

Appendixes



Pre-Test & Post- Test Sheets



THE PRE-TEST AND POST-TEST SHEETS

I. Read the text carefully and then answer the questions!

Tourists in New York may think it is one big city. But the neighborhoods really are very different. There are rich neighborhoods and poor neighborhoods. And there are some neighborhoods full of people from the same country. These neighborhoods do not really look like they are part of the same city. The people are different and so are the buildings.

For example, in the southern part of the city is New York's Chinatown. New Yorkers from all part of the city like to go there. They enjoy shopping at the Chinese stores and eating at the Chinese restaurants. But most of the people who live in Chinatown are Chinese. The shop signs are all written in Chinese. Everyone in the shops speaks Chinese. This is one of the most crowded and colorful neighborhoods in the city. It is also growing fast. More Chinese people are arriving every day.

Not far from Chinatown is Little Italy. Many Italians moved there from Italy in the early 1900s. Some of them stayed in the neighborhood. There are still good Italian shops, restaurants and cafes in Little Italy. You can hear Italian spoken on the streets. Every year there is big Italian festival.

Greenwich Village is another kind of neighborhood. There the buildings are small, old and comfortable. Twenty-five years ago the rent for the apartments in Greenwich Village was cheap. Young

people with little money often lived there. For many years this was also where writers, artists and students lived. Famous books were written in the neighborhood. Famous artists painted their first pictures there.

Greenwich Village became more expensive in the 1960s. So, some artists and writers moved down the street to a neighborhood called Soho. There were many old factories in this area. Now most of the old factory buildings are studios for the artist. There are many new arts galleries, restaurants and shops. Soon this neighborhood may also be too expensive for artist!

The most beautiful and expensive neighborhood in New York is the Upper East Side. There is where many of the richest people live. The apartment buildings are large and very fancy. The streets are always clean. The shops sell all kinds of special foods and clothing. People from all over the world come to shop on the Upper East Side. Or they just look in the shop windows and dream.

Taken from Reading Power

1. This passage is about
 - a. Greenwich Village
 - b. people who live in New York
 - c. New York
 - d. the neighborhoods of New York
2. People like to visit Chinatown
 - a. because they are Chinese

- b. because they speak Chinese
 - c. to go shopping or have dinner
 - d. because Chinatown is growing fast
3. Little Italy is probably
- a. a lively neighborhood
 - b. far away from Chinatown
 - c. growing faster than Chinatown
 - d. further south than Chinatown
4. In general, the neighborhoods in New York
- a. often change
 - b. always stay the same
 - c. aren't as nice as they used to be
 - d. are all the same
5. The Upper East Side is for people
- a. with only a little money
 - b. in fancy clothing
 - c. with a lot of money
 - d. from around the world

II. Read the text carefully and then answer the questions!

Michael Greenberg is a very popular New Yorker. He is not in the government, and he is not a famous in sports or the arts. But people in the streets know about him, especially poor people.

For these poor people, he is not Michael or even Mr. Greenberg. For them his name is "Gloves" Greenberg. "Here

comes Gloves,” they say when they see him walking down the street. How did he get that name? He looks like any other businessman. He wears a suit and he carries a briefcase. But he’s different. His briefcase doesn’t just have papers and books. It also has several pairs of gloves.

On cold winter days, Mr. Greenberg does not act like other New Yorkers. He does not look at the sidewalk and hurry down the street. He looks around at the people. He is looking for poor people with cold hands. That is why he carries gloves in his briefcase. He stops when he sees someone with no gloves. If they look poor he gives them a pair of gloves. “Merry Christmas!” he says. He shakes their hand. Then he moves on, looking for more people with cold hands.

Every day during the winter Mr. Greenberg gives away gloves. During the rest of the year, he buys gloves. People who know about him send him gloves. He has a mountain of gloves in his apartment. There are gloves of all colors and size; children’s gloves, work gloves and evening gloves for ladies.

Mr. Greenberg began giving away gloves 21 years ago. Now, many of the poor people in New York know him. They know why he gives away gloves. But some people don’t know him. They are sometimes surprised by him. They think he wants money for the gloves. They don’t understand that he just wants to make happy.

The Greenberg family was poor. But Michaels's father always gave things away. He believed it made everyone happier. Michael Greenberg feels the same way. He wants to do something for the poor people in New York. He feels that winter is a hard time for them. Many of these poor people have no warm place to go and no warm clothing. A pair of gloves may be a small thing. But he feels it can make a big difference in the winter. No wonder he is popular among the street people of New York.

Taken from Reading Power

6. This passage is about
 - a. gloves
 - b. winter in New York
 - c. Michael Greenberg
 - d. poor people in New York
7. The people who like Michael Greenberg most are
 - a. famous
 - b. poor
 - c. businessmen
 - d. rich
8. Mr. Greenberg is called "Gloves" because he
 - a. looks like any other businessman
 - b. always wears gloves
 - c. makes gloves
 - d. gives away gloves

9. Mr. Greenberg gives the gloves to
- a. his family
 - b. poor people
 - c. businessmen
 - d. anyone
10. Greenberg wants to
- a. be famous
 - b. keep warm
 - c. make people happier
 - d. make a lot of money

III. Read the text carefully and then answer the questions!

Most musicians agree that the best violins were first made in Italy. They were made in Cremona, Italy, about 200 years ago. These violins sound better than any others. They even sound better than violins made today. Violin makers and scientists try to make instruments like the Italian violins. But they are not the same. Musicians still prefer the old ones. Why are these old Italian violins so special? No one really knows. But many people think they have an answer.

Some people think it is the age of the violins. They say that today's violins will also sound wonderful someday. But there is a problem here. Not all old violins sound wonderful. Only the old violins from Cremona are special. So age cannot be the answer.

There must be something different about Cremona or those Italian violins maker.

Other people think the secret to those violins is the wood. The wood of the violins is very important. It must be from certain kinds of tress. It must be not too young or too old. Perhaps the violins makers of Cremona knew something special about wood of violins.

But the kind of wood may not be so important. It may be more important to cut the wood a special way. Wood for a violin must be cut very carefully. It has to be the right size and shape. The smallest difference will change the sound of the violin. Musicians sometimes think that this was the secret of the Italians. Maybe they understood more than we do about the cut wood.

Size and shape may not be the answer either. Scientists measured these old violins very carefully. They can make new ones that are exactly the same size and shape. But the new violins still do not sound as good as the old ones. Some scientists think the secret may be the varnish. Varnish is what covers the wood of the violin. It makes the violins shiny. It also helps the sound of the instrument. No one knows what the Italian violins makers used in their varnish, so no one can make the same varnish today.

There may never be other violins like the violins of Cremona. Their secret may be lost forever. Young musicians today hope this is not true. They need fine violins. But there aren't many

of the old violins left. Also, the old violins are very expensive. Recently, a famous old Italian violins was sold for about \$300,000!

Taken from Reading Power

11. This passage is about
 - a. making violins
 - b. musical instruments
 - c. scientific ideas
 - d. the old Italian violins
12. The best violins
 - a. are modern
 - b. were lost many years ago
 - c. were made in Italy 200 years ago
 - d. were made by scientists
13. Other people think the Italian violin makers
 - a. did not know much about violins
 - b. were lucky
 - c. used many kinds of wood
 - d. knew something special
14. Violins made today
 - a. have the same size and shape as the old ones
 - b. sound the same as the old ones
 - c. are better than the old ones
 - d. have the same varnish as the old ones
15. The old violins are

- a. lost forever
- b. inexpensive
- c. expensive
- d. easy to get

IV. Read the text carefully and then answer the questions!

In Europe men do not usually wear skirts. But the Scottish national costume for men is a kind of skirt. It is called a kilt. The Scottish likes to be different. They are also proud of their country and its history, and they feel that the kilt is part of that history. That's why the men still wear kilts at old-style chances and on national holidays. They believe that they are wearing the same clothes that Scottish men always used to wear.

That's what they believe. However, kilts are not really so old. Before 1730, Scottish men wore a long shirt and blanket around their shoulders. These clothes got in the way when the men started to work in factories. So, in 1730 a factory owner changed the blanket into a skirt: the kilt. That's how the first kilt was made.

Then, in the late 1700s Scottish soldiers in the British Army began to wear kilts. One reason for this was national feeling: the Scottish soldiers wanted to look different from English soldiers. The British Army probably had a different reason: a Scottish soldier in a kilt was always easy to find! The Scottish soldiers fought very hard and become famous. The kilt was part of that

fame, and in the early 1800s men all around Scotland began to wear kilts.

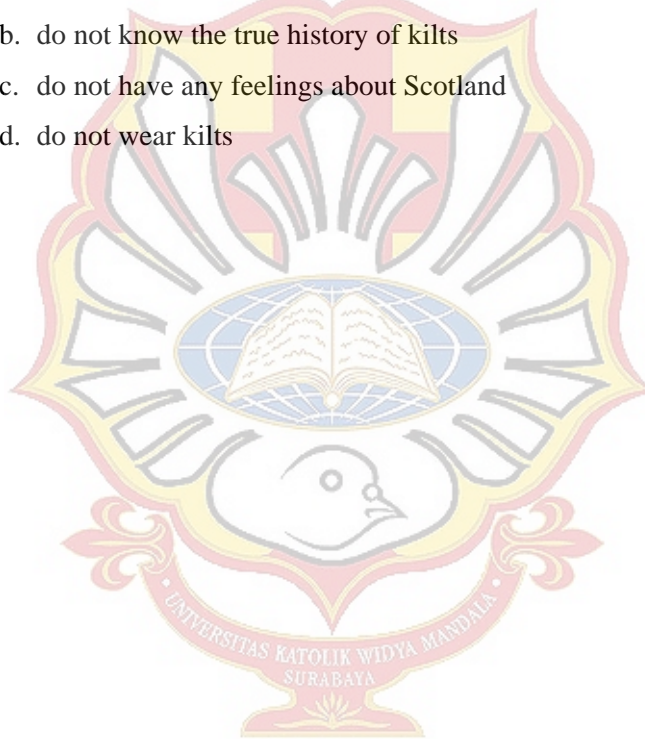
These kilts had colorful stripes going up and down and across. In the 1700s and early 1800s, the color of the stripes had no special meaning. Men sometimes owned kilts in several different colors. But later the colors became important to the Scottish families. By about 1850, most families had special colors for their kilts. For example, men from the Campbell family had kilt with green, yellow and blue stripes. Scottish people often believe that the colors of the kilts are part of their family history. In fact, each family just chose the colors they liked best.

This is not the story you will hear today if you are in Scotland. Most Scottish people still believe that kilts are as old as Scotland and that the colors are as old as the Scottish families. Sometimes feelings are stronger than facts!

Taken from Reading Power

16. This passage is about
- a. Scottish men
 - b. the history of Scotland
 - b. kilts
 - d. Scottish families
17. A kilt is
- a. a kind of shirt
 - b. a kind of blanket
 - c. a national holiday
 - d. a kind of skirt
18. Scottish soldiers wore kilts partly because of

- a. the colors
 - b. the weather
 - c. national feeling
 - d. the style
19. By about 1850, Scottish families
- a. all wore the same color kilts
 - b. had special colors for their kilts
 - c. wore blankets
 - d. all wore green, yellow, and blue kilts
20. Most people in Scotland
- a. know the true history of kilts
 - b. do not know the true history of kilts
 - c. do not have any feelings about Scotland
 - d. do not wear kilts



Lesson Plans



LESSON PLAN

1st Treatment (Translation Technique)



Maria Roswita W. de Castro 1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Language Skill : Reading
Theme/ Sub-Theme : Famous Place/ New York's Neighborhoods
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given orally
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about "New York's Neighborhoods"
- Students' worksheet

D. Teaching Learning Activities.

Method : GTM (Grammar Translation Method)

Techniques: Translation

E. Media:

- Whiteboard
- Board marker

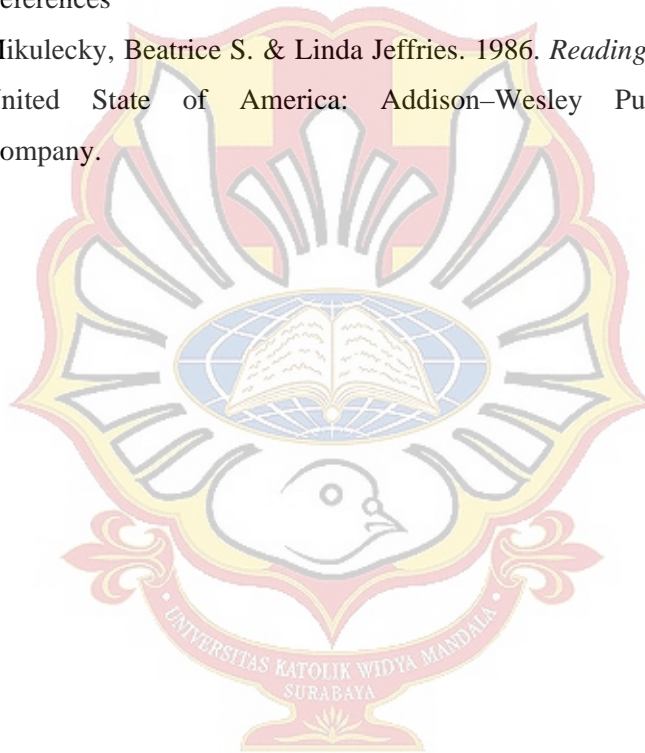
Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	2 min
	Distributes the reading passages entitled "New York's Neighborhood" to the students Each student gets one reading passage	Accept the reading passages entitled "New York's Neighborhood"	1 min
	Asks the students to read the passage silently	Do the teacher's command	5 min
	Explains about the reading passage briefly.	Listen and pay attention to the explanation	5 min
	Gives the list of some difficult words found in the passage.	Take note	3 min
	Explains the instruction in translating each paragraph.	Listen to the teacher.	3 min

	Asks the students to translate the passage into Indonesian	Translate the passage into Indonesian	15 min
	Gives some questions related to the topic being discussed orally	Answer the questions orally	7 min
Post-Instructional Activities	Ask the students about their feeling after the class	Responding	3 min
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison-Wesley Publishing Company.



