THE COMPARISON OF STUDENTS' READING ACHIEVEMENT TAUGHT USING CRAZY PROFESSOR READING GAME AND DIRECT INSTRUCTION METHOD

The case at the tenth grade of SMA N 11 Semarang in the 2012/2013 academic year

A THESIS
Submitted in partial fulfillment of the Requirement For Master's Degree in Linguistics

Mas Sulis Setiyono

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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2013

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The case at the tenth grade of SMA N 11 Semarang in the 2012/2013 academic year

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CERTIFICATION OF ORIGINALITY

I declare that this submission is my own work and that, to the best my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of a university or other institutes of higher learning, except where acknowledgement is made in the text of the thesis.

Semarang, June 2013

Mas Sulis Setiyono

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He would like to extend his special thanks to his beloved father, mother, brother, sisters, and his impressive suporter. Because of them he has spirit, support, and desires to finish this thesis as soon as possible.

Suggestion and criticism are absolutely needed for the betterment of this thesis in the future. The last but not least, this thesis is expected to be able to share contributions.

Semarang, June 2013

Mas Sulis Setiyono.

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MOTTO

"Our greatest glory consists not in never falling, but in raising every time we fall" (Oliver Goldsmith)

"With every difficulty, there is a relief".

(QS: Al Inshirah (9): 5-6)

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DEDICATION

This thesis is specially dedicated to those being my battery of spirit to get a bright future:

- My beloved mother, father, brother and sister,
- My friends at Master of linguistics Undip "keep in touch, we are family!"
- My beloved lecturers,
- My impressive suporter,
- My friends in happiness and pains,
- The readers

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ABSTRACT

Mas Sulis S. 2013. *The Comparison of Students' Reading Achievement Taught Using Crazy Professor Reading Game and Direct Instruction Method (the case at the tenth grade of SMA N 11 Semarang in the 2012/2013 academic year).* Thesis. Linguistics Studies of Postgraduate Program. Diponegoro University Semarang. Advisor: Dr. Dwi Anggani Linggar Bharati, M. Pd.

Key words: experimental, crazy professor reading game, direct instruction method, reading comprehension, and achievement.

This study was based on the problem of the low reading comprehension of senior high school students. It was focused on the difference in reading comprehension between the students who were taught by teacher using Crazy Professor Reading Game and who were taught by teacher using Direct Instruction Method

Related to the study, the writer conducted an experimental research. This study used Experimental Research Design with Pretest-Posttest on group of the experiment I and experiment II. There were two groups in this study. They were experiment I (taught Crazy Professor Reading Game) and experiment II (taught Direct Instruction Method. These two groups were taught by teacher using the same material, in the same period of time, in the same level, and the same teacher, but with different teaching methods. At the end of this study, the result of these two groups were compared and then analyzed by using t-test formula in order to know which one was more effective.

The computation of the t-test showed that t_0 = 5.48 was higher than t_t (70. 0.05) = 1.98. It means that there was a significant difference in reading comprehension between the students were taught using Crazy Professor Reading Game and Direct Instruction Method. The students were taught using Crazy Professor Reading Game had better achievement in reading comprehension than Direct Instruction Method. The mean of scores of the experimental I was 81.97, while the mean of the scores of experiment II group was 80.05. The mean difference between them is 1.90. It means that the mean of scores of the experimental I group is higher than the mean of scores of the experiment II. In other words, students were taught using Crazy Professor Reading Game had better achievement in reading comprehension than Direct Instruction Method. At the end of this research, the writer would like to give some suggestions for the English teachers in senior high schools. The first, Crazy Professor Reading Game can be chosen as an appropriate method in order to make the process of teaching and learning reading successfully. The teacher should implement this method in teaching reading. The second, the teacher should train themselves in conducting Crazy Professor Reading Game, so that they can comprehend the reading skill.

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INTISARI

Mas Sulis S. 2013. *Perbandingan Nilai Reading Siswa yang Diajar Menggunakan Crazy Professor Reading Game dan Metode Pembelajaran Langsung (sebuah penelitian di kelas X SMA N 11 Semarang tahun pelajaran 2012/2013).* Tesis. Program Study Magister Linguistik. Program Pascasarjana Universitas Diponegoro Semarang. Pembimbing: Dr. Dwi Anggani Linggar Bharati, M. Pd.

Kata kunci: eksperimental, Crazy Professor Reading Game, metode pembelajaran langsung, pemahaman bacaan, dan prestasi.

Penelitian ini didasarkan pada masalah rendahnya pemahaman membaca siswa SMA. Hal ini difokuskan pada perbedaan pemahaman bacaan antara siswa yang diajarkan dengan menggunakan Crazy Professor Reading Game dan yang diajar menggunakan Metode Instruksi Langsung.

Terkait dengan penelitian ini, penulis melakukan penelitian eksperimental. Penelitian ini menggunakan Rancangan Eksperimental dengan Pretest-Posttest di kelompok experiment I dan kelompok experiment II. Ada dua kelompok dalam penelitian ini. Antara lain eksperimental kelas (menggunakan CPRG) dan (menggunakan metode langsung Instruksi). Kedua kelompok diajarkan dengan menggunakan bahan yang sama, dalam periode waktu yang sama, di tingkat yang sama, dan guru yang sama, tetapi dengan metode pengajaran yang berbeda. Pada akhir penelitian ini, hasil dari kedua kelompok dibandingkan dan kemudian dianalisis dengan menggunakan rumus t-test untuk mengetahui apakah ada atau tidak treatment yang lebih efektive dari kedua metode itu.

Perhitungan uji t menunjukkan bahwa t0 = 5,48 lebih tinggi dari tt (70. 0,05) = 1,98. Ini berarti ada perbedaan signifikan pada pemahaman bacaan antara siswa yang diajarkan menggunakan CPRG dan yang diajar dengan menggunakan Metode Instruksi Langsung. Para siswa yang diajar dengan menggunakan CPRG memiliki prestasi yang lebih baik dalam memahami bacaan dari pada yang diajarkan dengan menggunakan Metode Instruksi Langsung. Rata-rata skor dari kelompok eksperimen I adalah 81,97, sedangkan rata-rata skor kelompok experiment II adalah 80,05. Perbedaan rata-rata antara mereka adalah 1,90. Ini berarti bahwa rata-rata skor kelompok experiment I lebih tinggi dari rata-rata skor dari kelompok experiment II. Dengan kata lain, siswa yang diajar dengan menggunakan CPRG memiliki prestasi yang lebih baik dalam pemahaman bacaan dibandingkan yang diajar dengan menggunakan Metode Instruksi Langsung. Pada akhir penelitian ini, penulis ingin memberikan beberapa saran untuk guru bahasa Inggris di SMA. Yang pertama, CPRG dapat dipilih sebagai metode yang tepat untuk membuat proses belajar mengajar membaca berhasil. Guru seharusnya menerapkan metode ini dalam mengajar membaca. Kedua, guru seharusnya melatih diri dalam melakukan CPRG, sehingga mereka dapat memahami keterampilan membaca.

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APPENDIX

Appendix 1. Pre-test Data of the Experiment I and Experiment II

Experiment I		Experiment II	
No	**Score**	**No**	**Score**
1.	5.86	1.	5.43
2.	5.67	2.	5.00
3.	5.05	3.	4.86
4.	5.19	4.	5.10
5.	5.24	5.	4.76
6.	5.05	6.	4.95
7.	5.76	7.	5.19
8.	5.81	8.	5.05
9.	5.29	9.	5.24
10.	5.14	10.	5.00
11.	5.10	11.	4.95
12.	5.43	12.	5.57
13.	5.81	13.	5.76
14.	5.00	14.	5.00
15.	5.29	15.	5.00
16.	5.24	16.	5.33
17.	5.10	17.	5.00
18.	5.29	18.	5.19
19.	5.14	19.	4.86
20.	4.86	20.	5.33
21.	5.19	21.	4.95
22.	5.24	22.	5.24
23.	5.90	23.	6.00
24.	5.43	24.	4.76
25.	5.19	25.	5.05
26.	5.24	26.	5.14
27.	5.52	27.	5.48
28.	5.33	28.	6.00
29.	5.48	29.	5.43
30.	6.19	30.	6.33
31.	5.48	31.	5.62
32.	6.52	32.	5.24
33.	5.76	33.	5.57
34.	5.19	34.	5.24
35.	4.81	35.	5.00
36.	5.05	36.	5.38
Total	**193.84**	**Total**	**189.00**
Mean	**5.38**	**Mean**	**5.25**
n	**36**	**n**	**36**

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Appendix 2. The Computation of Normality test of Pre-test Data of the Experiment I (X1)

1. Ho : the data are in normal distribution.

   H_i : the data are not in normal distribution.

