

APPENDIX

Appendix I

CALCULATION FOR TWO MEANS TEST (REPORT'S SCORES)

OF EXPERIMENTAL GROUPS (CLASS C AND D)

No.	\bar{x}_C	\bar{x}_C^2	\bar{x}_D	\bar{x}_D^2
1.	60	3600	60	3600
2.	70	4900	50	2500
3.	60	3600	70	4900
4.	60	3600	60	3600
5.	70	4900	70	4900
6.	60	3600	60	3600
7.	50	2500	70	4900
8.	60	3600	60	3600
9.	60	3600	70	4900
10.	50	2500	50	2500
11.	60	3600	70	4900
12.	60	3600	60	3600
13.	50	2500	70	4900
14.	50	2500	60	3600
15.	70	4900	50	2500
16.	80	6400	60	3600
17.	80	6400	60	3600
18.	50	2500	80	6400
19.	60	3600	60	3600
20.	60	3600	70	4900
21.	60	3600	60	3600
22.	60	3600	50	2500
23.	50	2500	60	3600
24.	60	3600	50	2500
25.	50	2500	50	2500
26.	60	3600	60	3600
27.	60	3600	60	3600
28.	70	4900	60	3600
Total	1690	103900	1710	106100
n	28	-	28	-
Mean	60.35714		61.07142	
SD	8.380817		7.859547	

where:

\bar{x}_C = the mean scores of group C (taught using Pictorial Context +
Prequestioning)

\bar{x}_C^2 = the mean square scores of group C

\bar{x}_D = the mean scores of group D (taught using Vocabulary Preteaching)

\bar{x}_D^2 = the mean square scores of group D

Tests of Hypotheses:

1. $H_0 : \mu_C = \mu_D$, there is no significant difference between the mean groups.

$H_a : \mu_C \neq \mu_D$, there is significant difference between the mean groups.

2. t-test, where $df. = n_C + n_D - 2 = 54$

$$t(.05/2) = 2.000$$

Calculation for t observation (t_o) :

C : Pictorial Context + Prequestioning

$$\bar{x} = \frac{\sum x}{n} = 60.35714 ; \quad n = 28$$

$$s = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)} = 8.380817$$

D : Vocabulary Preteaching

$$\bar{x} = \frac{\sum x}{n} = 61.07142 ; n = 28$$

$$s = \frac{n\sum x^2 - (\sum x)^2}{n(n-1)} = 7.859547$$

$$t_o = \frac{\bar{x}_C - \bar{x}_D}{\sqrt{\frac{(nC-1)s^2_C + (nD-1)s^2_D}{nC + nD - 2} \left(\frac{1}{nC} + \frac{1}{nD} \right)}}$$

$$t_o = 0.329$$

3. Conclusion :

Because / t observation / = 0.328962 < t (.05/2)

so H_o is accepted.

Hence, we can conclude that at 0.05 level of significance, there is no significant difference between groups (classes).

It means both classes, class C and class D have the same level of intelligence.

Appendix II

**CALCULATION OF DISCRIMINATION POWER
AND DIFFICULTY INDEX
TRY OUT SCORE (CLASS B)**

Subject Number		1	2	3	4	5	6	7	8	Total Score
U P P E R	7	1	1	1	1	1	1	1	1	8
	9	1	1	1	1	1	1	1	1	8
	13	1	1	1	1	1	1	1	1	8
	21	1	1	1	1	1	1	1	1	8
	23	1	1	1	1	1	1	1	1	8
	3	1	1	1	1	1	1	1	0	7
	4	1	1	1	1	1	1	1	0	7
	5	1	1	0	1	1	1	1	1	7
	10	1	1	1	0	1	1	1	1	7
	11	1	1	1	1	1	1	0	1	7
G R O U P	15	1	1	0	1	1	1	1	1	7
	19	1	1	1	1	1	0	1	1	7
	27	1	1	0	1	1	1	1	1	7
	1	1	1	1	0	1	0	1	1	6
Correct Answer (U)		14	14	11	12	14	12	13	12	
L O W E R G R O U P	2	1	1	0	1	1	1	0	1	6
	12	1	1	1	1	1	0	1	0	6
	14	1	1	1	1	1	0	0	1	6
	17	1	1	0	0	1	1	1	1	6
	18	1	1	0	1	1	1	1	0	6
	20	1	1	1	1	0	1	1	0	6
	24	1	1	0	1	1	1	1	0	6
	25	1	1	1	0	1	0	1	1	6
	6	1	1	0	0	1	0	1	1	5
	26	0	1	1	1	1	0	1	0	5
	8	1	0	0	0	1	1	1	0	4
	16	0	0	1	0	1	1	1	0	4
	22	0	1	1	1	0	1	0	0	4
	28	1	0	1	0	1	0	0	1	4
Correct Answer (L)		11	11	8	8	10	8	10	6	
DP= (U-L)/N		0.21	0.21	0.21	0.28	0.28	0.28	0.21	0.42	
Interpretation		S	S	S	S	S	S	S	G	
Correctly (C)		25	25	19	20	24	20	23	18	
DI= C/TOTAL		0.89	0.89	0.67	0.70	0.85	0.70	0.82	0.64	
Interpretation		E	E	M	M	E	M	E	M	

