# Appendices

Appendix 1

## Comparison of 6a and 6c

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| report | 6a | 24 | 25.381 | .9262 | .1891 |
| | 6c | 24 | 24.868 | .9659 | .1972 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| report | Equal variances assumed | .817 | .371 | .627 | 46 | .534 | .1712 | .2732 | -.3787 | .7210 |
| | Equal variances not assumed | | | .627 | 45.920 | .534 | .1712 | .2732 | -.3787 | .7211 |

Since p (0.534) > 0.05 both classes 6a and 6c were not significantly different.

Appendix 2

**Lesson Plan (Experimental Group)**

Meeting 1

Grade level         : Elementary

Grade              : VI

Subject           : English

Topic             : Collaborative Strategic Reading theory

Time              : 35 minutes

Objectives:

- Students are able to recognize CSR strategies.
- Students are able to mention CSR strategies and students' role.

Materials:  Note about CSR strategies and students' role.

Methods: Discussion       .

Procedures:

**Pre Activities (10 minutes)**

1. Teacher greets the students and introduces her name.
2. Teacher asks the students to introduce themselves.

**Whilst Activities (20 minutes)**

1. Teacher introduces CSR to the students.
2. Teacher tells the strategies as well as students' roles.

**Post Activities (5 minutes)**

Students mention the strategies and students' role while their books are closed.

Meeting 2

Grade level        : Elementary

Grade             : VI

Subject           : English

Topic             : CSR (modeling phase)

Time              : 35 minutes

Objectives:

- Students are able to record CSR strategies which is modeled by the teacher

Materials: CSR strategies note and reading text

Methods: Visualization

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews CSR strategies and students' role by asking some students to mention about them.

**Whilst Activities (20 minutes)**

1. Teacher tells that each step has its own roles for each student.
   a. Leader leads the group implementation of CSR by saying what to read or which strategy to do next.
   b. Clunk expert leads the group in trying to figure out difficult words or concept.
   c. Gist expert guides the group toward the development of a gist and determines that gist contains the most important ideas.
   d. Question expert guides the group to generate and answer questions.
   e. Encourager can be done by the leader and time keeper can be done by questions expert.
2. Teacher models CSR strategies (modeling phase) using think-aloud procedures:

a. Teacher distributes a reading text to the students.

b. Teacher asks the students to make prediction using the title "A Good Sandwich" (making prediction).

c. Teacher asks students to find information through the pictures provided (developing images).

d. Teacher links the information the students get through the title and pictures to their prior knowledge (share analogies).

- Have you ever tried to eat sandwich?
- How many times have you eaten sandwiches?
- Which sandwich is the best?
- Do you think that is good sandwich? Why?

e. Teacher asks the students to read the text and think about difficult information (monitor comprehension).

f. Teacher asks the students to read beyond confusing section to see if the information that comes next will clear up their confusion (regulate comprehension).

3. Teacher asks the students about the most important person, place or thing, and important idea about the person, place, or thing. (**Get the Gist**).

**Post Activities (10 minutes)**

1. Teacher gives some questions to check students understanding.

2. Teacher reviews the important ideas.

**Wrap up**

Reading for meeting 2 (modeling phase)

### A Good Sandwich

Gordon was hungry. He opened the refrigerator. There must be something in here to eat, he thought. There was—a single hot dog.

He took it out of its package and put a small frying pan onto the stove's gas burner. He turned on the heat. Then he poured a little bit of vegetable oil into the pan. He sliced the hot dog in half lengthwise. When the oil got hot, he put the two halves in the pan. About a minute later, he flipped each half over. After another minute, he took the hot dog out of the pan.

Gordon put two slices of bread into the toaster. This was tasty and healthy bread. The first ingredient listed was organic sprouted wheat. The first ingredient in ordinary bread is usually unbleached flour.

When the toast popped up, he put mustard, mayonnaise, and ketchup on one slice. Then he added two slices of onion. On top of the onions, he placed the hot dog. On top of the hot dog, he put a couple of slices of apple. Then he added some bits of hot green chile, and then put the top piece of toast onto the chile bits.

Ahh, what a sandwich, he thought, as he sat down to eat.

**Guiding Questions:**

1. Where was the single hot dog?
2. How did Gordon know that the bread is healthy bread?
3. List Gordon's sandwich in order start from the bottom!

Meeting 3

Grade level         : Elementary

Grade              : VI

Subject            : English

Topic               : CSR (teacher assisted phase)

Time                : 35 minutes

Objectives:

• Students are able to apply CSR under teacher guidance.

Materials: CSR strategies note and reading text

Methods: Discussion

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher recalls students' memory about modeling phase.

**Whilst Activities (20 minutes)**

1. Teacher divides the students into groups of four.
2. Teacher distributes the reading text "Paul's Family".
3. Teacher asks the groups to apply CSR and she goes around the group to watch them.

**Post Activities (10 minutes)**

Each group shares problems and difficulties they found.

Meeting 3 (Teacher assisted phase)

**Paul Carpenter, a fourteen year-old stud... his family.**

'There are four people in my family. There's my father, whose name is John, my mother, Marie, my sister, Ellen and of course, me. I have quite a large extended family as well but only the four of us live together in our flat in a tall building. My father is fifty-two years old. He works as an accountant in an insurance company. He likes gardening very much as well as listening to music and reading books about political science. His special hobbies are bird watching and travelling.

My mother is forty-seven and she works as a nurse in a hospital. She likes bird watching and travelling too, so whenever my parents can, they go some place interesting for nature watching. My mother also loves taking photographs, so wherever she goes she always takes her camera. Since we have a cottage with a garden, they both spend a lot of time there.

My sister is thirteen. She is interested in computers and sports like football and volleyball. She also spends a lot of time with her friends.

I have only one grandmother left. She is in pretty good health even at the age of seventy-eight so she still lives in her own flat. I enjoy spending time with her when I can. I also have a lot of aunts, uncles and cousins. My favourite cousin is Pauline. We have a lot in common because we are both fourteen and so we are best friends.

My parents gave me certain chores around the house. I don't mind helping out because everyone in a family should contribute in some

## Guiding questions:

1. Where does his father work? _____

2. What's the difference between his mum and his father age?

   _____

3. Who is Pauline? _____

4. What chores does his sister always do? _____

Meeting 4

Grade level   : Elementary
Grade     : VI
Subject    : English
Topic     : CSR (independent phase)
Time     : 35 minutes

Objectives:
•   Students are able to apply independent phase.

Materials: reading text "Art in the North"
Methods: group work
Procedures:

**Pre Activities (5 minutes)**
1. Teacher greets the students
2. Teacher recalls students' memory about teacher assisted phase.

**Whilst Activities (20 minutes)**
1. Teacher uses groups which have been distributed in the previous meeting.
2. Teacher asks each group to decide the roles.
3. Teacher distributes the reading text about "Art in the North".
4. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**
1. Teacher gives questions based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 4

# Art in the North (part one)
## Two works by *Antony Gormley*

**Angel of the North**

The *Angel of the North* is located in Gateshead, England. It is a steel sculpture of an angel, 20 metres in height with wings measuring 54 metres across. It stands on a hill overlooking roads into Tyneside. Work began on the project in 1994 and cost £1 million. Due to its exposed location, the sculpture had to be built to withstand winds of over 100 mph (160 km/h).

Thus, 600 tonnes of concrete were used to create foundations which anchor the sculpture to rock 20m below. It was made in three parts—with the body weighing 100 tonnes and two wings weighing 50 tonnes each—then brought to its site by road. Construction work on the *Angel* was finished on 16 February 1998. Although it met with strong controversy at first, it is now considered by some as a landmark for the Northeast of England and has been listed by

Angel of the North

Another Place

Give tick (√) and correction if it's False.

| No | Statement | true | false | correction |
|----|-----------|------|-------|------------|
| 1 | Gateshead is in Tyneside. | | | |
| 2. | The length of its wings is 54 metres. | | | |
| 3. | The contractors made this Angel into three parts. | | | |
| 4. | The process of making *Angel of the North takes three years.* | | | |
| 5. | Many people don't agree of *Angel of the North's existence at first.* | | | |

Answer Key

| No | Statement | true | false | correction |
|---|---|---|---|---|
| 1 | Gateshead is in Tyneside. | | √ | In England |
| 2. | The length of its wings is 54 metres. | √ | | |
| 3. | The contractors made this Angel into three parts. | √ | | |
| 4. | The process of making *Angel of the North takes three years.* | | √ | Four years |
| 5. | Many people don't agree of *Angel of the North's existence at first.* | √ | | |

Meeting 5

Grade level        : Elementary

Grade              : VI

Subject           : English

Topic              : CSR (independent phase)

Time               : 35 minutes

Objectives:

• Students are able to apply independent phase.

Materials: reading text "Fresh Painting"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Fresh Painting".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives True and False questions based on the text to be done individually.
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 5

# **Fresh Painting**

Olivia looked at her new room's dingy (=*dirty*) white walls.
"They're so plain."
"Don't worry," Dad said, "we'll paint them, and you can even choose the colour."
Moving into a new house was exciting, but painting the walls any colour she chose was even more exciting!
"Do you want pink?" Mum suggested.
Olivia shook (=*menggelengkan*) her head. "No, that's for babies."
"I want pink for my room!" Olivia's younger sister, Veronica, shouted. She was only four, so she could have pink if she wanted.
"What should I choose?" Olivia wondered. "I like beach and garden, so maybe light blue or light green."
"How about both?" Dad offered. Suddenly, Olivia smiled and she had an idea. I will draw a beach on two sides of the wall and flowers and leaves on the other sides.
"It looks like background, then." Dad laughed.
"That would be amazing. Let's get painting!"
Soon, they found rollers, some paint, and brushes in the store near their new house.
Mum and Veronica unpacked things while Olivia and Dad painted.
It was hard work, especially since she couldn't reach very high. Dad helped her a lot. He even smoothed out (=*meratakan*) areas where her paint wasn't completely even. He was a really good painter!
"It's always important to take your time to do any job right. You have to live with these colours for a few years, so do it right."
"I understand." She replied, and she did, too.
Somehow, doing her own room the right way made her very serious about painting. It was hard to wait until the next day to see the paint all dry so she could move into her room.
There was nothing more satisfying than a job well done.
Moving into her new room with its new paint was just about the best thing she could ever remember. Even when they did Veronica's room next, she tried her hardest to make her sister's room look as good as hers did. Veronica might be younger than her, but she realized it might be just as important to her sister as it was to her for her room to look good.

## **Answer the questions!**

1. Why did Olivia refuse to paint her room pink?

2. What did Mum and Veronica do when Olivia and Dad painted the wall?

3. How was her room before she painted with new colours?

4. What did they buy before painting?

5. Why did her daddy ask her to paint it right?

**Answer Key**

1. Because she thoughts that pink is for baby

2. They unpacked things

3. Dirty and plain

4. rollers, some paint, and brushes

5. Because she has to live with these colours for a few years

Meeting 6

Grade level   : Elementary

Grade    : VI

Subject   : English

Topic    : CSR (independent phase)

Time    : 35 minutes

Objectives:

•  Students are able to apply independent phase.

Materials: reading text "Michelangelo's Masterpiece"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher discusses students' weakness and strength after applying independent phase twice.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.

2. Teacher distributes the reading text about "Michelangelo's Masterpiece".

3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives exercise on sentence completion based on the text to be done individually

2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 6

## Michelangelo's Masterpiece

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence, and the Governor of the city told Michelangelo that he wanted him to make a statue out of the marble. He said that Michelangelo was the only man in Italy who could do it.

The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people gathered in the square where it stood. Everybody was waiting for the Governor. At last he came, accompanied by the richest people of the city. The Governor looked pleased, and seeing the expression on his face the people thought that he liked the statue. So they were all surprised to hear him say that he didn't like the sculptor's work at all because the statue's nose was too long.

'Can you make the nose shorter?' the Governor asked Michelangelo.

Those who heard the question expected the sculptor to get angry, but to their surprise Michelangelo answered calmly that he didn't mind changing the shape of the nose.

When the Governor was not looking, he picked up a handful of marble dust and went to the statue. He pretended to work hard. Standing with his back to the Governor, he dropped the marble dust he had picked up little by little to make the Governor believe that he was really changing the shape of the nose. The Governor thought that the sculptor was doing as he had been told, and so when Michelangelo finished working, he said proudly, 'Now the statue is wonderful.'

