

APPENDIX

APPENDIX A

THE CALCULATION OF THE DIFFICULTY INDEX OF THE FIRST
TRY-OUT

Number of Items	Difficulty Index	Interpretation
1	0.02	Difficult
2	0.6	Moderate
3	0.48	Moderate
4	0.38	Moderate
5	1	Easy
6	0.6	Moderate
7	0.76	Easy
8	0.57	Moderate
9	0.05	Difficult
10	0.62	Moderate
11	0.62	Moderate
12	0.9	Easy
13	0.19	Difficult
14	0.52	Moderate
15	0.81	Easy
16	0.98	Easy
17	0.55	Moderate
18	0.45	Moderate
19	0.95	Easy
20	0.64	Moderate

APPENDIX B

THE CALCULATION OF THE DIFFICULTY INDEX OF THE

SECOND TRY-OUT

Number of items	Difficulty Index	Interpretation
1	0.29	Difficult
2	0.79	Easy
3	0.32	Moderate
4	0.62	Moderate
5	0.79	Easy
6	0.65	Moderate
7	0.74	Easy
8	0.53	Moderate
9	0.29	Difficult
10	0.68	Moderate
11	0.62	Moderate
12	0.79	Easy
13	0.56	Moderate
14	0.18	Difficult
15	0.71	Easy
16	0.71	Easy
17	0.35	Moderate
18	0.47	Moderate
19	0.79	Easy
20	0.62	Moderate

APPENDIX C

THE CALCULATION OF THE DISCRIMINATION POWER OF THE FIRST
TRY-OUT

Number of items	Discrimination Index	Interpretation
1	0.05	Poor
2	0.14	Poor
3	0.1	Poor
4	- 0.2	Poor
5	0	Poor
6	0.33	Satisfactory
7	0.29	Satisfactory
8	0.19	Poor
9	0.1	Poor
10	0.38	Satisfactory
11	0.19	Poor
12	0.19	Poor
13	0.1	Poor
14	0.48	Good
15	0.19	Poor
16	0.05	Poor
17	0.24	Satisfactory
18	0.33	Satisfactory
19	0.1	Poor
20	0.14	Poor

APPENDIX D

THE CALCULATION OF THE DISCRIMINATION POWER OF THE
SECOND TRY-OUT

Number of items	Discrimination Index	Interpretation
1	0.47	Good
2	0.29	Satisfactory
3	0.29	Satisfactory
4	0.29	Satisfactory
5	0.29	Satisfactory
6	0.47	Good
7	0.29	Satisfactory
8	0.59	Good
9	0.24	Satisfactory
10	0.29	Satisfactory
11	0.29	Satisfactory
12	0.29	Satisfactory
13	0.29	Satisfactory
14	0.24	Satisfactory
15	0.24	Satisfactory
16	0.24	Satisfactory
17	0.47	Good
18	0.59	Good
19	0.29	Satisfactory
20	0.53	Good

APPENDIX E
THE CALCULATION FOR RELIABILITY KR-21
OF THE SECOND TRY-OUT

NO.	X	X ²	NO.	X	X ²
1	16	256	27	11	121
2	16	256	28	12	144
3	10	100	29	12	144
4	12	144	30	11	121
5	8	64	31	2	4
6	12	144	32	13	169
7	12	144	33	12	144
8	12	144	34	13	169
9	16	256	35	11	121
10	12	144	36	12	144
11	10	100	37	14	196
12	15	225	38	19	361
13	12	144	39	10	100
14	12	144	40	1	1
15	11	121	41	10	100
16	7	49	42	18	324
17	12	144	43	14	196
18	15	225	TOTAL		499
19	10	100	n		43
20	17	289	MEAN		11,60465
21	3	9	VAR.		16,00649
22	5	25			
23	19	361			
24	10	100			
25	6	36			
26	14	196			

$$M = \frac{\sum X}{n} = \frac{499}{43} = 11,6047$$

$$V = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n} = \frac{6479 - \frac{499^2}{43}}{43} = 16,00649$$

$$K = 20$$

KR-21 FORMULA : *)

$$r = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KV} \right) = \frac{20}{20-1} \left(1 - \frac{11,6047(20-11,6047)}{20 \times 16,00649} \right) = 0,7323$$

Where: r = Reliability
n = Number of subjects
M = Mean
V = Variance
K = Number of items

$$n = 43 \quad r \text{ table} = 0,301$$

Because r greater than r table, so the test is reliable.

APPENDIX F
THE CALCULATION OF T-TEST FOR PRETEST

No	CLASS I-C		CLASS I-B	
	(XA)	X ² A	(XB)	X ² B
1	70	4900	40	1600
2	45	2025	40	1600
3	25	625	80	6400
4	60	3600	60	3600
5	60	3600	50	2500
6	85	7225	40	1600
7	65	4225	80	6400
8	65	4225	45	2025
9	70	4900	80	6400
10	60	3600	40	1600
11	60	3600	55	3025
12	35	1225	40	1600
13	55	3025	60	3600
14	70	4900	35	1225
15	55	3025	40	1600
16	60	3600	55	3025
17	70	4900	80	6400
18	55	3025	45	2025
19	35	1225	40	1600
20	70	4900	60	3600
21	50	2500	55	3025
22	35	1225	50	2500
23	50	2500	40	1600
24	50	2500	40	1600
25	70	4900	40	1600
26	20	400	50	2500
27	40	1600	45	2025
28	45	2025	70	4900
29	45	2025	40	1600
30	35	1225	45	2025
31	50	2500	40	1600
32	45	2025	70	4900
Total	1705	97775	1650	91300
n	32	—	32	—
Mean	53,28125	—	51,5625	—
SD	14,95204	—	14,1671	—

TEST OF HYPOTHESES:

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

H_a : $\mu_A \neq \mu_B$, there is significant difference between the mean groups.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%/2) = 2,000$

3. Calculation for t observation (t_o):

A: EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 53,281 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 14,952$$

B: CONTROL

$$\bar{x} = \frac{\sum x}{n} = 51,563 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 14,167$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0,472$$

4. Conclusion:

Because $|t \text{ observation}|$ less than t table thus H_0 is accepted.

So we conclude that at a 5% level there is no significant difference between groups.

APPENDIX G
THE CALCULATION OF T-TEST FOR POSTTEST

No	Class I-C		Class I-B	
	(XA)	X ² A	(XB)	X ² B
1	50	2500	50	2500
2	80	6400	9	81
3	50	2500	65	4225
4	40	1600	60	3600
5	50	2500	65	4225
6	80	6400	60	3600
7	75	5625	55	3025
8	55	3025	60	3600
9	50	2500	50	2500
10	65	4225	65	4225
11	45	2025	65	4225
12	45	2025	55	3025
13	50	2500	45	2025
14	80	6400	45	2025
15	50	2500	60	3600
16	50	2500	65	4225
17	80	6400	60	3600
18	55	3025	60	3600
19	70	4900	50	2500
20	60	3600	65	4225
21	70	4900	60	3600
22	50	2500	50	2500
23	50	2500	50	2500
24	50	2500	55	3025
25	80	6400	65	4225
26	65	4225	60	3600
27	80	6400	65	4225
28	50	2500	65	4225
29	75	5625	50	2500
30	35	1225	65	4225
31	80	6400	55	3025
32	80	6400	55	3025
Total	1945	124725	1804	105306
n	32	—	32	—
Mean	60,78125	—	56,375	—
SD	14,48633	—	10,7845	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (t_o) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 60,781 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 14,486$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 56,375 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 10,785$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1,38$$

4. Conclusion:

Because t observation less than t table thus H_0 is accepted.
 So we conclude that at a 5% level there is no significant difference between groups.

APPENDIX H
THE CALCULATION OF T-TEST
FOR SUBJECT MATTER QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X²A	(XB)	X²B
1	0	0	5	25
2	5	25	0	0
3	0	0	10	100
4	5	25	5	25
5	0	0	10	100
6	10	100	5	25
7	5	25	5	25
8	0	0	5	25
9	0	0	0	0
10	5	25	5	25
11	5	25	5	25
12	0	0	0	0
13	0	0	10	100
14	10	100	0	0
15	0	0	5	25
16	0	0	10	100
17	5	25	5	25
18	0	0	0	0
19	5	25	0	0
20	5	25	5	25
21	5	25	0	0
22	0	0	0	0
23	0	0	0	0
24	0	0	0	0
25	10	100	5	25
26	0	0	5	25
27	5	25	5	25
28	5	25	10	100
29	5	25	5	25
30	0	0	10	100
31	5	25	5	25
32	5	25	10	100
Total	100	650	145	1075
n	32	—	32	—
Mean	3,125	—	4,53125	—
SD	3,299560088	—	3,67190181	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (t_o) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 3,125 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,2996$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 4,5313 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,6719$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = -1,611$$

4. Conclusion:

Because t observation less than t table thus H_0 is accepted.
 So we conclude that at a 5% level there is no significant difference between groups.

