

Appendix 1

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the Eleventh Grade Students' Reading Comprehension by Using Discussion Web Strategy in Analytical Exposition Text at MA Al Badri Kalisat in the 2017/2018 Academic Year	<p>- How can the use of Discussion Web strategy improve the eleventh grade students' reading comprehension in analytical exposition text at MA Al Badri Kalisat in the 2017/2018 academic year?</p> <p>- How can the use of Discussion Web strategy improve the eleventh grade students' active participation at MA Al-Badri Kalisat in the 2017/2018 academic year?</p>	<p><u>Independent variable:</u> Discussion Web strategy</p> <p><u>Dependent variable:</u> Reading comprehension</p>	<p>Discussion Web strategy: - teaches students to play an active role in the discussion, take a position on a debatable or controversial issue, support their position with reason, and collaborate with others to promote a point of view</p> <p><u>Levels of reading comprehension achievement:</u> - Word - Sentence - Paragraph - Text</p>	<p><u>Respondent:</u> the eleventh grade students of MA Al Badri Kalisat</p> <p><u>Informant:</u> English teacher</p> <p><u>Documentation:</u> - Interview - Students' English score - KTSP 2006</p> <p><u>Resources:</u> - Books - Journals - Previous study</p>	<p><u>Kind of research:</u> Classroom Action Research (CAR)</p> <p><u>Research setting:</u> MA Al Badri Kalisat</p> <p><u>Procedures of research:</u> - Planning - Implementing - Observing - Reflecting</p> <p><u>Data analysis</u> $E = \frac{n}{N} \times 100\%$ Notes : E = the percentage of students who achieve the target score; n = number of students who get the score N = total number of students</p>	<p>- Discussion Web strategy can improve the eleventh grade students' reading comprehension in analytical exposition text at MA Al Badri Kalisat in the 2017/2018 Academic Year</p> <p>- Discussion Web strategy can improve the eleventh grade students' active participation at MA Al-Badri Kalisat in the 2017/2018 academic year?</p>

Formulas of Reliability

1. Product Moment Coefficient Formula

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{((N\sum^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2))}} \\
 &= \frac{20 \times 5399 - 340 \times 274}{\sqrt{(20 \times 6792 - (340)^2)(20 \times 4482 - (274)^2)}} \\
 &= \frac{107980 - 91800}{\sqrt{(135840 - 115600)(89640 - 75076)}} \\
 &= \frac{16108}{\sqrt{(20240)(14564)}} \\
 &= \frac{16108}{17169,3} = 0,93
 \end{aligned}$$

2. Spearman Brown Coefficient Formula

$$\begin{aligned}
 r_{11} &= \frac{2 \times r^{1/2} \cdot 1/2}{(1 + r^{1/2} \cdot 1/2)} \\
 r_{11} &= \frac{2 \times 0,93}{1 + 0,93} = \frac{1,86}{1,93} = 0,96
 \end{aligned}$$

Try Out Test

Question no.1-4

WHY BOOKS ARE IMPORTANT FOR US?

A wise man once said, “learning without book mean nothing.’ In my opinion this statement is true. Why do I say that? This is for several reasons.

Firstly, books are important because they develop the minds of people who read them. This leads to critical thinking skills. These critical thinking skills are a necessity for the development of cultures.

Secondly, book contains so much more than just the story. They contain facts, history and documentations of themes that relate to everyone.

The last thing I’ll say is that books are essential to life because they can entertain us. They entertain us with stories ranging from mystery and drama to comedy, adventures and autobiographies. These possibilities are limitless.

Based on the reason listed above, it is obvious that books have a great influence in our lives. Without book we may learn nothing.

1. All of the following sentences are stated about the important things about books, *except*...
 - a. books don’t carry knowledge
 - b. books develop the minds of people who read them
 - c. books entertain us with stories.
 - d. books are the documentations of themes that relate to everyone
 - e. books are great influence
2. The word “influence” in paragraph 5 has the closest meaning to...
 - a. benefit
 - b. disadvantage
 - c. reason
 - d. affect
 - e. idea
3. What is the purpose of the text above?
 - a. to entertain the reader
 - b. to retell the past events
 - c. to persuade the reader an important matter
 - d. to describe some things
 - e. to make something
4. What idea does the writer want to convey in the text?
 - a. Books are important
 - b. Books have a great influence in our lives
 - c. Books are the documentations of themes

- d. Possibilities of books are limitless
- e. Books contain comedy

Question no.5-9

ENGLISH AS AN INTERNATIONAL LANGUAGE

Although English is not spoken by a greater number of people, it is the most international of all languages.

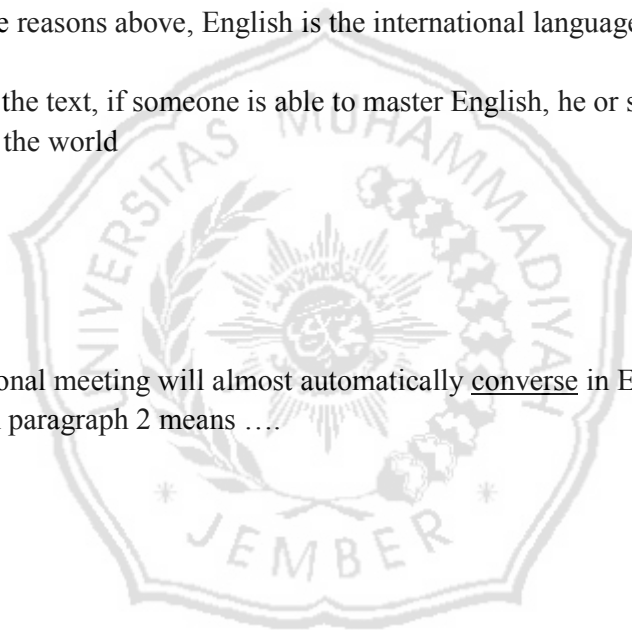
Firstly, in the international meeting between nations will almost automatically converse in English. Foreign tourists of different nationalities will use English when they communicate with each other.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. It gives contribution to greater understanding among the nations.

English is a top requirement of those seeking jobs: it is also the universal language of international aviation, sport, literacy and public communication.

Based on the reasons above, English is the international language which used in many aspects.

5. According to the text, if someone is able to master English, he or she may have ... perception of the world
 - a. less
 - b. poor
 - c. wider
 - d. little
 - e. weak
6. "An international meeting will almost automatically converse in English." The word "converse" in paragraph 2 means
 - a. call
 - b. write
 - c. type
 - d. shout
 - e. speak
7. The main idea of the first paragraph is ...
 - a. English as the national language
 - b. English is the world's most popular languages
 - c. English can serve as the language of the tourism
 - d. foreign tourists from different country converse in English
 - e. English is used in seeking a job
8. "It gives contribution to greater understanding ..." (paragraph 3) The word "it" refers to...
 - a. English
 - b. nation
 - c. economy



- d. many countries
 - e. procedure
9. The purpose of the text above is
- a. to describe a particular thing
 - b. to retell the past experience
 - c. to entertain the readers
 - d. to describe how something is accomplished through the steps
 - e. to persuade the readers that idea is important matter.

Question no.10-15

SMOKING IN RESTAURANT

Smoking in restaurants must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not smell the smoke.

Another reason smoking should not be allowed in restaurant is harm to others. Passive smoking that is breathing in smoke can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

10. Smoking in the restaurants must be avoided because...
- a. it is harmful to others
 - b. it is impolite
 - c. it is dangerous to the smokers
 - d. it can cause hearth and lung disease
 - e. all answers are correct
11. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to...
- a. description
 - b. narration
 - c. analytical exposition
 - d. anecdote
 - e. procedure
12. The main idea of the second paragraph is...
- a. smoking leads to many disease
 - b. people should not smoke everywhere
 - c. smoking is good for the people in restaurants
 - d. smoking is impolite to other people
 - e. active smokers can disturb the passive smokers
13. The synonym of the word “dangerous” in the text is...
- a. rude

- b. impolite
 - c. health risk
 - d. harmful
 - e. disease
14. Smoking in restaurants must not be allowed because it is rude, harmful to others and dangerous for the smokers.
The sentence above characterize as ... of the text.
- a. thesis
 - b. arguments
 - c. reiteration
 - d. topic sentence
 - e. supporting details
15. Smoking in restaurant should not be allowed. It means that...
- a. people should do smoking in restaurant
 - b. people must smoke in restaurant
 - c. people can smoking in restaurant
 - d. people will not smoke in restaurant
 - e. people are forbidden to smoke in restauran

Questions no.16-19

THE IMPORTANCE OF USING SEATBELT

Nowadays, the police have been applying the new regulation concerning the use of seat belts. Here are some of the arguments why we need to use seat belt in driving car.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

16. Which one is true according to paragraph 3?
- a. Old cars do not use seat belts
 - b. The old cars have seat belts for their safety
 - c. The drivers wear the seat belts may drive carefully
 - d. The traffic conditions in the past were similar to the recent
 - e. The old cars' designer considered a seat belt as an important part
17. What is the function of seat belts?
- a. To reduce the traffic conditions
 - b. To become a standard component in cars
 - c. To reduce the risk of injury or death in an accident
 - d. To prevent the drivers driving cars carefully

- e. To increase the risk of injury in car accidents
18. Who considered a seat belt as an unimportant part?
- a. Police
 - b. People
 - c. Drivers
 - d. Passengers
 - e. Old cars designers
19. "...seat belt has been proven to reduce the risk..." (Paragraph 2). The word "reduce" has the same meaning with...
- a. minimize
 - b. cause
 - c. affect
 - d. give
 - e. make

Question no.20-23

DUST BINS AT SCHOOL

To improve comfort and cleanliness our school, a number of dust bins should be increased for some reasons.

First, the dust bins should be placed in the right area of school to make it clean. They should be put beside each of steps in every ten meters, outside of the classrooms, and some more also the corridors. So, we can find the dust bins easily.

Second, the dustbins can be used to recycle trash and thus reduce the quantity of trash. The dust bins can be grouped into organic and nonorganic dust bins. We can sort out the trash and only through away non-recyclable rubbish

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

20. What is the writer's intention? To ... readers to do something good.
- a. inform
 - b. explain
 - c. describe
 - d. entertain
 - e. persuade
21. According to the writer, more dust bins ... in every ten meters.
- a. should be decorated
 - b. should be painted
 - c. should be placed
 - d. are unnecessary
 - e. are not required
22. What is the writer's argument on a sufficient number of dust bins?
- a. They can make the school dirty
 - b. They make school environment clean and nice

- c. Students can throw garbage away easily
 - d. They can increase the trash
 - e. Students should group the trash
23. What is the writer's suggestion?
- a. To buy more dustbins
 - b. To hire more gardeners
 - c. To use dustbins efficiently
 - d. To ask parents to give more dustbins
 - e. To ask students to clean the school yard

Question no.24-28

READING A BOOK

By reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, and culture written in books, magazine, newspaper, etc.

First, by reading we can get a lot of news and information. It is about something happening in any parts of the world which we can see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary, we can say reading is truly important in our life.