The people, who had kept silent while the sculptor was working, realized now that he hadn't done anything to the statue, and shouted with joy.

The statue, which is called David, is one of Michelangelo's best works.

**Complete the sentences below!**

1.  Michelangelo made a statue from _____.

2.  _____ wanted Michelangelo repaired the nose of the statue.

3.  _____ thought that Michelangelo would get angry.

4.  Michelangelo seemed working hard by giving _____ on the statue.

5.  The name of the statue is _____.

Answer Key

|   |              |              |          |
|---|--------------|--------------|----------|
| 1. | White marble | 3. People   | 5. David |
| 2. | Governor     | 4. Marble dust |        |

Meeting 7

Grade level        : Elementary

Grade             : VI

Subject          : English

Topic             : CSR (independent phase)

Time             : 35 minutes

Objectives:

• Students are able to apply independent phase.

Materials: reading text "Adventure Sport"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Adventure Sport".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives questions based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 7

### Adventure Sport

Adventure sports like hang gliding and skydiving are more and more popular. People pay a lot of money to take part in these sports, jumping off cliffs and out of planes with only wings and parachutes made of thin material to stop them crashing to the ground.

Strangest of all are the bungee jumpers. They jump off towers and high bridges with only a long piece of elastic rope tied to their feet to stop their fall. When the elastic rope stretches to its maximum length, the jumper is pulled back into the air and then falls down again.

At a bungee-jumping tower in London which is 100 metres high- the highest bungee jump in the world-10,000 customers a year wait in line to make the leap from the top. The oldest person to have jumped from the tower was seventy five years old!

Why do people pay a lot of money to **this**? Well, people have always dreamed of flying like birds. Perhaps these sports are a way of making that dream come true. Maybe modern life has become too boring for some people, and they are just looking for some excitement in their lives. And people who do these sports certainly enjoy telling their friends about how brave they have been. But although these sports may look dangerous, in fact there are far more accidents on the road than accidents involving adventure sports.

**Answer the questions!**

1. Mention some adventure sports!

   _____

2. What is used by bungee jumpers to stop their fall?

   _____

3.  Where did a 75-year old person do bungee jumping?

   _____

4. What motivation do the people have in doing adventure sport?

   _____

5. In your opinion what makes road accident has more numbers than

   accident in adventure sport?

   _____

Answer Key

1. hang gliding and skydiving

2.  elastic rope

3.  At a bungee-jumping tower in London

4.  Because they want to fly

5.  Because people tend to break the rules

Meeting 8

Grade level        : Elementary

Grade            : VI

Subject           : English

Topic            : CSR (independent phase)

Time             : 35 minutes

Objectives:
- Students are able to apply independent phase.

Materials: reading text "Extreme Sports"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**
1. Teacher greets the students
2. Teacher asks a student to retell the previous text "Adventure Sport" briefly.

**Whilst Activities (20 minutes)**
1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Extreme Sports".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**
1. Teacher gives True and False exercise based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 8

# Extreme Sports

## SKATEBOARDING

Skateboarding has become more than just a popular sport in America. It's also an accepted form of transportation. Young people skateboard to school, to work, to visit a friend. But the danger of people walking on the streets has forced many towns to pass laws that restrict the use of skateboards.

Across the nation, cities and towns are passing laws that keep skateboards off streets and sidewalks, especially in the centre of the town. Says a police officer in New York, 'If you're a resident and you're trying to walk down the street, all it takes is one skateboarder for it to be a problem.' Skateboarders caught breaking the rules can be punished or have their boards taken away.

Skateboarders are angry about the new rules. They say they should be allowed to use skateboarders to travel.

## SKY SURFING

Sky surfing is like surfing and flying at the same time.

It's also very fast and sky surfers must like heights because they have to jump from an aeroplane.

Sky surfers work in pairs. One surfer does the tricks and the other one records the tricks with a video camera. In sky surfing competitions, judges watch the videos to decide who is the winner.

It looks exciting, but sky surfing is a very dangerous sport. You must know when to use your parachute and how to land safely.

## HANG GLIDING

The pilot of this hang-glider doesn't like flying very much but he says he wants to feel that adrenaline rush everybody talks about. He loves extreme sports and he has trained hard and now he's ready for his first flight. Hang-gliding can be dangerous and it isn't cheap *(£400* is an average price for a hang-glider). But the excitement of the sport is obvious. After all, it's as near as you can get to flying.

**Are these sentences TRUE or FALSE? Correct the false ones.**

1.  Young people use skateboards just for fun. _____

    Correction: _____

2.  There are special laws to restrict the use of skateboards in some areas. _____

    Correction: _____

3.  Sky surfers can't be afraid of flying. _____

    Correction: _____

4.  In sky surfing competition the judges decide the winner by joining them flying. _____

    Correction: _____

5.  Hang-gliding isn't an expensive sport. _____

    Correction: _____

Answer Key

1.  F     Correction: for fun → to school, to work, to visit a friend
2.  T
3.  T
4.  F     Correction: by joining them flying → recording
5.  F     Correction: isn't expensive → expensive

Meeting 9

Grade level          : Elementary
Grade                : VI
Subject              : English
Topic                : CSR (independent phase)
Time                 : 35 minutes

Objectives:

• Students are able to apply independent phase.

Materials: reading text "Sports in England"
Methods: group work
Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Sports in England".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives exercise on sentence completion based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 9

# SPORTS IN ENGLAND

**Cricket** is England's national sport. People can play cricket on village greens on Sunday from April to August. There are eleven players in a cricket team. They play with a small ball and a bat. In the summer, the teams can play in the County Championship. Nasser Hussain is the captain of The England Cricket Team. He can give orders to the other players.

**Soccer** (football) is England's most popular sport. There are ninety-two professional clubs. Manchester United, Arsenal and Liverpool are the most famous teams. Eleven players can play on the field. They can only use their feet to hit the ball.
Christiano Ronaldo can play soccer very well.
In May, English teams can participate in the Cup Final.

**Rugby** has got its origins in the Rugby school in Warwickshire in England. There are fifteen players in a rugby team. Players can take the oval ball in their hands and they can tackle each others. The rugby teams can compete in the Super League final in September. Jonathan Peter Wilkinson is a player of the English rugby union team. He can run very fast on the field.

**Horse-racing** (*course à cheval*) is the sport of Kings. People can see
riders and horses everyday in the Derby. The Grand National is a
very difficult competition in April. Horses can jump thirty fences (*obstacles*).
Ryan Lee Moore is a Champion Jokey. He can ride very well.
The Queen has got a lot of racehorses.

**Tennis** is very important in England. People can watch the Wimbledon tournament in June and July. You can play tennis with a small yellow ball and a racket. Andy Murray can hit the ball very quickly. He is a very good

English player. He can run fast on the tennis court.

**Complete sentences below!**

1. The shape of ball in rugby is _____.

2. The children play _____ with a small ball and a bat.

3. One of the best English tennis player is _____.

4. Football player may not use their hands, but they use _____ to hit the ball.

5. _____ belong to the Queen.

Answer Key

1. oval

2. cricket

3. Andy Murray

4. Feet

5. racehorses

Meeting 10

Grade level         : Elementary

Grade            : VI

Subject          : English

Topic            : CSR (independent phase)

Time            : 35 minutes

Objectives:

- Students are able to apply independent phase.

Materials: reading text "Edinburgh Festival"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Edinburgh Festival".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives  questions based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 10

# EDINBURGH FESTIVAL

**The Edinburgh Festival** is one of the biggest festivals in the world. There are actually several different festivals in parallel, all taking place in Edinburgh, the capital of Scotland, in August and September. There is the main Arts festival, the Jazz Festival, the Film Festival, the Book Festival, and the Military Tattoo.

**The Edinburgh International Festival of the Arts** first took place in 1947. There are performances of theatre, music, opera, and dance all over Edinburgh during the last two weeks of August and the first week of September. When the first Edinburgh Festival was held, not all the smaller companies got into the programme. So in the same year they started a side-festival, which was called the Festival Fringe.

**The Festival Fringe** has an even bigger programme and more tickets than the main Arts Festival. This festival has three non-stop weeks of theatre, comedy, children's performances, and exhibitions. There are more than one thousand different events in this programme. One-man performers like buskers perform in the open air and attract both young and old. Authors of popular books have an opportunity to meet the readers and get new ideas for their next stories. Today, more than 40 fringe festivals, which give opportunities to smaller companies and solo performers, have followed the Edinburgh example across the world.

**The Edinburgh Military Tattoo** is an attractive show. It takes place with Edinburgh castle in the background. Military motorcyclists amaze with their daredevil performances; gymnastic teams and dancers from all over the world share a little of their skills with a huge watching crowd, while the many military bands march proudly to the music. There is a spectacular show by Scottish pipers and drummers which ends with a lone piper playing his bagpipe from high up on the castle walls.

**Answer the questions!**
1. When was The Festival Fringe started? _____
2. In what festival can we see children's performance and meet with our favourite author? _____
3. When is the good time for visit Edinburgh International Festival of the Arts? _____
4. Who will perform music in Edinburgh Military Tattoo? **_____**
5. From which country do pipers and drummers come from? _____.

Answer Key

1. 1947
2. The Festival Fringe
3. last two weeks of August and the first week of September
4. military bands
5. Scotland

Meeting 11

Grade level        : Elementary
Grade              : VI
Subject            : English
Topic              : CSR (independent phase)
Time               : 35 minutes

Objectives:
• Students are able to apply independent phase.

Materials: reading text "Loy Krathong"
Methods: group work
Procedures:

**Pre Activities (5 minutes)**
1. Teacher greets the students
2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**
1. Teacher asks the students to sit with their group.
2. Teacher distributes the reading text about "Loy Krathong".
3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**
1. Teacher gives true and false exercise based on the text to be done individually
2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 11

### Loy Krathong

Thailand has many beautiful festivals. In November, on the full moon, there is a big festival. Its name is Loy Krathong. It is very famous everywhere in Thailand.

The Thai word **loy** means **float** in English. There is no English word for **krathong**. So we tell English people that Loy Krathong is a day to **float a krathong**.

In the evening many Thai people go to a river (*mae nam*), stream (*huay*) or canal (*khlong*). They float their krathong on the water. They think this will bring them good luck and happiness.

In a krathong there are flowers, a candle and three incense sticks. People light the candle and then put the krathong on the water. They push the krathong and make a wish.

At the end of the evening, there are hundreds of krathongs with beautiful lights bobbing up and down on the water.

Sometimes there are also fireworks in the sky. There is also a beauty competition to find the most beautiful girl, Miss Noppamas. It is a very fun evening.

In many schools, some students make krathongs from paper. Some students make krathongs from banana leaves. Some children buy their krathong from a small shop.

**Write True or False! Write the correction if the statement is false!**

1. Thai people can see full moon in September. _____

    Correction: _____

2. People don't put their krathong on the road. _____

    Correction: _____

3. Some flowers are put in the krathong too. _____

    Correction: _____

4. Children can make krathong. _____

    Correction: _____

5. Miss Noppamas is chosen in different day. _____

    Correction: _____

Answer Key

1. F   Correction: September →November

2. F   Correction: road → river / stream / canal

3. T

4. T

5. F   Correction: different day → in the same day (its evening)

Meeting 12

Grade level        : Elementary

Grade            : VI

Subject          : English

Topic            : CSR (independent phase)

Time             : 35 minutes

Objectives:

- Students are able to apply independent phase.

Materials: reading text "The Cherry Blossom Festival"

Methods: group work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher reviews CSR strategies.

**Whilst Activities (20 minutes)**

1. Teacher asks the students to sit with their group.

2. Teacher distributes the reading text about "The Cherry Blossom Festival".

3. Teacher asks the groups to apply CSR.

**Post Activities (10 minutes)**

1. Teacher gives exercise on correcting the mistakes to be done individually

2. Teacher asks the students to submit their work and discuss the answer together.

Meeting 12

# *The Cherry Blossom Festival*



The blooming of the cherry trees around the Jefferson Memorial in Washington, D.C. has come to symbolize the natural beauty of our nation's capital city. Hundreds of thousands of city residents and visitors from across the nation and around the world come here to witness the spectacle, hoping that the trees will be at the peak of bloom for the Cherry Blossom Festival, Washington, D.C.'s rite of spring.

