tuesday
  - b. Monday
  - c. Thursday
  - d. Wednesday
  - e. Saturday
3. **A** day *before* Monday is .....
  - a. Monday
  - b. Tuesday
  - c. Wednesday
  - d. Saturday
  - e. Sunday
4. **Three** days *after* Wednesday is .....
  - a. Sunday
  - b. Monday
  - c. Saturday
  - d. Friday
  - e. Tuesday
5. **Three** days *after* Monday is .....
  - a. Monday

- b. Tuesday
- c. Wednesday
- d. Thursday
- e. Friday

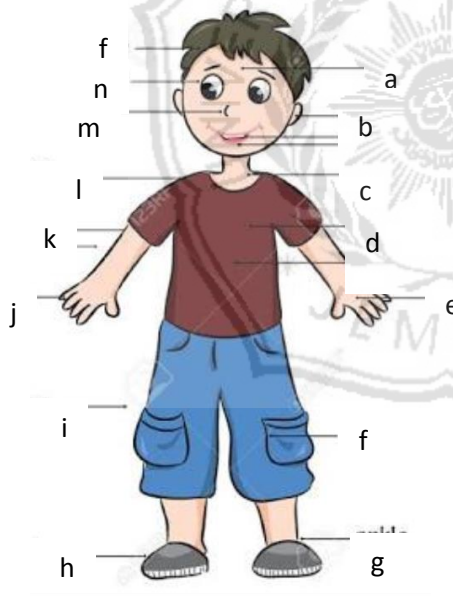
6. **A day after Sunday** is .....

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Sunday
- e. Thursday

7. **A day before Saturday** is .....

- a. Sunday
- b. Friday
- c. Monday
- d. Thursday
- e. Saturday

Picture for number 8, 9 and 10.



8. Alphabet “**j**” refers to .....

- a. Leg
- b. Hand
- c. Finger
- d. Stomache
- e. Palm

9. Alphabet “**k**” refers to .....

- a. Leg
- b. Hand
- c. Finger
- d. Arm
- e. Elbow

10. Alphabet “**h**” refers to .....

- a. Leg
- b. Hand
- c. Foot
- d. Mouth
- e. Knee

11. I use my ..... to smell the flowers

- a. Hand
- b. Mouth
- c. Eye
- d. Nose
- e. Ear

12. She use her ..... to watch the movie

- a. Hand

- b. Mouth
- c. Eye
- d. Nose
- e. Foot

13. My mother use her . . . . . to walk around the town

- a. Arm
- b. Nose
- c. Ear
- d. Hand
- e. Foot

14. Arrange into the correct word! ( M - T - O - U - C - H - A - E - S )

- a. Moustache
- b. Meustocha
- c. Maestucho
- d. Moustecha
- e. Moustacha

15. Complete the word! ( S H ... .. L D ... R )

- a. U, E, O
- b. U, O, E
- c. E, O, U
- d. E, U, O
- e. O, U, E

**For number 16 and 17!**

a. Thailand	* A. Thai
b. Singapore	B. Indonesian
c. Brunei	C. Bruneian
d. Indonesia	D. Burmese
e. Myanmar	E. Singaporean

16. Which one is the correct match?

- a. number 1 and 2
- b. number 1 and 3
- c. number 1 and 4
- d. number 1 and 5
- e. number 2 and 3

17. What is the correct nationality for *Myanmar*?

- a. Alphabet A
- b. Alphabet B
- c. Alphabet C
- d. Alphabet D
- e. Alphabet E

18. What is the nationality of *Brunei*?

- a. Thai
- b. Singaporean
- c. Indonesian
- d. Burmese

e. Bruneian

19. What is the nationality of *Vietnam*?

- a. Indonesian
- b. Vietnamese
- c. Malaysian
- d. Filipino
- e. Burmese

20. What is the nationality of *Laos*?

- a. Laotian
- b. Burmese
- c. Thai
- d. Filipino
- e. Cambodian

21. . . . . is the nationality of Canada.

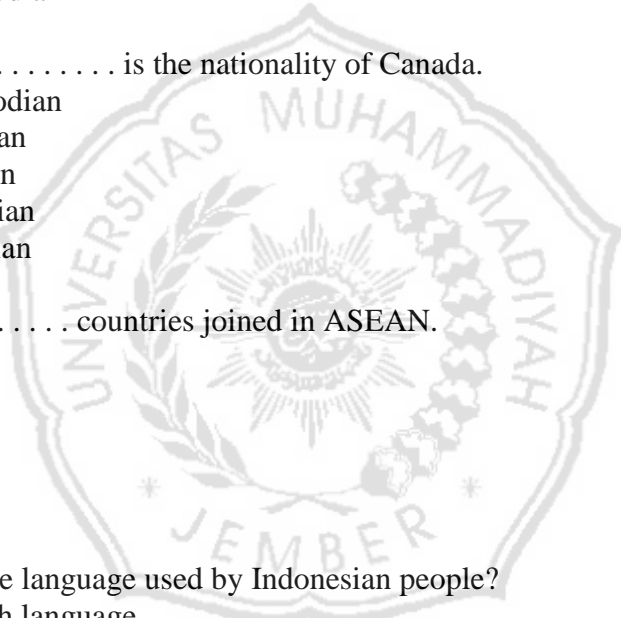
- a. Cambodian
- b. Mexican
- c. Russian
- d. Canadian
- e. Bruneian

22. There are . . . . . countries joined in ASEAN.

- a. 5
- b. 10
- c. 15
- d. 20
- e. 25

23. What is the language used by Indonesian people?

- a. English language
- b. Arabic language
- c. Thai language
- d. Indonesian language
- e. Spanish language



**ASEAN (Association of Southeast Asian Nations)**

**Thailand, .... 1 ..... , Indonesia, Singapore, ..... 2 ..... ,  
Philippines, ..... 3 ..... , Brunei, Myanmar, ..... 4 .....**

24. What is the name of country for number **1 and 4**?

- a. Australia and Singapore
- b. Indonesia and Vietnam
- c. Malaysia and Vietnam
- d. Myanmar and Malaysia
- e. Singapore and Malaysia

25. What is the name of country for number **2 and 3**?

- a. Cambodia and Laos
- b. Cambodia and Australia
- c. Cambodia and Philippines
- d. Cambodia and America
- e. Brunei and Indonesia



26. Which one is the correct things in the bedroom?

- a. Bed, wardrobe, lamp, computer
- b. Bed, wardrobe, lamp, glass
- c. Bed, wardrobe, lamp, sofa
- d. Bed, wardrobe, lamp, radio
- e. Bed, wardrobe, lamp, painting

27. How many T-Shirt in the wardrobe?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 0



28. What thing can you find in those four rooms above?

- a. Table
- b. Curtain
- c. Chair

- d. Carpet
- e. Pillow

29. What thing cannot you find in the living room?

- a. Sofa
- b. Chair
- c. Painting
- d. Mirror
- e. Curtain

30. What room can you find the radio?

- a. Bedroom
- b. Bathroom
- c. Kitchen
- d. Living room
- e. Hall



31. What things to complete the living room?

- a. Wardrobe and table
- b. Pillow and painting
- c. Cushion and painting
- d. Cushion and mirror
- e. Pillow and chair

32. What things to complete the kitchen?

- a. Refrigerator and washbasin
- b. Refrigerator and sofa
- c. Refrigerator and vas
- d. Curtain and chair
- e. Cooker and curtain

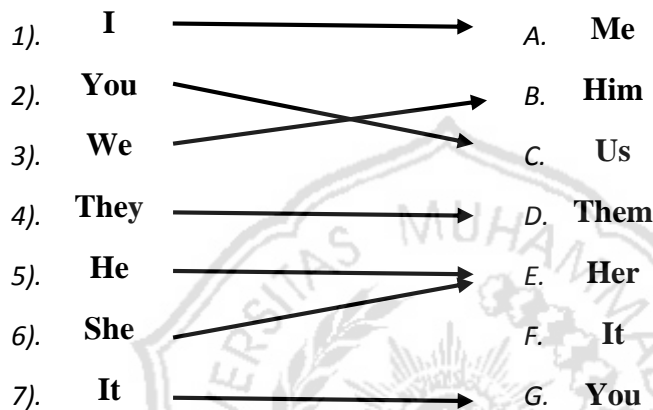
33. What things to complete the bedroom?

- a. Wardrobe and bookcase
- b. Computer and bookcase
- c. Computer and pillow
- d. Pillow and curtain
- e. Bookcase and painting

34. What things to complete the bathroom?

- a. Towel and mat
- b. Towel and curtain

- c. Towel and painting
  - d. Towel and carpet
  - e. Towel and cooker
35. What things can you find in the hall?
- a. Carpet and stairs
  - b. Window and stairs
  - c. Curtain and stairs
  - d. Lamp and stairs
  - e. Chair and stairs
36. Which are the correct matches of the subject/object pronouns below??



- a. Number 1, 2, 3
  - b. Number 1, 2, 4
  - c. Number 1, 4, 6
  - d. Number 1, 5, 6
  - e. Number 1, 4, 7
37. What alphabet is the correct match for number 5?
- a. G
  - b. E
  - c. A
  - d. D
  - e. B
38. I think I have seen . . . . . before in the school.
- a. She
  - b. Her
  - c. His
  - d. Hers
  - e. He
39. Look at Tom and Lyn! . . . . . are twins.
- a. They
  - b. Them



- c. Their
  - d. You
  - e. We
40. . . . . are in the same class.
- a. He
  - b. She
  - c. We
  - d. I
  - e. Us
41. . . . . is in class with . . . . .
- a. Her/ us
  - b. She/us
  - c. We/us
  - d. She/we
  - e. We/she
42. These are Ann's father, . . . . . usually goes out with . . . . .
- a. He/ her
  - b. He/ him
  - c. He/ she
  - d. He/his
  - e. He/you

**Replace the underlined word with the appropriate pronoun!**

43. I really like the cake. Unfortunately, I didn't have time to finish the cake.
- a. Her
  - b. You
  - c. It
  - d. Us
  - e. Him
44. He will talk to headmaster tomorrow.
- a. You
  - b. Me
  - c. Her
  - d. Him
  - e. It
45. She does not know Peter and Mike.
- a. Them
  - b. They
  - c. Their
  - d. You
  - e. Us

## Appendix 7

### Key Answers of Tryout Test

1. C	11. D	21. D	31. C	41. B
2. A	12. C	22. B	32. A	42. A
3. E	13. E	23. D	33. B	43. C
4. C	14. A	24. C	34. A	44. D
5. D	15. E	25. A	35. B	45. A
6. A	16. B	26. A	36. C	
7. B	17. D	27. A	37. E	
8. C	18. E	28. B	38. B	
9. D	19. B	29. D	39. A	
10. C	20. A	30. C	40. C	



## Appendix 8

### Name of Respondent of M.1/4 Students of Santi Vittaya School

No.	Name	Sex
1	Chiratanon	Male
2	Puripat	Male
3	Pataya	Male
4	Sarakpang	Male
5	Meta	Male
6	Narakon	Male
7	Patipan	Male
8	Anawin	Male
9	Harifin	Male
10	Natawat	Male
11	Nakpad	Male
12	Thewarid	Male
13	Anucha	Male
14	Kantasyad	Male
15	Kayyasak	Male
16	Seksan	Male
17	Sakarin	Male
18	Natakid	Male
19	Tanakbat	Male
20	Tanakpong	Male
21	Tanakpat	Male
22	Tanawat	Male
23	Tanikson	Male
24	Tamassak	Male
25	Tiktiwud	Male
26	Nopadet	Male
27	Niktipong	Male
28	Fakod	Male
29	Maslan	Male
30	Muhammad	Male
31	Asri	Male
32	Rakpipat	Male
33	Rusdi	Male
34	Ratapong	Male
35	Wacherid	Male
36	Wiserut	Male
37	Son Ram	Male
38	Supawid	Male
39	Sengsorn	Male
40	Conapan	Male