2. α = 0.05 (α = level of significance)

3. The computation of the experiment II

   $L_o = \max\,[F(Z_i) - S(Z_i)]$

   Lo = 0.0929

4. Critical Area

   Ho rejected if Lo > $L_{t36;0.05}$ = 0.1477

5. Conclusion

   Ho is accepted

   The highest value of max

   $L_o = \max\,[F(Z_i) - S(Z_i)]$ or L_o is 0.1226

   Because L_o = 0.0929is lower than $L_{t36;0.05}$ = 0.1477 or **L_o 0.0929< $L_{t36;0.05}$ 0.1477**, it can be concluded that the data are in normal distribution.

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Appendix 3. The Computation of Normality test of Pre-test Data of the Experiment II (X2)

1. Ho : the data are in normal distribution.

   H_i : the data are not in normal distribution.

2. $\alpha = 0.05$ (α = level of significance)

3. The computation of the experiment II

   $L_o = \max\,[F(Z_i) - S(Z_i)]$

   Lo = 0.1117

4. Critical Area

   Ho rejected if Lo > $L_{t36;0.05}$ = 0.1477

5. Conclusion

   Ho is accepted

   The highest value of max

   $L_o = \max\,[F(Z_i) - S(Z_i)]$ or L_o is 0.1117

   Because L_o = 0.1117 is lower than $L_{t36;0.05}$ = 0.1477 or **L_o 0.1117< $L_{t36;0.05}$ 0.1477**, it can be concluded that the data are in normal distribution.

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Appendix 4. Worksheet to Compute Homogeneity Test of Pre-test

No	Experiment I (X1)		No	Experiment II (X2)	
	X_1	X_1^2		X_2	X_2^2
1	50	2500	1	55	3025
2	60	3600	2	60	3600
3	60	3600	3	63	3969
4	63	3969	4	65	4225
5	65	4225	5	68	4624
6	65	4225	6	68	4624
7	65	4225	7	68	4624
8	66	4356	8	68	4624
9	68	4624	9	68	4624
10	70	4900	10	70	4900
11	70	4900	11	70	4900
12	70	4900	12	70	4900
13	70	4900	13	70	4900
14	70	4900	14	70	4900
15	73	5329	15	70	4900
16	73	5329	16	73	5329
17	73	5329	17	73	5329
18	75	5625	18	73	5329
19	75	5625	19	75	5625
20	75	5625	20	75	5625
21	75	5625	21	75	5625
22	75	5625	22	75	5625
23	75	5625	23	78	6084
24	78	6084	24	78	6084
25	78	6084	25	78	6084
26	78	6084	26	78	6084

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27	78	6084	27	78	6084
28	80	6400	28	80	6400
29	80	6400	29	80	6400
30	80	6400	30	80	6400
31	80	6400	31	80	6400
32	80	6400	32	80	6400
33	80	6400	33	80	6400
34	83	6889	34	85	7225
35	83	6889	35	85	7225
36	85	7225	36	88	7744
Total	**2624**	**193300**	**Total**	**2650**	**196840**

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Appendix 5. Worsheet to Compute T-test of Pre-test

No	Experiment I (X1)		No	Experiment II (X2)	
	X_1	x_1^2		X_2	x_2^2
1	50	2500	1	55	3025
2	60	3600	2	60	3600
3	60	3600	3	63	3969
4	63	3969	4	65	4225
5	65	4225	5	68	4624
6	65	4225	6	68	4624
7	65	4225	7	68	4624
8	66	4356	8	68	4624
9	68	4624	9	68	4624
10	70	4900	10	70	4900
11	70	4900	11	70	4900
12	70	4900	12	70	4900
13	70	4900	13	70	4900
14	70	4900	14	70	4900
15	73	5329	15	70	4900
16	73	5329	16	73	5329
17	73	5329	17	73	5329
18	75	5625	18	73	5329
19	75	5625	19	75	5625
20	75	5625	20	75	5625
21	75	5625	21	75	5625
22	75	5625	22	75	5625
23	75	5625	23	78	6084
24	78	6084	24	78	6084
25	78	6084	25	78	6084
26	78	6084	26	78	6084
27	78	6084	27	78	6084

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28	80	6400	28	80	6400
29	80	6400	29	80	6400
30	80	6400	30	80	6400
31	80	6400	31	80	6400
32	80	6400	32	80	6400
33	80	6400	33	80	6400
34	83	6889	34	85	7225
35	83	6889	35	85	7225
36	85	7225	36	88	7744
Total	**2624**	**193300**	**Total**	**2650**	**196840**
Mean	**72.8888889**		**Mean**	**73.6111111**	
n	**36**		**N**	**36**	

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Appendix 6. The Computation *of T-test* of Pre-test of the Experiment I and the Experiment II

1. $H_o : \mu_1 = \mu_2$ (there is no significant difference in pronunciation skill between the experiment I and the experiment II)

   $H_o : \mu_1 \neq \mu_2$ (there is a significant difference in pronunciation skill between the experiment I and the experiment II)

2. $\alpha = 0.05$ (α = level of significance)

3. The computation

A. The Experiment I

$$\sum X_1^2 = \sum x_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$= 193300 - \frac{(2624)^2}{36}$$

$$= 193300 - \frac{6885376}{36}$$

$$= 1993300 - 191260.44$$

$$= 2039.56$$

B. The Experiment I

$$\sum X_2^2 = \sum x_2^2 - \frac{(\sum X_2)^2}{n_2}$$

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$$= 196840 - \frac{(2650)^2}{36}$$

$$= 196840 - \frac{70225000}{36}$$

$$= 196840 - 195069.44$$

$$= 1770.56$$

C. Apply to the t-test value

$$\boldsymbol{to} = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{72.89 - 73.61}{\sqrt{\left(\frac{2039.56 + 1770.56}{70}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$= \frac{-0.72}{\sqrt{\left(\frac{3810.12}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{-0.72}{\sqrt{54.43 \cdot 0.06}}$$

$$= \frac{-0.72}{\sqrt{3.25}}$$

$$= \frac{-0.72}{1.807}$$

$$= -0.398$$

4. H_o rejected if $t_o \geq t_t 70,0.05 = 1.98$

5. Conclusion

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Because t_o= -0.398 is less than t_t70,0.05 = 1.98 or $t_o \leq t_t$, H_o is accepted. It means that there is no significant difference between M_1 and M_2. Based on the computation of *t-test* of pre-test, it can be concluded that there is no significant difference in reading comprehension between the experiment I and the experiment II.

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Appendix 7. Post-test Data of the Experiment I and Experiment II

Experiment I		Experiment II	
No	**Score**	**No**	**Score**
1.	7.33	1.	6.86
2.	7.62	2.	6.29
3.	6.67	3.	6.14
4.	7.14	4.	7.29
5.	6.81	5.	6.24
6.	6.90	6.	6.19
7.	7.52	7.	7.24
8.	7.62	8.	6.52
9.	7.19	9.	6.86
10.	7.14	10.	7.24
11.	6.76	11.	6.29
12.	6.86	12.	7.43
13.	7.48	13.	7.00
14.	7.14	14.	6.86
15.	7.38	15.	7.14
16.	7.57	16.	7.19
17.	7.38	17.	6.95
18.	6.86	18.	7.19
19.	7.33	19.	6.33
20.	6.81	20.	7.52
21.	6.86	21.	6.19
22.	7.14	22.	6.57
23.	7.62	23.	7.52
24.	7.29	24.	6.43
25.	6.90	25.	7.05
26.	6.86	26.	7.19
27.	7.48	27.	6.86
28.	7.38	28.	7.29

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29.	7.43	29.	7.24
30.	7.76	30.	8.14
31.	7.14	31.	7.19
32.	8.29	32.	6.95
33.	7.14	33.	6.71
34.	6.95	34.	6.43
35.	6.24	35.	6.71
36.	7.10	36.	6.57
Total	**259.09**	**Total**	**247.81**
Mean	**7.20**	**Mean**	**6.88**
N	**36**	**n**	**36**

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Appendix 8. The Computation of Normality test of Post-test Data of the Experiment I

1. Ho : the data are in normal distribution.

   H_i : the data are not in normal distribution.

