LIST OF APPENDICES

Appendix A : Reading and Matching

Match the descriptions with the pictures

Henry, George, and Bill McDonald are brothers. Work with a partner and match each person with the correct description

a. Henry McDonald has blue eyes and curly black hair. He's about forty, and he wears glasses. He's very outgoing and has a great sense of humor too. He's a really nice guy.

b. George McDonald is a little younger than Henry, and he doesn't look like him at all. He's got curly light brown hair and a mustache. He's good-looking, but he probably should lose a little weight. He's less outgoing than Henry. In fact, he's a little shy.

c. Bill McDonald is a little older than Henry. He has curly black hair, and he's starting to go bald. He has a beard. He's a little moody and not as easygoing as Henry

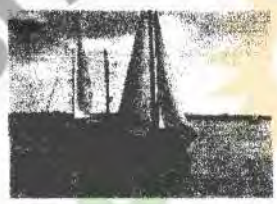
(Source: Spectrum Book 2, A Communicative Course in English)

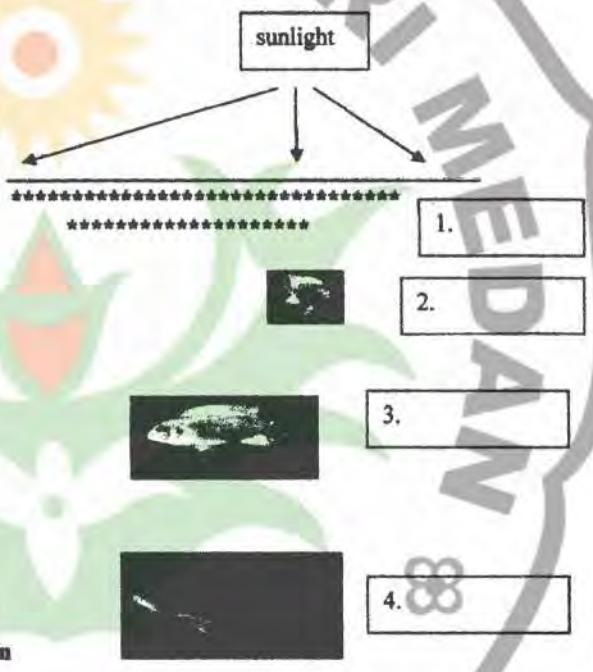
Appendix B : Reading and Labeling

Read the text and label the boxes of the diagram.

A Food Chain

Food chains in the sea can be very complex. Plants are so small that cannot be seen by the naked eye grow in surface water. These plants are eaten by tiny animals called copepods. Copepods are eaten by herrings and herrings are eaten by larger fish such as tuna. All these produce waste products. The waste products and the remains of dead plants and animals are used as mineral food by the surface plants. The chain of life never ends. Man harvests some parts of the chain by fishing



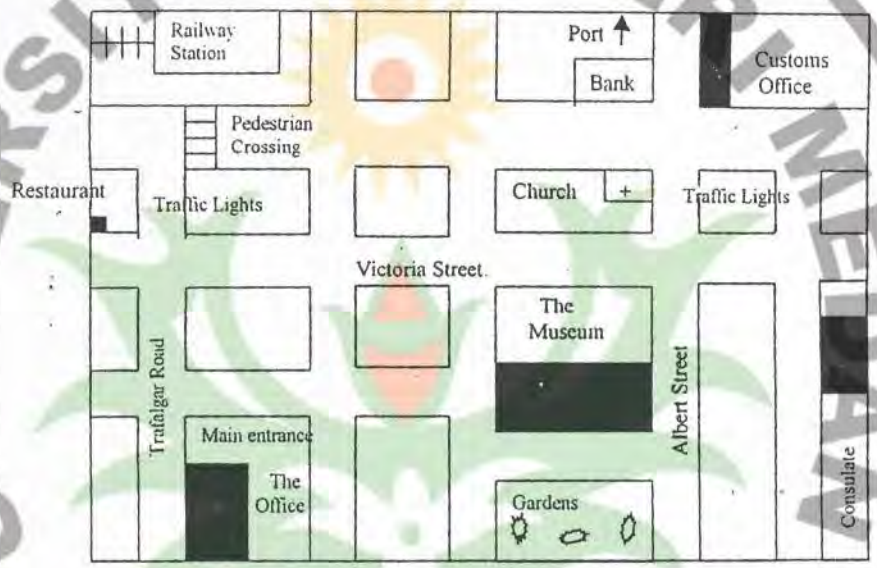


(Source: Reading in the Language Classroom)

Appendix C : Reading and Completing

You are giving direction to visitors to your office. Draw direction on the map using the arrows as a route.

The easiest way to get from the Consulate to the office is to drive north and turn first left, almost immediately. At the next junction you will find traffic lights. Turn left and continue past the Museum. When you reach the turning at the end of the Museum turn right nd right again and first left. Continue until you reach the second turning
on your left. Turn left and you will see the office on your left almost immediately.



(Source: Reading in the Language Classroom)

Appendix D : Reading and Drawing

Draw your dream house based on the text.

It is big and beautiful. It is colorful. It has a large back yard. The yard has swings. It has green grass and trees. It has colorful flowers. It has a fountain. It has a slide. Some birds are there. Some butterflies are there. Some bees are there. And you are there too.

(Source: Pelajaran Bahasa Inggris Kelas VII Edisi 2 SMP)

Appendix E : Jigsaw Procedure

Read the post card and reeconstruct as much of Sue's and Liz.s holiday as possible from the information in the postcards. There are three postcards whose content is different from one another.

Card for Group A

Fri 1st Aug Dear Mum and Dad, We arrived this morning at very nice camp site. It is between the railway and the road but it is quiet. There are only two trains a day, and not much traffic. From our tent we can see the Barton rail bridge, with Barton behind it, then the mountains. It's a lovely view. Sue	Mr. & Mrs. Smith 13, Belmont Drive ReadingRG 9 7BD

Card for Group B

Sun 3 rd Aug Dear Anne, We are camping next to a mountain. It's very nice but in the early morning the whole camp site is in the shade of this mountain. It's called the Grey mountain. Yesterday we climbed to the top and had a lovely view of Barton and the River Maddock to the north. See you soon. (We're leaving tomorrow) Sue	Anne Williams 3GreenLane ReadingRG17ZF

Card for Group C

Card for Group C

Mon 4th Aug

Dear Mum and Dad

We left our camp site just outside Lugwill this morning and have arrived in Barton, the next village north. We came by bus over the Maddock Bridge. It Was a very nice journey. Last Saturday we went on a long walk but yesterday we sun bathed. The weather's lovely.

Love

Liz

Mr and Mrs.
Gunner 21
Humbledown
Road Reading
RG192 ZQ

WORKSHEET : Part One

Read your copy of your postcard and:
Label as much of the map as you can.

1. Fill in as much of the table as you can.

Date	What did the girls do?
Friday 1st August	
Saturday 2nd August	
Sunday 3rd August	
Sunday 3rd August	
Monday 4th August	

2. Think of a possible for the girls' camp site, but do not mark it on your map yet.

Part Two

1. Form new groups with at least one person from groups A, B and C and exchange your information. You can then label more of your map and complete the table.
2. Discuss the possible position of the camp site and mark it on your map.

(Source : Reading in the Language Classroom)

Appendix F: Inquiry Strategy

The Largest Living Mammals

Whales and man are warm – blooded, air-breathing mammals. Whales have lungs and need to come to the surface of the sea to breathe air. They can be separated into two groups, the baleen whales and the toothed whales.

There are about twelve species of baleen whale, all feeding on small plankton organisms. The baleen whales feed by swimming through vast shoals of plankton with their mouths open.

The toothed whales feed on fish and squid which they have to chase in deeper water. Some or these whales can dive to great depths.

The largest animal that has ever lived on this planet is the blue whale, which can grow to 100 feet (30 meters) and about 100 tons in weight. Its sole food is krill, which are shrimp about 2,5 in (64 mm) long.

(Source : Reading in the Language Classroom)

Appendix G: Research Instrument

READING COMPREHENSION TEST

A. Petunjuk

1. Bacalah text berikut dengan seksama.
2. Jawablah pertanyaan berikut dengan seksama pada lembar jawaban yang tersedia dengan memberi tanda silang.
3. Apabila pertanyaan kurang jelas, tanyakan langsung kepada pengawas.
4. Waktu yang tersedia hanya 90 menit.

B. Pertanyaan

Bacaan untuk soal nomor 1 sampai dengan 2.

Text I

One Stupid Dragon

Once upon a time in a cave there lived a big and fierce dragon. He could breath out fire from his nose. He was very proud of it because this ultimate weapon could burn down houses and lands.

One day, he heard from his old companions that there was one strong dragon who challenged every dragon to defeat him. So he flew out of his cave to take the challenge. All the way he stowed of his strength by bringing every house and land he found. No one could stop him. He was so proud because he could make everyone and thing out of his way. But after several hundred miles from his cave, the weather changed. The cloud got darker and darker. Then suddenly a very thick fog approached. Blindly he moved his wings to find the right direction but unfortunately, he hit one giant tree. It broke his left wing and made him fall to the ground, and this made his right wing broken. Now the dragon should walk on his feet to go home. Unluckily, all the way home the people whose house and land was burnt by the dragon ran after him. Poor the Dragon. (Taken from LKS Wajar Bahasa .Inggris, Semester 1 Kls IX)

1. Could the dragon find the strong dragon's cave ?
   a. Yes, he could
   b. Yes, he could not
   c. No, he could
   d. No, he could not

2. What moral value could you find in the story?
   a. A dragon could be very stupid
   b. Pride could make people blind
   c. Broken wings could make a dragon walk on his feet
   d. A dragon would be hunted when he was fierce

Bacaan untuk soal nomor 3 sampai dengan 6.

Text II

Last month my parents, sister, brother and I went to Siantar zoo. We went there for recreation. We left at 7.00 a.m. and arrived there at 10.00 a.m. It is about 120 kilometers to go to the zoo from my house.

There were a lot of people watching a big tiger. The tiger was there for about a week. I thought it was the biggest tiger I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at Ganda's bakery to buy some bread and cakes.

3. Which is the most suitable title for the text above?
   a. going to the Zoo
   b. having recreation
   c. going to Ganda's bakery
   d. watching a big tiger

4. How many people were looking at a big tiger?

   a. several

   b. some

   c. a few

   d. many

5. How many persons did the writer go to the zoo with?

   a. two

   b. three

   c. four

   d. five

6. "After going around and watching ***various*** animals, we went home. (Paragraph 2)
   The underlined word has the same meaning as....

   a. different

   b. similar

   c. wild

   d. mean

Bacaan untuk soal nomor 7 sampai dengan 8.

Text III

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

That was a Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you! Stop!" Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of cloth for free.

(Taken from: Detik-Detik Ujian Nasional Bahasa Inggris)

7. Where did the story happen?
   a. at a market.
   b. b at a shoe store
   c. in a fashion store
   d. at a canteen

8. They said they were very sorry about what had happened (paragraph 3).
   The underlined word refers to .....
   a. the blue jeans
   b. the security officer and the manager
   c. everyone in the shop
   d. the censor clips

Bacaan untuk soal nomor 9 sampai dengan 11.

Text IV

Roni and Doni study at SMP 3 Lubuk Pakam. Their school has a nice library. The library is not so big but it has a lot of books, newspaper, and magazines. The books are arranged according to a system.

The students like coming to the library. The room is air conditioned and always full of visitors. They go there to read or barrow some books they like. They are served by Mrs. Syamsiah and Mrs. Sahara. They have been working there for two years.

9. They are served by Mrs. Samsiah and Mrs. Saharal. What does the word "they" refer to?
   a. Mrs. Yulia and Mr. Sahrul
   b. Librarians
   c. Roni and Doni
   d. Visitors

10. How will the visitors feel when they are in the library?
   a. They will feel cold
   b. They will not feel cold
   c. They will feel hot
   d. They will not feel comfortable

11. How are the books arranged in the library? They are arranged ....
   a. neatly
   b. mathematically
   c. orderly
   d. systematically

Bacaan untuk soal nomor 12 sampai dengan 13.

One day, a poor old widow, Mbok Rondo Dadapan found a golden snail. She took it home and put in a jar. She took good care of it.

All of a sudden, unexpected good things started to happen in Mbok Rondo's life. Coming back from her daily fishing, for example, she would find delicious food on the table. The house was always clean. When this went for several days, she could not resist to find out who the mysterious kind person was. She peeped through a hole on the wall of her house. (Taken from buku Detik-Detik Ujian Nasional Bahasa Inggris)

12. What is the purpose of the text?
    a. to entertain readers
    b. to describe something
    c. to retell past events
    d. to tell how something is done through a sequence of steps

13. Where did Mbok Dadapan keep the golden snail?
    a. in an aquarium
    b. in a pond
    c. in a bottle
    d. in a jar

Bacaan untuk soal nomor 14 sampai dengan 16.

Text VI

This is about Dedi, Rudi's best friend. He is 14 years old. He is very tall and quite slim. He is about 165 cm and 50 kg heavy. He has short, dark, curly hair. He has a pointed nose , black eyes and fair skin. He usually wears casual clothes. He likes wearing jeans. He's a serious person, quiet, and gentle but sometimes he's very funny. Everyone likes him because he's so kind.

14. How tall is Dedi?
    a. 14 cm
    b. 165 cm
    c. 50 cm
    b. 170 cm

15. What kind of person is Dedi?
    a. tall and slim
    b. fair

c. serious and kind

d. talkative

16. Which statement is not true about Dedi?

a. He is very tall

b. He has got black eyes

c. He likes jeans

d. He is so serious that nobody likes him

Bacaan untuk soal nomor 17 sampai dengan 19 .

Text VII

It is Sunday morning. Mr. Hasan and his family do not go out. They stay at home. Mr. Hasan is washing his motorcycle. Mrs. Hasan is cooking in the kitchen. She is preparing meal for lunch. Their children, Rozi and Dina are also in the backyard. Rozi is washing his bicycle. He likes riding bicycle very much. Dina doesn't work. She is doing her favorite. She is playing a guitar. The youngest child, Tini is still sleeping in her baby box. She is four months old. She is a very cute baby.

17. What is Mr. Hasan doing?

a. preparing the meal

b. washing a motorcycle

c. washing a bicycle

d. riding a motorcycle

18. How many children do Mr. and Mrs. Hasan have?

a. two

b. three

c. four

d. five

19. What is Dina's hobby?
    a. riding bicycle
    b. cooking
    c. washing bicycle
    d. playing guitar

Bacaan untuk soal nomor 20 sampai dengan 23 .

Text VIII

Read the following instruction.

- Wash the rice in the separated bowl
- Place the washed rice in the cooker pan
- Add water into the pan
- Place the pan into the body
- Close the outer lid
- Plug the cord into AC outlet
- Press the switch and the cooking will start.

20. What is the purpose of the text ?
    a. To tell how something is done through a sequence of steps
    b. To describe something
    c. To retell past events
    d. To entertain readers
21. What is the synonim of word ***press***?
    a. plug
    b. push
    c. turn
    d. switch on

22. How many parts of the rice cooker are there based on the text above?

a. 4

b. 5

c. 6

d. 7

23. If we do not press the switch, what will happen?

a. The cooking process can start

b. The cooking process cannot start

c. We can have boiled rice

d. The cook light is on.

Bacaan untuk soal nomor 24 sampai dengan 26 .

Text IX

Our school is on Jalan Sudirman. It has eighteen classrooms, two laboratories, one library, one headmaster's room, one teachers' room, one staff's room, one music room, one computer room, and one canteen. We always hold a flag ceremony in our school yard. Our school yard is not so big. That is why if we have PE , we practice at the field beside our school. (Taken from buku Detik-Detik Ujian Nasional Bahasa Inggris)

24. Where do they always hold a flag ceremony?

a. In the room

b. at the field

c. beside their school

d. in their school yard

25. The students don't practice their PE at the school yard because it is ...
    a. big
    b. long
    c. wide
    d. small

26. We always hold a flag ceremony... (line 3)
    What does the underlined word refer to?
    a. The writer and his teachers
    b. All the teachers of the school
    c. The students in the writer's class
    d. The writer, his schoolmates, the teachers and the staff

Bacaan untuk soal nomor 27 sampai dengan 29.

Text X

The finalists of Akademi Fantasi Indosiar I (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight, short hair. Her bright skin, chubby cheeks and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 169 cm tall. She looks quite slim. She weighs 45 kg. Compared to Mawar, The 22 year old lady has black and straight hair. Ve looks darker.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight. (Taken from buku Detik-Detik Ujian Nasional Bahasa Inggris)

27. The text is about …
    a. Mawar AFI
    b. Ve AFI
    c. Ismail AFI
    d. The finalists of AFI

28. What do you think about Mawar ?
    a. She is taller than Ve
    b. She is heavier than Ve
    c. She is younger than Smile
    d. Her skin is darker than Ve's

29. Her bright skin, chubby cheeks, and lovely smile … (paragraph 1)
    The antonym of the underlined word is …
    a. white
    b. fair
    c. dark
    d. clean

Bacaan untuk soal nomor 30 sampai dengan 32.

Text XI

In Indonesia, there are a lot of TV stations. Most of them broadcast nationally, and some broadcast locally. Formerly, there was only one station , TVRI, but now we can tune into a lot more, namely RCTI, SCTV, ANTV, Metro TV, Trans TV, TV ONE, TPI, MTV, TV7 and of course, TVRI. Each station has its own special program. The existence of a TV station is supported by advertisements

30. What is the text about ?

a. local TV stations

b. national TV stations

c. the special program of TV.

d. TV stations in Indonesia

31. How many TV stations are mentioned in the text?

a. seven

b. eight

c. nine

d. ten

32. What is the oldest TV station in Indonesia?

a. RCTI

b. TVRI.

c. Lativi

d. SCTV

Bacaan untuk soal nomor 33 sampai dengan 36.

Text XII

A long time ago, there was king called Raja Boko, who lived in Prambanan in Central Java. He had a beautiful daughter, Rara Jonggrang.

The King promised she would become the wife of a handsome young prince who lived nearby. Then one day a horrible looking giant saw her. The giant lived himself in the mountains of Central Java. He immediately thought that she had to become his wife.

Everyone was afraid of the horrible giant. He was over ten feet and always carried a long sword. King Boko and his daughter didn't know what to do.

Suddenly Rara Jonggrang thought of a way. "I shall agree to become your wife", she said."If you can build a thousand temples in one night" She thought that the giant would be unable to do this. But the giant laughed. "Oh that is very easy!" he said.

He called thousands of men from the neighbouring villages. They worked so hard that just before the sunrise. They had built nine hundred and ninety nine temples.