APPENDIX I
THE CALCULATION OF T-TEST
FOR MAIN IDEA QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X²A	(XB)	X²B
1	15	225	15	225
2	20	400	15	225
3	15	225	15	225
4	10	100	15	225
5	15	225	25	625
6	20	400	20	400
7	15	225	15	225
8	20	400	20	400
9	15	225	15	225
10	10	100	25	625
11	15	225	20	400
12	15	225	20	400
13	15	225	5	25
14	15	225	15	225
15	15	225	20	400
16	15	225	20	400
17	20	400	20	400
18	15	225	20	400
19	15	225	20	400
20	20	400	15	225
21	15	225	20	400
22	15	225	20	400
23	10	100	15	225
24	15	225	25	625
25	15	225	25	625
26	25	625	15	225
27	20	400	25	625
28	10	100	20	400
29	20	400	15	225
30	20	400	25	625
31	20	400	15	225
32	20	400	15	225
Total	520	8850	590	11500
n	32	—	32	—
Mean	16,25	—	18,4375	—
SD	3,592106041	—	4,47889315	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (t_o) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 16,25 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,5921$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 18,438 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 4,4789$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = -2,155$$

4. Conclusion:
 Because t observation more than t table thus H_0 is rejected.
 Hence we conclude that the difference between groups is significant, and that the B group is greater

APPENDIX J
THE CALCULATION OF T-TEST
FOR THE DETAIL QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X²A	(XB)	X²B
1	15	225	10	100
2	20	400	10	100
3	15	225	20	400
4	10	100	20	400
5	15	225	15	225
6	20	400	10	100
7	20	400	10	100
8	15	225	15	225
9	15	225	15	225
10	15	225	15	225
11	10	100	20	400
12	15	225	15	225
13	15	225	15	225
14	20	400	15	225
15	15	225	10	100
16	15	225	15	225
17	20	400	15	225
18	20	400	20	400
19	20	400	15	225
20	10	100	20	400
21	15	225	20	400
22	15	225	15	225
23	15	225	15	225
24	15	225	10	100
25	20	400	15	225
26	20	400	20	400
27	20	400	10	100
28	15	225	20	400
29	20	400	10	100
30	10	100	15	225
31	20	400	15	225
32	20	400	10	100
Total	525	8975	475	7475
n	32	—	32	—
Mean	16,40625	—	14,84375	—
SD	3,415898189	—	3,69925341	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between the mean groups.
 $H_a : \mu_A > \mu_B$, mean score of A group is greater than B Group.
2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$
3. Calculation for t observation (to) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 16,406 \quad n = 32$$

$$s = \sqrt{\frac{n(\sum x^2 - (\sum x)^2)}{n(n-1)}} = 3,4159$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 14,844 \quad n = 32$$

$$s = \sqrt{\frac{n(\sum x^2 - (\sum x)^2)}{n(n-1)}} = 3,6993$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1,755$$

4. Conclusion:

Because t observation more than t table thus H_0 is rejected.
Hence we conclude that the difference between groups is significant, and that the A group is greater.

APPENDIX K
THE CALCULATION OF T-TEST
FOR SIGNIFICANCE QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X ² A	(XB)	X ² B
1	0	0	10	100
2	5	25	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	5	25	5	25
7	5	25	5	25
8	0	0	5	25
9	0	0	5	25
10	5	25	5	25
11	0	0	5	25
12	0	0	5	25
13	5	25	0	0
14	5	25	5	25
15	0	0	5	25
16	5	25	5	25
17	5	25	5	25
18	0	0	5	25
19	5	25	5	25
20	5	25	5	25
21	10	100	5	25
22	0	0	5	25
23	0	0	5	25
24	0	0	0	0
25	5	25	5	25
26	0	0	5	25
27	5	25	5	25
28	5	25	5	25
29	5	25	10	100
30	0	0	0	0
31	5	25	5	25
32	5	25	5	25
Total	90	500	135	775
n	32	—	32	—
Mean	2,8125	—	4,21875	—
SD	2,82200455	—	2,57449494	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (t_o) :

A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 2,8125 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,822$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 4,2188 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,5745$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = -2,082$$

4. Conclusion:

Because t observation more than t table thus H_0 is rejected.
Hence we conclude that the difference between groups is significant, and that the B group is greater.

APPENDIX L
THE CALCULATION OF T-TEST
FOR CONCLUSION QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X²A	(XB)	X²B
1	5	25	0	0
2	10	100	10	100
3	10	100	10	100
4	5	25	10	100
5	5	25	5	25
6	10	100	5	25
7	10	100	5	25
8	5	25	5	25
9	5	25	10	100
10	5	25	5	25
11	5	25	5	25
12	5	25	5	25
13	5	25	10	100
14	10	100	0	0
15	5	25	5	25
16	5	25	5	25
17	10	100	5	25
18	10	100	5	25
19	5	25	0	0
20	5	25	10	100
21	10	100	5	25
22	5	25	0	0
23	5	25	5	25
24	5	25	10	100
25	10	100	5	25
26	5	25	5	25
27	10	100	5	25
28	5	25	5	25
29	5	25	0	0
30	5	25	5	25
31	10	100	5	25
32	10	100	5	25
Total	220	1700	170	1200
n	32	—	32	—
Mean	6,875	—	5,3125	—
SD	2,459346884	—	3,0946103	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (t_o) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 6,875 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,4593$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 5,3125 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,0946$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2,236$$

4. Conclusion:
 Because t observation more than t table thus H_0 is rejected.
 Hence we conclude that the difference between groups is significant, and that the A group is greater.

APPENDIX M
THE CALCULATION OF T-TEST
FOR VOCABULARY QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X ² A	(XB)	X ² B
1	10	100	5	25
2	10	100	5	25
3	5	25	5	25
4	5	25	5	25
5	10	100	5	25
6	5	25	10	100
7	10	100	10	100
8	10	100	5	25
9	10	100	5	25
10	10	100	5	25
11	5	25	5	25
12	5	25	5	25
13	5	25	5	25
14	10	100	5	25
15	10	100	10	100
16	5	25	5	25
17	10	100	5	25
18	5	25	5	25
19	10	100	5	25
20	5	25	5	25
21	5	25	5	25
22	10	100	5	25
23	10	100	5	25
24	10	100	5	25
25	10	100	5	25
26	10	100	5	25
27	10	100	10	100
28	5	25	5	25
29	10	100	5	25
30	0	0	5	25
31	10	100	5	25
32	10	100	5	25
Total	255	2275	180	1100
n	32	—	32	—
Mean	7,96875	—	5,625	—
SD	2,799589544	—	1,68005376	—

TEST OF HYPOTHESES:

1. H_0 : $\mu_A = \mu_B$, there is no significant difference between the mean groups.
 H_a : $\mu_A > \mu_B$, mean score of A group is greater than B Group.

2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$

3. Calculation for t observation (to) :

A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 7,9688 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,7996$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 5,625 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 1,6801$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 4,061$$

4. Conclusion:

Because t observation more than t table thus H_0 is rejected.
Hence we conclude that the difference between groups is significant, and that the A group is greater.

APPENDIX N
THE CALCULATION OF T-TEST
FOR REFERENCE-WORD QUESTIONS

No	Class I-C		Class I-B	
	(XA)	X²A	(XB)	X²B
1	5	25	5	25
2	10	100	5	25
3	5	25	5	25
4	5	25	5	25
5	5	25	5	25
6	10	100	5	25
7	10	100	5	25
8	5	25	5	25
9	5	25	0	0
10	10	100	5	25
11	5	25	5	25
12	5	25	5	25
13	5	25	0	0
14	10	100	5	25
15	5	25	5	25
16	5	25	5	25
17	10	100	5	25
18	5	25	5	25
19	10	100	5	25
20	10	100	5	25
21	10	100	5	25
22	5	25	5	25
23	10	100	5	25
24	5	25	5	25
25	10	100	5	25
26	5	25	5	25
27	10	100	5	25
28	5	25	0	0
29	10	100	5	25
30	0	0	5	25
31	10	100	5	25
32	10	100	5	25
Total	230	1900	145	725
n	32	—	32	—
Mean	7,1875	—	4,53125	—
SD	2,82200455	—	1,48072291	—

TEST OF HYPOTHESES:

1. $H_0 : \mu_A = \mu_B$, there is no significant difference between the mean groups.
 $H_a : \mu_A > \mu_B$, mean score of A group is greater than B Group.
2. t-test, where $df = n_A + n_B - 2 = 62$
 $t(5\%) = 1,671$
3. Calculation for t observation (t_o) :
A : EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 7,1875 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,822$$

B : CONTROL

$$\bar{x} = \frac{\sum x}{n} = 4,5313 \quad n = 32$$

$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 1,4807$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 4,715$$

4. Conclusion:
 Because t observation more than t table thus H_0 is rejected.
 Hence we conclude that the difference between groups is significant, and that the A group is greater.

APPENDIX O

LESSON PLAN FOR THE FIRST TREATMENT

LESSON PLAN

(EXPERIMENTAL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time Allocated	: 1X45 minutes

A. Competence**1. Basic Competence**

Comprehending the information about education

2. Achievement Indicators**Listening**

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled “School and Education” adapted from English 1A, page 5-6.
2. Media: handout
vocabulary chart
picture

C. Teaching and Learning Activities

1. Approach :

Communicative Approach
Competency Based Approach

2. Method :

Grammar Translation method
Direct Method

3. Technique:

Questions and Answers
Multiple Choice Questions
Lecturing

4. Class Activities:

1. Students are asked to look at the picture and answer the questions orally.
2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.