2. α = 0.05 (α = level of significance)

3. The computation of the experiment I

   $L_o = \max\,[F(Z_i) - S(Z_i)]$

   Lo = 0.1338

4. Critical Area

   Ho rejected if Lo > $L_{t36;0.05}$ = 0.1477

5. Conclusion

   Ho is accepted

   The highest value of $\max\,[F(Z_i) - S(Z_i)]$ or L_o is 0.1338

   Because L_o = 0.1338 is lower than $L_{t36;0.05}$ = 0.1477 or **L_o 0.1338< $L_{t36;0.05}$ 0.1477**, it can be concluded that the data are in normal distribution.

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Appendix 9. The Computation of Normality test of Post-test Data of the Experiment II (X2)

1. Ho : the data are in normal distribution.

   H_i : the data are not in normal distribution.

2. α = 0.05 (α = level of significance)

3. The computation of the experiment II

   $L_o = \max\,[F(Z_i) - S(Z_i)]$

   Lo = 0.1071

4. Critical Area

   Ho rejected if Lo > $L_{t36;0.05}$ = 0.1477

5. Conclusion

   Ho is accepted

   The highest value of max $[F(Z_i) - S(Z_i)]$ or L_o is 0.1071

   Because L_o = 0.1071 is lower than $L_{t36;0.05}$ = 0.1477 or **L_o 0.1071< $L_{t36;0.05}$ 0.1477**, it can be concluded that the data are in normal distribution.

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Appendix 10. Worksheet to Compute Homogeneity Test of Post-test

No	Experiment I (X1)		No	Experiment II (X2)	
	X_1	X_1^2		X_2	X_2^2
1	60	3600	1	68	4624
2	70	4900	2	70	4900
3	70	4900	3	70	4900
4	70	4900	4	70	4900
5	75	5625	5	73	5329
6	75	5625	6	73	5329
7	78	6084	7	75	5625
8	78	6084	8	75	5625
9	78	6084	9	78	6084
10	78	6084	10	78	6084
11	78	6084	11	78	6084
12	80	6400	12	78	6084
13	80	6400	13	78	6084
14	80	6400	14	78	6084
15	83	6889	15	80	6400
16	83	6889	16	80	6400
17	83	6889	17	80	6400
18	85	7225	18	80	6400
19	85	7225	19	80	6400
20	85	7225	20	80	6400
21	85	7225	21	83	6889
22	85	7225	22	83	6889
23	85	7225	23	83	6889
24	85	7225	24	83	6889
25	85	7225	25	83	6889
26	88	7744	26	83	6889

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27	88	7744	27	83	6889
28	88	7744	28	83	6889
29	88	7744	29	83	6889
30	88	7744	30	85	7225
31	88	7744	31	85	7225
32	88	7744	32	85	7225
33	88	7744	33	88	7744
34	88	7744	34	90	8100
35	90	8100	35	90	8100
36	90	8100	36	90	8100
Total	**2951**	**243533**	**Total**	**2882**	**231856**

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Appendix 11. Worsheet to Compute T-test of Pre-test and Post-test

No	Experiment I (X1)				No	Experiment II (X2)			
	Post-test	Pre-test	X_1-X_2	X_1-X_2^2		Post-test	Pre-test	Y_1-Y_2	Y_1-Y_2^2
	X_1	X_2	X	X^2		Y_1	Y_2	Y	Y^2
1	60	50	10	100	1	68	55	13	169
2	70	60	10	100	2	70	60	10	100
3	70	60	10	100	3	70	63	7	49
4	70	63	7	49	4	70	65	5	25
5	75	65	10	100	5	73	68	5	25
6	75	65	10	100	6	73	68	5	25
7	78	65	13	169	7	75	68	7	49
8	78	66	12	144	8	75	68	7	49
9	78	68	10	100	9	78	68	10	100
10	78	70	8	64	10	78	70	8	64
11	78	70	8	64	11	78	70	8	64
12	80	70	10	100	12	78	70	8	64
13	80	70	10	100	13	78	70	8	64
14	80	70	10	100	14	78	70	8	64
15	83	73	10	100	15	80	70	10	100
16	83	73	10	100	16	80	73	7	49
17	83	73	10	100	17	80	73	7	49
18	85	75	10	100	18	80	73	7	49
19	85	75	10	100	19	80	75	5	25
20	85	75	10	100	20	80	75	5	25
21	85	75	10	100	21	83	75	8	64
22	85	75	10	100	22	83	75	8	64
23	85	75	10	100	23	83	78	5	25
24	85	78	7	49	24	83	78	5	25
25	85	78	7	49	25	83	78	5	25
26	88	78	10	100	26	83	78	5	25

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27	88	78	10	100	27	83	78	5	25
28	88	80	8	64	28	83	80	3	9
29	88	80	8	64	29	83	80	3	9
30	88	80	8	64	30	85	80	5	25
31	88	80	8	64	31	85	80	5	25
32	88	80	8	64	32	85	80	5	25
33	88	80	8	64	33	88	80	8	64
34	88	83	5	25	34	90	85	5	25
35	90	83	7	49	35	90	85	5	25
36	90	85	5	25	36	90	88	2	4
Total	**2951**	**2624**	**327**	**3071**	**Total**	**2882**	**2650**	**232**	**1672**
Mean	**81.97222**	**72.8889**	**9.08333**		**Mean**	**80.05555**	**73.6111**	**6.44444**	
N	**36**				**N**	**36**			

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Appendix 12. The Computation *of T-test* of Post-test of the Experiment I and the Experiment II

1. $H_o : \mu_1 = \mu_2$ (there is no significant difference in pronunciation skill between the experiment I and the experiment II)

   $H_o : \mu_1 \neq \mu_2$ (there is no significant difference in pronunciation skill between the experiment I and the experiment II)

2. $\alpha = 0.05$ (α = level of significance)

3. The computation

   From the table, the data are found as follows.

   $\sum X_1 = 2951$

   $\sum X_2 = 2624$

   $\sum X = 327$

   $\sum X^2 = 3071$

   $\sum Y_1 = 2882$

   $\sum Y_2 = 2650$

   $\sum Y = 232$

   $\sum Y^2 = 1672$

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A. The Experiment I

$$M_x = \frac{\sum X}{N}$$

$$= \frac{327}{36}$$

$$= 9.08$$

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n_x}$$

$$= 3071 - \frac{(327)^2}{36}$$

$$= 3071 - \frac{106929}{36}$$

$$= 3072 - 2970.25$$

$$= 100.75$$

B. The Experiment II

$$M_y = \frac{\sum Y}{N}$$

$$= \frac{232}{36}$$

$$= 6.4$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n_y}$$

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$$= 1672 - \frac{(232)^2}{36}$$

$$= 1672 - \frac{53824}{36}$$

$$= 1672 - 1495.11$$

$$= 176.89$$

C. Apply into the t-test value

$$\boldsymbol{to} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right)\left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$$

$$= \frac{9.08 - 6.4}{\sqrt{\left(\frac{100.75 + 176.89}{70}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$= \frac{2.68}{\sqrt{\left(\frac{277.64}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{2.68}{\sqrt{(3.97)(0.06)}}$$

$$= \frac{2.68}{\sqrt{0.2382}}$$

$$= \frac{2.68}{0.489}$$

$$= 5.48$$

4. H_o rejected if $t_o \geq t_t 70{,}0.05 = 1.98$

5. Conclusion

Because $t_o = 5.48$ is more than $t_t 70,0.05 = 1.98$ or $t_o \geq t_t$, H_o is rejected. It means that there is a significant difference between M_x and M_y. Based on the computation of *t-test* of pre-test and post-test, it can be concluded that there is a significant difference in reading comprehension between students who are taught by using Crazy Professor Reading Game and those who are taught by using Direct Instruction Method.