The famous trees, a gift from Japan in 1912, signal the coming of Spring with an explosion of life and color surrounding the Jefferson Memorial on the Tidal Basin in a sea of pink and white. Exactly when the buds will open is not an easy question to answer, but the National Park Service Regional Horticulturalist Robert DeFeo has been fairly accurate in his forecasts over the past several years. Once the buds begin to expand in late February, they can be monitored and the days counted before they can be expected to bloom. The forecast is based upon the weather forecast, and close inspection to determine the stage of bud development.

**One word in each sentence is wrong. Find the word and cross it out. Then write the correct word.**
1. Millions of birds appear on cherry trees in Washington, D.C., in March or April.
2. Cherry blossoms are the fruit of cherry trees.
3. The cherry festival in Washington, D.C., is a gift from Japan.
4. Cherry blossoms make our nation´s concert very pretty every spring.
5. The colour around Jefferson Memorial become red and white.

*Answer Key*
1. *birds=blossoms*
2. *fruit = flower*
3. *festival = tree*
4. *concert = capital city*
5. *red = pink*

Appendix 3

**Lesson Plan (Control Group)**

Meeting 1

Grade level        : Elementary

Grade              : VI

Subject            : English

Topic              : Skimming and Scanning theory

Time               : 35 minutes

Objectives:

•   Students are able to introduce their name well.

•   Students are able to differentiate scanning and skimming

Materials: Note about skimming and scanning

Methods: teacher centered

Procedures:

**Pre Activities (10 minutes)**

1.  Teacher greets the students and introduces her name.

2.  Teacher asks the students to introduce themselves.

**Whilst Activities (20 minutes)**

1.  Teacher introduces skimming and its function

2.  Teacher introduces scanning and its function

**Post Activities (5 minutes)**

Students mention the strategies and its characteristics while their books are closed.

Meeting 2

Grade level        : Elementary

Grade              : VI

Subject            : English

Topic              : scanning and skimming

Time               : 35 minutes

Objectives:

- Students are able to apply scanning and skimming

Materials: reading text "A Good Sandwich" and stopwatch

Methods: discussion

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews scanning and skimming.

**Whilst Activities (20 minutes)**

Teacher demonstrates scanning (5 minutes) and skimming (5 minutes).

Students do scanning (5 minutes) and skimming (5 minutes).

**Post Activities (10 minutes)**

Students discuss the answer of their exercise and difficulties in scanning and skimming with the teacher.

Reading for meeting 2 (application of scanning and skimming)

## A Good Sandwich

Gordon was hungry. He opened the refrigerator. There must be something in here to eat, he thought. There was—a single hot dog.

He took it out of its package and put a small frying pan onto the stove's gas burner. He turned on the heat. Then he poured a little bit of vegetable oil into the pan. He sliced the hot dog in half lengthwise. When the oil got hot, he put the two halves in the pan. About a minute later, he flipped each half over. After another minute, he took the hot dog out of the pan.

Gordon put two slices of bread into the toaster. This was tasty and healthy bread. The first ingredient listed was organic sprouted wheat. The first ingredient in ordinary bread is usually unbleached flour.

When the toast popped up, he put mustard, mayonnaise, and ketchup on one slice. Then he added two slices of onion. On top of the onions, he placed the hot dog. On top of the hot dog, he put a couple of slices of apple. Then he added some bits of hot green chile, and then put the top piece of toast onto the chile bits.

Ahh, what a sandwich, he thought, as he sat down to eat.

Question:
1. Where was the single hot dog?
2. How did Gordon know that the bread is healthy bread?
3. What chile did Gordon put on his sandwich?
4. List Gordon's sandwich in order start from the bottom!

Meeting 3

Grade level        : Elementary

Grade             : VI

Subject           : English

Topic              :Skimming "Art in the North"

Time              : 35 minutes

Objectives:

• Students are able to apply skimming.

Materials: reading text "Art in the North".

Methods: silent reading

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher recalls students' memory about skimming.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.
2. Teacher distributes the reading text "Art in the North".
3. Teacher asks students' opinion about the title and the picture provided.
4. Teacher asks the students to read main ideas in each paragraph.
5. Teacher discusses the text by giving questions to be answered orally.
6. Teacher discusses difficult words together.

**Post Activities (10 minutes)**

Teacher asks each student to summarize the text into a paragraph.

Meeting 3

# Art in the North (part one)
## Two works by *Antony Gormley*

**Angel of the North**

The *Angel of the North* is located in Gateshead, England. It is a steel sculpture of an angel, 20 metres in height with wings measuring 54 metres across. It stands on a hill overlooking roads into Tyneside. Work began on the project in 1994 and cost £1 million. Due to its exposed location, the sculpture had to be built to withstand winds of over 100 mph (160 km/h).

Thus, 600 tonnes of concrete were used to create foundations which anchor the sculpture to rock 20m below. It was made in three parts—with the body weighing 100 tonnes and two wings weighing 50 tonnes each—then brought to its site by road. Construction work on the *Angel* was finished on 16 February 1998. Although it met strong controversy at first, it is now considered by some as a landmark for the Northeast of England and has been listed by

Angel of the North

Another Place

Questions:

Complete the description about Angel of the North below!

Name                    : Angel of the North

Location/Country        : _____

Height                  : _____

Two wings               : _____ tons of concrete

Time needed to build  : _____ years

Summarize the text into a paragraph using those descriptions!

---

Answer Key:

Name                 : Angel of the North
Location/Country    : <u>Gateshead, England</u>
Height              : <u>20 m</u>
Two wings         : <u>100</u> tons of concrete
Time needed to build : <u>8</u> years

---

### Angel of the North

Angel of the North is in Gateshead, England. Its height is 20 m and the weight of two wings are 100 tons of concrete. It took four years to build.

Meeting 4

Grade level        : Elementary

Grade              : VI

Subject           : English

Topic              : scanning "Fresh Painting"

Time               : 35 minutes

Objectives:

• Students are able to apply scanning.

Materials: reading text "Fresh Painting" and stopwatch.

Methods: individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher recalls students' memory about scanning.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.
2. Teacher distributes the reading text "Fresh Painting".
3. Teacher asks students' opinion about the title.
4. Teacher asks the students to find repeated words, numbers, or italic words
5. Teacher discuses the text by giving questions which need scanning.

**Post Activities (10 minutes)**

Teacher asks the students to write important points from the text.

Meeting 4

# Fresh Painting

Olivia looked at her new room's dingy (=*dirty*) white walls.
"They're so plain."
"Don't worry," Dad said, "we'll paint them, and you can even choose the colour."
Moving into a new house was exciting, but painting the walls any colour she chose was even more exciting!
"Do you want pink?" Mum suggested.
Olivia shook (=*menggelengkan*) her head. "No, that's for babies."
"I want pink for my room!" Olivia's younger sister, Veronica, shouted. She was only four, so she could have pink if she wanted.
"What should I choose?" Olivia wondered. "I like beach and garden, so maybe light blue or light green."
"How about both?" Dad offered. Suddenly, Olivia smiled and she had an idea. I will draw a beach on two sides of the wall and flowers and leaves on the other sides.
"It looks like background, then." Dad laughed.
"That would be amazing. Let's get painting!"
Soon, they found rollers, some paint, and brushes in the store near their new house.
Mum and Veronica unpacked things while Olivia and Dad painted.
It was hard work, especially since she couldn't reach very high. Dad helped her a lot. He even smoothed out (=*meratakan*) areas where her paint wasn't completely even. He was a really good painter!
"It's always important to take your time to do any job right. You have to live with these colours for a few years, so do it right."
"I understand." She replied, and she did, too.
Somehow, doing her own room the right way made her very serious about painting. It was hard to wait until the next day to see the paint all dry so she could move into her room.
There was nothing more satisfying than a job well done. Moving into her new room with its new paint was just about the best thing she could ever remember. Even when they did Veronica's room next, she tried her hardest to make her sister's room look as good as hers did. Veronica might be younger than her, but she realized it might be just as important to her sister as it was to her for her room to look good.

**Important note:**

| |
|---|
| Characters: _____ |
| Activity: _____ |
| Room before painted: _____ |
| Tools needed : _____ |
| Room after painted : _____ |

**Answer Key:**
Characters: Mum, Dad, Veronica, Olivia          Room after painted: good
Activity: Painted new room
Tools needed: rollers, some paint, and brushes

Meeting 5

Grade level         : Elementary

Grade              : VI

Subject           : English

Topic              : skimming "Michelangelo's Masterpiece"

Time               : 35 minutes

Objectives:

- Students are able to apply skimming.

Materials: reading text "Michelangelo's Masterpiece"

Methods: skimming, individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews skimming and asks the students whether they have difficulties in applying skimming

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.
2. Teacher distributes the reading text "Michelangelo's Masterpiece".
3. Teacher asks students' opinion about the title and the picture provided.
4. Teacher asks the students to read main ideas in each paragraph.
5. Teacher discusses the text by giving questions to be answered orally.
6. Teacher discusses difficult words together.

**Post Activities (10 minutes)**

Teacher asks the students to write facts and opinion from the text.

Meeting 5

# Michelangelo's Masterpiece

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence, and the Governor of the city told Michelangelo that he wanted him to make a statue out of the marble. He said that Michelangelo was the only man in Italy who could do it.

The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people gathered in the square where it stood. Everybody was waiting for the Governor. At last he came, accompanied by the richest people of the city. The Governor looked pleased, and seeing the expression on his face the people thought that he liked the statue. So they were all surprised to hear him say that he didn't like the sculptor's work at all because the statue's nose was too long.

'Can you make the nose shorter?' the Governor asked Michelangelo.

Those who heard the question expected the sculptor to get angry, but to their surprise Michelangelo answered calmly that he didn't mind changing the shape of the nose.

When the Governor was not looking, he picked up a handful of marble dust and went to the statue. He pretended to work hard. Standing with his back to the Governor, he dropped the marble dust he had picked up little by little to make the Governor believe that he was really changing the shape of the nose. The Governor thought that the sculptor was doing as he had been told, and so when Michelangelo finished working, he said proudly, 'Now the statue is wonderful.'

The people, who had kept silent while the sculptor was working, realized now that he hadn't done anything to the statue, and shouted with joy.

The statue, which is called David, is one of Michelangelo's best works.

**Write fact and opinion from the text above!**

- **Facts:** _____

_____

- **Opinion:** _____

_____

_____

_____

_____

_____

_____

Meeting 6

Grade level       : Elementary
Grade             : VI
Subject           : English
Topic             : scanning "Favourite Sports"
Time              : 35 minutes

Objectives:

• Students are able to apply scanning.

Materials: reading text "Sport adventure"

Methods: scanning

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher discusses students' favourite sports.

**Whilst Activities (20 minutes)**

4. Teacher lets the students sit facing the whiteboard.

5. Teacher distributes the reading text "Favourite Sports".

6. Teacher asks students' opinion about the title.

7. Teacher asks the students to find repeated words, numbers, or italic words

8. Teacher discuses the text by giving questions which need scanning.

**Post Activities (10 minutes)**

Teacher asks the students to make mind mapping.

Meeting 6

My name is Marco and I'm 11 years old. I'm Italian and my favourite sport is soccer. I play soccer twice a week at school. In the afternoon, I have soccer lessons on Monday, Wednesday and Friday. On Saturdays afternoon I usually have a match with my team. We are very good at soccer and we often win. Of course I'm in the school team too! I have a lot of friends and on Sundays afternoon we play soccer in the park. My favourite team is Milan and I hope to be a champion as Paolo Maldini.

I'm Simon and I live in England. I'm 15 years old and I practice cycling. I like this sport because I can practice it in the parks. In the summer I go cycling every day for three hours, usually in the morning. In winter it's difficult to go cycling because it often rains. I always wear a helmet to protect my head and drink a lot of water. My parents are also fond of cycling, so we often go on holiday by bike. Last year we went in Scotland by bicycle, it was fantastic!