3. Some students are asked to read the passage aloud, paragraph by paragraph.
4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Dardjis, Desmal. et all. 2003. *English 1A*. Jakarta: Bumi Aksara

The Step

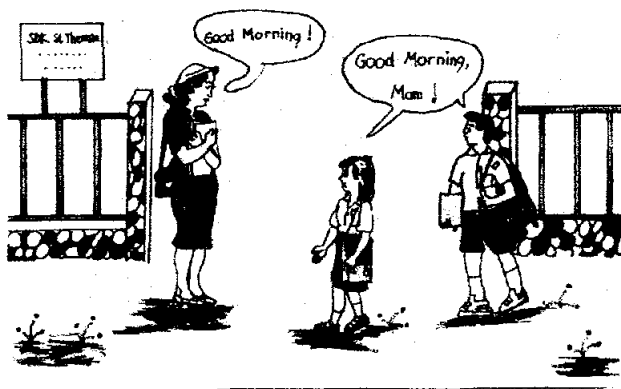
No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
1	Speaking	Pre-Reading Activities	Task 1 ■ Greet the students ■ Ask the students to look at the picture and answer the questions orally (see students' worksheet on page 114)	■ Respond to the teacher's greeting	2'
	Speaking			■ Look at the picture and answer the questions orally	4'
2.	Listening	While-Reading Activities	Task 2 ■ Ask the students to listen to the teacher explaining the key words found in the passage using questions and answers ■ Ask some students to read the passage aloud, paragraph by paragraph	■ Listen to the teacher's explanation	8'
	Reading Speaking			■ Read the passage aloud, paragraph by paragraph	7'

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Listening		<ul style="list-style-type: none"> Asks the students to listen to the teacher while she is reading the passage aloud 	<ul style="list-style-type: none"> Listen to the teacher while she is reading the passage aloud 	6'
	Speaking		<ul style="list-style-type: none"> Discusses the passage 	<ul style="list-style-type: none"> Participate in the discussion 	5'
3.	Reading Writing	Post-Reading Activities	Task 2 <ul style="list-style-type: none"> Asks the students to answer the comprehension questions in the form of the multiple choices Discusses the answers of the multiple choice questions 	<ul style="list-style-type: none"> Read the problems Answer the multiple choice questions 	8'
	Speaking			<ul style="list-style-type: none"> Participate in the discussion 	5'

Students' Worksheet

Theme	: Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS ORALLY!



1. What level of school are they?
2. What do they do in front of the school?

TASK.2

A. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!

B. READ THE PASSAGE CAREFULLY!

Life in the twentieth century demands preparation. Today, all individuals in a country must have **adequate-schooling** to **prepare** them for their responsibilities as citizens. With this in mind, national leaders everywhere are placing more emphasis on the **education** of the young. In the United States, government officials, parents, and teachers are working hard to give the children – tomorrow's decision maker – the best preparation available. There is no national **school policy** in the United States. Each of fifty states makes its own rules and **regulation** for its school, but there are many similarities among the fifty school systems. **Public schools** in all states are supported by the taxes paid by the

citizens of the individual states. In most states, the children are required to *attend* school until they reach the age of sixteen.

In Indonesia, children enter *elementary school* when they are six years old. After six years in elementary school, they go into *junior high school* and remain for three years. The last three years of their school education are spent in *senior high school*, from which they *graduated* at the age of eighteen.

A great number of senior high school graduates continue their education in one of many *colleges* or *universities* in the country. After four years, they received a *bachelor's degree*. Some continue for a *master's degree* and perhaps a *doctor's degree*.

(Adapted from English 1A by Dardjis, Desmal. et al)

Assessment

Theme	: Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the passage is
 - A. School Policy and Education Levels
 - B. The Future Education in the United States
 - C. School and Education
 - D. Life in the Twentieth Century
 - E. School Policy and Its Regulation

2. The main idea of the first paragraph is that
 - A. life in the twentieth century demands preparation
 - B. national leaders are placing more emphasis on the education of the young
 - C. the children are required to attend school until the age of sixteen
 - D. fifty states have their own rules and regulation for their schools
 - E. government prepares all individuals to be responsible citizens

3. The main idea of the second paragraph is that
 - A. Indonesia has its own rules in arranging education levels
 - B. the children enter elementary school when they are six years old
 - C. in our country, the children are required to attend school until the age of eighteen
 - D. Indonesia does not allow children to go to senior high school more than eighteen years old
 - E. the children will go to the junior high school after they finish their elementary school

4. The main idea of the last paragraph is that
 - A. the senior high school graduates hope to receive bachelor's degrees from the government
 - B. a very smart senior high school student receives a master's degree

- C. after students graduate from university, they will get the bachelor's, the master's, and the doctor's degree
 - D. some of senior high school students finish their study in four years
 - E. most of senior high school graduates continue their study at the colleges or universities
5. The national leaders emphasize on the education of the young because . . .
- A. it is a demand from government officials, parents, and most of the teachers
 - B. they believe that education can prepare children to be responsible citizens
 - C. they think that educating the young is more difficult than adults
 - D. it has been stated in every school policy
 - E. A and D are correct
6. The writer feels that in Indonesia,
- A. education systems are too complicated so that they need to be improved
 - B. children start their formal education by attending elementary school
 - C. the time spent for education is too long compared to the United States
 - D. all of the senior high school students continue their study at the university
 - E. children have to pass the complicated rules to enter school
7. The writer seems to feel that education systems may differ in each country, but all of them
- A. have the same purpose, that is, to educate individuals to be responsible citizens
 - B. have to bring much money to government
 - C. have one thing in common, that is, children are prohibited to come late to school
 - D. are supported by taxes paid by the citizens
 - E. ask children to attend school until the age of sixteen
8. Two similarities of school systems among fifty states found in the passage are
- A. schools must educate children to be responsible citizens; the education is emphasized on the education of the young
 - B. parents' education supports the children school education; the school education prepares children to be decision makers
 - C. public schools are supported by taxes; children have to attend school until the age of sixteen

- D. children must attend school as soon as possible; public schools must educate children to be responsible
 - E. education is emphasized on the education of the young; the school education prepares children to be decision makers
9. A great number of senior high school graduates continue their education . . . (par.3)
The words "graduates" means
- A. the ones who have passed one grade in senior high school
 - B. children who just enter their elementary school
 - C. teenagers who are eighteen years old
 - D. students who have finished their study at one level of education
 - E. students who study at senior high school
10. Today, all individuals in a country must have adequate-schooling to prepare them for their responsibilities as citizens.
The underlined word means
- A. responsibilities
 - B. all individuals
 - C. citizens
 - D. countries
 - E. schools

Teacher's Note

Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about education
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre Instructional Activities

1. The teacher greets the students.

Teacher : "Good morning, students."

Students : "Good morning, mam"

Teacher : "How are you today?"

Students : "Fine"

2. The teacher asks the students to look at the picture and answer the triggering questions as followed:

1. What level of school are they?

2. What do they do in front of the school?

III. Whilst Instructional Activities

1. The teacher explains the important words found in the passage as followed:

adequate (*par. 1, line 2*)

example: This pencil costs Rp 5,00.-, but I only have Rp 4,00.-
So, my money is not *adequate* to buy the pencil.

schooling (*par.1, line 2*):

the education you get at school (put on the vocabulary chart, see page 122)

prepare (*par. 1, line 2*)

example: In the morning, I usually help my mother to **prepare** breakfast.

education (n) (*par.1, line 4*) educational (adjective) educate (v)

example:

1. Because **education** is important, your parents send you to this school.
2. Right now, the government tries to improve the **educational** systems.
3. School **educates** you to become discipline students.

regulation (*par. 1, line 8*)

example: School **regulation** states that students have to pay the tuition in cash.

school policy (*par.1, line 7*)

example: Ana's parents can not pay the school tuition in cash. The **school policy** gives them a chance to pay it in credit.

public school (*par.1, line 9*)

example: SMUN 2 is a **public school**, but our school is the private school.

attend school (*par.1, line 10*): go to school (put on the vocabulary chart, see page 122)

elementary school (*par.2, line 12*)

example: SDK. St. Theresia is the **elementary school**.

junior high school (*par.2, line 13*)

example: Before you become a student here, you have finished your **junior high school**.

senior high school (*par. 2, line 15*)

example: Right now you are studying at the **senior high school**.

In our country:

Six years of elementary school + three years of junior high school
primary education or nine year compulsory program.

graduate(d) (*par.2, line 15*)

example: All of you have **graduated** from junior high school.

What is the difference between **college** and **university**?

If you go to college, you will only receive D3 degree.

But

If you go to university, you will get S 1 degree.

Bachelor's degree (par.3)	: S1	(put on the vocabulary chart, see page 122)
Master's degree (par.3)	: S2	(put on the vocabulary chart, see page 122)
Doctor's degree (par.3)	: S3	(put on the vocabulary chart, see page 122)

2. The teacher asks the students to read aloud the passage paragraph by paragraph.
3. The teacher reads aloud the passage once.
4. The teacher asks the students to participate in the discussion of the passage.

IV. Post Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choice questions.

VOCABULARY CHART

(EDUCATION)

PARAGRAPH 1

SCHOOLING

ATTEND SCHOOL

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

PARAGRAPH 3

BACHELOR'S DEGREE

MASTER'S DEGREE

DOCTOR'S DEGREE

1000

Answer's Sheet

Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

TASK.1

The possible answer:

1. They are still in the elementary school
2. They greet their teacher.

TASK.3

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. A |
| 3. A | 8. C |
| 4. E | 9. D |
| 5. B | 10. B |

LESSON PLAN

(CONTROL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time Allocated	: 1X45 minutes

A. Competence

1. Basic Competence

Comprehending the information about education

2. Achievement Indicators

Listening

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled "School and Education" adapted from English 1A, page 5-6.
2. Media: handout
 - picture
 - vocabulary chart

C. Teaching and Learning Activities

1. Approach :
 - Communicative Approach
 - Competency Based Approach
2. Method :
 - Grammar Translation method
 - Direct Method
3. Technique:
 - Questions and Answers
 - Multiple Choices Questions
 - Lecturing
4. Class Activities:
 1. Students are asked to look at the picture and answer the questions orally
 2. Some students are asked to read the passage aloud, paragraph by paragraph.
 3. Students are asked to listen to the teacher reading the passage aloud.