24. Why is reading very important in our life? Because...
- a. we can get a lot of friends, relatives, experience, etc.
 - b. we cannot get little knowledge but a lot of entertainment
 - c. we are always relaxed.
 - d. we are always happy.
 - e. we can get knowledge, news, information and entertainment
25. The word "we" in paragraph 2 refers to...
- a. readers
 - b. book
 - c. magazine
 - d. comedy
 - e. newspaper
26. What does the text tell us about?
- a. the description of reading
 - b. the function of reading
 - c. the importance of reading
 - d. the disadvantages of reading
 - e. the purpose of reading
27. The synonym of the word "entertainment" in paragraph 3 is...

- a. advantage
 - b. amusement
 - c. cause
 - d. prohibition
 - e. information
28. In the last paragraph of the text above, we can conclude that...
- a. reading can entertain us
 - b. reading wastes our time
 - c. reading is very necessary for us
 - d. by reading, we can see the world
 - e. reading make us happy

Questions no.29-32

CARS IN THE CITY

Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents.

Firstly, cars contribute to all most of the polution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer and ‘triggers’ of asthma.

Secondly, the city is very busy. Pedestrians walk everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are noisy. If you live in the city, you may find it hard to sleep at night or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned in the city for the reasons listed.

29. What does the writer think of cars?
- a. They have good effect
 - b. They are cheap
 - c. They are the road biggest killer
 - d. They can make us comfortable
 - e. They help pedestrians
30. What is the effect of the noise from the car?
- a. We can be sick
 - b. We can talk to someone
 - c. We may be hit
 - d. We can sleep well
 - e. We cannot concentrate in our homework
31. What is the main idea of paragraph 3?
- a. Cars can cause many accidents
 - b. The city is busy
 - c. Cars can disturb our concentration
 - d. Cars are noisy
 - e. Pedestrians walk everywhere
32. “Cars should be banned in the city...” (Paragraph 1).

The underlined word means...

- a. Allowed
- b. Prohibited
- c. Permitted
- d. Operated
- e. Driven

Questions no.33-35

REDUCING GLOBAL WARMING

Everybody should change their way of life to reduce global warming. There are several things that we can do.

One of reasons to reduce the global warming is by buying and consuming fresh local groceries. It includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation, by buying local groceries we are helping to reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

33. The second paragraph tells us about...
- a. the ways to buy some fruits
 - b. the ways to increase global warming
 - c. buying local groceries by using transportation
 - d. the importance of consuming local groceries to reduce global warming
 - e. people should change their life
34. To reduce the global warming we should ...
- a. buy import product
 - b. buy expensive clothes
 - c. consume frozen food
 - d. consume fresh foods
 - e. not use electricity efficiently
35. "...we are helping to reduce the amount of global warming" (Paragraph 2)
The underlined word can be replaced by ...
- a. increase
 - b. decrease
 - c. improve
 - d. add
 - e. maximize

Questions no.36-39

PESTICIDES

Pesticides which are commonly used may cause many problems. Combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect nontarget plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of the ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

36. What is the purpose of the text?
- to persuade the reader an important matter
 - entertain the reader
 - to retell the past events
 - to describes something
 - to make something
37. "This reduces the quality of farm product..." (paragraph 2)
The word "this" refers to...
- environment
 - pesticides
 - plant
 - animal
 - soil
38. One of the disadvantages of using chemical pesticides is ...
- increasing crops productivity.
 - creating a balanced ecosystem.
 - causing the pests to become inactive
 - reducing pollutants in the environment.
 - killing fish and bees.
39. "...the most effective way to control pests..." (paragraph 1)
The word "control" in the sentence above means ...
- disturb
 - bring
 - damage
 - save
 - manage

Question no.40-43

THE GOVERNMENTS OF AUSTRALIA

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons.

First, the federal government is necessary for the big things. They keep the economy in order and look after like defense.

Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school.

Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease.

Thus for the reasons above, we can conclude that the three levels of the government are necessary.

40. Who is responsible for defense?
- Federal government
 - State Government
 - Federal and State Government
 - Federal and Local Government
 - Local Government
41. The trash management is the responsibility of ...
- all governments
 - Australia
 - Federal government
 - State government
 - Local government
42. What idea does writer want to convey in the last paragraph about the three levels of government?
- they are important for the country
 - they are harmful for society
 - they only take care the rubbish
 - they only protect the people
 - they avoid to make the laws
43. "They look after things like collecting rubbish."
The underline word means...
- take care
 - leave
 - get
 - break
 - let

Question no.44-47

LEARNING ENGLISH THROUGH MUSIC

Learning English through music and songs can be very enjoyable. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, songs in general use simple conversational language. The fact that they are effective makes the listener more motivated while learning.

Secondly, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

44. We can get many advantages in learning activities with song, *except*...
- studying grammar
 - translating song
 - disturbing our concentration
 - learning spelling
 - practicing listening
45. What can we infer from the last paragraph?
- learning English by music is boring
 - music makes the listener stressful
 - it can be enjoyable and fun activity
 - the listeners will lose their motivation
 - we can translate the music
46. "They provide variety and fun". (Paragraph 3)
The underlined word refers to...
- listeners
 - songs
 - languages
 - activities
 - vocabularies
47. What is the purpose of the text?
- to entertain the reader
 - to retell the past events
 - to describes music
 - to make music
 - to persuade the reader that music is enjoyable

Question no.48-52

THE IMPORTANCE OF LIBRARY

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. People can find many books there.

Secondly, libraries protect and preserve this knowledge. They also classify or group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need.

From the facts above, I conclude that libraries are important institutions for humanity.

48. Why are libraries important for the humans? Because...

- a. they sell the books
- b. the librarians will not help the readers
- c. we cannot get the knowledge from the library
- d. they provide a lot of books to read
- e. the books are expensive to borrow

49. "People can find many books there." (paragraph 2)

The underlined word refers...

- a. schools
- b. libraries
- c. offices
- d. parks
- e. institutions

50. What do the librarians do when we want to read a book?

- a. they will disturb us
- b. they will borrow the book
- c. they will buy us the book
- d. they will help us
- e. they will read the book

51. From the third paragraph, we know that...

- a. the books are grouped in some divisions
- b. the librarians will help us
- c. the readers can find their own book
- d. the books are available
- e. libraries are important institutions

52. "...collective knowledge is stored in libraries."

The synonym of the underlined word is...

- a. borrowed
- b. brought
- c. taken
- d. lent

- e. saved

Question no.53-56

INTERNET IN EDUCATION

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

53. "...they will have to use internet." (Paragraph 3)

The underlined word refers to...

- a. internet
- b. students
- c. teachers
- d. education
- e. life

54. From the last paragraph, we know that...

- a. internet gives many advantages
- b. internet brings harm than good
- c. students hardly access the internet
- d. internet gives bad impact
- e. internet makes the students' work difficult

55. "...give the assignment via e-mail." (Paragraph 3)

The underlined word has similar meaning with...

- a. letter
- b. lesson
- c. task
- d. subject
- e. material

56. Internet access has created the potential for students, it means that...

- a. internet access is interesting
- b. internet access helps the students
- c. the students cannot operate the internet
- d. internet access is useless
- e. the teachers cannot give the explanation

Question 57-60

THE IMPORTANCE OF ENGLISH

I personally think that English is the world's most important language. Why do I say that?

Firstly, English is an international language. It is a mean of communication which spoken by many people all around the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge. English is one of the subjects which is taught in the school by the teacher. They should learn English in school.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

57. Why do we need to learn English?

- a. because English is global communication language
- b. because English is hard to speak
- c. because we use English only for scientific knowledge
- d. because English is not important language
- e. because English is not our language

58. "They should learn English in school." (Paragraph 3)

The underline word means...

- a. schools
- b. teachers
- c. students
- d. people
- e. applicant

59. What is the purpose of the text?

- a. to persuade the reader an important matter
- b. entertain the reader
- c. to retell the past events
- d. to describes something
- e. to make something

60. English is a top requirement of those seeking jobs. The sentence means that...

- a. we don't need to learn English
- b. applicants look for English job
- c. one of requirement in seeking job is English
- d. English offers many jobs
- e. English is one of top languages

Question no.61-64

THE PROBLEM OF BEING TOO FAT

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease such as heart attack. Due to the overweight, the heart will work harder. Obesity also potentially raises blood cholesterol and blood pressure or hypertension.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

61. What is the purpose of the text?
- to persuade the reader an important matter
 - entertain the reader
 - to retell the past events
 - to describes something
 - to make something
62. Obesity can cause some diseases, except...
- heart attack
 - toothache
 - blood pressure
 - hypertension
 - blood cholesterol
63. What can we infer from the text?
- obesity is good for our body
 - obesity can cause many diseases
 - the fat can make our body healthy
 - obesity should not be avoided by people
 - many young women like to be fat
64. "...fat will bother their physical beauty appearance."
The underline word refers to...
- men
 - people
 - boys
 - parents
 - women

Question no.65-67

Having breakfast in the morning is important. There are some reasons why breakfast is important for the life.

Breakfast provides many benefits to our health. Breakfast provides the body and brain with fuel after an overnight fast.

Breakfast support cognitive function. Breakfast provides energy which can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women.

Therefore, breakfast provides many advantages for the people's life.

65. What is the best title for the text above?
- Breakfast is good for health
 - The importance of breakfast
 - Breakfast provides energy
 - The disadvantages of breakfast
 - Breakfast can improve mood level
66. Based on the paragraphs above, breakfast is...
- useless
 - harmful
 - necessary
 - unimportant
 - bad
67. Why do men require more energy than woman?
- Because men are stronger than woman
 - Because men needs more energy to do activity
 - Because men eat many food
 - Because men want to improve their mood
 - Because men are healthier than women

Questions no.68-70

FAST FOOD IS NOT GOOD

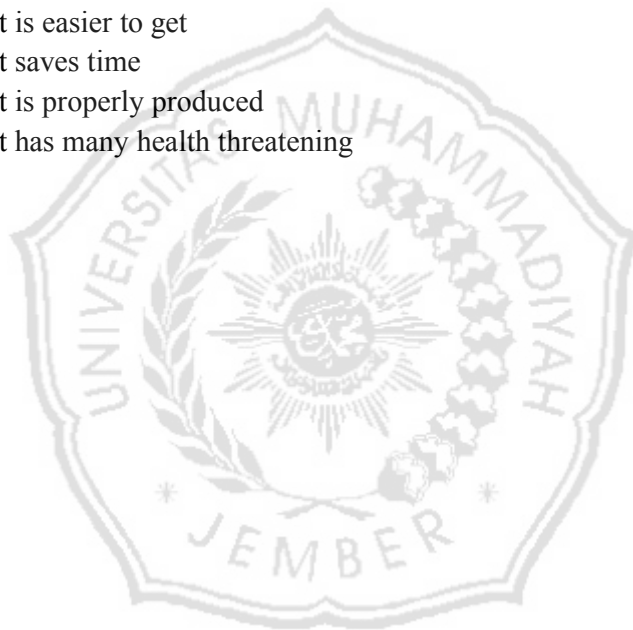
Everyone should think twice before deciding to eat fast food. There are many health risks when it comes to eating food that's made within a matter of seconds.