The Criterion of the Difficulty Index:

0.00 - 0.30	difficult (D)
0.30 - 0.70	moderate (M)
0.70 - 1.00	easy (E)

The Criterion of Discrimination Power:

0.00 - 0.20	poor (P)
0.20 - 0.40	satisfactory (S)
0.40 - 0.70	good (G)

Appendix III

CALCULATION OF ALPHA RELIABILITY FOR TRY OUT

The reliability of each item of try out and the criterion of alpha reliability are elaborated as follow:

$$v = \frac{n \cdot \sum x - (\sum x)^2}{n(n-1)}$$

$$v = 2.83$$

$$r = \frac{k}{k-1} \left(1 - \frac{\sum V_i}{V_t} \right)$$

$$r = 0.798$$

The Criterion of Alpha Reliability:

0.800 - 1.000	very high
0.600 - 0.799	high
0.400 - 0.599	moderate
0.200 - 0.399	low
0.200	very low

Appendix IV

CLASS C'S TREATMENTS AND REPORT SCORES

No .	Students	Report Scores	Treatment 1	Treatment 2	Treatment 3
1.	Andrew	60	45	40	45
2.	Christine	70	70	80	100
3.	Ari	60	65	60	65
4.	Irwan	60	60	65	65
5.	Isstyo	70	70	75	70
6.	Jane	60	55	65	70
7.	Novia	50	45	45	45
8.	Yulli	60	45	50	50
9.	Aurora	60	50	65	70
10.	Dede	50	50	60	65
11.	Gunawan	60	50	60	65
12.	Ike Djie	60	60	60	65
13.	Juanito	50	40	40	55
14.	Ninuk	50	45	50	70
15.	Nungki	70	85	75	75
16.	Yanina	80	80	90	75
17.	David	80	65	70	80
18.	Elly	50	40	50	55
19.	Fredy	60	75	60	70
20.	Hendrik	60	60	70	75
21.	Nova	60	60	65	65
22.	Sanny	60	45	50	65
23.	Ana	50	40	40	50
24.	Era	60	50	75	75
25.	Gandhie	50	55	45	75
26.	Jemmy	60	45	55	50
27.	Nella	60	45	50	65
28.	Yosiana	70	70	75	85
		$\bar{x} = 60,35$	$\bar{x} = 55,81$	$\bar{x} = 60,17$	$\bar{x} = 66,42$

Treatment 1 : Family Life in the United States

Treatment 2 : Nationalism These Days Is For The Future

Treatment 3 : Group Living

Appendix V

CLASS D'S TREATMENTS AND REPORT SCORES

No.	Students	Report Scores	Treatment 1	Treatment 2	Treatment 3
1.	Verayanti	60	50	50	60
2.	Eka	50	65	60	60
3.	Erlina	70	70	80	80
4.	E. Adyareza	60	50	60	70
5.	Jemmy H.	70	80	90	90
6.	Ermanik	60	60	65	70
7.	Jemmy C.	70	60	70	75
8.	Lanny	60	75	65	60
9.	Mely	70	55	60	75
10.	Anik	50	60	70	70
11.	Desy	70	65	70	85
12.	Evy	60	55	70	70
13.	Hendro	70	55	65	75
14.	Onie	60	70	70	70
15.	Wirakianto	50	60	60	70
16.	Evi	60	45	50	60
17.	Hengky	60	75	65	70
18.	Hilda	80	85	75	70
19.	Puguh	60	60	75	85
20.	Vicky	70	80	65	70
21.	Chusnal	60	60	75	75
22.	Jenny	50	40	40	50
23.	Kiki	60	40	40	50
24.	Ratna	50	40	65	65
25.	Wellyanes	50	70	60	70
26.	Olivia	60	70	70	70
27.	Astika	60	70	60	70
28.	Harry	60	85	70	70
		$\bar{x} = 61,07$	$\bar{x} = 62,5$	$\bar{x} = 65,17$	$\bar{x} = 70$