4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Dardjis, Desmal. et all. 2003. *English 1A*. Jakarta: Bumi Aksara

The Steps

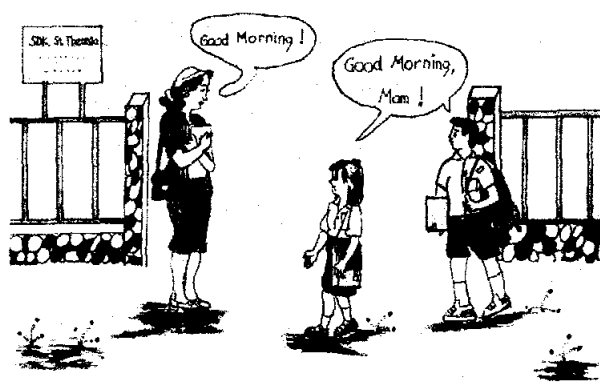
No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
1.	Speaking	Pre-Reading Activities	Task 1 <ul style="list-style-type: none">▪ Greets the students	▪ Respond to the teacher's greeting	2'
	Speaking			▪ Look at the picture and answers the questions orally	4'
2.	Reading Speaking	While-Reading Activities	Task 2 <ul style="list-style-type: none">▪ Asks some students to read the passage aloud, paragraph by paragraph	▪ Read the passage aloud, paragraph by paragraph	7'
	Listening			▪ Listen to the teacher while she is reading the passage aloud	6'
	Listening			▪ Listen to the teacher's explanation	8'

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Speaking		<ul style="list-style-type: none"> Asks the students to participate in the discussion of the passage 	<ul style="list-style-type: none"> Participate in the discussion 	5'
3.	Reading Writing	Post-Reading Activities	Task 3 <ul style="list-style-type: none"> Asks the students to answer the comprehension questions in the form of multiple choices 	<ul style="list-style-type: none"> Read the problems Answer the multiple choice questions 	8'
	Speaking		<ul style="list-style-type: none"> Discusses the answers of the multiple choice questions 	<ul style="list-style-type: none"> Participate in the discussion 	5'

Students' Worksheet

Theme : Education
 Class : Senior High School, First Year
 Semester : 1
 Time : 1 x 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS!



1. What level of school are they?
2. What do they do in front of the school?

TASK.2

A. READ THE PASSAGE CAREFULLY!

Life in the twentieth century demands preparation. Today, all individuals in a country must have **adequate-schooling** to **prepare** them for their responsibilities as citizens. With this in mind, national leaders everywhere are placing more emphasis on the **education** of the young. In the United States, government officials, parents, and teachers are working hard to give the children – tomorrow's decision maker – the best preparation available. There is no national **school policy** in the United States. Each of fifty states makes its own rules and **regulation** for its school, but there are many similarities among the fifty school systems. **Public schools** in all states are supported by the taxes paid by the citizens of the individual states. In most states, the children are required to **attend** school until they reach the age of sixteen.

In Indonesia, children enter **elementary school** when they are six years old. After six years in elementary school, they go into **junior high school** and remain for

three years. The last three years of their school education are spent in *senior high school*, from which they *graduated* at the age of eighteen.

A great number of senior high school graduates continue their education in one of many *colleges* or *universities* in the country. After four years, they received a *bachelor's degree*. Some continue for a *master's degree* and perhaps a *doctor's degree*.

(Adapted from English 1A by Dardjis, Desmal. et all)

B. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS
FOUND IN THE PASSAGE!

Assessment

Theme	: Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the passage is
 - A. School Policy and Education Levels
 - B. The Future Education in the United States
 - C. School and Education
 - D. Life in the Twentieth Century
 - E. School Policy and Its Regulation

2. The main idea of the first paragraph is that
 - A. life in the twentieth century demands preparation
 - B. national leaders are placing more emphasis on the education of the young
 - C. the children are required to attend school until the age of sixteen
 - D. fifty states have their own rules and regulation for their schools
 - E. government prepares all individuals to be responsible citizens

3. The main idea of the second paragraph is that
 - A. Indonesia has its own rules in arranging education levels
 - B. the children enter elementary school when they are six years old
 - C. in our country, the children are required to attend school until the age of eighteen
 - D. Indonesia does not allow children to go to senior high school more than eighteen years old
 - E. the children will go to the junior high school after they finish their elementary school

4. The main idea of the last paragraph is that
 - A. the senior high school graduates hope to receive bachelor's degrees from the government
 - B. a very smart senior high school student receives a master's degree
 - C. after students graduate from university, they will get the bachelor's, the master's, and the doctor's degree

- D. some of senior high school students finish their study in four years
 - E. most of senior high school graduates continue their study at the colleges or universities
5. The national leaders emphasize on the education of the young because . . .
- A. it is a demand from government officials, parents, and most of the teachers
 - B. they believe that education can prepare children to be responsible citizens
 - C. they think that educating the young is more difficult than adults
 - D. it has been stated in every school policy
 - E. A and D are correct
6. The writer feels that in Indonesia,
- A. education systems are too complicated so that they need to be improved
 - B. children start their formal education by attending elementary school
 - C. the time spent for education is too long compared to the United States
 - D. all of the senior high school students continue their study at the university
 - E. children have to pass the complicated rules to enter school
7. The writer seems to feel that education systems may differ in each country, but all of them
- A. have the same purpose, that is, to educate individuals to be responsible citizens
 - B. have to bring much money to government
 - C. have one thing in common, that is, children are prohibited to come late to school
 - D. are supported by taxes paid by the citizens
 - E. ask children to attend school until the age of sixteen
8. Two similarities of school systems among fifty states found in the passage are
- A. schools must educate children to be responsible citizens; the education is emphasized on the education of the young
 - B. parents' education supports the children school education; the school education prepares children to be decision makers
 - C. public schools are supported by taxes; children have to attend school until the age of sixteen

- D. children must attend school as soon as possible; public schools must educate children to be responsible
- E. education is emphasized on the education of the young; the school education prepares children to be decision makers

9. A great number of senior high school graduates continue their education . . (par.3)

The words "graduates" means

- A. the ones who have passed one grade in senior high school
- B. children who just enter their elementary school
- C. teenagers who are eighteen years old
- D. students who have finished their study at one level of education
- E. students who study at senior high school

10. Today, all individuals in a country must have adequate-schooling to prepare them for their responsibilities as citizens.

The underlined word means

- A. responsibilities
- B. all individuals
- C. citizens
- D. countries
- E. schools

Teacher's Note

Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about education
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre Instructional Activities

1. The teacher greets the students.
 Teacher: "Good morning, students."
 Students: "Good morning, mam."
 Teacher: "How are you today?"
 Students: "Fine"
2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
 1. What level of school are they?
 2. What do they do in front of the school?

III. Whilst Instructional Activities

1. The teacher asks the students to read aloud the passage paragraph by paragraph.
2. The teacher reads aloud the passage once.
3. The teacher explains the important words found in the passage as followed:

adequate (*par.1, line 2*)

example: This pencil costs Rp 5,00.-, but I only have Rp 4,00.-
So, my money is not **adequate** to buy the pencil.

schooling (*par.1, line 2*):

the education you get at school. (put on the vocabulary chart, see page 137)

prepare (*par. 1, line 2*)

example: In the morning, I usually help my mother to **prepare** breakfast.

education (n) (*par.1,line 4*) educational (adjective) educate (v)

example:

1. Because **education** is important, your parents send you to this school.
2. Right now, the government tries to improve the **educational** systems.
3. School **educates** you to become discipline students.

regulation (*par. 1, line 7*)

example: School **regulation** states that students have to pay the tuition in cash.

school policy (*par.1, line 6*)

example: Ana's parents can not pay the school tuition in cash. The **school policy** gives them a chance to pay it in credit.

public school (*par.1, line 8*)

example: SMUN 2 is a **public school**, but our school is the private school.

attend school (*par.1, line 10*): go to school (put on the vocabulary chart, see page 137)

elementary school (*par.2, line 11*)

example: SDK. St. Theresia is the **elementary school**.

junior high school (*par.2, line 12*)

example: Before you become a student here, you have finished your **junior high school**.

senior high school (*par. 2, line 13*)

example: Right now you are studying at the **senior high school**.

In our country:

Six years of elementary school + three years of junior high school
primary education or nine year compulsory program.

graduate(d) (*par. 2, line 14*)

example: All of you have **graduated** from junior high school.

What is the difference between **college** and **university**?

If you go to college, you will only receive D3 degree.

But

If you go to university, you will get S 1 degree.