Students' Worksheet

Subject : English
Language Skill : Reading
Theme/ Sub-Theme : Famous Place/ New York's Neighborhoods
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

New York's Neighborhoods

Tourists in New York may think it is one big city. But the neighborhoods really are very different. There are rich neighborhoods and poor neighborhoods. And there are some neighborhoods full of people from the same country. These neighborhoods do not really look like they are part of the same city. The people are different and so are the buildings.

For example, in the southern part of the city is New York's Chinatown. New Yorkers from all part of the city like to go there. They enjoy shopping at the Chinese stores and eating at the Chinese restaurants. But most of the people who live in Chinatown are Chinese. The shop signs are all written in Chinese. Everyone in the shops speaks Chinese. This is one of the most crowded and colorful neighborhoods in the city. It is also growing fast. More Chinese people are arriving every day.

Not far from Chinatown is Little Italy. Many Italians moved there from Italy in the early 1900s. Some of them stayed in the neighborhood. There are still good Italian shops, restaurants and

cafes in Little Italy. You can hear Italian spoken on the streets. Every year there is big Italian festival.

Greenwich Village is another kind of neighborhood. There, the buildings are small, old and comfortable. Twenty-five years ago the rent for the apartments in Greenwich Village was cheap. Young people with little money often lived there. For many years this was also where writers, artists and students lived. Famous books were written in the neighborhood. Famous artists painted their first pictures there.

Greenwich Village became more expensive in the 1960s. So, some artists and writers moved down the street to a neighborhood called Soho. There were many old factories in this area. Now most of the old factory buildings are studios for the artist. There are many new arts galleries, restaurants and shops. Soon this neighborhood may also be too expensive for artist!

The most beautiful and expensive neighborhood in New York is the Upper East Side. There is where many of the richest people live. The apartment buildings are large and very fancy. The streets are always clean. The shops sell all kinds of special foods and clothing. People from all over the world come to shop on the Upper East Side. Or they just look in the shop windows and dream.

Taken from Reading Power

B. Translate the passage into Indonesian!

Pemukiman-pemukiman di New York

Para pengunjung yang datang ke New York mungkin berpikir bahwa New York adalah sebuah kota yang besar. Tetapi pemukiman di sekitarnya sangat berbeda. Ada pemukiman yang kaya dan ada pula yang miskin. Dan ada pula beberapa pemukiman yang dipenuhi oleh orang-orang yang berasal dari negara yang sama. Pemukiman-pemukiman ini tidak kelihatan seperti bagian dari negara yang sama. Orang-orang dan bangunan-bangunannya pun berbeda.

Contohnya, di bagian selatan kota ada New York's Chinatown. Orang-orang New York dari seluruh penjuru kota senang berkunjung ke tempat ini. Mereka senang berbelanja di toko dan makan di restoran Cina. Tetapi hampir semua orang yang tinggal di Chinatown berasal dari Cina. Tulisan pada toko semuanya dalam bahasa China. Setiap orang yang berada di toko berbicara dalam bahasa China. Tempat ini merupakan salah satu pemukiman teramai dan penuh warna-warni di kota. Tempat ini juga berkembang dengan cepat. Banyak orang-orang China yang datang setiap harinya.

Tidak jauh dari Chinatown ada Little Italy. Banyak orang Italia yang pindah kesana pada awal tahun 1990an. Beberapa dari mereka tinggal di pemukiman ini. Di sana masih ada banyak toko-toko, restoran, kafe Italia yang bagus. Kamu dapat mendengar bahasa Italia yang dibicarakan di jalan. Setiap tahun ada festival Italia.

Greenwich Village adalah contoh pemukiman yang lainnya. Di sana, bangunannya kecil, tua dan nyaman. Dua puluh lima tahun yang lalu, biaya apartemen di Greenwich Village murah. Orang-

orang muda yang hanya memiliki sedikit uang sering tinggal di sana. Selama bertahun-tahun, tempat ini merupakan tempat di mana penulis, seniman dan pelajar tinggal. Banyak buku yang terkenal ditulis di tempat ini. Pelukis terkenal melukis lukisan pertamanya di tempat ini pula.

Greenwich Village menjadi lebih mahal pada tahun 1960an. Sehingga, para seniman dan penulis pindah ke tempat bernama Soho. Dulu ada banyak pabrik tua di tempat ini. Sekarang hampir semua pabrik tua ini menjadi studio bagi para seniman. Ada banyak galeri kesenain yang baru, restoran dan toko di tempat ini. Pemukiman ini pun mungkin akan menjadi tempat yang mahal bagi para seniman.

Pemukiman terindah dan termahal di New York adalah Upper East Side). Tempat ini di mana para orang terkaya tinggal. Bangunan apartemen di sana sangat besar dan mahal. Jalannya pun selalu bersih. Berbagai jenis makanan special dan pakaian dijual di toko. Orang dari seluruh penjuru dunia datang ke toko-toko di Uppar East Side. Atau mereka hanya melihat dari jendela toko dan bermimpi).

Diambil dari Reading Power

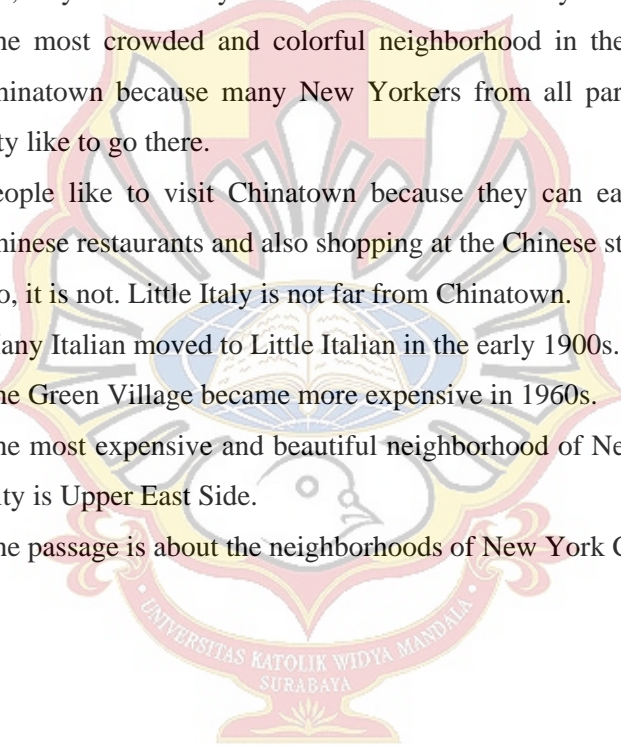
C. Answer these questions orally!

1. How are the neighborhoods of New York City based on the passage?
2. Do the people come from the same country?
3. Which one is the most crowded and colorful neighborhood in the city? Why?

4. Why do people like to visit Chinatown?
5. Is Little Italy far from Chinatown?
6. When did many Italian move to Little Italian?
7. When did Green Village become more expensive?
8. Where is the most expensive and beautiful neighborhood of New York City?
9. What is the passage about?

D. Answer Key

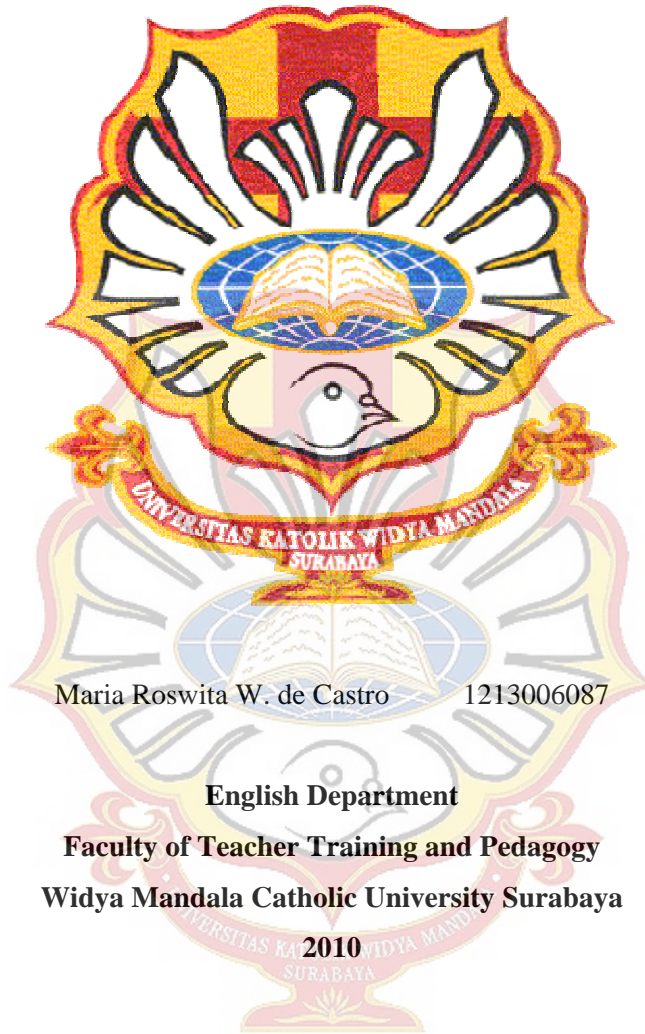
1. The neighborhoods are very different.
2. No, they do not. They come from different country.
3. The most crowded and colorful neighborhood in the city is Chinatown because many New Yorkers from all part of the city like to go there.
4. People like to visit Chinatown because they can eat at the Chinese restaurants and also shopping at the Chinese stores.
5. No, it is not. Little Italy is not far from Chinatown.
6. Many Italian moved to Little Italian in the early 1900s.
7. The Green Village became more expensive in 1960s.
8. The most expensive and beautiful neighborhood of New York City is Upper East Side.
9. The passage is about the neighborhoods of New York City.



LESSON PLAN

1st Treatment

TGT (Teams-Game-Tournament)



Maria Roswita W. de Castro

1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Language Skill : Reading
Theme/ Sub-Theme : Famous Place/ New York's Neighborhoods
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given orally
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about "New York's Neighborhoods"
- Students' worksheet

D. Teaching Learning Activities.

Method: Cooperative Learning

Techniques: TGT (Teams-Games-Tournament)

E. Media:

- Whiteboard
- Board marker
- Awarding Card

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	1 min
	Divides the students into a group consist of 4 persons and asks them to choose their teams names	Go to their group and choose their teams names	2 min
	Distributes the passage entitled "New York's Neighborhoods" Each group gets only two reading passages	Accept the passage entitled "New York's Neighborhoods"	1 min
	Asks the students to read the passage silently	Read the passage silently	3 min

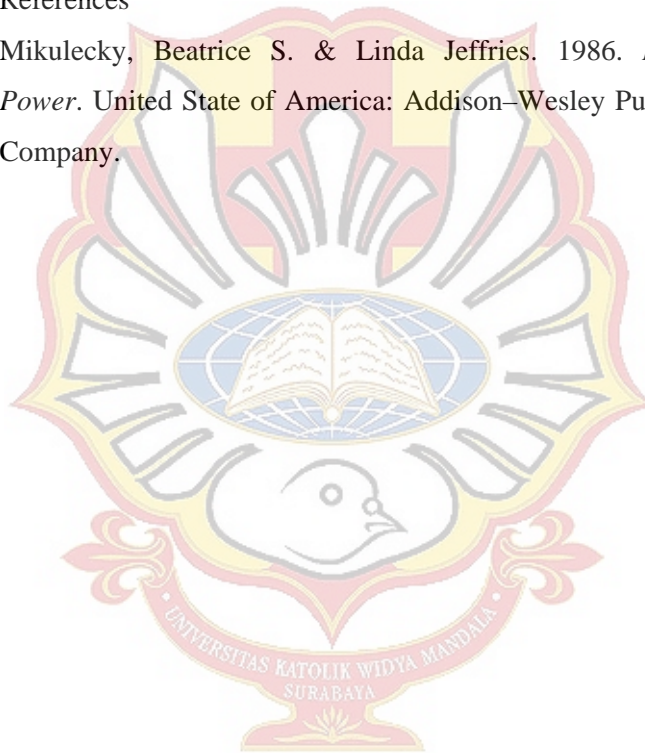
	Reads the passage clearly and gives the meaning of the new words Gives more explanation about the reading passage	Listen and pay attention to the teacher	5 min
	Asks the students to study and discuss together in preparation for the tournament	Study and discuss together in preparation for the tournament	5 min
	Observes and monitoring each group to help them in case they get difficulties	Study and discuss together	4 min
	Asks one student of each team to leave their teams and go to tournament tables	One student of each team leave their teams and go to tournament tables	2 min

	Asks the students at the tournament tables to take turns reading aloud and trying to answer the questions on the cards	The students at the tournament tables take turns reading aloud and trying to answer the questions on the cards	10 min
	Asks the students to go back to their teams and calculate the average number of points each person earned	Go back to their teams and calculate the average number of points each person earned	4 min
	Gives the awarding cards to the teams	Accept the awarding cards	2 min
	Asks the students to take out a piece of paper and each member write a comment to their friends	Take out a piece of paper and each member write a comment to their friends	3 min
Post-Instructional Activities	Ask the students about their feeling after the class (Do	Responding	1 min

	they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)		
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison-Wesley Publishing Company.