- Treatment 1 : Family Life in the United States
Treatment 2 : Nationalism These Days Is For The Future
Treatment 3 : Group Living

Appendix VI

**CALCULATION FOR TWO MEANS TEST (POST TEST)
OF EXPERIMENTAL GROUPS (CLASS C AND D)**

No.	\bar{x}_C	\bar{x}_C^2	\bar{x}_D	\bar{x}_D^2
1.	60	3600	60	3600
2.	70	4900	70	4900
3.	60	3600	70	4900
4.	60	3600	60	3600
5.	70	4900	70	4900
6.	60	3600	60	3600
7.	70	4900	70	4900
8.	60	3600	70	4900
9.	70	4900	70	4900
10.	60	3600	60	3600
11.	70	4900	70	4900
12.	60	3600	60	3600
13.	60	3600	70	4900
14.	60	3600	60	3600
15.	70	4900	70	4900
16.	80	6400	50	2500
17.	70	4900	70	4900
18.	60	3600	70	4900
19.	60	3600	60	3600
20.	70	4900	70	4900
21.	60	3600	70	4900
22.	70	4900	70	4900
23.	60	3600	70	4900
24.	60	3600	50	2500
25.	60	3600	70	4900
26.	60	3600	80	6400
27.	70	4900	70	4900
28.	70	4900	70	4900
Total	1810	117900	1860	124800
n	28	-	28	-
Mean	64.64285		66.42857	
SD	5.762035		6.784669	

where:

\bar{x}_C = the mean scores of group C (taught using Pictorial Context + Prequestioning)

\bar{x}_C^2 = the mean square scores of group C

\bar{x}_D = the mean scores of group D (taught using Vocabulary Preteaching)

\bar{x}_D^2 = the mean square scores of group D

Tests of Hypotheses :

1. $H_0 : \mu_C = \mu_D$ there is no significant difference between the mean groups.

$H_a : \mu_C \neq \mu_D$, there is significant difference between the mean groups.

2. t-test, where $df. = n_C + n_D - 2 = 54$

$$t_{(.05/2)} = 2.000$$

Calculation for t observation (to) :

C : Pictorial Context + Prequestioning

$$\bar{x} = \frac{\sum x}{n} = 64.64285 ; n = 28$$

$$s = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)} = 5.762035$$

D : Vocabulary Preteaching

$$\bar{x} = \frac{\sum x}{n} = 66.42857 \quad ; \quad n = 28$$

$$s^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)} = 6.784669$$

$$t_{\text{to}} = \frac{\bar{x}_C - \bar{x}_D}{\sqrt{\frac{(n_C-1)s_C^2 + (n_D-1)s_D^2}{n_C + n_D - 2} \left(\frac{1}{n_C} + \frac{1}{n_D} \right)}}$$

$$t_{\text{to}} = 1.062$$

3. Conclusion :

Because / t observation / = 1.061545 < t (.05/2)

so H_0 is accepted.

Hence, we can conclude that at a 0.05 level of significance,
there is no significant difference between groups (classes).

Appendix VII

LESSON UNIT PLAN

Field of Study : English

Theme : Reading Comprehension

Sub Topic : Family Life in the United States

Class/ Quarter : 2/ 2

Time : 40 minutes

I. General Instructional Objective

Students are able to comprehend and interpret the content of the reading passage through observation, interpretation, and application.

II. Specific Instructional Objective

Given a reading passage, students are able to answer 8 essay questions.

III. Material

3.1 Prereading Activities with Pictorial Context + Prequestioning

a. Pictorial Context



b. Prequestioning

1. What picture is it?
2. According to you, what is a basic family?
3. In Indonesia, how do the family share the housework? Who does the housework?

Do men in Indonesia family do the housework?