Bachelor's degree (par.3)	: S1	(put on the vocabulary chart, see page 137)
Master's degree (par.3)	: S2	(put on the vocabulary chart, see page 137)
Doctor's degree (par.3)	: S3	(put on the vocabulary chart, see page 137)

4. The teacher asks the students to participate in the discussion of the passage

III. Post Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choice questions.

VOCABULARY CHART
(EDUCATION)

PARAGRAPH 1

SCHOOLING

--

--

ATTEND SCHOOL

--

PARAGRAPH 3

BACHELOR'S DEGREE

--

MASTER'S DEGREE

--

DOCTOR'S DEGREE

--

Answer's Sheet

Theme	: Education
Sub. Theme	: School and Education
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

TASK.1

The possible answer:

1. They are still in the elementary school
2. They greet their teacher in front of the school.

TASK.3

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. A |
| 3. A | 8. C |
| 4. E | 9. D |
| 5. B | 10. B |

APPENDIX P

LESSON PLAN FOR THE SECOND TREATMENT

LESSON PLAN (EXPERIMENTAL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Clean Environment
Sub. Theme	: Clean Water
Class	: Senior High School, First Year
Semester	: 1
Time Allocated	: 1X45minutes

A. Competence

1. Basic Competence

Comprehending the information about clean environment

2. Achievement Indicators

Listening

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled “Clean Water, Dirty Water” adapted from Window on the World 1, page 19-20.
2. Media: handout
vocabulary chart
picture

C. Teaching and Learning Activities

1. Approach :

Communicative Approach
Competency Based Approach

2. Method :

Grammar Translation method
Direct Method

3. Technique:

Questions and Answers
Multiple Choice Questions
Lecturing

4. Class Activities:

1. Students are asked to look at the picture and answer the questions orally.
2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.

3. Some students are asked to read the passage aloud, paragraph by paragraph.
4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Tim Instruktur Nasional. 2003. *Window on the World 1 – A New Approach to Learning English for SMU Year 1*. Jakarta: Penerbit Erlangga

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Listening		<ul style="list-style-type: none"> Asks the students to listen to the teacher while she is reading the passage aloud 	<ul style="list-style-type: none"> Listen to the teacher while she is reading the passage aloud 	6'
	Speaking		<ul style="list-style-type: none"> Discusses the passage 	<ul style="list-style-type: none"> Participate in the discussion 	5'
3.	Reading Writing	Post-Reading Activities	Task 2 <ul style="list-style-type: none"> Asks the students to answer the comprehension questions in the form of the multiple choices 	<ul style="list-style-type: none"> Read the problems Answer the multiple choice questions 	8'
	Speaking		<ul style="list-style-type: none"> Discusses the answers of the multiple choice questions 	<ul style="list-style-type: none"> Participate in the discussion 	5'

Students' Worksheet

Theme : Clean Environment
Class : Senior High School, First Year
Semester : 1
Time : 1 X 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS ORALLY!



1. What are they doing in the river?
2. Do you agree with them?
3. What is the effect of what they have done?

TASK.2

A. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!

B. READ THE FOLLOWING TEXT CAREFULLY!

Pollution is not a new word or a new idea. Water pollution is especially a very old problem. The problem of finding and bringing pure water to people and **getting rid of** dirty water is as old as man. The problem becomes much more important when many people live in a small area. Men must have water so cities must find ways of bringing it to them. A city can grow as big as its

water supply, so water is, and always was, an important topic in cities. The Romans knew it, and the mayor of Albuquerque (New Mexico, USA), probably knows it, too.

It's strange. **Water pollution** and clean water supply **go hand and hand**. In ancient time, water usually came from three sources: **wells**, **springs**, and rivers. Of these three, wells and springs became polluted early in history. The first record we have of a covered spring (covered to protect the purity of water) was from Athens in the sixth century B.C. Athens was growing, and pollution was becoming a problem. Later, as early as the fourth century B.C., the Tiber became polluted, and the Romans **faced** the need for more pure water.

People back then did not understand **the causes of disease**. They knew that dirty water made them sick, but sometimes their reasons were wrong. They believed, for example, that the smell of the dirty water, or the smell of the night air, or the smell of sickness made them sick.

In any case, the Romans understood the importance of clean water to their **health** and safety. The job of the Water Commissioner in Rome was to build **aqueducts** to bring **pure water** to the city and **dig sewers** to take dirty water away. In some cases, the aqueducts and the sewers lasted for almost 1,000 years. Today, after more than 2,000 years, parts of them are still in use. Go to the church of San Clemente near the Colosseum and take a look. In the basement of the church you can see the ancient sewer, the Cloaca Maxima, is still in use.

And what about today? Pollution is still a problem. But the causes of pollution are different. Butchers and fish sellers are not big polluters today. Many cities and towns still **dump** their **harmful** substances into rivers and lakes. But for industrialized countries, industrial and chemical pollution is more serious. Many industries use a lot of water. This causes the same two problems: clean water supply and **waste** water. And, again, they go hand in hand. The more you use, the more waste you have. The more waste you have, the greater the problem of pollution. And today the problem is because industrial and chemical wastes are harder to get rid of. They do not just pollute water for a short time; they may poison it for generations. The problem, unfortunately, won't **go away** without our help, the polluters. Cleaning up is a dirty and expensive job. But do we have a choice?

(Adapted from *Window on the World 1* by Tim Instruktur Nasional)

Assessment

Theme	: Clean Environment
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the text is
 - A. Three Water Sources; Wells, Springs, and Rivers
 - B. Dirty Water in Rome
 - C. Pollution – Our Problem Today
 - D. Living in a Small Area
 - E. Clean Water, Dirty Water

2. The main idea of the first paragraph is that
 - A. the mayor of Albuquerque knows that water is important
 - B. water pollution is a very old problem
 - C. water is an important topic in cities
 - D. many people live in a small area
 - E. a city can grow well if there is enough water supply

3. The main idea of the second paragraph is that
 - A. water came from three sources: wells, springs, and rivers
 - B. the Romans faced the need for more pure water
 - C. water pollution and clean water supply go hand in hand
 - D. in the fourth century B.C., the Tiber became polluted
 - E. wells and springs became polluted early in history

4. The main idea of the third paragraph is that
 - A. people did not understand the causes of the disease
 - B. people knew that dirty water made them sick
 - C. people have wrong reasons for their sickness
 - D. the smell of the night air made people sick
 - E. the smell of the dirty water made people sick

5. The main idea of the fourth paragraph is that
 - A. the Water Commissioner built aqueducts to bring pure water to the city
 - B. the aqueducts and the sewers lasted for almost 1,000 years
 - C. the Cloaca Maxima is the ancient sewer that people can see in the basement of San Clemente

- D. the Romans understood the importance of clean water to their health and safety
 - E. people should go to the San Clemente to see the ancient sewer
6. The main idea of the last paragraph is that
- A. cleaning up is an expensive job
 - B. industrial and chemical wastes pollute the water for generations
 - C. many industries use a lot of water
 - D. the causes of water pollution are different
 - E. butchers and fish sellers are not big polluters today
7. Water is an important topic in cities because
- A. water pollution and water supply go hand in hand
 - B. cities cannot grow well without having enough water supplies
 - C. water brings many problems to living things
 - D. cities do not have any other important topic to be discussed
 - E. none of the above
8. The passage states that the causes of water pollution are.
- A. men who are throwing away their harmful substances into rivers, the industries which use a lot of water
 - B. industrial and chemical wastes which are harder to get rid of, the polluters who clean up the harmful substances from rivers and lakes
 - C. industries which use a lot of water, industrial and chemical wastes which are harder to get rid of
 - D. A and C are correct
 - E. none of the above
9. According to the passage, if people want to overcome water pollution, they should
- A. clean up the rivers and lakes from wastes and harmful substances
 - B. work together to prohibit industries for using a lot of water
 - C. build more wells to protect the purity of water
 - D. ask the polluters' help
 - E. B and C are correct
10. We know from the passage that cities should have
- A. aqueducts and sewers so that people will not lack of clean water
 - B. butchers and fish sellers so that water is not polluted very badly
 - C. wells, springs, and rivers to protect the purity of water
 - D. basement in the church to keep the ancient sewer
 - E. A, B, C, and D are correct

11. Water pollution and water supply go hand in hand (par.2)

“Water supply” means

- A. smelling water
- B. uncontaminated water
- C. water source
- D. pure water
- E. B and D are correct

12. They do not just pollute the water for a short time, (par.5)

The underlined word refers to

- A. generations
- B. industrial and chemical wastes
- C. polluters
- D. problems
- E. clean water supply and waste water

Teacher's Note:

Theme	: Clean Environment
Sub. Theme	: Clean Water
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about clean environment
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre-Instructional Activities

1. The teacher greets the students

Teacher : "Good morning, students."

Students : "Good morning, mam"

Teacher : "How are you today?"

Students : "Fine"

2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
 1. What are they doing in the river?
 2. Do you agree with them?
 3. What is the effect of what they have done?

III. Whilst Instructional Activities

1. The teacher explains the important words found in the passage as followed:

pollution (n) (*par. 1*) pollute (v) polluted (adj)

example: 1. We have three kinds of **pollution**; they are water, air, and voice pollution.