Hello, my name is Timothy and I'm American. I'm 12 years old and I'm **fond** of basket. Here in the USA it is one of the national sports. Every family has a basket ring in the garden and you can see lots of boys and girls playing in the parks. I play basket every afternoon with my friends and on Sundays morning I play in the garden with my father and my brother. I'm in the school team and every month we have a match against other teams. We have won 4 matches out of 6. My favourite player is Michael Jordan.

Adopted from: esprintables.com

Finish this mind mapping using the text above!

Answer Key:

soccer

cycling

Marco

Timothy

Monday,
Wednesday
and Friday

Favourite
Sports

every
morning in
the summer

Simon

basketball

every afternoon
and on Sundays
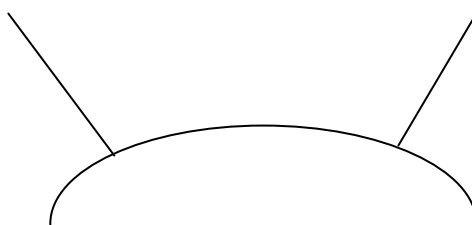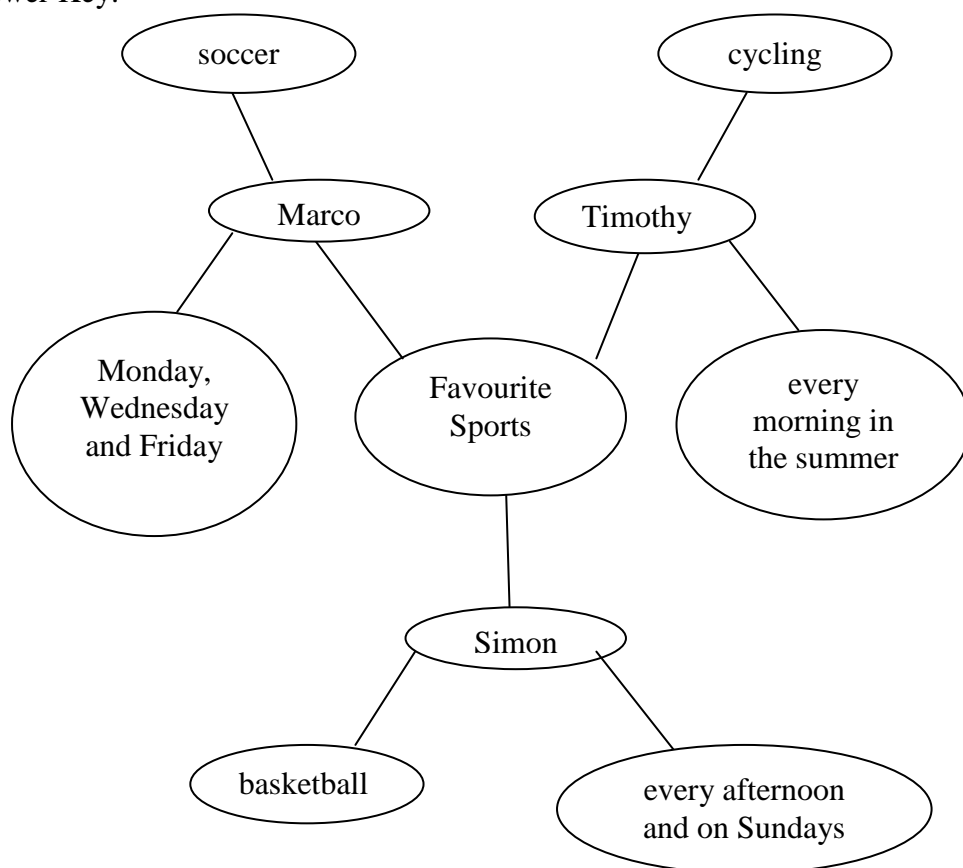
Meeting 7

Grade level        : Elementary

Grade             : VI

Subject           : English

Topic              : skimming, "Adventure Sport"

Time               : 35 minutes

Objectives:

- Students are able to apply skimming.

Materials: reading text "Adventure Sport"

Methods: skimming

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher asks students' the most challenging sport they have ever tried.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.

2. Teacher distributes the reading text "Adventure Sport".

3. Teacher asks students' opinion about the title and the picture provided.

4. Teacher asks the students to read main ideas in each paragraph.

5. Teacher discusses the text by giving questions to be answered orally.

6. Teacher discusses difficult words together.

**Post Activities (10 minutes)**

Teacher asks the students to write main idea of each paragraph.

Meeting 7

## Adventure Sport

Adventure sports like hang gliding and skydiving are more and more popular. People pay a lot of money to take part in these sports, jumping off cliffs and out of planes with only wings and parachutes made of thin material to stop them crashing to the ground.

Strangest of all are the bungee jumpers. They jump off towers and high bridges with only a long piece of elastic rope tied to their feet to stop their fall. When the elastic rope stretches to its maximum length, the jumper is pulled back into the air and then falls down again.

At a bungee-jumping tower in London which is 100 metres high- the highest bungee jump in the world-10,000 customers a year wait in line to make the leap from the top. The oldest person to have jumped from the tower was seventy five years old!

Why do people pay a lot of money to **this**? Well, people have always dreamed of flying like birds. Perhaps these sports are a way of making that dream come true. Maybe modern life has become too boring for some people, and they are just looking for some excitement in their lives. And people who do these sports certainly enjoy telling their friends about how brave they have been. But although these sports may look dangerous, in fact there are far more accidents on the road than accidents involving adventure sports.

## Main idea of:

Paragraph one: _____

Paragraph two: _____

Paragraph three: _____

Paragraph four: _____

**Answer Key:**

- Paragraph one: Adventure sports like hang gliding and skydiving are more and more popular.

- Paragraph two: Strangest of all are the bungee jumpers.

- Paragraph three: The highest bungee jump in the world is in London.

- Paragraph four: People pay a lot of money to bungee jumping because people have always dreamed of flying like birds.

Meeting 8

Grade level         : Elementary

Grade              : VI

Subject           : English

Topic               : scanning "Extreme Sports"

Time               : 35 minutes

Objectives:

- Students are able to apply scanning.

Materials: reading text "Extreme Sports"

Methods: scanning, individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher asks students' opinion about extreme sport.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.

2. Teacher distributes the reading text about "Extreme Sports".

3. Teacher asks the students to read the title and mention extreme sports that they know.

4. Teacher asks the students to read the text once.

5. Teacher discuses the text by giving questions which need scanning.

6. Teacher asks the students to read the text once again.

**Post Activities (10 minutes)**

Teacher asks the students to write adjectives they found in the text.

Meeting 8

# Extreme Sports

**SKATEBOARDING**

Skateboarding has become more than just a popular sport in America. It's also an accepted form of transportation. Young people skateboard to school, to work, to visit a friend. But the danger of people walking on the streets has forced many towns to pass laws that restrict the use of skateboards.

Across the nation, cities and towns are passing laws that keep skateboards off streets and sidewalks, especially in the centre of the town. Says a police officer in New York, 'If you're a resident and you're trying to walk down the street, all it takes is one skateboarder for it to be a problem.' Skateboarders caught breaking the rules can be punished or have their boards taken away.

Skateboarders are angry about the new rules. They say they should be allowed to use skateboarders to travel.

**SKY SURFING**

Sky surfing is like surfing and flying at the same time.

It's also very fast and sky surfers must like heights because they have to jump from an aeroplane.

Sky surfers work in pairs. One surfer does the tricks and the other one record the tricks with a video camera. In sky surfing competitions, judges watch the videos to decide who the winner is.

It looks exciting, but sky surfing is a very dangerous sport. You must know when to use your parachute and how to land safely.

**HANG GLIDING**

The pilot of this hang-glider doesn't like flying very much but he says he wants to feel that adrenaline rush everybody talks about. He loves extreme sports and he has trained hard and now he's ready for his first flight. Hang-gliding can be dangerous and it isn't cheap *(£400 is an average price for a hang-glider)*. But the excitement of the sport is obvious. After all, it's as near as you can get to flying.

Fill in the blanks using adjective found in the text!
Write its synonym!
1. Well-known: _____in paragraph _____.
2. Clear       :_____ in paragraph _____.
3. In difficult level: _____ in paragraph _____.

4. Rapid     : _____ in paragraph _____.

Write its antonym!

1. Not in high price: _____ in paragraph_____.

2. Save: _____ in paragraph_____.

Answer Key:

Write its synonym!

1. Well-known:      popular in paragraph 1.
2. Clear           : obvious in paragraph 8.
3. In difficult level  : extreme in paragraph 8.
4. Rapid           : fast in paragraph 5.

Write its antonym!

1. Not in high price : cheap in paragraph 8.

2. Save           : dangerous in paragraph7.

Meeting 9

Grade level        : Elementary

Grade               : VI

Subject            : English

Topic              : skimming "Sports in England"

Time               : 35 minutes

Objectives:

• Students are able to apply skimming.

Materials: reading text "Sports in England"

Methods: skimming, individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher reviews skimming.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.

2. Teacher distributes the reading text about "Sports in England".

3. Teacher asks the students to read the text.

4. Teacher discusses difficult words and gives questions about each sport.

**Post Activities (10 minutes)**

1. Teacher asks the students to answer the questions.

2. The teacher and the students check the answers together.

Meeting 9

# SPORTS IN ENGLAND

**Cricket** is England's national sport. People can play cricket on village greens on Sunday from April to August. There are eleven players in a cricket team. They play with a small ball and a bat. In the summer, the teams can play in the County Championship. Nasser Hussain is the captain of The England Cricket Team. He can give orders to the other players.

**Soccer** (football) is England's most popular sport. There are ninety-two professional clubs. Manchester United, Arsenal and Liverpool are the most famous teams. Eleven players can play on the field. They can only use their feet to hit the ball. Christiano Ronaldo can play soccer very well. In May, English teams can participate in the Cup Final.

**Rugby** has got its origins in the Rugby school in Warwickshire in England. There are fifteen players in a rugby team. Players can take the oval ball in their hands and they can tackle each others. The rugby teams can compete in the Super League final in September. Jonathan Peter Wilkinson is a player of the English rugby union team. He can run very fast on the field.

**Horse-racing** *(course à cheval)* is the sport of Kings. People can see riders and horses everyday in the Derby. The Grand National is a very difficult competition in April. Horses can jump thirty fences (*obstacles*). Ryan Lee Moore is a Champion Jokey. He can ride very well. The Queen has got a lot of racehorses.

**Tennis** is very important in England. People can watch the Wimbledon tournament in June and July. You can play tennis with a small yellow ball and a racket. Andy Murray can hit the ball very quickly. He is a very good English player. He can run fast on the tennis court.

**Complete sentences below!**

1. The shape of ball in rugby is _____.

2. The children play _____ with a small ball and a bat.

3. One of the best English tennis player is _____.

4. Football player may not use their hands, but they use _____ to hit the ball.

5. _____ belong to the Queen.

Answer Key

1. Oval

2. Cricket

3. Andy Murray

4. Feet

5. racehorses

Meeting 10

Grade level        : Elementary

Grade              : VI

Subject           : English

Topic              : scanning "Edinburgh Festival"

Time              : 35 minutes

Objectives:

- Students are able to apply scanning.

Materials: reading text "Edinburgh Festival"

Methods: scanning, individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students
2. Teacher reviews scanning.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.
2. Teacher distributes the reading text about "Edinburgh Festival".
3. Teacher asks the students to have silent reading.
4. Teacher discusses difficult words and the text briefly.

**Post Activities (10 minutes)**

The students classify some sentences based on festivals in the text.

Meeting 10

# EDINBURGH FESTIVAL



**The Edinburgh Festival** is one of the biggest festivals in the world. There are actually several different festivals in parallel, all taking place in Edinburgh, the capital of Scotland, in August and September. There is the main Arts festival, the Jazz Festival, the Film Festival, the Book Festival, and the Military Tattoo.

**The Edinburgh International Festival of the Arts** first took place in 1947. There are performances of theatre, music, opera, and dance all over Edinburgh during the last two weeks of August and the first week of September. When the first Edinburgh Festival was held, not all the smaller companies got into the programme. So in the same year they started a side-festival, which was called the Festival Fringe.