Appendix 9

Table Score of Tryout

No. Students	Item Number																																													SUM					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45						
1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	30		
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4	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	0	25		
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10	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39		
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20	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	38		
21	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	25		
22	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	25		
23	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	1	18	
24	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	43		
25	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	0	1	1	1	1	30	
26	0	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	26
27	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	39	
29	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	43		
30	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	34		
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32	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40		
33	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	26	
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35	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	
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37	1	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	25	
38	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	27	
39	0	1	1	0	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1</																													

Appendix 10

Upper Group Table

No. Students	Items																																													X	Y	SUM						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45									
2	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	21	43				
9	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	20	43		
24	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	20	43		
29	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	21	43	
6	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	20	20	40	
27	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	20	40	
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10	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	20	39	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	20	39
18	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	19	38
20	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	20	18	38				
11	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	20	17	37				
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17	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18	16	34
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36	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	18	16	34
1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	16	14	30	
5	0	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16	14	30	
12	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	15	15	30
Σ	14	17	14	16	15	16	15	16	19	15	17	17	16	15	18	19	14	19	16	17	16	16	17	18	15	17	16	18	19	18	15	19	16	16	15	13	19	13	17	20	19	17	18	16	19	379	368	747						

Appendix 10

Lower Group Table

No. Students	Items																																													X	Y	SUM			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45						
25	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	17	13	30	
39	0	1	1	0	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	15	14	29	
13	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	15	12	27		
31	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	12	15	27	
34	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	13	14	27	
38	1	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	13	27	
40	0	0	1	1	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	12	15	27	
16	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	15	11	26	
26	0	0	0	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	14	12	26
33	1	1	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	13	13	26		
4	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	11	14	25		
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21	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	11	14	25
22	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	13	12	25		
37	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	15	10	25	
19	0	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	15	9	24		
7	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	8	12	20	
23	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	0	0	0	0	1	1	10	8	18	
3	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	8	9	17		
35	1	0	0	1	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	1	11	6	17		
Σ	13	11	13	10	13	8	9	8	6	11	11	10	11	12	9	9	14	7	12	9	10	14	12	10	15	10	13	12	10	9	11	10	12	12	14	15	10	17	13	8	9	10	8	14	9	257	236	493			

Appendix 11

ANALYSIS OF DIFFICULTY LEVEL AND DISCRIMINATING POWER OF TRY OUT TEST

Item	U	L	U+L	U-L	T	1/2 T	DL	DP	Explanation
1	14	13	27	1	40	20	0.67	0.05	Accepted
2	17	11	28	6	40	20	0.7	0.3	Accepted
3	14	13	27	1	40	20	0.67	0.05	Accepted
4	16	10	26	6	40	20	0.65	0.3	Accepted
5	15	13	28	2	40	20	0.7	0.1	Accepted
6	16	8	24	8	40	20	0.6	0.4	Accepted
7	15	9	24	6	40	20	0.6	0.3	Accepted
8	16	8	24	8	40	20	0.6	0.4	Accepted
9	19	6	25	13	40	20	0.62	0.65	Accepted
10	15	11	26	4	40	20	0.65	0.2	Accepted
11	17	11	28	6	40	20	0.7	0.3	Accepted
12	17	10	27	7	40	20	0.67	0.35	Accepted
13	16	11	27	5	40	20	0.67	0.25	Accepted
14	15	12	27	3	40	20	0.67	0.15	Accepted
15	18	9	27	9	40	20	0.67	0.45	Accepted
16	19	9	28	10	40	20	0.7	0.5	Accepted
17	14	14	28	0	40	20	0.7	0	Omitted
18	19	7	26	12	40	20	0.65	0.6	Accepted
19	16	12	28	4	40	20	0.7	0.2	Accepted
20	17	9	26	8	40	20	0.65	0.4	Accepted
21	16	10	26	6	40	20	0.65	0.3	Accepted
22	16	14	30	2	40	20	0.75	0.1	Accepted
23	17	12	29	5	40	20	0.72	0.25	Accepted
24	18	10	28	8	40	20	0.7	0.4	Accepted
25	15	15	30	0	40	20	0.75	0	Omitted
26	17	10	27	7	40	20	0.67	0.35	Accepted
27	16	13	29	3	40	20	0.72	0.15	Accepted
28	18	12	30	6	40	20	0.75	0.3	Accepted
29	19	10	29	9	40	20	0.72	0.45	Accepted
30	18	9	27	9	40	20	0.67	0.45	Accepted
31	15	11	26	4	40	20	0.65	0.2	Accepted
32	19	10	29	9	40	20	0.72	0.45	Accepted
33	16	12	28	4	40	20	0.7	0.2	Accepted
34	16	12	28	4	40	20	0.7	0.2	Accepted
35	15	14	29	1	40	20	0.72	0.05	Accepted
36	13	15	28	-2	40	20	0.7	-0,1	Omitted
37	19	10	29	9	40	20	0.72	0.45	Accepted
38	13	17	30	-4	40	20	0.75	-0,2	Omitted
39	17	13	30	4	40	20	0.75	0.2	Accepted
40	20	8	28	12	40	20	0.7	0.5	Accepted
41	19	9	28	10	40	20	0.7	0.5	Accepted
42	17	10	27	7	40	20	0.67	0.35	Accepted
43	18	8	26	10	40	20	0.65	0.5	Accepted
44	16	14	30	2	40	20	0.75	0.1	Accepted
45	19	9	28	10	40	20	0.7	0.5	Accepted

Appendix 12

Analysis of Reliability of Try Out Test

Students' Number	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	16	14	224	256	196
2	22	21	462	484	441
3	8	9	72	64	81
4	11	14	154	121	196
5	16	14	224	256	196
6	20	20	400	400	400
7	8	12	96	64	144
8	15	10	150	225	100
9	23	20	460	529	400
10	19	20	380	361	400
11	20	17	340	400	289
12	15	15	225	225	225
13	15	12	180	225	144
14	17	20	340	289	400
15	15	20	300	225	400
16	15	11	165	225	121
17	18	16	288	324	256
18	19	19	361	361	361
19	15	9	135	225	81
20	20	18	360	400	324
21	11	14	154	121	196
22	13	12	156	169	144
23	10	8	80	100	64
24	23	20	460	529	400
25	17	13	221	289	169
26	14	12	168	196	144
27	20	20	400	400	400
28	19	20	380	361	400
29	22	21	462	484	441
30	17	17	289	289	289
31	12	15	180	144	225
32	20	20	400	400	400
33	13	13	169	169	169
34	13	14	182	169	196
35	11	6	66	121	36
36	18	16	288	324	256
37	15	10	150	225	100
38	14	13	182	196	169
39	15	14	210	225	196
40	12	15	180	144	225
$\Sigma$	636	604	10093	10714	9774



## Appendix 13

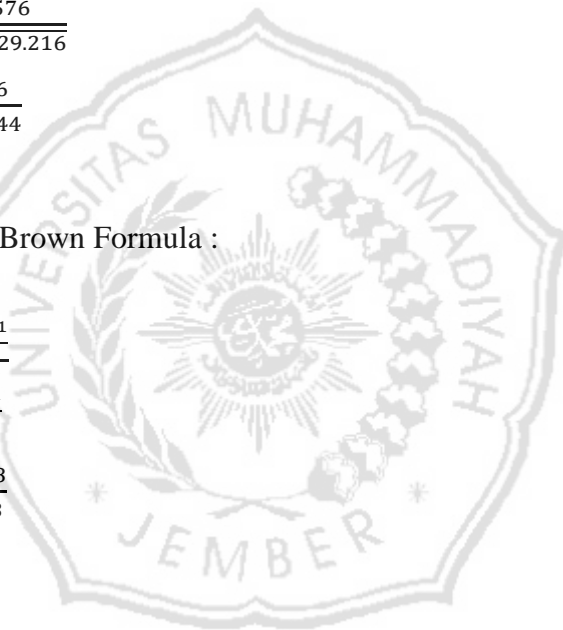
### RELIABILITY OF TRY OUT TEST

a. Product Moment Formula :

$$\begin{aligned}r_{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}} \\&= \frac{40(10.093) - (636)(604)}{\sqrt{\{40(10.714) - (636)^2\} \{40(9774) - (604)^2\}}} \\&= \frac{403.720 - 384.144}{\sqrt{(428.560 - 404.496)(390.960 - 364.816)}} \\&= \frac{19.576}{\sqrt{24.064 \times 26.144}} \\&= \frac{19.576}{\sqrt{629.129.216}} \\&= \frac{19.576}{25082,44} \\&= 0,78\end{aligned}$$

b. Spearman Brown Formula :

$$\begin{aligned}r_{11} &= \frac{2 \times r_{\frac{1}{2}}}{1 + r_{\frac{1}{2}}} \\&= \frac{2 \times 0,78}{1 + 0,78} \\&= \frac{1,56}{1,78} \\&= 0,87\end{aligned}$$



## Appendix 14

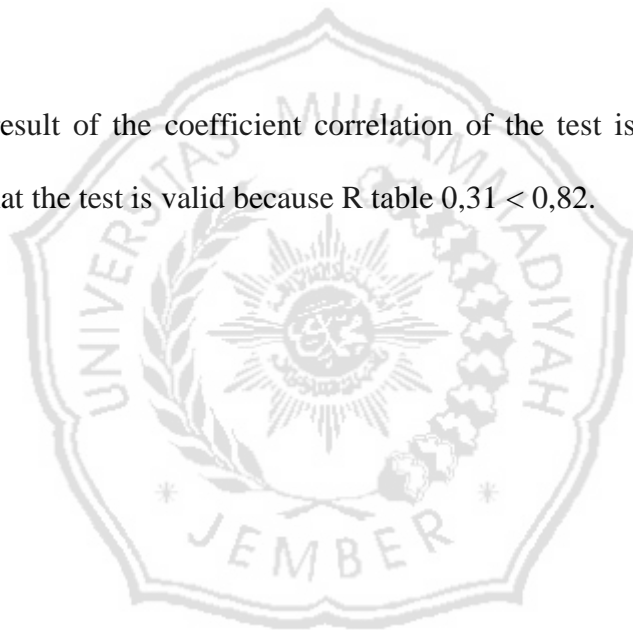
### External Validity of Tryout Test

No.	Name	Tryout Scores		Daily Test Scores		XY
		X	X <sup>2</sup>	Y	Y <sup>2</sup>	
1	Chiratanon	67	4489	65	4225	4355
2	Puripat	96	9216	95	9025	9120
3	Pataya	38	1444	50	2500	1900
4	Sarakpang	56	3136	40	1600	2240
5	Meta	67	4489	65	4225	4355
6	Narakon	89	7921	70	4900	6230
7	Patipan	45	2025	60	3600	2700
8	Anawin	56	3136	65	4225	3640
9	Harifin	96	9216	80	6400	7680
10	Natawat	87	7569	75	5625	6525
11	Nakpad	82	6724	85	7225	6970
12	Thewarid	67	4489	75	5625	5025
13	Anucha	60	3600	55	3025	3300
14	Kantasyad	82	6724	65	4225	5330
15	Kayyasak	78	6084	70	4900	5460
16	Seksan	58	3364	65	4225	3770
17	Sakaran	76	5776	70	4900	5320
18	Natakid	85	7225	85	7225	7225
19	Tanakbat	54	2916	60	3600	3240
20	Tanakpong	85	7225	70	4900	5950
21	Tanakpat	56	3136	45	2025	2520
22	Tanawat	56	3136	60	3600	3360
23	Tanikson	41	1681	60	3600	2460
24	Tamassak	96	9216	85	7225	8160
25	Tiktiwud	67	4489	70	4900	4690
26	Nopadet	58	3364	50	2500	2900
27	Niktipong	89	7921	75	5625	6675
28	Fakod	87	7569	90	8100	7830
29	Maslan	96	9216	90	8100	8640
30	Muhammad	76	5776	85	7225	6460
31	Asri	60	3600	60	3600	3600
32	Rakpipat	89	7921	85	7225	7565
33	Rusdi	58	3364	60	3600	3480
34	Ratapong	60	3600	55	3025	3300
35	Wacherid	38	1444	50	2500	1900
36	Wiserut	76	5776	70	4900	5320
37	Son Ram	56	3136	60	3600	3360
38	Supawid	60	3600	55	3025	3300
39	Sengsorn	65	4225	55	3025	3575
40	Conapan	60	3600	70	4900	4200
$\Sigma$		2768	202538	2695	188475	193630