Students' Worksheet

Subject : English
Theme/ Sub-Theme : Famous Place/ New York's Neighborhoods
Level of Education : Senior High School
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

New York's Neighborhoods

Tourists in New York may think it is one big city. But the neighborhoods really are very different. There are rich neighborhoods and poor neighborhoods. And there are some neighborhoods full of people from the same country. These neighborhoods do not really look like they are part of the same city. The people are different and so are the buildings.

For example, in the southern part of the city is New York's Chinatown. New Yorkers from all part of the city like to go there. They enjoy shopping at the Chinese stores and eating at the Chinese restaurants. But most of the people who live in Chinatown are Chinese. The shop signs are all written in Chinese. Everyone in the shops speaks Chinese. This is one of the most crowded and colorful neighborhoods in the city. It is also growing fast. More Chinese people are arriving every day.

Not far from Chinatown is Little Italy. Many Italians moved there from Italy in the early 1900s. Some of them stayed in the

neighborhood. There are still good Italian shops, restaurants and cafes in Little Italy. You can hear Italian spoken on the streets. Every year there is big Italian festival.

Greenwich Village is another kind of neighborhood. There the buildings are small, old and comfortable. Twenty-five years ago the rent for the apartments in Greenwich Village was cheap. Young people with little money often lived there. For many years this was also where writers, artists and students lived. Famous books were written in the neighborhood. Famous artists painted their first pictures there.

Greenwich Village became more expensive in the 1960s. So, some artists and writers moved down the street to a neighborhood called Soho. There were many old factories in this area. Now most of the old factory buildings are studios for the artist. There are many new arts galleries, restaurants and shops. Soon this neighborhood may also be too expensive for artist!

The most beautiful and expensive neighborhood in New York is the Upper East Side. There is where many of the richest people live. The apartment buildings are large and very fancy. The streets are always clean. The shops sell all kinds of special foods and clothing. People from all over the world come to shop on the Upper East Side. Or they just look in the shop windows and dream.

Taken form Reading Power

B. Questions for the Questions Card

1. How are the neighborhoods of New York City based on the passage?
2. Do the people come from the same country?
3. Which one is the most crowded and colorful neighborhood in the city? Why?
4. Why do people like to visit Chinatown?
5. Is Little Italy far from Chinatown?
6. When did many Italian move to Little Italian?
7. When did Green Village become more expensive?
8. Where is the most expensive and beautiful neighborhood of New York City?
9. What is the passage about?

C. Answer Key

1. The neighborhoods are very different.
2. No, they do not. They come from different country.
3. The most crowded and colorful neighborhood in the city is Chinatown because many New Yorkers from all part of the city like to go there.
4. People like to visit Chinatown because they can eat at the Chinese restaurants and also shopping at the Chinese stores.
5. No, it is not. Little Italy is not far from Chinatown.
6. Many Italian moved to Little Italian in the early 1900s.
7. The Green Village became more expensive in 1960s.
8. The most expensive and beautiful neighborhood of New York City is Upper East Side.
9. The passage is about the neighborhoods of New York City.

LESSON PLAN

4th Treatment

TGT (Teams-Game-Tournament)



Maria Roswita W. de Castro

1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010

Lesson Plan

Subject : English
Theme/ Sub-Theme : Famous Person/ Michael Greenberg
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given orally.
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about “Michael Greenberg”
- Students’ worksheet

D. Teaching Learning Activities.

Method: GTM (Grammar Translation Method)

Techniques: Translation

E. Media:

- Whiteboard
- Board marker

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	2 min
	Distributes the reading passages entitled "Michael Greenberg" to the students Each student gets one reading passage	Accept the reading passages entitled "Michael Greenberg"	1 min
	Asks the students to read the passage silently	Do the teacher's command	5 min
	Explains about the reading passage briefly.	Listen and pay attention to the explanation	5 min
	Gives the list of some difficult words found in the passage.	Take note	3 min

	Explains the instruction in translating each paragraph.	Listen to the teacher.	3 min
	Asks the students to translate the passage into Indonesian	Translate the passage into Indonesian	15 min
	Gives some questions related to the topic being discussed orally	Answer the questions orally	7 min
Post-Instructional Activities	Ask the students about their feeling after the class (Do they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)	Responding	3 min
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison-Wesley Publishing Company.

Students' Worksheet

Subject : English
Theme/ Sub - theme : Famous Person/ Michael Greenberg
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

Michael Greenberg

Michael Greenberg is a very popular New Yorker. He is not in the government, and he is not a famous in sports or the arts. But people in the streets know about him, especially poor people.

For these poor people, he is not Michael or even Mr. Greenberg. For them his name is "Gloves" Greenberg. "Here comes Gloves," they say when they see him walking down the street. How did he get that name? He looks like any other businessman. He wears a suit and he carries a briefcase. But he's different. His briefcase doesn't just have papers and books. It also has several pairs of gloves.

On cold winter days, Mr. Greenberg does not act like other New Yorkers. He does not look at the sidewalk and hurry down the street. He looks around at the people. He is looking for poor people with cold hands. That is why he carries gloves in his briefcase. He stops when he sees someone with no gloves. If they look poor he gives them a pair of gloves. "Merry Christmas!" he says. He shakes

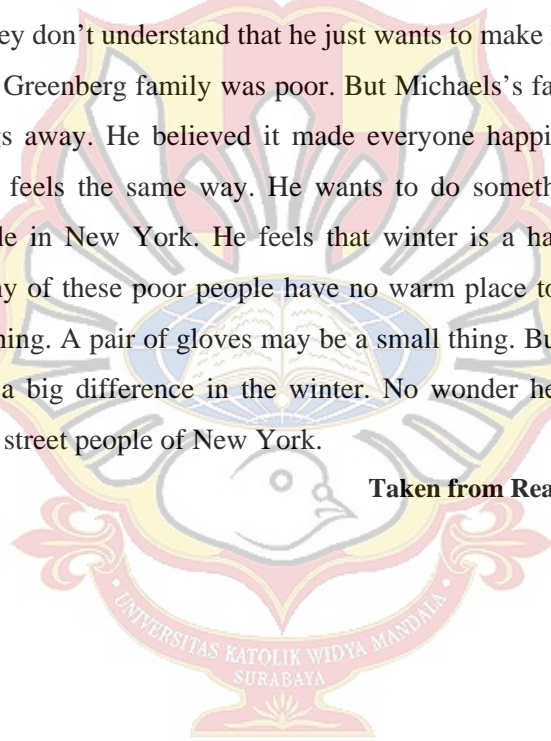
their hand. Then he moves on, looking for more people with cold hands.

Every day during the winter Mr. Greenberg gives away gloves. During the rest of the year, he buys gloves. People who know about him send him gloves. He has a mountain of gloves in his apartment. There are gloves of all colors and size; children's gloves, work gloves and evening gloves for ladies.

Mr. Greenberg began giving away gloves 21 years ago. Now, many of the poor people in New York know him. They know why he gives away gloves. But some people don't know him. They are sometimes surprised by him. They think he wants money for the gloves. They don't understand that he just wants to make happy.

The Greenberg family was poor. But Michaels's father always gave things away. He believed it made everyone happier. Michael Greenberg feels the same way. He wants to do something for the poor people in New York. He feels that winter is a hard time for them. Many of these poor people have no warm place to go and no warm clothing. A pair of gloves may be a small thing. But he feels it can make a big difference in the winter. No wonder he is popular among the street people of New York.

Taken from Reading Power



B. Translate the passage into Indonesian!

Michael Greenberg

Michael Greenberg adalah seorang warga New York yang sangat terkenal. Dia bukan pejabat dan dia bukan seorang yang terkenal di bidang olahraga maupun seni. Tetapi, orang-orang khususnya orang miskin tahu tentang dia.

Bagi orang-orang ini, dia bukanlah Michael atau pun Tuan Greenberg. Bagi mereka, namanya adalah Gloves (sarung tangan) Greenberg. “Lihat Gloves (sarung tangan) datang,” mereka berkata demikian ketika melihat dia yang sedang berjalan. Bagaimana dia mendapatkan nama itu? Dia kelihatan seperti seorang pengusaha. Dia memakai jas dan membawa koper. Tetapi dia berbeda. Kopernya tidak hanya diisi dengan kertas-kertas dan buku-buku. Di dalamnya ada juga beberapa pasang sarung tangan.

Pada musim dingin, Tuan Greenberg tidak kelihatan seperti orang-orang New York lainnya. Dia tidak kelihatan di trotoar dan tidak kelihatan seperti terburu-buru. Dia melihat orang-orang di sekitarnya. Dia mencari orang-orang miskin yang kedinginan. Hal yang membuat mengapa dia membawa sarung Tangan di dalam kopernya. Dia berhenti ketika dia melihat seorang tanpa sarung tangan. Jika mereka kelihatan miskin, dia akan memberikan sepasang sarung Tangan kepada mereka. Dia berkata, “Selamat Natal!”. Dia menjabat Tangan mereka. Lalu dia pergi mencari lagi orang-orang yang kedinginan.

Setiap hari selama musim dingin Tuan Greenberg membagikan sarung tangan. Selama akhir tahun, dia membeli sarung tangan. Orang yang sudah mengenal dia mengirimkan sarung tangan kepadanya. Dia memiliki segunung sarung tangan di tempat tinggalnya. Ada banyak sarung tangan dari semua warna dan ukuran; sarung tangan untuk anak-anak, untuk bekerja, dan sarung tangan untuk wanita yang bisa dipakai pada malam hari.

Tuan Greenberg mulai membagikan sarung tangan sejak dua puluh satu tahun yang lalu. Saat ini, banyak orang miskin di New York yang mengenal dia. Mereka tahu mengapa dia membagikan sarung tangan. Tetapi beberapa orang yang tidak mengenal dia. Terkadang mereka dibuat kaget olehnya. Mereka pikir dia menainginkan uang untuk sarung tangannya. Mereka tidak tahu bahwa dia hanya ingin membuat mereka bahagia.

Keluarga Greenberg adalah keluarga miskin. Tetapi, ayahnya selalu membagikan barang-barang. Dia percaya bahwa hal itu membuat orang lain lebih bahagia. Michael Greenberg juga merasakan hal yang sama. Dia ingin membuat sesuatu hal bagi orang-orang miskin di New York. Dia merasa bahwa musim dingin adalah saat yang berat buat mereka. Banyak dari orang-orang miskin ini tidak memiliki tempat dan baju yang hangat. Sepasang sarung tangan mungkin hanya barang kecil. Tetapi dia merasa hal itu dapat membuat suatu perbedaan besar di musim dingin. Tidak heran dia menjadi terkenal di antara orang-orang jalanan di New York.

Diambil dari Reading Power

C. Answer these questions orally!

1. Who is Michael Greenberg?
2. Why do people call him “Gloves” Greenberg?
3. How does he look like?
4. Who is he looking for?
5. What does he give away for poor people?
6. When did he begin giving away gloves?
7. How was the Greenberg family?
8. What will he do if he meets people with no gloves?
9. What is this passage about?

D. Answer Key

1. Michael Greenberg is a very popular New Yorker.
2. People call him “Gloves” Greenberg because he gives gloves away.
3. He looks like any other businessman.
4. He is looking for poor people with cold hands.
5. He gives gloves for them.
6. He began giving away gloves 21 years ago.
7. The Greenberg family was poor.
8. He will give them a pair of gloves, say “Merry Christmas!” and then he will shake their hand.
9. This passage is about Michael Greenberg.