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Appendix 13. Liliefors Table

Nilai Kritik Uji Liliefors

Ukuran Sampel (n)	Tingkat Signifikansi				
	0.01	0.05	0.1	0.15	0.2
4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.060	0.289	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.230	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0.886}{\sqrt{n}}$	$\frac{0.805}{\sqrt{n}}$	$\frac{0.768}{\sqrt{n}}$	$\frac{0.736}{\sqrt{n}}$

Sumber : Sudjana, 1992. Metode Statistika. Bandung : Tarsito

TABEL CHI SQUARE

DF	0.25	0.1	0.05	0.025	0.01	0.005
1	1.323	2.706	3.841	5.024	6.635	7.879
2	2.773	4.605	5.991	7.378	9.210	10.597
3	4.108	6.251	7.815	9.348	11.345	12.838
4	5.385	7.779	9.488	11.143	13.277	14.860
5	6.626	9.236	11.070	12.833	15.086	16.750
6	7.841	10.645	12.592	14.449	16.812	18.548
7	9.037	12.017	14.067	16.013	18.475	20.278
8	10.219	13.362	15.507	17.535	20.090	21.955
9	11.389	14.684	16.919	19.023	21.666	23.589
10	12.549	15.987	18.307	20.433	23.209	25.188
11	13.701	17.275	19.675	21.920	24.725	26.757
12	14.845	18.549	21.026	23.337	26.217	28.300
13	15.984	19.812	22.362	24.736	27.688	29.819
14	17.117	21.064	23.685	26.119	29.141	31.319
15	18.245	22.307	24.996	27.488	30.578	32.801
16	19.369	23.542	26.296	28.845	32.000	34.267
17	20.489	24.769	27.587	30.191	33.409	35.718
18	21.605	25.989	28.869	31.526	34.805	37.156
19	22.718	27.204	30.144	32.852	36.191	38.582
20	23.828	28.412	31.410	34.170	37.566	39.997
21	24.935	29.615	32.671	35.479	38.932	41.401
22	26.039	30.813	33.924	36.781	40.289	42.796
23	27.141	32.007	35.172	38.076	41.638	44.181
24	28.241	33.196	36.415	39.364	42.980	45.559
25	29.339	34.382	37.652	40.646	44.314	46.928
26	30.435	35.563	38.885	41.923	45.642	48.290
27	31.528	36.741	40.113	43.195	46.963	49.645
28	32.620	37.916	41.337	44.461	48.278	50.993
29	33.711	39.087	42.557	45.722	49.588	52.336
30	34.800	40.256	43.773	46.979	50.892	53.672
31	35.887	41.422	44.985	48.232	52.191	55.003
32	36.973	42.585	46.194	49.480	53.486	56.328
33	38.058	43.745	47.400	50.725	54.776	57.648
34	39.141	44.903	48.602	51.966	56.061	58.964
35	40.223	46.059	49.802	53.203	57.342	60.275
36	41.304	47.212	50.998	54.437	58.619	61.581
37	42.383	48.363	52.192	55.668	59.893	62.883
38	43.462	49.513	53.384	56.896	61.162	64.181
39	44.539	50.660	54.572	58.120	62.428	65.476
40	45.616	51.805	55.758	59.342	63.691	66.766
41	46.692	52.949	56.942	60.561	64.950	68.053
42	47.766	54.090	58.124	61.777	66.206	69.336
43	48.840	55.230	59.304	62.990	67.459	70.616
44	49.913	56.369	60.481	64.201	68.710	71.893
45	50.985	57.505	61.656	65.410	69.957	73.166
46	52.056	58.641	62.830	66.617	71.201	74.437
47	53.127	59.774	64.001	67.821	72.443	75.704
48	54.196	60.907	65.171	69.023	73.683	76.969
49	55.265	62.038	66.339	70.222	74.919	78.231
50	56.334	63.167	67.505	71.420	76.154	79.490

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Appendix 15. T-Distribution

TABEL 4

NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

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Appendix 16

LESSON PLAN 1

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*
B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.
B. Find the explicit information.
C. Find the implicit information.
D. Find the word reference.
E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Crazy Professor Reading Game

VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

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Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2. 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

The other facility which is able to be enjoyed is 'Agro Park' area. *It* presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc

Answer the following questions based on the text!

1. What is the main idea of paragraph 2?
2. What province Jatim Park is located?
3. Where is Jatim Park Address?
4. How is width of Jatim Park?
5. How many facilities can be found by visitors?
6. How long distance Jatim Park from Malang?
7. The word "it" in paragraph 3 refer to
8. Where we can fine crop and rareness fruits at Jatim Park?
9. What is the main idea of paragraph 3?
10. "the visitors will find an <u>interesting</u> view...." what does the underlined word have the similar meaning to?

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Acknowledged by	Semarang, January 2013
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LESSON PLAN 2

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading I
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*

B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of a place).

V. Teaching Method

Crazy Professor Reading Game

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Asking everything related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye)

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

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C. Instrument :

Gua Tabuhan Is a Lively Unique Cave

In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians. What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconut palms and birds.

East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair. It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known pesinden (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.

Gua Tabuhan Is a Lively Unique Cave Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, *Wedana* (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away. The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling. Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave.

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Question

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?
4. Where can you find peddlers selling souvenirs?
5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryo?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

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Headmaster of SMA N 11 Semarang	Researcher
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LESSON PLAN 3

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*

B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of person).

V. Teaching Method

Crazy Professor Reading Game

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Asking everything related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye)

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD
B. Teaching Aid : White board, boardmarker.
C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.
B. Form : Essay
C. Instrument :

I have a cute baby. He is my son. He was born on December 3, 1997. Right now he is two years and ten month. He has a beautiful name Haoyu Dong. My son is a smart boy. My husband and I love him very much. My husband is always proud of my son.

The second day after my son was born, he could hear my husband's voice. When my husband talked to him, he would open his eyes. When he was three months, he could move his legs and arms to music; some people don't believe that. My husband and I spoke Chinese at home, but my son could understand English, because he watched TV everyday. When he was one year and five months, one American man came to my home and spoke with my husband; when they just finished speaking my son said, "bye" to that man. Everyone laughed at my son, and my husband said, "How did you know we were finished?" The man said, " You are so luck. You have a smart baby."

Last August, we went back to China. We visited a Chinese martial arts school; my son waved his hand at every student and shook their hands and talked to them. Everybody said, "He is cute." I sent my son to my mother's home last September. I came back to America last December. In January, I came to BYU English Language Center to study English. I missed my son very much; I called him every week.

This August, my husband took my son back to New York, and I came back to New York with my son for twenty more days. I had very happy time with my son, but my husband just stayed in New York one week. He was very busy; he took one American dancing group to China for a dance tour. One day my son talked to me, and he said, "Father doesn't likes me; he doesn't need me." I felt very sorry for my son; he was just two years and eight months, and I know we hurt his feelings, but I have to go study and my husband has to work. When I left him, he cried a lot, and he wanted to go with me, but I couldn't take him. My son loves the airplane a lot; every time an airplane flies over, he raises his head and says, "Airplane, airplane, I love airplane!" Right now when an airplane flies over, he says, "Airplane! Mother is on the airplane!" He misses me a lot and I miss him too.

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Right now, I just wish I could study fast. I want finish the semester quickly, so I can go back to New York and be with my son and my husband. I have a wonderful family, and I have a wonderful son.

Answer the following questions based on the text!

1. What is the best title for that text?
2. Why the baby is called "the smart baby"?
3. When and where the baby was born?
4. What did the baby do in the second after the baby born?
5. What is the purpose of that text?
6. What is the main idea the second paragraph?
7. According the passage what is the husband occupation?
8. Why the mother must leave the baby with his mother's parent?
9. Based on the text how many countries related in the story?
10. What is the mother's wish?

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LESSON PLAN 4

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*

B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of family).

V. Teaching Method

Crazy Professor Reading Game

VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Asking everything related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye)

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD
B. Teaching Aid : White board, boardmarker.
C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Achmad, Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.
B. Form : Essay
C. Instrument :

My Family

My family has four members those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is *definitely* shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Question:

1. What is the purpose of that text?
2. What does sister look like?
3. How many years gap between mother and father?
4. How is taste father's cooking?
5. What is father occupation?
6. Who is taller between father and the writer?
7. What are characters of sister?
8. Where are the writer stay now and before based on the text and how long?
9. Why the writer cannot speak Sundanese?
10. The word "definitely" in the third paragraph can be replaced with..?

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LESSON PLAN 5

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*

B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of a thing).