The food is not properly taken care of, which leads all the way back to where the food is originally produced.

The health risks that come from eating so much fast food are life-threatening. Obesity can come from eating fast food that's bought often.

However, fast food is one of the easiest and cheapest ways of eating. It saves a lot of time and money, especially for people who are coming home from work. There are many health risks when it comes to eating food, so think twice before eating fast food.

68. One of the fast food advantages is...
- it brings harm to our body
 - it can cause obesity
 - it has many health risks
 - it is easy and cheap
 - it is not properly produced
69. "There are many health risks when.." (paragraph 4)
The underline word has closest meaning to...
- health
 - goodness
 - option
 - danger
 - beneficial
70. Why do people should think twice before eating fast food?
- Because it is cheap
 - Because it is easier to get
 - Because it saves time
 - Because it is properly produced
 - Because it has many health threatening



Appendix 2

**Students' Reading Score
Administered by the English Teacher**

St. Number	Name of Students	Score
1235090019160004	Afifatur Risqoh	55
1235090019160006	Ahmad Mukorrobin	95
1235090019160007	Ahmad Susilo	60
1235090019160011	Alfiatul Hasanah	65
1235090019160023	Fuji Rahayu	95
1235090019160042	Mochamad Latief	80
1235090019160044	Muhammad Lutfi Arifin	58
1235090019160045	Mohammad Yasir	70
1235090019160056	Nofan Abdillah	60
1235090019160061	Risa Safitri	65
1235090019160067	Cindy Fiana	85
1235090019160071	Ulfa Dwi Yanti	75
1235090019160083	Muhammad Ubet B.	58
1235090019160086	Bahril Ulum	60
1235090019160090	Muhammad Iskandar	65
1235090019160092	Rohmah Nurul Faiqoh	95
1235090019160114	Miftahul Arifin	68
1235090019160132	Mochamad Mahrus R.	70

Appendix 6

Table of Upper-Lower Group

Upper Group

Student	Number of test item																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35						
1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1			
2	1	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	
3	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	0	1	0
4	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	
5	1	0	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	1	0	
Σ	5	1	3	3	4	2	4	5	0	1	5	4	2	2	4	3	5	3	4	1	4	3	4	4	5	4	1	1	5	4	4	1	4	4	4	3	3				

Lower group

Student	Number of test item																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35						
16	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
18	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	
20	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Σ	1	1	0	0	2	1	1	4	0	0	2	2	1	1	1	0	1	0	0	0	2	2	1	1	3	1	0	0	1	1	1	0	0	2	0	0	2	0			

Upper Group

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	1	0	
0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	
1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	1	0
0	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	0	0	1
3	5	3	3	5	3	4	3	5	5	4	5	5	5	3	5	3	5	4	1	4	5	3	3	2	1	3	4	4	5	3	3	1	4	3

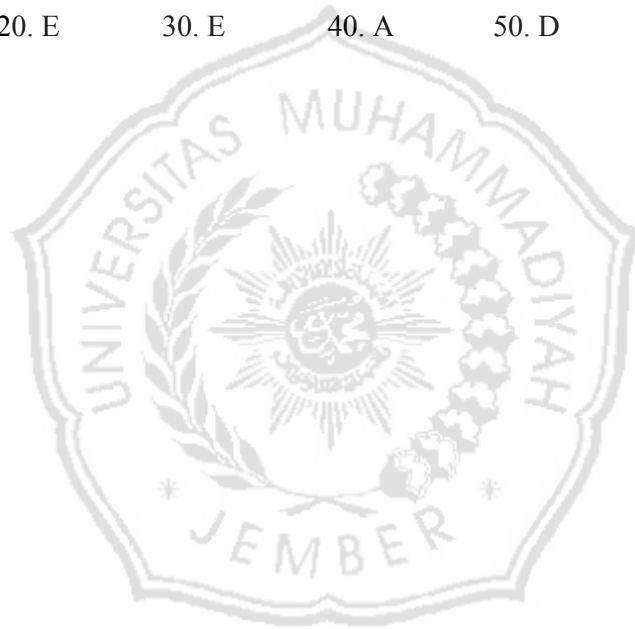
Lower Group

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	
0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	
0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0
0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	
0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1
0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1
0	1	1	0	1	0	1	3	3	1	1	3	1	3	0	0	0	4	0	0	1	2	3	2	1	0	1	1	2	1	0	1	1	2	3	

Appendix 4

Answer Keys of Try Out Test

1. A	11. C	21. C	31. A	41. E	51. A	61. A
2. D	12. D	22. B	32. B	42. A	52. E	62. B
3. C	13. D	23. C	33. D	43. A	53. B	63. B
4. B	14. A	24. E	34. D	44. C	54. A	64. E
5. C	15. E	25. A	35. B	45. C	55. C	65. B
6. E	16. A	26. C	36. A	46. B	56. B	66. C
7. B	17. C	27. B	37. B	47. E	57. A	67. B
8. A	18. E	28. C	38. E	48. D	58. C	68. D
9. E	19. A	29. C	39. E	49. B	59. A	69. D
10. E	20. E	30. E	40. A	50. D	60. C	70. E



Appendix 9

Analysis Table of Reading Try Out Test Reliability

Students	X	Y	X ²	Y ²	XY
1	26	27	676	729	702
2	30	22	900	484	660
3	27	22	729	484	594
4	26	17	676	289	442
5	22	20	484	400	440
6	22	17	484	289	374
7	16	20	256	400	320
8	22	14	484	196	308
9	21	14	441	196	294
10	17	15	289	225	255
11	16	14	256	196	224
12	19	10	361	100	190
13	13	8	169	64	104
14	10	10	100	100	100
15	12	8	144	64	96
16	10	8	100	64	80
17	9	7	81	49	63
18	8	6	64	36	48
19	7	9	49	81	63
20	7	6	49	36	42
Total	340	274	6792	4482	5399

Appendix 8

Table of Odd and Even Numbers Try Out Test

Odd Numbers

Student	Number of Test Item																												Σ									
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55		57	59	61	63	65	67	69		
1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	26	
2	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	30	
3	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	27	
4	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	26	
5	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	22	
6	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	22	
7	1	1	1	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	16	
8	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	0	0	1	22	
9	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	0	1	0	21	
10	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	17	
11	1	1	1	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	0	1	0	0	16		
12	0	0	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	0	0	0	0	19	
13	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	0	0	1	0	0	13	
14	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	10
15	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	12	
16	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	0	10	
17	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	1	9	
18	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	8	
19	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	7	
20	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	7	

Even Number

Student	Number of Test Item																														Σ							
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60		62	64	66	68	70		
1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	27	
2	0	0	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	22	
3	0	1	0	1	0	0	0	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	22	
4	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	17	
5	0	1	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	20		
6	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	1	1	1	0	0	1	0	1	1	1	1	17	
7	1	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	20	
8	0	1	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	14	
9	0	0	0	0	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	14	
10	0	0	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	15	
11	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	14	
12	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	10	
13	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	8	
14	0	1	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	10
15	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	8
16	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	8	
17	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	7	
18	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	6	
19	0	0	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	9	
20	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	6	

Appendix 5

Analysis Table of Reading Try Out Test

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

																												Total							
36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	53
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	1	0	52
0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	49	
1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	1	0	43
0	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	0	0	1	42
0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	39
0	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	0	1	36
0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	36
1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	35
0	1	0	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	32
0	0	0	1	1	0	0	0	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	30
1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	29
0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	21
0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	20
0	1	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	20
0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	18
0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	16
0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	14	
0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	13
0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	13

Appendix 7

Analysis Table of Difficulty Level and Discriminating Power

Number	U	L	T	DL	DL Conclusion	½ T	DP	DP Conclusion	Result
1	5	1	10	0.6	Accepted	5	0.8	Accepted	-
2	1	1	10	0.2	Omitted	5	0	Omitted	Omitted
3	3	0	10	0.3	Accepted	5	0.6	Accepted	-
4	3	0	10	0.3	Accepted	5	0.6	Accepted	-
5	4	2	10	0.6	Accepted	5	0.4	Accepted	-
6	2	1	10	0.3	Accepted	5	0.2	Accepted	-
7	4	1	10	0.5	Accepted	5	0.6	Accepted	-
8	5	4	10	0.9	Omitted	5	0.2	Accepted	Omitted
9	0	0	10	0.0	Omitted	5	0	Omitted	Omitted
10	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
11	5	2	10	0.7	Accepted	5	0.6	Accepted	-
12	4	2	10	0.6	Accepted	5	0.4	Accepted	-
13	2	1	10	0.3	Accepted	5	0.2	Accepted	-
14	2	1	10	0.3	Accepted	5	0.2	Accepted	-
15	4	1	10	0.5	Accepted	5	0.6	Accepted	-
16	3	0	10	0.3	Accepted	5	0.6	Accepted	-
17	5	1	10	0.6	Accepted	5	0.8	Accepted	-
18	3	0	10	0.3	Accepted	5	0.6	Accepted	-
19	4	0	10	0.4	Accepted	5	0.8	Accepted	-
20	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
21	4	2	10	0.6	Accepted	5	0.4	Accepted	-
22	3	2	10	0.5	Accepted	5	0.2	Accepted	-
23	4	1	10	0.5	Accepted	5	0.6	Accepted	-
24	4	1	10	0.5	Accepted	5	0.6	Accepted	-
25	5	3	10	0.8	Omitted	5	0.4	Accepted	Omitted
26	4	1	10	0.5	Accepted	5	0.6	Accepted	-
27	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
28	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
29	5	1	10	0.6	Accepted	5	0.8	Accepted	-
30	4	1	10	0.5	Accepted	5	0.6	Accepted	-
31	4	1	10	0.5	Accepted	5	0.6	Accepted	-
32	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
33	4	0	10	0.4	Accepted	5	0.8	Accepted	-
34	4	2	10	0.6	Accepted	5	0.4	Accepted	-
35	3	0	10	0.3	Accepted	5	0.6	Accepted	-
36	3	0	10	0.3	Accepted	5	0.6	Accepted	-