## Appendix 14

$$\begin{aligned}r_{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}} \\&= \frac{40(193.630) - (2768)(2695)}{\sqrt{\{40 \times 202.538 - 2768^2\} \{40 \times 188.475 - 2695^2\}}} \\&= \frac{7.745.200 - 7.459.760}{\sqrt{439.696 \times 275.975}} \\&= \frac{285.440}{\sqrt{121.345.103.600}} \\&= \frac{285.440}{48346,24} \\&= 0,82\end{aligned}$$

The result of the coefficient correlation of the test is 0,82 and it can be concluded that the test is valid because  $R_{table} 0,31 < 0,82$ .



## Appendix 15

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	August 1 <sup>st</sup> , 2017
Topic	Parts of Body	Time	1x45 minutes
<b>Basic Competence:</b>			
Identify the parts of body in English			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
<ol style="list-style-type: none"> <li>1. Identify basic body parts in English</li> <li>2. Answer simple questions about them</li> </ol>			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> - Greeting, Praying, and checking students' attendance. - Giving warm-up activity.		White board, Access 1 Students' Book and Picture
30 minutes	<b>Main activity:</b> - Teacher checks students' understanding about the material of Parts of Body. - Teacher shows and stick the picture of body of a man with its parts of body names - Students repeat names of parts of body in unison as teacher points to those areas on the picture. Teacher pauses periodically to check for understanding and to ask questions		

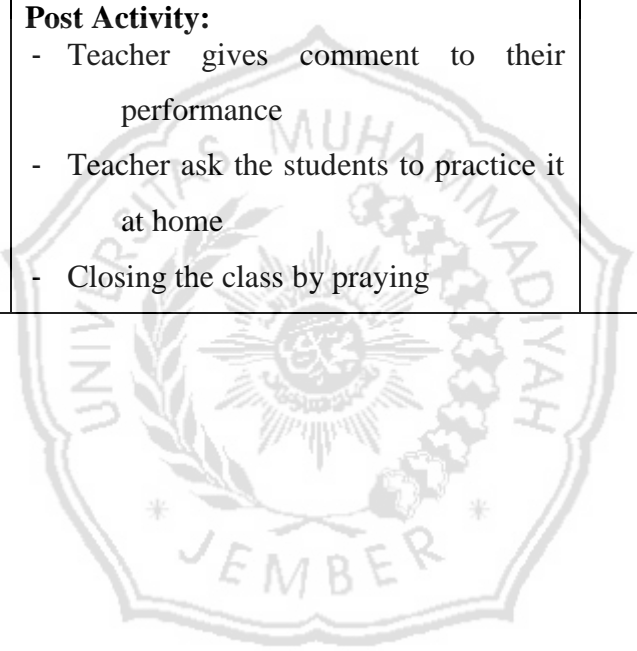
	<p>such as “What is this?”; “How many arms does he have?”; etc</p> <ul style="list-style-type: none"> <li>- Students repeat to read the words loudly and together</li> <li>- Students divided into groups contain of 5 students for each group. Every students have to memorize 2 words and they shares their understanding of words each other.</li> <li>- Teacher points to the picture (without the name). Students answer and write the name on the board as their understanding of its spell.</li> <li>- Teacher and students check the answers and correct it.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> </ul> <p>Teacher ask the students to practice it at home</p> <ul style="list-style-type: none"> <li>- Closing the class by praying</li> </ul>	

## Appendix 16

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	August 4 <sup>th</sup> , 2017
Topic	Countries and Nationalities	Time	1x45 minutes
<b>Basic Competence:</b>			
Knowing and understanding name of countries and nationalities			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
<ul style="list-style-type: none"> <li>3. Identify and distinguish the name of nationality for each country</li> <li>4. Answer simple questions about countries and nationality</li> </ul>			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students' attendance.</li> <li>- Giving warm-up activity.</li> </ul>		White board, Access 1 Students' Book, Word cards
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher checks students' understanding about the material of Countries and Nationalities.</li> <li>- Teacher asks students to mention and write name of countries as students know on the whiteboard.</li> <li>- Then, teacher provides word cards of nationalities and asks students to choose and stick them to the name of countries.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Teacher and students check the work on the whiteboard and re-arrange them into the correct match between countries and nationalities.</li> <li>- Students repeat to read the words loudly.</li> <li>- Students do the task of countries and nationalities in pairs.</li> <li>- Teacher and students check the work together and evaluate it.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Teacher ask the students to practice it at home</li> <li>- Closing the class by praying</li> </ul>	



## Appendix 17

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	August 8 <sup>th</sup> and 11 <sup>th</sup> , 2017
Topic	Rooms, Furniture and Appliances	Time	2 x 45 minutes
<b>Basic Competence:</b>			
Identify kind of rooms and the furniture and appliances find inside it.			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
<ul style="list-style-type: none"> <li>5. Identify kind of rooms and distinguish the appropriate furniture and appliances of it</li> <li>6. Answer simple questions about rooms, furniture and appliances</li> </ul>			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students' attendance.</li> <li>- Giving warm-up activity.</li> </ul>		White board, Access 1 Students' Book and Picture of rooms, furniture and appliances
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher checks students' understanding about the material of Rooms, Furniture and Appliances.</li> <li>- Teach rooms vocab such as Living room, Bedroom, Bathroom, Kitchen and Classroom.</li> <li>- Teacher shows and stick the picture (e.g. Bedroom) on the wall and provides some cards of picture of furniture and appliances. Then ask students to come up to the board stick</li> </ul>		



	<p>the picture in the room. And then teacher sticks all the rooms on the wall and asks students to do the same thing like the one.</p> <ul style="list-style-type: none"> <li>- Put the students into groups of 6 students per group. Get each group to elect a team captain and then give each captain a piece of paper. Tell the captains to write the number 1 to 12 down the left side of the paper. The paper sheet is contain of the words of the furniture and appliances, but incomplete word. So the group has to complete the words until number 12. Each captain write 1 name of furniture or appliance, and then the other member of group will continue the rest blank number, taking turn in the limited time. The winning group gets a round of applause from everyone.</li> <li>- Students read about the rooms and its furniture and appliances they have been write loudly.</li> <li>- Teacher gives a magazine/book contains of rooms, furniture and appliances to each group. Tell everyone to look through their magazines/books and cut out pictures to stick on their poster for their room. Give students 5 minutes for this work.</li> <li>- Students have to write the words for the thing they have stuck on their posters.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Students stick their posters on the walls of classroom, try and get them evenly spaced around the room.</li> <li>- Teacher and students play “Touch the Picture”.</li> <li>- First, each group stand in line in front of the class. Then the teacher goes to each poster and choruses each picture 2 or 3 times (e.g. “bed, bed, bed”). Do this quite quickly to avoid students getting bored. Then, tell everyone that when teacher going to say an object, so everyone has to race to touch it on the poster.</li> <li>- After that, every group has to mention the name of furniture and appliances. For group who can mention the correct names, will be the winner and get an applause from everyone and a gift from teacher.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Closing the meeting by praying.</li> </ul>	

## Appendix 18

### FIELD NOTE OF CYCLE 1 (FIRST MEETING)

Day, Date : August 1<sup>st</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- Teacher checks students' understanding about the material of Parts of Body.
- Teacher shows and stick the picture of body of a man with its parts of body names
- Students repeat names of parts of body in unison as teacher points to those areas on the picture. Teacher pauses periodically to check for understanding and to ask questions such as "What is this?"; "How many arms does he have?"; etc
- Students repeat to read the words loudly and together
- Students divided into groups contain of 5 students for each group. Every students have to memorize 2 words and they shares their understanding of words each other.
- Teacher points to the picture (without the name). Students answer and write the name on the board as their understanding of its spell.
- Teacher and students check the answers and correct it.

## Appendix 18

### Explanation:

In the first meeting in cycle 1, it was held on August 1<sup>st</sup>, 2017. For the pre-activity, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

Next for the main activity, before gave the material, teacher brainstormed the students' understanding of the material would be given, such as asked about what was the names of parts of body that they knew. Some of students answered it by using Thai language, because they did not know the meaning in English vocabulary. Then teacher stick a picture of man with its parts of body. Teacher lead students to mention or read the names of parts of body. Teacher paused periodically to check for understanding and to asked questions such as "What is this?"; "How many arms does he have?"; etc. The students seem like more enthusiasm in mentioning the number of it, even they were felt difficulty in pronouncing the words. By teacher leading, then students repeat to read the words loudly and together. Then students divided into groups which the member of group was contain of 5-6 students. Teacher asked students to memorize 2 words per student (on the board, they could choose the word by themselves), then they share each other about their understanding of the words. Teacher took the names of the parts of body, and let the students saw the picture without the names of its parts of body (it was train the students to memorize the words they had been read together before). Then teacher pointed out to the each parts of body, and the students who could answer the question, might to write the names of parts of body on the board (based on their understanding of the spell). Then teacher and students corrected the students' writing and re-write it again if there was a wrong writing.

## Appendix 18

Last, for the post activity, teacher gave a comment for the material and the students' performance and participation during the learning process. Teacher asked them to practice it at home and then closing the class by praying.

Krabi, August 1<sup>st</sup>, 2017  
English Teacher



A handwritten signature in black ink, appearing to read "Waraphon Madley".

Waraphon Madley



## Appendix 18

### FIELD NOTE OF CYCLE 1 (SECOND MEETING)

Day, Date : August 4<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher checks students' understanding about the material of Countries and Nationalities.
- 2) Teacher asks students to mention and write name of countries as students know on the whiteboard.
- 3) Then, teacher provides word cards of nationalities and asks students to choose and stick them to the name of countries.
- 4) Teacher and students check the work on the whiteboard and re-arrange them into the correct match between countries and nationalities.
- 5) Students repeat to read the words loudly.
- 6) Students do the task of countries and nationalities in pairs.
- 7) Teacher and students check the work together and evaluate it.

## Appendix 18

### Explanation:

In the second meeting in cycle 1. For the pre-activity, it was same like the first meeting, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

Then, teacher brainstormed students' understanding about the material of Countries and Nationalities. Such as what did they knew about country, what was the names of country they knew. Then teacher asked students to mention and wrote name of countries as students knew on the whiteboard. Here, it could be seen that they still could not discriminate the differentiate between country and city, because some of them wrote the name of city. Then, teacher provided word cards of nationalities and asked students to choose and stick them to the name of countries. Teacher and students checked the work on the whiteboard and re-arrange them into the correct match between countries and nationalities. Students repeat to read the words loudly. Students did the task of countries and nationalities in pairs, and teacher helped them in understanding the instruction on their workbook. Then teacher and students check the work together and evaluated it.