3.2 Prereading with Vocabulary Preteaching

Vocabulary List

allow = permit to do something

earn = get some money by working

share = give part or portion which is divided among two or several people

develop = become or make something better or organized

Reading Passage

FAMILY LIFE IN THE UNITED STATES

Family life in the United States is changing. Twenty-five years ago the housewife cleaned, cooked, and cared for the children. She was the most important person in the home. The father earned the money for the family. He was usually out working all day. He came home tired in the evening. So he did not see the children very much, except on weekends. His work at home was usually outside in the yard. The cooking and the cleaning were for the women only.

These days, however, many women work outside the home. They can't be at home with the children all day. They, too, come home tired in the evening. They do not want to spend the evening cooking dinner. They do not have time to clean the house or wash the clothes. So, who is going to take care of the children now? Who is going to do the housework?

For every family the answer to this question may be different. But usually the wife does not have to do all the work herself. Today she can get help. One kind of help is the day-care center. Mothers can leave their children at these centers during the day. Then they are free to go to work. Most children enjoy these centers. There are toys and games and other children to play with.

Another kind of help may come from the company a woman works for. The company may allow her to work part-time. That way, she can earn some money. But she can also be with her children part of every day. But the most important help a woman can get is from her husband. Today, many men share the housework with their wives. In these families the men clean the kitchen and do the laundry. On some night, the wife may cook dinner. On other nights it may be the husband. They may both go shopping and they may clean the house together. The husband may also spend more time at home with the children. Some men may even stop working for a while or work only part-time. For these men there is a new word; the "househusband". In the United States more and more men are becoming househusbands every year.

These changes in the home mean in the family. Fathers can be closer to their children because they are at home more. They can learn to understand their children better. Husbands and wives may also develop their marriage. They, too, may have a better understanding of each other.

IV. Teaching Learning Activities

A. The Approach : Meaningful

The Methods : - discussion
- answer 8 essay questions

B. The Steps :

No.	Skills	Procedure	Teacher's Activities	Students' Activities
1.	Listening and Speaking	Pre-Instructional Activity	show and ask the students to see the picture and ask some questions related to the picture	give response and make predictions they know about the picture

2.	Reading and Listening	Whilst Instructional Activity	read the passage Family Life in the United States	listen to the teacher
3.	Writing	Post Instructional Activity	ask the students to answer 8 essay questions	answer the questions

V. Schedule

Greeting	5 minutes
Presentation with pictorial context + prequestioning or with vocabulary preteaching	10 minutes
Read the passage	15 minutes
Do the exercise	15 minutes

VI. Media and Sources

A. Media : -Picture

- Hand Outs

B. Source : KARISMA: Kegiatan dan Ringkasan Materi Lengkap dengan Pelatihan dan Latihan Ulangan Umum - By. Soekaptini (et al).

VII. Evaluation

Answer the following questions.

1. What is changing in the United States?

2. What is the difference between family in the United States in the past and now?
3. What is the main idea of paragraph one?
4. What is the difference between family life in the United States and in Indonesia?
5. What is a day-care center?
6. Do you think a day-care center is really a good help for working parents?
Does it have a bad effect on their children?
7. What does "househusband" mean?
8. What does it mean that the changes in the passage above can develop one's marriage?

VIII. Key

1. Family life in the United States is changing.
2. Past: housewife cleaned, cooked, and cared for the children, whereas father earned the money for the family.
Now: women work outside the home; men do the housework.
3. The main idea of paragraph one is family life in the United States twenty-five years ago.
4. The differences between family life in the United States and in Indonesia are:
United States : women can exchange their jobs with men.
Indonesia : women do the housework only; men work for the family.

5. A day-care center is a place where children are put during the day while the parents going to work.
6. For working parents, it is a really good help. But for the children, I don't think so, because the relationships between parents and children won't be good; they rarely see each other.
7. Househusband means men or husbands who do the housework and spend most of their time at home.
8. It means that parents and children can have a better understanding of each other so that their marriage will develop.

LESSON UNIT PLAN

Field of Study	: English
Theme	: Reading Comprehension
Sub Topic	: Nationalism These Days Is For The Future
Class/ Quarter	: 2/ 2
Time	: 45 minutes

I. General Instructional Objective

Students are able to comprehend and interpret the content of the reading passage through observation, interpretation, and application.