**The Festival Fringe** has an even bigger programme and more tickets than the main Arts Festival. This festival has three non-stop weeks of theatre, comedy, children's performances, and exhibitions. There are more than one thousand different events in this programme. One-man performers like buskers perform in the open air and attract both young and old. Authors of popular books have an opportunity to meet the readers and get new ideas for their next stories. Today, more than 40 fringe festivals, which give opportunities to smaller companies and solo performers, have followed the Edinburgh example across the world.

**The Edinburgh Military Tattoo** is an attractive show. It takes place with Edinburgh castle in the background. Military motorcyclists amaze with their daredevil performances; gymnastic teams and dancers from all over the world share a little of their skills with a huge watching crowd, while the many military bands march proudly to the music. There is a spectacular show by Scottish pipers and drummers which ends with a lone piper playing his bagpipe from high up on the castle walls.

**In which festival does this statement belong?**

1   Gymnastic teams take part in this show

   _____

2   Smaller companies are not included in this festival

   _____

3   This festival lasts for three weeks

   _____

4   It's the place where people can meet their favourite writers.

_____

5   It is one of the largest festivals in the world

_____

6   It takes place in front of the Edinburgh Castle

_____

7   It consists of many different festivals, which take place at the same

time   _____

8   This festival was first held in 1947

_____

9   Plays, operas and dances are performed during it.

_____

10  Its the greatest attractions are pipe bands and different dance groups

_____

Answer Key

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

Note:
1 = The Edinburgh Festival
2 = The Edinburgh International Festival of the Arts
3 = The Festival Fringe
4 = The Edinburgh Military Tattoo

Meeting 11

Grade level      : Elementary
Grade            : VI
Subject          : English
Topic            : skimming "Loy Krathong"
Time             : 35 minutes

Objectives:
• Students are able to apply skimming.

Materials: reading text "Loy Krathong"
Methods: skimming, individual work
Procedures:

**Pre Activities (5 minutes)**
1. Teacher greets the students
2. Teacher asks the students what festival they have ever visited.

**Whilst Activities (20 minutes)**
1. Teacher lets the students sit facing the whiteboard.
2. Teacher distributes the reading text about "Loy Krathong".
3. Teacher asks students' opinion about Loy Krathong.
4. Teacher points some students to read aloud by taking turns.
5. Teacher discusses difficult words.

**Post Activities (10 minutes)**
1. Teacher asks the students to write T (true) or F (false) and write correction on the false sentence.
2. Teacher and students check the answers together.

Meeting 11

## Loy Krathong

Thailand has many beautiful festivals. In November, on the full moon, there is a big festival. Its name is Loy Krathong. It is very famous everywhere in Thailand.

The Thai word **loy** means **float** in English. There is no English word for **krathong**. So we tell English people that Loy Krathong is a day to **float a krathong**.

In the evening many Thai people go to a river (*mae nam*), stream (*huay*) or canal (*khlong*). They float their krathong on the water. They think this will bring them good luck and happiness.

In a krathong there are flowers, a candle and three incense sticks. People light the candle and then put the krathong on the water. They push the krathong and make a wish.

At the end of the evening, there are hundreds of krathongs with beautiful lights bobbing up and down on the water.

Sometimes there are also fireworks in the sky. There is also a beauty competition to find the most beautiful girl, Miss Noppamas. It is a very fun evening.

In many schools, some students make krathongs from paper. Some students make krathongs from banana leaves. Some children buy their krathong from a small shop.

**Write True or False! Write the correction if the statement is false!**

1.  Thai people can see full moon in September. _____

    Correction: _____

2.  People don't put their krathong on the road. _____

    Correction: _____

3.  Some flowers are put in the krathong too. _____

    Correction: _____

4.  Children can make krathong. _____

    Correction: _____

5.  Miss Noppamas is chosen in different day. _____

    Correction: _____

Answer Key:

1.  F   Correction: September →November

2.  F   Correction: road → river / stream / canal

3.  T

4.  T

5.  F   Correction: different day → in the same day (its evening)

Meeting 12

Grade level       : Elementary

Grade             : VI

Subject          : English

Topic            : scanning "The Cherry Blossom Festival"

Time             : 35 minutes

Objectives:

•   Students are able to apply scanning.

Materials: reading text "The Cherry Blossom Festival" and stopwatch.

Methods: scanning, individual work

Procedures:

**Pre Activities (5 minutes)**

1. Teacher greets the students

2. Teacher asks the students to retell about festival that they have ever read in the previous meetings.

**Whilst Activities (20 minutes)**

1. Teacher lets the students sit facing the whiteboard.

2. Teacher distributes the reading text about "The Cherry Blossom Festival".

3. Teacher asks the students to have silent reading.

4. Teacher discusses the text.

**Post Activities (10 minutes)**

1. Teacher gives exercise on correcting the mistakes to be done individually.

2. Teacher asks the students to submit their work and discuss the answers together.

Meeting 12

# *The Cherry Blossom Festival*

The blooming of the cherry trees around the Jefferson Memorial in Washington, D.C. has come to symbolize the natural beauty of our nation's capital city. Hundreds of thousands of city residents and visitors from across the nation and around the world come here to witness the spectacle, hoping that the trees will be at the peak of bloom for the Cherry Blossom Festival, Washington, D.C.'s rite of spring.

The famous trees, a gift from Japan in 1912, signal the coming of Spring with an explosion of life and color surrounding the Jefferson Memorial on the Tidal Basin in a sea of pink and white. Exactly when the buds will open is not an easy question to answer, but the National Park Service Regional Horticulturalist Robert DeFeo has been fairly accurate in his forecasts over the past several years. Once the buds begin to expand in late February, they can be monitored and the days counted before they can be expected to bloom. The forecast is based upon the weather forecast, and close inspection to determine the stage of bud development.

**One word in each sentence is wrong. Find the word and cross it out.**

**Then write the correct word.**

1. Millions of birds appear on cherry trees in Washington, D.C., in March or April.
2. Cherry blossoms are the fruit of cherry trees.
3. The cherry festival in Washington, D.C., is a gift from Japan.
4. Cherry blossoms make our nation´s concert very pretty every spring.
5. The colour around Jefferson Memorial become red and white.

*Answer key:*
1. *birds=blossoms*
2. *fruit = flower*
3. *festival = tree*
4. *concert = capital city*
5. *red = pink*

Appendix 4

**Research Instrument (for Tryout 1)**

**Read these texts carefully and choose the correct answer (a/b/c/d).**

**Reading One**

Jimmy has an unusual hobby. He likes to do cross-stitch. His friends often laugh at him because cross-stitch is meant for girls. Even, Jimmy's parents advise him to find another hobby. They say that sewing is meant for girls and not boys.

However, Jimmy refuses to listen to them. He loves to do cross-stitch because he can sew many beautiful pictures. At first, he used the designs found in books. After a while, he decided to make use of his other talent. He draws whatever pictures he wants and uses them to sew his pictures instead.

Jimmy's room is filled with his cross-stitch. His favourite is one with three teddy bears. It is the first cross-stitch that he made. It is put in a frame and Jimmy hangs it on the wall next to his bed. Jimmy has sewn so many that there is no more space in his room. He hangs some in the living room and some in the other bedrooms in his house.

Jimmy always carries his sewing with him whenever he goes out. He will sew when he is waiting for the bus or the train to arrive. Last week, a lady saw him sewing and asked him if he could sew a picture for her so that she could make a bag. She was willing to pay him for sewing it. Jimmy agreed. He is surprised to learn that his hobby can actually help him to earn some money.

*Taken from: Primary 1*

*Comprehension*

*By: J.C Lee*

1. The main idea of paragraph 1 is …

   a. Jimmy's hobby is knitting

   c. Many people don't agree on Jimmy's hobby

   b. His parents support Jimmy

   d. Cross-stitch is difficult to do

2. Jerry gets his cross-stitch design from…

   a. his friends

   c. books

   b. his parents

   d. other girls

3. Jimmy's other talent is …

   a. sewing

   c. writing

   b. colouring

   d. drawing

4. Jimmy's hobby is unusual because …

   a. Boys do not sew

   c. Cross-stitch is expensive.

   b. Boys like to sew

   d. His friends make fun of him

5. He…all the cross-stitch he made.

   a. Hangs them on the wall

   c. Gives them to his friends

   b. Keeps them in the cupboard

   d. Sells them to people

6. The lady knows that Jimmy can sew because …

   a. She asked him if he could sew

   c. She saw him sewing.

   b. She bought something from him before

   d. She went to Jimmy's house

7. The picture of Jimmy's favourite cross-stitch is …

   a. Given to Jimmy by his parents.

   c. Given to Jimmy by his friends

   b. Drown by Jimmy himself

   d. Taken from book

8. Two rooms which have Jimmy's cross-stitch are …

   a. Living room and dining room

   c. Dining room and bathroom

   b. Bedroom and living room

   d. Bedroom and bathroom

9. Jimmy sells his cross-stitch. This idea is in paragraph …

   a. 5

   c. 4

   b. 3

   d. 2

10. Jimmy **never** brings his cross-stitch when …

    a. Waiting for the bus

    c. He is not at home

    b. Waiting for the train

    d. He is not go anywhere

**Reading two**

My name is Marco and I'm 11 years old. I'm Italian and my favourite sport is soccer. I play soccer twice a week at school. In the afternoon, I have soccer lessons on Monday, Wednesday and Friday. On Saturdays afternoon I usually have a match with my team. We are very good at soccer and we often win. Of course I'm in the school team too! I have a lot of friends and on Sundays afternoon we play soccer in the park. My favourite team is Milan and I hope to be a champion as Paolo Maldini.

I'm Simon and I live in England. I'm 15 years old and I practice cycling. I like this sport because I can practice it in the parks. In the summer I go cycling every day for three hours, usually in the morning. In winter it's difficult to go cycling because it often rains. I always wear a helmet to protect my head and drink a lot of water. My parents are also fond of cycling, so we often go on holiday by bike. Last year we went in Scotland by bicycle, it was fantastic!

Hello, my name is Timothy and I'm American. I'm 12 years old and I'm **fond** of basket. Here in the USA it is one of the national sports. Every family has a basket ring in the garden and you can see lots of boys and girls playing in the parks. I play basket every afternoon with my friends and on Sundays morning I play in the garden with my father and my brother. I'm in the school team and every month we have a match against other teams. We have won 4 matches out of 6. My favourite player is Michael Jordan.

11. From three boys above, we knows that …
    a. Simon is the youngest
    b. Timothy is older than Marco
    c. Marco is older than Simon
    d. Marco is as young as Timothy

12. Marco does not play soccer on …
    a. Saturday and Tuesday
    b. Monday and Wednesday
    c. Tuesday and Thursday
    d. Sunday and Thursday

13. The synonym of 'fond' (paragraph 2 ) is …
    a. love
    b. hate
    c. wants
    d. dislike

14. Marco, Timothy, and Simon play their favourite sports in the same place. That is in …
    a. school
    b. garden
    c. hall
    d. park

15. Timothy lives in …
    a. Italia
    b. America
    c. England
    d. Canada

16. Sport that Paolo Maldini can do is …
    a. basketball
    b. cycling
    c. soccer
    d. swimming

17. His parents have some favourite sports as him. This idea is in paragraph …
    a. 1
    b. 3
    c. 2
    d. none of them

18. … and … are in school team.
    a. Marco and Timothy
    b. Simon and Marco
    c. Simon and Timothy
    d. Timothy only

19. From Marco's story we can conclude that …
    a. He has one favourite team
    b. He does a match twice a week
    c. He has few friends only
    d. He has soccer lesson three times a week.

20. The correct sentence about Simon is ….
    a. Simon likes cycling on summer
    b. Simon never goes cycling with his parents
    c. Simon sometimes forges his helmet
    d. Simon went to Scotland by bike last night.

## Reading three

Siti and her brother visit their neighbour, Mei Ling, during Chinese New Year. Since it is an important occasion for Mei Ling and her family, Siti and her brother will wear their best clothes when they visit them.

Mei Ling's house is well decorated for this festive season. There are red firecrackers hanging at the entrance and there are lanterns in the house. Siti knows how to make these lanterns. She even made some during her Art lesson in school. There is also a large porcelain vase on the floor with stalks of flowers in it. These flowers look like small white cotton balls.