2. If we throw away garbage into the rivers, we will **pollute** the water.

3. It is dangerous to consume the **polluted** water.

pollutant: things that cause the pollution (put on the vocabulary chart, see page 152)

get(ting) rid of (*par. 1, line 3*):

overcome

(put on the vocabulary chart, see page 152)

water supply (*par. 1, line 6*):

water stored for a city

(put on the vocabulary chart, see page 152)

water pollution (*par. 2, line 9*):

dirty or contaminated water (put on the vocabulary chart, see page 152)

go hand in hand (*par. 2, line 9*):

appear at the same time

(put on the vocabulary chart, see page 152)

well (*par. 2, line 10*):

a hole in the ground to obtain water (put on the vocabulary chart, see page 153)

spring (*par. 2, line 10*):

the place where water comes out from the ground (put on the vocabulary chart, see page 153)

face(d) (*par. 2, line 15*)

example: Today, our country faces a serious economic problem.

the causes (*par. 4, line 17*)

example: Smoking is one of the main causes of heart diseases.

disease (*par. 4, line 17*)

example: Malaria is a disease.

health (n) (*par. 4, line 22*)

healthy (adj)

example:

1. You will have your final test next week so keep your **health!**

2. A healthy body is very important for us to be successful.

aqueduct (*par.4, line23*) : water pipe (put on the vocabulary chart, see page 153)

pure water (*par. 4, line 23*) : clean water (put on the vocabulary chart, see page 153)

dig (*par.4, line 23*)

example: Dig this hole as deep as you can!

sewer (*par.4, line 23*):

an underground pipe to take away dirty water (put on the vocabulary chart, see page 153)

dump (*par.5, line 31*) : throw away (put on the vocabulary chart, see page 153)

harmful (*par.5, line 31*) : dangerous (put on the vocabulary chart, see page 153)

waste (*par.5, line 34*):

material that is no longer needed and is to be thrown away (put on the vocabulary chart, see page 154)

go away (*par.5, line 39*): be overcome (put on the vocabulary chart, see page 154)

2. The teacher asks the students to read aloud the passage paragraph by paragraph.
3. The teacher reads aloud the passage once.
4. The teacher asks the students to participate in the discussion of the passage.

IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.

VOCABULARY CHART
(CLEAN ENVIRONMENT)

PARAGRAPH 1

POLLUTANT

GET(TING) RID OF

WATER SUPPLY

PARAGRAPH 2

WATER POLLUTION

GO HAND IN HAND

WELL

SPRING

WATER COMES OUT FROM THE GROUND

PARAGRAPH 4

AQUEDUCT

PURE WATER

SEWER

PARAGRAPH 5

DUMP

HARMFUL

WASTE



GO AWAY



Answer's sheet

Theme : Clean Environment
Sub. Theme : Clean Water
Class : Senior High School
Semester : 1
Time : 1X45 minutes

TASK.1

The possible answer:

1. They are washing their clothes in the river.
2. No. I don't agree with them or Yes. I agree.
3. They pollute the river.

TASK.3

- | | |
|------|-------|
| 1. E | 7. B |
| 2. B | 8. D |
| 3. C | 9. A |
| 4. A | 10. A |
| 5. D | 11. E |
| 6. D | 12. B |

LESSON PLAN

(CONTROL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Clean Environment
Sub. Theme	: Clean Water
Class	: Senior High School, First Year
Semester	: 1
Time Allocated	: 1X45 minutes

A. Competence

1. Basic Competence

Comprehending the information about clean environment

2. Achievement Indicators

Listening

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled “Clean Water, Dirty Water” adapted from Window on the World 1, page 19-20.
2. Media: handout
 - picture
 - vocabulary chart

C. Teaching and Learning Activities

1. Approach :
 - Communicative Approach
 - Competency Based Approach
2. Method :
 - Grammar Translation method
 - Direct Method
3. Technique:
 - Questions and Answers
 - Multiple Choices Questions
 - Lecturing
4. Class Activities:
 1. Students are asked to look at the picture and answer the questions orally
 2. Some students are asked to read the passage aloud, paragraph by paragraph.
 3. Students are asked to listen to the teacher reading the passage aloud.

4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Tim Instruktur Nasional. 2003. *Window on the World 1 – A New Approach to Learning English for SMU Year 1*. Jakarta: Penerbit Erlangga

The Steps

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
1.	Speaking	Pre-Reading Activities	Task 1 <ul style="list-style-type: none"> ▪ Greet the students ▪ Ask the students to look at the picture and answer the questions orally (see students' worksheet on page 161) 	<ul style="list-style-type: none"> ▪ Respond to the teacher's greeting 	2'
	Speaking			<ul style="list-style-type: none"> ▪ Look at the picture and answer the questions orally 	4'
2.	Reading	While-Reading Activities	Task 2 <ul style="list-style-type: none"> ▪ Ask some students to read the passage aloud, paragraph by paragraph ▪ Ask the students to listen to the teacher while she is reading the passage aloud ▪ Ask the students to listen to the teacher explaining key words found in the passage using questions and answers 	<ul style="list-style-type: none"> ▪ Read the passage aloud, paragraph by paragraph 	7'
	Speaking			<ul style="list-style-type: none"> ▪ Listen to the teacher while she is reading the passage aloud 	6'
	Listening			<ul style="list-style-type: none"> ▪ Listen to the teacher's explanation 	8'

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Speaking		<ul style="list-style-type: none">Asks the students to participate in the discussion of the passage	<ul style="list-style-type: none">Participate in the discussion	5'
3.	Reading Writing	Post-Reading Activities	Task 3 <ul style="list-style-type: none">Asks the students to answer the comprehension questions in the form of multiple choices	<ul style="list-style-type: none">Read the problemsAnswer the multiple choice questions	8'
	Speaking		<ul style="list-style-type: none">Discusses the answers of the multiple choice questions	<ul style="list-style-type: none">Participate in the discussion	5'

Students' Worksheet

Theme : Clean Environment
Class : Senior High School, First Year
Semester : 1
Time : 1 X 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS!



1. What are they doing in the river?
2. Do you agree with them?
3. What is the effect of what they have done?

TASK.2

A. READ THE FOLLOWING TEXT CAREFULLY!

Pollution is not a new word or a new idea. Water pollution is especially a very old problem. The problem of finding and bringing pure water to people and **getting rid of** dirty water is as old as man. The problem becomes much more important when many people live in a small area. Men must have water so cities must find ways of bringing it to them. A city can grow as big as its water supply, so water is, and always was, an important topic in cities. The Romans knew it, and the mayor of Albuquerque (New Mexico, USA), probably knows it, too.

It's strange. Water pollution and *water supply* go *hand and hand*. In ancient time, water usually came from three sources: *wells*, *springs*, and rivers. Of these three, wells and springs became polluted early in history. The first record we have of a covered spring (covered to protect the purity of water) was from Athens in the sixth century B.C., the Tiber became polluted, and the Romans *faced* the need for more pure water.

People back then did not understand the causes of *disease*. They knew that dirty water made them sick, but sometimes their reasons were wrong. They believed, for example, that the smell of the dirty water, or the smell of the night air, or the smell of sickness made them sick.

In any case, the Romans understood the importance of *clean water* to their *health* and safety. The job of the Water Commissioner in Rome was to build *aqueducts* to bring pure water to the city and *dig sewers* to take dirty water away. In some cases, the aqueducts and the sewers lasted for almost 1,000 years. Today, after more than 2,000 years, parts of them are still in use. Go to the church of San Clemente near the Colosseum and take a look. In the basement of the church you can see the ancient sewer, the Cloaca Maxima, is still in use.

And what about today? Pollution is still a problem. But the *causes* of pollution are different. Butchers and fish sellers are not big polluters today. Many cities and towns still *dump* their *harmful* substances into rivers and lakes. But for industrialized countries, industrial and chemical pollution is more serious. Many industries use a lot of water. This causes the same two problems: supply and waste. And, again, they go hand in hand. The more you use, the more *waste* you have. The more waste you have, the greater the problem of pollution. And today the problem is because industrial and chemical wastes are harder to get rid of. They do not just pollute water for a short time; they may poison it for generations. The problem, unfortunately, won't *go away* without our help, the polluters. Cleaning up is a dirty and expensive job. But do we have a choice?

(Adapted from *Window on the World 1* by Tim Instruktur Nasional)

B. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!

Assessment

Theme	: Clean Environment
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the text is
 - A. Three Water Sources; Wells, Springs, and Rivers
 - B. Dirty Water in Rome
 - C. Pollution – Our Problem Today
 - D. Living in a Small Area
 - E. Clean Water, Dirty Water

2. The main idea of the first paragraph is that
 - A. the mayor of Albuquerque knows that water is important
 - B. water pollution is a very old problem
 - C. water is an important topic in cities
 - D. many people live in a small area
 - E. a city can grow well if there is enough water supply

3. The main idea of the second paragraph is that
 - A. water came from three sources: wells, springs, and rivers
 - B. the Romans faced the need for more pure water
 - C. water pollution and water supply go hand in hand
 - D. in the fourth century B.C., the Tiber became polluted
 - E. wells and springs became polluted early in history

4. The main idea of the third paragraph is that
 - A. people did not understand the causes of the disease
 - B. people knew that dirty water made them sick
 - C. people have wrong reasons for their sickness
 - D. the smell of the night air made people sick
 - E. the smell of the dirty water made people sick

5. The main idea of the fourth paragraph is that
 - A. the Water Commissioner built aqueducts to bring pure water to the city
 - B. the aqueducts and the sewers lasted for almost 1,000 years
 - C. the Cloaca Maxima is the ancient sewer that people can see in the basement of San Clemente