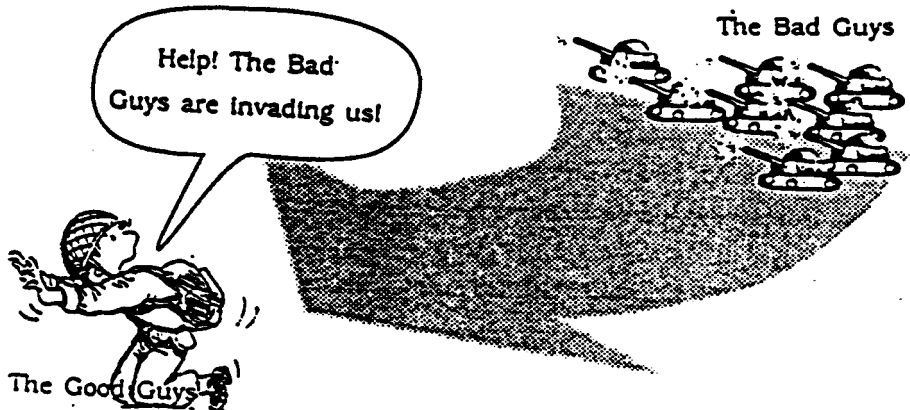
II. Specific Instructional Objective

Given a reading passage, students are able to answer 8 essay questions.

III. Material

3.1 Prereading with Pictorial Context + Prequestioning

a. Pictorial Context



b. Prequestioning

1. What do you know about the first picture?
2. Have you ever seen the second picture? Where and when do you usually see it?
3. In your opinion, what is nationalism?

3.2 Prereading with Vocabulary Preteaching

Vocabulary List

nationalism	= devotion to one's own nation; patriotic feelings
took place	= happened
struggle	= fight against something using physical force
ambiguous	= have more than one possible meaning
confront	= oppose or express disagreement about something
announce	= make known publicly
visible	= can be seen; in sight
invaders	= persons who enter a country with armed forces in order to attack, occupy it
slave	= a person who is forced to work for someone
seized	= grabbed
plain	= easy to understand
eager	= full of interest
perceive	= interpret something in a certain way
oppressed	= unjustly or cruelly treated
complicated	= difficult to understand
commemorate	= keep special event in people's memories
consequently	= as a result; therefore

Reading Passage

NATIONALISM THESE DAYS IS FOR THE FUTURE

When World War II took place and our country was still struggling to be free, the term nationalism was clear. There was nothing ambiguous about it. You were armed, and went to the frontlines. That was nationalism. Do something patriotic by fighting the colonialists, the imperialists. Write some articles which confronted the colonial actions. Announce on radio to every corner of the world that colonialism is bad and support those who fight it. That was nationalism. Yes, that is nationalism as long as your only goal is to be free from colonialism.

In this kind of nationalism, your enemies are visible. There is no question about it. They are the Dutch or the Japanese colonialists. You are a native; they are invaders. The colonialists and imperialists were not different from robbers. They came to our country, forced us to be slaves in our own home and seized everything from us before our eyes. Plain and simple.

The aim of nationalism at that time was very easy to understand. We wanted to be free. We wanted to kick the colonialists out of our country. We were eager to have our own government. The colonial government was perceived as no more than a group of robbers. They were no more than criminals. We wanted to get our motherland back. We wanted freedom, peace, and the right to have our own government in our own country. We didn't want to be oppressed.

But nationalism these days is far different. We are facing a different situation. Times have changed. Problems are more complicated now. Communication technology has enabled us to do the impossible. Every day mass communication brings the world to us, and often it effects us unconsciously. This is the era of satellites dishes and private TV programs which are filled with foreign films. We can enjoy international shows on screen, and consequently, we face foreign values and lifestyles. Everytime we go to the movies, we find only the imported ones. We lack an audio visual media which is culturally suitable for us.

Meanwhile, nationalism as we have been believed and applied in the past seems irrelevant. We still commemorate Independence Day on August 17th. On national holidays like Heroes Day, National Awareness Day and others, we hold formal ceremonies. We sometimes do silly things to commemorate a national holiday. For example, in commemorating our Independence Day, what kind of things do we do? We hold funny and ridiculous contests like eating chips, putting pencils in bottles, sackraces. It is fun, of course. But does this make sense? Why don't we do something more meaningful in terms of nationalism?

That is clear: our perception of nationalism has to be renewed. We must rethink it. Our way of commemorating national holidays has to be thought. Of course we can still have silly contests and games.

We can still play football wearing a saroong and have fun together. But should we do this to commemorate Independence Day? Why don't we do it on other days instead?

When we are bombarded by media, we must use the media itself to find universal values which are good and special. We must look for our own values, the ones that are also universal. We cannot refuse all foreign values. We must select the ones relevant to our future.