33. The word" they" in paragraph five refers to...
    a. Rara Jongrang and her neighbour
    b. thousands of men in the surrounding village
    c. Raja Boko and Rara Jonggrang
    d. the giant and Rara Jonggrang

34. What is the main idea of paragraph four?
    a. The giant laughed
    b. Rara Jonggrang thought of the way to avoid the giant
    c. The giant can build a thousand temples in a night
    d. The giant wouldn't be able to build the temples

35. One day a horrible looking giant saw her. The word *horrible* has the same meaning as...
    a. afraid
    b. funny
    c. frightened
    d. handsome

36. How many temples had been built ?
    a. nine hundred temples
    b. ninety nine temples
    c. nine hundred and ninety nine temples
    d. nine hundred and nine temples

Appendix : H : ANSWER KEY

No	Answer
1	D
2	B
3	A
4	D
5	D
6	A
7	C
8	B
9	D
10	A
11	D
12	A
13	D
14	B
15	C
16	D
17	B
18	B
19	D
20	A

No	Answer
21	B
22	B
23	B
24	D
25	D
26	D
27	D
28	C
29	C
30	D
31	D
32	B
33	B
34	B
35	C
36	C

Appendix I : The Computation of Test ItemValidity

Test item validity is computed using the following formula:

$$r_{pbis} = \frac{Mp - Mt}{St}\sqrt{\frac{p}{q}}$$

where:

r_{pbis} = biserial corelation coefficient

Mp = the mean of score of subject who got correct answer of the item

Mt = the mean of total score

St = Standard deviation of total score

p = proportion of subject who got correct answer

q = 1-p

The result of the computation using the formula is consulted to r table at significant 0,05.

Example: Test item no. 1.

It is obtained:

Mp = 21,38

Mt = 17,68

St = 9,03

p = 0,20

q = 0,80

$$r_{pbis} = \frac{21,38-17,68}{9,03}\sqrt{\frac{0,20}{0,80}}$$

r_{pbis} = 0,21

From the computation, it is obtained r_{pbis} = 0,21. By consulting with r table at significance 0,05 and n = 40, it is obtained that r_{table} is 0,304. It shows that $r_{pbis} < r_{table}$. It means that test item no 1 is not valid. By computing in the same way, the validity of each test item is obtained as the following:

No	r_{pbis}	Conclusion	No	r_{pbis}	Conclusion
1	0,21	Not Valid	21	0,59	Valid
2	0,56	Valid	22	0,58	Valid
3	0,36	Valid	23	0,62	Valid
4	0,57	Valid	24	0,49	Valid
5	0,54	Valid	25	0,33	Valid
6	0,55	Valid	26	0,39	Valid
7	0,54	Valid	27	0,58	Valid
8	0,24	Not Valid	28	0,56	Valid
9	0,37	Valid	29	0,49	Valid
10	0,46	Valid	30	0,44	Valid
11	0,43	Valid	31	0,57	Valid
12	0,37	Valid	32	0,5	Valid
13	0,49	Valid	33	0,57	Valid
14	0,27	NotValid	34	0,56	Valid
15	0,55	Valid	35	0,48	Valid
16	0,57	Valid	36	0,44	Valid
17	0,49	Valid	37	0,43	Valid
18	0,45	Valid	38	0,21	Not Valid
19	0,52	Valid	39	0,45	Valid
20	0,34	Valid	40	0,502	Valid

Based on the above table, there are four test items which are not valid. They are test item no 1, 8, 14 and 38. They were not included in the instrument of the research.

Appendix J : Reliability Analysis of Test Item

No Subject	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	Jumlah
8	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	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	33
6	1	1	0	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	0	1	1	1	0	1	1	0	1	1	32
7	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	31
1	0	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	0	1	1	0	1	1	1	1	0	1	1	31
2	0	1	1	1	1	1	0	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	0	1	1	0	0	1	1	31
3	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	30
5	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	30
13	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	29
11	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	28
24	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	27
36	0	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	26
4	1	0	0	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	0	0	23
15	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	1	1	22
12	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	0	1	1	21
17	0	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	21
10	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	20
14	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	1	20
26	0	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	0	1	1	20
9	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	1	19
21	0	1	0	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	1	17
22	0	1	0	0	0	1	1	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	16
20	0	1	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	15
37	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	14
38	0	1	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	14
31	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	0	0	11
34	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	11
36	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	11
40	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	0	10
37	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	10
39	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	9
19	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	10
32	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	9
35	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	9
16	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	9
18	0	0	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	7
29	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	7
28	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	7
30	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	6
35	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	6
39	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	5
M																																									17.675
Mp	21.29	21.89	20.15	23.65	22.65	21.90	21.25	15.75	20.67	20.69	21.74	20.21	22.00	21.25	24.07	21.69	23.33	23.84	23.09	23.06	21.5	23.21	22.20	22.90	24.14	21.20	24.79	23.90	[illegible]	28.29	24.71	21.87	28.11	22.04	21.06	20.92	26.14	21.06	20.94	21.4	9.0281
St	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Mt	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.7	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.68	17.7	
p	[illegible]	[illegible]	[illegible]	0.45	0.35	[illegible]	[illegible]	[illegible]	0.15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.50	[illegible]	[illegible]	0.33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.15	0.35	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.10	0.16	[illegible]	[illegible]	
q	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
	[illegible]	1.29	[illegible]	[illegible]	0.77	1.10	1.30	2.00	0.42	1.44	[illegible]	0.73	[illegible]	[illegible]	0.77	1.29	0.77	[illegible]	[illegible]	[illegible]	1.29	[illegible]	1.22	[illegible]	0.46	1.09	0.73	[illegible]	[illegible]	0.46	0.73	1.10	[illegible]	1.16	1.29	1.22	0.46	0.46	1.29	1.22	
r bis	[illegible]	[illegible]	[illegible]	0.97	0.84	[illegible]	[illegible]	[illegible]	0.37	[illegible]	0.43	0.27	[illegible]	0.27	[illegible]	0.67	[illegible]	[illegible]	[illegible]	0.34	[illegible]	[illegible]	[illegible]	[illegible]	0.33	0.30	[illegible]	[illegible]	[illegible]	0.44	0.67	[illegible]	0.67	[illegible]	[illegible]	0.44	[illegible]	0.21	[illegible]	[illegible]	
	TV	V	V	V	V	V	V	TV	V	V	V	V	V	TV	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	TV	V	V	
pq	0.16	0.23	0.16	0.2496	0.2344	0.244	0.2299	0.16	0.1275	0.216	0.2496	0.2275	0.2496	0.2196	0.234	0.234	0.2304	0.2196	0.2496	0.16	0.234	0.2496	0.24	0.2475	0.1444	0.25	0.2275	0.244	0.2496	0.144	0.2275	0.244	0.2496	0.2496	0.234	0.24	0.144	0.144	0.234	0.24	8.71675

Reliability : K-R 21

TV = Not Valid

V = Valid

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k\,Vt}\right)$$

$$r_{11} = \left(\frac{40}{40-1}\right)\left(1 - \frac{17.675(40-17.675)}{40x81.50705129}\right)$$

= 1,02564102 x 0,878969253 = 0.902

The Computation of Test Reliability

The computation uses K-R 21 formula.

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k\,Vt}\right)$$

Where:

r_{11} = reliability of the whole test

k = the number of items in the test

M = the mean of the scores

Vt = the variance of the scores

No	X1	X^2
1	33	1089
2	32	1024
3	31	961
4	31	961
5	31	961
6	30	900
7	30	900
8	29	841
9	28	784
10	27	729
11	26	676
12	23	529
13	22	484
14	21	441
15	21	441
16	20	400
17	20	400
18	20	400
19	19	361
20	17	289

No	X1	X^2
21	16	256
22	15	225
23	14	196
24	14	196
25	11	121
26	11	121
27	11	121
28	10	100
29	10	100
30	10	100
31	9	81
32	9	81
33	9	81
34	9	81
35	7	49
36	7	49
37	7	49
38	6	36
39	6	36
40	5	25
n = 40	**$\sum X = 707$**	**$\sum X^2 = 15675$**

It is known:

k = 40

$M = \frac{\sum X}{N} = \frac{707}{40} = 17{,}675$

Vt = Std ²

Vt = 81,50705129

$$Std = \sqrt{\frac{\sum X^2 - \frac{(\sum X^2)}{N}}{n-1}}$$

$$= \sqrt{\frac{15675 - \frac{(707)^2}{40}}{40-1}}$$

$$= \sqrt{\frac{15675 - \frac{499849}{40}}{39}}$$

$$= \sqrt{\frac{15675 - 12496{,}225}{39}}$$

$$\sqrt{\frac{3178}{39}}$$

$$= \sqrt{81{,}50705128}$$

$$= 9{,}028125569$$

$Vt = 9{,}028125569^2 = 81{,}50705128$

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{k\,Vt}\right)$$

$$= \left(\frac{40}{40-1}\right)\left(1 - \frac{17.675\,(40-17.675)}{40x81.50705129}\right)$$

$$= \left(\frac{40}{39}\right)\left(1 - \frac{22.325}{3260.282052}\right)$$

$$= 1{,}02564102 \times (1 - 0{,}121030747)$$

$$= 1{,}02564102 \times 0{,}878969253$$

$$= 0{,}902$$

After carrying out reliability test by applying Kuder-Richardson formula 21, it was obtained that the instrument the reliability of the test r11 = 0,90. If it is correlated to the criteria of reliability test, the reliability of the instrument is very high. It means that the instrument was reliable to collect the research data.

APPENDIX K : INDEX OF DISCRIMINATION AND DIFFICULTY ITEM

No	Item Test																																							
Subject	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	1	1	1	1	1	0	1	1	1	0	0	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
2	1	1	0	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	0	1	1	1	0	1	1	1	1
3	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	0
4	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1
5	0	1	1	1	1	1	0	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	0	1	1	0	0	1	1	1
6	0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1
7	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1
8	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1
9	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0
10	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1
11	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1
12	1	0	0	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	0
13	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	1	1	1
14	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1
15	0	1	1	1	0	1	1	1	0	1	0	0	0	0	0	1	1	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1
16	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	1	1	1
17	0	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1
18	0	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	0	1	0	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1
19	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1
20	0	1	0	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1
21	0	1	0	0	0	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1
22	0	1	0	0	0	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1
23	0	1	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1
24	0	1	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1
25	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
26	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
27	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
28	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
29	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
30	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
31	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
32	0	1	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
33	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
34	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
35	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
36	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
37	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
38	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
39	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
40	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0
Total	5	25	6	19	15	23	26	32	6	27	19	14	16	13	15	25	15	13	18	8	25	19	24	18	7	20	14	17	16	7	14	23	19	23	25	24	7	7	25	24
B	8	25	6	19	15	23	26	32	6	27	19	14	16	13	15	25	15	13	18	8	25	19	24	18	7	20	14	17	16	7	14	23	19	23	25	24	7	7	25	24
P	0.2	0.63	0.2	0.48	0.38	0.58	0.65	0.8	0.15	0.68	0.48	0.35	0.45	0.33	0.38	0.63	0.38	0.33	0.45	0.2	0.63	0.48	0.6	0.45	0.18	0.5	0.35	0.43	0.45	0.18	0.35	0.58	0.48	0.58	0.63	0.6	0.18	0.18	0.63	0.6
Simpulan	SKR	SDG	SKR	SDG	SDG	SDG	SDG	MDH	SKR	SDG	SDG	SDG	SDG	SDG	SDG	SDG	SDG	SDG	SCG	SKR	SDG	SDG	SDG	SDG	SKR	SDG	SDG	SDG	SDG	SKR	SDG	SDG	SDG	SDG	SDG	SDG	SKR	SKR	SDG	SDG
Pa	5	17	6	15	11	16	17	17	5	17	14	11	12	8	11	17	11	9	12	6	17	15	17	14	5	14	11	12	14	6	11	16	15	16	19	15	6	5	16	16
Pb	3	8	2	4	4	7	9	15	1	10	5	3	6	5	4	8	4	4	6	2	8	4	7	4	2	6	3	5	4	1	3	7	4	7	9	9	1	2	9	8
D	0.10	0.45	0.20	0.55	0.35	0.45	0.40	0.10	0.20	0.35	0.45	0.40	0.30	0.15	0.35	0.45	0.35	0.25	0.30	0.20	0.45	0.55	0.50	0.50	0.15	0.40	0.40	0.35	0.50	0.25	0.40	0.40	0.55	0.45	0.35	0.30	0.25	0.15	0.35	0.40
Simpulan	C	B	C	B	B	B	B	B	C	C	B	C	C	B	B	J	B	C	B	C	B	B	B	B	C	B	B	B	B	C	B	C	B	B	C	C	C	C	C	C

The Computation of Index of Difficulty

The index of difficulty (or facility value) of an item simply shows how easy or difficult the particular item proved in the test. The index of difficulty (FV) is generally expressed as the fraction (or percentage) of the students who answered the item correctly. It is calculated by using the formula:

$$FV = \frac{R}{N}$$

where:

FV : index of difficulty

R : the number of testee who answered correctly

N : the number of tastee who took the test

The index of difficulty of an item can be categorized as follows:

FV = 0,00 - 0,30 = difficult

FV = 0,31 - 0,70 = fair

PFV = 0,71 - 1,00 = easy

Example:

Test item no 1. It is known that: R = 8 students;N = 40 students

$$FV = \frac{R}{N}$$

$$FV = \frac{8}{40} = 0,2$$

Based on the category , test item no 1 is difficult. By doing the same way for test item no 2 up to 40, the results can be seen in the following table:

No.	R	FV	Category
1	8	0,2	difficult
2	25	0,63	fair
3	8	0,2	difficult
4	19	0,48	fair
5	15	0,38	fair
6	23	0,58	fair
7	26	0,65	fair
8	32	0,8	easy
9	6	0,2	difficult
10	27	0,68	fair
11	19	0,48	fair
12	14	0,35	fair
13	18	0,45	fair
14	13	0,33	fair
15	15	0,38	fair
16	25	0,63	fair
17	15	0,38	fair
18	13	0,33	fair
19	18	0,45	fair
20	8	0,2	fair

No	R	FV	Conclusion
21	25	0,63	Fair
22	19	0,48	Fair
23	24	0,6	Fair
24	18	0,45	Fair
25	7	0,2	Difficult
26	20	0,5	Fair
27	14	0,35	Fair
28	17	0,43	Fair
29	18	0,45	Fair
30	7	0,2	Difficult
31	14	0,35	Fair
32	23	0,6	difficult
33	19	0,48	Fair
34	23	0,58	Fair
35	25	0,63	Fair
36	24	0,6	Fair
37	7	0,2	Difficult
38	7	0,18	Difficult
39	25	0,63	Fair
40	25	0,6	Fair

Discrimination Index

The discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able. It is computed by using formula:

$$D = \frac{\text{Correct U} - \text{Correct L}}{n}$$

where:

D= Discrimination Index

n= Number of testee in one group (1/2 N) because the number of sample is smaller than 100

Correct U= number of testees of Upper half who answered correctly

Correct L= number of testees of Lower Half who answered correctly

The classification of discrimination index:

0,00 – 0,20 : poor

0,20 – 0,40 : satisfactory

0,40 – 0,70 : good

0,70 – 1,00 : excellent

Example: Test item no 1. It is known that:Correct U= ; Correct L= 3; n= ½ x 40 = 20

$$D = \frac{\text{Correct U} - \text{Correct L}}{n} = \frac{5-3=}{20} \quad 0,1$$

Based on the category, test item no 1 is poor. Test item no 2 up to no 40 is computed with the same way. The results can be seen in the following table:

No	C U	C L	D	Category
1	5	3	0,1	Poor
2	17	8	0,45	Good
3	6	2	0,2	Poor
4	15	4	0,55	Good
5	11	4	0,35	Satisfied
6	16	7	0,45	Good
7	17	9	0,4	Good
8	17	15	0,1	Poor
9	5	1	0,2	Poor
10	17	10	0,35	Good
11	14	5	0,45	Good
12	11	3	0,4	Satisfactory
13	12	6	0,3	Satisfactory
14	8	5	0,15	Poor
15	11	4	0,35	Satisfactory
16	17	8	0,45	Good
17	11	4	0,35	Satisfactory
18	9	4	0,25	Satisfactory
19	12	6	0,3	Satisfactory
20	6	2	0,2	poor

No	C U	C L	D	Category
21	17	8	0,45	Good
22	15	4	0,55	Good
23	17	7	0,5	Good
24	14	4	0,5	Good
25	5	2	0,15	Poor
26	14	6	0,4	Satisfactory
27	11	3	0,4	Satisfactory
28	12	5	0,35	Satisfactory
29	14	4	0,5	Good
30	6	1	0,25	Satisfactory
31	11	3	0,4	Satisfactory
32	16	7	0,45	Good
33	15	4	0,55	Good
34	16	7	0,45	Good
35	16	9	0,35	Good
36	15	9	0,3	Satisfactory
37	6	1	0,25	Satisfactory
38	5	2	0,15	Poor
39	16	9	0,35	Good
40	16	8	0,4	Good

Appendix L: THE DATA OF CONTROL GROUP

No	Student's Code	Pretest		Postest		Gain Score
		Correct Answer	Score (Y1)	Correct Answer	Score (Y2)	Y2-Y1
1	Control - 01	16	44	23	64	19
2	Control - 02	11	31	22	61	31
3	Control - 03	14	39	18	50	11
4	Control - 04	13	36	20	56	19
5	Control - 05	18	50	27	75	25
6	Control - 06	12	33	19	53	19
7	Control - 07	14	39	16	44	6
8	Control - 08	20	56	26	72	17
9	Control - 09	16	44	24	67	22
10	Control - 10	14	39	25	69	31
11	Control - 11	12	33	19	53	19
12	Control - 12	17	47	28	78	31
13	Control - 13	17	47	20	56	8
14	Control - 14	14	39	16	44	6
15	Control - 15	15	42	21	58	17
16	Control - 16	12	33	19	53	19
17	Control - 17	13	36	20	56	19
18	Control - 18	8	22	21	58	36
19	Control - 19	10	28	17	47	19
20	Control - 20	16	44	26	72	28
21	Control - 21	18	50	21	58	8
22	Control - 22	16	44	23	64	19
23	Control - 23	9	25	19	53	28
24	Control - 24	18	50	24	67	17
25	Control - 25	20	56	24	67	11
26	Control - 26	19	53	17	47	-6
27	Control - 27	14	39	18	50	11
28	Control - 28	13	36	19	53	17
29	Control - 29	8	22	17	47	25
30	Control - 30	11	31	16	44	14
31	Control - 31	12	33	24	67	33
32	Control - 32	18	50	23	64	14
33	Control - 33	15	42	21	58	17
34	Control - 34	14	39	19	53	14
35	Control - 35	19	53	22	61	8
36	Control - 36	11	31	16	44	14
37	Control - 37	14	39	24	67	28
38	Control - 38	16	44	19	53	8
39	Control - 39	10	28	22	61	33
40	Control - 40	15	42	19	53	11
		Total	1589		2317	728
		Mean	39.72		58	18,15
		Median	39		57	18
		Mode	39.00		53.00	19.00
		Min. Score	22		44	-6
		Max. Score	56		78	36
		Std.Deviation	8.904		9.099	9.102
		Variance	79.281		82.789	82.849
		Range	34		34	42