V. Teaching Method

Crazy Professor Reading Game

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Asking everything related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye)

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD
B. Teaching Aid : White board, boardmarker.
C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.
B. Form : Essay
C. Instrument :

What is Big Ben?

Big Ben is the bell that strikes the hours in the clock tower above the Houses of Parliament at Westminster in London. It weighs 13.5 tons and was named Big Ben in honour of Sir Benjamin Hall, who was Commissioner of Works

at the time of the tower's completion in 1858. Interestingly, the White chapel Bell Foundry where it was cast is still operating from the same location today. There are four smaller bells in the tower which strike the quarters and are called 'Little Bens'.

Big Ben symbolizes to many people the 'Mother of Parliaments'. The British have long period themselves on their democratic tradition. The English Parliament was united with the Scottish Parliament in 1707 and with the Irish between 1801 and 1922. Since 1688 *it* has been customary for the king or queen to choose his or her ministers from the dominant political party in the Commons.

The Houses of Parliament are not particularly old – the present building having been built between 1840 and 1860. It does, however, incorporate portions of the medieval Palace of Westminster. The Commons debating *chamber* – which nowadays can be seen on television – was destroyed by incendiary during World War II and was later rebuilt preserving its former character. When the Houses of Parliament are in session, the clock is illuminated at night by a light that goes off only when the House rises.

Question:

1. What is the main idea paragraph 1?
2. Why the bell called "Big Ben"?
3. What is "little Bens" according the passage?
4. What is symbolize of "Big Ben''?
5. When did English Parliament unite with Scottish and Irish Parliament?
6. The word "it" in paragraph 2 refers to?
7. What is the main idea paragraph 3?
8. When did the House Parliament build?
9. When and in what situation the House Parliament was destroyed?
10. The word "chamber" in paragraph 3 has the similar meaning to?

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LESSON PLAN 6

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment I
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*

B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of person).

V. Teaching Method

Crazy Professor Reading Game

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Asking everything related to the topic.

B. Main Activity (60 minutes)

1. Teacher tell the students the steps of crazy professor reading game.
2. Teacher give a model to the students how to read a text using crazy professor reading game.
3. Teacher asks the students to sit in pair and divide each pair into one's and two's.
4. Teacher asks students to do the first step, one's read the text with dramatically voice and two's should listen what one's read while using gestures (mirroring). They take turn when teacher says "switch". Teacher asks students to pay attention to the key word when they do the first step.
5. Teacher asks students to do the second step, one's read while using their hands to demonstrate what they have been read (using gestures) and two's keep mirroring. They take turn when teacher says "switch". Teacher asks students to pay attention to the detail information when they do the second step.
6. Teacher asks students to do the third step. One's and two's will teach other about what they have read in their own language. They can ask their partner to check their understanding.
7. Teacher asks students to do the fourth step. One's becomes "crazy professor" and two's becomes "eager student". Crazy professor becomes very excited to teach and eager student becomes very agressive to get information. They take turn when teacher says "switch".

8. Teacher gives feedback to students.
9. In pairs, students answer the question related to the text and together with the teacher, they check their answers.
10. Teacher gives individual task in the form of assignment of another descriptive text.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.
3. Closing the lesson (Saying goodbye)

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD
B. Teaching Aid : White board, boardmarker.
C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. Interlanguage for Senior High *School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.
B. Form : Essay
C. Instrument :

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor.

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Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also said that she is a little bit *stubborn*. Emma loves dancing, singing, tennis and art.

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really good friends, not only on screen but also in real life. Their secret of friendship is that they always understand each other although *they* have different backgrounds and personalities.

Question:

1. According to the text what is the good title?
2. Who is the oldest one based the text?
3. How long time the gap between Emma Charlotte Duerre Watson and Rupert Alexander Grint?
4. Who is the lowest one based on the text?
5. What does Daniel Jacob Radcliffe look like?
6. How old Rupert Alexander Grint is?
7. Why Rupert is arachnophobia?
8. "…..although *they* have different backgrounds and personalities."
   The underline word refers to?

9. "She is a little bit *stubborn*."

   What does the underlined word have the similar meaning to?

10. What is the main idea last paragraph?

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LESSON PLAN 1

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. *Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.*
B. *Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.*

III. Indicators

The students are able to:

A. Find the main idea.
B. Find the explicit information.
C. Find the implicit information.
D. Find the word reference.
E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2. 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of ‘Galeri Nusantara’ area. This study offering continues to step on ‘Taman Sejarah’ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

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The other facility which is able to be enjoyed is 'Agro Park' area. *It* presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc

Answer the following questions based on the text!

1. What is the main idea of paragraph 2?
2. What province Jatim Park is located?
3. Where is Jatim Park Address?
4. How is width of Jatim Park?
5. How many facilities can be found by visitors?
6. How long distance Jatim Park from Malang?
7. The word "it" in paragraph 3 refer to
8. Where we can fine crop and rareness fruits at Jatim Park?
9. What is the main idea of paragraph 3?
10. "the visitors will find an <u>interesting</u> view...." what does the underlined word have the similar meaning to?

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LESSON PLAN 2

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

B. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

Gua Tabuhan Is a Lively Unique Cave

In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called wiyogo which are drummers and other gamelan musicians. What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.

Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconut palms and birds.

East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a

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fair. It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known pesinden (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.

Gua Tabuhan Is a Lively Unique Cave Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, *Wedana* (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away. The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling. Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave.

Question

1. What do you call people who join Nyi Kamiyem and Ki Padmo in the cave?
2. Where is Gua Tabuhan located?
3. What can you see along the road to Gua Tabuhan?
4. Where can you find peddlers selling souvenirs?
5. What is Nyi Kamiyem?
6. How old is Ki Kartowiryo?
7. What did Kertodiprojo find out inside the cave?
8. What do people need when they enter the cave?
9. What did Pangeran Diponegoro use as a prayer mat to perform prayer in the cave?
10. Can you see the stream inside the cave?

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LESSON PLAN 3

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

B. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

I have a cute baby. He is my son. He was born on December 3, 1997. Right now he is two years and ten month. He has a beautiful name Haoyu Dong. My son is a smart boy. My husband and I love him very much. My husband is always proud of my son.

The second day after my son was born, he could hear my husband's voice. When my husband talked to him, he would open his eyes. When he was three months, he could move his legs and arms to music; some people don't believe that. My husband and I spoke Chinese at home, but my son could understand English, because he watched TV everyday. When he was one year and five months, one American man came to my home and spoke with my husband; when they just finished speaking my son said, "bye" to that man. Everyone laughed at my son, and my husband said, "How did you know we were finished?" The man said, " You are so luck. You have a smart baby."

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Last August, we went back to China. We visited a Chinese martial arts school; my son waved his hand at every student and shook their hands and talked to them. Everybody said, "He is cute." I sent my son to my mother's home last September. I came back to America last December. In January, I came to BYU English Language Center to study English. I missed my son very much; I called him every week.

This August, my husband took my son back to New York, and I came back to New York with my son for twenty more days. I had very happy time with my son, but my husband just stayed in New York one week. He was very busy; he took one American dancing group to China for a dance tour. One day my son talked to me, and he said, "Father doesn't likes me; he doesn't need me." I felt very sorry for my son; he was just two years and eight months, and I know we hurt his feelings, but I have to go study and my husband has to work. When I left him, he cried a lot, and he wanted to go with me, but I couldn't take him. My son loves the airplane a lot; every time an airplane flies over, he raises his head and says, "Airplane, airplane, I love airplane!" Right now when an airplane flies over, he says, "Airplane! Mother is on the airplane!" He misses me a lot and I miss him too.

Right now, I just wish I could study fast. I want finish the semester quickly, so I can go back to New York and be with my son and my husband. I have a wonderful family, and I have a wonderful son.

Answer the following questions based on the text!

1. What is the best title for that text?
2. Why the baby is called “the smart baby”?
3. When and where the baby was born?
4. What did the baby do in the second after the baby born?
5. What is the purpose of that text?
6. What is the main idea the second paragraph?
7. According the passage what is the husband occupation?
8. Why the mother must leave the baby with his mother’s parent?