Our nationalism should have values grounded on our own cultural roots. This is the starting point. Values like social justice, democracy, human rights, supporting what's right, generosity, and so forth should be our main concerns. Love of nature, recycling, tree-planting, conservation and so on, are also relevant. We must leave behind our one-sided way of thinking. Our struggle now is not to obtain freedom, but to improve our lives. People need to decide their own destiny.

IV. Teaching Learning Activities

A. The Approach : Meaningful

The Method : - discussion

- answer 8 essay questions

B. The Steps :

No	Skill	Procedure	Teacher's Activities	Students' Activities
1.	Listening and Speaking	Pre-Instructional Activity	show and ask the students to see the picture and ask some questions related to the pictures	give response and make predictions they know about the pictures
2.	Reading and Listening	Whilst Instructional Activity	read the passage: Nationalism These Days Is For The Future	listen to the teacher
3.	Writing	Post Instructional	ask the students to answer 8 essay	answer the questions

		Activity	questions	
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V. Schedule

Greeting	5 minutes
Presentation with pictorial context + prequestioning or with vocabulary preteaching	10 minutes
Read the passage	15 minutes
Do the exercise	15 minutes

VI. Media and Source

A. Media : - Pictures

- Handouts

B. Source : KARISMA: Kegiatan dan Ringkasan Materi Lengkap dengan Pelatihan dan Latihan Ulangan Umum - By. Soekaptini (et al).

VII. Evaluation

Answer these following questions.

1. What is the aim of nationalism in the past?
2. Mention the difference between the nationalism in the past and now.
3. The writer thought the colonialists were similar to robbers.

In what way were they similar?

4. What is the main idea of paragraph three?
5. Why does the writer say that the nationalism in these days seem irrelevant

comparing in the past?

6. Why should our perception of nationalism has to be renewed?
7. How can mass communication bring the world to us?
8. What should we do in reacting to the mass media?

VIII. Key

1. The aim of nationalism in the past are to be free from colonialism, to kick the colonialists out of our country, to have our own government, to get our motherland back, freedom, peace, and the rights to have our own government in our own country.
2. The difference the nationalism in the past and now:

Past : do something patriotic by fighting the colonialists, the imperialists and to obtain freedom.

Now: commemorate Independence Day by doing silly things and contests; to improve our lives.
3. The way the colonialists treat us like robbers and they forced us to be slaves in our own home and seized everything from us.
4. The main idea of paragraph three is the aim of nationalism in the past was very easy to understand.
5. The nationalism these days seems irrelevant comparing in the past because when

we commemorate Independence Day, we do silly things to commemorate a national holiday.

6. Our perception of nationalism has to be renewed because we should do something meaningful in term of nationalism and not fill the national holiday by doing silly things.

7. Mass communication bring the world to us through communication technology: satellite dishes and private TV.

8. In reacting to the mass media, we should:

- select the media which is relevant to our own cultural roots and our future
- we must look for our own values, the ones that are also universal.

LESSON UNIT PLAN

Field of Study : English

Theme : Reading Comprehension

Sub Topic : Group Living

Class/ Quarter : 2/ 2

Time : 45 minutes

I. General Instructional Objective

Students are able to comprehend and interpret the content of the reading passage through observation, interpretation, and application.

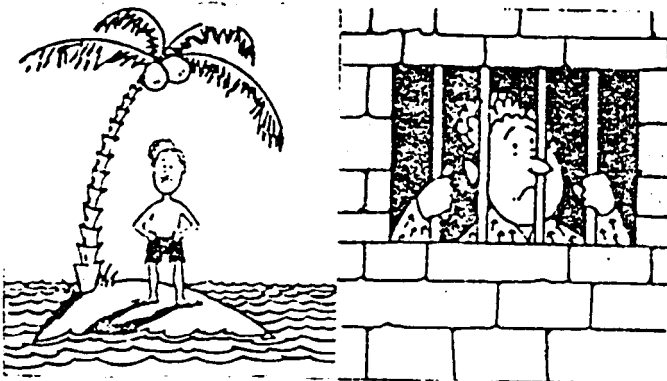
II. Specific Instructional Objective

Given a reading passage, students are able to answer 8 essay questions.