LESSON PLAN

2nd Treatment

TGT (Teams-Game-Tournament)



Maria Roswita W. de Castro

1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Theme/ Sub-Theme : Famous Person/ Michael Greenberg
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given.
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about “Michael Greenberg”
- Students’ worksheet
- Question cards

D. Teaching Learning Activities.

Method : Cooperative Learning

Techniques: TGT (Teams-Games-Tournament)

E. Media:

- Whiteboard
- Board marker
- Awarding Card
-

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	1 min
	Divides the students into a group consist of 4 persons and asks them to choose their teams names	Go to their group and choose their teams names	2 min
	Distributes the passage entitled "Michael Greenberg" Each group gets only two reading passages	Accept the passage entitled "Michael Greenberg"	1 min
	Asks the students to read the passage silently	Read the passage silently	3 min

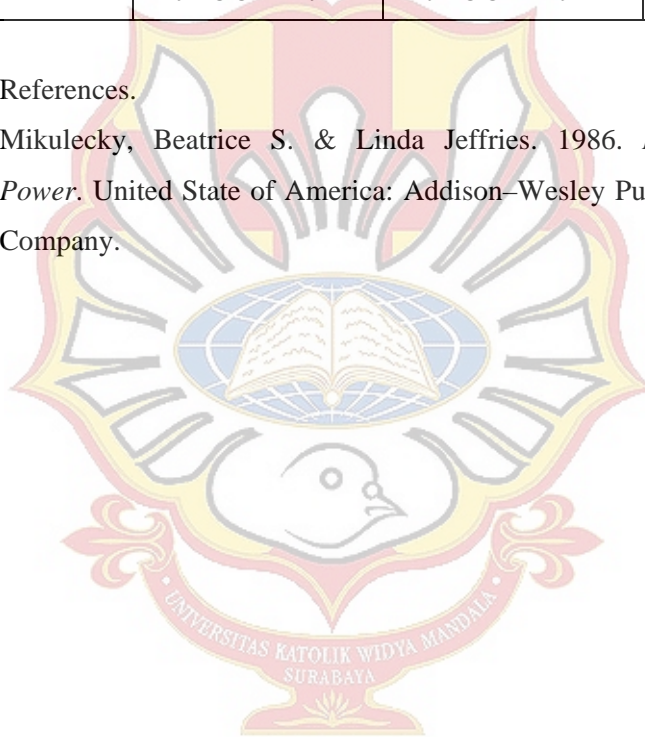
	Reads the passage clearly and gives the meaning of the new words Gives more explanation about the reading passage	Listen and pay attention to the teacher	5 min
	Asks the students to study and discuss together in preparation for the tournament	Study and discuss together in preparation for the tournament	5 min
	Observes and monitoring each group to help them in case they get difficulties	Study and discuss together	4 min
	Asks one student of each team to leave their teams and go to tournament tables	One student of each team leave their teams and go to tournament tables	2 min

	Asks the students at the tournament tables to take turns reading aloud and trying to answer the questions on the cards	The students at the tournament tables take turns reading aloud and trying to answer the questions on the cards	10 min
	Asks the students to go back to their teams and calculate the average number of points each person earned	Go back to their teams and calculate the average number of points each person earned	4 min
	Gives the awarding cards to the teams	Accept the awarding cards	2 min
	Asks the students to take out a piece of paper and each member write a comment to their friends	Take out a piece of paper and each member write a comment to their friends	3 min

Post-Instructional Activities	Ask the students about their feeling after the class (Do they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)	Responding	1 min
	Saying goodbye.	Saying goodbye.	1 min

F. References.

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison–Wesley Publishing Company.



Students' Worksheet

Subject : English
Theme/ Sub - theme : Famous Person/ Michael Greenberg
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

Michael Greenberg

Michael Greenberg is a very popular New Yorker. He is not in the government, and he is not a famous in sports or the arts. But people in the streets know about him, especially poor people.

For these poor people, he is not Michael or even Mr. Greenberg. For them his name is "Gloves" Greenberg. "Here comes Gloves," they say when they see him walking down the street. How did he get that name? He looks like any other businessman. He wears a suit and he carries a briefcase. But he's different. His briefcase doesn't just have papers and books. It also has several pairs of gloves.

On cold winter days, Mr. Greenberg does not act like other New Yorkers. He does not look at the sidewalk and hurry down the street. He looks around at the people. He is looking for poor people with cold hands. That is why he carries gloves in his briefcase. He stops when he sees someone with no gloves. If they look poor he gives them a pair of gloves. "Merry Christmas!" he says. He shakes

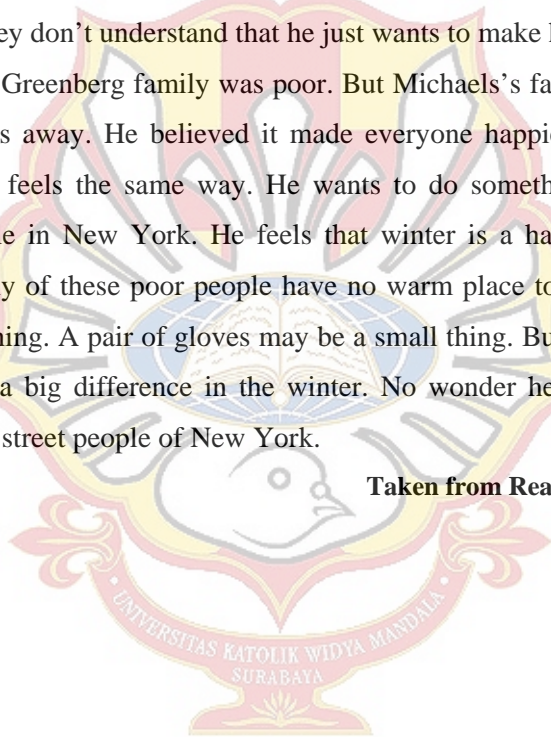
their hand. Then he moves on, looking for more people with cold hands.

Every day during the winter Mr. Greenberg gives away gloves. During the rest of the year, he buys gloves. People who know about him send him gloves. He has a mountain of gloves in his apartment. There are gloves of all colors and size; children's gloves, work gloves and evening gloves for ladies.

Mr. Greenberg began giving away gloves 21 years ago. Now, many of the poor people in New York know him. They know why he gives away gloves. But some people don't know him. They are sometimes surprised by him. They think he wants money for the gloves. They don't understand that he just wants to make happy.

The Greenberg family was poor. But Michaels's father always gave things away. He believed it made everyone happier. Michael Greenberg feels the same way. He wants to do something for the poor people in New York. He feels that winter is a hard time for them. Many of these poor people have no warm place to go and no warm clothing. A pair of gloves may be a small thing. But he feels it can make a big difference in the winter. No wonder he is popular among the street people of New York.

Taken from Reading Power



B. Question for the Question Card

1. Who is Michael Greenberg?
2. Why do people call him “Gloves” Greenberg?
3. How does he look like?
4. Who is he looking for?
5. What does he give away for poor people?
6. When did he begin giving away gloves?
7. How was the Greenberg family?
8. What will he do if he meets people with no gloves?
9. What is this passage about?

C. Answer Key

1. Michael Greenberg is a very popular New Yorker.
2. People call him “Gloves” Greenberg because he gives gloves away
3. He looks like any other businessman.
4. He is looking for poor people with cold hands.
5. He gives gloves for them.
6. He began giving away gloves 21 years ago.
7. The Greenberg family was poor.
8. He will give them a pair of gloves, say “Merry Christmas!” and then he will shake their hand
9. This passage is about Michael Greenberg.

LESSON PLAN

3rd Treatment (Translation Technique)



Maria Roswita W. de Castro 1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Theme/ Sub - theme : Music/ The Old Italian Violins
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given orally.
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about “The Old Italian Violins”
- Students’ worksheet

D. Teaching Learning Activities.

Method: GTM (Grammar Translation Method)

Techniques: Translation

E. Media:

- Whiteboard
- Board marker

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	2 min
	Distributes the reading passages entitled "The Italian Old Violins" to the students Each student gets one reading passage	Accept the reading passages entitled "The Italian Old Violins"	1 min
	Asks the students to read the passage silently	Do the teacher's command	5 min
	Explains about the reading passage briefly	Listen and pay attention to the explanation	5 min
	Gives the list of some difficult words found in the passage.	Take note	3 min

	Explains the instruction in translating each paragraph.	Listen to the teacher.	3 min
	Asks the students to translate the passage into Indonesian	Translate the passage into Indonesian	15 min
	Gives some questions related to the topic being discussed orally	Answer the questions orally	7 min
Post-Instructional Activities	Ask the students about their feeling after the class (Do they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)	Responding	3 min
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison–Wesley Publishing Company.

Students' Worksheet

Subject : English
Theme/ Sub-Theme : Music/ The Old Italian Violins
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

The Old Italian Violins

Most musicians agree that the best violins were first made in Italy. They were made in Cremona, Italy, about 200 years ago. These violins sound better than any others. They even sound better than violins made today. Violins makers and scientists try to make instruments like the Italian violins. But they are not the same. Musicians still prefer the old ones. Why are these old Italian violins so special? No one really knows. But many people think they have an answer.

Some people think it is the age of the violins. They say that today's violins will also sound wonderful someday. But there is a problem here. Not all old violins sound wonderful. Only the old violins from Cremona are special. So age cannot be the answer. There must be something different about Cremona or those Italian violins maker.

Other people think the secret to those violins is the wood. The wood of the violins is very important. It must be from certain kinds

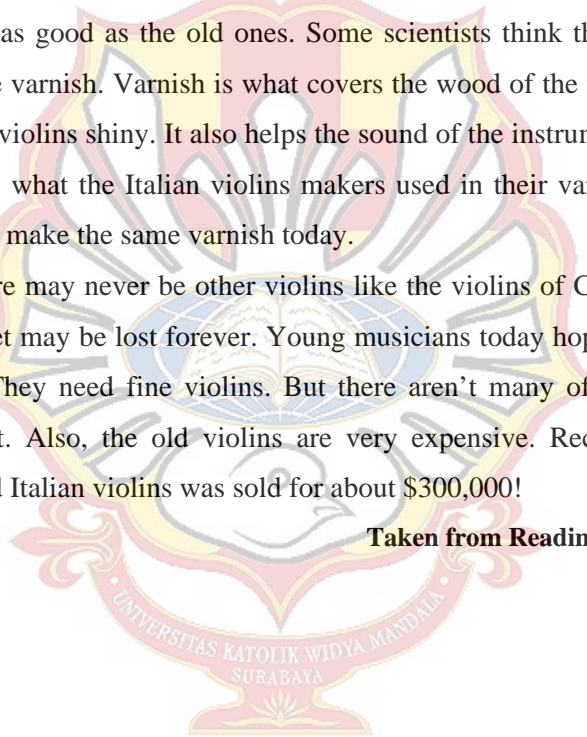
of tress. It must be not too young or too old. Perhaps the violins makers of Cremona knew something special about wood of violins.

But the kind of wood may not be so important. It may be more important to cut the wood a special way. Wood for a violin must be cut very carefully. It has to be the right size and shape. The smallest difference will change the sound of the violin. Musicians sometimes think that this was the secret of the Italians. Maybe they understood more than we do about the cut wood.

Size and shape may not be the answer either. Scientists measured theses old violins very carefully. They can make new ones that are exactly the same size and shape. But the new violins still do not sound as good as the old ones. Some scientists think the secret may be the varnish. Varnish is what covers the wood of the violin. It makes the violins shiny. It also helps the sound of the instrument. No one knows what the Italian violins makers used in their varnish, so no one can make the same varnish today.

There may never be other violins like the violins of Cremona. Their secret may be lost forever. Young musicians today hope this is not true. They need fine violins. But there aren't many of the old violins left. Also, the old violins are very expensive. Recently, a famous old Italian violins was sold for about \$300,000!

Taken from Reading Power



B. Translate the Passage into Indonesian

Biola Tua dari Italia

Banyak musis setuju bahwa biola terbaik pertama kali dibuat di Italia. Biola-biola itu dibuat di Cremona, sekitar dua ratus tahun yang lalu. Biola-biola ini bunyinya lebih bagus dari yang lainnya. Bunyinya pun lebih bagus dari biola-biola yang dibuat pada zaman sekarang. Para pembuat biola dan ahli mancoba untuk alat sperti biola dari Italia itu. Tetapi biola-biola itu tetap saja tidak sama. Para musisi tetap memilih biola yang tua tersebut. Mengapa biola-biola ini sangat special? Tidak seorang pun tahu. Tetapi, banyak orang berpikir bahwa mereka mempunyai sebuah jawaban.

Beberapa orang berpikir bahwa umur dari biola tersebut. Mereka berkata bahwa bunyi biola yang dibuat zaman sekarang juga akan bagus suatu saat. Tetapi muncul suatu permasalahan. Tidak semua biola tua memiliki bunyi yang bagus. Hanya biola tua dari Cremona yang memiliki bunyi yang special. Jadi umur tidak bisa menjadi jawaban. Pasti ada sesuatu yang beda tentang Cremona atau para pembuat biola Italia.

Orang lain berpikir bahwa rahasia dari biola adalah kayu. Kayu untuk mambuat biola juga sangat penting. Kayu yang digunakan pasti dari sejenis kayu. Kayu tersebut tidak boleh terlalu muda atau pun tua. Mugkin para pembuat biola dari Cremona tahu sesuatu yang special tentang kayu yang digunakan untuk membuat biola tersebut.