Finally, for post activity teacher gave comment to their performance, then asked the students to practice it at home and closing the class by praying.

Krabi, August 4<sup>th</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 18

### FIELD NOTE OF CYCLE 1 (THIRD MEETING)

Day, Date : August 8<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher checks students' understanding about the material of Rooms, Furniture and Appliances.
- 2) Teach rooms vocab such as Living room, Bedroom, Bathroom, Kitchen and Classroom.
- 3) Teacher shows and stick the picture (e.g. Bedroom) on the wall and provides some cards of picture of furniture and appliances. Then ask students to come up to the board stick the picture in the room. And then teacher sticks all the rooms on the wall and asks students to do the same thing like the one.
- 4) Put the students into groups of 6 students per group. Get each group to elect a team captain and then give each captain a piece of paper. Tell the captains to write the number 1 to 12 down the left side of the paper. The paper sheet is contain of the words of the furniture and appliances, but incomplete word. So the group has to complete the words until number 12. Each captain write 1 name of furniture or appliance, and then the other member of group will continue the rest blank number, taking turn in the limited time. The winning group gets a round of applause from everyone.
- 5) Students read about the rooms and its furniture and appliances they have been write loudly.



## Appendix 18

### Explanation:

In the third meeting in cycle 1. For the pre-activity, it was same like the second meeting, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

For the main activity, teacher checked students' understanding about the material of Rooms, Furniture and Appliances. Asked the students about kinds of room at home and school. Then taught rooms vocab such as Living room, Bedroom, Bathroom, Kitchen and Classroom. Here, teacher and students collected the vocabulary of furniture and appliances that usually find in the rooms, even they mentioned the name of room in Thai language, because they did not know the meaning in English. Teacher showed and stick the picture (e.g. Bedroom) on the wall and provided some cards of picture of furniture and appliances. Then asked students to come up to the board, stick the picture in the room. And then teacher stick all the rooms on the wall and asked students to do the same thing like the one. Some students stick the wrong appliances and furniture, because the picture is too small and unclear. Then, teacher put the students into groups of 6 students per group. Got each group to elect a team captain and then gave each captain a piece of paper. Teacher told the captains to write the number 1 to 12 down the left side of the paper. The paper sheet was contain of the words of the furniture and appliances, but incomplete word. So the group has to complete the words until number 12. The captain write 1 name of furniture or appliance, and then the other member of group will continued the rest blank number, took in turn in the limited time. The winning group got a round of applause from everyone. The time was too limited, so the students such could not think more to wrote the correct things. And also the total words they had to write was too many, so the students felt difficulty to answer what kind of things they had to wrote. Students read about the rooms and its furniture and appliances they had been write loudly.

## Appendix 18

As usual, for the post activity, teacher gave comment to their performance, and closing the meeting by praying.



Krabi, August 8<sup>th</sup>, 2017  
English Teacher

Waraphon Madley



## Appendix 18

### FIELD NOTE OF CYCLE 1 (FOURTH MEETING)

Day, Date : August 11<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher gives a magazine/book contains of rooms, furniture and appliances to each group. Tell everyone to look through their magazines/books and cut out pictures to stick on their poster for their room. Give students 5 minutes for this work.
- 2) Students have to write the words for the thing they have stuck on their posters.
- 3) Students stick their posters on the walls of classroom, try and get them evenly spaced around the room.
- 4) Teacher and students play “Touch the Picture”.
- 5) First, each group stand in line in front of the class. Then the teacher goes to each poster and choruses each picture 2 or 3 times (e.g. “bed, bed, bed”). Do this quite quickly to avoid students getting bored. Then, tell everyone that when teacher going to say an object, so everyone has to race to touch it on the poster.
- 6) After that, every group has to mention the name of furniture and appliances. For group who can mention the correct names, will be the winner and get an applause from everyone and a gift from teacher.

## Appendix 18

### Explanation:

In the fourth meeting in cycle 1. For the pre-activity, it was same like the third meeting, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

For the main activity, teacher gave a magazine/book contains of rooms, furniture and appliances to each group. Teacher told everyone to look through their magazines/books and cutted out pictures to stick on their poster for their room. Students had 5 minutes for this work. The time was too limited, because they had to select the correct things. Students had to write the words for the thing they had stick on their posters. Then, students stick their posters on the wall. Teacher and students played "Touch the Picture". First, each group stood in line in front of the room. Then the teacher went to each poster and choruses each picture 2 or 3 times (e.g. "bed, bed, bed"). Teacher did this quite quickly to avoid students getting bored. Then, told everyone that when teacher went to say an object, so everyone had to race to touch it on the poster. After that, every group had to mention the name of furniture and appliances. For group who could mention the correct names, would be the winner and got an applause from everyone and a gift from teacher.

Last, in post activity, teacher gave comment to their performance and closing the meeting by praying.

Krabi, August 11<sup>th</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 19

### VOCABULARY TEST CYCLE 1 OF SEVENTH GRADE STUDENTS FOR JUNIOR HIGH SCHOOL

Subject : English Name : .....

Language Focus : Vocabulary Class : .....

Time : 1x45 minutes

Date : Tuesday, August 15<sup>th</sup>, 2017

Cross (X) the letter *A, B, C, D* or *E* for the best answer!



1. Which one is the correct things in the bedroom?

- a. Bed, wardrobe, lamp, computer
- b. Bed, wardrobe, lamp, glass
- c. Bed, wardrobe, lamp, sofa
- d. Bed, wardrobe, lamp, radio
- e. Bed, wardrobe, lamp, painting

2. How many T-Shirt in the wardrobe?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 0



3. What thing can you find in those four rooms above?

- a. Table
- b. Curtain
- c. Chair
- d. Carpet
- e. Pillow

4. What thing cannot you find in the living room?

- a. Sofa
- b. Chair
- c. Painting
- d. Mirror
- e. Curtain

UNIVERSITAS MUHAMMADIYAH

**Bedroom:**  
Wardrobe, . . . . ,  
pillow, . . . . .

**Kitchen:**  
Cooker, . . . . . ,  
chair, . . . . .

**Bathroom:**  
mirror, . . . . .  
, curtain, . . . . .

**Living room:**  
Chair, . . . . . ,  
table, . . . . .

5. What things to complete the living room?

- a. Wardrobe and table
- b. Pillow and painting
- c. Cushion and painting
- d. Cushion and mirror
- e. Pillow and chair

6. What things to complete the kitchen?

- a. Refrigerator and washbasin
- b. Refrigerator and sofa
- c. Refrigerator and vas

- d. Curtain and chair
- e. Cooker and curtain

7. What things to complete the bedroom?

- a. Wardrobe and bookcase
- b. Computer and bookcase
- c. Computer and pillow
- d. Pillow and curtain
- e. Bookcase and painting

8. What things to complete the bathroom?

- a. Towel and mat
- b. Towel and curtain
- c. Towel and painting
- d. Towel and carpet
- e. Towel and cooker

9. What things can you find in the hall?

- a. Carpet and stairs
- b. Window and stairs
- c. Curtain and stairs
- d. Lamp and stairs
- e. Chair and stairs

**For number 16 and 17!**

a). Thailand	A). Thai
b). Singapore	B). Indonesian
c). Brunei	C). Bruneian
d). Indonesia	D). Burmese
e). Myanmar	E). Singaporean

10. Which one is the correct match?

- a. number 1 and 2
- b. number 1 and 3
- c. number 1 and 4
- d. number 1 and 5
- e. number 2 and 3

11. What is the correct nationality for *Myanmar*?

- a. Alphabet A
- b. Alphabet B
- c. Alphabet C
- d. Alphabet D
- e. Alphabet E

12. What is the nationality of *Brunei*?

- a. Thai
- b. Singaporean
- c. Indonesian
- d. Burmese

e. Bruneian

13. What is the nationality of *Vietnam*?

- a. Indonesian
- b. Vietnamese
- c. Malaysian
- d. Filipino
- e. Burmese

14. What is the nationality of *Laos*?

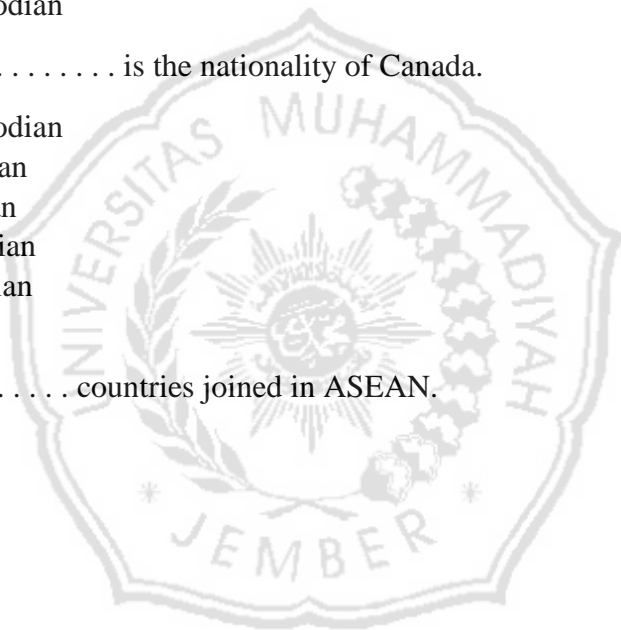
- a. Laotian
- b. Burmese
- c. Thai
- d. Filipino
- e. Cambodian

15. . . . . is the nationality of Canada.

- a. Cambodian
- b. Mexican
- c. Russian
- d. Canadian
- e. Bruneian

16. There are . . . . . countries joined in ASEAN.

- a. 5
- b. 10
- c. 15
- d. 20
- e. 25



**ASEAN (Association of Southeast Asian Nations)**

**Thailand, ... 1 ....., Indonesia, Singapore, ..... 2 .....,  
Philippines, ..... 3 ....., Brunei, Myanmar, ..... 4 ...**

17. What is the name of country for number **1 and 4**?

- a. Australia and Singapore
- b. Indonesia and Vietnam



- c. Malaysia and Vietnam
- d. Myanmar and Malaysia
- e. Singapore and Malaysia

18. What is the name of country for number **2 and 3**?

- a. Cambodia and Laos
- b. Cambodia and Australia
- c. Cambodia and Philippines
- d. Cambodia and America
- e. Brunei and Indonesia

19. **Four** days *before* Saturday is .....

- a. Tuesday
- b. Monday
- c. Thursday
- d. Wednesday
- e. Saturday

20. **A day** *before* Monday is .....

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Saturday
- e. Sunday

21. **Three days** *after* Wednesday is .....

- a. Sunday
- b. Monday
- c. Saturday
- d. Friday
- e. Tuesday

22. **Three days** *after* Monday is .....

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday
- e. Friday



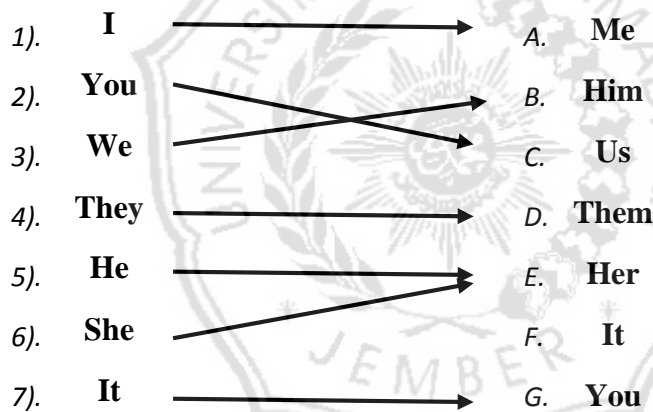
23. A day after Sunday is .....