9. Based on the text how many countries related in the story?
10. What is the mother's wish?

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LESSON PLAN 4

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

B. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

My Family

My family has four members those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is *definitely* shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she

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is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Question:

1. What is the purpose of that text?
2. What does sister look like?
3. How many years gap between mother and father?
4. How is taste father's cooking?
5. What is father occupation?
6. Who is taller between father and the writer?
7. What are characters of sister?
8. Where are the writer stay now and before based on the text and how long?
9. Why the writer cannot speak Sundanese?
10. The word "definitely" in the third paragraph can be replaced with..?

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LESSON PLAN 5

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

B. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

What is Big Ben?

Big Ben is the bell that strikes the hours in the clock tower above the Houses of Parliament at Westminster in London. It weighs 13.5 tons and was named Big Ben in honour of Sir Benjamin Hall, who was Commissioner of Works at the time of the tower's completion in 1858. Interestingly, the White chapel Bell Foundry where it was cast is still operating from the same location today. There are four smaller bells in the tower which strike the quarters and are called 'Little Bens'.

Big Ben symbolizes to many people the 'Mother of Parliaments'. The British have long period themselves on their democratic tradition. The English Parliament was united with the Scottish Parliament in 1707 and with the Irish between 1801 and 1922. Since 1688 *it* has been customary for the king or queen to choose his or her ministers from the dominant political party in the Commons.

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The Houses of Parliament are not particularly old – the present building having been built between 1840 and 1860. It does, however, incorporate portions of the medieval Palace of Westminster. The Commons debating *chamber* – which nowadays can be seen on television – was destroyed by incendiary during World War II and was later rebuilt preserving its former character. When the Houses of Parliament are in session, the clock is illuminated at night by a light that goes off only when the House rises.

Question:

1. What is the main idea paragraph 1?
2. Why the bell called "Big Ben"?
3. What is "little Bens" according the passage?
4. What is symbolize of "Big Ben''?
5. When did English Parliament unite with Scottish and Irish Parliament?
6. The word "it" in paragraph 2 refers to?
7. What is the main idea paragraph 3?
8. When did the House Parliament build?
9. When and in what situation the House Parliament was destroyed?
10. The word "chamber" in paragraph 3 has the similar meaning to?

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Headmaster of SMA N 11 Semarang	Researcher
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LESSON PLAN 6

Name of School	: SMA N 11 Semarang
Subject/ Skill	: English/ Reading
Class	: X/ Tenth – Experiment II
Semester	: 2 (Two)
Material	: Descriptive Text
Time Allotment	: 2 x 45 Minutes

I. Standard Competence

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

A. Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

B. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indicators

The students are able to:

A. Find the main idea.

B. Find the explicit information.

C. Find the implicit information.

D. Find the word reference.

E. Find the meaning of certain word based on the context.

IV. Materials

Descriptive text (description of place).

V. Teaching Method

Direct Instruction Method

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VI. Teaching and Learning Activity

A. Opening (10 Minutes)

1. Greeting.
2. Check the students' attendance.
3. Explaining the learning purpose.
4. Brainstorming students' knowledge related to the topic.

B. Main Activity (60 minutes)

1. Teacher distributes descriptive text to the students.
2. Teacher asks students to read the text silently.
3. Teacher asks students to read the text loudly.
4. Teacher asks some students as a volunter to read the text loudly.
5. Teacher explains the content of the text.
6. Teacher explains the concept of main idea and give examples from the text how to find it.
7. Teacher explains the concept of suporting details (implicit and explicit information) and give examples from the text how to find it.
8. Teacher explains the concept of word reference and give examples from the text how to find it.
9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.
10. Teacher gives guided practice to reinforce students' understanding.
11. Teacher gives feedback to students.
12. Teacher gives individual task in the form of assignment of another descriptive text to find main idea, implicit and explicit information, word reference, and meaning of certain words based on the context.

C. Closing (10 Minutes)

1. Teacher reviews the lesson of that day by asking some questions to the students.
2. Teacher asks students' difficulty and feeling of today's lesson.

3. Closing the lesson (Saying goodbye).

VII. Media, Teaching Aid, and Source of learning

A. Media : Computer, LCD

B. Teaching Aid : White board, boardmarker.

C. Source of Learning :

1. Achmad, Doddy et all. 2008. *English in focus 1: for grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Priyana, Joko et all. 2008. *Interlanguage for Senior High School Students Grade X*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VIII. Assessment

A. Technique : Written test.

B. Form : Essay

C. Instrument :

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor.

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also said that she is a little bit *stubborn*. Emma loves dancing, singing, tennis and art.

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Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really good friends, not only on screen but also in real life. Their secret of friendship is that they always understand each other although *they* have different backgrounds and personalities.

Question:

1. According to the text what is the good title?
2. Who is the oldest one based the text?
3. How long time the gap between Emma Charlotte Duerre Watson and Rupert Alexander Grint?
4. Who is the lowest one based on the text?
5. What does Daniel Jacob Radcliffe look like?
6. How old Rupert Alexander Grint is?
7. Why Rupert is arachnophobia?
8. "…..although *they* have different backgrounds and personalities."
   The underline word refers to?
9. "She is a little bit *stubborn*."
   What does the underlined word have the similar meaning to?
10. What is the main idea last paragraph?

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Appendix 17

PRE TEST

Text for number 1 - 4

Easter Island is in the South Pacific, 3,700 kilometers from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by *disease* or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

1. What is the main idea of the text above?
   A. Easter Island
   B. Pacific
   C. Chile
   D. Archaeologist
2. Where is Easter Island located?
   A. South America
   B. South Pacific
   C. Norway
   D. Chile
3. "Perhaps they were killed by <u>disease</u> or war". The underline word can be replaced by the word...
   A. Fighting
   B. People
   C. Illness
   D. Society
4. "We don't really know why <u>they</u> are there" .The underline word refers to...
   A. Readers
   B. Writers
   C. Builders
   D. Statues

Text for number 5 – 7

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention on her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. <u>This</u> shoes really matches on her.

Her new blowfish women's shoes are wonderful. When she are walking on that shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.**Choose the correct answers by crossing (X) A, B, C, D on the answer sheet given!**

5. What does the text tell us about?
   A. my friend
   B. beautiful friend
   C. friend's shoes
   D. the writer's shoes
6. What is the reason she buy new stylist foot legs from blowfish?
   A. she wants to be beautiful woman
   B. she wants to be expensive
   C. she wants to be ballet
   D. she wants to be trend setter
7. Based on the text what are the products from blowfish? Except…
   A. boot
   B. ballet
   C. sandal
   D. casual

Match the following words with their appropriate meanings.

WORDS	MEANING
8. appearance 9. close	A. identically with short distance B. occasion when people appears in public C. something is made to be sold D. characteristic of often changing

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Match pronouns in column A with their references in column B

A	B
10. this (line 3) 11. she (sentence 8)	A. shoes B. my friend C. product

Show whether the statements below are True, False, or Not Given. On your answer sheet, choose:

A. when the statement is True;
B. when the statement is False;
C. when the statement is Not Given.

12. She wants to be perfect appearance. ( )
13. The blowfish is appropriate for women only ( )

Text for number 14 - 16

Moon is the earth's satellite which we often see in the night. The Moon is the one place in our solar system where humans have visited. For the first time on July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the Moon. Neil Armstrong was the first man to walk on the Moon. However do you know what descriptive facts about the Moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The Moon is about 384,400 kilometers from Earth. The Moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the Moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 3.5 to 4.5 billion years ago by meteors hitting the moon's surface. The Moon does not have atmosphere, wind and weather that is why the footprints left there on the Moon by the Apollo astronauts will remain there for millions of years. The Moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of us can see the Moon especially in the night because light from the Sun bounces off it back to the Earth. If the Sun wasn't there, we cannot see the Moon.

The moon influences many of the tides in the oceans. This is because of the gravity force between the Earth and Moon. At full Moon and new Moon, the Sun, Earth and Moon are lined up, producing the higher than normal tides. When the Moon is at first or last quarter, it forms smaller neap tides.

14. Which statement is TRUE based on the text above?
    A. The Moon has atmosphere, wind and weather
    B. The Moon is about 384,400 kilometers from Earth
    C. The moon rises in the west and sets in the east
    D. The moon does not influence the tides in the oceans
15. The diameter of the moon is about . . .
    A. 2,000 miles
    B. 3,476 miles
    C. 384,400 miles
    D. 2,000 kilometers
16. "The moon <u>rises</u> in the east …" (Paragraph 2).
    The similar meaning of the underlined word is . . .
    A. Ascends
    B. Descends
    C. Constants
    D. Absorbs

Text for number 17 - 21

Ondel-ondel is a very popular giant doll with a horrible face. We can find it in Jakarta. The male ondel-ondel is dressed like a man. He has a sword at his hip and a shawl over his shoulder. Its head is decorated with colourful paper strings.