Tetapi jenis kayu tidak begitu penting. Hal yang penting adalah memotong kayu itu dengan cara yang special. Kayu tersebut harus dipotong dengan sangat hati-hati. Kayu itu harus memiliki ketepatan ukuran dan bentuk. Perbedaan kecil dapat merubah bunyi biola tersebut. Para musisi awalnya berpikir bahwa inilah rahasianya. Mungkin mereka lebih mengerti tentang memotong kayu daripada kita.

Ukuran dan bentuk juga bisa menjadi jawabannya. Para ahli mengukur ukuran dan bentuk ini dengan sangat hati-hati. Mereka bisa membuat biola baru dengan ukuran dan bentuk yang sama persis. Tetapi biola-biola yang baru masih tidak memiliki bunyi yang bagus seperti biola tua. Beberapa ahli mengira bahwa rahasianya ada pada pernis. Pernis adalah cairan yang menutupi kayu dari biola itu. Pernis membuat biola itu kilap. Pernis juga membantu bunyi dari biola. Tidak ada seorang pun yang tahu apa yang dicampurkan oleh orang Italia di pernis itu, sehingga saat ini tidak seorang pun dapat membuat pernis yang sama.

Tidak akan pernah ada biola-biola lain seperti biola dari Cremona. Rahasia itu mungkin akan hilang selamanya. Para musisi muda saat ini berharap hal ini tidak benar. Mereka butuh violin yang bagus. Tetapi tidak ada banyak dari biola-biola tua ini yang tertinggal. Lagi pula, biola tua ini pun sangat mahal. Tidak lama ini, sebuah biola tua yang terkenal dijual dengan harga kira-kira \$300,000!

Diambil dari Reading Power

C. Answer these questions orally!

1. According to most musicians, where were the first best violins made?
2. When were the first best violins made?
3. Do the violins made today have as better sound as the old violins?
4. What is varnish?
5. How much did a famous old Italian violin which had been sold cost?
6. What is the passage about?

D. Answer Key

1. Most musicians agree that the best violins were first made in Cremona, Italy.
2. The best violins were first made 200 years ago.
3. No, they do not. The old violins sound better than violins made today.
4. Varnish is what covers the wood of the violin.
5. Recently, a famous Old Italian violins was sold for about \$300,000!
6. The passage is about the old Italian violins



LESSON PLAN

3rd Treatment

TGT (Teams-Game-Tournament)



Maria Roswita W. de Castro

1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Theme/ Sub-Theme : Music/ The Old Italian Violins
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given.
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about “The Old Italian Violins”
- Students’ worksheet
- Question cards

D. Teaching Learning Activities

Method: Cooperative Learning

Techniques: TGT (Teams-Games-Tournament)

E. Media:

- Whiteboard
- Board marker
- Awarding Card

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	1 min
	Divides the students into a group consist of 4 persons and asks them to choose their teams names	Go to their group and choose their teams names	2 min
	Distributes the passage entitled "The Old Italian Violins" Each group gets only two reading passages	Accept the passage entitled "The Old Italian Violins"	1 min
	Asks the students to read the passage	Read the passage silently	3 min

	silently		
	Reads the passage clearly and gives the meaning of the new words Gives more explanation about the reading passage	Listen and pay attention to the teacher	5 min
	Asks the students to study and discuss together in preparation for the tournament	Study and discuss together in preparation for the tournament	5 min
	Observes and monitoring each group to help them in case they get difficulties	Study and discuss together	4 min
	Asks one student of each team to leave their teams and go to tournament tables	One student of each team leave their teams and go to tournament tables	2 min

	Asks the students at the tournament tables to take turns reading aloud and trying to answer the questions on the cards	The students at the tournament tables take turns reading aloud and trying to answer the questions on the cards	10 min
	Asks the students to go back to their teams and calculate the average number of points each person earned	Go back to their teams and calculate the average number of points each person earned	4 min
	Gives the awarding cards to the teams	Accept the awarding cards	2 min
	Asks the students to take out a piece of paper and each member write a comment to their friends	Take out a piece of paper and each member write a comment to their friends	3 min
	Post-Instructional Activities Ask the students about their feeling after the class (Do they like the	Responding	1 min

	materials? Is it fun? Is there anything that they haven't understood about the materials?)		
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*.
United State of America: Addison–Wesley Publishing
Company.



Students' Worksheet

Subject : English
Theme/ Sub-Theme : Music/ The Old Italian Violins
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

The Old Italian Violins

Most musicians agree that the best violins were first made in Italy. They were made in Cremona, Italy, about 200 years ago. These violins sound better than any others. They even sound better than violins made today. Violins makers and scientists try to make instruments like the Italian violins. But they are not the same. Musicians still prefer the old ones. Why are these old Italian violins so special? No one really knows. But many people think they have an answer.

Some people think it is the age of the violins. They say that today's violins will also sound wonderful someday. But there is a problem here. Not all old violins sound wonderful. Only the old violins from Cremona are special. So age cannot be the answer. There must be something different about Cremona or those Italian violins maker.

Other people think the secret to those violins is the wood. The wood of the violins is very important. It must be from certain kinds

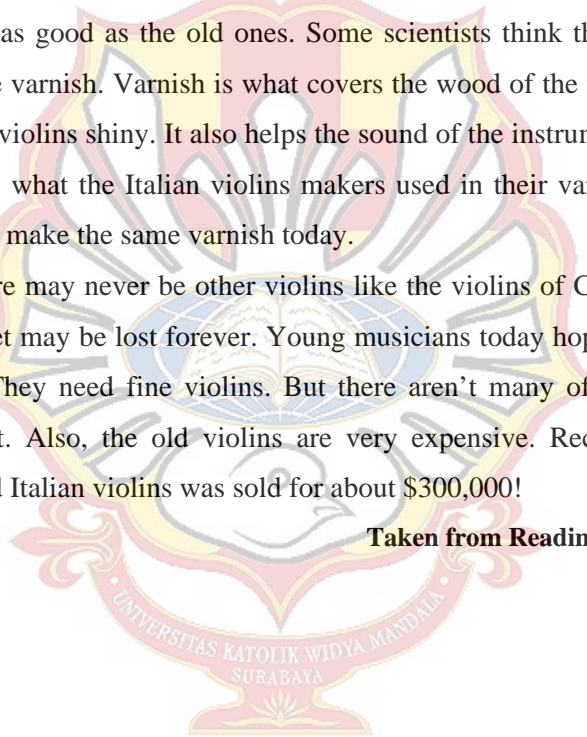
of tress. It must be not too young or too old. Perhaps the violins makers of Cremona knew something special about wood of violins.

But the kind of wood may not be so important. It may be more important to cut the wood a special way. Wood for a violin must be cut very carefully. It has to be the right size and shape. The smallest difference will change the sound of the violin. Musicians sometimes think that this was the secret of the Italians. Maybe they understood more than we do about the cut wood.

Size and shape may not be the answer either. Scientists measured theses old violins very carefully. They can make new ones that are exactly the same size and shape. But the new violins still do not sound as good as the old ones. Some scientists think the secret may be the varnish. Varnish is what covers the wood of the violin. It makes the violins shiny. It also helps the sound of the instrument. No one knows what the Italian violins makers used in their varnish, so no one can make the same varnish today.

There may never be other violins like the violins of Cremona. Their secret may be lost forever. Young musicians today hope this is not true. They need fine violins. But there aren't many of the old violins left. Also, the old violins are very expensive. Recently, a famous old Italian violins was sold for about \$300,000!

Taken from Reading Power

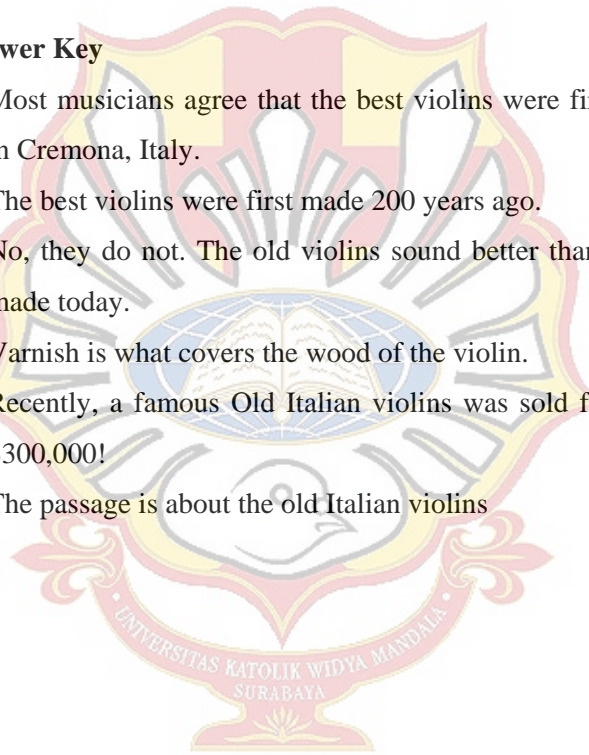


B. The Questions for the Question Card

1. According to most musicians, where were the first best violins made?
2. When were the first best violins made?
3. Do the violins made today have as better sound as the old violins?
4. What is varnish?
5. How much did a famous old Italian violin which had been sold cost?
6. What is the passage about?

C. Answer Key

1. Most musicians agree that the best violins were first made in Cremona, Italy.
2. The best violins were first made 200 years ago.
3. No, they do not. The old violins sound better than violins made today.
4. Varnish is what covers the wood of the violin.
5. Recently, a famous Old Italian violins was sold for about \$300,000!
6. The passage is about the old Italian violins



LESSON PLAN

4th Treatment (Translation Technique)



Maria Roswita W. de Castro 1213006087

English Department

Faculty of Teacher Training and Pedagogy

Widya Mandala Catholic University Surabaya

2010



Lesson Plan

Subject : English
Theme/ Sub-Theme : History/ The History of Kilt
Grade / Semester : X / I
Time : 1 X 45 minutes

A. **Basic Competence**

Students are able to give response to the questions from the passage.

B. **Achievement Indicators** :

Students are able to:

- Answer comprehensive questions related to the text given orally
- Comprehend the information from the passage given.

C. **Learning Materials**

- Reading passage about “The History of Kilt”
- Students’ worksheet

D. **Teaching Learning Activities.**

Method: GTM (Grammar Translation Method)

Techniques: Translation

E. **Media:**

- Whiteboard
- Board marker

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	2 min
	Distributes the reading passages entitled "The History of Kilt" to the students Each student gets one reading passage	Accept the reading passages entitled "The History of Kilt"	1 min
	Asks the students to read the passage silently	Do the teacher's command	5 min
	Explains about the reading passage briefly.	Listen and pay attention to the explanation	5 min
	Gives the list of some difficult words found in the passage.	Take note	3 min

	Explains the instruction in translating each paragraph.	Listen to the teacher.	3 min
	Asks the students to translate the passage into Indonesian	Translate the passage into Indonesian	15 min
	Gives some questions related to the topic being discussed orally	Answer the questions orally	7 min
Post-Instructional Activities	Ask the students about their feeling after the class (Do they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)	Responding	3 min
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison–Wesley Publishing Company.

Students' Worksheet

Subject : English
Theme/ Sub-Theme : History/ The History of Kilt
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

The History of Kilt

In Europe men do not usually wear skirts. But the Scottish national costume for men is a kind of skirt. It is called a kilt. The Scottish likes to be different. They are also proud of their country and its history, and they feel that the kilt is part of that history. That's why the men still wear kilts at old-style dances and on national holidays. They believe that they are wearing the same clothes that Scottish men always used to wear.

That's what they believe. However, kilts are not really so old. Before 1730, Scottish men wore a long shirt and blanket around their shoulders. These clothes got in the way when the men started to work in factories. So, in 1730 a factory owner changed the blanket into a skirt: the kilt. That's how the first kilt was made.

Then, in the late 1700s Scottish soldiers in the British Army began to wear kilts. One reason for this was national feeling: the Scottish soldiers wanted to look different from English soldiers. The British Army probably had a different reason: a Scottish soldier in a kilt was always easy to find! The Scottish soldiers fought very hard

and become famous. The kilt was part of that fame, and. In the early 1800s men all around Scotland began to wear kilts.

These kilts had colorful stripes going up and down and across. In the 1700s and early 1800s, the color of the stripes had no special meaning. Men sometimes owned kilts in several different colors. But later the colors became important to the Scottish families. By about 1850, most families had special colors for their kilts. For example, men from the Campbell family had kilt with green, yellow and blue stripes. Scottish people often believe that the colors of the kilts are part of their family history. In fact, each family just chose the colors they liked best.

This is not the story you will hear today if you are in Scotland. Most Scottish people still believe that kilts are as old as Scotland and that the colors are as old as the Scottish families. Sometimes feelings are stronger than facts!