Appendix M : DATA OF EXPERIMENTAL GROUP 1 (INFORMATION TRANSFER)

No	Student's Code	Pretest		Postest		Gain Score
		Correct Answer	Score (Y1)	Correct Answer	Score (Y2)	Y2-Y1
1	EG1 - 01	15	42	28	78	36
2	EG1 - 02	16	44	26	72	28
3	EG1 - 03	13	36	24	67	31
4	EG1 - 04	16	44	27	75	31
5	EG1 - 05	11	31	25	69	39
6	EG1 - 06	16	44	31	86	42
7	EG1 - 07	14	39	30	83	44
8	EG1 - 08	21	58	27	75	17
9	EG1 - 09	14	39	25	69	31
10	EG1 - 10	12	33	26	72	39
11	EG1 - 11	14	39	23	64	25
12	EG1 - 12	12	33	29	81	47
13	EG1 - 13	13	36	19	53	17
14	EG1 - 14	16	44	25	69	25
15	EG1 - 15	19	53	27	75	22
16	EG1 - 16	14	39	25	69	31
17	EG1 - 17	15	42	21	58	17
18	EG1 - 18	14	39	24	67	28
19	EG1 - 19	16	44	29	81	36
20	EG1 - 20	17	47	31	86	39
21	EG1 - 21	9	25	23	64	39
22	EG1 - 22	16	44	29	81	36
23	EG1 - 23	13	36	17	47	11
24	EG1 - 24	15	42	28	78	36
25	EG1 - 25	15	42	29	81	39
26	EG1 - 26	13	36	32	89	53
27	EG1 - 27	19	53	27	75	22
28	EG1 - 28	11	31	29	81	50
29	EG1 - 29	11	31	26	72	42
30	EG1 - 30	10	28	25	69	42
31	EG1 - 31	6	17	14	39	22
32	EG1 - 32	15	42	31	86	44
33	EG1 - 33	18	50	27	75	25
34	EG1 - 34	13	36	18	50	14
35	EG1 - 35	17	47	29	81	33
36	EG1 - 36	13	36	29	81	44
37	EG1 - 37	8	22	23	64	42
38	EG1 - 38	9	25	19	53	28
39	EG1 - 39	16	44	30	83	39
40	EG1 - 40	11	31	27	75	44
		Total	1544		2873	1330
		Mean	38.6		71.8	33.3
		Median	39		39	36
		Mode	44.00		81	39
		Min. Score	17		39	11
		Max. Score	58		89	53
		Std. deviation	8.599		11.562	10.379
		Variance	73.938		133.687	107.73
		Range	41		50	42

Appendix N: DATA OF EXPERIMENTAL GROUP 2 (CONNECTION QUESTIONS)

No	Student's Code	Pretest		Postest		Gain Score
		Correct Answer	Score (Y1)	Correct Answer	Score (Y2)	Y2-Y1
1	EG2 - 01	14	39	24	67	28
2	EG2 - 02	12	33	26	72	39
3	EG2 - 03	17	47	22	61	14
4	EG2 - 04	13	36	29	81	44
5	EG2 - 05	16	44	21	58	14
6	EG2 - 06	15	42	26	72	31
7	EG2 - 07	23	64	22	61	-3
8	EG2 - 08	16	44	30	83	39
9	EG2 - 09	16	44	23	64	19
10	EG2 - 10	12	33	25	69	36
11	EG2 - 11	13	36	26	72	36
12	EG2 - 12	17	47	29	81	33
13	EG2 - 13	15	42	24	67	25
14	EG2 - 14	14	39	26	72	33
15	EG2 - 15	20	56	31	86	31
16	EG2 - 16	14	39	18	50	11
17	EG2 - 17	16	44	28	78	33
18	EG2 - 18	11	31	27	75	44
19	EG2 - 19	12	33	32	89	56
20	EG2 - 20	21	58	27	75	17
21	EG2 - 21	14	39	23	64	25
22	EG2 - 22	12	33	27	75	42
23	EG2 - 23	9	25	17	47	22
24	EG2 - 24	13	36	26	72	36
25	EG2 - 25	16	44	27	75	31
26	EG2 - 26	19	53	21	58	6
27	EG2 - 27	13	36	31	86	50
28	EG2 - 28	11	31	19	53	22
29	EG2 - 29	16	44	23	64	19
30	EG2 - 30	10	28	19	53	25
31	EG2 - 31	12	33	25	69	36
32	EG2 - 32	14	39	31	86	47
33	EG2 - 33	21	58	31	86	28
34	EG2 - 34	13	36	28	78	42
35	EG2 - 35	19	53	29	81	28
36	EG2 - 36	13	36	26	72	36
37	EG2 - 37	14	39	29	81	42
38	EG2 - 38	24	67	23	64	-3
39	EG2 - 39	15	42	21	58	17
40	EG2 - 40	18	50	29	81	31
		Total	**1673**		**2836**	**1162**
		Mean	**41.825**		**70.9**	**29.05**
		Median	**39**		**72**	**31**
		Mode	**36**		**72**	**36**
		Min. Score	**25**		**47**	**-3**
		Max. Score	**67**		**89**	**56**
		Std. Deviation	**9.605**		**10.912**	**13.347**
		Variance	**92.251**		**119.067**	**178.151**
		Range	**42**		**42**	**59**

Appendix O : Test of Normality

TEST OF DATA NORMALITY

A. Score of Students' achievement of Control Group (Conventional Technique)

No	Xi	Zi	Fzi	Szi	Fzi - Szi
1	6	-2.65	0,0040	0.025	0,0210
2	6	-1.33	0.0918	0.075	0.0168
3	6	-1.33	0.0918	0.075	0.0168
4	8	-1.11	0.1335	0.175	0.0145
5	8	-1.11	0.1335	0.175	0.0145
6	8	-1.11	0.1335	0.175	0.0145
7	8	-1.11	0.1335	0.175	0.0415
8	11	-0.79	0.2148	0.275	0.0602
9	11	-0.79	0.2148	0.275	0.0602
10	11	-0.79	0.2148	0.275	0.0602
11	11	-0.79	0.2148	0.275	0.0602
12	14	-0.46	0.3228	0.375	0.0522
13	14	-0.46	0.3228	0.375	0.0522
14	14	-0.46	0.3228	0.375	0.0522
15	14	-0.46	0.3228	0.375	0.0522
16	17	-0.13	0.4483	0,500	0.0517
17	17	-0.13	0.4483	0,500	0.0517
18	17	-0.13	0.4483	0,500	0.0517
19	17	-0.13	0.4483	0,500	0.0517
20	17	-0.13	0.4483	0,500	0.0517
21	19	0.09	0.5359	0,650	0.1141
22	19	0.09	0.5359	0,650	0.1141
23	19	0.09	0.5359	0,650	0.1141
24	19	0.09	0.5359	0,650	0.1141
25	19	0.09	0.5359	0,650	0.1141
26	19	0.09	0.5359	0,650	*0.1141*
27	22	0.42	0.6628	0.725	0.0622
28	22	0.42	0.6628	0.725	0.0622
29	22	0.42	0.6628	0.725	0.0622
30	25	0.75	0.7734	0.775	0.0016
31	25	0.75	0.7734	0.775	0.0016
32	28	1.08	0.8599	0,850	0.0099
33	28	1.08	0.8599	0,850	0.0099
34	28	1.08	0.8599	0,850	0.0099
35	31	1.41	0.9207	0.925	0,0043
36	31	1.41	0.9207	0.925	0,0044
37	31	1.41	0.9207	0.925	0,0045
38	33	1.63	0.9484	0.975	0.0266
39	33	1.63	0.9484	0.975	0.0266
40	36	1.96	0.975	1	0,025

N = 40

X = 18,15

S = 9,102

Lo = 0,1141

L table = 0,1401 (α = 0,05) L table = 0,1630 (α = 0,01)

Conclusion: Lo < L table. It means that the data has normal distribution.

B. Score of Students' Achievement of Experimental Group 1 (Information Transfer Technique)

No	Xi	Zi	Fzi	Szi	Fzi - Szi
1	11	-2.15	0.0158	0.025	0.0092
2	14	-1.86	0.0314	0,050	0.0186
3	17	-1.57	0.0582	0.125	0.0688
4	17	-1.57	0.0582	0.125	0.0688
5	17	-1.57	0.0582	0.125	0.0688
6	22	-1.09	0.1379	0,200	0.0621
7	22	-1.09	0.1379	0,201	0.0621
8	22	-1.09	0.1379	0,202	0.0621
9	25	-0,80	0.2119	0.275	0.0631
10	25	-0,80	0.2119	0.275	0.0631
11	25	-0,80	0.2119	0.275	0.0631
12	28	-0.51	0,3050	0,350	0,0450
13	28	-0.51	0,3050	0,350	0,0450
14	28	-0.51	0,3050	0,350	0,0450
15	31	-0.22	0.4129	0,450	0.0371
16	31	-0.22	0.4129	0,450	0.0371
17	31	-0.22	0.4129	0,450	0.0371
18	31	-0.22	0.4129	0,450	0.0371
19	33	-0.03	0,4880	0.475	0,0130
20	36	0.26	0.6026	0.575	0.0276
21	36	0.26	0.6026	0.575	0.0276
22	36	0.26	0.6026	0.575	0.0276
23	36	0.26	0.6026	0.575	0.0276
24	39	0.55	0.7088	0.725	0.0162
25	39	0.55	0.7088	0.725	0.0162
26	39	0.55	0.7088	0.725	0.0162
27	39	0.55	0.7088	0.725	0.0162
28	39	0.55	0.7088	0.725	0.0162
29	39	0.55	0.7088	0.725	0.0162
30	42	0.84	0.7995	0.825	0.0255
31	42	0.84	0.7995	0.825	0.0255
32	42	0.84	0.7995	0.825	0.0255
33	42	0.84	0.7995	0.825	0.0255
34	44	1.03	0.8485	0.925	0.0765
35	44	1.03	0.8485	0.925	0.0765
36	44	1.03	0.8485	0.925	0.0765
37	44	1.03	0.8485	0.925	0.0765
38	47	1.32	0.9066	0,950	0.0434
39	50	1.61	0.9643	0.975	0.0107
40	53	1,90	0.9713	1	0.0287

N = 40
X = 33,3
S = 10,379
Lo = 0,0765
L table = 0,1401 (α = 0,05) L table = 0,1630 (α = 0,01)
Conclusion : Lo < L table. It means that the data has normal distribution.

C. Score of Students' Achievement of Experimental Group 2 (Connection Questions)

No	Xi	Zi	Fzi	Szi	Fzi - Szi
1	-3	-2,40	0.0082	0,050	0.0418
2	-3	-2,40	0.0082	0,050	0.0418
3	6	-1.73	0.0418	0.075	0.0332
4	11	-1.35	0.0885	0,100	0.0115
5	14	-1.28	0.1003	0,150	0.0497
6	14	-1.28	0.1003	0,150	0.0497
7	17	-0.90	0.1841	0,200	0.0159
8	17	-0.90	0.1841	0,200	0.0159
9	19	-0.75	0.2266	0,250	0.0234
10	19	-0.75	0.2266	0,250	0.0234
11	22	-0.53	0.2981	0,300	0.0019
12	22	-0.53	0.2981	0,300	0.0019
13	25	0,30	0.3821	0.375	0.0071
14	25	0,30	0.3821	0.375	0.0071
15	25	0,30	0.3821	0.375	0.0071
16	28	0.01	0.0496	0,450	0,0400
17	28	0.01	0.0496	0,450	0,0400
18	28	0.01	0.0496	0,450	0,0400
19	31	0.15	0.5596	0,550	0.0096
20	31	0.15	0.5596	0,550	0.0096
21	31	0.15	0.5596	0,550	0.0096
22	31	0.15	0.5596	0,550	0.0096
23	33	0.29	0.6141	0.625	0.0109
24	33	0.29	0.6141	0.625	0.0109
25	33	0.29	0.6141	0.625	0.0109
26	36	0.52	0.6985	0,750	0.0515
27	36	0.52	0.6985	0,750	0.0515
28	36	0.52	0.6985	0,750	0.0515
29	36	0.52	0.6985	0,750	0.0515
30	36	0.52	0.6985	0,750	0.0515
31	39	0.75	0.7734	0,800	0.0266
32	39	0.75	0.7734	0,800	0.0266
33	42	0.97	0.834	0.875	0.041
34	42	0.97	0.834	0.875	0.041
35	42	0.97	0.834	0.875	0.041
36	44	1.12	0.8686	0.925	0.0564
37	44	1.12	0.8686	0.925	0.0564
38	47	1.34	0.9099	0,950	0.0401
39	50	1.57	0.9441	0.975	0.0309
40	56	2.02	0.9783	1	0.0217

N = 40
X = 29,05
S = 13,347
Lo = 0,0564
L table = 0,1401 (α = 0,05) L table = 0,1630 (α = 0,01)
Conclusion ; Lo < L table, it means that the data has normal distribution.

The Computation of Test of Data Normality

1. Determining the standard deviation of Zi, Fzi, Szi, dan Fzi-Szi to fill in the table.

   a. $Zi = \frac{Xi - X}{Std}$

   Where: Zi= z score
   Xi= the raw score
   X = the mean of the distribution
   Std= the standard of deviation of the distribution

   b. FZi = (See table of Standard Normal Curve Area / Z)

   c. $SZi = \frac{\text{Nomur urut}}{n}$

   d. FZi – SZi (the difference between FZi and SZi)

   Example: The gain score of student's achievement no.1 of Experimental Group 1 is 11.

   It is known : Xi = 11; $\bar{X}$ = 33,3 Standard deviation= 10,379

   a. $Zi = \frac{Xi - X}{Std}$

   $Zi = \frac{11 - 33,3}{10,379}$

   $= -2,15$

   b. FZi = 0,0158

   c. $SZi = \frac{1}{40}$

   $= 0,025$

   d. Fzi – Szi = 0,0158 – 0,025 = 0,0092

   The computation goes for the whole numbers of each group.

2. Taking the greatest value of Fzi - Szi as the Lo value

3. From table of Areas of the Normal Curve for Liliefors Test for $\alpha = 0.05$ and n = 40

it is obtained : L table = $\frac{0,886}{\sqrt{40}}$ = 0,1401 (α = 0,005) and L table = $\frac{1,031}{\sqrt{40}}$ = 0,1630 (α = 0,01).

The computation shows:

a. Gain score of Control Group, Lo = 0,1141 < L table (α = 0.05 and 0,01)

b. Gain score of Experimental Group 1, Lo = 0,0765 < L table (α = 0.05 and 0,01)

c. Gain score of Experimental Group 2, Lo = 0,0564 < L table (α = 0.05 dan 0,01)

Conclusion: the data of gain score of the three groups is normal distribution.

Appendix P : THE STATISTICS DATA OF CONTROL GROUP

		Pretest Control Class	Posttest Control Class	Gain Score Control Class
N	Valid	40	40	40
	Missing	0	0	0
Mean		39,7250	57,9250	18,1500
Median		39,0000	57,0000	18,0000
Mode		39,00	53,00	19,00
Std. Deviation		8,90401	9,09885	9,10213
Variance		79,28141	82,78910	82,84872
Range		34,00	34,00	42,00
Minimum		22,00	44,00	-6,00
Maximum		56,00	78,00	36,00
Sum		1589,00	2317,00	726,00

Pretest of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22,00	2	5,0	5,0	5,0
	25,00	1	2,5	2,5	7,5
	28,00	2	5,0	5,0	12,5
	31,00	3	7,5	7,5	20,0
	33,00	4	10,0	10,0	30,0
	36,00	3	7,5	7,5	37,5
	39,00	7	17,5	17,5	55,0
	42,00	3	7,5	7,5	62,5
	44,00	5	12,5	12,5	75,0
	47,00	2	5,0	5,0	80,0
	50,00	4	10,0	10,0	90,0
	53,00	2	5,0	5,0	95,0
	56,00	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

Posttest of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44,00	4	10,0	10,0	10,0
	47,00	3	7,5	7,5	17,5
	50,00	2	5,0	5,0	22,5
	53,00	8	20,0	20,0	42,5
	56,00	3	7,5	7,5	50,0
	58,00	4	10,0	10,0	60,0
	61,00	3	7,5	7,5	67,5
	64,00	3	7,5	7,5	75,0
	67,00	5	12,5	12,5	87,5
	69,00	1	2,5	2,5	90,0
	72,00	2	5,0	5,0	95,0
	75,00	1	2,5	2,5	97,5
	78,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

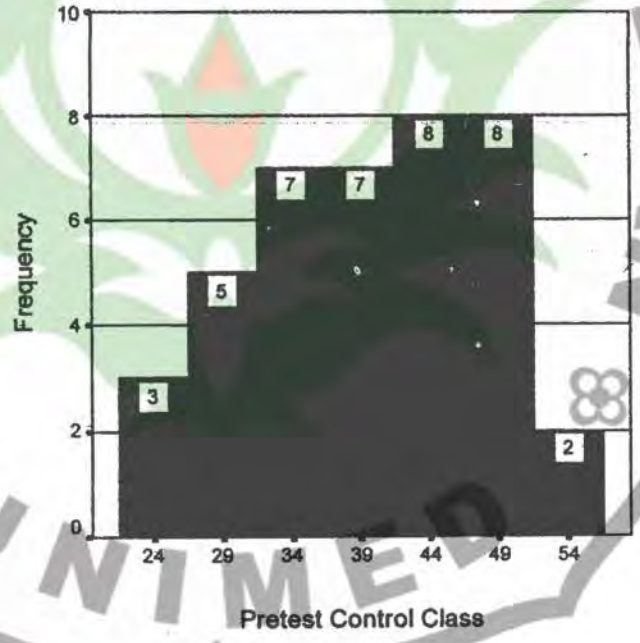
Gain Score of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-6,00	1	2,5	2,5	2,5
	6,00	2	5,0	5,0	7,5
	8,00	4	10,0	10,0	17,5
	11,00	4	10,0	10,0	27,5
	14,00	4	10,0	10,0	37,5
	17,00	5	12,5	12,5	50,0
	19,00	8	20,0	20,0	70,0
	22,00	1	2,5	2,5	72,5
	25,00	2	5,0	5,0	77,5
	28,00	3	7,5	7,5	85,0
	31,00	3	7,5	7,5	92,5
	33,00	2	5,0	5,0	97,5
	36,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Interval Class of Pretest of Control Group

Interval Class	Absolute Frequency	Relative Frequency (%)
22 – 26	3	7,5
27 – 31	5	12,5
32 – 36	7	17,5
37 – 41	7	17,5
42 – 46	8	20,0
47 – 51	8	20,0
52 – 56	2	5,0
Total	**40**	**100,0**