III. Material

3.1 Prereading with Pictorial Context + Prequestioning

a. Pictorial Context





b. Prequestioning

1. Can you imagine if you were the man in the first picture above? What is your feeling if it happened to you?
2. How about the second picture; which one do you choose the first or the second picture? Why?
3. What does human as a social creature mean?

3.2 Prereading Activities with Vocabulary Preteaching

Vocabulary List

discovered	= find about something
rescued	= saved or brought away from danger
perform	= show or do something one is ordered to do
account	= report or description

gregarious	= live in groups or communities
prevail	= persuade someone to do something
conscience	= person's awareness of right or wrong
desires	= wish or want for
prestige	= respect based on good reputation
fellow	= companion

Reading Passage

GROUP LIVING

Can you imagine living all alone, with no friends or relations, with nobody to talk to? If you are lucky, you will probably only feel very lonely; otherwise you may go mad or at least become abnormal. Here is a tragic example of what happens if a person is not given the chance to live among other people and be part of a group.

In 1938, in the United States of America, social workers discovered a little girl who had been kept by herself for the first six years of her life, in a small room just under the roof of the house. She had been placed there by her mother a few months after her birth. She had been given only enough attention to keep her alive. Her mother had never trained or shown her how to do anything. Mother's love and friendly attention were unknown to her. When she was rescued, the little girl could not do anything. She could not perform any act that required intelligence; she could not even walk, let alone talk. Two years were spent trying to make her a more normal child. But they failed. It was already too late. The girl could not recover. She had missed too much. She had never known how to live among people and play with other children. She had never had a chance to become part of a group. As a result she died in 1942 at the age of ten.

This account clearly shows that a normal person cannot live separated from his fellow men. He has to be with other people and associate with them. He has to be part of a group. In other words man is a gregarious being.

Therefore, it is natural for a person to belong to a group or groups. Everyone of you belongs to at least two kinds of groups: your family and your classes at school. Of course you may belong to other groups, too. And the older you get, the

more groups you may want to belong to. If you like sports, you will join a group whose members are interested in the same kind of sports as the kind you enjoy. After you leave school, you will earn your living by working with other people or groups of people. As a member of your "Neighbourhood Association" or "Rukun Tetangga", you will have to join other members of the 'R.T' to take part in community affairs. You can find more examples from your own experience. Anyway, group living will always be an important part of your life, of our lives, of everybody's life.

Although it is natural for people to join groups, it does not mean that it also natural for people to be able to get along well in groups. We must always keep in mind that a group is made up of individuals who have their own ideas and habits. To belong to any group, the individual must give up some of his own wishes and accept some ideas which are completely different from his own. Naturally the individual should not give up too much because once he does that, the group may prevail over his freedom of expression and his conscience. He should never let his own personality and character be greatly affected by the other members. If he succeeds in doing so, he will be a richer person for belonging to a group or groups.

Every normal human being wants to belong to some group or other whatever his reasons may be. It might be that he desires to escape loneliness or to gain standing or prestige in school and community; or he simply wants to be recognized. Some people join groups because they desire to help a good cause. Therefore it is important for one to know why he is in a group and why others are there with him. Knowing these reasons will help him meet the other members of the group intelligently. He will be able to get along with them more easily because he understands them better

IV. Teaching Learning Activities

A. The Approach : Meaningful

The Methods : - discussion

- answer 8 essay questions

B. The Steps :

No	Skill	Procedure	Teacher's Activities	Students' Activities
1.	Listening and Speaking	Pre-Instructional Activity	show and ask the students to see the picture and ask some questions related to the pictures	give response and make predictions they know about the pictures
2.	Reading and Listening	Whilst Instructional Activity	read the passage: Group Living	listen to the teacher
3.	Writing	Post Instructional Activity	ask the students to answer 8 essay questions	answer the questions

V. Schedule

Greeting	5 minutes
Presentation with pictorial context + prequestioning or with vocabulary preteaching	10 minutes
Read the passage	15 minutes
Do the exercise	15 minutes

VI. Media and Source

- A. Media : - Pictures
- Handouts

B. Source : KARISMA: Kegiatan dan Ringkasan Materi Lengkap dengan
Pelatihan dan Latihan Ulangan Umum - By. Soekaptini (et al).

VII. Evaluation

Answer these questions.

1. What are the two things that may happen to you if you are forced to live all alone?
2. Why do you think about the girl in the passage above could not walk when she was discovered?
3. Mention at least two groups to which you belong.
4. What is the main idea of paragraph four?
5. How old was the girl when she was discovered?
6. Man is a gregarious being. What does the sentence mean?
7. Why should you join the “Rukun Tetangga”?
8. What will happen to you if you “give up” too much to your group?