Taken from Reading Power

B. Translate the Passage into Indonesian!

Sejarah tentang Kilt

Di Eropa para pria tidak biasanya mema. Tetapi pakaian nasional dari Skotlandia untuk para pria berupa sejenis rok. Mereka menyebutnya *kilt*. Orang-orang Skotlandia ingin tampil beda. Mereka juga merasa bangga terhadap bangsa dan sejarahnya, dan mereka merasa bahwa *kilt* juga merupakan bagian dari sejarah itu. Hal ini menjadi alasan mengapa para pria tetap memakai *kilt* pada

kesempatan dan pada libur-libur nasional Mereka percaya bahwa mereka memakai pakaian yang sama dengan pakaian yang biasanya dipakai oleh para pria Skotlandia pada zaman dulu.

Itulah kepercayaan mereka. Tetapi, *kilts* belum begitu tua. Sebelum 1730, para pria memakai kaos panjang dan selimut yang dilingkarkan di bahu. Jenis pakaian ini didapat pada saat mereka mulai bekerja di pabrik. Sehingga, pada tahun 1730 seorang pemilik pabrik mengubah selimut menjadi sebuah rok: *kilt*. Begitulah bagaimana *kilt* yang pertama dibuat.

Kemudian, pada akhir tahun 1700an tentara-tentara Skotlandia yang bergabung dalam sekutu Inggris mulai memakai *kilt*. Satu alasan untuk hal ini adalah karena rasa nasionalisme: para tentara Skotlandia ingin kelihatan beda dari tentara-tentara Inggris. Sekutu Inggris mungkin mempunyai sebuah alasan yang berbeda: tentara Skotlandia yang memakai *kilt* selalu gampang ditemukan! Para tentara Skotlandia berusaha keras dan menjadi terkenal. *Kilt* menjadi bagian dari kepopuleran itu dan pada awal tahun 1800an pria di seluruh Skotlandia mulai memakai *kilts*.

Kilt ini memiliki belang dengan banyak warna yang mengarah ke atas dan bawah dan menyimpang. Pada tahun 1700an dan awal 1800an, warna-warna belang tidak memiliki makna yang special. Pria-pria kadang memiliki *kilt* dengan beberapa warna. Tetapi kemudian warna pada *kilt* menjadi penting bagi keluarga-keluarga orang skotlandia. Pada sekitar tahun 1850, banyak keluarga yang memiliki warna-warna special bagi *kilt*. Contohnya, pria-pria dari

keluarga Campbell memiliki *kilt* dengan belang berwarna hijau, kuning dan biru. Orang-orang Skotlandia sering percaya bahwa warna dari *kilts* menjadi bagian dari sejarah keluarga mereka. Pada kenyataannya, setiap keluarga hanya memilih warna yang paling disukai.

Ini bukanlah cerita yang akan kamu dengar jika kamu pergi ke Skotlandia saat ini. Kebanyakan orang-orang Skotlandia tetap percaya bahwa *kilts* sama tua dengan sejarah Skotlandia dan bahwa warna pada *kilts* juga sama tuanya dengan sejarah keluarga-keluarga Skotlandia. Terkadang perasaan lebih kuat dari fakta.

Diambil dari Reading Power

C. Answer these questions orally!

1. What do men in Europe usually wear?
2. What is kilt?
3. Why do the Scottish like wearing kilt?
4. What did Scottish men wear before 1730?
5. How was the first kilt made?
6. When did the Scottish soldier began to wear kilt?
7. What was their reason to wear kilt?
8. Did the English soldiers have the same reason with the Scottish soldiers? If not, what?
9. How was the color of the kilt?
10. When did most Scottish families have their own special colors for their kilts?

11. When did the factory owner change the blanket into a kilt?
12. What is the passage about?

D. Answer Key

1. In Europe men do not usually wear skirts.
2. Kilt is a kind of skirt.
3. The Scottish likes to be different.
4. Before 1730, Scottish men wore a long shirt and blanket around their shoulders.
5. This long shirt and blanket got in the way when the men started to work in factories. So, in 1730 a factory owner changed the blanket into a skirt: the kilt.
6. Scottish soldiers began to wear kilts in the late 1700s.
7. The reason was for this national feeling.
8. No, they do not. The reason probably: a Scottish soldier in a kilt was always easy to find.
9. The kilts had colorful stripes going up and down and across.
10. Most families had special colors for their kilts by about 1850.
11. The factory owner changed the blanket into a kilt in 1730.
12. The passage is about the history of kilt

Lesson Plan

Subject : English
Theme/ Sub - theme : History/ The History of Kilt
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Basic Competence

Students are able to give response to the questions from the passage.

B. Achievement Indicators :

Students are able to:

- Answer comprehensive questions related to the text given.
- Comprehend the information from the passage given.

C. Learning Materials

- Reading passage about “The History of Kilt”
- Students’ worksheet
- Question cards

D. Teaching Learning Activities.

Method: Cooperative Learning

Techniques: TGT (Teams-Games-Tournament)

E. Media:

- Whiteboard
- Board marker
- Awarding Card

Learning Activities:

Stages	Teacher's Activities	Students Activities	Time
Pre-Instructional Activities	Greets the students	Respond to the greeting	1 min
Whilst-Instructional Activities	Triggering question related to the topic	Respond and answer the teacher's questions	1 min
	Divides the students into a group consist of 4 persons and asks them to choose their teams names	Go to their group and choose their teams names	2 min
	Distributes the passage entitled "The History of Kilt" Each group gets only two reading passages	Accept the passage entitled "The History of Kilt"	1 min
	Asks the students to read the passage silently	Read the passage silently	3 min

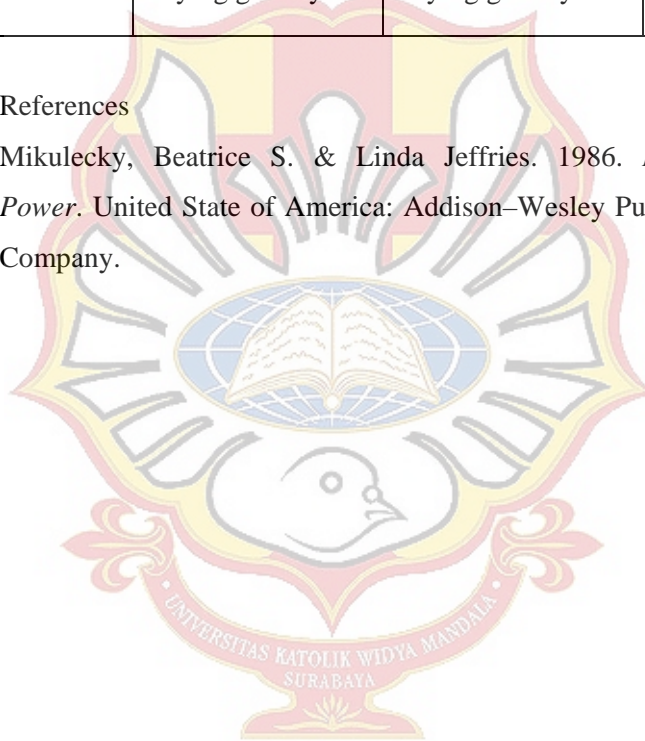
	<p>Reads the passage clearly and gives the meaning of the new words</p> <p>Gives more explanation about the reading passage</p>	<p>Listen and pay attention to the teacher</p>	5 min
	<p>Asks the students to study and discuss together in preparation for the tournament</p>	<p>Study and discuss together in preparation for the tournament</p>	5 min
	<p>Observes and monitoring each group to help them in case they get difficulties</p>	<p>Study and discuss together</p>	4 min
	<p>Asks one student of each team to leave their teams and go to tournament tables</p>	<p>One student of each team leave their teams and go to tournament tables</p>	2 min

	Asks the students at the tournament tables to take turns reading aloud and trying to answer the questions on the cards	The students at the tournament tables take turns reading aloud and trying to answer the questions on the cards	10 min
	Asks the students to return to their teams and calculate the average number of points each person earned	Go back to their teams and calculate the average number of points each person earned	4 min
	Gives the awarding cards to the teams	Accept the awarding cards	2 min
	Asks the students to take out a piece of paper and each member write a comment to their friends	Take out a piece of paper and each member write a comment to their friends	3 min

Post-Instructional Activities	Ask the students about their feeling after the class (Do they like the materials? Is it fun? Is there anything that they haven't understood about the materials?)	Responding	1 min
	Saying goodbye.	Saying goodbye.	1 min

F. References

Mikulecky, Beatrice S. & Linda Jeffries. 1986. *Reading Power*. United State of America: Addison–Wesley Publishing Company.



Students' Worksheet

Subject : English
Theme/ Sub - theme : History/ The History of Kilt
Grade / Semester : X / I
Time : 1 X 45 minutes

A. Reading Passage

The History of Kilt

In Europe men do not usually wear skirts. But the Scottish national costume for men is a kind of skirt. It is called a kilt. The Scottish likes to be different. They are also proud of their country and its history, and they feel that the kilt is part of that history. That's why the men still wear kilts at old-style chances and on national holidays. They believe that they are wearing the same clothes that Scottish men always used to wear.

That's what they believe. However, kilts are not really so old. Before 1730, Scottish men wore a long shirt and blanket around their shoulders. These clothes got in the way when the men started to work in factories. So, in 1730 a factory owner changed the blanket into a skirt: the kilt. That's how the first kilt was made.

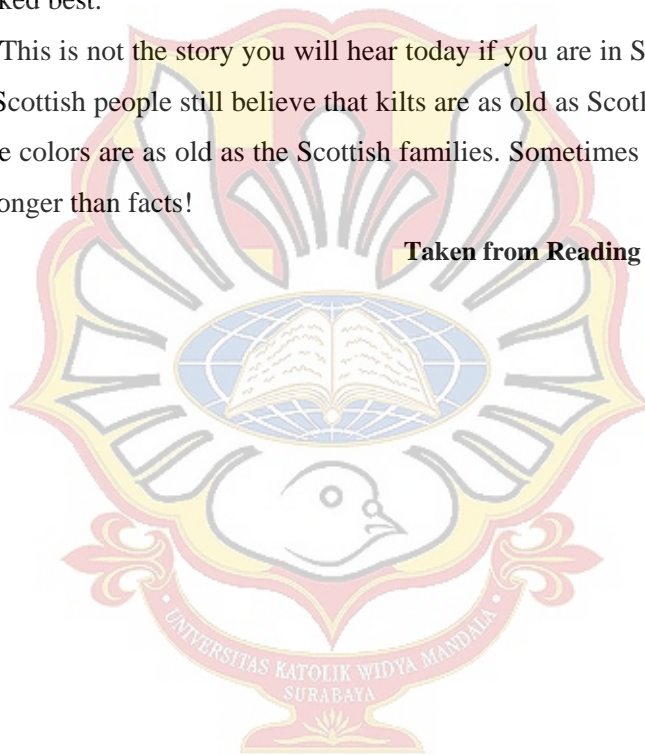
Then, in the late 1700s Scottish soldiers in the British Army began to wear kilts. One reason for this was national feeling: the Scottish soldiers wanted to look different from English soldiers. The British Army probably had a different reason: a Scottish soldier in a kilt was always easy to find! The Scottish soldiers fought very hard

and become famous. The kilt was part of that fame, and. In the early 1800s men all around Scotland began to wear kilts.

These kilts had colorful stripes going up and down and across. In the 1700s and early 1800s, the color of the stripes had no special meaning. Men sometimes owned kilts in several different colors. But later the colors became important to the Scottish families. By about 1850, most families had special colors for their kilts. For example, men from the Campbell family had kilt with green, yellow and blue stripes. Scottish people often believe that the colors of the kilts are part of their family history. In fact, each family just chose the colors they liked best.

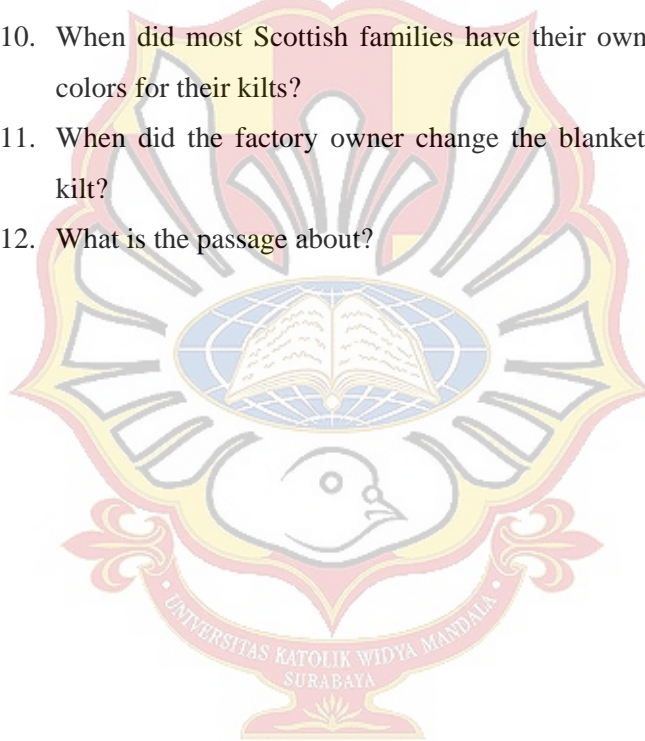
This is not the story you will hear today if you are in Scotland. Most Scottish people still believe that kilts are as old as Scotland and that the colors are as old as the Scottish families. Sometimes feelings are stronger than facts!