37	5	1	10	0.6	Accepted	5	0.8	Accepted	-
38	3	1	10	0.4	Accepted	5	0.4	Accepted	-
39	3	0	10	0.3	Accepted	5	0.6	Accepted	-
40	5	1	10	0.6	Accepted	5	0.8	Accepted	-
41	3	0	10	0.3	Accepted	5	0.6	Accepted	-
42	4	1	10	0.5	Accepted	5	0.6	Accepted	-
43	3	3	10	0.6	Accepted	5	0	Omitted	Omitted
44	5	3	10	0.8	Omitted	5	0.4	Accepted	Omitted
45	5	1	10	0.6	Accepted	5	0.8	Accepted	-
46	4	1	10	0.5	Accepted	5	0.6	Accepted	-
47	5	3	10	0.8	Omitted	5	0.4	Accepted	Omitted
48	5	1	10	0.6	Accepted	5	0.8	Accepted	-
49	5	3	10	0.8	Omitted	5	0.4	Accepted	Omitted
50	3	0	10	0.3	Accepted	5	0.6	Accepted	-
51	5	0	10	0.5	Accepted	5	1	Accepted	-
52	3	0	10	0.3	Accepted	5	0.6	Accepted	-
53	5	4	10	0.9	Omitted	5	0.2	Accepted	Omitted
54	4	0	10	0.4	Accepted	5	0.8	Accepted	-
55	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
56	4	1	10	0.5	Accepted	5	0.6	Accepted	-
57	5	2	10	0.7	Accepted	5	0.6	Accepted	-
58	3	3	10	0.6	Accepted	5	0	Omitted	Omitted
59	3	2	10	0.5	Accepted	5	0.2	Accepted	-
60	2	1	10	0.3	Accepted	5	0.2	Accepted	-
61	1	0	10	0.1	Omitted	5	0.2	Accepted	Omitted
62	3	1	10	0.4	Accepted	5	0.4	Accepted	-
63	4	1	10	0.5	Accepted	5	0.6	Accepted	-
64	4	2	10	0.6	Accepted	5	0.4	Accepted	-
65	5	1	10	0.6	Accepted	5	0.8	Accepted	-
66	3	0	10	0.3	Accepted	5	0.6	Accepted	-
67	3	1	10	0.4	Accepted	5	0.4	Accepted	-
68	1	1	10	0.2	Omitted	5	0	Omitted	Omitted
69	4	2	10	0.6	Accepted	5	0.4	Accepted	-
70	3	3	10	0.6	Accepted	5	0	Omitted	Omitted

Students' Attendance List
MA AL-BADRI KALISAT
XI IPA

St. Number	Name of Students	Gender	Meetings					
			1	2	3	4	5	6
1235090019160004	Afifatur Risqoh	F	-	√	√	√	√	√
1235090019160006	Ahmad Mukorrobin	M	√	√	√	√	√	√
1235090019160007	Ahmad Susilo	M	√	√	√	√	√	√
1235090019160011	Alfiatul Hasanah	F	√	√	√	√	√	√
1235090019160023	Fuji Rahayu	F	√	√	√	√	√	√
1235090019160042	Mochamad Latief	M	√	√	√	√	√	√
1235090019160044	Muhammad Lutfi Arifin	M	√	√	√	-	√	√
1235090019160045	Mohammad Yasir	M	√	√	√	√	√	√
1235090019160056	Nofan Abdillah	M	√	√	√	√	√	√
1235090019160061	Risa Safitri	F	√	√	√	√	√	√
1235090019160067	Cindy Fiana	F	√	√	√	√	√	√
1235090019160071	Ulfa Dwi Yanti	F	√	√	√	√	√	√
1235090019160083	Muhammad Ubet B.	M	√	√	√	√	-	√
1235090019160086	Bahril Ulum	M	√	√	√	√	√	√
1235090019160090	Muhammad Iskandar	M	√	√	√	√	√	√
1235090019160092	Rohmah Nurul Faiqoh	F	√	√	√	√	√	√
1235090019160114	Miftahul Arifin	M	√	√	√	√	√	√
1235090019160132	Mochamad Mahrus R.	M	√	-	√	√	√	√

F = 7

M = 11

LESSON PLAN
Cycle 1 (Meeting 1)

Subject	: English
Class/Semester	: XI / 2
Language Skill	: Reading
Time	: 2 × 40 menit

A. Standard Competence

5. Understanding the meaning of a short functional text and essay in the form of analytical exposition in daily life context and to access the science

B. Basic Standard

Responding the meaning and steps of rhetoric of the essays which uses various written language accurately, fluently and acceptable in daily life context and to access the science in the form of text: analytical exposition

C. Indicators

1. The students are able to identify the generic structures of analytical exposition text
2. The students are able to identify the social function of the text
3. The students are able to identify the language features of the text
4. The students are able to mention implied or explicit information in the text
5. The students are able to explain the meaning of certain words or phrases in the exposition text

D. Material

1. Social function
To persuade the reader or listener that something is the case
2. Generic structures
 - a. Thesis
Position: Introduces topic and indicates writer's position.

- Preview: Outlines the main arguments to be presented.
- b. Arguments
 Point: restates main arguments outlined in preview.
 Elaboration: develops and supports each Point/argument
- c. Conclusion
 Restates writer's position.
3. Significant lexicogrammatical features
- Focus on generic human and non-human participants.
 - Use of simple present tense.
 - Use of Relational Processes.
 - Use of Internal conjunction to state argument
 - Reasoning through Causal Conjunction or nominalization.

E. Learning Method

Method : Discussing

Strategy : Discussion Web

F. Teaching and Learning Activities

Activity	Teacher's activity	Students' activity	Time
Initial activity	<ol style="list-style-type: none"> Saying a friendly greeting to students Praying together Checking student attendance 	<ol style="list-style-type: none"> Responding the teacher's greeting 	5'
Main activity <ul style="list-style-type: none"> Exploring 	<ol style="list-style-type: none"> Explaining the generic structures, social function and language feature of analytical exposition Explaining the Discussion Web format including the central question, "Yes" and "No" column, conclusion 	<ol style="list-style-type: none"> Paying attention to teacher's explanation 	20'
<ul style="list-style-type: none"> Elaborating 	<ol style="list-style-type: none"> Giving a worksheet which consisted of the analytical exposition text and Discussion Web graphic Explaining the steps in doing the web graphic worksheet Ordering the students to 	<ol style="list-style-type: none"> Analyzing the generic structures, social function and language feature Doing the worksheet given by the teacher Identifying the text by using Discussion Web graphic 	30'

	review the text 4. Dividing the students into four groups which consisted of four or five members		
• Confirming	1. Ordering the representatives of each group to read conclusion result 2. Giving feedback	1. Reading the conclusion	20'
Final activity	1. Summarizing the material 2. Closing the meeting by greeting	1. Paying attention for teacher's material conclusion 2. Responding the teachers' greeting	5'

G. Learning Source

1. Learning media: Printed text
2. Worksheet

H. Assessment

Indicators	Assessments		
	Assessment technique	Instrument form	Questions
1. Identifying the generic structures of analytical exposition	Reading test	Answering the questions in the form of: - Web graphic - Multiple choices	<i>Fill the columns based on the text (attached)</i> <i>Choose the best answer based on the text (attached)</i>
2. Identifying the social function of the text			
3. Identifying the language features of the text			
4. Mentioning implied or explicit information in the text			
5. Identifying meaning of certain words or phrases in exposition text			

Assessment guidelines:

- a) Web graphic in worksheet

“Yes” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
“No” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
Total	12

Student's score: $\frac{\text{total correct answers}}{12} \times 100$

b) Multiple choices of reading test (*attached*)

Student's score = $\frac{\text{correct answers}}{\text{total numbers}} \times 100$

English Teacher

Researcher

Anik Rindawati Sri Priharini, S.Pd
NUPTK. 5259760662300043

Asri Estiningtyas
NIM.1410231034



Worksheet

Cars in the City

Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents.

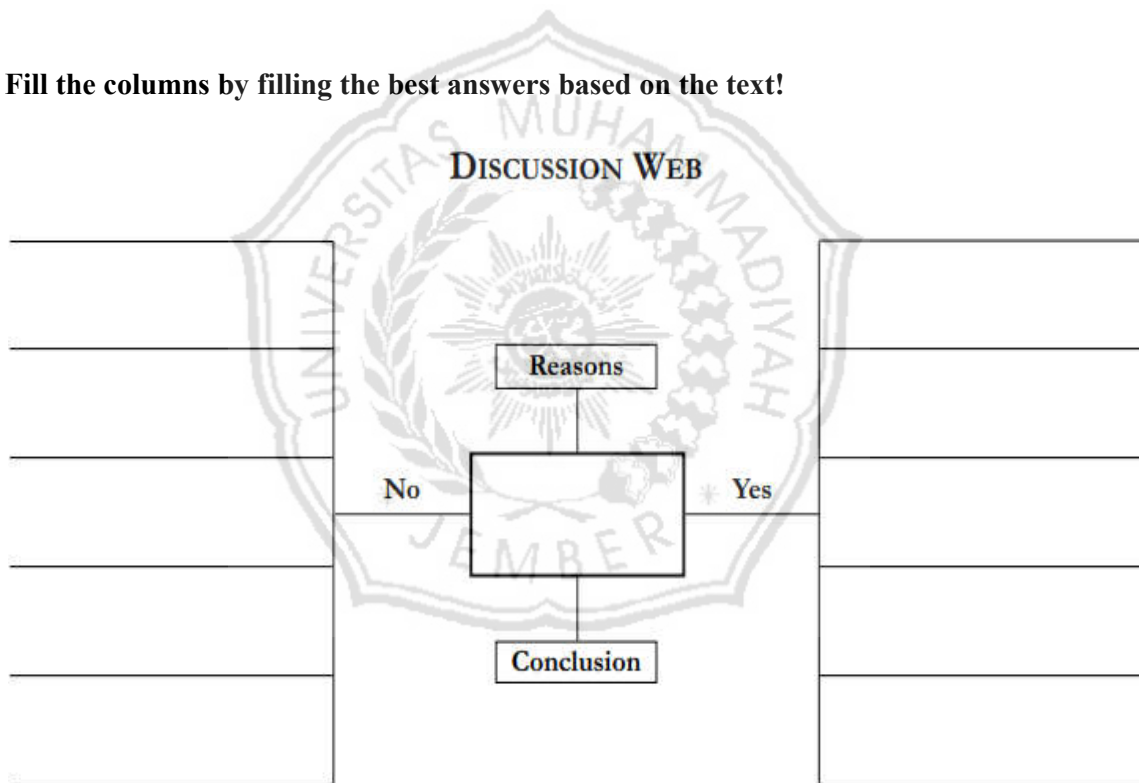
Firstly, cars contribute to all most of the polution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer and ‘triggers’ of asthma.

Secondly, the city is very busy. Pedestrians walk everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are noisy. If you live in the city, you may find it hard to sleep at night or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned in the city for the reasons listed.

Fill the columns by filling the best answers based on the text!



LESSON PLAN
Cycle 1 (Meeting 2)

Subject	: English
Class/Semester	: XI / 2
Language Skill	: Reading
Time	: 2 × 40 menit

A. Standard Competence

5. Understanding the meaning of a short functional text and essay in the form of analytical exposition in daily life context and to access the science

B. Basic Standard

Responding the meaning and steps of rhetoric of the essays which uses various written language accurately, fluently and acceptable in daily life context and to access the science in the form of text: analytical exposition

C. Indicators

1. The students are able to identify the generic structures of analytical exposition text
2. The students are able to identify the social function of the text
3. The students are able to identify the language features of the text
4. The students are able to mention implied or explicit information in the text
5. The students are able to explain the meaning of certain words or phrases in the exposition text

D. Material

1. Social function
To persuade the reader or listener that something is the case
2. Generic structures
 - a. Thesis
Position: Introduces topic and indicates writer's position.