- D. the Romans understood the importance of clean water to their health and safety
 - E. people should go to the San Clemente to see the ancient sewer
6. The main idea of the last paragraph is that
- A. cleaning up is an expensive job
 - B. industrial and chemical wastes pollute the water for generations
 - C. many industries use a lot of water
 - D. the causes of water pollution are different
 - E. butchers and fish sellers are not big polluters today
7. Water is an important topic in cities because
- A. water pollution and water supply go hand in hand
 - B. cities cannot grow well without having enough water supplies
 - C. water brings many problems to living things
 - D. cities do not have any other important topic to be discussed
 - E. none of the above
8. The passage states that the causes of water pollution are.
- A. men who are throwing away their harmful substances into rivers, the industries which use a lot of water
 - B. industrial and chemical wastes which are harder to get rid of, the polluters who clean up the harmful substances from rivers and lakes
 - C. industries which use a lot of water, industrial and chemical wastes which are harder to get rid of
 - D. A and C are correct
 - E. none of the above
9. According to the passage, if people want to overcome water pollution, they should
- A. clean up the rivers and lakes from wastes and harmful substances
 - B. work together to prohibit industries for using a lot of water
 - C. build more wells to protect the purity of water
 - D. ask the polluters' help
 - E. B and C are correct
10. We know from the passage that cities should have
- A. aqueducts and sewers so that people will not lack of clean water
 - B. butchers and fish sellers so that water is not polluted very badly
 - C. wells, springs, and rivers to protect the purity of water
 - D. basement in the church to keep the ancient sewer
 - E. A, B, C, and D are correct

11. Water pollution and water supply go hand in hand (par.2)
“Water supply” means
A. smelling water
B. uncontaminated water
C. water source
D. pure water
E. B and D are correct
12. They do not just pollute the water for a short time, (par.5)
The underlined word refers to
A. generations
B. industrial and chemical wastes
C. polluters
D. problems
E. water supply and water waste

Teacher's Note:

Theme	: Clean Environment
Sub. Theme	: Clean Water
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about clean environment
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre-Instructional Activities

1. The teacher greets the students.

Teacher : "Good morning, students."

Students : "Good morning, mam"

Teacher : "How are you today?"

Students : "Fine"

2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
 1. What are they doing in the river?
 2. Do you agree with them?
 3. What is the effect of what they have done?

III. Whilst Instructional Activities

1. The teacher asks the students to read aloud the passage paragraph by paragraph.
2. The teacher reads aloud the passage once.
3. The teacher explains the important words found in the passage as followed:

pollution (n) (*par.1*) pollute (v) polluted (adj)
 example: 1. We have three kinds of **pollution**; they are water, air, and voice pollution.
 2. If we throw away garbage into the rivers, we will **pollute** the water.
 3. It is dangerous to consume the **polluted** water.

pollutant: things that cause the pollution (put on the vocabulary chart, see page 169)

get(ting) rid of (*par.1, line 3*):
 overcome (put on the vocabulary chart, see page 169)

water supply (*par.1, line 6*):
 water stored for a city (put on the vocabulary chart, see page 169)

water pollution (*par. 2, line 9*):
 dirty or contaminated water (put on the vocabulary chart, see page 169)

go hand in hand (*par.2, line 9*):
 appear at the same time (put on the vocabulary chart, see page 169)

well (*par.2, line 10*):
 a hole in the ground to obtain water (put on the vocabulary chart, see page 170)

spring (*par.2, line 10*):
 the place where water comes out from the ground (put on the vocabulary chart, see page 170)

face(d) (*par.2, line 15*)
 example: Today, our country faces a serious economic problem.

the causes (*par. 4, line 17*)
 example: Smoking is one of the main causes of heart diseases.

disease (*par.4, line 17*)
 example: Malaria is a disease.

health (n) (*par.4, line 22*) healthy (adj)
 example: 1. You will have your final test next week so keep your **health**!
 2. A healthy body is very important for us to be successful.

aqueduct (*par.4, line 23*) : water pipe (put on the vocabulary chart, see page 170)

pure water (*par. 4, line 23*) : clean water (put on the vocabulary chart, see page 170)

dig (*par.4, line 23*)

example: Dig this hole as deep as you can!

sewer (*par.4, line 23*):

an underground pipe to take away dirty water

(put on the vocabulary chart, see page 170)

dump (*par.5, line 31*)

: throw away

(put on the vocabulary chart, see page 170)

harmful (*par.5, line 31*)

: dangerous

(put on the vocabulary chart, see page 170)

waste (*par.5, line 34*):

material that is no longer needed and is to be thrown away

(put on the vocabulary chart, see page 171)

go away (*par.5, line 39*): be overcome

(put on the vocabulary chart, see page 171)

IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.

VOCABULARY CHART
(CLEAN ENVIRONMENT)

PARAGRAPH 1

POLLUTANT

GET(TING) RID OF

--

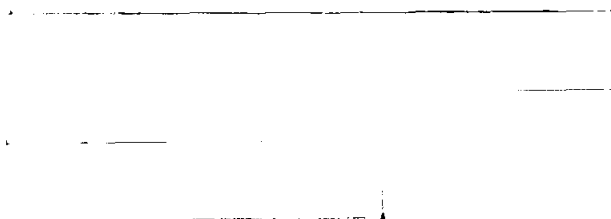
WATER SUPPLY

PARAGRAPH 2

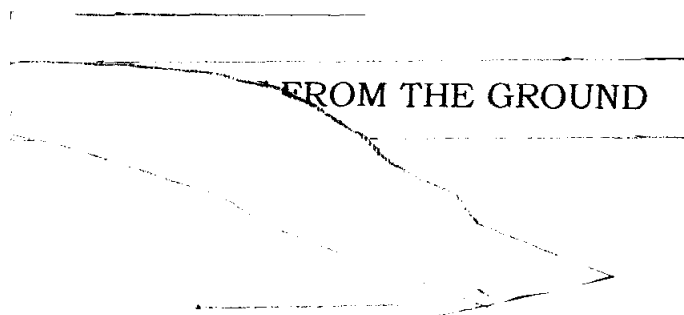
WATER POLLUTION

GO HAND IN HAND

WELL

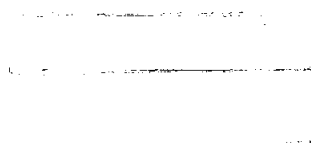


SPRING



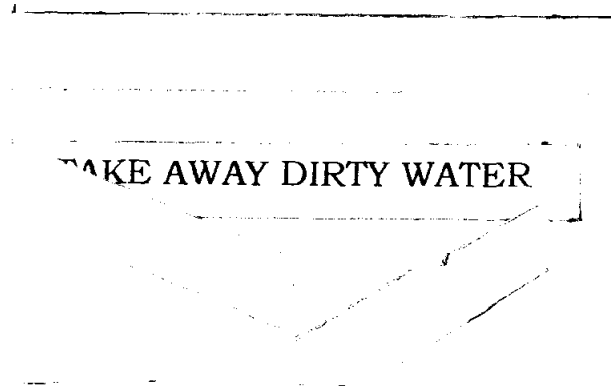
PARAGRAPH 4

AQUEDUCT



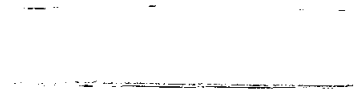
PURE WATER

SEWER

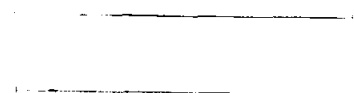


PARAGRAPH 5

DUMP



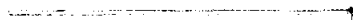
HARMFUL



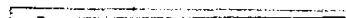
WASTE



— — — — —



GO AWAY



Answer's sheet

Theme : Clean Environment
Sub. Theme : Clean Water
Class : Senior High School
Semester : 1
Time : 1X45 minutes

TASK.1

The possible answer:

1. They are washing their clothes in the river.
2. No. I don't agree with them or Yes. I agree.
3. They pollute the river.

TASK.3

- | | |
|------|-------|
| 1. E | 7. B |
| 3. C | 9. A |
| 4. A | 10. A |
| 5. D | 11. E |
| 6. D | 12. B |

APPENDIX Q

LESSON PLAN FOR THE THIRD TREATMENT

LESSON PLAN

(EXPERIMENTAL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Sanitation
Sub. Theme	: Garbage Problem
Class	: Senior High School, First Year
Semester	: I
Time Allocated	: 1X45 minutes

A. Competence

1. Basic Competence

Comprehending the information about sanitation

2. Achievement Indicators

Listening

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled “Garbage Problem” taken from Bahasa Inggris1 Kelas 1 SMU, page 21-22.
2. Media: handout
vocabulary chart
picture

C. Teaching and Learning Activities

1. Approach :

Communicative Approach

Competency Based Approach

2. Method :

Grammar Translation method

Direct Method

3. Technique:

Questions and Answers

Multiple Choice Questions

Lecturing

4. Class Activities:

1. Students are asked to look at the picture and answer the questions orally.
2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.
3. Some students are asked to read the passage aloud, paragraph by paragraph.