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Sunday
- e. Thursday

24. A day before Saturday is .....

- a. Sunday
- b. Friday
- c. Monday
- d. Thursday
- e. Saturday

25. Which are the correct matches of the subject/object pronouns below??



- a. Number 1, 2, 3
- b. Number 1, 2, 4
- c. Number 1, 4, 6
- d. Number 1, 5, 6
- e. Number 1, 4, 7

26. What alphabet is the correct match for number 5?

- a. G
- b. E
- c. A
- d. D
- e. B

27. I think I have seen . . . . . before in the school.

- a. She
- b. Her
- c. His
- d. Hers
- e. He

28. . . . . are in the same class.

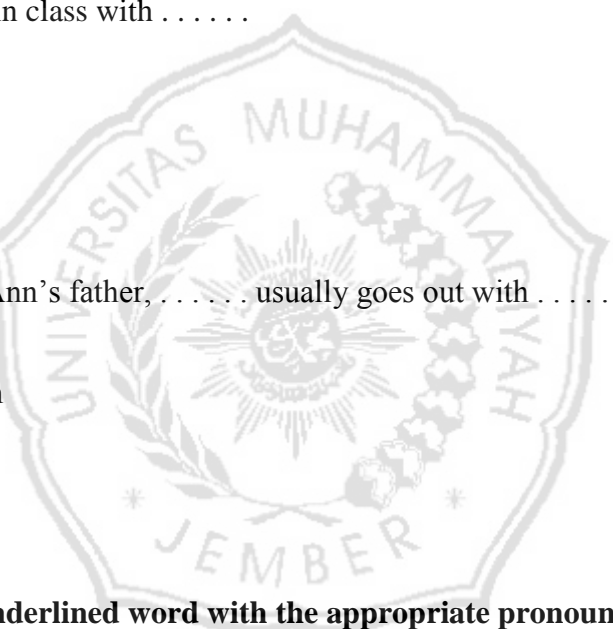
- a. He
- b. She
- c. We
- d. I
- e. Us

29. . . . . is in class with . . . . .

- a. Her/ us
- b. She/us
- c. We/us
- d. She/we
- e. We/she

30. These are Ann's father, . . . . . usually goes out with . . . . .

- a. He/ her
- b. He/ him
- c. He/ she
- d. He/his
- e. He/you



**Replace the underlined word with the appropriate pronoun!**

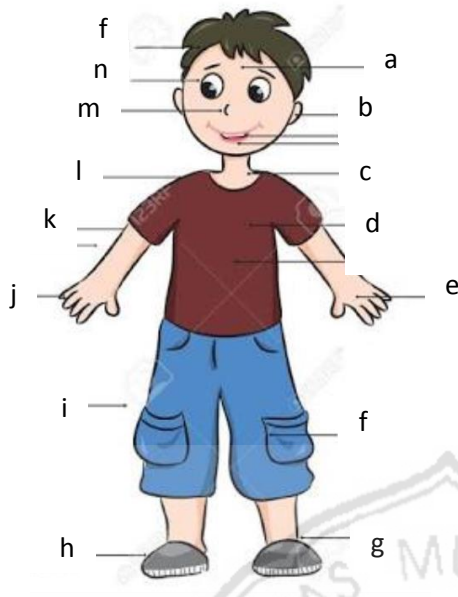
31. He will talk to headmaster tomorrow.

- a. You
- b. Me
- c. Her
- d. Him
- e. It

32. She does not know Peter and Mike.

- a. Them
- b. They
- c. Their
- d. You
- e. Us

Picture for number 8, 9 and 10.



33. Alphabet “j” refers to . . . . .

- a. Leg
- b. Hand
- c. Finger
- d. Stomache
- e. Palm

34. Alphabet “k” refers to . . . . .

- a. Leg
- b. Hand
- c. Finger
- d. Arm
- e. Elbow

35. Alphabet “h” refers to . . . . .

- a. Leg
- b. Hand
- c. Foot
- d. Mouth
- e. Knee

36. I use my . . . . . to smell the flowers

- a. Hand
- b. Mouth
- c. Eye
- d. Nose
- e. Ear

37. She use her . . . . . to watch the movie

- a. Hand
- b. Mouth
- c. Eye
- d. Nose
- e. Foot

38. My mother use her . . . . . to walk around the town

- a. Arm
- b. Nose
- c. Ear
- d. Hand
- e. Foot

39. Arrange into the correct word! ( M - T - O - U - C - H - A - E - S )

- a. Moustache
- b. Meustocha
- c. Maestucho
- d. Moustecha
- e. Moustacha

40. Complete the word! ( S H ... .. L D ... R )

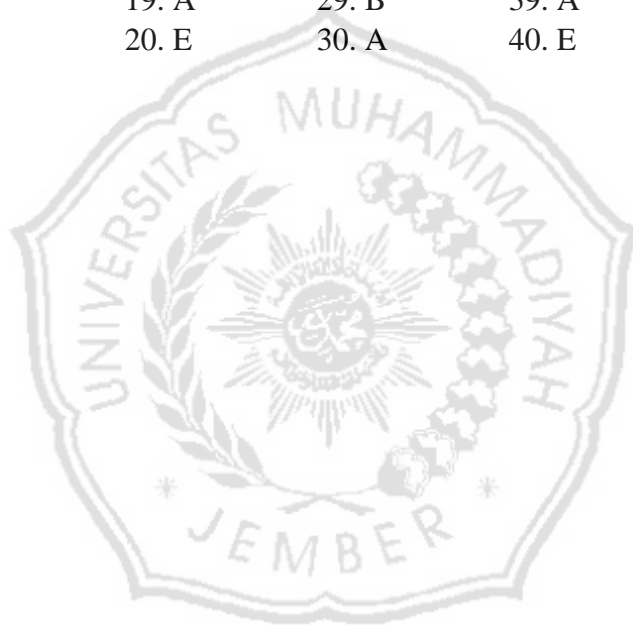
- a. U, E, O
- b. U, O, E
- c. E, O, U
- d. E, U, O
- e. O, U, E



## Appendix 20

### Key Answers of Vocabulary Test of Cycle 1

1. A	11. D	21. C	31. D
2. A	12. E	22. D	32. A
3. B	13. B	23. A	33. C
4. D	14. A	24. B	34. D
5. C	15. D	25. C	35. C
6. A	16. B	26. E	36. D
7. B	17. C	27. B	37. C
8. A	18. A	28. C	38. E
9. B	19. A	29. B	39. A
10. B	20. E	30. A	40. E



Appendix 21

Table Score of Vocabulary Test Cycle 1

No. Student	Item Number																																								X	Y	SUM										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40													
1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	17	34			
2	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	17	33	
3	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	10	8	18
4	0	0	1	1	1	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	8	12	20	
5	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	18	34	
6	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	16	17	33	
7	1	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	14	29	
8	1	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	1	14	11	25	
9	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	13	27	
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12	0	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	11	11	22		
13	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	20	39		
14	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	18	34	
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17	0	1	1	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	14	16	30	
18	0	0	1	1	1	0	0	1	1	0	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	14	12	26	
19	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	16	32	
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22	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13	17	30		
23	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	9	12	21		
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26	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	8	8	16		
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28	0	1	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	13	14	27		
29	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	14	14	28			
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32	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	1	12	11	23			
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36	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	15	7	22	
	22	13	27	24	29	11	10	32	12	11	28	21	25	34	35	31	33	29	30	8	30	36	12	23	13	24	20	28	19	23	29	26	16	18	18	32	35	24	22	35	35	481	484										

## Appendix 22

### Analysis of Criteria of Success of Vocabulary Test Cycle 1

No.	Name	Test		Score	Explanation
		Correct	Incorrect		
1	Atapon Kentai	34	6	85	Excellent
2	Hadis	33	7	82.5	Excellent
3	Woramiet	18	22	45	Poor
4	Danupun	20	20	50	Poor
5	Kriyan Krai	34	6	85	Excellent
6	Komin	33	7	82.5	Excellent
7	Tasanak	29	11	72.5	Good
8	Tanakpat	25	15	62.5	Fair
9	Tanawud	27	13	67.5	Fair
10	Bandit	17	23	42.5	Poor
11	Bun Yarid	21	19	52.5	Poor
12	Paritpon	22	18	55	Poor
13	Sangtong	39	1	97.5	Excellent
14	Yunkew	34	6	85	Excellent
15	Rakpipat	24	16	60	Fair
16	Warawud	35	5	87.5	Excellent
17	Wakim	30	10	75	Good
18	Wikpa Sanuk	26	14	65	Fair
19	Sakaran	32	8	80	Good
20	Sittisak	19	21	47.5	Poor
21	Sitipong	21	19	52.5	Poor
22	Shirikwat	30	10	75	Good
23	Atapon Kunui	21	19	52.5	Poor
24	Adison	32	8	80	Good
25	Anupat	37	3	92.5	Excellent
26	Anan	16	24	40	Poor
27	Anuat	22	18	55	Poor
28	Anusit	27	13	67.5	Fair
29	Akarakpon	28	12	70	Good
30	Itikon	19	21	47.5	Poor
31	Asya	30	10	75	Good
32	Haris	23	17	57.5	Poor
33	Sarawud	26	14	65	Fair
34	Tanawuat	30	10	75	Good
35	Hasin	29	11	72.5	Good
36	Campada	22	18	55	Poor
	Total			2412.5	
	Mean			67.014	



## Appendix 22

1. The mean score of students' vocabulary test, the formula used is as follow:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{2412.5}{36} = 67\end{aligned}$$

2. The classification of the score levels

Score Level	Category	Total	Percentage
81-100	Excellent	8	22.2 %
70-80	Good	9	25 %
60-69	Fair	6	16.7 %
40-59	Poor	13	36.1 %
0-39	Very poor	0	0 %

3. The percentage of the students who got good score ( $\geq 65$ ), the researcher used the following formula:

There were 21 of 36 students in cycle 1 got 65 and more:

$$\begin{aligned}E &= \frac{n}{N} \times 100\% \\ &= \frac{21}{36} \times 100\% \\ &= 58,33\%\end{aligned}$$

## Appendix 23

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	August 22 <sup>nd</sup> , 2017
Topic	Parts of Body	Time	1x45 minutes
<b>Basic Competence:</b>			
Identify the parts of body in English			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
<ul style="list-style-type: none"> <li>7. Identify basic body parts in English</li> <li>8. Answer simple questions about them</li> </ul>			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> <ul style="list-style-type: none"> <li>- Greeting, Praying, and checking students' attendance.</li> <li>- Giving warm-up activity.</li> </ul>		White board, Access 1 Students' Book and Picture, word cards
30 minutes	<b>Main activity:</b> <ul style="list-style-type: none"> <li>- Teacher recall the students' memories and understanding about the material of Parts of Body.</li> <li>- Ask one student to come in front of the class as a volunteer to be a figure, then ask the other students about the name of parts of body which pointed by the teacher.</li> <li>- Get everyone stand up beside of their seats and invite them to sing the "Head, Shoulders, Knees and Toes" song and</li> </ul>		