Ondel-ondel is made of bamboo structure. Its face is made of wood-mask. Its hair is made of palm-fibre. A man inside the structure moves it. The movement is very clumsy. Its arms are dropping.

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A pair of ondel-ondels are usually performed to celebrate a child circumcision. Traditional music, i e. gambang kromong, gasidah, tanjidor, or gendang pencak, accompanies the procession. Of course children are interested in following it.

In the old days people believed that a couple of ondel-ondels were the manifestation of a god and a goddess who would protect the circumcised boy from danger or evil. Now ondel-ondel is performed to welcome guests in opening ceremonies held in Jakarta and places nearby.

17. What is the purpose of the text?
    A. To give information about ondel-ondel
    B. To entertain people with ondel-ondel
    C. To frighten children with ondel-ondel
    D. To tell steps of the ondel-ondel show
18. Which one of the followings is the identification?
    A. Its head is decorated with colourful paper strings.
    B. Ondel-ondel is a very popular giant doll with a horrible face.
    C. He has a sword at his hip and a shawl over his shoulder.
    D. Its hair is made of palm-fiber.
19. What does 'its' (2nd paragraph) refer to?
    A. wood-mask
    B. bamboo
    C. hair
    D. ondel-ondel
20. Based on the text, the following statements are correct, except ... .
    A. Ondel-ondel is made of bamboo.
    B. Ondel-ondel's face is made of wood-mask.
    C. Ondel-ondel is welknown in Jakarta.
    D. Ondel-ondel is not popular in Jakarta.
21. Ondel-ondel is a very popular giant doll with a horrible face. 'Horrible' means....
    A. happy
    B. sad
    C. frightening
    D. handsome

Text for number 22 - 26

Alexandria is the second biggest city in my country, Egypt, and I live in this city. It is a beautiful city, and the people are very kind and polite.

Tourists like to visit my city because it is near the sea. When I walk down the Kornash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees, because it is near the sea. In the spring, the flowers grow in many colors: yellow, red, and blue.

The most beautiful scene is the white birds. In the winter, a very big flock of birds migrates to this place. I watch them when they skillfully catch fish from the sea. The birds watch the fish, and they wait patiently for a long time. When the fish come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful city in the world.

22. What is the main idea of the text above?
    A. Egypt
    B. Alexandria
    C. Kornash
    D. Greek
23. "a very big flock of birds <u>migrates</u> to this place". The underline word means...
    A. Process of examining passport
    B. To begin using new computer system
    C. Travels to a different place
    D. Finds some food
24. "...because <u>it</u> is near the sea". The underline word refers to...
    A. People
    B. Tourist
    C. My country
    D. My city
25. "...the people are very kind and <u>polite</u>". The underline word has the similar meaning with...
    A. Arrogant
    B. Beautiful
    C. Well-mannered
    D. Patient

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26. Based on the text above, what does the writer feel about his city?
    A. Proud
    B. Shy
    C. Happy
    D. Conceited

Text for number 27 - 31

Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia. It is located on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia.

The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall.

Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundred and fifty migrants arrived daily. At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population was 9,341,400. These figures do not include seasonal residents who may number more than1 million.

27. One of the following statements is the identification of the text.
    A. Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia.
    B. Jakarta is located on the northwest coast of Java Island.
    C. Jakarta lies on a flat and low plain.
    D. Jakarta is a magnet for migrants from other areas of Indonesia.
28. How is the climate in Jakarta?
    A. cool and fresh
    B. hot and fresh
    C. hot and humid
    D. cool and humid
29. Heavy rainfall possibly takes place in Jakarta on ….
    A. December, January, February
    B. April, May, June
    C. May, June, July
    D. June, July, August
30. Flood often happens in Jakarta, because ….
    A. Jakarta is located on the northwest coast of Java Island.
    B. Jakarta is the capital city.
    C. Jakarta is high populated.
    D. Jakarta lies on a flat low plain.
31. The city lies on a flat and low <u>plain</u>. The closest meaning to the underlined word is ….
    A. mountain
    B. land
    C. river
    D. climate

Text for number 32 – 34

Borobudur is Hindu - Budhist temple. It was build in the nineth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of <u>them</u> is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

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32. The word "<u>them</u>" in line 4 paragraph 2 refers to?
   A. temples
   B. wall
   C. terraces
   D. stupas
33. What is the symbol of Borobudur design?
   A. The successful in the live
   B. The step of the live
   C. the structure of universe
   D. the happiness in the world
34. Where does the temple designer come from?
   A. Java
   B. Indonesia
   C. Cambodia
   D. India

Match the words in column A with those in column B having similar meanings.

A	B
35. adorned 36. symbol	A. structure B. sign C. decoration

Text for number 37 – 40

The amazing choice of different activities available in Bali means that there is indeed something for everyone. Whether you want to throw yourself from high attitudes, hurtle down frothing rapids, explore the wonders of the deep or just lie back and take it easy. Bali has perfected the art of keeping its guests happy.

The beach is a major factor in any island holiday and Bali has a coastline which offers every possible water activity including surfing some of the best waves in the world, swimming with dolphins, cruises, snorkelling, diving, sailing and parasailing. For snorkeling and diving, the closest spots to Kuta are Benoa and Sanur beaches where all the relevant equipment can be hired. Further afield, good destinations include Pulau Serangan, Nusa Penida and Nusa Lembongan in the south, Padang Bai, Candidasa, Tulamben and Amed in the east, Lovina, in the north and the amazing Pulau Menjangan in the northwest.

Bali's waves are world famous and range from safe beach breaks for beginners like Kuta to the awesome swells at Padang Padang, Uluwatu and Nusa Lembongan, which regularly attract the pros. Beginners should respect the sea and stay within depth to start with as the current can be very strong. Apart from Kuta and Legian beaches, Medewi is also good for beginners. For the more experienced,
Nusa Dua has a number of breaks as does Sanur; Canggu, Ketewel and the area around the airport are also popular with experienced surfers.

37. The word "attract" in paragraph 3 line 2 has close meaning with……
   A. Hug
   B. Interesting
   C. beautiful
   D. excellent
38. Based on the passage what are tourism objects which are located in the southern?
   A. Tulamben and amed
   B. Serangan island and padan bai
   C. Menjangan Menjangan and Lovina
   D. Nusa Peninda and Nusa Lembongan
39. Where we can find more experienced place?
   A. Uluwatu
   B. Lovina
   C. Nusa Dua
   D. Ketewel
40. What is the main idea paragraph 3rd?
   A. Kinds of beach at Bali
   B. Characteristics beach in Bali
   C. Bali beach is suitable for surfing
   D. The amazing Bali beach

Appendix 18

POST TEST

Text for number 1 - 4

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for *wasting* my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother is cooking, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

1. What is the main idea of the text above?
   A. My bed room
   B. My living room
   C. my dining room
   D. my house
2. "I like living in here for *wasting* my spare time". The underline word can be replaced by the word...
   A. spending
   B. improving
   C. showing
   D. hunting
3. "It is very pleasure when my mother is cooking" .The underline word refers to...
   A. Living room
   B. Kitchen
   C. bedroom
   D. dining room
4. What is the conclusion the text?
   A. The writer upsets the house
   B. The writer proud of the house
   C. the writer is sad because of the house
   D. the writer is disappointed with small house

Text for number 5 - 9

Two storey house. It is located near Patrol highway, Jalan Sastrawan No. 3, Flores. The house consists of the following.

- A living room, a dining room, a kitchen, two bathrooms and a garage.
- A drawing room in front of small garden inside the house.
- Children's and nanny's bedrooms upstairs and a main bedroom downstairs.
- A study room beside children's room.
- A sofa and some chairs in the drawing room.
- A big refrigerator, an electric fan, and a television.
- Kitchen utensils, such as pots, pans, kettles, gas stoves and the kitchen sink.
- It also has 3000 V power, telephone line, hotspot, and water heater.