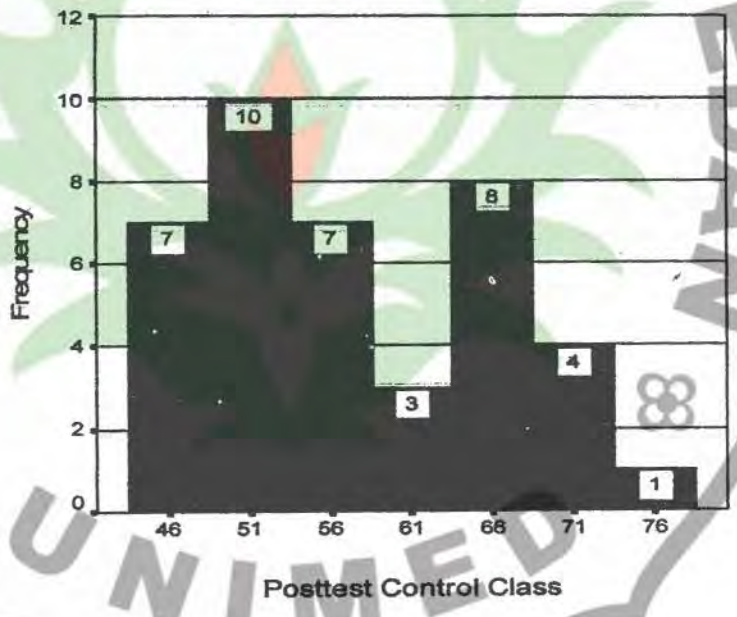
Histogram of Pretest of Control Group



Interval Class of Posttest of Control Group

Interval Class	Absolute Frequency	Relative Frequency (%)
44 – 48	7	17,5
49 – 53	10	25,0
54 – 58	7	17,5
59 – 63	3	7,5
64 – 68	8	20,0
69 – 73	4	10,0
74 – 78	1	2,5
Total	**40**	**100,0**

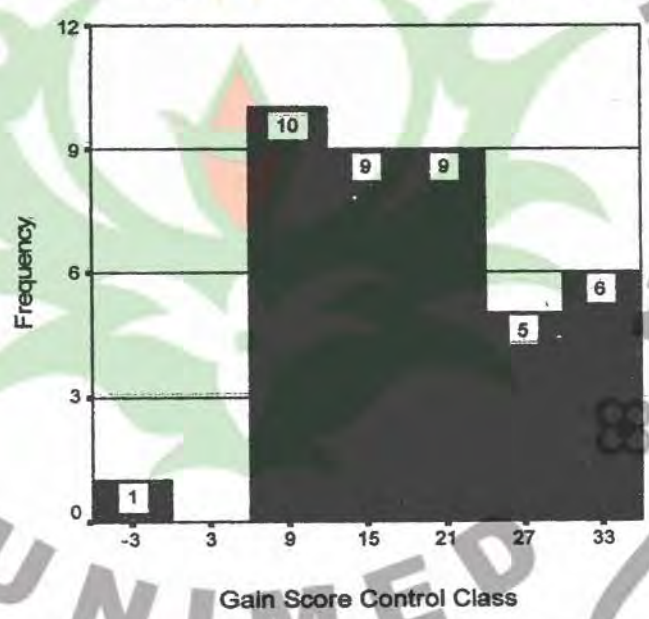
Histogram of Posttest of Control Group



Interval Class of Gain Score of Control Group

Interval Class	Absolute Frequency	Relative Frequency (%)
-6 – (-1)	1	2,5
0 – 5	0	0,0
6 – 11	10	25,0
12 – 17	9	22,5
18 – 23	9	22,5
24 – 29	5	12,5
30 – 36	6	15,0
Total	**40**	**100,0**

Histogram of Gain Score of Control Group



Appendix Q : THE STATISTICS DATA OF EXPERIMENTAL GROUP 1

		Pretest Experimental Group 1	Posttest Experimental Group 1	Gain Score Experimental Group 1
N	Valid	40	40	40
	Missing	0	0	0
Mean		38,6000	71,8250	33,2500
Median		39,0000	75,0000	36,0000
Mode		44,00	81,00	39,00
Std. Deviation		8,59875	11,56229	10,37934
Variance		73,93846	133,68654	107,73077
Range		41,00	50,00	42,00
Minimum		17,00	39,00	11,00
Maximum		58,00	89,00	53,00
Sum		1544,00	2873,00	1330,00

Pretes of Experimental Group 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17,00	1	2,5	2,5	2,5
	22,00	1	2,5	2,5	5,0
	25,00	2	5,0	5,0	10,0
	28,00	1	2,5	2,5	12,5
	31,00	4	10,0	10,0	22,5
	33,00	2	5,0	5,0	27,5
	36,00	6	15,0	15,0	42,5
	39,00	5	12,5	12,5	55,0
	42,00	5	12,5	12,5	67,5
	44,00	7	17,5	17,5	85,0
	47,00	2	5,0	5,0	90,0
	50,00	1	2,5	2,5	92,5
	53,00	2	5,0	5,0	97,5
	58,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Posttest of Experimental Group 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39,00	1	2,5	2,5	2,5
	47,00	1	2,5	2,5	5,0
	50,00	1	2,5	2,5	7,5
	53,00	2	5,0	5,0	12,5
	58,00	1	2,5	2,5	15,0
	64,00	3	7,5	7,5	22,5
	67,00	2	5,0	5,0	27,5
	69,00	5	12,5	12,5	40,0
	72,00	3	7,5	7,5	47,5
	75,00	6	15,0	15,0	62,5
	78,00	2	5,0	5,0	67,5
	81,00	7	17,5	17,5	85,0
	83,00	2	5,0	5,0	90,0
	86,00	3	7,5	7,5	97,5
	89,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

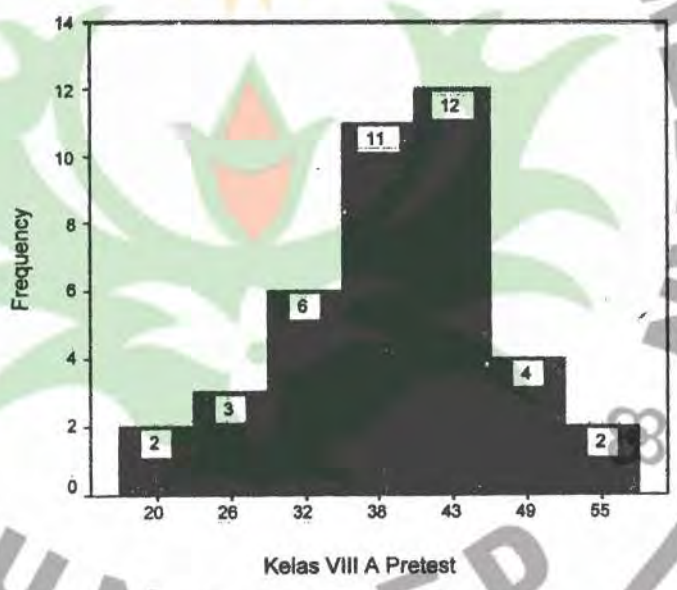
Gain Score of Experimental Group 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11,00	1	2,5	2,5	2,5
	14,00	1	2,5	2,5	5,0
	17,00	3	7,5	7,5	12,5
	22,00	3	7,5	7,5	20,0
	25,00	3	7,5	7,5	27,5
	28,00	3	7,5	7,5	35,0
	31,00	4	10,0	10,0	45,0
	33,00	1	2,5	2,5	47,5
	36,00	4	10,0	10,0	57,5
	39,00	6	15,0	15,0	72,5
	42,00	4	10,0	10,0	82,5
	44,00	4	10,0	10,0	92,5
	47,00	1	2,5	2,5	95,0
	50,00	1	2,5	2,5	97,5
	53,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Interval Class of Pretest of Experimental Group 1

Interval Class	Absolute Frequency	Relative Frequency (%)
17 – 22	2	5,0
23 – 28	3	7,5
29 – 34	6	15,0
35 – 40	11	27,5
41 – 46	12	30,0
47 – 52	4	10,0
53 – 58	2	5,0
Total	**40**	**100**

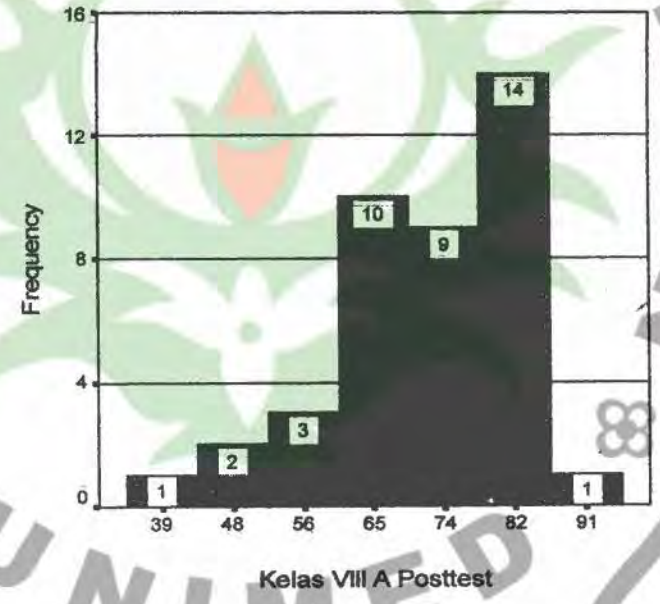
Histogram of Pretest of Experimental Group 1



Interval Class of Posttest of Experimental Group 1

Interval Class	Absolute Frequency	Relative Frequency (%)
39 – 46	1	2,5
47 – 54	2	5,0
55 – 62	3	7,5
63 – 70	10	25,0
71 – 78	9	22,5
79 – 86	14	35,0
87 – 94	1	2,5
Total	40	100,0

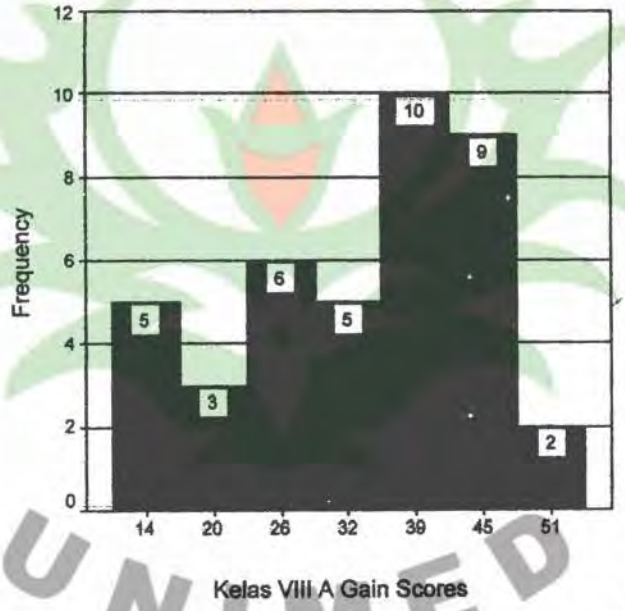
Histogram of Posttest of Experiment Group 1



Interval Class of Gain Score of Experimental Group 1

Interval Class	Absolute Frequency	Relative Frequency (%)
11 – 16	5	12,5
17 – 24	3	7,5
23 – 28	6	15,0
29 – 34	5	12,5
35 – 40	10	25,0
41 – 46	9	22,5
47 – 54	2	5,0
Total	40	100,0

Histogram of Gain Score of Experimental Group 1



Appendix R : THE STATISTICS DATA OF EXPERIMENTAL GROUP 2

		Pretest Experimental Group 2	Posttest Experimental Group 2	Gain Score Experimental Group 2
N	Valid	40	40	40
	Missing	0	0	0
Mean		41,8250	70,9000	29,0500
Median		39,0000	72,0000	31,0000
Mode		36,00	72,00	36,00
Std. Deviation		9,60472	10,91177	13,34733
Variance		92,25064	119,06667	178,15128
Range		42,00	42,00	59,00
Minimum		25,00	47,00	-3,00
Maximum		67,00	89,00	56,00
Sum		1673,00	2836,00	1162,00

Pretest of Experimetal Group 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	1	2,5	2,5	2,5
	28,00	1	2,5	2,5	5,0
	31,00	2	5,0	5,0	10,0
	33,00	5	12,5	12,5	22,5
	36,00	6	15,0	15,0	37,5
	39,00	6	15,0	15,0	52,5
	42,00	3	7,5	7,5	60,0
	44,00	6	15,0	15,0	75,0
	47,00	2	5,0	5,0	80,0
	50,00	1	2,5	2,5	82,5
	53,00	2	5,0	5,0	87,5
	56,00	1	2,5	2,5	90,0
	58,00	2	5,0	5,0	95,0
	64,00	1	2,5	2,5	97,5
	67,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Posttest of Experimental Group 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47,00	1	2,5	2,5	2,5
	50,00	1	2,5	2,5	5,0
	53,00	2	5,0	5,0	10,0
	58,00	3	7,5	7,5	17,5
	61,00	2	5,0	5,0	22,5
	64,00	4	10,0	10,0	32,5
	67,00	2	5,0	5,0	37,5
	69,00	2	5,0	5,0	42,5
	72,00	6	15,0	15,0	57,5
	75,00	4	10,0	10,0	67,5
	78,00	2	5,0	5,0	72,5
	81,00	5	12,5	12,5	85,0
	83,00	1	2,5	2,5	87,5
	86,00	4	10,0	10,0	97,5
	89,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

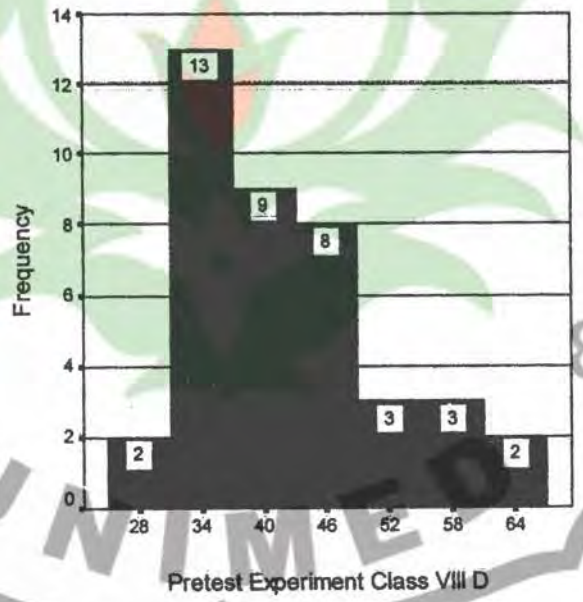
Gain Score of Experimental Group 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-3,00	2	5,0	5,0	5,0
	6,00	1	2,5	2,5	7,5
	11,00	1	2,5	2,5	10,0
	14,00	2	5,0	5,0	15,0
	17,00	2	5,0	5,0	20,0
	19,00	2	5,0	5,0	25,0
	22,00	2	5,0	5,0	30,0
	25,00	3	7,5	7,5	37,5
	28,00	3	7,5	7,5	45,0
	31,00	4	10,0	10,0	55,0
	33,00	3	7,5	7,5	62,5
	36,00	5	12,5	12,5	75,0
	39,00	2	5,0	5,0	80,0
	42,00	3	7,5	7,5	87,5
	44,00	2	5,0	5,0	92,5
	47,00	1	2,5	2,5	95,0
	50,00	1	2,5	2,5	97,5
	56,00	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

Interval Class of Pretest of Experimental Group 2

Interval Class	Absolute Frequency	Relative Frequency (%)
25 – 30	2	5,0
31 – 36	13	32,5
37 – 42	9	22,5
43 – 48	8	20,0
49 – 54	3	7,5
55 – 60	3	7,5
61 – 67	2	5,0
Total	40	100,0

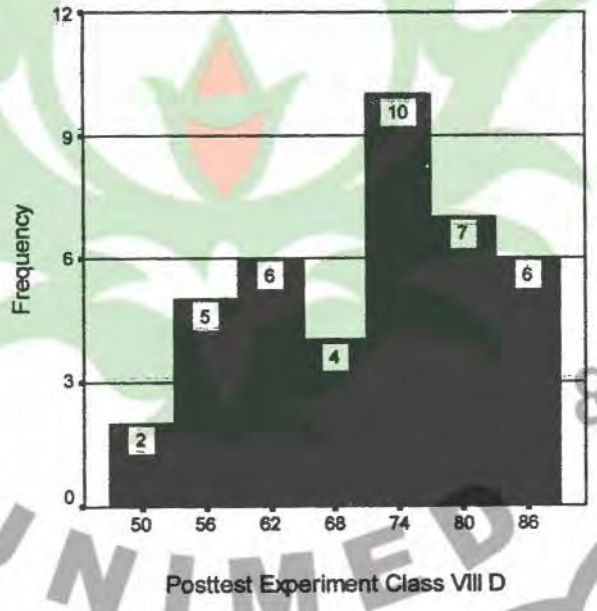
Histogram of Pretest of Experimental Group 2



Interval Class of Posttest of Experimental Group 2

Interval Class	Absolute Frequency	Relative Frequency (%)
47 – 52	2	5,0
53 – 58	5	12,5
59 – 64	6	15,0
65 – 70	4	10,0
71 – 76	10	25,0
77 – 82	7	17,5
83 – 89	6	15,0
Total	40	100,0

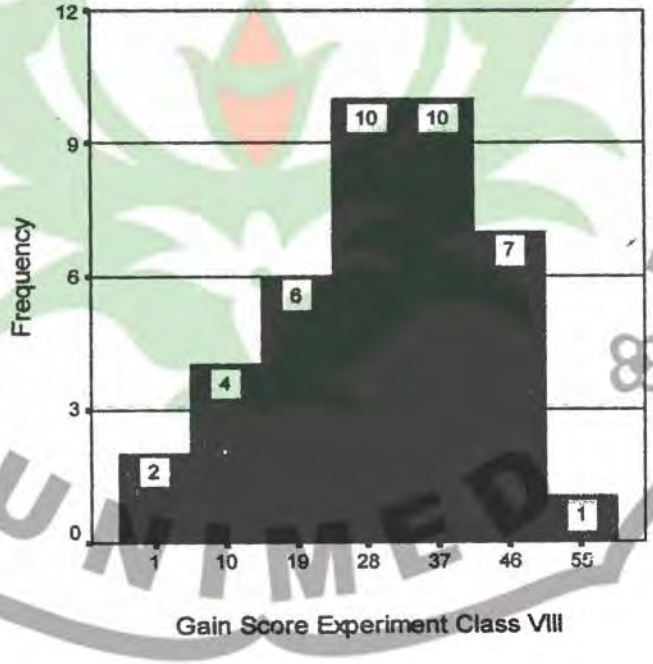
Histogram of Posttest of Experimental Group 2



Interval Class of Gain Score of Experimental Group 2

Interval Class	Absolute Frequency	Relative Frequency (%)
-3 – 5	2	5,0
6 – 14	4	10,0
15 – 23	6	15,0
24 – 32	10	25,0
33 – 41	10	25,0
42 – 50	7	17,5
51 – 59	1	2,5
Total	40	100,0