As Mei Ling comes from a large family, there are many people in her house. Even though Mei Ling is an only child, she has many cousins. Siti and her brother have learnt some traditional New Year greetings. They will say 'Gong Xi Fa Cai' to Mei Ling's parents and relatives. They will always receive red packets from the adults. Siti knows that red packets are given by the married adults as symbol of good luck. Once, Siti and her brother received more than ten red packets each because there were many guests at Mei Ling's house.

Siti and her brother love the cookies and tarts that Mei Ling's mother prepares, They like her sweet pineapple tarts with little chunks of pineapple filling. They also like her butter cookies and oatmeal biscuits.

Siti and her brother usually spend more than three hours at Mei Ling's house. They often play with Mei Ling's toys after eating. Sometimes Mei Ling's cousins will join them. They always have an enjoyable time playing with one another.

*Taken from: Primary 1*

*Comprehension*

*By: J.C Lee*

21. Mei Ling celebrated …

    a. Easter          c. Christmas

    b. Chinese New Year      d. Thanksgiving

22. Siti ever made … at school.

    a. lantern          c. vase

    b. firecracker          d. mask

23. Siti and her brother is…

    a. Mei Ling's classmates      c. Mei Ling's neighbours

    b. Mei Ling's cousins      d. Mei Ling's teachers

24. Decoration we **cannot** see in Mei Ling's house is …

    a. paper fan          c. lanterns

    b. firecrackers          d. porcelain vase

25. paragraph 4 tell us about …

    a. decoration          c. toys

    b. red packets          d. food

26. Siti and her brother get red packets. This idea is in paragraph …

    a. 1          c. 3

    b. 2          d. 4

27. Mei Ling has … brothers.

    a. 1          c. 2

    b. none          d. 3

28. Siti and her brother might stay at Mei Ling's house for …. hours

    a. 1 hour          c. 4 hours

    b. 2 hours          d. 30 minutes

29. The correct sentence about Siti is …

    a. Siti plays before eating.

    b. Siti gets red packet and then she plays

    c. Siti plays before getting red packet.

    d. Siti gets red packet before eating.

30. The best title for the text above is …

    a. Chinese New Year Celebration      c. Red Packet for Siti and Her Brother

    b. Mei Ling and Siti      d. GongXi Fa Cai

**Answer key**

1. B
2. C
3. D
4. A
5. A
6. C
7. D
8. B
9. A
10. D
11. B
12. C
13. A
14. D
15. B
16. C
17. B
18. A
19. D
20. A
21. B
22. A
23. C
24. A
25. D
26. C
27. B
28. C
29. D
30. A

Appendix 5

**Research Instrument (for Tryout 2)**

**Read these texts carefully and choose the correct answer (a/b/c/d).**

**Reading One**

Jimmy has an unusual hobby. He likes to do cross-stitch. His friends often laugh at him because cross-stitch is meant for girls. Even, Jimmy's parents advise him to find another hobby. They say that sewing is meant for girls and not boys.

However, Jimmy refuses to listen to them. He loves to do cross-stitch because he can sew many beautiful pictures. At first, he used the designs found in books. After a while, he decided to make use of his other talent. He draws whatever pictures he wants and uses them to sew his pictures instead.

Jimmy's room is filled with his cross-stitch. His favourite is one with three teddy bears. It is the first cross-stitch that he made. It is put in a frame and Jimmy hangs it on the wall next to his bed. Jimmy has sewn so many that there is no more space in his room. He hangs some in the living room and some in the other bedrooms in his house.

Jimmy always carries his sewing with him whenever he goes out. He will sew when he is waiting for the bus or the train to arrive. Last week, a lady saw him sewing and asked him if he could sew a picture for her so that she could make a bag. She was willing to pay him for sewing it. Jimmy agreed. He is surprised to learn that his hobby can actually help him to earn some money.

*Taken from: Primary 1*

*Comprehension*

*By: J.C Lee*

1. The main idea of paragraph 1 is …
   a. Jimmy's hobby is knitting
   b. Many people don't agree on Jimmy's hobby.
   c. His parents support Jimmy
   d. Cross-stitch is difficult to do

2. Jerry gets his cross-stitch design from…
   a. his friends
   b. his parents
   c. books
   d. other girls

3. Jimmy's other talent is …
   a. sewing
   b. colouring
   c. writing
   d. drawing

4. Jimmy's hobby is unusual because …
   a. Boys do not sew
   b. Boys like to sew
   c. cross-stitch is expensive.
   d. his friends make fun of him

5. He…all the cross-stitch he made.
   a. Hangs them on the wall
   b. Keeps them in the cupboard
   c. gives them to his friends
   d. sells them to people

6. The lady knows that Jimmy can sew because …
   a. She asked him if he could sew
   b. She bought something from him before
   c. She saw him sewing
   d. She went to Jimmy's house

7. The picture of Jimmy's favourite cross-stitch is …
   a. Given to Jimmy by his parents
   b. drown by Jimmy himself
   c. given to Jimmy by his friends
   d. taken from book

8. Two rooms which have Jimmy's cross-stitch are …
   a. Living room and dining
   b. dining room and bathroom room
   c. Bedroom and living room
   d. bedroom and bathroom

9. Jimmy sells his cross-stitch. This idea is in paragraph …
   a. 5
   b. 3
   c. 4
   d. 2

10. Jimmy **never** brings his cross-stitch when …
    a. Waiting for the bus
    b. Waiting for the train
    c. he is not at home
    d. he is not go anywhere

**Reading two**

# The Lion and the Mouse

Lion was asleep. He was resting under a huge tree, keeping out of the midday sun. Suddenly, he felt something running over him. He opened one eye very slowly and saw a tiny mouse.

"What have we here?" thought Lion. "That mouse will make a tasty snack." He moved his paw quickly and grabbed the mouse.

The mouse was very frightened. He knew Lion was going to eat him so he said quickly, "I'm sorry for waking you up. Please do not eat me. If you spare my life, I will promise to help you when you are in danger."

Lion laughed. When was he going to be in danger? But the little mouse was very brave so Lion decided to let him go.

Some days later, Lion was prowling around looking for something to eat when he was caught in a hunter's net. The net had been laid on the ground and covered with leaves so Lion had not seen it. However much he struggled, Lion could not escape. He became more and more tangled up in the net. As hours passed, Lion grew weaker and weaker. He lay on the ground and groaned.

At the moment, the tiny mouse that Lion had spared was passing by. He heard the groans and scurried over to where Lion was caught in the net. "I'll rescue you,' said the mouse. "You were kind enough to spare my life so now I can repay you."

"What can you do?" said Lion weakly. "You are just a tiny mouse. You cannot help me escape."

"Yes, I can," said the mouse and began to gnaw through the net. At first he made a small hole and then, gradually the hole got bigger and bigger. Soon it was big enough for Lion to crawl through. Lion was rescued because he had shown kindness to the tiny mouse.

11. … was saved first.

    a.  Lion

    b.  Mouse

    c.  Both mouse and lion

    d.  The hunter

12. It was … when the Lion was asleep.

    a.  morning

    b.  afternoon

    c.  evening

    d.  night

13. The synonym of 'spare' (paragraph 3 line 4) is …

    a.  help

    b.  ask

    c.  give

    d.  set free

14. The mouse felt … of the lion.

    a.  happy

    b.  afraid

    c.  sad

    d.  frightening

15. The lion was … when he was trapped in a net.

    a.  excited

    b.  bored

    c.  hungry

    d.  worried

16. The mouse knew where the Lion was because…

    a.  he saw the hunter

    b.  his friend told him

    c.  he heard Lion's voice

    d.  he saw the lion by himself

17. The lion was caught in the net because …

    a.  he didn't see a net under some leaves.

    b.  he wanted to eat some meat inside the net.

    c.  he was tripped the net

    d.  he chased the mouse

18. The mouse helped the lion using his…

    a.  his nails

    b.  his paws

    c.  his tail

    d.  his teeth

19. From the text above we can learn that …

    a.  We should help weak creatures.

    b.  When we show kindness it will back to us.

    c.  Lion and Mouse are best friend.

    d.  We should be brave like mouse.

20. The mouse helped the lion because …

    a.  lion was his best friend

    b.  to keep his promise

    c.  he took pity on the lion

    d.  to show that he is not weak.

**Reading three**

Robert Falcon Scott was born in England in 1868. He loved the sea and joined the navy in 1881 when he was only thirteen years old! He became a captain in the navy.

In 1901, Scott explored part of Antarctica. He and his men sailed in a ship called 'The Discovery'. It was very hard and dangerous work because it was extremely cold in Antarctica. Captain Scott discovered some fossils. These showed that Antarctica was once much warmer.

In 1910, Scott returned to Antarctica. He and his friends wanted to be the first people ever to reach the South Pole. They took dogs, ponies, and tractors with them. We know all about the expedition and what happened because Captain Scott kept a diary.

When they landed they built a wooden hut as a base. The temperature was never more than $7^{\circ}$C.

The expedition was a disaster from the start. It was too cold for the tractors. They did not work. The snow was too deep for the ponies. Many of them died in the cold.

In November 1911, Scott and some of his men set off for the South Pole. They used the dogs to pull their sledges with their supplies. Soon the weather became so bad. He and four other men decided to try to reach the South Pole alone.

Scott and his men bravely battled on through ice, snowstorms, and cold winds. They eventually reached the South Pole on January 18th, 1912, but to their amazement they found a Norwegian flag there. Another explorer called Amundsen, and his men from Norway, had got there a month before.

It was a terrible disappointment. Scott and his friends never arrived back at the hut. They had no food left and the weather was so bad that they all died on the way.

*Adapted from MacMillan English Language Book 6*

21. Antarctica is in…
    a. America
    b. Australia
    c. North Pole
    d. South Pole
22. Scott joined Navy when he was …
    a. 1881
    b. 1868
    c. 13
    d. 27
23. 'The Discovery" was …
    a. name of Scott's book
    b. name of Scott's ship
    c. name of Scott's mission
    d. name of Scott's group.
24. Scott reached South Pole when he was …
    a. 40 years
    b. 43 years
    c. 34 years
    d. 44 years
25. One thing that made Scott and his men surprise is …
    a. They could reach South Pole
    b. They had a place to stay
    c. They were not the first people.
    d. They had no food.
26. Amundsen reached the South Pole in …
    a. January 1911
    b. December 1912
    c. February 1912
    d. December 1911
27. Moral value that we can learn through this story is …
    a. We should never give up.
    b. We should be number one.
    c. We should bring many things everywhere.
    d. We should join navy
28. Scott had second expedition after …… from his first expedition.
    a. eight years
    b. ten years
    c. nine years
    d. twelve years
29. We know this journey from …
    a. Scott's diary
    b. The fossils
    c. the journalist
    d. Scott's family
30. The sentences below are correct about Scott and his friends' death, **except** …
    a. They had no food.
    b. They were on the way back from South Pole.
    c. The weather was very hot.
    d. The temperature was very low.

# Answer Key

1. B
2. C
3. D
4. A
5. A
6. C
7. D
8. B
9. C
10. D
11. B
12. B
13. D
14. B
15. C
16. C
17. A
18. D
19. B
20. C
21. A
22. C
23. B
24. D
25. C
26. D
27. A
28. C
29. A
30. C

Appendix 6

**Group Statistics**

| | variable | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| nilai | X School | 24 | 79.417 | .9806 | .2002 |
| | Y School | 36 | 83.117 | .6003 | .1000 |

**Independent Samples**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| nilai | Equal variances assumed | 9.981 | .003 | -1.814 | 58 | .075 | -.3700 | .2039 | -.7782 | .0382 |
| | Equal variances not assumed | | | -1.653 | 34.510 | .107 | -.3700 | .2238 | -.8245 | .0845 |

Since $p$ (0.075) > 0.05 school "X" and "Y" were not significantly different.