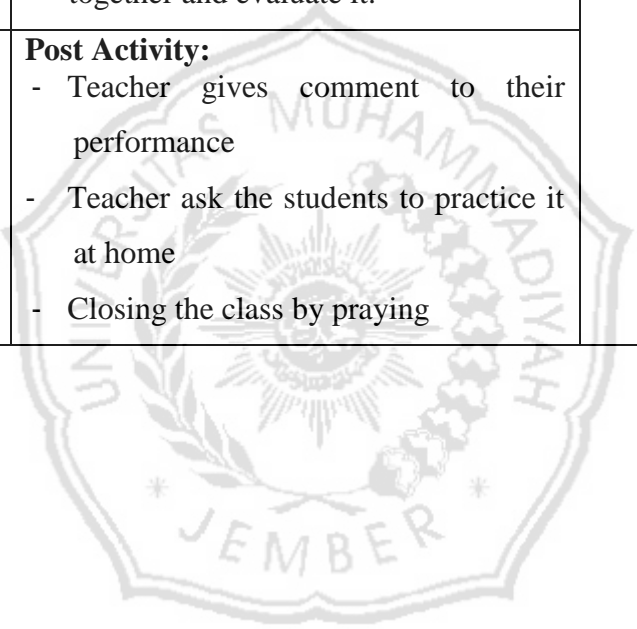
	<p>change into the other parts of body. Continue with the “Simon says” game.</p> <ul style="list-style-type: none"> <li>- Teacher sticks a word on the wall (e.g. Moustache become ‘M-A-S-U-E-O-H-C-T’, and asks students to rearrange it into correct word. Teacher gives clue about that scramble word, such as gesture and pronounce.</li> <li>- Teacher divides students into pairs, and gives them one scramble word card for each pair, and rearrange it based on teacher command (the teacher will pronounce the word, then students will guess the correct order of spelling).</li> <li>- Then they stick the card on the picture stick on the wall.</li> <li>- Teacher and students check the correctness of students work.</li> <li>- Students do their workbook about Parts of Body, by teacher help.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Teacher ask the students to practice it at home</li> <li>- Closing the class by praying</li> </ul>	

## Appendix 24

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	August 25 <sup>th</sup> , 2017
Topic	Countries and Nationalities	Time	1x45 minutes
<b>Basic Competence:</b>			
Knowing and understanding name of countries and nationalities			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
9. Identify and distinguish the name of nationality for each country			
10. Answer simple questions about countries and nationality			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> - Greeting, Praying, and checking students' attendance. - Giving warm-up activity.		White board, Access 1 Students' Book, Word cards
30 minutes	<b>Main activity:</b> - Teacher recall students' memories about the material of Countries and Nationalities. - Teacher provides the picture of flags of some countries (e.g. ASEAN), without colors. Then ask students to coloring it by imitate the flags on the posters hang on the wall. - Students write the name of country and its nationality below of the card. - Teacher gives command that if she says the name of certain country, the		

	<p>student who has the card have to stand up and pointed his finger, then says (e.g. “I’m from Thailand, I’m Thai). Until most of the students understand the differences of countries and nationalities.</p> <ul style="list-style-type: none"> <li>- Students do the task of countries and nationalities on their workbook by teacher’s guide</li> <li>- Teacher and students check the work together and evaluate it.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Teacher ask the students to practice it at home</li> <li>- Closing the class by praying</li> </ul>	

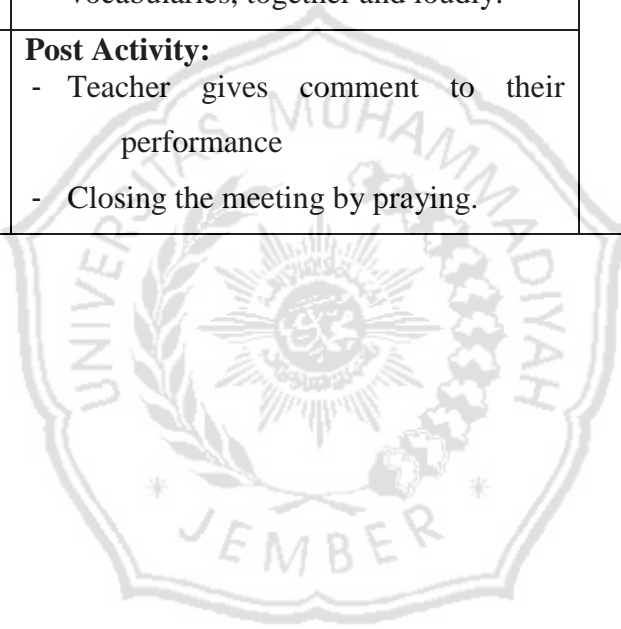


**Appendix 25**

**LESSON PLAN**

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	September 5 <sup>th</sup> , 2017
Topic	Rooms, Furniture and Appliances	Time	1x45 minutes
<b>Basic Competence:</b>			
Identify kind of rooms and the furniture and appliances find inside it.			
<b>Teaching Objective:</b>			
By the end of the lesson, learners should be able to:			
11. Identify kind of rooms and distinguish the appropriate furniture and appliances of it			
12. Answer simple questions about rooms, furniture and appliances			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> - Greeting, Praying, and checking students' attendance. - Giving warm-up activity.		White board, Access 1 Students' Book and Picture of rooms, furniture and appliances
30 minutes	<b>Main activity:</b> - Teacher recall students' memories and understanding about the material of Rooms, Furniture and Appliances. - Teacher sticks a pocket of words on the board. - Teacher divided students in 6 six groups and 6 students per group. One group will play the game, take turn to the other groups. The rule of the game is 1 student will stand up beside of the pocket and the 5 will sit down. And		

	<p>then the 1 takes one card from the pocket and gesture it to the 5. If they can answer all of the gesture words correctly, they will get point.</p> <ul style="list-style-type: none"> <li>- Teacher invites students to sing “This is a window, this a door” song, and change into the other vocabularies of Furniture and Appliances.</li> <li>- Students read and memorize the pronouncing and spelling of vocabularies, together and loudly.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Closing the meeting by praying.</li> </ul>	



## Appendix 26

### LESSON PLAN

Name	Eva Nurlaeli	Skill	Vocabulary
Subject	English	Class	M.1/3
School	Sannti Vittaya School	Date	September 8 <sup>th</sup> , 2017
Topic	Review of: - Parts of Body - Countries and Nationalities - Rooms, Furniture and Appliances	Time	1x45 minutes
<b>Basic Competence:</b>			
<ol style="list-style-type: none"> <li>1. Identify the parts of body in English</li> <li>2. Knowing and understanding name of countries and nationalities</li> <li>3. Identify kind of rooms and the furniture and appliances find inside it</li> </ol>			
<b>Teaching Objective:</b>			
<p>By the end of the lesson, learners should be able to:</p> <ol style="list-style-type: none"> <li>13. Identify basic body parts in English</li> <li>14. Identify and distinguish the name of nationality for each country</li> <li>15. Identify kind of rooms and distinguish the appropriate furniture and appliances of it</li> <li>16. Answer simple questions those material</li> </ol>			
<b>First Meeting</b>			
<b>Time Allocation</b>	<b>Activity</b>		<b>Media and Resource</b>
10 minutes	<b>Pre Activity:</b> - Greeting, Praying, and checking students' attendance. - Giving warm-up activity.		White board, Access 1 Students' Book and ABC word wall
30 minutes	<b>Main activity:</b> - Teacher recall students' memories and understanding about the material of Parts of Body; Countries and		



	<p>Nationalities; and Rooms, Furniture and Appliances.</p> <ul style="list-style-type: none"> <li>- Teacher provides ABC word wall. Here, teacher sticks alphabet A-Z, and students have to fill each alphabet with the vocabularies of 3 material they had been learned before (the vocabulary is on the small card).</li> <li>- Students divided into 6 groups based on the row of students' seats. Every group can choose the alphabet they want to fill. Each alphabet consist of 5 list of number. The group that can fill many alphabets, is the winner.</li> <li>- Teacher invites students to sing some song related with the material, to refresh the classroom atmosphere.</li> <li>- Teacher asks students to prepare a piece of paper and pen. Students have to write the word by teacher dictation. The time is limit and the winner will get A point.</li> </ul>	
5 minutes	<p><b>Post Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher gives comment to their performance</li> <li>- Closing the meeting by praying.</li> </ul>	

## Appendix 27

### FIELD NOTE OF CYCLE 2 (FIRST MEETING)

Day, Date : August 22<sup>nd</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- Teacher recall the students' memories and understanding about the material of Parts of Body.
- Ask one student to come in front of the class as a volunteer to be a figure, then ask the other students about the name of parts of body which pointed by the teacher.
- Get everyone stand up beside of their seats and invite them to sing the "Head, Shoulders, Knees and Toes" song and change into the other parts of body. Continue with the "Simon says" game.
- Teacher sticks a word on the wall (e.g. Moustache become 'M-A-S-U-E-O-H-C-T', and asks students to rearrange it into correct word. Teacher gives clue about that scramble word, such as gesture and pronounce.
- Teacher divides students into pairs, and gives them one scramble word card for each pair, and rearrange it based on teacher command (the teacher will pronounce the word, then students will guess the correct order of spelling).
- Then they stick the card on the picture stick on the wall.
- Teacher and students check the correctness of students work.
- Students do their workbook about Parts of Body, by teacher help.

## Appendix 27

### Explanation:

In the first meeting in cycle 2, it was held on August 22<sup>nd</sup>, 2017. For the pre-activity, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

For main activity, teacher recall the students' memories and understanding about the material of Parts of Body. Then asked one student to come in front of the class as a volunteer to be a figure, then asked the other students about the name of parts of body which pointed by the teacher. Teacher wrote the names of parts of body on the board to make the students understood and recognized the spelling of words and taught them to pronounce it. After that, let everyone stood up beside of their seats and invited them to sing the "Head, Shoulders, Knees and Toes" song and changed into the other parts of body, such as finger, moustache and etc. Continued with the "Simon says" game. Those kinds of song and game made students interested more to followed the lesson. Teacher stick a word on the wall (e.g. Moustache become 'M-A-S-U-E-O-H-C-T', and asked students to rearrange it into correct word. Teacher gave clue about that scramble word, such as gesture and pronounce. Students enthusiasm tried to guess the word. Next, teacher divided students into pairs, and gave them one scramble word card for each pair, and rearrange it based on teacher command (the teacher pronounced the word, then students guess the correct order of spelling). Then they stick the card on the picture stick on the wall. Teacher and students check the correctness of students work. Students do their workbook about Parts of Body, by teacher help.

Then for the post activity, teacher gave comment to their performance, teacher asked the students to practice it at home and closing the class by praying.

Krabi, August 22<sup>nd</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 27

### FIELD NOTES OF CYCLE 2 (SECOND MEETING)

Day, Date : August 25<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher recall students' memories about the material of Countries and Nationalities.
- 2) Teacher provides the picture of flags of some countries (e.g. ASEAN), without colors. Then ask students to coloring it by imitate the flags on the posters hang on the wall.
- 3) Students write the name of country and its nationality below of the card.
- 4) Teacher gives command that if she says the name of certain country, the student who has the card have to stand up and pointed his finger, then says (e.g. "I'm from Thailand, I'm Thai). Until most of the students understand the differences of countries and nationalities.
- 5) Students do the task of countries and nationalities on their workbook by teacher's guide
- 6) Teacher and students check the work together and evaluate it.

## Appendix 27

### Explanation:

In the first meeting in cycle 2, it was held on August 25<sup>th</sup>, 2017. For the pre-activity, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

In the main activity, teacher recall students' memories about the material of Countries and Nationalities. Teacher provided the picture of flags of some countries (e.g. ASEAN), without colors. Then asked students to coloring it by imitate the flags on the posters hang on the wall. Students wrote the name of country and its nationality below of the card. Teacher gave command that if she says the name of certain country, the student who had the card had to stand up and pointed his finger, then says (e.g. "I'm from Thailand, I'm Thai). Until most of the students understood the differences of countries and nationalities. Students did the task of countries and nationalities on their workbook by teacher's guide Teacher and students check the work together and evaluated it.