Histogram of Gain Score of Experimental Group 2



Appendix S: **The Computation of Frequency Distribution**

A. Control Group

1. Pre-test score of Control Group

a. k = number of groups

n = 40

k = 1 + 3,3 Log n

= 1 + 3,3 Log 40

= 1 + 3,3 x 1,60205991

= 1 + 5,28679797

= 6,28679797

= 7

b. Interval = $\frac{\text{maximum score} - \text{minimum score}}{\text{number of groups}}$

$= \frac{56 - 22}{7}$

= 4,857142857

= 5

Interval Class of Pre-test Score of Control Group

Interval Class	Absolute Frequency	Relative Frequency (%)
22 – 26	3	7,5
27 – 31	5	12,5
32 – 36	7	17,5
37 – 41	7	17,5
42 – 46	8	20,0
47 – 51	8	20,0
52 – 56	2	5,0
Total	**40**	**100,0**

Appendix T : Test of Homogeinity

For finding out the homogeinity of variance Bartlett test can be done with significance $\alpha = 0,05$. The test criteria is based on the comparison between count probability and significance prabability $\alpha = 0,05$. If the value of count probability is lower than the value table at significance $\alpha = 0,05$, the variance of the groups is homogeiny. If the value of count probability is greater than the value table at significance $\alpha = 0,05$, the variance of the groups is not homogeiny. The data tested was the data of control group, experimental group 1 and experimental group 2. Based on the data, the homogeinity was tested using Bartlett Test as seen in the following table:

No	Groups	df	Si^2	Log Si^2	df (Log Si^2)
1	Class of Control Group	39	82,8488	1,9183	72,8954
2	Experimental Group 1	39	107,7307	2,0323	79,2597
3	Experimental group 2	39	178,1512	2,2508	87,7812
Total		117			239,9363

Next, the computation of the variance within groups was done as follows:

$$S^2 = \frac{\sum (ni - 1)\, S^2 i}{\sum (ni - 1)}$$

S^2 = Sstandard deviation squared

n = number of sample of each group

$$S^2 = \frac{(40\text{-}1)(82,8488) + (40\text{-}1)(107,7307) + (40\text{-}1)(178,1512)}{(40\text{-}1) + (40\text{-}1) + (40\text{-}1)}$$

$$S^2 = \frac{3231,1032 + 4201,4973 + 6947,8968}{117}$$

$$S^2 = \frac{14380,4973}{117}$$

$$S^2 = 122,9102$$

$$\text{Log } S^2 = \log 122,9102 = 2,0896$$

$$B = (\log S^2)(\sum (ni - 1))$$

$$= 2,0896 \times 117 = 244,4832$$

$$\chi^2 = (\ln 10)\{B - \sum (ni - 1)\log s^2\}$$

$$\chi^2 = (2,3)(244,4832 - 242,3936$$

$$\chi^2 = 2,3 \times 2,0896$$

$$\chi^{2=} = 4,8061$$

The computation is seen in the following table:

Table of Homogeinity Variance of Population :

S^2 Within groups	B	df	χ^2 count	χ^2 table	conclusion
122,9102	244,4832	2	4,8061	5,991	homogeiny

Where:

S^2 = Variance within groups

df = degree of freedom

B = value in *Bartlett test*

χ^2 = Chi-kuadrat

Based on the table it is seen that χ^2 count = 4,8061 is lower than dari χ^2 table = 5,991. It means that the research sample comes from **homogeiny population .**

Appendix U : The Analysis of Variance

Step1: formulating the data in table in order to obtain some factors needed for further calculation

No.	TEACHING TECHNIQUES					
	CONVENTIONAL (X A)	X A ²	INFORMATION TRANSFER (X B)	X B ²	CONNECTION QUESTIONS (X C)	X C ²
1	19	361	36	1296	28	784
2	31	961	28	784	39	1521
3	11	121	31	961	14	196
4	19	361	31	961	44	1936
5	25	625	39	1521	14	196
6	19	361	42	1764	31	961
7	6	36	44	1936	-3	9
8	17	289	17	289	39	1521
9	22	484	31	961	19	361
10	31	961	39	1521	36	1296
11	19	361	25	625	36	1296
12	31	961	47	2209	33	1089
13	8	64	17	289	25	625
14	6	36	25	625	33	1089
15	17	289	22	484	31	961
16	19	361	31	961	11	121
17	19	361	17	289	33	1089
18	36	1296	28	784	44	1936
19	19	361	36	1296	56	3136
20	28	784	39	1521	17	289
21	8	64	39	1521	25	625
22	19	361	36	1296	42	1764
23	28	784	11	121	22	484
24	17	289	36	1296	36	1296
25	11	121	39	1521	31	961
26	-6	36	53	2809	6	36
27	11	121	22	484	50	2500
28	17	289	50	2500	22	484
29	25	625	42	1764	19	361
30	14	196	42	1764	25	625
31	33	1089	22	484	36	1296
32	14	196	44	1936	47	2209
33	17	289	25	625	28	784
34	14	196	14	196	42	1764
35	8	64	33	1089	28	784
36	14	196	44	1936	36	1296
37	28	784	42	1764	42	1764
38	8	64	28	784	-3	9
39	33	1089	39	1521	17	289
40	11	121	44	1936	31	961
	726	16408	1330	48424	1162	40704

It is obtained:

Ta = 726 Na = 40 = 3218

Tb = 1330 Nb = 40 = 120

Tc = 1162 Nc = 40

Ta, Tb, Tc = the sum of the score of each group

Na. Nb, Nc = number of sample of each group

G = total score of the sum of the sc

N = total sample

$\sum X^2 = 16408 + 48424 + 40704 = 105536$

Step 2: determining SS_t (Total of sum of squares)

$$SS_t = \sum X^2 - \frac{G^2}{N}$$

$$= 105.536 - \frac{3.218^2}{120}$$

$$= 105.536 - \frac{10.355.524}{120}$$

$$= 105.536 - 86.296,03333$$

$$= 19.239,9667$$

where: G = total score of the three groups
N = total sample

Step 3: determining SS_b (between-groups sum of squares)

$$SS_b = \sum \frac{T^2}{n} - \frac{G^2}{N}$$

$$= \frac{726^2}{40} + \frac{1330^2}{40} + \frac{1162^2}{40} - \frac{3218^2}{120}$$

$$= \frac{527.076 + 1.768.900 + 1.350.244}{40} - \frac{10.355.524}{120}$$

$$= 91.155,5 - 86.296,03333$$

$$= 4.859,46667$$

where: T = total score square of each group
G = total score of all groups
N = total sample
n = number of sample of each group

Step 4: determining SS_w = within-groups sum of squares

$SS_w = SS_t \_\_\_ SS_b$

$= 19239,9667 - 4859,46667$

$= 14.380.50003$

Step 5: determining the degrees of freedom of SS_t

$df\ SS_t = N - 1$

$= 120 - 1 = 119$

Step 6: determining the degrees of freedom between groups

$df_b = k - 1$

$= 3 - 1$

$= 2$

Step 7: determining the degrees of freedom within groups

$df_w = \sum (n-1)$

$= (40 - 1) + (40 - 1) + (40 - 1)$

$= 39 + 39 + 39$

$= 117$

or $df_w = N - k$

$= 120 - 3 = 117$

Step 8: determining Mean Squares between groups (MS_b)

$$MS_b = \frac{SS_b}{df_b}$$

$$= \frac{4859,46667}{2}$$

$= 2429,733335$

Step 9: determining Mean Squares within groups (MS_w)

$$MS_w = \frac{SS_w}{df_w}$$

$$= \frac{14380,50003}{117}$$

$$= 122,9102566$$

Step 10: determining F_{ratio}

$$F_{ratio} = \frac{MS_b}{MS_w}$$

$$= \frac{2429,733335}{122,9102566}$$

$$= 19,76835296$$

TABLE of ANOVA

Source of Variance	Sum of Squares	df	Mean Squares	F	Sig
Between groups	4859,46667	2	2429,733335	19,76835296	0.000
Within groups	14380,50003	117	122,9102566		
Total	19239,9667	119			

Appendix V : Tukey's HSD Computation

In order to obtain more detailed information about which technique more significantly affect students' reading comprehension achievement, Tukey's HSD is used in data analysis.

The formula is:

$$Q = \frac{\overline{Xi} - \overline{Xj}}{\sqrt{MSw / n}} =$$

where:

$\overline{X}$ = mean score of group

MS_w = within-groups mean squares

n = total sample

It is known:

MS_w = 122,91

n = number of sample in group

$\overline{X}\,1 = \frac{726}{40} = 18,15$

$\overline{X}\,2 = \frac{1330}{40} = 33,25$

$\overline{X}\,3 = \frac{1162}{40} = 29,05$

Table of Mean Difference Among Groups

	X1	X3	X2
$\overline{X}$	18,15	29,05	33,25
X1	0	10,9	15,1
X3	10,9	0	4,20
X2	15,1	4,20	0

$$Q = \frac{\overline{X1} - \overline{X3}}{\sqrt{MSw / n}} = \frac{10,09}{\sqrt{122,91 / 40}} = \frac{10,09}{1,7529} = 5,765$$

$$Q = \frac{\overline{X1} - \overline{X2}}{\sqrt{MSw / n}} = \frac{15,1}{\sqrt{122,91 / 40}} = \frac{15,1}{1,7529} = 9,605$$

$$Q = \frac{\overline{X3} - \overline{X2}}{\sqrt{MSw / n}} = \frac{4,20}{\sqrt{3,073}} = \frac{4,20}{1,7529} = 2,396$$

Q is compared with r table on table of Studentized Range Statistic (q).

It is known that:

The number of group is 3.

Degree of freedom = n – k : 120 – 3 = 117

Therefore, the critic value for Q on table of Studentized Range Statistic (q) is 3,36 at α = 0,05 and 4,20 at α = 0,01

From the calculation, it is found that Q count of experimental group 1 with control group (9,61) and Q count of experimental 2 with control group (5,76) are greater than Q table (3.36) at α = 0,05. In conclusion experiment 1 (information transfer technique) and experiment 2 (connection questions technique) are more effective than control group (conventional)

Meanwhile Q count of experimental group 1 with experimental group 2 (2,40) is smaller than Q table (3,36) at α = 0,05. It means that experiment 1(information transfer) and experiment 2 (connection questions technique) are not different statistically but experiment 1 (information transfer technique) is more effective than experiment 2 (connection questions technique).

Appendix W : Lesson Plan (Information Transfers Technique)

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4 x 40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text

Indicators :
- identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text

Skill/Aspect : Reading Comprehension

Theme : Someone's Appearance and Personality

Kind of Text : Descriptive Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II. Instructional Material:

1. Vocabularies on someone's appearance and personality:
   tall, short, thin, fat, weight, beautiful, handsome, black curly hair, short straight hair, pointed nose, black eyes, bald, blond hair, mustache, beard, shy, moody, friendly, nice, outgoing, quiet, etc.

2. Descriptive Text
   Study the pictures and read the text beside them.

Henry, George and Bill McDonald are brothers.

picture 1

picture 2

picture 3

a. Henry McDonald has blue eyes and curly black hair. He's about forty, and he wears glasses. He's very outgoing and has a great sense of humor too. He's a really nice guy.

b. George McDonald is a little younger than Henry, and he doesn't look like him at all. He's got curly light brown hair and a mustache. He's good-looking, but lie probably should lose a little weight. He's less outgoing than Henry. In fact, he's a little shy.

c. Bill McDonald is a little older than Henry. He has curly black hair, and he's starting to go bald. He has a beard. He's a little moody and not as easygoing as Henry

Learning Material : Group Work

Match the descriptions you have read with the suitable pictures.

Answer: 1. picture 1 = description .....

2. picture 2 = description .....

3. picture 3 = description .....

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about physical appearance	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the Vocabularies 3. Discussing to describe someone physically	- Modeling - Discussion	40 minutes

	4. Reading and matching the descriptions with the pictures given in groups of five 5. Discussing the result of the groups' work.	- Information Transfer - Reflection	
3.	Closing Activities: 1. Identifying general information, main idea, detailed information and reference individually 2. Summarizing some important words to describe someone's physical appearance	- Inquiry - Reflection	25 minutes

IV. Source : Leonhardt, Nancy L. 1994. Spectrum Book 2. New York: Prentice Hall Regents.

Media : Pictures

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What is the main idea of paragraph "a" about?
3. How are Henry's eyes?
4. What color is george's hair?
5. He has curly black hair. (paragraph c)

   What does "he" refer to?

Meeting : 2 (2x40 minutes)

Indicators :
- identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose

Skill/Aspect : Reading Comprehension

Theme : Someone's Appearance and Personality

Kind of Text : Descriptive Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a descriptive text.

II.Instructional Material:1. Vocabularies on someone's appearance and personality: tall, short, thin, fat, weight, beautiful, handsome, black curly hair, short straight hair, pointed nose, black eyes, bald, blond hair, mustache, beard, shy, moody, friendly, nice, outgoing, quiet, etc.

2. Descriptive Text

Study the pictures and read the text above them.

1.) Mrs M is a singer. She is beautiful. She always makes people entertained. She has nice smile. She likes to make friendship. She has many friends . People like her very much. She has an oval face. She has long curly black hair. Her skin is white. Her eyes are blue. Her nose is pointed.

a

b

c

d

2.) Mr. J is an officer. He is handsome. He is a sort of quiet. He has a square face. He has beard. He has short straight black hair. His skin is white. He has a small pointed nose.


a


b


c

Learning Material : Group Work

Match the descriptions you have read with the suitable pictures.

Answer: 1. description 1 = picture .....

2. description 2 = picture .....

III. Instructional Steps :

No.	Activities	Method /Technique	Time
I.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a physical appearance	- Lecturing - Constructivism	15 minutes
	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the vocabularies 3. Discussing to describe someone physically 4. Reading and matching the descriptions with the pictures given in groups of five 5. Discussing the result of the groups' work.	- Modeling - Discussion - Information Transfer - Reflection	40 minutes
	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually 2. Retelling someone's physical appearance	- Inquiry - Reflection	25 minutes

IV.Source : Mukarto et.al. 2004. English on Sky Book 1. Jakarta: Erlangga.

Media : Pictures

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.

  Total Score is 10.

I. Individual Work

Answer the questions below based on the text.

1. What is the synonym of "beautiful"?
2. What is Mr J ?
3. Why do people like Mrs M very much?
4. What is Mrs M like?
5. What is the communicative purpose of the text?

II. Homework

Write the description of your appearance and personality on a piece of paper.

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and report texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators : - identify general information
- identify detailed information
- identify reference in a report text
Skill/Aspect : Reading Comprehension
Theme : Flora and Fauna
Kind of Text : Report Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a report text.

II. Instructional Material:1. Vocabularies on fauna in the sea:
animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, swim etc.
2. Report Text
Read the text and study the picture below it.

A Food Chain

Food chains in the sea can be very complex. Plants are so small that cannot be seen by the naked eye grow in surface water. These plants are eaten by tiny animals called copepods. They are eaten by herrings and herrings are eaten by larger fish such as tuna. All these produce waste products. The waste products and the remains of dead plants and animals are used as mineral food by the surface plants. The chain of life never ends. Man harvests some parts of the chain by fishing

sunlight

1.

2.

3.

4.

Mineral food

Waste remain

Learning Material : Group Work

Label the boxes of the diagram

Answer: 1. box 1 = ...

2. box 2 = ...

3. box 3 = ...

4. box 4 = ...

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to fauna in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Reading and labeling the boxes of the diagram based on the text given in groups of five 5. Discussing the result of the groups' work.	- Modeling i - Discussion - information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

V. Media : Pictures

VI. Assessment :

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2. Total Score is 8.

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What are eaten by copepods?
3. Who harvests some parts of the chain?

4. They are eaten by herrings. (line 3)

What does 'they " refer to?

Meeting : 2
Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose
Skill/Aspect : Reading Comprehension
Theme : Flora and Fauna
Kind of Text : Report Text
I. Learning Objectives : After the learning process, the students are expected to be able to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a report text.
II.Instructional Material: 1. Vocabularies on plant:
plant, grow, water, soil, sunlight, flower, fruit, leaf, food, root,
stem, seed, ground, underground, tasty, water, fertilizer, store, etc
2. Report Text
Read the text and study the picture beside it.

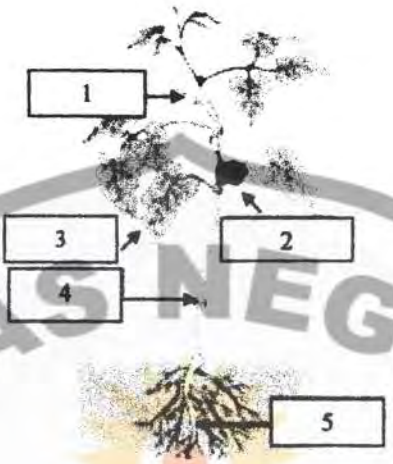
Parts of a Plant

The major parts of a plant is its flower, leaves, fruit, stem and roots. These components play vital roles in a plant's growth, development, and reproduction.

Some plants have flowers. These structures contain the reproductive organs of the plant. In non-flowering plants, such as pine or juniper trees, the reproductive organs of the plant are found in cones.

Leaves grow from the plant's stem. Leaves collect energy from sunlight and change it into food. Some plants produce fruit which contains seeds. Fruits protect the seeds until they are ready to grow into new plants. Some fruits are tasty, such as tomatoes, apples and oranges. Other fruits should not be eaten, including cotton and milkweed.

The stem supports a plant and helps give it shape. The stem also moves water from the plant's roots and food from the leaves to the rest of the plant. A plant's roots collect and store food and water from the soil and anchor the plant in the ground. Most roots grow underground.



Learning Material : Group Work

Label the boxes.

Answer: 1. box 1 = ...

2. box 2 = ...

3. box 3 = ...

4. box 4 = ...

5. box 5 = ...

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about plant.	- Lecturing - Constructivsm	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to plant 2. Practicing to pronounce the vocabularies 3. Discussing plant	- Modelling - Discussion	40 minutes

	4. Reading and labeling the boxes based on the text given in groups of five 5. Discussing the result of the groups' work.	- Information Transfer - Reflection	
3.	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a report text 2. Summarizing some important words about plant.	- Inquiry - Reflection	25 minutes

IV. Source :Yuliani, D.W. 2005. Seize the Day. A Communicative Approach in English
SMP/MTs Grade VIII. Jakarta: Piranti Darma Kalokatama.

V. Media : Pictures

VI. Assessment :

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.

Individual Work

Answer the questions below based on the text.

1. What is the synonym of "store"?
2. What are the major parts of a plant?
3. Why can a plant stand up right?
4. What is a non-flowering plant like?
5. What is the communicative purpose of the text?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4x40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short procedure and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short procedure and recount texts accurately, fluently and acceptably to interact to surrounding environment in procedure and report text

Indicators :
- identify general information
- identify detailed information
- identify reference in a procedure text

Skill/Aspect : Reading Comprehension

Theme : Direction

Kind of Text : Procedure Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, detailed information and reference in a procedure text.