- Preview: Outlines the main arguments to be presented.
- b. Arguments
 - Point: restates main arguments outlined in preview.
 - Elaboration: develops and supports each Point/argument
 - c. Conclusion
 - Restates writer's position.
3. Significant lexicogrammatical features
- a. Focus on generic human and non-human participants.
 - b. Use of simple present tense.
 - c. Use of Relational Processes.
 - d. Use of Internal conjunction to state argument
 - e. Reasoning through Causal Conjunction or nominalization.

E. Learning Method

Method : Discussing

Strategy : Discussion Web

F. Teaching and Learning Activities

Activity	Teacher's activity	Students' activity	Time
Initial activity	<ol style="list-style-type: none"> 1. Saying a friendly greeting to students 2. Praying together 3. Checking student attendance 	<ol style="list-style-type: none"> 1. Responding the teacher's greeting 	5'
Main activity			
<ul style="list-style-type: none"> • Exploring 	<ol style="list-style-type: none"> 1. Restating the analytical exposition parts 2. Restating the Discussion Web format 	<ol style="list-style-type: none"> 1. Paying attention to teacher's explanation 	30'
<ul style="list-style-type: none"> • Elaborating 	<ol style="list-style-type: none"> 1. Giving a worksheet which consisted of the analytical exposition text and Discussion Web graphic 2. Explaining the steps in doing the web graphic worksheet 3. Ordering the students to review the text 4. Dividing the students into four groups which consisted of four or five members 	<ol style="list-style-type: none"> 1. Analyzing the generic structures, social function and language feature 2. Doing the worksheet given by the teacher 3. Identifying the text by using Discussion Web graphic 	30'

• Confirming	1. Ordering the representatives of each group to read conclusion result 2. Giving feedback	1. Reading the conclusion	10'
Final activity	1. Summarizing the material 2. Closing the meeting by greeting	1. Paying attention for teacher's material conclusion 2. Responding the teachers' greeting	5'

G. Learning Source

1. Learning media: Printed text
2. Worksheet

H. Assessment

Indicators	Assessments		
	Assessment technique	Instrument form	Questions
1. Identifying the generic structures of analytical exposition	Reading test	Answering the questions in the form of: - Web graphic - Multiple choices	<i>Fill the columns based on the text (attached)</i> <i>Choose the best answer based on the text (attached)</i>
2. Identifying the social function of the text			
3. Identifying the language features of the text			
4. Mentioning implied or explicit information in the text			
5. Identifying meaning of certain words or phrases in exposition text			

Assessment guidelines:

- a) Web graphic in worksheet

“Yes” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
“No” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
Total	12

Student's score: $\frac{\text{total correct answers}}{12} \times 100$

b) Multiple choices of reading test (*attached*)

Student's score = $\frac{\text{correct answers}}{\text{total numbers}} \times 100$

English Teacher

Researcher

Anik Rindawati Sri Priharini, S.Pd
NUPTK. 5259760662300043

Asri Estiningtyas
NIM.1410231034



Worksheet

The Governments of Australia

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons.

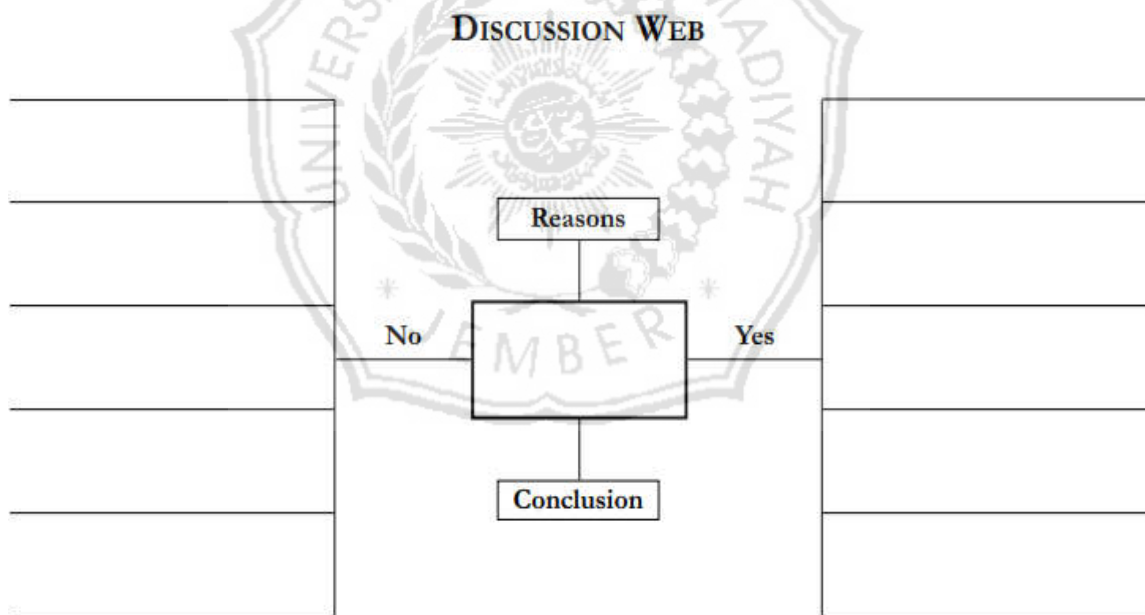
First, the federal government is necessary for the big things. They keep the economy in order and look after like defense.

Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school.

Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease.

Thus for the reasons above, we can conclude that the three levels of the government are necessary.

Fill the columns by filling the best answers based on the text!



Reading Test Cycle 1

Question No.1-3

WHY BOOKS ARE IMPORTANT FOR US?

A wise man once said, “learning without book mean nothing.’ In my opinion this statement is true. Why do I say that? This is for several reasons.

Firstly, books are important because they develop the minds of people who read them. This leads to critical thinking skills. These critical thinking skills are a necessity for the development of cultures.

Secondly, book contains so much more than just the story. They contain facts, history and documentations of themes that relate to everyone.

The last thing I’ll say is that books are essential to life because they can entertain us. They entertain us with stories ranging from mystery and drama to comedy, adventures and autobiographies. These possibilities are limitless.

Based on the reason listed above, it is obvious that books have a great influence in our lives. Without book we may learn nothing.

1. All of the following sentences are stated about the important things about books, *except...*
 - a. books don’t carry knowledge
 - b. books develop the minds of people who read them
 - c. books entertain us with stories.
 - d. books are the documentations of themes that relate to everyone
 - e. books are great influence
2. What is the purpose of the text above?
 - a. to entertain the reader
 - b. to retell the past events
 - c. to persuade the reader an important matter
 - d. to describe some things
 - e. to make something
3. What idea does the writer want to convey in the text?
 - a. Books are important
 - b. Books have a great influence in our lives
 - c. Books are the documentations of themes
 - d. Possibilities of books are limitless
 - e. Books contain comedy

Question No.4-6**ENGLISH AS AN INTERNATIONAL LANGUAGE**

Although English is not spoken by a greater number of people, it is the most international of all languages.

Firstly, in the international meeting between nations will almost automatically converse in English. Foreign tourists of different nationalities will use English when they communicate with each other.

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world. It gives contribution to greater understanding among the nations.

English is a top requirement of those seeking jobs: it is also the universal language of international aviation, sport, literacy and public communication.

Based on the reasons above, English is the international language which used in many aspects.

4. According to the text, if someone is able to master English, he or she may have ... perception of the world
 - a. less
 - b. poor
 - c. wider
 - d. little
 - e. weak
5. “An international meeting will almost automatically converse in English.” The word “converse” in paragraph 2 means
 - a. call
 - b. write
 - c. type
 - d. shout
 - e. speak
6. The main idea of the first paragraph is ...
 - a. English as the national language
 - b. English is the world’s most popular languages
 - c. English can serve as the language of the tourism
 - d. foreign tourists from different country converse in English
 - e. English is used in seeking a job

Question No.7-11**SMOKING IN RESTAURANT**

Smoking in restaurants must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not smell the smoke.

Another reason smoking should not be allowed in restaurant is harm to others. Passive smoking that is breathing in smoke can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

7. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to...
 - a. description
 - b. narration
 - c. analytical exposition
 - d. anecdote
 - e. procedure
8. The main idea of the second paragraph is...
 - a. smoking leads to many disease
 - b. people should not smoke everywhere
 - c. smoking is good for the people in restaurants
 - d. smoking is impolite to other people
 - e. active smokers can disturb the passive smokers
9. The synonym of the word “dangerous” in the text is...
 - a. rude
 - b. impolite
 - c. health risk
 - d. harmful
 - e. disease
10. Smoking in restaurants must not be allowed because it is rude, harmful to others and dangerous for the smokers.
The sentence above characterize as ... of the text.
 - a. thesis
 - b. arguments
 - c. reiteration
 - d. topic sentence
 - e. supporting details
11. Smoking in restaurant should not be allowed. It means that...
 - a. people should do smoking in restaurant
 - b. people must smoke in restaurant
 - c. people can smoking in restaurant
 - d. people will not smoke in restaurant
 - e. people are forbidden to smoke in restauran

Questions No.12-15

THE IMPORTANCE OF USING SEATBELT

Nowadays, the police have been applying the new regulation concerning the use of seat belts. Here are some of the arguments why we need to use seat belt in driving car.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

12. Which one is true according to paragraph 3?
 - a. Old cars do not use seat belts
 - b. The old cars have seat belts for their safety
 - c. The drivers wear the seat belts may drive carefully
 - d. The traffic conditions in the past were similar to the recent
 - e. The old cars' designer considered a seat belt as an important part
13. What is the function of seat belts?
 - a. To reduce the traffic conditions
 - b. To become a standard component in cars
 - c. To reduce the risk of injury or death in an accident
 - d. To prevent the drivers driving cars carefully
 - e. To increase the risk of injury in car accidents
14. Who considered a seat belt as an unimportant part?
 - a. Police
 - b. People
 - c. Drivers
 - d. Passengers
 - e. Old cars designers
15. "...seat belt has been proven to reduce the risk..." (Paragraph 2). The word "reduce" has the same meaning with...
 - a. minimize
 - b. cause
 - c. affect
 - d. give
 - e. make

Question No.16-19

DUST BINS AT SCHOOL

To improve comfort and cleanliness our school, a number of dust bins should be increased for some reasons.

First, the dust bins should be placed in the right area of school to make it clean. They should be put beside each of steps in every ten meters, outside of the classrooms, and some more also the corridors. So, we can find the dust bins easily.

Second, the dustbins can be used to recycle trash and thus reduce the quantity of trash. The dust bins can be grouped into organic and nonorganic dust bins. We can sort out the trash and only through away non-recyclable rubbish

When school is equipped with sufficient dust bins, we do not have problems of freak and discomfort any more. Our school will be very clean and become a nice place to study.