In the post activity, teacher gave comment to their performance, teacher asked the students to practice it at home and closing the class by praying.

Krabi, August 25<sup>th</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 27

### FIELD NOTE OF CYCLE 2 (THIRD MEETING)

Day, Date : August 29<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher recall students' memories and understanding about the material of Rooms, Furniture and Appliances.
- 2) Teacher sticks a pocket of words on the board.
- 3) Teacher divided students in 6 six groups and 6 students per group. One group will play the game, take turn to the other groups. The rule of the game is 1 student will stand up beside of the pocket and the 5 will sit down. And then the 1 takes one card from the pocket and gesture it to the 5. If they can answer all of the gesture words correctly, they will get point.
- 4) Teacher invites students to sing "This is a window, this a door" song, and change into the other vocabularies of Furniture and Appliances.
- 5) Students read and memorize the pronouncing and spelling of vocabularies, together and loudly.

## Appendix 27

### Explanation:

The third meeting in cycle 2, was held on August 29<sup>th</sup>, 2017. For the pre-activity, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

For the main activity, teacher recall students' memories and understanding about the material of Rooms, Furniture and Appliances. Teacher showed cards of names of Furniture and Appliances, then taught students to guess what kind of appliances are they (in English language). After they understood and recognized the things on the cards, teacher stick a pocket of words on the board. Teacher divided students in 6 six groups, it was contain 6 students per group. One group played the game, took in turn to the other groups. The rule of the game was 1 student stood up beside of the pocket and the 5 sit down. And then the 1 took one card from the pocket and gesture it to the 5. If they could answer all of the gesture words correctly, they would get point. Students excited to guess the gestures made by their friends. Teacher invited students to sing "This is a window, this a door" song, and changed into the other vocabularies of Furniture and Appliances. Students read and memorized the pronouncing and spelling of vocabularies, together and loudly.

In the post activity, teacher gives comment to their performance and closing the meeting by praying.

Krabi, August 29<sup>th</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 27

### FIELD NOTE OF CYCLE 2 (FOURTH MEETING)

Day, Date : September 5<sup>th</sup>, 2017  
Time : 09.30-10.20 a.m.  
Class : Mattayum 1/3  
Time Allocation : 1x45 minutes

- 1) Teacher recall students' memories and understanding about the material of Parts of Body; Countries and Nationalities; and Rooms, Furniture and Appliances.
- 2) Teacher provides ABC word wall. Here, teacher sticks alphabet A-Z, and students have to fill each alphabet with the vocabularies of 3 material they had been learned before (the vocabulary is on the small card).
- 3) Students divided into 6 groups based on the row of students' seats. Every group can choose the alphabet they want to fill. Each alphabet consist of 5 list of number. The group that can fill many alphabets, is the winner.
- 4) Teacher invites students to sing some song related with the material, to refresh the classroom atmosphere.
- 5) Teacher asks students to prepare a piece of paper and pen. Students have to write



## Appendix 27

### Explanation:

The fourth meeting in cycle 2, it was held on September 5<sup>th</sup>, 2017. For the pre-activity, it began by greeting, praying and checked the students' attendance list. After that continued by giving the warm-up activity.

In the main activity, teacher recall students' memories and understanding about the material of Parts of Body; Countries and Nationalities; and Rooms, Furniture and Appliances. Teacher provided ABC word wall. Here, teacher sticks alphabet A-Z, and students have to fill each alphabet with the vocabularies of 3 material they had been learned before. Students divided into 6 groups based on the row of students' seats. Every group had choose the alphabet they want to fill. Each alphabet consisted of 5 list of number. The group that fill many alphabets, was the winner. Teacher invited students to sing some song related with the material, to refresh the classroom atmosphere. Teacher asked students to prepare a piece of paper and pen. Students had to write the word by teacher dictation. Teacher checked the students' the work.

In the post activity, teacher gave comment to their performance and closing the meeting by praying.

Krabi, September 5<sup>th</sup>, 2017  
English Teacher



Waraphon Madley

## Appendix 28

### VOCABULARY TEST OF CYCLE 2 OF SEVENTH GRADE STUDENTS FOR JUNIOR HIGH SCHOOL

Subject : English Name : .....

Language Focus : Vocabulary Class : .....

Time : 1x45 minutes

Date : Friday, September 8<sup>th</sup>, 2017

Cross (X) the letter *A, B, C, D* or *E* for the best answer!



1. Which one is the correct things in the bedroom?

- f. Bed, wardrobe, lamp, computer
- g. Bed, wardrobe, lamp, glass
- h. Bed, wardrobe, lamp, sofa
- i. Bed, wardrobe, lamp, radio
- j. Bed, wardrobe, lamp, painting

2. How many T-Shirt in the wardrobe?

- f.1
- g. 2
- h. 3
- i.4
- j.0



3. What thing can you find in those four rooms above?

- f. Table
- g. Curtain
- h. Chair
- i. Carpet
- j. Pillow

4. What thing cannot you find in the living room?

- f. Sofa
- g. Chair
- h. Painting
- i. Mirror
- j. Curtain

UNIVERSITAS MUHAMMADIYAH

**Bedroom:**  
Wardrobe, . . . . ,  
pillow, . . . . .

**Kitchen:**  
Cooker, . . . . . ,  
chair, . . . . .

**Bathroom:**  
mirror, . . . . .  
, curtain, . . . . .

**Living room:**  
Chair, . . . . . ,  
table, . . . . .

5. What things to complete the living room?

- f. Wardrobe and table
- g. Pillow and painting
- h. Cushion and painting
- i. Cushion and mirror
- j. Pillow and chair

6. What things to complete the kitchen?

- f. Refrigerator and washbasin
- g. Refrigerator and sofa
- h. Refrigerator and vas

- i. Curtain and chair
- j. Cooker and curtain

7. What things to complete the bedroom?

- f. Wardrobe and bookcase
- g. Computer and bookcase
- h. Computer and pillow
- i. Pillow and curtain
- j. Bookcase and painting

8. What things to complete the bathroom?

- f. Towel and mat
- g. Towel and curtain
- h. Towel and painting
- i. Towel and carpet
- j. Towel and cooker

9. What things can you find in the hall?

- f. Carpet and stairs
- g. Window and stairs
- h. Curtain and stairs
- i. Lamp and stairs
- j. Chair and stairs

**For number 16 and 17!**

f. Thailand	F. Thai
g. Singapore	G. Indonesian
h. Brunei	H. Bruneian
i. Indonesia	I. Burmese
j. Myanmar	J. Singaporean

10. Which one is the correct match?

- f. number 1 and 2
- g. number 1 and 3
- h. number 1 and 4
- i. number 1 and 5
- j. number 2 and 3

11. What is the correct nationality for *Myanmar*?

- f. Alphabet A
- g. Alphabet B
- h. Alphabet C
- i. Alphabet D
- j. Alphabet E

12. What is the nationality of *Brunei*?

- f. Thai
- g. Singaporean
- h. Indonesian
- i. Burmese

j. Bruneian

13. What is the nationality of *Vietnam*?

- f. Indonesian
- g. Vietnamese
- h. Malaysian
- i. Filipino
- j. Burmese

14. What is the nationality of *Laos*?

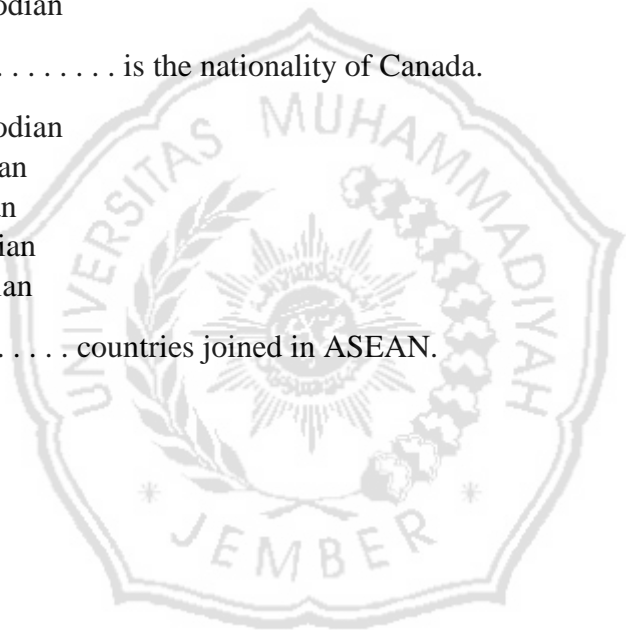
- f. Laotian
- g. Burmese
- h. Thai
- i. Filipino
- j. Cambodian

15. .... is the nationality of Canada.

- f. Cambodian
- g. Mexican
- h. Russian
- i. Canadian
- j. Bruneian

16. There are ..... countries joined in ASEAN.

- f. 5
- g. 10
- h. 15
- i. 20
- j. 25



**ASEAN (Association of Southeast Asian Nations)**

**Thailand, ... [ 1 ] ....., Indonesia, Singapore, ..... [ 2 ] .....,  
Philippines, ..... [ 3 ] ....., Brunei, Myanmar, ..... [ 4 ] ..**

17. What is the name of country for number **1 and 4**?

- f. Australia and Singapore
- g. Indonesia and Vietnam

- h. Malaysia and Vietnam
- i. Myanmar and Malaysia
- j. Singapore and Malaysia

18. What is the name of country for number **2 and 3**?

- f. Cambodia and Laos
- g. Cambodia and Australia
- h. Cambodia and Philippines
- i. Cambodia and America
- j. Brunei and Indonesia

25. **Four** days *before* Saturday is .....

- f. Tuesday
- g. Monday
- h. Thursday
- i. Wednesday
- j. Saturday

26. **A day** *before* Monday is .....

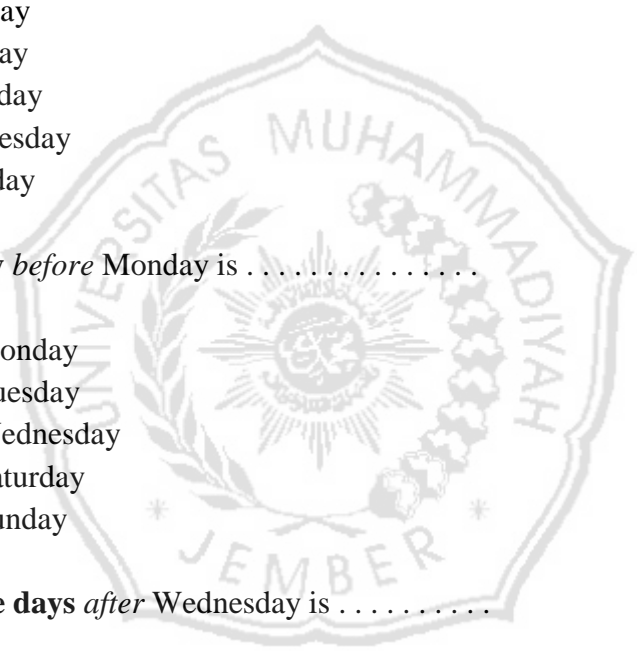
- f. Monday
- g. Tuesday
- h. Wednesday
- i. Saturday
- j. Sunday

27. **Three days** *after* Wednesday is .....

- f. Sunday
- g. Monday
- h. Saturday
- i. Friday
- j. Tuesday

28. **Three days** *after* Monday is .....