II. Instructional Material:

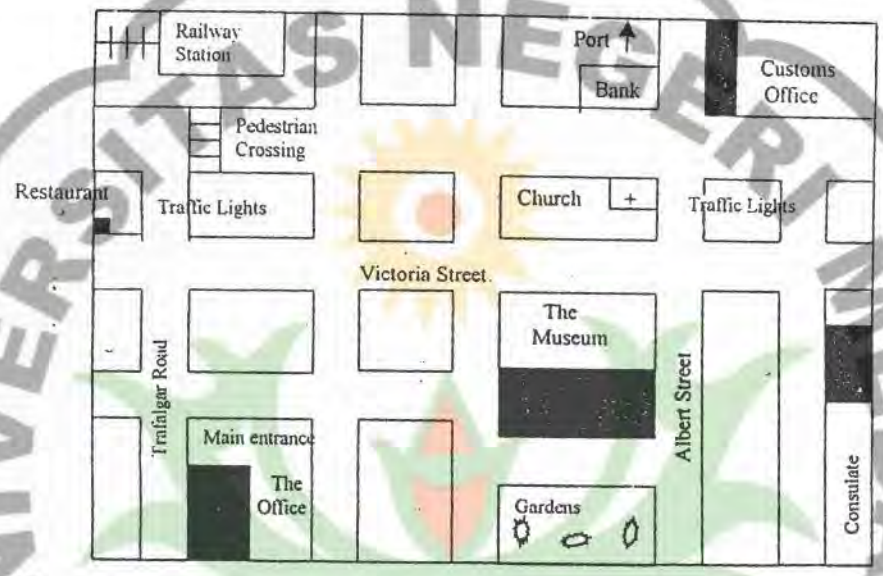
1. Vocabularies on direction:
   turn right, turn left, go ahead, junction, stop, traffic light, near, far, beside, behind, in front of, north, south, west, east etc.

2. Procedure Text

Study the map and read the text above it.

You are giving direction to visit to your office. Draw direction on the map using the arrows as a route.

The easiest way to get from the Consulate to the office is to drive north and turn first left, almost immediately. At the next junction you will find traffic lights. Turn left and continue past the museum. When you reach the turning at the end of it, turn right and right again and first left. Continue until you reach the second turning on your left. Turn left and you will see the office on your left almost immediately.



(Source: Reading in the Language Classroom)

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: a. explaining the learning objectives b. brainstorming about a map and direction	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the direction 2. Practicing to pronounce the	- Modeling	40 minutes

	vocabularies 3. Discussing to tell direction 4. Reading and completing a map in groups of five 5. Discussing the result of the groups' work.	- Discussion - Information Transfer - Reflection	
3.	Closing Activities: III. Identifying general information, detailed information and reference individually IV. Summarizing some important words to tell direction	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

Media : map

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What do you find at the next junction?
3. Where is your office?
4. When you reach the turning at the end of it, turn right (line 3).
   What does " it " refer to?

Meeting : 2

Time Allocation : 4x40 minutes (2 meetings)

Competency Standar : 11. to comprehend the meaning in simple short procedure and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short procedure and recount texts accurately, fluently and

acceptably to interact to surrounding environment in procedure and report text

Indicators : - identify general information
- identify detailed information
- identify reference in a procedure text

Skill/Aspect : Reading Comprehension

Theme : Direction

Kind of Text : Procedure Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, detailed information and reference in a procedure text.

II. Instructional Material:

1. Vocabularies on direction:
turn right, turn left, go ahead, junction, stop, traffic light, near, far, beside, behind, in front of, north, south, west, east etc.

2. Procedure Text

Study the map and read the text above it.

You are giving direction to go to your school. Draw direction on the map using the arrows as a route.

My house is at 40 Pantai Labu street. If you want to come to my house from school you can take bus no. 21 or a pedicab or by bicycle.You can ride to the south and turn left on Setia Budi street. Just ride along the street until you find Bakaran Batu street. Then you turn right on Pantai Labu street. My house is on the left. .

II. Instructional Steps:

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a map and direction	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the direction 2. Practicing to pronounce the vocabularies 3. Discussing to tell direction 4. Reading and completing a map in groups of five 5. Discussing the result of the groups' work.	- Modeling - Discussion - Information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words to tell direction	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

Media : map

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What street do you find after Sunda street?
3. Where is my house?
4. It is no.40 (line 4).

   What does " it " refer to?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators : - identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text
Skill/Aspect : Reading Comprehension
Theme : House
Kind of Text : Descriptive Text
I. .Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II.Instructional Material:

1. Vocabularies on house: house, room, bedroom, bathroom, kitchen, living room, yard, park, flower, large, small, tree, grass, beautiful, colorful, swing, slide, fountain, bee, window, wall, door etc.

2. Descriptive Text

Your house is big and beautiful. It is colorful. It has a large front yard. The yard has swings. It has green grass and trees. It has colorful flowers. It has a fountain. It has a slide. Some birds are there. Some butterflies are there. Some bees are there. And you are there too.

Learning Material : Group Work
Draw your dream house based on the text.

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a a house	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to house 2. Practicing to pronounce the Vocabularies 3. Discussing to describe a house 4. Reading and drawing in groups of five 5. Discussing the result of the groups' work.	- Modeling - Discussion - Information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. Identifying general information, main idea, detailed information and reference individually 2. Summarizing some important words to describe a house	- Inquiry - Reflection	25 minutes

IV. Source : Depdiknas. 2004. *Pelajaran Bahasa Inggris kelas VII SMP*. Jakarta : Depdiknas.
Media : Pictures

V. Assessment:
- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. Is there a fountain in the yard?
3. Is your house small?
4. It is colorfu. (line 1). What does "it" refer to?
5. It has green grass and trees. What does "it" refer to?

Meeting : 2 (2x40 minutes)
Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose
Skill/Aspect : Reading Comprehension
Theme : House
Kind of Text : Descriptive Text

I. .Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II.Instructional Material:

1. Vocabularies on house: house, room, bedroom, bathroom, kitchen, living room, yard, park, flower, large, small, tree, grass, beautiful, colorful, swing, slide, fountain, bee, window, wall, door, chimney, gate, roof, etc.
2. Descriptive Text

   Sue's house is big. It has two windows and one chimney. It has a red roof and a green door. It has one tree in the garden and a green garden gate.

III. Instructional Steps :

No.	Activities	Method /Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a house	- Lecturing - Constructivism	15 minutes
	Main Activities: 1. Listing the vocabularies related to house 2. Practicing to pronounce the vocabularies 3. Discussing to describe someone physically 4. Reading and drawing in groups of five 5. Discussing the result of the groups' work.	 - Modeling - Discussion - Information Transfer - Reflection	40 minutes
	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually 2. Retelling someone's house	- Inquiry - Reflection	25 minutes

IV.Source : Mukarto et.al. 2004. English on Sky Book 1. Jakarta: Erlangga.
Media : Pictures

V. Assessment:
- Technique : Written Test

- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.

Individual Work

Answer the questions below based on the text.

1. What is the synonym of " big "?
2. Whose house is described in the text?
3. Find two numbers. What are they?
4. What is under the chimney?
5. What is the communicative purpose of the text?

III. Homework

Write the description of your house.

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4x40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text

Indicators :
- identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text

Skill/Aspect : Reading Comprehension

Theme : vacation

Kind of Text : Descriptive Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II. Instructional Material:

1. Vocabularies on vacation: vacation, holiday, arrive, leave, bus, train, railway, station, camping, mountain, river, bridge, beautiful, lovely, tent, view, weather, nice, etc.

2. Descriptive Text

There are two girls, Sue Smith and Liz Gunner, are on holiday. They keep in touch with their families and friend Annie through postcards..

Card for Group A

Fri 1st Aug

Dear Mum and Dad,

We arrived this morning at very nice camp site. It is between the railway and the road but it is quiet. There are only two trains a day, and not much traffic. From our tent we can see the Barton rail bridge, with Barton behind it, then the mountains. It's a lovely view.

Sue

Mr. & Mrs. Smith
13, Belmont Drive
ReadingRG 9 7BD

Card for Group B

Sun 3 rd Aug

Dear Anne,

We are camping next to a mountain. It's very nice but in the early morning the whole camp site is in the shade of this mountain. It's called the Grey mountain. Yesterday we climbed to the top and had a lovely view of Barton and the River Maddock to the north. See you soon. (We're leaving tomorrow)

Sue

Anne Williams
3GreenLane
ReadingRG17ZF

Card for Group C

Mon 4th Aug

Dear Mum and Dad

We left our camp site just outside Lugwill this morning and have arrived in Barton, the next village north. We came by bus over the Maddock Bridge. It Was a very nice journey. Last Saturday we went on a long walk but yesterday we sun bathed. The weather's lovely.

Love
Liz

Mr and Mrs.
Gunner 21
Humbledown
Road Reading
RG192 ZQ

Learning Material : Group Work

Read the post cards and reconstruct as much of Sue's and Liz's holiday as possible from the information in the postcards. There are three postcards whose content

is different from one another. Form new groups with at least one person from group A, B and C and exchange your information. You can then label more of your map and complete the table. Discuss the possible position of the camp site and mark it on your map.

1. Label as much of the map as you can.

2.Fill in as much of the table as you can.

Date	What did the girls do?
Friday 1st August	
Saturday 2nd August	
Sunday 3rd August	
Sunday 3rd August	
Monday 4th August	

3. Think of a possible for the girls' camp site and mark it on your map.

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about vacation	- Lecturing - Constructivsm	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the Vocabularies 3. Discussing to describe places for vacation 4. Jigsaw Procedure in groups of six 5. Discussing the result of the groups' work.	- Modelling - Discussion - Information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. Identifying general information, main idea, detailed information and reference individually 2. Summarizing some important words to describe places for vacation	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. *Reading in the Language Clasroom*. London: Macmillan.

Media : Pictures

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What is the main idea of paragraph in card A about?
3. How many trains a day?

4. How did Sue and Liz go to Barton?

5. It is between the railway and the road but it is quiet. (card A)

   What does "it" refer to?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and report texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators : - identify general information
- identify detailed information
- identify reference in a report text
Skill/Aspect : Reading Co
Kind of Text : Report Text
Theme : Flora and Fauna

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a report text.

II. Instructional Material:

1. Vocabularies on fauna in the sea:

animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, air, swim, whale, shark, pisces, mammal, air- breahing, lung, squid, dive, deep, depth, shrimp, food, feed, plankton and etc.

2.Report Text

The Largest Living Mammals

Whales and man are warm – blooded, air-breathing mammals. Whales have lungs and need to come to the surface of the sea to breathe air. They can be separated into two groups, the baleen whales and the toothed whales.

There are about twelve species of baleen whale, all feeding on small plankton organisms. The baleen whales feed by swimming through vast shoals of plankton with their mouths open.

The toothed whales feed on fish and squid which they have to chase in deeper water. Some or these whales can dive to great depths.

The largest animal that has ever lived on this planet is the blue whale, which can grow to 100 feet (30 meters) and about 100 tons in weight. Its sole food is krill, which are shrimp about 2,5 inch (64 mm) long.

Learning Material : Group Work

What you are sure of whale	What you are not sure of whale
1.	1.
2.	2.
3.	3.

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to fauna in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Listing what students' are sure / not sure of whale in groups of five 5. Discussing the result of the groups' work.	- Modeling - Discussion - Information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

V. Media : Pictures

VI. Assessment :

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What does a whale have to breath?
3. What is the main idea of paragraph 2?
4. What are the food of toothed whales?
5. They can be separated into two groups.(paragraph 1, line 2)
   What does 'they " refer to?

Meeting : 2 (2x40 minutes)
Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose
Skill/Aspect : Reading Comprehension
Kind of Text : Report Text
Theme : Flora and Fauna
I. Learning Objectives : After the learning process, the students are expected to be able to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in report text.

II. Instructional Material:

1. Vocabularies on fauna in the sea:
   animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, air, swim, whale, shark, pisces, mammal, air-breathing, lung, squid, dive, deep, depth, shrimp, food, feed, plankton, etc.

2.Report Text

Fish

Fish are animals that live in water. Fish belong to pisces.

Fish have fins that help them to swim. Most fish have slimy skins covered with scales which are very small, and can hardly be seen. Fish breathe through gills. These look like a comb and lie on each side of the head. Fish take in water all time. The water flows in through the mouth, over the gills, and out through the sides of the head. Then a fish takes in water. It is not for drinking but breathing and the gills absorb oxygen from the water.

The body of a fish made up of the head, the trunk and the tail fins. There are many different kind of fish which have many different shapes and colors. Some fish are long and thin, while others are flat broad at the trunk region and narrow towards the head and tail.

Learning Material : Group Work

What you are sure of fish	What you are not sure of fish
1.	1.
2.	2.
3.	3.

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivsm	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to fauna in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Listing what students' are sure / not sure of fish in groups of five 5. Discussing the result of the groups' work.	- Modelling - Discussion - Information Transfer - Reflection	40 minutes
3.	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually. 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :http//bukhari.or.id/home/stara/smpenglish/mountains/tes.html.
V. Media : picture
VI. Assessment :
- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.
  Individual Work

Answer the questions below based on the text.

1. What is the opposite of "narrow" (paragraph 3)?
2. How does a fish breath?
3. Where do the gills lie on?
4. What makes fish different one another?
5. What is the communicative purpose of the text above?

Connection Questions Technique

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4 x 40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text

Indicators : - identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text

Skill/Aspect : Reading Comprehension
Theme : Someone's Appearance and Personality

Kind of Text : Descriptive Text

III. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

IV. Instructional Material:

1. Vocabularies on someone's appearance and personality:
tall, short, thin, fat, weight, beautiful, handsome, black curly hair, short straight hair, pointed nose, black eyes, bald, blond hair, mustache, beard, shy, moody, friendly, nice, outgoing, quiet, etc.

2. Descriptive Text

Read the text beside them.
Henry, George and Bill McDonald are brothers.

a. Henry McDonald has blue eyes and curly black hair. He's about forty, and he wears glasses. He's very outgoing and has a great sense of humor too. He's a really nice guy.

b. George McDonald is a little younger than Henry, and he doesn't look like him at all. He's got curly light brown hair and a mustache. He's good-looking, but he probably should lose a little weight. He's less outgoing than Henry. In fact, he's a little shy.

c. Bill McDonald is a little older than Henry. He has curly black hair, and he's starting to go bald. He has a beard. He's a little moody and not as easygoing as Henry

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about physical appearance	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the Vocabularies 3. Discussing to describe someone physically 4. Questioning and answering	- Modeling - Discussion -Connection Questions (CQ)	40 minutes
3.	Closing Activities: 6. Identifying general information, main idea, detailed information and reference individually 7. Summarizing some important words to describe someone's physical appearance	- Inquiry - Reflection	25 minutes

IV. Source : Leonhardt, Nancy L. 1994. Spectrum Book 2. New York: Prentice Hall Regents.
Media : Pictures

V. Assessment:
- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10
  Individual Work

  Answer the questions below based on the text.

  6. What is the text about?
  7. What is the main idea of paragraph "a" about?
  8. How are Henry's eyes?
  9. What color is george's hair?
  10. He has curly black hair. (paragraph c)
      What does "he" refer to?

Meeting : 2 (2x40 minutes)

Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose

Skill/Aspect : Reading Comprehension

Theme : Someone's Appearance and Personality

Kind of Text : Descriptive Text

II. Learning Objectives : After the learning process, the students are expected to be able to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a descriptive text.

II.Instructional Material:1. Vocabularies on someone's appearance and personality:

tall, short, thin, fat, weight, beautiful, handsome, black curly hair, short straight hair, pointed nose, black eyes, bald, blond hair, mustache, beard, shy, moody, friendly, nice, outgoing, quiet, etc.

2. Descriptive Text

Read the text.

2.) Mrs M is a singer. She is beautiful. She always makes people entertained. She has nice smile. She likes to make friendship. She has many friends. People like her very much. She has an oval face. She has long curly black hair. Her skin is white. Her eyes are blue. Her nose is pointed.

3.) Mr. J is an officer. He is handsome. He is a sort of quiet. He has a square face. He has beard. He has short straight black hair. His skin is white. He has a small pointed nose.

III. Instructional Steps :

No.	Activities	Method /Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about physical appearance	- Lecturing - Constructivism	15 minutes
	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the vocabularies 3. Discussing to describe someone physically 4. Questioning and answering	- Modeling - Discussion - C Q	40 minutes
	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually	- Inquiry	25 minutes

	2. Retelling someone's physical appearance	- Reflection	

IV.Source : Mukarto et.al. 2004. English on Sky Book 1. Jakarta: Erlangga.

Media : Pictures

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.

Total Score is 10.

IV. Individual Work

Answer the questions below based on the text.

1. What is the synonym of "beautiful"?
2. What is Mr J ?
8. Why do people like Mrs M very much?
9. What is Mrs M like?
10. What is the communicative purpose of the text?

V. Homework

Write the description of your appearance and personality on a piece of paper.

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency : 11.3 to respond the meaning and rhetorical steps in simple short descriptive and report texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators : - identify general information
- identify detailed information
- identify reference in a report text
Skill/Aspect : Reading Comprehension
Theme : Flora and Fauna
Kind of Text : Report Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a report text.

II. Instructional Material: 1. Vocabularies on fauna in the sea:
animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, swim etc.
2. Report Text
Read the text .

A Food Chain

Food chains in the sea can be very complex. Plants are so small that cannot be seen by the naked eye grow in surface water. These plants are eaten by tiny animals called copepods. They are eaten by herrings and herrings are eaten by larger fish such as tuna. All these produce waste products. The waste products and the remains of dead plants and animals are used as mineral food by the surface plants. The chain of life never ends. Man harvests some parts of the chain by fishing

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivism	15 minutes

2.	Main Activities: 1. Listing the vocabularies related to fauna in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Questioning and answering	 - Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

V. Media : Pictures

VI. Assessment :

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 8.

Individual Work

Answer the questions below based on the text.

5. What is the text about?
6. What are eaten by copepods?
7. Who harvests some parts of the chain?
8. They are eaten by herrings. (line 3)

   What does 'they " refer to?

Meeting : 2

Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose

Skill/Aspect : Reading Comprehension

Theme : Flora and Fauna

Kind of Text : Report Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a report text.

II.Instructional Material: 1. Vocabularies on plant:

plant, grow, water, soil, sunlight, flower, fruit, leaf, food, root,

stem, seed, ground, underground, tasty, water, fertilizer, store, etc

2. Report Text

Read the text

Parts of a Plant

The major parts of a plant is its flower, leaves, fruit, stem and roots. These components play vital roles in a plant's growth, development, and reproduction.

Some plants have flowers. These structures contain the reproductive organs of the plant. In non-flowering plants, such as pine or juniper trees, the reproductive organs of the plant are found in cones.