Taken from Reading Power



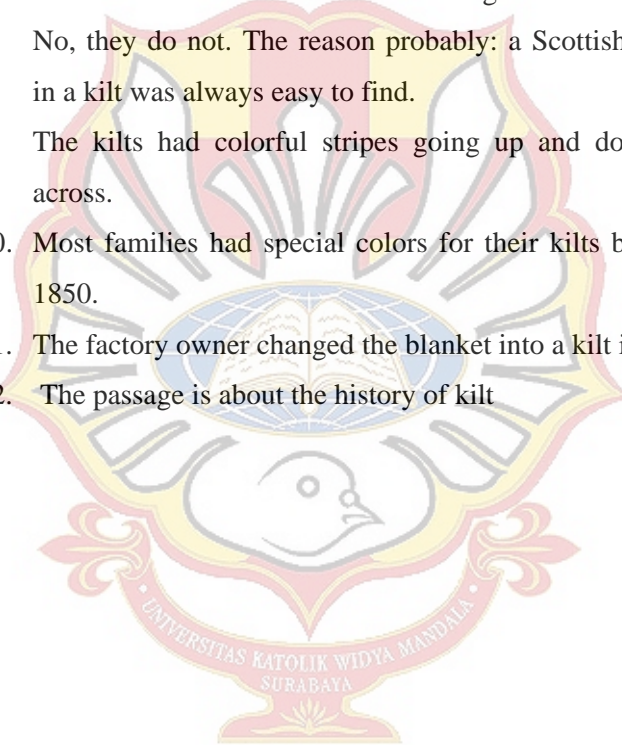
B. Questions for the Questions Card!

1. What do men in Europe usually wear?
2. What is kilt?
3. Why do the Scottish like wearing kilt?
4. What did Scottish men wear before 1730?
5. How was the first kilt made?
6. When did the Scottish soldier began to wear kilt?
7. What was their reason to wear kilt?
8. Did the English soldiers have the same reason with the Scottish soldiers? If not, what?
9. How was the color of the kilt?
10. When did most Scottish families have their own special colors for their kilts?
11. When did the factory owner change the blanket in to a kilt?
12. What is the passage about?

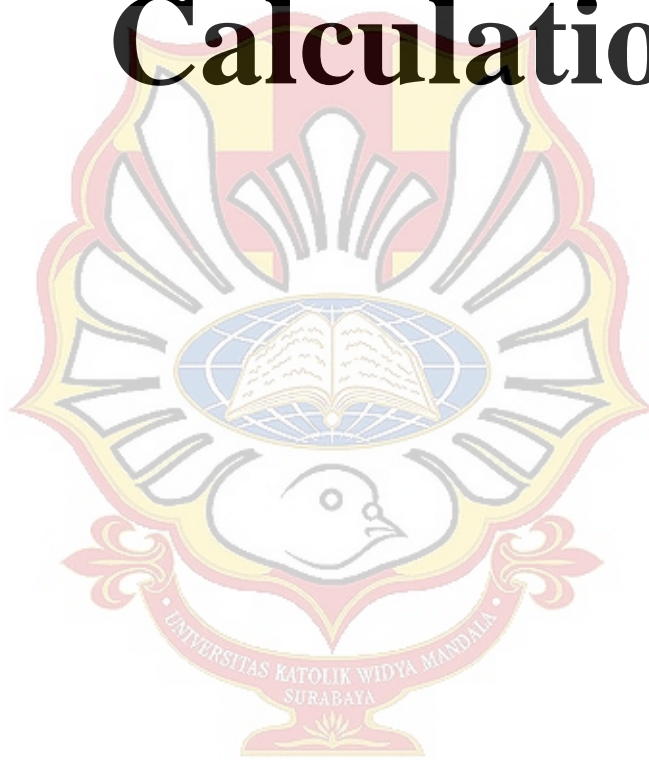


C. Answer Key

1. In Europe men do not usually wear skirts.
2. Kilt is a kind of skirt.
3. The Scottish likes to be different.
4. Before 1730, Scottish men wore a long shirt and blanket around their shoulders.
5. This long shirt and blanket got in the way when the men started to work in factories. So, in 1730 a factory owner changed the blanket into a skirt: the kilt.
6. Scottish soldiers began to wear kilts in the late 1700s.
7. The reason was for this national feeling.
8. No, they do not. The reason probably: a Scottish soldier in a kilt was always easy to find.
9. The kilts had colorful stripes going up and down and across.
10. Most families had special colors for their kilts by about 1850.
11. The factory owner changed the blanket into a kilt in 1730.
12. The passage is about the history of kilt



The Data Calculation



**THE CALCULATION OF RELIABILITY KR – 21 OF TRY
OUT TEST**

Students' No.	X (Correct Answer)	X ²
1.	15	225
2.	18	324
3.	16	256
4.	15	225
5.	17	289
6.	16	256
7.	14	196
8.	13	169
9.	17	289
10.	17	289
11.	15	225
12.	16	256
13.	12	144
14.	14	196
15.	17	289
16.	17	289
Total	249	3917
N	16	
Mean	15,56	
Var	14,59	

$$X = \frac{\sum X}{n} = \frac{249}{16} = 15.56$$

$$V = \frac{\sum X^2 - \left(\frac{\sum X^2}{n}\right)}{n} = \frac{249 - (249/16)}{16} = \frac{249 - 15.56}{16} = 14.59$$

KR-21 Formula

$$\begin{aligned}r &= \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K.V} \right) \\&= \frac{20}{20-1} \left(1 - \frac{15.56(20-15.56)}{20 \cdot 14.59} \right) \\&= \frac{20}{19} \left(1 - \frac{15.56(4.44)}{290} \right) \\&= 1.0526 \left(1 - \frac{69.08}{290} \right) \\&= 1.0526 (1 - 0.2382) \\&= 1.0526 (0.7618) \\r &= 0.8018\end{aligned}$$

where:

r = reliability

n = number of subject

M = mean

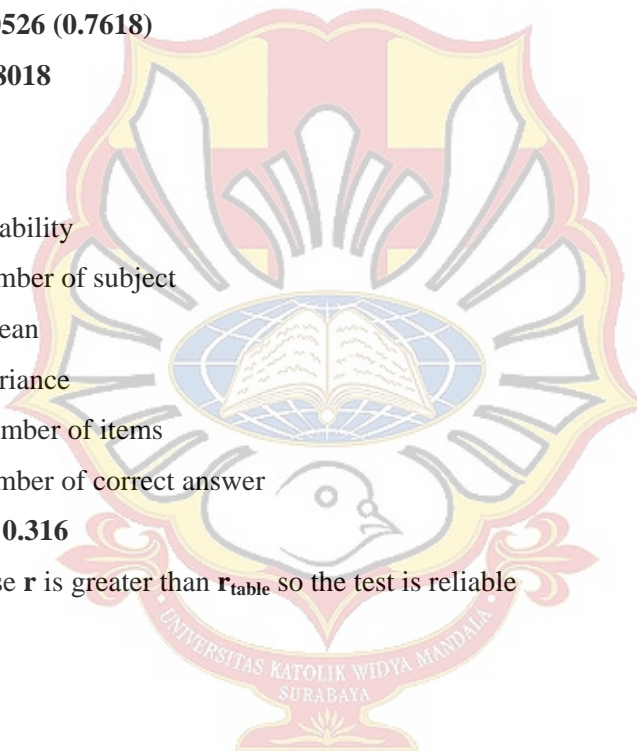
V = variance

K = number of items

x = number of correct answer

$r_{table} = 0.316$

Because r is greater than r_{table} so the test is reliable



**THE CALCULATION OF DIFFICULTY INDEX AND
DISCRIMINATION POWER**

Item's No	Difficulty Index	Discrimination Index
1.	$FV = \frac{10}{16} = 0.625$	$D = \frac{7-4}{4} = 0.75$
2.	$FV = \frac{14}{16} = 0.875$	$D = \frac{7-7}{4} = 0$
3.	$FV = \frac{15}{16} = 0.9375$	$D = \frac{8-7}{4} = 0.25$
4.	$FV = \frac{9}{16} = 0.5625$	$D = \frac{5-4}{4} = 0.25$
5.	$FV = \frac{13}{16} = 0.8125$	$D = \frac{7-6}{4} = 0.25$
6.	$FV = \frac{12}{16} = 0.75$	$D = \frac{7-5}{4} = 0.5$
7.	$FV = \frac{8}{16} = 0.5$	$D = \frac{6-2}{4} = 1$
8.	$FV = \frac{7}{16} = 0.4375$	$D = \frac{5-2}{4} = 0.75$
9.	$FV = \frac{16}{16} = 1$	$D = \frac{8-8}{4} = 0$
10.	$FV = \frac{15}{16} = 0.9375$	$D = \frac{8-7}{4} = 0.25$
11.	$FV = \frac{11}{16} = 0.6875$	$D = \frac{7-4}{4} = 0.75$
12.	$FV = \frac{16}{16} = 1$	$D = \frac{8-8}{4} = 0$
13.	$FV = \frac{13}{16} = 0.8125$	$D = \frac{8-4}{4} = 1$
14.	$FV = \frac{12}{16} = 0.75$	$D = \frac{6-6}{4} = 0$
15.	$FV = \frac{16}{16} = 1$	$D = \frac{8-8}{4} = 0$
16.	$FV = \frac{8}{16} = 0.5$	$D = \frac{4-4}{4} = 0$
17.	$FV = \frac{14}{16} = 0.875$	$D = \frac{8-6}{4} = 0.5$

18.	$FV = \frac{15}{16} = 0.9375$	$D = \frac{8-7}{4} = 0.25$
19.	$FV = \frac{15}{16} = 0.9375$	$D = \frac{8-7}{4} = 0.5$
20.	$FV = \frac{10}{16} = 0.625$	$D = \frac{7-4}{4} = 0.75$

Formula:

$$FV = \frac{\text{Correct answers}}{\text{number of testess}}$$

$$D = \frac{\text{Correct U} - \text{Correct L}}{\frac{1}{2}n}$$

n = number of students in one group

The criteria of level of difficulty (Arikunto, 1979:176):

Index Difficulty (IF)	Interpretation
0.00 - 0.30	Difficult
0.30 - 0.70	Moderate
0.70 - 1.00	Easy

The criteria of discrimination power (Arikunto, 1979:176):

Discrimination Index (D)	Interpretation
0.00 - 0.20	Poor
0.20 - 0.40	Satisfactory
0.40 - 0.70	Good

**PRE TEST AND POST TEST SCORE OF EXPERIMENTAL
GROUP (TGT)**

No.	Pre Test	Post Test
1.	80	85
2.	80	90
3.	75	85
4.	65	70
5.	90	100
6.	80	95
7.	85	90
8.	70	70
9.	75	75
10.	75	85
11.	60	70
12.	75	85
13.	60	70
14.	75	80
15.	75	90
16.	80	85
TOTAL	1200	1325

THE CALCULATION OF T-TABLE

No.	Pre Test (X)	Post Test (Y)	D (Y - X)	D ²
1.	80	85	5	25
2.	80	90	10	100
3.	75	85	10	100
4.	65	70	5	25
5.	90	100	10	100
6.	80	95	15	225
7.	85	90	5	25
8.	70	70	0	0
9.	75	75	0	0
10.	75	85	10	100
11.	60	70	10	100
12.	75	85	10	100
13.	60	70	10	100
14.	75	80	5	25
15.	75	90	15	225
16.	80	85	5	25
Total	1200	1325	125	1275
N	16			
Mean	75	82.81	7.81	
SD	4.45			