16. What is the writer's intention? To ... readers to do something good.
- inform
 - explain
 - describe
 - entertain
 - persuade
17. According to the writer, more dust bins ... in every ten meters.
- should be decorated
 - should be painted
 - should be placed
 - are unnecessary
 - are not required
18. What is the writer's argument on a sufficient number of dust bins?
- They can make the school dirty
 - They make school environment clean and nice
 - Students can throw garbage away easily
 - They can increase the trash
 - Students should group the trash
19. What is the writer's suggestion?
- To buy more dustbins
 - To hire more gardeners
 - To use dustbins efficiently
 - To ask parents to give more dustbins
 - To ask students to clean the school yard

Question No.20-21**READING A BOOK**

By reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, and culture written in books, magazine, newspaper, etc.

First, by reading we can get a lot of news and information. It is about something happening in any parts of the world which we can see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary, we can say reading is truly important in our life.

20. Why is reading very important in our life? Because...
- a. we can get a lot of friends, relatives, experience, etc.
 - b. we cannot get little knowledge but a lot of entertainment
 - c. we are always relaxed.
 - d. we are always happy.
 - e. we can get knowledge, news, information and entertainment
21. What does the text tell us about?
- a. the description of reading
 - b. the function of reading
 - c. the importance of reading
 - d. the disadvantages of reading
 - e. the purpose of reading

Question No.22-25**THE IMPORTANCE OF LIBRARY**

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. People can find many books there.

Secondly, libraries protect and preserve this knowledge. They also classify or group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need.

From the facts above, I conclude that libraries are important institutions for humanity.

22. Why are libraries important for the humans? Because...
- a. they sell the books
 - b. the librarians will not help the readers
 - c. we cannot get the knowledge from the library
 - d. they provide a lot of books to read

- e. the books are expensive to borrow
23. What do the librarians do when we want to read a book?
- a. they will disturb us
 - b. they will borrow the book
 - c. they will buy us the book
 - d. they will help us
 - e. they will read the book
24. From the third paragraph, we know that...
- a. the books are grouped in some divisions
 - b. the librarians will help us
 - c. the readers can find their own book
 - d. the books are available
 - e. libraries are important institutions
25. "...collective knowledge is stored in libraries."
- The synonym of the underlined word is...
- a. borrowed
 - b. brought
 - c. taken
 - d. lent
 - e. saved



Reading Test Cycle 2

Questions No.1-3

REDUCING GLOBAL WARMING

Everybody should change their way of life to reduce global warming. There are several things that we can do.

One of reasons to reduce the global warming is by buying and consuming fresh local groceries. It includes local vegetables, fruits, bread, etc. Local groceries don't need much transportation, by buying local groceries we are helping to reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

1. The second paragraph tells us about...
 - a. the ways to buy some fruits
 - b. the ways to increase global warming
 - c. buying local groceries by using transportation
 - d. the importance of consuming local groceries to reduce global warming
 - e. people should change their life
2. To reduce the global warming we should ...
 - a. buy import product
 - b. buy expensive clothes
 - c. consume frozen food
 - d. consume fresh foods
 - e. not use electricity efficiently
3. "...we are helping to reduce the amount of global warming" (Paragraph 2)
The underlined word can be replaced by ...
 - a. increase
 - b. decrease
 - c. improve
 - d. add
 - e. maximize

Questions No.4-7

PESTICIDES

Pesticides which are commonly used may cause many problems. Combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect nontarget plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of the ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

4. What is the purpose of the text?
 - a. to persuade the reader an important matter
 - b. entertain the reader
 - c. to retell the past events
 - d. to describes something
 - e. to make something
5. "This reduces the quality of farm product..." (paragraph 2)
The word "this" refers to...
 - a. environment
 - b. pesticides
 - c. plant
 - d. animal
 - e. soil
6. One of the disadvantages of using chemical pesticides is ...
 - a. increasing crops productivity.
 - b. creating a balanced ecosystem.
 - c. causing the pests to become inactive
 - d. reducing pollutants in the environment.
 - e. killing fish and bees.
7. "...the most effective way to control pests.." (paragraph 1)
The word "control" in the sentence above means ...
 - a. disturb
 - b. bring
 - c. damage
 - d. save
 - e. manage

Question No.8-10

THE GOVERNMENTS OF AUSTRALIA

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons.

First, the federal government is necessary for the big things. They keep the economy in order and look after like defense.

Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school.

Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease.

Thus for the reasons above, we can conclude that the three levels of the government are necessary.

8. Who is responsible for defense?
 - a. Federal government
 - b. State Government
 - c. Federal and State Government
 - d. Federal and Local Government
 - e. Local Government
9. The trash management is the responsibility of ...
 - a. all governments
 - b. Australia
 - c. Federal government
 - d. State government
 - e. Local government
10. What idea does writer want to convey in the last paragraph about the three levels of government?
 - a. they are important for the country
 - b. they are harmful for society
 - c. they only take care the rubbish
 - d. they only protect the people
 - e. they avoid to make the laws

Question No.11-12

LEARNING ENGLISH THROUGH MUSIC

Learning English through music and songs can be very enjoyable. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, songs in general use simple conversational language. The fact that they are effective makes the listener more motivated while learning.

Secondly, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

11. What can we infer from the last paragraph?
 - a. learning English by music is boring
 - b. music makes the listener stressful

- c. it can be enjoyable and fun activity
 - d. the listeners will lose their motivation
 - e. we can translate the music
12. "They provide variety and fun". (Paragraph 3)
The underlined word refers to...
- a. listeners
 - b. songs
 - c. languages
 - d. activities
 - e. vocabularies

Questions No.13-15

CARS IN THE CITY

Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents.

Firstly, cars contribute to all most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer and 'triggers' of asthma.

Secondly, the city is very busy. Pedestrians walk everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are noisy. If you live in the city, you may find it hard to sleep at night or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned in the city for the reasons listed.

13. What does the writer think of cars?
- a. They have good effect
 - b. They are cheap
 - c. They are the road biggest killer
 - d. They can make us comfortable
 - e. They help pedestrians
14. What is the effect of the noise from the car?
- a. We can be sick
 - b. We can talk to someone
 - c. We may be hit
 - d. We can sleep well
 - e. We cannot concentrate in our homework
15. What is the main idea of paragraph 3?
- a. Cars can cause many accidents
 - b. The city is busy
 - c. Cars can disturb our concentration
 - d. Cars are noisy
 - e. Pedestrians walk everywhere

Question No.16-17

INTERNET IN EDUCATION

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

16. From the last paragraph, we know that...
- a. internet gives many advantages
 - b. internet brings harm than good
 - c. students hardly access the internet
 - d. internet gives bad impact
 - e. internet makes the students' work difficult
17. Internet access has created the potential for students, it means that...
- a. internet access is interesting
 - b. internet access helps the students
 - c. the students cannot operate the internet
 - d. internet access is useless
 - e. the teachers cannot give the explanation

Question No.18-20

THE IMPORTANCE OF ENGLISH

I personally think that English is the world's most important language. Why do I say that?

Firstly, English is an international language. It is a mean of communication which spoken by many people all around the world, either as a first or second language.

Secondly, English is also the key which opens doors to scientific and technical knowledge. English is one of the subjects which is taught in the school by the teacher. They should learn English in school.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

18. Why do we need to learn English?
- a. because English is global communication language
 - b. because English is hard to speak
 - c. because we use English only for scientific knowledge
 - d. because English is not important language
 - e. because English is not our language
19. What is the purpose of the text?

- a. to persuade the reader an important matter
 - b. entertain the reader
 - c. to retell the past events
 - d. to describes something
 - e. to make something
20. English is a top requirement of those seeking jobs. The sentence means that...
- a. we don't need to learn English
 - b. applicants look for English job
 - c. one of requirements in seeking job is English
 - d. English offers many jobs
 - e. English is one of top languages

Question No.21-23

THE PROBLEM OF BEING TOO FAT

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease such as heart attack. Due to the overweight, the heart will work harder. Obesity also potentially raises blood cholesterol and blood pressure or hypertension.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

21. Obesity can cause some diseases, except...
- a. heart attack
 - b. toothache
 - c. blood pressure
 - d. hypertension
 - e. blood cholesterol
22. What can we infer from the text?
- a. obesity is good for our body
 - b. obesity can cause many diseases
 - c. the fat can make our body healthy
 - d. obesity should not be avoided by people
 - e. many young women like to be fat
23. "...fat will bother their physical beauty appearance."
The underline word refers to...
- a. men
 - b. people
 - c. boys
 - d. parents
 - e. women

Question No.24-25

Having breakfast in the morning is important. There are some reasons why breakfast is important for the life.

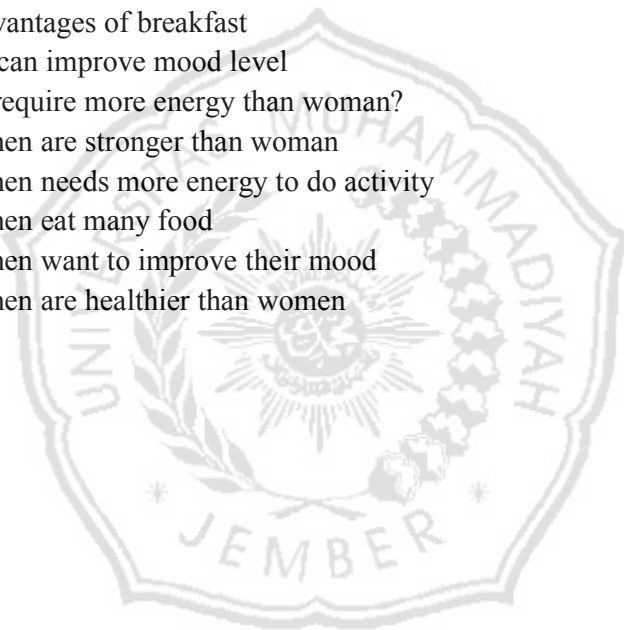
Breakfast provides many benefits to our health. Breakfast provides the body and brain with fuel after an overnight fast.

Breakfast support cognitive function. Breakfast provides energy which can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women.

Therefore, breakfast provides many advantages for the people's life.