Leaves grow from the plant's stem. Leaves collect energy from sunlight and change it into food. Some plants produce fruit which contains seeds. Fruits protect the seeds until they are ready to grow into new plants. Some fruits are tasty, such as tomatoes, apples and oranges. Other fruits should not be eaten, including cotton and milkweed.

The stem supports a plant and helps give it shape. The stem also moves water from the plant's roots and food from the leaves to the rest of the plant. A plant's roots collect and store food and water from the soil and anchor the plant in the ground. Most roots grow underground.

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about plant.	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to plant 2. Practicing to pronounce the vocabularies 3. Discussing plant 4. Questioning and answering	- Modeling - Discussion - CQ	40 minutes

		- Reflection	
3.	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in a report text 2. summarizing some important words about plant.	- Inquiry - Reflection	25 minutes

IV. Source :Yuliani, D.W. 2005. Seize the Day. A Communicative Approach in English
SMP/MTs Grade VIII. Jakarta: Piranti Darma Kalokatama.

V. Media : Pictures

VI. Assessment :
- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.

Individual Work

Answer the questions below based on the text.

6. What is the synonym of "store"?
7. What are the major parts of a plant?
8. Why can a plant stand up right?
9. What is a non-flowering plant like?
10. What is the communicative purpose of the text?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4x40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short procedure and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short procedure and recount texts accurately, fluently and acceptably to interact to surrounding environment in procedure and report text

Indicators : - identify general information
- identify detailed information
- identify reference in a procedure text

Skill/Aspect : Reading Comprehension

Theme : Direction

Kind of Text : Procedure Text

V. Learning Objectives : After the learning process, the students are expected to be able to identify general information, detailed information and reference in a procedure text.

VI. Instructional Material:

2. Vocabularies on direction:
turn right, turn left, go ahead, junction, stop, traffic light, near, far, beside, behind, in front of, north, south, west, east etc.

2. Procedure Text

Read the text.

You are giving direction to visit to your office.

The easiest way to get from the Consulate to the office is to drive north and turn first left, almost immediately. At the next junction you will find traffic lights. Turn left and continue past the museum. When you reach the turning at the end of it, turn right and right again and first left. Continue until you reach the second turning on your left. Turn left and you will see the office on your left almost immediately.

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a map and direction	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to direction 2. Practicing to pronounce the vocabularies 3. Discussing to tell direction 4. Questioning and answering	 - Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words to tell direction	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

Media : map

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2. Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?

2. What do you find at the next junction?

3. Where is your office?

4. When you reach the turning at the end of it, turn right (line 3).

What does " it " refer to?

Meeting : 2

Time Allocation : 4x40 minutes (2 meetings)

Competency Standar : 11. to comprehend the meaning in simple short procedure and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short procedure and recount texts accurately, fluently and acceptably to interact to surrounding environment in procedure and report text

Indicators : - identify general information
- identify detailed information
- identify reference in a procedure text

Skill/Aspect : Reading Comprehension

Theme : Direction

Kind of Text : Procedure Text

III. Learning Objectives : After the learning process, the students are expected to be able to identify general information, detailed information and reference in a procedure text.

IV. Instructional Material:

1. Vocabularies on direction:
turn right, turn left, go ahead, junction, stop, traffic light, near, far, beside, behind, in front of, north, south, west, east etc.

2. Procedure Text
Read the text.

II. Instructional Steps:

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about direction	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the direction 2. Practicing to pronounce the vocabularies 3. Discussing to tell direction 4. Questioning and answering	- Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words to tell direction	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

Media :

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

5. What is the text about?
6. What do you find at the next junction?
7. Where is your office?
8. When you reach the turning at the end of it, turn right (line 3).

   What does " it " refer to?

Meeting : 2

Time Allocation : 4x40 minutes (2 meetings)

Competency Standar : 11. to comprehend the meaning in simple short procedure and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short procedure and recount texts accurately, fluently and acceptably to interact to surrounding environment in procedure and report text

Indicators : - identify general information
- identify detailed information
- identify reference in a procedure text

Skill/Aspect : Reading Comprehension

Theme : Direction

Kind of Text : Procedure Text

V. Learning Objectives : After the learning process, the students are expected to be able to identify general information, detailed information and reference in a procedure text.

VI. Instructional Material:

1. Vocabularies on direction:
turn right, turn left, go ahead, junction, stop, traffic light, near, far, beside, behind, in front of, north, south, west, east etc.

2. Procedure Text
Read the text.

You are giving direction to go to your school. Draw direction on the map using the arrows as a route.

My house is on Pantai Labu street. If you want to come to my house from school you can take bus no. 21 or a pedicab or by bicycle You can ride to the south and turn left on Setia Budi street. Just ride along the street until you find Bakaran Batu street. Then you turn right on Pantai Labu street. My house is on the left. It is no. 40.

II. Instructional Steps:

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a map and direction	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the direction 2. Practicing to pronounce the vocabularies 3. Discussing to tell direction 4. Questioning and answering	- Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words to tell direction	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

Media : map

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What street do you find after Sunda street?
3. Where is my house?
4. It is no.40 (line 4).

What does " it " refer to?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standar : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators : - identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text
Skill/Aspect : Reading Comprehension
Theme : House
Kind of Text : Descriptive Text
I. .Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II.Instructional Material:

3. Vocabularies on house: house, room, bedroom, bathroom, kitchen, living room, yard, park, flower, large, small, tree, grass, beautiful, colorful, swing, slide, fountain, bee, window, wall, door etc.

4. Descriptive Text

Your house is big and beautiful. It is colorful. It has a large front yard. The yard has swings. It has green grass and trees. It has colorful flowers. It has a fountain. It has a slide. Some birds are there. Some butterflies are there. Some bees are there. And you are there too.

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a a house	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to a house 2. Practicing to pronounce the	- Modeling	40 minutes

	Vocabularies 3. Discussing to describe a house 4. Questioning and answering	- Discussion - CQ	
3.	Closing Activities: 1. Identifying general information, main idea, detailed information and reference individually 2. Summarizing some important words to describe a house	- Inquiry - Reflection	25 minutes

IV. Source : Depdiknas. 2004. *Pelajaran Bahasa Inggris kelas VII SMP*. Jakarta : Depdiknas.
Media : Pictures

V. Assessment:
- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

5. What is the text about?
6. Is there a fountain in the yard?
7. Is your house small?
8. It is colorful. (line 1). What does "it" refer to?
5. It has green grass and trees. What does "it" refer to?

Meeting : 2 (2x40 minutes)
Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose

Skill/Aspect : Reading Comprehension
Theme : House
Kind of Text : Descriptive Text

I. .Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II.Instructional Material:

3. Vocabularies on house: house, room, bedroom, bathroom, kitchen, living room, yard, park, flower, large, small, tree, grass, beautiful, colorful, swing, slide, fountain, bee, window, wall, door, chimney, gate, roof, etc.
4. Descriptive Text

   Sue's house is big. It has two windows and one chimney. It has a red roof and a green door. It has one tree in the garden and a green garden gate.

III. Instructional Steps :

No.	Activities	Method /Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about a house	- Lecturing - Constructivism	15 minutes
	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the vocabularies 3. Discussing to describe someone physically 4. Questioning and answering.	 - Modeling - Discussion - CQ	40 minutes
	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually 2. Retelling someone's house	- Inquiry - Reflection	25 minutes

IV.Source : Mukarto et.al. 2004. English on Sky Book 1. Jakarta: Erlangga.
Media : Pictures

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2. Total Score is 10.

Individual Work

Answer the questions below based on the text.

1. What is the synonym of " big "?

2. Whose house is described in the text?

6. Find two numbers. What are they?

7. What is under the chimney?

8. What is the communicative purpose of the text?

VI. Homework

Write the description of your house.

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam

Subject : English

Class/Semester : Grade 8/Even Semester

Meeting : 1

Time Allocation : 4x40 minutes (2 meetings)

Competency Standard : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.

Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and recount texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text

Indicators :
- identify general information
- identify main idea
- identify detailed information
- identify reference in a descriptive text

Skill/Aspect : Reading Comprehension

Theme : vacation

Kind of Text : Descriptive Text

I. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a descriptive text.

II. Instructional Material:

3. Vocabularies on vacation: vacation, holiday, arrive, leave, bus, train, railway, station, camping, mountain, river, bridge, beautiful, lovely, tent, view, weather, nice, etc.

4. Descriptive Text

There are two girls, Sue Smith and Liz Gunner, are on holiday. They keep in touch with their families and friend Annie through postcards..

Card for Group A

Fri 1st Aug

Dear Mum and Dad,

We arrived this morning at very nice camp site. It is between the railway and the road but it is quiet. There are only two trains a day, and not much traffic. From our tent we can see the Barton rail bridge, with Barton behind it, then the mountains. It's a lovely view.

Sue

Mr. & Mrs. Smith
13, Belmont Drive
ReadingRG 9 7BD

Card for Group B

Sun 3 rd Aug

Dear Anne,

We are camping next to a mountain. It's very nice but in the early morning the whole camp site is in the shade of this mountain. It's called the Grey mountain. Yesterday we climbed to the top and had a lovely view of Barton and the River Maddock to the north. See you soon. (We're leaving tomorrow)

Sue

Anne Williams
3GreenLane
ReadingRG17ZF

Card for Group C

Mon 4th Aug

Dear Mum and Dad

We left our camp site just outside Lugwill this morning and have arrived in Barton, the next village north. We came by bus over the Maddock Bridge. It Was a very nice journey. Last Saturday we went on a long walk but yesterday we sun bathed. The weather's lovely.

Love
Liz

Mr and Mrs.
Gunner 21
Humbledown
Road Reading
RG192 ZQ

III. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about vacation	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to the physical appearance 2. Practicing to pronounce the vocabularies 3. Discussing to describe places for vacation 4. Questioning and answering	- Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, main idea, detailed information and reference individually 2. Summarizing some important words to describe places for vacation	- Inquiry - Reflection	25 minutes

IV. Source : Williams, E. 1984. *Reading in the Language Clasroom*. London
: Macmillan.

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What is the main idea of paragraph in card A about?
3. How many trains a day?
4. How did Sue and Liz go to Barton?
5. It is between the railway and the road but it is quiet. (card A)

   What does "it" refer to?

LESSON PLAN

School : SMP Negeri 3 Lubuk Pakam
Subject : English
Class/Semester : Grade 8/Even Semester
Meeting : 1
Time Allocation : 4x40 minutes (2 meetings)
Competency Standar : 11. to comprehend the meaning in simple short descriptive and report texts to interact to surrounding environment.
Basic Competency :11.3 to respond the meaning and rhetorical steps in simple short descriptive and report texts accurately, fluently and acceptably to interact to surrounding environment in descriptive and report text
Indicators :
- identify general information
- identify detailed information
- identify reference in a report text

Skill/Aspect : Reading Comprehension
Kind of Text : Report Text
Theme : Flora and Fauna
III. Learning Objectives : After the learning process, the students are expected to be able to identify general information, main idea, detailed information and reference in a report text.

IV. Instructional Material:

1. Vocabularies on fauna in the sea:

animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, air, swim, whale, shark, pisces, mammal, air- breathing, lung, squid, dive, deep, depth, shrimp, food, feed, plankton and etc.

2.Report Text

The Largest Living Mammals

Whales and man are warm – blooded, air-breathing mammals. Whales have lungs and need to come to the surface of the sea to breathe air. They can be separated into two groups, the baleen whales and the toothed whales.

There are about twelve species of baleen whale, all feeding on small plankton organisms. The baleen whales feed by swimming through vast shoals of plankton with their mouths open.

The toothed whales feed on fish and squid which they have to chase in deeper water. Some or these whales can dive to great depths.

The largest animal that has ever lived on this planet is the blue whale, which can grow to 100 feet (30 meters) and about 100 tons in weight. Its sole food is krill, which are shrimp about 2,5 inch (64 mm) long.

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to fauna in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Questioning and answering	- Modeling - Discussion - CQ	40 minutes
3.	Closing Activities: 1. Identifying general information, detailed information and reference individually 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :Williams, E. 1984. Reading in the Language Classroom. London: Macmillan.

V. Media : Pictures

VI. Assessment :

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.

Individual Work

Answer the questions below based on the text.

1. What is the text about?
2. What does a whale have to breath?
3. What is the main idea of paragraph 2?
4. What are the food of toothed whales?
5. They can be separated into two groups.(paragraph 1, line 2)

What does 'they " refer to?

Meeting : 2 (2x40 minutes)
Indicators : - identify vocabulary meaning
- identify explicit meaning
- identify implied meaning
- identify communicative purpose
Skill/Aspect : Reading Comprehension
Kind of Text : Report Text
Theme : Flora and Fauna

II. Learning Objectives : After the learning process, the students are expected to be able

to identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose in report text.

II. Instructional Material:

1. Vocabularies on fauna in the sea:

animal, sea, water, fish, surface, breath, small, large, gill, scales, fishing, air, swim, whale, shark, pisces, mammal, air- breathing, lung, squid, dive, deep, depth, shrimp, food, feed, plankton, etc.

2.Report Text

Fish

Fish are animals that live in water. Fish belong to pisces.

Fish have fins that help them to swim. Most fish have slimy skins covered with scales which are very small, and can hardly be seen. Fish breathe through gills. These look like a comb and lie on each side of the head. Fish take in water all time. The water flows in through the mouth, over the gills, and out through the sides of the head. Then a fish takes in water. It is not for drinking but breathing and the gills absorb oxygen from the water.

The body of a fish made up of the head, the trunk and the tail fins. There are many different kind of fish which have many different shapes and colors. Some fish are long and thin, while others are flat broad at the trunk region and narrow towards the head and tail.

III.. Instructional Steps :

No.	Activities	Method/ Technique	Time
1.	Opening Activities: 1. explaining the learning objectives 2. brainstorming about fauna in the sea.	- Lecturing - Constructivism	15 minutes
2.	Main Activities: 1. Listing the vocabularies related to fauna	- Modeling	40 minutes

	in the sea 2. Practicing to pronounce the vocabularies 3. Discussing fauna in the sea 4. Questioning and answering	 - Discussion - CQ	
3.	Closing Activities: 1. identify vocabulary meaning, explicit meaning, implied meaning and communicative purpose individually. 2. Summarizing some important words about fauna in the sea.	- Inquiry - Reflection	25 minutes

IV. Source :http//bukhari.or.id/home/stara/smpenglish/mountains/tes.html.

V. Assessment:

- Technique : Written Test
- Kind of Test : Essay Test
- Scoring : Every right answer is given score 2.
  Total Score is 10.
  Individual Work

Answer the questions below based on the text.

1. What is the opposite of "narrow" (paragraph 3)?
2. How does a fish breath?
3. Where do the gills lie on?
4. What makes fish different one another?
5. What is the communicative purpose of the text above?

Appendix X : Table of F Distribution

NILAI-NILAI UNTUK DISTRIBUSI F

Baris atas untuk 5%
Baris bawah untuk 1%

v_2 = dk penyebut	v_1 = dk pembilang																						
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	00
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4,052	4,999	5,403	5,625	5,764	5,859	5,926	5,961	6,022	6,056	6,082	6,106	6,142	6,169	6,208	6,234	6,258	6,288	6,302	6,223	6,334	6,352	6,361	6,366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,53
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,66	9,55	9,47	9,36	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,98	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,66	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,85	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,93	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,07	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,66	3,62	3,60
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,59	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,80	4,46	4,28	4,14	4,03	3,94	3,83	3,80	3,70	3,62	3,51	3,43	3,34	3,28	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,08	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,38	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,82	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,95	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,83	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,43	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,70	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,97	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,78	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,98	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,28
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,25	2,22	2,18	2,13	2,09	2,02	1,98	1,98	1,89	1,88	1,92	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,38	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,41	2,38	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,67	4,68	4,18	3,88	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,02	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17
26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,63	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3 02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,98	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,10	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,58	2,44	2,38	2,29	2,24	2,19	2,15	2,12	2,06	2,02	2,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,87	1,85
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,63	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,60	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03

TABEL
NILAI-NILAI UNTUK DISTRIBUSI F (Sambungan)

v_2 = dk penyebut	v_1 = dk pembilang																						
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	00
30	4,17	3,32	2,92	2,60	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,78	1,72	1,69	1,66	1,64	1,62
	7,58	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,36	2,29	2,24	2,18	2,13	2,07	2,03	2,01
32	4,15	3,30	2,90	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,88	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,98
34	4,13	3,28	2,88	2,85	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	2,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,83	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,80	2,63	2,48	2,36	2,26	2,21	2,15	2,10	2,08	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,89	1,85	1,62	1,59	1,58	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,88	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,48	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,58	2,51	2,40	2,32	2,22	2,14	2,06	2,00	1,97	1,90	1,88	1,84
40	4,08	3,23	2,84	2,81	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,08	1,99	1,94	1,89	1,82	1,76	1,73	1,68	1,64	1,60	1,57	1,51	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,28	3,10	2,98	2,86	2,77	2,70	2,61	2,54	2,49	2,35	2,25	2,17	2,09	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,78	1,72	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,48	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,15	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,48
	7,21	5,10	4,24	3,78	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,30	2,22	2,13	2,04	1,98	1,90	1,88	1,80	1,78	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,06	2,03	1,99	1,98	1,90	1,86	1,79	1,74	1,70	1,64	1,61	1,58	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	2,11	2,02	1,98	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,36	2,10	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,71	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,08	1,20	3,72	3,11	3,15	3,02	2,88	2,78	2,70	2,62	2,56	2,16	2,39	2,26	2,18	2,10	2,00	1,91	1,88	1,82	1,76	1,71	1,68
55	1,02	3,17	2,78	2,51	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,78	1,72	1,67	1,61	1,58	1,52	1,50	1,48	1,43	1,41
	7,12	5,01	1,16	3,68	3,37	3,45	2,98	2,83	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,61
60	4,00	3,15	2,76	2,52	2,37	2,23	2,17	2,10	2,01	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,63	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,31	3,12	2,95	2,82	2,72	2,03	2,58	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,71	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,38	2,24	2,15	2,06	2,02	1,98	1,94	1,90	1,65	1,60	1,74	1,68	1,53	1,57	1,54	1,49	1,48	1,42	1,39	1,37
	7,04	4,95	4,10	3,62	3,34	3,09	2,93	2,79	2,70	2,01	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,58
70	3,98	3,13	2,74	2,50	2,35	2,32	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,54	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,95	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,44	3,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,98	4,88	4,04	3,58	3,25	3,04	2,87	2,74	2,67	2,55	2,46	2,44	2,32	2,24	2,14	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	3,48	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,46	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,65	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,88	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,79	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,94	1,80	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,74	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,44	2,34	2,28	2,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,82	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,86	4,83	3,36	3,08	2,85	2,69	2,55	2,16	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,84	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	0,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,64	1,54	1,44	1,38	1,28	1,19	1,11
200	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,56	1,52	1,41	1,36	1,25	1,15	1,00