TEST OF HYPOTHESES

1. $H_0 : \mu_A = \mu_B$, there is no difference between posttest and pretest

$H_a : \mu_A > \mu_B$, score of posttest is greater than pretest

2. t-test, where $db = n - 1 = 15$

$$t(0.05) = 1.684$$

3. Calculation for t-observation:

$$\bar{D} = \frac{\sum D}{n} = \frac{125}{16} = 7.81$$

$$S = \sqrt{\frac{n \cdot \sum D^2 - (\sum D)^2}{n(n-1)}}$$

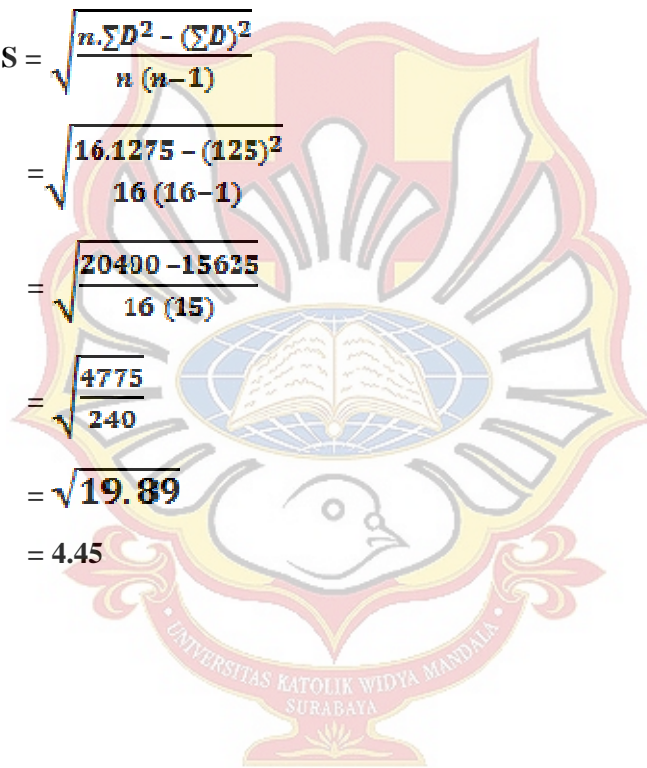
$$= \sqrt{\frac{16 \cdot 1275 - (125)^2}{16(16-1)}}$$

$$= \sqrt{\frac{20400 - 15625}{16(15)}}$$

$$= \sqrt{\frac{4775}{240}}$$

$$= \sqrt{19.89}$$

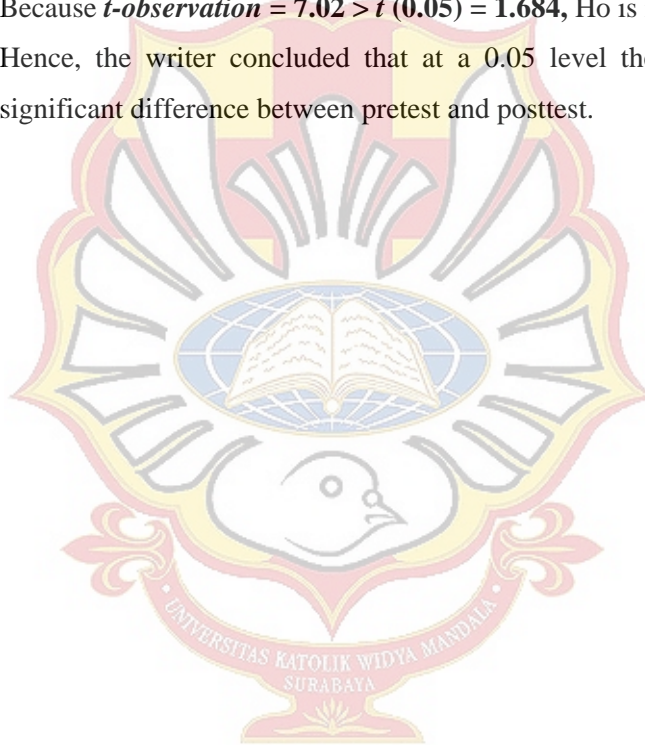
$$= 4.45$$



$$\begin{aligned}
 t &= \frac{\bar{D}}{S/\sqrt{n}} \\
 &= \frac{7.81}{4.45/\sqrt{16}} \\
 &= \frac{7.81}{4.45/4} \\
 &= \frac{7.81}{1.1125} \\
 &= 7.02
 \end{aligned}$$

4. Conclusion:

Because *t-observation* = **7.02** > *t* (0.05) = **1.684**, *H₀* is rejected
Hence, the writer concluded that at a 0.05 level there is a significant difference between pretest and posttest.



**PRE TEST AND POST TEST SCORE OF CONTROL GROUP
(TRANSLATION)**

No.	Pre Test	Post Test
1.	70	75
2.	75	80
3.	65	65
4.	70	70
5.	75	70
6.	70	70
7.	70	80
8.	75	75
9.	80	95
10.	70	75
11.	80	85
12.	60	60
13.	80	90
14.	75	75
15.	75	80
16.	60	70
TOTAL	1150	1215

THE CALCULATION OF T-TABLE

No.	Pre Test (X)	Post Test (Y)	D (Y - X)	D ²
1.	70	75	5	25
2.	75	80	5	25
3.	65	65	0	0
4.	70	70	0	0
5.	75	70	-5	25
6.	70	70	0	0
7.	70	80	10	100
8.	75	75	0	0
9.	80	95	15	225
10.	70	75	5	25
11.	80	85	5	25
12.	60	60	0	0
13.	80	90	10	100
14.	75	75	0	0
15.	75	80	5	25
16.	60	70	10	100
Total	1150	1215	65	675
n	16			
Mean	71.87	75.93	4.06	
SD	5.23			

TEST OF HYPOTHESES

1. $H_0 : \mu_A = \mu_B$, there is no difference between posttest and pretest

$H_a : \mu_A > \mu_B$, score of posttest is greater than pretest

2. t-test, where $db = n - 1 = 15$

$$t(0.05) = 1.684$$

3. Calculation for t-observation:

$$\bar{D} = \frac{\sum D}{n} = \frac{65}{16} = 4.06$$

$$S = \sqrt{\frac{n \cdot \sum D^2 - (\sum D)^2}{n(n-1)}}$$

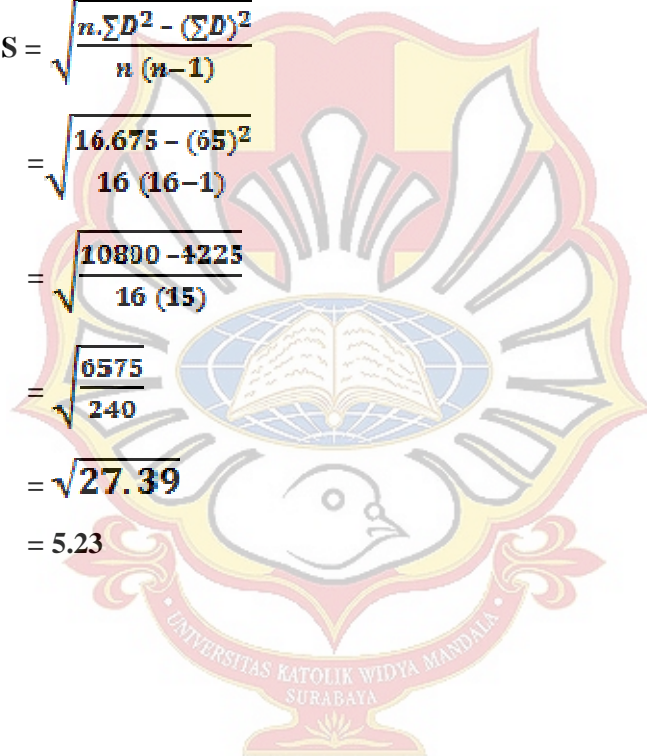
$$= \sqrt{\frac{16 \cdot 675 - (65)^2}{16(16-1)}}$$

$$= \sqrt{\frac{10800 - 4225}{16(15)}}$$

$$= \sqrt{\frac{6575}{240}}$$

$$= \sqrt{27.39}$$

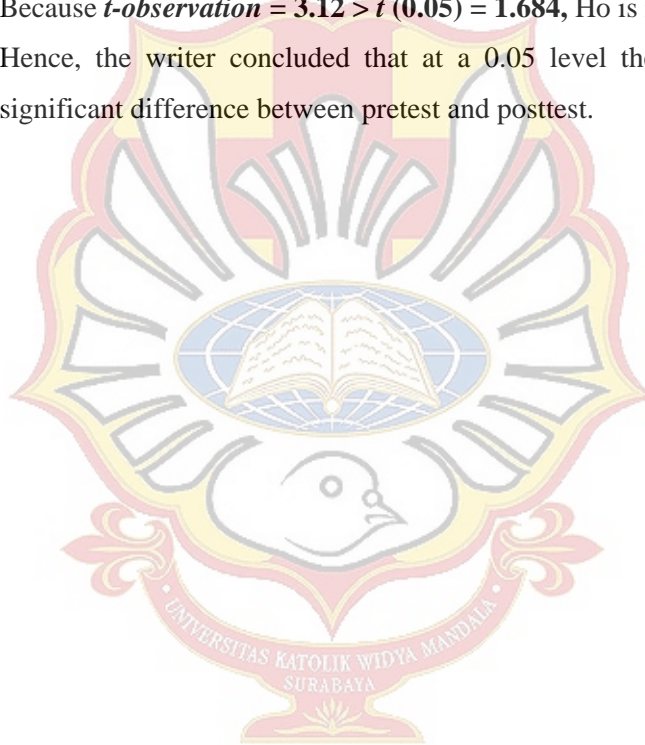
$$= 5.23$$



$$\begin{aligned}
 t &= \frac{\bar{D}}{S/\sqrt{n}} \\
 &= \frac{4.06}{5.23/\sqrt{16}} \\
 &= \frac{4.06}{5.23/4} \\
 &= \frac{4.06}{1.30} \\
 &= 3.12
 \end{aligned}$$

4. Conclusion:

Because *t-observation* = **3.12** > *t* (0.05) = **1.684**, *H₀* is rejected
Hence, the writer concluded that at a 0.05 level there is a significant difference between pretest and posttest.



**POST TEST SCORE OF EXPERIMENTAL GROUP (TGT)
AND CONTROL GROUP (TRANSLATION)**

No.	Experimental Group (TGT)	Control Group (Translation)
1.	85	75
2.	90	80
3.	85	65
4.	70	70
5.	100	70
6.	95	70
7.	90	80
8.	70	75
9.	75	95
10.	85	75
11.	70	85
12.	85	60
13.	70	90
14.	80	75
15.	90	80
16.	85	70
Total	1325	1215

THE CALCULATION OF TWO MEANS TEST

No.	Teams-Game-Tournament		Translation	
	XA	XA ²	XB	XB ²
1.	85	7225	75	5625
2.	90	8100	80	6400
3.	85	7225	65	4225
4.	70	4900	70	4900
5.	100	10000	70	4900
6.	95	9025	70	4900
7.	90	8100	80	6400
8.	70	4900	75	5625
9.	75	5625	95	9025
10.	85	7225	75	5625
11.	70	4900	90	8100
12.	85	7225	60	3600
13.	70	4900	85	7225
14.	80	6400	75	5625
15.	90	8100	80	6400
16.	85	7225	70	4900
Total	1325	111075	1215	93475
N	16			
Mean	82.81		75.93	
S	9.48		8.98	

TEST OF HYPOTHESES

1. $H_0 : \mu_A = \mu_B$, there is the difference between the means of group

$H_a : \mu_A > \mu_B$, mean score of group A is greater than the mean score of group B

2. t-test, where $df.f = n_A + n_B - 2 = 16 + 16 - 2 = 32 - 2 = 30$
 $t(0.05) = 1.671$

3. Calculation for *t-observation* (*to*)

➤ **A = TGT (Teams-game-Tournament)**

$$\bar{X} = \frac{\sum x}{n} = \frac{1325}{16} = 82.81$$

$$\begin{aligned} S &= \sqrt{\frac{n \cdot \sum D^2 - (\sum D)^2}{n(n-1)}} \\ &= \sqrt{\frac{16 \cdot 111075 - (1325)^2}{16(16-1)}} \\ &= \sqrt{\frac{1777200 - 1755625}{16(15)}} \\ &= \sqrt{\frac{21575}{240}} \\ &= \sqrt{89.89} \\ &= 9.48 \end{aligned}$$

➤ B = Translation

$$\bar{X} = \frac{\sum x}{n} = \frac{1215}{16} = 75.93$$

$$\begin{aligned} S &= \sqrt{\frac{n \sum D^2 - (\sum D)^2}{n(n-1)}} \\ &= \sqrt{\frac{16.9375 - (1215)^2}{16(16-1)}} \\ &= \sqrt{\frac{1495400 - 1476225}{16(15)}} \\ &= \sqrt{\frac{19375}{240}} \\ &= \sqrt{80.72} \\ &= 8.98 \end{aligned}$$

$$\begin{aligned} t_o &= \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)S^2_A + (n_B - 1)S^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} \\ &= \frac{82.81 - 75.93}{\sqrt{\frac{(16-1)(9.48)^2 + (16-1)(8.98)^2}{16+16-2} \left(\frac{1}{16} + \frac{1}{16} \right)}} \\ &= \frac{6.88}{\sqrt{\frac{(15)(89.8704) + (15)(80.6404)}{30} \left(\frac{2}{16} \right)}} \end{aligned}$$

$$= \frac{6.88}{\sqrt{\frac{1348.056 + 1209.606}{30} (0.125)}}$$

$$= \frac{6.88}{\sqrt{\frac{2557.662}{30} (0.125)}}$$

$$= \frac{6.88}{\sqrt{85.2554(0.125)}}$$

$$= \frac{6.88}{\sqrt{10.656925}}$$

$$= \frac{6.88}{3.2644}$$

$$= 2.107$$

4. Conclusion:

Because *t-observation* (t_o) = 2.107 > *t* (0.05), H_a is accepted.

Hence, the writer concludes that the difference between groups is significant and TGT can improve the students' reading comprehension achievement better than translation.