- f. Monday
- g. Tuesday
- h. Wednesday
- i. Thursday
- j. Friday



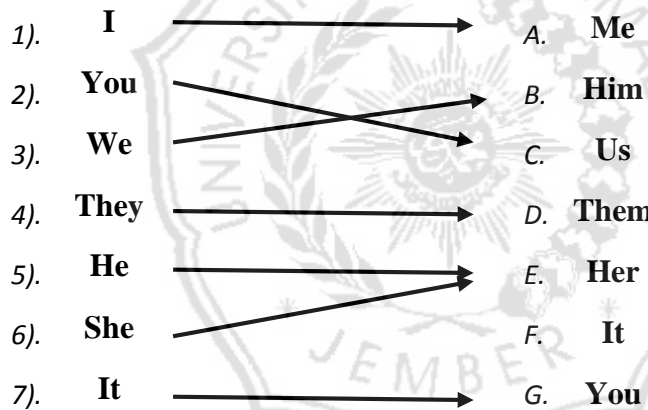
29. A day after Sunday is .....

- f. Monday
- g. Tuesday
- h. Wednesday
- i. Sunday
- j. Thursday

30. A day before Saturday is .....

- f. Sunday
- g. Friday
- h. Monday
- i. Thursday
- j. Saturday

25. Which are the correct matches of the subject/object pronouns below??



- f. Number 1, 2, 3
- g. Number 1, 2, 4
- h. Number 1, 4, 6
- i. Number 1, 5, 6
- j. Number 1, 4, 7

26. What alphabet is the correct match for number 5?

- f. G
- g. E
- h. A
- i. D
- j. B

27. I think I have seen . . . . . before in the school.

- f. She
- g. Her
- h. His
- i. Hers
- j. He

28. . . . . are in the same class.

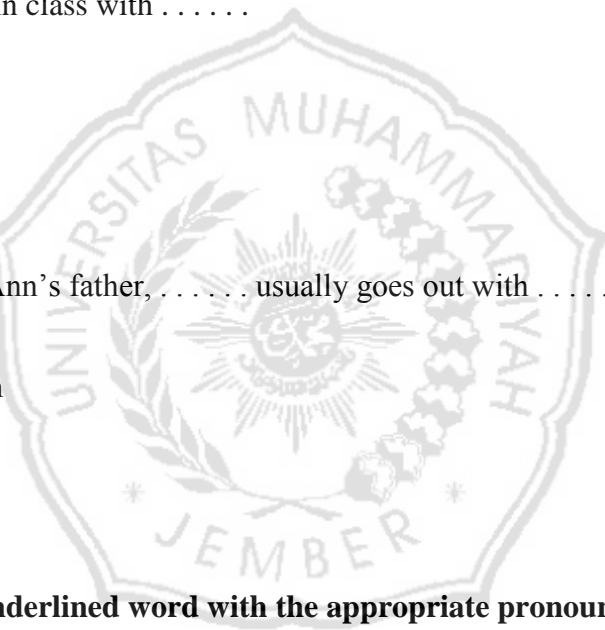
- f. He
- g. She
- h. We
- i. I
- j. Us

29. . . . . is in class with . . . . .

- f. Her/ us
- g. She/us
- h. We/us
- i. She/we
- j. We/she

30. These are Ann's father, . . . . . usually goes out with . . . . .

- f. He/ her
- g. He/ him
- h. He/ she
- i. He/his
- j. He/you



**Replace the underlined word with the appropriate pronoun!**

31. He will talk to headmaster tomorrow.

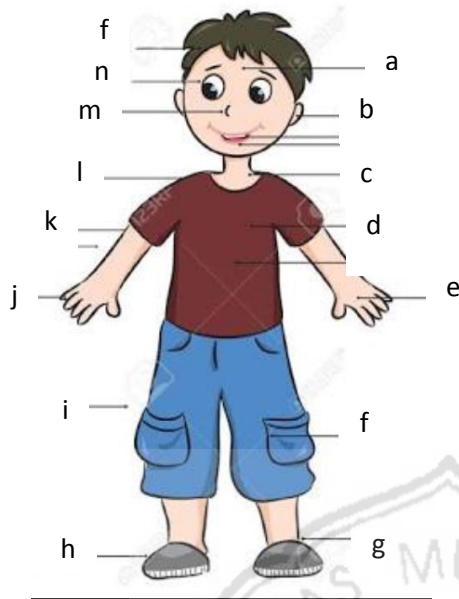
- f. You
- g. Me
- h. Her
- i. Him
- j. It

32. She does not know Peter and Mike.

- f. Them
- g. They
- h. Their
- i. You
- j. Us



Picture for number 8, 9 and 10.



36. Alphabet “j” refers to . . . . .

- f. Leg
- g. Hand
- h. Finger
- i. Stomache
- j. Palm

37. Alphabet “k” refers to . . . . .

- f. Leg
- g. Hand
- h. Finger
- i. Arm
- j. Elbow

38. Alphabet “h” refers to . . . . .

36. I use my . . . . . to smell the flowers

- f. Hand
- g. Mouth
- h. Eye
- i. Nose
- j. Ear

- f. Leg
- g. Hand
- h. Foot
- i. Mouth
- j. Knee

37. She use her . . . . . to watch the movie

- f. Hand
- g. Mouth
- h. Eye
- i. Nose
- j. Foot

38. My mother use her . . . . . to walk around the town

- f. Arm
- g. Nose
- h. Ear
- i. Hand
- j. Foot

39. Arrange into the correct word! ( M – T – O – U – C – H – A – E – S )

- f. Moustache

- g. Meustocha
- h. Maestucho
- i. Moustecha
- j. Moustacha

40. Complete the word! ( S H ... .. L D ... R )

- f. U, E, O
- g. U, O, E
- h. E, O, U
- i. E, U, O
- j. O, U, E



## Appendix 29

### Key Answers of Vocabulary Test Cycle 2

1. A	11. D	21. C	31. D
2. A	12. E	22. D	32. A
3. B	13. B	23. A	33. C
4. D	14. A	24. B	34. D
5. C	15. D	25. C	35. C
6. A	16. B	26. E	36. D
7. B	17. C	27. B	37. C
8. A	18. A	28. C	38. E
9. B	19. A	29. B	39. A
10. B	20. E	30. A	40. E



Appendix 30

Table Score of Vocabulary Test Cycle 2

Number of Student	Item Number																																								X	Y	SUM			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40						
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	17	36
2	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	19	16	35
3	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	12	10	22
4	0	1	1	0	1	1	0	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	9	15	24
5	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	18	37
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	19	39
7	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	14	17	31	
8	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	14	13	27	
9	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	17	13	30	
10	1	1	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	11	14	25		
11	1	0	1	1	0	0	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	1	0	1	15	10	25		
12	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	10	14	24		
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	20	40	
14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	17	36		
15	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	12	15	27		
16	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	19	37	
17	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	16	33	
18	0	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	15	13	28		
19	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	19	16	35		
20	1	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	11	12	23		
21	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	0	11	14	25			
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	17	17	34			
23	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	14	13	27			
24	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	17	36		
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	20	39		
26	0	1	0	1	1	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	8	11	19		
27	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	13	13	26			
28	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	13	17	30			
29	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	17	13	30			
30	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	11	13	24			
31	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	18	14	32			
32	0	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	11	16	27			
33	1	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	15	14	29			
34	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	17	17	34			
35	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	16	16	32			
36	0	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	14	11	25			

## Appendix 31

### Analysis of Criteria of Success of Vocabulary Test Cycle 2

No.	Name	Test		Score	Explanation
		Correct	Incorrect		
1	Atapon Kentai	36	4	90	Excellent
2	Hadis	35	5	87.5	Excellent
3	Woramiet	22	18	55	Poor
4	Danupun	24	16	60	Fair
5	Kriyan Krai	37	3	92.5	Excellent
6	Komin	39	1	97.5	Excellent
7	Tasanak	31	9	77.5	Good
8	Tanakpat	27	13	67.5	Fair
9	Tanawud	30	10	75	Good
10	Bandit	25	15	62.5	Fair
11	Bun Yarid	25	15	62.5	Fair
12	Paritpon	24	16	60	Fair
13	Sangtong	40	0	100	Excellent
14	Yunkew	36	4	90	Excellent
15	Rakpipat	27	13	67.5	Fair
16	Warawud	37	7	92.5	Excellent
17	Wakim	33	7	82.5	Excellent
18	Wikpa Shanuk	28	12	70	Good
19	Sakarin	35	5	87.5	Excellent
20	Sittisak	23	17	57.5	Poor
21	Sitipong	25	15	62.5	Fair
22	Shirikwat	34	6	85	Excellent
23	Atapon Kunui	27	13	67.5	Fair
24	Adison	36	4	90	Excellent
25	Anupat	39	1	97.5	Excellent
26	Anan	19	21	47.5	Poor
27	Anuat	26	14	65	Fair
28	Anusit	30	10	75	Good
29	Akarakpon	30	10	75	Good
30	Itikon	24	16	60	Fair
31	Asya	32	8	80	Good
32	Haris	27	13	67.5	Fair
33	Sarawud	29	11	72.5	Good
34	Tanawuat	34	6	85	Excellent
35	Hasin	32	8	80	Good
36	Campada	25	15	62.5	Fair
	Total			2707.5	
	Mean			75.21	

### Appendix 31

1. The mean score of students' vocabulary test, the formula used is as follow:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{2707.5}{36} = 75.2\end{aligned}$$

2. The classification of the score levels

Score Level	Category	Total	Percentage
81-100	Excellent	13	36.1%
70-80	Good	8	22.2%
60-69	Fair	12	33.3%
40-59	Poor	3	8.3%
0-39	Very poor	0	0 %

3. The percentage of the students who got good score ( $\geq 65$ ), the researcher used the following formula:

There were 26 of 36 students in cycle 2 get 65 and more:

$$\begin{aligned}E &= \frac{n}{N} \times 100\% \\ &= \frac{26}{36} \times 100 \% \\ &= 72.2 \%\end{aligned}$$

## Appendix 32

### LETTER OF STATEMENT

Assalamu'alaikum Wr. Wb.

This is to notify the undersigned,

Name : Rohim Sanhakit

Employment : Headmaster of Santi Vittaya School

Stated truly that,

Name : Eva Nurlaeli

Student's Number : 1310231080

Has truly conducted her research in Santi Vittaya School on July 3<sup>rd</sup>, 2017 to September 10<sup>th</sup>, 2017 in order to accomplish the thesis under the title:

“Improving Students’ Vocabulary Mastery by Using Word Wall at Mattayum 1/3 Students of Santi Vittaya School, Ao Loek, Krabi, Thailand in the 2017/2018 Academic Year”

We make this letter in all conscience and use it as necessarily.

Wassalaamu'alaikum Wr. Wb.

Krabi, September 15<sup>th</sup>, 2017

Headmaster of Santi Vittaya School



*Rohim Sanhakit*  
Rohim Sanhakit

## Appendix 33

### STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Eva Nurlaeli  
Student Number : 1310231080  
Program : English Language Education  
Faculty : Teachers Training and Education

I state that this thesis is my own creation. It does not copy from another resources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, April 05<sup>th</sup>, 2018

Writer

Eva Nurlaeli  
NIM. 1310231080



## Appendix 34

### CURRICULUM VITAE

Eva Nurlaeli is the last daughter of Mr. Tukimin and Mrs. Ina Yusuf. She was born on November 21<sup>st</sup>, 1995, in Jember.

She began her study at TK Dewi Masyitoh Tembokrejo in 1999. Then, she continued to study at Elementary School in 2001. After that, she decided to study at one of the junior high school in Gumukmas, which the name is SMPN 2 Gumukmas in 2007. For her senior high school, she learned at SMAN 1 Umbulsari. After graduating from senior high school, she decided to continue to the university, which the name is University of Muhammadiyah Jember. She took English Language Education Program because she believed that being an English teacher is the best job for her. Everything was done by her to fulfill her needed.