VIII. Key

1. I will feel very lonely , go mad or become abnormal if I am forced to live all alone.

2. The girl in the passage could not walk when she was discovered because a little girl's mother had never trained or shown her how to do anything.
3. I belong to school, family, and society groups.
4. The main idea of paragraph four is group living is an important part of our lives.
5. The girl was six years old when she was discovered.
6. Man is a gregarious being, it means that man has to be with other people and associate with them. He can not live separated from his fellow men.
Man likes to be with other people.
7. Because by joining Rukun Tetangga, it means that we also take part in community affairs.
8. If we give up too much to our group, the group may prevail over our freedom of expression and conscience.

LESSON UNIT PLAN

Field of Study : English

Theme : Reading Comprehension

Sub Topic : Friendship

Class/ Quarter : 2/ 2

Time : 22 minutes

I. General Instructional Objective

Students are able to comprehend and interpret the content of the reading passage through, observation, interpretation, and application.

II. Specific Instructional Objective

Given a reading passage, students are able to answer 8 essay questions.

III. Material

Reading Passage

FRIENDSHIP

All over the world, across the nations, people have one thing in common. All of us need friends.

Friendship is an important part of our lives. Why do you think friends are necessary? Well, we need friends because we are social creatures. We need friends to give us emotional support. Many times, we have to depend on one another to get certain things done. The “Neighbourhood Watch Group” is an example. The police cultivate friendship with residents so that crime can be fought more effectively.

There are many different kinds of friends. Some are mere acquaintances. These are people who know little about one another. If they meet, greetings like “Hi, the weather’s so hot today!” would be exchanged. Nothing goes beyond that. Neighbours or the postman or even the neighbourhood policeman who patrols each day are but some examples.

Then there are casual friends. They know more about one another. There is some sharing of their daily activities. They may discuss certain situations that they share. These people might be classmates or colleagues.

Good friends relate closer to one another. Usually we share events that make us happy or sad with our good friends. We also go out with them more frequently. Close friends, on the other hand, are people whom we trust very much. We often tend to share our joys and sorrows with them first.

Friends of the same age help you to grow and mature as a person. Many times when you are part of a group of friends, you tend to follow whatever the group does. This helps you to learn about group spirit, sharing and caring. However, there are times when you know that what the friends in your group do is wrong. If your friends start smoking, and you know that it is wrong, you should not be afraid to stand up for what you believe to be right.

By doing so, you might run the risk of being branded a coward. In reality, you are the strongest person in that group for you have not bowed to peer pressure.

IV. Teaching Learning Activities

A. The Approach : Meaningful

The Method : answer 8 essay questions

B. The Steps :

<i>No</i>	<i>Skill</i>	<i>Procedure</i>	<i>Students’ Activities</i>
1.	Reading	Pre Instructional Activity	read the passage: Friendship
2.	Reading	Whilst	answer 8 essay

		Instructional Activity	questions
3.	Reading	Post Instructional Activity	answer 8 essay questions

V. Schedule

Greeting	2 minutes
Answer 8 essay questions	20 minutes

VI. Media and Source

- A. Media : Handouts
- B. Source : Preston Primary 6: Assessment English New Syllabus
- By. Wan Mun Ching B.A.

VII. Evaluation

Answer the questions below.

1. Why do we need friends?
2. Who are acquaintances?
3. How do friends help us to grow and mature as a person?
4. Why are you becoming the strongest person in a group of friends if you stand up for what you think is right?
5. What is the main idea of paragraph two?

6. What does the “peer pressure” mean?
7. What does it mean that we are social creatures?
8. What is the function of “Neighbourhood Watch Group?”

VIII. Key

1. We need friends to give us emotional support and we are social creatures that we can not live alone; depend on someone to do certain things done.
2. Acquaintances are people who know little about one another, such as, policeman.
3. Friends help us to grow and mature because from friendship, we learn about group spirit, sharing, and caring for each other.
4. Because you have not bowed to peer pressure.
5. The main idea of paragraph two is friendship is an important part of our lives.
6. Peer pressure means that a person is being forced to do whatever his group of friends does.
7. We are social creatures, it means that we can not live alone.
8. Neighbourhood Watch Group is a group of residents together with police take care of the safety of their society.