Appendix 7

**Reliability (Tryout 1)**

| Student No | Scores | Student No | Scores |
|---|---|---|---|
| X1 | 21 | X13 | 27 |
| X2 | 24 | X14 | 27 |
| X3 | 25 | X15 | 27 |
| X4 | 25 | X16 | 27 |
| X5 | 25 | X17 | 28 |
| X6 | 25 | X18 | 28 |
| X7 | 25 | X19 | 29 |
| X8 | 26 | X20 | 29 |
| X9 | 26 | X21 | 29 |
| X10 | 26 | X22 | 29 |
| X11 | 26 | X23 | 29 |
| X12 | 27 | X24 | 29 |

| Score | frequency | f.x | d | $d^2$ | $f.d^2$ |
|---|---|---|---|---|---|
| 29 | 6 | 174 | 2.375 | 5.76 | 34.56 |
| 28 | 2 | 56 | 1.375 | 1.96 | 3.92 |
| 27 | 5 | 135 | 0.375 | 0.16 | 0.8 |
| 26 | 4 | 104 | -0.625 | 1 | 4 |
| 25 | 5 | 125 | -1.625 | 4 | 20 |
| 24 | 1 | 24 | -2.625 | 9 | 9 |
| 21 | 1 | 21 | -5.625 | 36 | 36 |
| Total : | 24 | 639 | | 57.88 | 108.28 |

M=$\sum$(f.x/frequency) = 639/24 = 26.625

$$S^2 = \sum \frac{(f.d)^2}{N}$$

$$S^2 = \frac{108}{24} = 4.5$$

$$S = 2.12$$

KR-21:

$$R = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{K.S^2}\right)$$

$$R = \frac{30}{29}\left(1 - \frac{26.625(30-26.625)}{30 \times 4.5}\right)$$

$$R = 0.35$$

$r_{table} = 0.316$

If R is greater than $r_{table}$, the test is reliable.

0.35 > 0.316 and it means the test is reliable.

Appendix 8

**Level of Difficulty (Tryout 1)**

| Number of item | f.v | Category | Number of item | f.v | Category | Number of item | f.v | Category |
|---|---|---|---|---|---|---|---|---|
| 1 | 0.83 | easy | 11 | 0.83 | easy | 21 | 0.92 | very easy |
| 2 | 1 | very easy | 12 | 0.92 | very easy | 22 | 0.83 | easy |
| 3 | 0.83 | easy | 13 | 1 | very easy | 23 | 0.88 | very easy |
| 4 | 0.92 | very easy | 14 | 0.92 | very easy | 24 | 0.96 | very easy |
| 5 | 1 | very easy | 15 | 1 | very easy | 25 | 0.67 | acceptable |
| 6 | 0.92 | very easy | 16 | 1 | very easy | 26 | 0.96 | very easy |
| 7 | 0.33 | acceptable | 17 | 0.88 | very easy | 27 | 0.92 | very easy |
| 8 | 0.92 | very easy | 18 | 1 | very easy | 28 | 1 | very easy |
| 9 | 0.96 | very easy | 19 | 0.58 | acceptable | 29 | 0.88 | very easy |
| 10 | 0.83 | easy | 20 | 0.96 | very easy | 30 | 1 | very easy |

Appendix 9

**Item Discrimination (Tryout 1)**

| number of item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| item of discrimination | 0.17 | 0 | 0.17 | 0.09 | 0 | 0.09 | -0.1 | 0.09 | 0.05 | 0.09 | 0.17 | 0.09 | 0 | 0 | 0 |
| category | low | low | low | low | low | low | low | low | low | low | low | low | low | low | low |
| | | | | | | | | | | | | | | | |
| number of item | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| item of discrimination | 0 | 0.05 | 0 | 0.17 | 0.05 | 0.09 | 0 | 0.13 | 0.05 | 0 | 0.05 | 0 | 0 | 0.13 | 0 |
| category | low | low | low | low | low | low | low | low | low | low | low | low | low | low | low |

Appendix 10

**Reliability (Tryout 2)**

| Student No | Scores | Student No | Scores | Student No | Scores |
|---|---|---|---|---|---|
| Y1 | 27 | Y15 | 24 | Y29 | 18 |
| Y2 | 27 | Y16 | 24 | Y30 | 17 |
| Y3 | 26 | Y17 | 24 | Y31 | 17 |
| Y4 | 26 | Y18 | 23 | Y32 | 17 |
| Y5 | 26 | Y19 | 23 | Y33 | 16 |
| Y6 | 26 | Y20 | 23 | Y34 | 15 |
| Y7 | 25 | Y21 | 23 | Y35 | 14 |
| Y8 | 25 | Y22 | 23 | Y36 | 13 |
| Y9 | 25 | Y23 | 22 | Y37 | 11 |
| Y10 | 25 | Y24 | 22 | Y38 | 10 |
| Y11 | 25 | Y25 | 22 | Y39 | 9 |
| Y12 | 24 | Y26 | 20 | Y40 | 9 |
| Y13 | 24 | Y27 | 20 | Y41 | 9 |
| Y14 | 24 | Y28 | 20 | Y42 | 8 |

| Score | frequency | f.x | d | d² | f.d² |
|---|---|---|---|---|---|
| 27 | 2 | 54 | 6.74 | 45.40 | 90.80 |
| 26 | 4 | 104 | 5.74 | 32.93 | 131.70 |
| 25 | 5 | 125 | 4.74 | 22.45 | 112.25 |
| 24 | 6 | 144 | 3.74 | 13.97 | 83.84 |
| 23 | 5 | 115 | 2.74 | 7.50 | 37.49 |
| 22 | 3 | 66 | 1.74 | 3.02 | 9.06 |
| 20 | 3 | 60 | -0.26 | 0.07 | 0.21 |
| 18 | 1 | 18 | -2.26 | 5.12 | 5.12 |
| 17 | 3 | 51 | -3.26 | 10.64 | 31.92 |
| 16 | 1 | 16 | -4.26 | 18.16 | 18.16 |
| 15 | 1 | 15 | -5.26 | 27.69 | 27.69 |
| 14 | 1 | 14 | -6.26 | 39.21 | 39.21 |
| 13 | 1 | 13 | -7.26 | 52.74 | 52.74 |
| 11 | 1 | 11 | -9.26 | 85.78 | 85.78 |
| 10 | 1 | 10 | -10.26 | 105.31 | 105.31 |
| 9 | 3 | 27 | -11.26 | 126.83 | 380.49 |
| 8 | 1 | 8 | -12.26 | 150.35 | 150.35 |
| Total: | 42 | 851 | | 747.17 | 1362.12 |

$$M = \sum(f.x/frequency)$$
$$M = 20.2619$$

$$S^2 = \sum \frac{(f.d)^2}{N}$$

$$S^2 = \frac{1362}{42} = 32.43$$

$$S = 5.69$$

Appendix 11

**Level of Difficulty (Tryout 2)**

| Number of item | f.v | Category |
|---|---|---|
| 1 | 0.60 | acceptable |
| 2 | 0.83 | easy |
| 3 | 0.64 | acceptable |
| 4 | 0.71 | easy |
| 5 | 0.93 | very easy |
| 6 | 0.81 | easy |
| 7 | 0.36 | acceptable |
| 8 | 0.90 | very easy |
| 9 | 0.88 | very easy |
| 10 | 0.71 | easy |
| 11 | 0.79 | easy |
| 12 | 0.71 | easy |
| 13 | 0.69 | acceptable |
| 14 | 0.40 | acceptable |
| 15 | 0.26 | difficult |
| 16 | 0.79 | easy |
| 17 | 0.57 | acceptable |
| 18 | 0.67 | acceptable |
| 19 | 0.67 | acceptable |
| 20 | 0.83 | easy |
| 21 | 0.88 | very easy |
| 22 | 0.90 | very easy |
| 23 | 0.88 | very easy |
| 24 | 0.38 | acceptable |
| 25 | 0.62 | acceptable |
| 26 | 0.52 | acceptable |
| 27 | 0.74 | easy |
| 28 | 0.31 | acceptable |
| 29 | 0.83 | easy |
| 30 | 0.43 | acceptable |

Appendix 12

**Item Discrimination (Tryout 2)**

| number of item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| item of discrimination | 0.03 | 0.12 | 0.08 | 0.2 | 0.08 | 0.15 | 0.03 | 0.1 |
| category | low | low | low | satisfactory | low | low | low | low |
| | | | | | | | | |
| number of item | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| item of discrimination | 0.08 | 0.1 | 0.08 | 0.1 | 0.17 | 0.12 | 0.12 | 0.22 |
| category | low | low | low | low | low | low | low | satisfactory |
| | | | | | | | | |
| number of item | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| item of discrimination | 0.29 | 0.2 | 0.24 | 0.17 | 0.08 | 0.1 | 0.12 | 0.29 |
| category | satisfactory | satisfactory | satisfactory | low | low | low | low | satisfactory |
| | | | | | | | | |
| number of item | 25 | 26 | 27 | 28 | 29 | 30 | | |
| item of discrimination | 0.24 | 0.2 | 0.22 | 0.27 | 0.08 | 0.34 | | |
| category | satisfactory | satisfactory | satisfactory | satisfactory | low | satisfactory | | |

Appendix 13
**Pretest Scores of the Experimental Group and Control Group**

| Student No | Scores | Student No | Scores | Student No | Scores | Student No | Scores |
|---|---|---|---|---|---|---|---|
| E1 | 17 | E13 | 24 | C1 | 16 | C13 | 22 |
| E2 | 22 | E14 | 25 | C2 | 19 | C14 | 27 |
| E3 | 24 | E15 | 20 | C3 | 24 | C15 | 18 |
| E4 | 23 | E16 | 24 | C4 | 16 | C16 | 18 |
| E5 | 18 | E17 | 8 | C5 | 19 | C 17 | 23 |
| E6 | 26 | E18 | 17 | C6 | 20 | C 18 | 22 |
| E7 | 21 | E19 | 23 | C7 | 13 | C 19 | 23 |
| E8 | 24 | E20 | 19 | C8 | 6 | C 20 | 27 |
| E9 | 29 | E21 | 15 | C9 | 10 | C 21 | 18 |
| E10 | 24 | E22 | 27 | C10 | 21 | C 22 | 26 |
| E11 | 10 | E23 | 16 | C11 | 26 | C 23 | 11 |
| E12 | 19 | E24 | 17 | C12 | 21 | C 24 | 16 |

Appendix 14
**Posttest Scores of the Experimental Group and Control Group**

| Student No | Scores | Student No | Scores | Student No | Scores | Student No | Scores |
|---|---|---|---|---|---|---|---|
| E1 | 23 | E13 | 26 | C1 | 21 | C13 | 21 |
| E2 | 23 | E14 | 26 | C2 | 22 | C14 | 27 |
| E3 | 25 | E15 | 24 | C3 | 25 | C15 | 17 |
| E4 | 26 | E16 | 26 | C4 | 21 | C16 | 16 |
| E5 | 20 | E17 | 12 | C5 | 21 | C 17 | 25 |
| E6 | 23 | E18 | 21 | C6 | 23 | C 18 | 23 |
| E7 | 26 | E19 | 29 | C7 | 20 | C 19 | 28 |
| E8 | 22 | E20 | 20 | C8 | 10 | C 20 | 26 |
| E9 | 30 | E21 | 21 | C9 | 13 | C 21 | 20 |
| E10 | 26 | E22 | 25 | C10 | 22 | C 22 | 28 |
| E11 | 22 | E23 | 25 | C11 | 26 | C 23 | 8 |
| E12 | 26 | E24 | 23 | C12 | 25 | C 24 | 19 |

Appendix 15

**Pretest Scores of the Experimental Group and Control Group and the**

**Calculation of Normal Distribution and of Equal Variance**

| Student No | The Experimental Group | Student No | The Control Group |
|---|---|---|---|
| E1 | 17 | C1 | 16 |
| E2 | 22 | C2 | 19 |
| E3 | 24 | C3 | 24 |
| E4 | 23 | C4 | 16 |
| E5 | 18 | C5 | 19 |
| E6 | 26 | C6 | 20 |
| E7 | 21 | C7 | 13 |
| E8 | 24 | C8 | 6 |
| E9 | 29 | C9 | 10 |
| E10 | 24 | C10 | 21 |
| E11 | 10 | C11 | 26 |
| E12 | 19 | C12 | 21 |
| E13 | 24 | C13 | 22 |
| E14 | 25 | C14 | 27 |
| E15 | 20 | C15 | 18 |
| E16 | 24 | C16 | 18 |
| E17 | 8 | C17 | 23 |
| E18 | 17 | C18 | 22 |
| E19 | 23 | C19 | 23 |
| E20 | 19 | C20 | 27 |
| E21 | 15 | C21 | 18 |
| E22 | 27 | C22 | 26 |
| E23 | 16 | C23 | 11 |
| E24 | 17 | C24 | 16 |

**Tests of Normality of the Pretest Scores of the Experimental Group**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| score | .145 | 24 | .200[*] | .947 | 24 | .227 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Conclusion: normally distributed at the .05 level of significance.