Serious buyer contacts Tia 987654.

5. The text describes about...
   A. Patrol highway
   B. Storey house
   C. The writer's house
   D. Serious buyer
6. Rooms below are rooms in the house, except...
   A. Living room and drawing room
   B. Dining room and study room
   C. Children bedroom and library
   D. Main bedroom and kitchen
7. Things below are kitchen utensils in the storey house...
   A. Pots, pans, and microwaves
   B. Kettles, gas stoves, and fan
   C. Refrigerator, pans, and pots
   D. Kettles, gas stoves, and pots
8. From the text above, who is the owner of the house?
   A. The writer
   B. Tia
   C. The reader
   D. Serious Buyer
9. "It also has 3000 V power...". The word it refers to...

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A. Kitchen
B. Storey house
C. Drawing room
D. Study room

Text for number 10 – 20

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves to work hard, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Choose the correct answers by crossing (X) A, B, C, D on the answer sheet given!

10. What does the text tell us about?
    A. my mother's activities
    B. my mother occupation
    C. my mother description
    D. my mother's hobbies
11. Based on the text above, what is mother's body?
    A. short
    B. tall
    C. high
    D. middle
12. Based on the text how many the mother's hobbies?
    A. 2
    B. 3
    C. 4
    D. 5
13. "She always is with <u>us"</u> the underline word above refers to?
    A. Mother and I
    B. My sister and brother
    C. mother and My father
    D. mother and my family

Match the following words with their appropriate meanings.

WORDS	MEANING
14. messes	A. take accordingly
15. friendly	B. arranged according to particular person
16. organized	C. behaving in a pleasant
17. right place	D. something which dirty

Show whether the statements below are True, False, or Not Given. On your answer sheet, choose:

A. when the statement is True;
B. when the statement is False;
C. when the statement is Not Given.

18. Mother is loved my family. ( )
19. Mother doesn't like clean the house ( )
20. Mother likes to give smile to the writer ( )

Text for number 21 - 25

Orange, the popular fruit which is easy to find and relatively cheap, in fact contain much nutrition, which is good for our health. The fruit has widely been known as not only vitamin and mineral-rich fruit but also containing essential substances, which cannot be produced by human body. As a matter of fact, those substances are necessary since <u>they</u> are used in the process of the growth and development of human body.

The non-nutrition compounds in orange can minimize the risk of some dreadful diseases, such as cardiovascular, cancer, and eyes problems. Unfortunately, for many years people see the fruit only as the source of vitamin C while actually it also produces carbohydrate, potassium, calcium, thiamin, niacin, vitamin B, phosphor, magnesium, riboflavin, another natural chemical compounds.

Consuming orange is also suggested for those who have diet program since there are only 60-80 calories in one fruit. Therefore, by having this fruit in daily menu, someone can reduce his or her weight.

21. The main idea the text is…
    A. the growing of orange
    B. the function of orange
    C. the contain of orange
    D. the prize of orange
22. "..since they are used in the process.."
    The underline word above refers to?
    A. human body
    B. substances
    C. oranges
    D. fruits
23. Which statement is TRUE based on the text above? Except…
    A. human body need nutrition for healthy
    B. people who consume orange can protect the body from headache
    C. consuming orange can help diet
    D. orange has high vitamin C

24. Based on the text what disease can be protected by orange? Except…
    A. cardiovascular
    B. noise problems
    C. cancer
    D. eyes problems

25. "the risk of some dreadful diseases …" (Paragraph 2).
    The similar meaning of the underlined word is . . .
    A. holly
    B. horribly
    C. peaceful
    D. tiny

Text for number 26 - 28

The most important person in my life is my father. He has been the example for me to develop my social and my professional life. In my social life, he shows me how to be in front of many people and what behavior that I need to have in different situations. My father is a good worker with high responsibilities on his job. He taught me that the most important responsibilities are my job and my family. My father was a very good baseball player when he was young. He likes all sports, and he taught me to do sports with a clear mind. My father is an ordinary person. However, he has been the biggest person for me.

26. "My father is an ordinary person". The underline word has the similar meaning with...
    A. Wonderful
    B. Important
    C. Average
    D. Good
27. What are the most important responsibilty according to the writer's father?
    A. Job and family
    B. Social life and personal life
    C. Social life and family
    D. Job and sport
28. Based on the text above, what does the writer feel about his father?
    A. Proud
    B. Shy
    C. Happy
    D. Ashamed

Text for number 29 - 30

London is Britain's biggest city. Everyone staying in London more than 1 year will love this city more than his own homeland. It is a city of beautiful buildings and churches, and it has

many beautiful parks. It also has some of the best museums in the world. London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year. The city is famous for its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurants in London. You can get excellent British food, and London has lots of good French and Italian restaurants. I love London so much.

29. What is the main idea of the text above?
    A. Biggest city
    B. Old city
    C. London
    D. Britain
30. What things that we can see in London?
    A. Beautiful buildings and mosque
    B. Beautiful parks
    C. Fossil museums
    D. Japanese restaurants

Text for number 31 - 33

One thousand years ago, in the desert of the Chaco Canyon, the Anasazi people built nine multi-storey buildings called 'Great Houses'. They used stone for the walls and wood for the floors, doors and roofs. They transported more than 200,000 trees from forests almost 80 kilometres away. How did they move the trees? We don't know. In some buildings there are huge circular rooms called 'kivas'—the biggest one is under ground and it is about 16 meters wide. Why did the Anasazi build circular rooms? We don't know. Perhaps they used them for religious ceremonies or for storing crops. We know the Anasazi people abandoned the Great Houses. Why did they leave? Hunger? War? We really don't know.

31. What is the main idea of the text above?
    A. Chaco Canyon
    B. Kivas
    C. Great Houses
    D. Anasazi
32. Anasazi people <u>abandoned</u> the Great Houses? The underline word has opposite meaning with…
    A. disfigure
    B. avoid
    C. run after
    D. distinguish
33. How many buildings are built by Ansazi people?
    A. 16
    B. 80
    C. 8
    D. 9

Text for number 34 – 36

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side.

Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States. The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls<u>. They</u> are not as high as the American Falls, but they are 2,600 feet (792 meters) wide–about 0.5 mile (0.8 kilometer). The American Falls are about 1,000 feet (305 meters) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, colored lights shine on the thundering falls. About 10 million people visit Niagara Falls each year.

34. How many countries are passed the Niagara River?
    A. 2
    B. 3
    C. 4
    D. 5

35. "They are not as high as the American Falls?" the underline word refers to?
   A. American Falls
   B. Water flows
   C. Horseshoe Falls
   D. Niagara Falls
36. "The Niagara River drops into a steep gorge or canyon." The closest meaning to the underlined word is ….
   A. ravine
   B. land
   C. river
   D. hill

Text for number 37 – 38

Mount Kosciusko is actually the highest mountain (2,228 metres) on the world's flattest and smallest continent, Australia. It does not rise up out of the is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strzelecki in1840. Actually, Australia does have surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there some interesting moun tainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometre north of Kosciusko.

Choose the correct answers by crossing (X) A, B, C, D on the answer sheet given!

37. Who is given name the mountain?
   A. Polish
   B. Paul Strzelecki
   C. Kosciusko
   D. Townshend
38. Elevation gain is minimal and the wide open terrain is scenic?
   The underline word above can be replayed with….
   A. dessert
   B. land
   C.oases
   D. swamp

Text for number 39 – 40

I have three family pets: a dog, a cat, and a tortoise. The dog's name is Benjamin. He is 5 years old. He is a big golden Labrador. He is beautiful. He has big brown eyes and a long tail. He is a very friendly dog, but he is sometimes a little stupid. Dogs are expensive to keep but they are fun to play with.

Our cat is named Martha. She is quite young, but she is not a kitten. She is very beautiful. She has black and white fur and green eyes. She's smart, too and very clean.

The tortoise's name is Rocky. He has short, fat legs, a long neck, and a very hard shell. He is also very old and slow. He's ugly and dirty, but I like him.

Choose the correct answers by crossing (X) A, B, C, D on the answer sheet given!

39. The Second paragraph tells us about...
   C. the writer's dog
   D. the writer's cat
   C. the writer's tortoise
   D. the reader's pets
40. According to the text, the writer....
   A. loves animals
   B. hates animals
   C. supports animals
   D. promotes animals