24. What is the best title for the text above?
- Breakfast is good for health
 - The importance of breakfast
 - Breakfast provides energy
 - The disadvantages of breakfast
 - Breakfast can improve mood level
25. Why do men require more energy than woman?
- Because men are stronger than woman
 - Because men needs more energy to do activity
 - Because men eat many food
 - Because men want to improve their mood
 - Because men are healthier than women



Answer Key of Reading Test Cycle 1

- | | | |
|-------|-------|-------|
| 1. A | 11. E | 21. C |
| 2. C | 12. A | 22. D |
| 3. B | 13. C | 23. D |
| 4. C | 14. E | 24. A |
| 5. E | 15. A | 25. E |
| 6. B | 16. E | |
| 7. C | 17. C | |
| 8. D | 18. B | |
| 9. D | 19. C | |
| 10. A | 20. E | |



Appendix 16

Result of Reading Test Cycle 1

Respondent	Score	Score < 75	Score ≥ 75	Achievement
1	60	√		-
2	68	√		-
3	88		√	Achieved
4	52	√		-
5	80		√	Achieved
6	68	√		-
7	80		√	Achieved
8	64	√		-
9	84		√	Achieved
10	56	√		-
11	92		√	Achieved
12	80		√	Achieved
13	52	√		-
14	76		√	Achieved
15	72	√		-
16	84		√	Achieved
17	60	√		-
18	68	√		-
Total	1284	10	8	8

$$\begin{aligned} \text{Average} &= \frac{\sum \text{score}}{N} \\ &= \frac{1284}{18} \\ &= 71.3 \end{aligned}$$

$$\begin{aligned} \text{Achieved} &= \frac{A}{N} \times 100\% \\ &= \frac{8}{18} \times 100\% \\ &= 45.5\% \end{aligned}$$

$$\begin{aligned} \text{Not achieved} &= \frac{A}{N} \times 100\% \\ &= \frac{10}{18} \times 100\% \\ &= 55.5\% \end{aligned}$$

So, it is needed to continue to the cycle 2 because 55.5% of the students do not achieve the score ≥ 75

Result of Observation Checklist Cycle 1

Respondent	Meeting 1					Active	Passive	Meeting 2					Active	Passive
	1	2	3	4	5			1	2	3	4	5		
1	√	√	√			√		√	√	√		√	√	
2	√		√		√	√		√	√	√			√	
3	√		√				√	√		√				√
4	√	√	√			√		√	√	√			√	
5	√	√	√	√	√	√		√	√	√		√	√	
6	√		√				√	√		√				√
7			√				√	√		√				√
8	√		√				√	√	√	√	√		√	
9	√	√	√		√	√		√	√	√		√	√	
10	√		√				√	√		√	√		√	
11	√	√	√	√		√		√	√	√		√	√	
12	√		√		√	√		√	√	√		√	√	
13	√		√				√	√		√				√
14			√				√	√		√				√
15	√		√				√	√		√				√
16	√	√	√	√		√		√	√	√		√	√	
17	√		√				√	√	√	√			√	
18			√				√	√		√				√
Total						8	10						11	7

Indicators:

- 1) paying attention
- 2) discussing with the peers
- 3) doing the task given by the teacher
- 4) asking questions
- 5) answering the questions

Meeting 1

$$\text{Active} = \frac{8}{18} \times 100\% = 44.4\%$$

$$\text{Passive} = \frac{10}{18} \times 100\% = 55.6\%$$

Meeting 2

$$\text{Active} = \frac{11}{18} \times 100\% = 61.1\%$$

$$\text{Passive} = \frac{7}{18} \times 100\% = 38.9\%$$

$$\text{Average of active students} = \frac{44.4\% + 61.1\%}{2} = 52.7\%$$

LESSON PLAN
Cycle 2 (Meeting 1)

Subject	: English
Class/Semester	: XI / 2
Language Skill	: Reading
Time	: 2 × 45 menit

A. Standard Competence

5. Understanding the meaning of a short functional text and essay in the form of analytical exposition in daily life context and to access the science

B. Basic Standard

Responding to the meaning and steps of rhetoric of the essays which uses various written language accurately, fluently and acceptable in daily life context and to access the science in the form of text: analytical exposition

C. Indicators

1. The students are able to identify the generic structures, social function and language features of analytical exposition text
2. The students are able to comprehend the implied or explicit information in the text
3. The students are able to explain the meaning of certain words, sentence, paragraph in the exposition text
4. The students are able to summarize the whole meaning of the text

D. Material

1. Social function
To persuade the reader or listener that something is the case
2. Generic structures
 - a. Thesis

Position: Introduces topic and indicates writer's position.

Preview: Outlines the main arguments to be presented.

b. Arguments

Point: restates main arguments outlined in preview.

Elaboration: develops and supports each Point/argument

c. Conclusion

Restates writer's position.

3. Significant lexicogrammatical features

a. Focus on generic human and non-human participants.

b. Use of simple present tense.

c. Use of Relational Processes.

d. Use of Internal conjunction to state argument

e. Reasoning through Causal Conjunction or nominalization.

E. Learning Method

Method : Discussing

Strategy : Discussion Web

F. Teaching and Learning Activities

Activity	Teacher's activity	Students' activity	Time
Initial activity	1. Saying a friendly greeting to students 2. Praying together 3. Checking student attendance	1. Responding the teacher's greeting	5'
Main activity • Exploring	1. Using the picture to explain the text material 2. Brainstorming the picture 3. Asking several question 4. Restating the analytical exposition text and Discussion Web graphic	1. Paying attention to teacher's explanation 2. Answering the question given orally 3. Reviewing the text	20'
• Elaborating	1. Giving a worksheet which consisted of the analytical exposition text and Discussion Web graphic 2. Ordering the students to review the text	1. Analyzing the generic structures, social function and language feature 2. Doing the worksheet given by the teacher 3. Identifying the text by using	30'

	3. Dividing the students into four groups which consisted of four or five members	Discussion Web graphic n	
• Confirming	1. Ordering the representatives of each group to read conclusion result 2. Giving feedback	1. Reading the conclusion	20'
Final activity	1. Summarizing the material 2. Closing the meeting by greeting	1. Paying attention for teacher's material conclusion 2. Responding the teachers' greeting	5'

G. Learning Source

1. Learning media: Printed text
2. Worksheet

H. Assessment

Indicators	Assessments		
	Assessment technique	Instrument form	Questions
1. Identifying the generic structures of analytical exposition	Reading test	Answering the questions in the form of: - Web graphic - Multiple choices	<i>Fill the columns based on the text (attached)</i> <i>Choose the best answer based on the text (attached)</i>
2. Identifying the social function of the text			
3. Identifying the language features of the text			
4. Mentioning implied or explicit information in the text			
5. Identifying meaning of certain words or phrases in exposition text			

Assessment guidelines:

- a) Web graphic in worksheet

“Yes” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
“No” column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
Total	12

Student's score: $\frac{\text{total correct answers}}{12} \times 100$

b) Multiple choices of reading test (*attached*)

Student's score = $\frac{\text{correct answers}}{\text{total numbers}} \times 100$

English Teacher

Researcher

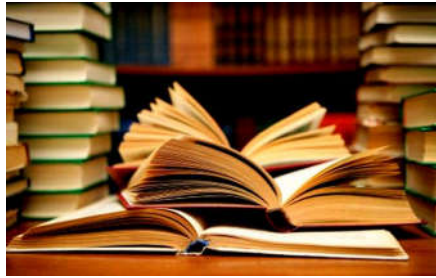
Anik Rindawati Sri Priharini, S.Pd
NUPTK. 5259760662300043

Asri Estiningtyas
NIM.1410231034



Worksheet

Reading a Book



By reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, and culture written in books, magazine, newspaper, etc.

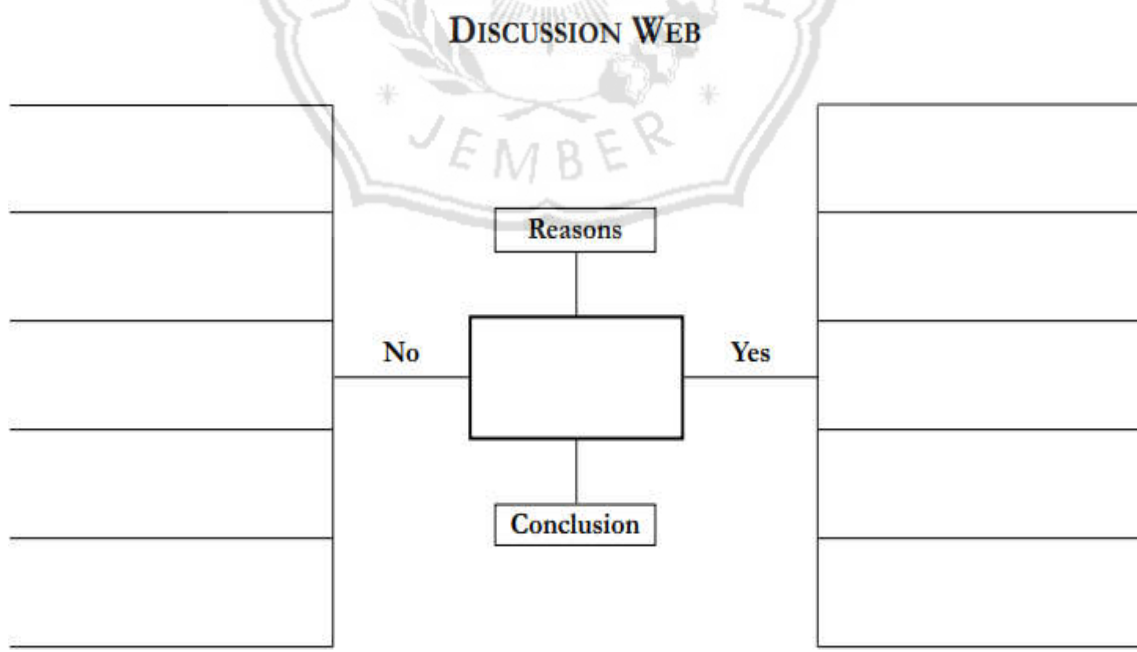
First, by reading we can get a lot of news and information. It is about something happening in any parts of the world which we can see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary, we can say reading is truly important.

Fill the columns by filling the best answers based on the text!



LESSON PLAN
Cycle 2 (Meeting 1)

Subject	: English
Class/Semester	: XI / 2
Language Skill	: Reading
Time	: 2 × 45 menit

A. Standard Competence

5. Understanding the meaning of a short functional text and essay in the form of analytical exposition in daily life context and to access the science

B. Basic Standard

Responding to the meaning and steps of rhetoric of the essays which uses various written language accurately, fluently and acceptable in daily life context and to access the science in the form of text: analytical exposition

C. Indicators

1. The students are able to identify the generic structures, social function and language features of analytical exposition text
2. The students are able to comprehend the implied or explicit information in the text
3. The students are able to explain the meaning of certain words, sentence, paragraph in the exposition text
4. The students are able to summarize the whole meaning of the text

D. Material

1. Social function
To persuade the reader or listener that something is the case
2. Generic structures
 - a. Thesis

Position: Introduces topic and indicates writer's position.

Preview: Outlines the main arguments to be presented.

b. Arguments

Point: restates main arguments outlined in preview.

Elaboration: develops and supports each Point/argument

c. Conclusion

Restates writer's position.

3. Significant lexicogrammatical features

a. Focus on generic human and non-human participants.

b. Use of simple present tense.

c. Use of Relational Processes.

d. Use of Internal conjunction to state argument

e. Reasoning through Causal Conjunction or nominalization.