Appendix Y : Table

NILAI-NILAI CHI KUADRAT

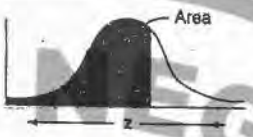
dk	Taraf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,481	6,635
2	0,139	2,408	3,219	3,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,345
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,017	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,19	16,985	19,812	22,362	27,688
14	13,332	16,222	18,151	21,064	23,685	29,141
15	14,339	17,322	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,337	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	36,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix Z : Table
STUDENTIZED RANGE STATISTIC (q)

Untuk α = 0,05 tercetak dibaris atas
Untuk α = 0,01 tercetak dibaris bawah

df	k = perlakuan dari bilangan										
	2	3	4	5	6	7	8	9	10	11	12
5	3,64	4,60	5,22	5,67	6,03	6,33	6,58	6,80	6,99	7,17	7,32
	5,70	6,98	7,80	8,42	8,91	9,32	9,67	9,97	10,24	10,48	10,70
6	3,46	4,34	4,90	5,30	5,63	5,90	6,12	6,32	6,49	6,65	6,79
	5,24	6,33	7,03	7,56	7,97	8,32	8,61	8,87	9,10	9,30	9,48
7	3,34	4,16	4,68	5,06	5,36	5,61	5,82	6,00	6,16	6,30	6,43
	4,95	5,92	6,54	7,01	7,37	7,68	7,94	8,17	8,37	8,55	8,71
8	3,26	4,04	4,53	4,89	5,17	5,40	5,60	5,77	5,92	6,05	6,18
	4,75	5,64	6,23	6,62	6,96	7,24	7,47	7,68	7,86	8,03	8,18
9	3,20	3,95	4,41	4,76	5,02	5,24	5,43	5,59	5,74	5,87	5,98
	4,60	5,43	5,96	6,35	6,66	6,91	7,13	7,33	7,49	7,65	7,78
10	3,15	3,88	4,33	4,65	4,91	5,12	5,30	5,46	5,60	5,72	5,83
	4,48	5,27	5,77	6,14	6,34	6,67	6,87	7,05	7,21	7,36	7,49
11	3,11	3,82	4,26	4,57	4,82	5,03	5,20	5,35	5,49	5,61	5,71
	4,39	5,15	5,62	5,97	6,25	6,48	6,67	6,84	6,99	7,13	7,25
12	3,08	3,77	4,20	4,51	4,75	4,95	5,12	5,27	5,39	5,51	5,61
	4,32	5,05	5,50	5,84	6,10	6,32	6,51	6,67	6,81	6,94	7,06
13	3,06	3,73	4,15	4,45	4,69	4,88	5,05	5,19	5,32	5,43	5,53
	4,26	4,96	5,40	5,73	5,98	6,19	6,37	6,53	6,67	6,79	6,90
14	3,03	3,70	4,11	4,41	4,64	4,83	4,99	5,13	5,25	5,36	5,46
	4,21	4,89	4,32	5,63	5,88	6,08	6,26	6,41	6,54	6,66	6,77
15	3,01	3,67	4,08	4,37	4,59	4,78	4,94	5,08	5,20	5,31	5,40
	4,17	4,84	5,25	5,56	5,80	5,99	6,16	6,31	6,44	6,55	6,66
16	3,00	3,65	4,05	4,33	4,56	4,74	4,90	5,03	5,15	5,26	5,35
	4,13	4,79	5,19	5,49	5,72	5,92	6,08	6,22	6,35	6,46	6,56
17	2,98	3,63	4,02	4,30	4,52	4,70	4,86	4,99	5,11	5,21	5,31
	4,10	4,74	5,14	5,43	5,66	5,85	6,01	6,15	6,27	6,38	6,48
18	2,97	3,61	4,00	4,28	4,49	4,67	4,82	4,96	5,07	5,17	5,27
	4,07	4,70	5,09	5,38	5,60	5,79	5,94	6,08	6,20	6,31	6,41
19	2,96	3,59	3,98	4,25	4,47	4,65	4,79	4,92	5,04	5,14	5,23
	4,05	4,67	5,05	5,33	5,55	5,73	5,89	6,02	6,14	6,25	6,34
20	2,95	3,58	3,96	4,23	4,45	4,62	4,77	4,90	5,01	5,11	5,20
	4,02	4,64	5,02	5,29	5,51	5,69	5,84	5,97	6,09	6,19	6,28
24	2,92	3,53	3,90	4,17	4,37	4,54	4,68	4,81	4,92	5,01	5,10
	3,96	4,55	4,91	5,17	5,37	5,54	5,69	5,81	5,92	6,02	6,11
30	2,89	3,49	3,85	4,10	4,30	4,46	4,60	4,72	4,82	4,92	5,00
	3,89	4,45	4,80	5,05	5,24	5,40	5,54	5,65	5,76	5,85	5,93
40	2,86	3,44	3,79	4,04	4,23	4,39	4,52	4,63	4,73	4,82	4,90
	3,82	4,37	4,70	4,93	5,11	5,26	5,39	5,50	5,60	5,69	5,76
60	2,83	3,40	3,74	3,98	5,16	4,31	4,44	4,55	4,65	4,73	4,81
	3,76	4,28	4,59	4,82	4,99	5,13	5,25	5,36	5,45	5,53	5,60
120	2,80	3,36	3,68	3,92	4,10	4,24	4,36	4,47	4,56	4,64	4,71
	3,70	4,20	4,50	4,71	4,87	5,01	5,12	5,21	5,30	5,37	5,44
	2,77	3,31	3,63	3,86	4,03	4,17	4,29	4,39	4,47	4,55	4,62
	3,64	4,12	4,40	4,60	4,76	4,88	4,99	5,08	5,16	5,23	5,29

Appendix AB : Standar Norma Curve Area



z	Area	z	Area	z	Area	z	Area
-3.00	.0013						
-2.99	.0014	-2.64	.0041	-2.29	.0110	-1.94	.0262
-2.98	.0014	-2.63	.0043	-2.28	.0113	-1.93	.0268
-2.97	.0015	-2.62	.0044	-2.27	.0116	-1.92	.0274
-2.96	.0015	-2.61	.0045	-2.26	.0119	-1.91	.0281
-2.95	.0016	-2.60	.0047	-2.25	.0122	-1.90	.0287
-2.94	.0016	-2.59	.0048	-2.24	.0125	-1.89	.0294
-2.93	.0017	-2.58	.0049	-2.23	.0129	-1.88	.0301
-2.92	.0018	-2.57	.0051	-2.22	.0132	-1.87	.0307
-2.91	.0018	-2.56	.0052	-2.21	.0136	-1.86	.0314
-2.90	.0019	-2.55	.0054	-2.20	.0139	-1.85	.0322
-2.89	.0019	-2.54	.0055	-2.19	.0143	-1.84	.0329
-2.88	.0020	-2.53	.0057	-2.18	.0146	-1.83	.0336
-2.87	.0021	-2.52	.0059	-2.17	.0150	-1.82	.0344
-2.86	.0021	-2.51	.0060	-2.16	.0154	-1.81	.0351
-2.85	.0022	-2.50	.0062	-2.15	.0158	-1.80	.0359
-2.84	.0023	-2.49	.0064	-2.14	.0162	-1.79	.0367
-2.83	.0023	-2.48	.0066	-2.13	.0166	-1.78	.0375
-2.82	.0024	-2.47	.0068	-2.12	.0170	-1.77	.0384
-2.81	.0025	-2.46	.0069	-2.11	.0174	-1.76	.0392
-2.80	.0026	-2.45	.0071	-2.10	.0179	-1.75	.0401
-2.79	.0026	-2.44	.0073	-2.09	.0183	-1.74	.0409
-2.78	.0027	-2.43	.0075	-2.08	.0188	-1.73	.0418
-2.77	.0028	-2.42	.0078	-2.07	.0192	-1.72	.0427
-2.76	.0029	-2.41	.0080	-2.06	.0197	-1.71	.0436
-2.75	.0030	-2.40	.0082	-2.05	.0202	-1.70	.0446
-2.74	.0031	-2.39	.0084	-2.04	.0207	-1.69	.0455
-2.73	.0032	-2.38	.0087	-2.03	.0212	-1.68	.0465
-2.72	.0033	-2.37	.0089	-2.02	.0217	-1.67	.0475
-2.71	.0034	-2.36	.0091	-2.01	.0222	-1.66	.0485
-2.70	.0035	-2.35	.0094	-2.00	.0228	-1.65	.0495
-2.69	.0036	-2.34	.0096	-1.99	.0233	-1.64	.0505
-2.68	.0037	-2.33	.0099	-1.98	.0239	-1.63	.0516
-2.67	.0038	-2.32	.0102	-1.97	.0244	-1.62	.0526
-2.66	.0039	-2.31	.0104	-1.96	.0250	-1.61	.0537
-2.65	.0040	-2.30	.0107	-1.95	.0256	-1.60	.0548

Table A.3
(continued)

z	Area	z	Area	z	Area	z	Area
0.01	.5040	0.41	.6591	0.81	.7910	1.21	.8869
0.02	.5080	0.42	.6628	0.82	.7939	1.22	.8888
0.03	.5120	0.43	.6664	0.83	.7967	1.23	.8907
0.04	.5160	0.44	.6700	0.84	.7995	1.24	.8925
0.05	.5199	0.45	.6736	0.85	.8023	1.25	.8944
0.06	.5239	0.46	.6772	0.86	.8051	1.26	.8962
0.07	.5279	0.47	.6808	0.87	.8078	1.27	.8980
0.08	.5319	0.48	.6844	0.88	.8106	1.28	.8997
0.09	.5359	0.49	.6879	0.89	.8133	1.29	.9015
0.10	.5398	0.50	.6915	0.90	.8159	1.30	.9032
0.11	.5438	0.51	.6950	0.91	.8186	1.31	.9049
0.12	.5478	0.52	.6985	0.92	.8212	1.32	.9066
0.13	.5517	0.53	.7019	0.93	.8238	1.33	.9082
0.14	.5557	0.54	.7054	0.94	.8264	1.34	.9099
0.15	.5596	0.55	.7088	0.95	.8289	1.35	.9115
0.16	.5636	0.56	.7123	0.96	.8315	1.36	.9131
0.17	.5675	0.57	.7157	0.97	.8340	1.37	.9147
0.18	.5714	0.58	.7190	0.98	.8365	1.38	.9162
0.19	.5753	0.59	.7224	0.99	.8389	1.39	.9177
0.20	.5793	0.60	.7257	1.00	.8413	1.40	.9192
0.21	.5832	0.61	.7291	1.01	.8438	1.41	.9207
0.22	.5871	0.62	.7324	1.02	.8461	1.42	.9222
0.23	.5910	0.63	.7357	1.03	.8485	1.43	.9236
0.24	.5948	0.64	.7389	1.04	.8508	1.44	.9251
0.25	.5987	0.65	.7422	1.05	.8531	1.45	.9265
0.26	.6026	0.66	.7454	1.06	.8554	1.46	.9279
0.27	.6064	0.67	.7486	1.07	.8577	1.47	.9292
0.28	.6103	0.68	.7517	1.08	.8599	1.48	.9306
0.29	.6141	0.69	.7549	1.09	.8621	1.49	.9319
0.30	.6179	0.70	.7580	1.10	.8643	1.50	.9332
0.31	.6217	0.71	.7611	1.11	.8665	1.51	.9345
0.32	.6255	0.72	.7642	1.12	.8686	1.52	.9357
0.33	.6293	0.73	.7673	1.13	.8708	1.53	.9370
0.34	.6331	0.74	.7704	1.14	.8729	1.54	.9382
0.35	.6368	0.75	.7734	1.15	.8749	1.55	.9394
0.36	.6406	0.76	.7764	1.16	.8770	1.56	.9406
0.37	.6443	0.77	.7794	1.17	.8790	1.57	.9418
0.38	.6480	0.78	.7823	1.18	.8810	1.58	.9429
0.39	.6517	0.79	.7852	1.19	.8830	1.59	.9441
0.40	.6554	0.80	.7881	1.20	.8849	1.60	.9452

ble A.3
ntinued)

z	Area	z	Area	z	Area	z	Area
−1.59	.0559	−1.19	.1170	−0.79	.2148	−0.39	.3483
−1.58	.0571	−1.18	.1190	−0.78	.2177	−0.38	.3520
−1.57	.0582	−1.17	.1210	−0.77	.2206	−0.37	.3557
−1.56	.0594	−1.16	.1230	−0.76	.2236	−0.36	.3594
−1.55	.0606	−1.15	.1251	−0.75	.2266	−0.35	.3632
−1.54	.0618	−1.14	.1271	−0.74	.2296	−0.34	.3669
−1.53	.0630	−1.13	.1292	−0.73	.2327	−0.33	.3707
−1.52	.0643	−1.12	.1314	−0.72	.2358	−0.32	.3745
−1.51	.0655	−1.11	.1335	−0.71	.2389	−0.31	.3783
−1.50	.0668	−1.10	.1357	−0.70	.2420	−0.30	.3821
−1.49	.0681	−1.09	.1379	−0.69	.2451	−0.29	.3859
−1.48	.0694	−1.08	.1401	−0.68	.2483	−0.28	.3897
−1.47	.0708	−1.07	.1423	−0.67	.2514	−0.27	.3936
−1.46	.0721	−1.06	.1446	−0.66	.2546	−0.26	.3974
−1.45	.0735	−1.05	.1469	−0.65	.2578	−0.25	.4013
−1.44	.0749	−1.04	.1492	−0.64	.2611	−0.24	.4052
−1.43	.0764	−1.03	.1515	−0.63	.2643	−0.23	.4090
−1.42	.0778	−1.02	.1539	−0.62	.2676	−0.22	.4129
−1.41	.0793	−1.01	.1562	−0.61	.2709	−0.21	.4168
−1.40	.0808	−1.00	.1587	−0.60	.2743	−0.20	.4207
−1.39	.0823	−0.99	.1611	−0.59	.2776	−0.19	.4247
−1.38	.0838	−0.98	.1635	−0.58	.2810	−0.18	.4286
−1.37	.0853	−0.97	.1660	−0.57	.2843	−0.17	.4325
−1.36	.0869	−0.96	.1685	−0.56	.2877	−0.16	.4364
−1.35	.0885	−0.95	.1711	−0.55	.2912	−0.15	.4404
−1.34	.0901	−0.94	.1736	−0.54	.2946	−0.14	.4443
−1.33	.0918	−0.93	.1762	−0.53	.2981	−0.13	.4483
−1.32	.0934	−0.92	.1788	−0.52	.3015	−0.12	.4522
−1.31	.0951	−0.91	.1814	−0.51	.3050	−0.11	.4562
−1.30	.0968	−0.90	.1841	−0.50	.3085	−0.10	.4602
−1.29	.0985	−0.89	.1867	−0.49	.3121	−0.09	.4641
−1.28	.1003	−0.88	.1894	−0.48	.3156	−0.08	.4681
−1.27	.1020	−0.87	.1922	−0.47	.3192	−0.07	.4721
−1.26	.1038	−0.86	.1949	−0.46	.3228	−0.06	.4761
−1.25	.1056	−0.85	.1977	−0.45	.3264	−0.05	.4801
−1.24	.1075	−0.84	.2005	−0.44	.3300	−0.04	.4840
−1.23	.1093	−0.83	.2033	−0.43	.3336	−0.03	.4880
−1.22	.1112	−0.82	.2061	−0.42	.3372	−0.02	.4920
−1.21	.1131	−0.81	.2090	−0.41	.3409	−0.01	.4960
−1.20	.1151	−0.80	.2119	−0.40	.3446	0.00	.5000

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI MEDAN
PROGRAM PASCASARJANA
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Nomor : 0370/H33.27/PL/2009
Hal : **Izin Melakukan Penelitian Lapangan**

Medan, 14 Februari 2009

Kepada Yth. : Ka. Sekolah SMP Negeri 3 Lubuk Pakam
di
Tempat

Dengan hormat,

Yang membawa surat ini:
N a m a : **Amanah**
NIM : 025010049
adalah mahasiswa Semester XII (duabelas) pada Program Studi Linguistik Terapan Bahasa Inggris, **Program Pascasarjana Universitas Negeri Medan.**

Mahasiswa ini akan melakukan penelitian untuk keperluan penyusunan tesisnya dengan judul THE EFFECT OF INFORMATION TRANSFER ACTIVITIES AND CONNECTION QUESTIONS ON READING COMPREHENSION. Karena itu kami mohon kiranya saudara Amanah dapat diterima untuk mendapatkan data di lingkungan di instansi yang Bapak/Ibu pimpin.

Adapun data yang dibutuhkan adalah melalui Observasi pada siswa.

Demikian permohonan ini kami sampaikan, atas perhatian dan ijin yang Bapak/Ibu berikan kami ucapkan terima kasih.

a.n. Direktur,
Asisten Direktur

Syahruddin, M.Sc., Ph.D.
NIP. 131 570 44

PEMERINTAH KABUPATEN DELI SERDANG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 3 LUBUK PAKAM
Alamat: Jl. Dr. Setia Budi Gang Sunda Lubuk Pakam Kode Pos 20512

SURAT - KETERANGAN
Nomor : 542 /I05.2/SMP.392/TU/2009

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Lubuk Pakam Kabupaten Deli Serdang dengan ini menerangkan bahwa :

N a m a	: AMANAH,S.Pd
N I M	: 025010049
Program	: Pascasarjana Universitas Negeri Medan

adalah benar telah melakukan Penelitian di SMP Negeri 3 Lubuk Pakam pada Tanggal 17 Pebruari 2009 s/d 18 April 2009 dengan judul :

" THE EFFECT OF INFORMATION TRANSFER ACTIVITIES AND CONNECTION QUESTIONS ON READING COMPREHENSION"

Demikian Surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Lubuk Pakam, 26 Juni 2009
Kepala Sekolah,

PEMERINTAH KABUPATEN DELI SERDANG
SMP NEGERI 3
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
KECAMATAN LUBUK PAKAM

Drs. SADLAN
NIP. 19510905 198503 1 011

CURRICULUM VITAE

Amanah, was born in Lubuk Pakam, Kabupaten Deli Serdang on 23 Oktober 1976, fourth daughter of 6 sons and daughters, the daughter of Aming and Zarhaniah.

Graduated from State Elementary School No.101900 Lubuk Pakam in 1989, graduated from State Junior High School 1 Lubuk Pakam in 1992, graduated from State Senior High School 1 Lubuk Pakam in 1995, graduated from State University of Medan, Majoring in English in April 2001.

Working as an English teacher at BBC Learning Centre from August 2000 to October 2004, working as an English teacher at State Junior High School 3 Lubuk Pakam from July 2003 up to now.

Married with Yusnaldi, M.Pd on 5th September 2004 and have 2 sons, Muhammmad Zhafran Yusmansyah and Dzakwan Sajid Yusmansyah.


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