**Tests of Normality of the Pretest Scores of the Control Group**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| score | .118 | 24 | .200[*] | .955 | 24 | .351 |
| *. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

Conclusion: normally distributed at the .05 level of significance.

## Calculation of Equal Variance
## of the Pretest Scores of the Experimental Group and Control Group

| $X$ | $X - X_1$ | $(X - X_1)^2$ |
|---|---|---|
| 17 | -3.5 | 12.25 |
| 22 | 1.5 | 2.25 |
| 24 | 3.5 | 12.25 |
| 23 | 2.5 | 6.25 |
| 18 | -2.5 | 6.25 |
| 26 | 5.5 | 30.25 |
| 21 | 0.5 | 0.25 |
| 24 | 3.5 | 12.25 |
| 29 | 8.5 | 72.25 |
| 24 | 3.5 | 12.25 |
| 10 | -10.5 | 110.25 |
| 19 | -1.5 | 2.25 |
| 24 | 3.5 | 12.25 |
| 25 | 4.5 | 20.25 |
| 20 | -0.5 | 0.25 |
| 24 | 3.5 | 12.25 |
| 8 | -12.5 | 156.25 |
| 17 | -3.5 | 12.25 |
| 23 | 2.5 | 6.25 |
| 19 | -1.5 | 2.25 |
| 15 | -5.5 | 30.25 |
| 27 | 6.5 | 42.25 |
| 16 | -4.5 | 20.25 |
| 17 | -3.5 | 12.25 |
| | | $\sum$ = 606 |
| $N_1 = 24$ | | |
| $X_1 = 20.5$ | | |

| $Y$ | $Y - Y_1$ | $(Y - Y_1)^2$ |
|---|---|---|
| 16 | -3.25 | 10.5625 |
| 19 | -0.25 | 0.0625 |
| 24 | 4.75 | 22.5625 |
| 16 | -3.25 | 10.5625 |
| 19 | -0.25 | 0.0625 |
| 20 | 0.75 | 0.5625 |
| 13 | -6.25 | 39.0625 |
| 6 | -13.25 | 175.5625 |
| 10 | -9.25 | 85.5625 |
| 21 | 1.75 | 3.0625 |
| 26 | 6.75 | 45.5625 |
| 21 | 1.75 | 3.0625 |
| 22 | 2.75 | 7.5625 |
| 27 | 7.75 | 60.0625 |
| 18 | -1.25 | 1.5625 |
| 18 | -1.25 | 1.5625 |
| 23 | 3.75 | 14.0625 |
| 22 | 2.75 | 7.5625 |
| 23 | 3.75 | 14.0625 |
| 27 | 7.75 | 60.0625 |
| 18 | -1.25 | 1.5625 |
| 26 | 6.75 | 45.5625 |
| 11 | -8.25 | 68.0625 |
| 16 | -3.25 | 10.5625 |
| | | $\sum$ = 688.5 |
| $N_2 = 24$ | | |
| $Y_1 = 19.25$ | | |

F ratio Formula (Ferguson 1959:141):

$$F_{ratio} = \frac{S_1^2}{S_2^2} = \frac{S_2^2}{S_1^2}$$

Where

$$S_1^2 = \frac{\Sigma(X - X_1)^2}{N_1 - 1} = \frac{606}{23} = 26.33782$$

$$S_2^2 = \frac{\Sigma(Y - Y_1)^2}{N_2 - 1} = \frac{688.5}{23} = 29.93478$$

$$F_{ratio} = \frac{S_1^2}{S_2^2} = \frac{26.33782}{29.93478} = 0.880174$$

F table – 2.19 (α 5%)

The obtained F ratio is .880 ($< 2.19$), the null hypothesis is accepted, Equal Variance (homogenity of variance) is confirmed.

Appendix 16

**Calculation of Equal Reading Ability Prior to the Experiment**

**SPSS**

**Independent Samples Test**

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |  |
|  |  |  |  |  |  |  |  |  | Lower | Upper |  |
| Pretest | Equal variances assumed | .019 | .891 | .816 | 46 | .419 | 1.250 | 1.531 | -1.832 | 4.332 |  |
|  | Equal variances not assumed |  |  | .816 | 45.814 | .419 | 1.250 | 1.531 | -1.833 | 4.333 |  |

Since p (.419) >.05, the null hypothesis was accepted; pretest mean scores of the two groups were not significantly different.

**Manually Calculated**

|  | Experimental Group | Control Group |
|---|---|---|
| $N$ | 24 | 24 |
| $\Sigma X$ | 492 | 462 |
| $X$ | 20.5 | 19.25 |
| $\sum (X - X_1)^2$ | 606 | 688.5 |
| Std. Deviation | 5,133 | 5,471 |

$$S^2 = \frac{606 + 688.5}{(24 + 24) - 2} = \frac{1294.5}{46} = 28.1413$$

$$S_{x_1 - x_2} = \sqrt{\frac{S^2}{N_1} + \frac{S^2}{N_2}} = \sqrt{\frac{28.1413}{24} + \frac{28.1413}{24}} = 153.1374$$

$$t = \frac{x_1 - x_2}{S_{x_1 - x_2}} = \frac{20.5 - 19.25}{153.1374} = 0.0081$$

The t obtained was .008 with *df*=46, the t-table is 2.023. t obtained < t table; null hypothesis was accepted. The pretest mean scores of both groups did not differ significantly at 5% level of significance. It showed that two groups had equal reading ability before the treatment.

Appendix 17

**Posttest Scores of the Experimental Group and Control Group and the Calculation of Normal Distribution and of Equal Variance**

| Student No | Scores | Student No | Scores |
|---|---|---|---|
| E1 | 23 | C1 | 21 |
| E2 | 23 | C2 | 22 |
| E3 | 25 | C3 | 25 |
| E4 | 26 | C4 | 21 |
| E5 | 20 | C5 | 21 |
| E6 | 23 | C6 | 23 |
| E7 | 26 | C7 | 20 |
| E8 | 22 | C8 | 10 |
| E9 | 30 | C9 | 13 |
| E10 | 26 | C10 | 22 |
| E11 | 22 | C11 | 26 |
| E12 | 26 | C12 | 25 |
| E13 | 26 | C13 | 21 |
| E14 | 26 | C14 | 27 |
| E15 | 24 | C15 | 17 |
| E16 | 26 | C16 | 16 |
| E17 | 12 | C17 | 25 |
| E18 | 21 | C18 | 23 |
| E19 | 29 | C19 | 28 |
| E20 | 20 | C20 | 26 |
| E21 | 21 | C21 | 20 |
| E22 | 25 | C22 | 28 |
| E23 | 25 | C23 | 8 |
| E24 | 23 | C24 | 19 |

**Tests of Normality of the Posttest Scores of the Experimental Group**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| score | .182 | 24 | .038 | .884 | 24 | .010 |

a. Lilliefors Significance Correction

Conclusion: not normally distributed at the .05 level of significance

**Tests of Normality of the Posttest Scores of the Control Group**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| score | .166 | 24 | .087 | .915 | 24 | .046 |

a. Lilliefors Significance Correction

Conclusion: normally distributed at the .05 level of significance

Calculation of Equal Variance

of the Posttest Scores of the Experimental Group and Control Group

| $X$ | $X - X_1$ | $(X - X_1)^2$ | $Y$ | $Y - Y_1$ | $(Y - Y_1)^2$ |
|---|---|---|---|---|---|
| 23 | -0.75 | 0.5625 | 21 | -0.125 | 0.015625 |
| 23 | -0.75 | 0.5625 | 22 | 0.875 | 0.765625 |
| 25 | 1.25 | 1.5625 | 25 | 3.875 | 15.01563 |
| 26 | 2.25 | 5.0625 | 21 | -0.125 | 0.015625 |
| 20 | -3.75 | 14.0625 | 21 | -0.125 | 0.015625 |
| 23 | -0.75 | 0.5625 | 23 | 1.875 | 3.515625 |
| 26 | 2.25 | 5.0625 | 20 | -1.125 | 1.265625 |
| 22 | -1.75 | 3.0625 | 10 | -11.125 | 123.7656 |
| 30 | 6.25 | 39.0625 | 13 | -8.125 | 66.01563 |
| 26 | 2.25 | 5.0625 | 22 | 0.875 | 0.765625 |
| 22 | -1.75 | 3.0625 | 26 | 4.875 | 23.76563 |
| 26 | 2.25 | 5.0625 | 25 | 3.875 | 15.01563 |
| 26 | 2.25 | 5.0625 | 21 | -0.125 | 0.015625 |
| 26 | 2.25 | 5.0625 | 27 | 5.875 | 34.51563 |
| 24 | 0.25 | 0.0625 | 17 | -4.125 | 17.01563 |
| 26 | 2.25 | 5.0625 | 16 | -5.125 | 15.01563 |
| 12 | -11.75 | 138.0625 | 25 | 3.875 | 3.515625 |
| 21 | -2.75 | 7.5625 | 23 | 1.875 | 47.26563 |
| 29 | 5.25 | 27.5625 | 28 | 6.875 | 23.76563 |
| 20 | -3.75 | 14.0625 | 26 | 4.875 | 1.265625 |
| 21 | -2.75 | 7.5625 | 20 | -1.125 | 47.26563 |
| 25 | 1.25 | 1.5625 | 28 | 6.875 | 172.2656 |
| 25 | 1.25 | 1.5625 | 8 | -13.125 | 4.515625 |
| 23 | -0.75 | 0.5625 | 19 | -2.125 | 15.01563 |
| | | $\Sigma$ 296.5 | | | $\Sigma$ 642.625 |
| $N_1 = 24$ | | | $N_1 = 24$ | | |
| $X_1 = 23.75$ | | | $Y_1 = 21.125$ | | |

F ratio Formula (Ferguson 1959:141):

$$F_{ratio} = \frac{S_1^2}{S_2^2} = \frac{S_2^2}{S_1^2}$$

Where

$$S_1^2 = \frac{\Sigma(X - X_1)^2}{N_1 - 1} = \frac{296.5}{23} = 12.8913$$

$$S_2^2 = \frac{\Sigma(Y - Y_1)^2}{N_2 - 1} = \frac{664.625}{23} = 27.9402$$

$$F_{ratio} = \frac{S_1^2}{S_2^2} = \frac{12.8913}{27.9402} = 0.4613$$

F table – 2.19 (α 5%)

The obtained F ratio is .4613 (< 2.19), the null hypothesis is accepted, Equal Variance (homogeneity of variance) is confirmed.

Appendix 18

## Calculation of Nonparametric Test (Mann Whitney U) of the Posttest Scores between Experimental and Control Group

**Ranks**

| | group | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| | 1 | 24 | 28,27 | 678,50 |
| posttest | 2 | 24 | 20,73 | 497,50 |
| | Total | 48 | | |

Group 1: Experimental Group

Group 2: Control Group

**Test Statistics[a]**

| | posttest |
|---|---|
| Mann-Whitney U | 197,500 |
| Wilcoxon W | 497,500 |
| Z | -1,879 |
| Asymp. Sig. (2-tailed) | ,060 |

a. Grouping Variable: group

Since p (.060) > .05, the null hypothesis was accepted. Posttest mean score of the Experimental group was not significantlly different from Control Group.

# CURRICULUM VITAE

Name : Carolin Diana Sari

Place/date of Birth : Jember, 21 August 1984

Recent Address : Jl Legian I H3/16, Surabaya

Marital Status : Married

**Educational Background:**

- Maria Fatima III Elementary School (1990-1996)
- Maria Fatima Junior High School (1996-1999)
- St. Paul Senior High School (1999-2002)
- S1 Program at The English Department of Teacher Traning Faculty, Widya Mandala Catholic University Surabaya (2002-2007)
- Master Program in The Teaching of English as a Foreign Language at Widya Mandala Catholic University Surabaya (2012-2014)

**Working Experience:**

- English teacher at Gloria Christian Elementary School 3 (2009-now)

**Family:**
Husband's name: Vincent Edy Hartono
Daughter's name: Victoria Anne Hartono