E. Learning Method

Method : Discussing

Strategy : Discussion Web

F. Teaching and Learning Activities

Activity	Teacher's activity	Students' activity	Time
Initial activity	1. Saying a friendly greeting to students 2. Praying together 3. Checking student attendance	1. Responding the teacher's greeting	5'
Main activity • Exploring	1. Using the picture to explain the text material 2. Brainstorming the picture	1. Paying attention to teacher's explanation 2. Answering the question given orally 3. Reviewing the text	20'
• Elaborating	1. Giving a worksheet which consisted of the analytical exposition text and Discussion Web graphic 2. Ordering the students to review the text 3. Dividing the students into four groups which consisted of four or five members	1. Analyzing the generic structures, social function and language feature 2. Doing the worksheet given by the teacher 3. Identifying the text by using Discussion Web graphic	30'

• Confirming	1. Ordering the representatives of each group to read conclusion result 2. Giving feedback	1. Reading the conclusion	20'
Final activity	1. Summarizing the material 2. Closing the meeting by greeting	1. Paying attention for teacher's material conclusion 2. Responding the teachers' greeting	5'

G. Learning Source

1. Learning media: Printed text
2. Worksheet

H. Assessment

Indicators	Assessments		
	Assessment technique	Instrument form	Questions
1. Identifying the generic structures of analytical exposition	Reading test	Answering the questions in the form of: - Web graphic - Multiple choices	<i>Fill the columns based on the text (attached)</i> <i>Choose the best answer based on the text (attached)</i>
2. Identifying the social function of the text			
3. Identifying the language features of the text			
4. Mentioning implied or explicit information in the text			
5. Identifying meaning of certain words or phrases in exposition text			

Assessment guidelines:

- a) Web graphic in worksheet

"Yes" column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
"No" column (column 1, 2 and 3)	3. Every answer is correct, grammar is correct 2. The answer is correct, grammar is wrong 1. The answer is wrong, grammar is wrong 0. No answer
Total	12

Student's score: $\frac{\text{total correct answers}}{12} \times 100$

b) Multiple choices of reading test (*attached*)

Student's score = $\frac{\text{correct answers}}{\text{total numbers}} \times 100$

English Teacher

Researcher

Anik Rindawati Sri Priharini, S.Pd
NUPTK. 5259760662300043

Asri Estiningtyas
NIM.1410231034



Worksheet

Internet in Education



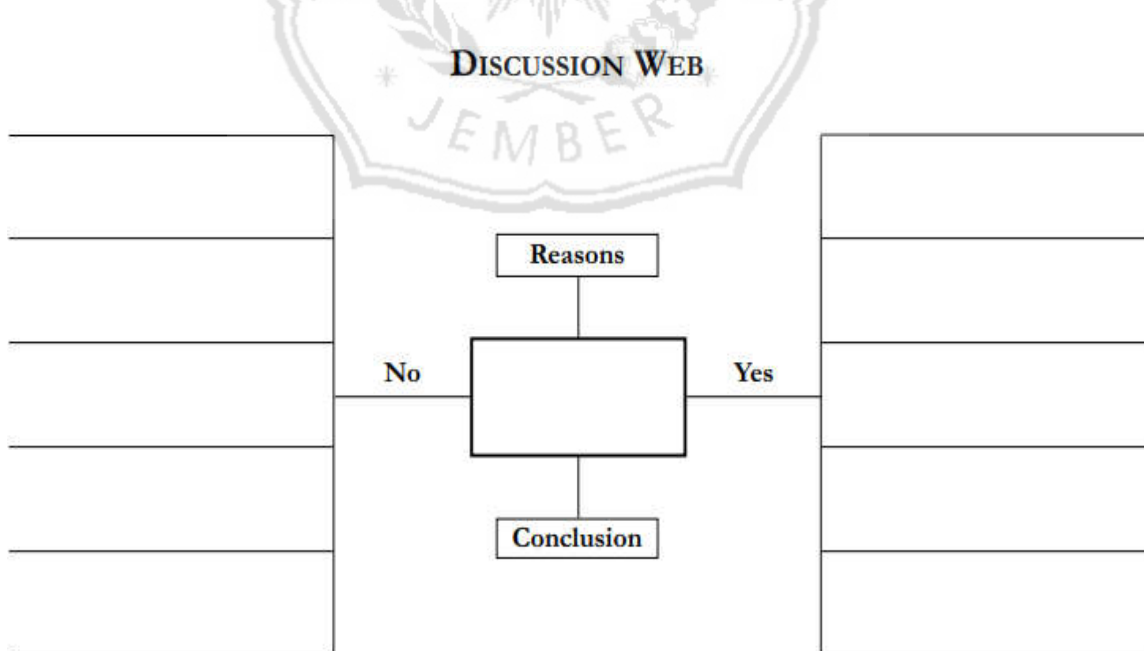
The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

Fill the columns by filling the best answers based on the text!



Answer Key of Reading Test Cycle 2

- | | | |
|-------|-------|-------|
| 1. D | 11. C | 21. B |
| 2. D | 12. B | 22. B |
| 3. B | 13. C | 23. E |
| 4. A | 14. E | 24. B |
| 5. B | 15. A | 25. B |
| 6. E | 16. A | |
| 7. E | 17. B | |
| 8. A | 18. A | |
| 9. E | 19. A | |
| 10. A | 20. C | |



Result of Reading Test Cycle 2

Respondent	Score	Score < 75	Score ≥ 75	Achievement
1	84		√	Achieved
2	80		√	Achieved
3	76		√	Achieved
4	60	√		-
5	92		√	Achieved
6	76		√	Achieved
7	84		√	Achieved
8	64	√		-
9	88		√	Achieved
10	76		√	Achieved
11	88		√	Achieved
12	92		√	Achieved
13	64	√		-
14	80		√	Achieved
15	80		√	Achieved
16	84		√	Achieved
17	64	√		-
18	76		√	Achieved
Total	1408	4	14	14

$$\begin{aligned} \text{Average} &= \frac{\sum \text{score}}{N} \\ &= \frac{1408}{18} \\ &= 78.22 \end{aligned}$$

$$\begin{aligned} \text{Achieved} &= \frac{A}{N} \times 100\% \\ &= \frac{14}{18} \times 100\% \\ &= 77.78\% \end{aligned}$$

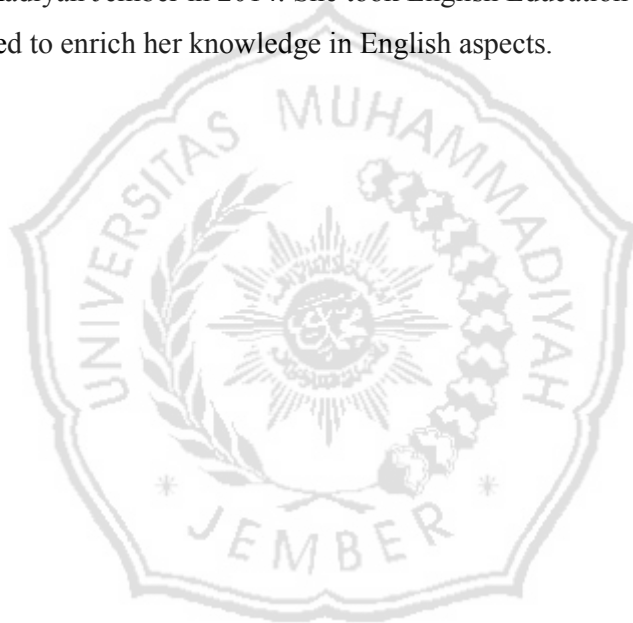
$$\begin{aligned} \text{Not achieved} &= \frac{A}{N} \times 100\% \\ &= \frac{4}{18} \times 100\% \\ &= 22.22\% \end{aligned}$$

So, the cycle 2 is stopped because 77.78% of the students achieve the score ≥ 75

CURRICULUM VITAE

Asri Estiningtyas is the second daughter of Sugito and Sonah. She was born on May 25th, 1996 in Banyuwangi.

She began her study at TK Pertiwi I Tegaldlimo in 2001. Then, she continued to the elementary school at SDN Tegaldlimo 4 in 2002. After that she learnt at SMPN 1 Tegaldlimo in 2008 for her junior high school. She continued to study at SMAN 1 Giri Banyuwangi in 2011 for her senior high school. After graduating from senior high school, she continued to learn at University of Muhammadiyah Jember in 2014. She took English Education Program because she wanted to enrich her knowledge in English aspects.



Result of Observation Checklist Cycle 2

Respondent	Meeting 1					Active	Passive	Meeting 2					Active	Passive
	1	2	3	4	5			1	2	3	4	5		
1	√	√	√		√	√		√	√	√		√		
2	√	√	√		√	√		√	√	√	√	√		
3	√		√				√	√		√			√	
4	√		√				√	√	√	√		√		
5	√	√	√	√	√	√		√	√	√	√	√		
6	√	√	√			√		√	√	√		√		
7	√	√	√			√		√		√			√	
8	√		√				√	√	√	√	√	√		
9	√	√	√		√	√		√	√	√		√	√	
10	√	√	√			√		√		√	√	√		
11	√	√	√	√	√	√		√	√	√		√	√	
12	√	√	√		√	√		√	√	√		√	√	
13	√		√				√	√		√	√	√		
14	√		√		√	√		√	√	√		√		
15	√	√	√			√		√	√	√		√		
16	√	√	√	√		√		√	√	√	√	√		
17	√		√				√	√	√	√		√		
18	√	√	√			√		√	√	√		√		
Total						13	5					16	2	

Indicators:

- 1) paying attention
- 2) discussing with the peers
- 3) doing the task given by the teacher
- 4) asking questions
- 5) answering the questions

Meeting 1

$$\text{Active} = \frac{13}{18} \times 100\% = 72.22\%$$

$$\text{Passive} = \frac{5}{18} \times 100\% = 27.78\%$$

Meeting 2

$$\text{Active} = \frac{16}{18} \times 100\% = 88.89\%$$

$$\text{Passive} = \frac{2}{18} \times 100\% = 11.11\%$$

$$\text{Average of active students} = \frac{72.22\% + 88.89\%}{2} = 80.55\%$$

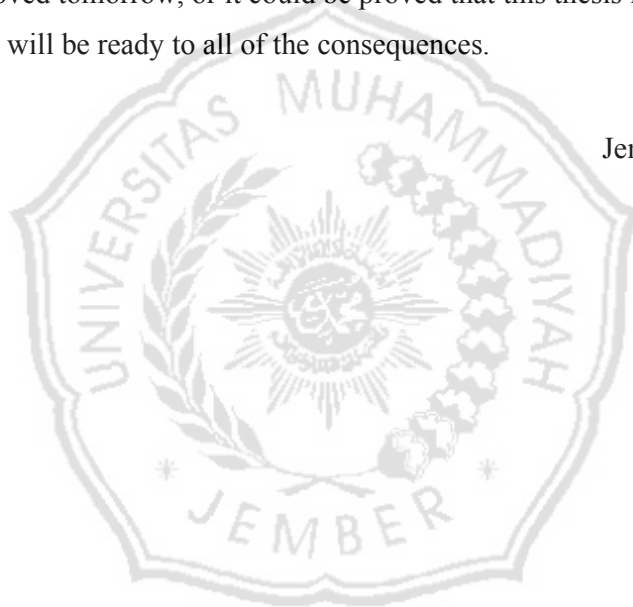
STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Asri Estiningtyas
Student's number : 1410231034
Program : English Education
Faculty : Teacher Training and Education

I state that this thesis in my own creation. It does not copy form other resources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that this thesis is only copying and pasting, I will be ready to all of the consequences.



Jember, July 16th, 2018

Writer

Asri Estiningtyas
NIM. 1410231034