4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Tim Penyusun. 2003. *Bahasa Inggris 1 Kelas 1 SMU*. Klaten: Intan Pariwara

The Step

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
1	Speaking	Pre-Reading Activities	Task 1		
	Speaking		<ul style="list-style-type: none">▪ Greets the students▪ Asks the students to look at the picture and answer the questions orally (see students' worksheet 178)	<ul style="list-style-type: none">▪ Respond to the teacher's greeting▪ Look at the picture and answer the questions orally	<div>2'</div> <div>4'</div>
2.	Listening	While-Reading Activities	Task 2		
	Reading Speaking		<ul style="list-style-type: none">▪ Asks the students to listen to the teacher explaining the key words found in the passage using questions and answers▪ Asks some students to read the passage aloud, paragraph by paragraph	<ul style="list-style-type: none">▪ Listen to the teacher's explanation▪ Read the passage aloud, paragraph by paragraph	<div>8'</div> <div>7'</div>

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Listening		<ul style="list-style-type: none"> Asks the students to listen to the teacher while she is reading the passage aloud 	<ul style="list-style-type: none"> Listen to the teacher while she is reading the passage aloud 	6'
	Speaking		<ul style="list-style-type: none"> Discusses the passage 	<ul style="list-style-type: none"> Participate in the discussion 	5'
3.	Reading Writing	Post-Reading Activities	Task 2 <ul style="list-style-type: none"> Asks the students to answer the comprehension questions in the form of the multiple choices Discusses the answers of the multiple choice questions 	<ul style="list-style-type: none"> Read the problems Answer the multiple choice questions 	8'
	Speaking			<ul style="list-style-type: none"> Participate in the discussion 	5'

Students' worksheet

Theme	: Sanitation
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS ORALLY!



1. Why do some people not throw garbage in the right place?
2. Who is responsible for keeping our environment clean?

TASK.2

A. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!

B. READ THE PASSAGE BELOW!

Garbage always causes problem to people and their environment. What happened to Jakarta and Bekasi in 2001 concerning the *last* waste *disposal* place? Tempat Pembuangan Akhir (TPA) Bantar Gebang is one example of garbage problems. Bekasi government wanted to *close* that place because the garbage in TPA Bantar Gebang had polluted the country. If it was really closed, Jakarta would be *covered* by the garbage because TPA Bantar Gebang has become the most important and the biggest disposal place for the Jakarta garbage.

We must do some steps to *avoid* the problems related to garbage. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it

should have become the recycling centre. At the middle-term, the garbage will be collected at the *region* level, such as at the *sub-district* and *village*. Then, for the long-term step, the garbage has to be *recycled* at first places namely houses and markets.

It is difficult to follow those steps now, because Indonesian people and the *infrastructure* have not been ready yet. Therefore, it would be done step by step. First of all is by giving the education about this matter to the people.

(Taken from Bahasa Inggris 1 by Tim Penyusun)

Assessment

Theme	: Sanitation
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the text is
 - A. TPA Bantar Gebang
 - B. Recycling Centre
 - C. Garbage Problem
 - D. The Biggest Disposal Place
 - E. Jakarta and Bekasi in 2001

2. The main idea of the first paragraph is that
 - A. garbage always causes problem to people and their environment.
 - B. TPA Bantar Gebang is one example of garbage problem.
 - C. Bekasi government wanted to close TPA Bantar Gebang.
 - D. TPA Bantar Gebang has become the biggest disposal place for Jakarta.
 - E. TPA Bantar Gebang had polluted the country.

3. The main idea of the second paragraph is that
 - A. TPA should have become the recycling centre.
 - B. at the middle-term, the garbage will be collected at the region level.
 - C. at long-term, the garbage has to be recycled at houses and markets.
 - D. we must do some steps to avoid the problems related to garbage.
 - E. people should avoid the problems

4. The main idea of the third paragraph is that
 - A. Indonesian people have not been ready to follow those steps.
 - B. it would be done step by step.
 - C. the first step is giving the education about this matter to people.
 - D. Infrastructure has to follow the step.
 - E. none of the above.

5. The author feels if TPA Bantar Gebang was closed, Jakarta would
 - A. be covered by the garbage
 - B. become the biggest disposal place
 - C. become the recycling centre.
 - D. not be ready to follow the short-term step
 - E. A, B, C, D are correct

6. The target that should be achieved at the middle-term is
- TPA should become the recycling centre.
 - TPA is maintained as a place of throwing the garbage.
 - the garbage is recycled in the houses and markets.
 - the garbage problems should be avoided.
 - the garbage is collected at the region level.
7. The author seems to feel that TPA should become
- a place of throwing the garbage
 - the recycling centre
 - a place of collecting the garbage at the region level
 - the recycling place for the houses' and markets' garbage
 - A, B, C, D are correct
8. We know from the text that the first step to avoid the garbage problem is
- TPA should have become the recycling centre.
 - the garbage will be collected at the region level.
 - the garbage has to be recycled at first places namely houses and markets.
 - giving the education about the problems related to garbage to people.
 - recycling the garbage at the sub-district and village
9. For the short-term, TPA can be maintained not as a place of throwing the garbage (par.2)
The word "maintained" means
- used
 - recycled
 - collected
 - avoided
 - done
10. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre (par. 2).
The underlined word refers to
- short-term
 - TPA
 - a place
 - the garbage
 - the recycling centre

Teacher's Note

Theme	: Sanitation
Sub. Theme	: Garbage Problem
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about sanitation.
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
 1. Why do some people not throw garbage in the right place?
 2. Who is responsible for keeping our environment clean?

III. Whilst-Instructional Activities

1. The teacher explains the important words found in the passage as followed:

garbage (*par 1, line 2*): rubbish, waste (put on the vocabulary chart, see page 185)

last (*par 1, line 2*):

example: I am the first one who come to this meeting, but that man is the last one.

disposal (*par 1, line 2*):

example: Don't throw the banana peel on the street, please put it on the disposal place!

close (*par 1, line 4*):

example: If you close your eyes, you cannot see anything.

cover(ed) (*par 1, line 6*):

Example: she covered her face with her hands.

avoid (*par 2, line 8*):

example: To avoid the punishment from the teacher, students do their homework well.

region (*par 2, line 11*) : kotamadya (put on the vocabulary chart, see page 185)

sub-district (*par 2, line 11*) : kecamatan (put on the vocabulary chart, see page 185)

village (*par 2, line 11*) : desa (put on the vocabulary chart, see page 185)

recycle(d) (*par 2, line 12*):

example: when you recycle the unusable things, you can use them again.

infrastructure (*par 3, line 14*):

the facilities of the country (put on the vocabulary chart)

2. The teacher reads aloud the passage once.
3. The teacher asks the students to read aloud the passage paragraph by paragraph.

IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.

VOCABULARY CHART
(SANITATION)

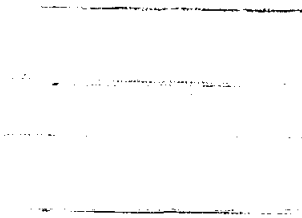
PARAGRAPH 1

GARBAGE



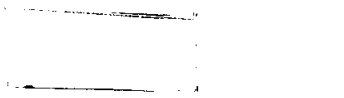
PARAGRAPH 2

REGION



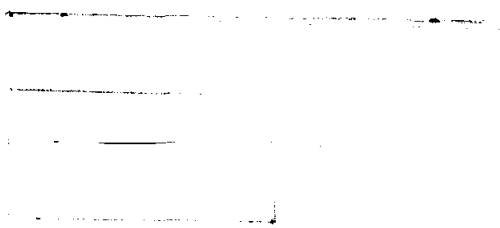
SUB DISTRICT

VILLAGE



PARAGRAPH 3

INFRASTRUCTURE



Answer's sheet

Theme : Sanitation
Sub. Theme : Garbage Problem
Class : Senior High School
Semester : 1
Time : 1X45 minutes

TASK.1

The possible answers:

1. Because they do not know how to keep the clean environment
Because they do not know the importance of clean environment
2. We, ourselves

TASK.3

- | | |
|------|-------|
| 1. C | 6. E |
| 2. A | 7. B |
| 3. D | 8. D |
| 4. A | 9. A |
| 5. A | 10. B |

LESSON PLAN

(CONTROL GROUP)

Subject	: English
Skill	: Reading Comprehension
Theme	: Sanitation
Sub. Theme	: Garbage Problem
Class	: Senior High School, First Year
Semester	: 1
Time Allocated	: 1X45 minutes

A. Competence

1. Basic Competence

Comprehending the information about sanitation

2. Achievement Indicators

Listening

Students are able to:

- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking

Students are able to:

- Replay the teacher's greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions

Reading

Students are able to:

- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

Writing

Students are able to:

- Answer the multiple choice questions

B. Learning Materials and Media

1. Reading passage entitled “Garbage Problem” taken from Bahasa Inggris 1 Kelas 1 SMU, page 21-22.
2. Media: handout
 - picture
 - vocabulary chart

C. Teaching and Learning Activities

1. Method :
 - Grammar Translation method
 - Direct Method
2. Approach :
 - Communicative Approach
 - Competency Based Approach
3. Technique:
 - Questions and Answers
 - Multiple Choices Questions
 - Lecturing
4. Class Activities:
 1. Students are asked to look at the picture and answer the questions orally
 2. Some students are asked to read the passage aloud, paragraph by paragraph.
 3. Students are asked to listen to the teacher reading the passage aloud.

4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

Students are asked to answer the comprehension questions in the form of multiple choices.

E. Reference

Tim Penyusun. 2003. *Bahasa Inggris 1 Kelas 1 SMU*. Klaten: Intan Pariwara

The Steps

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
1.	Speaking	Pre-Reading Activities	Task 1 <ul style="list-style-type: none"> ▪ Greets the students ▪ Asks the students to look at the picture and answer the questions orally (see students' worksheet on page 192) 	<ul style="list-style-type: none"> ▪ Respond to the teacher's greeting 	2'
	Speaking			<ul style="list-style-type: none"> ▪ Look at the picture and answers the questions orally 	4'
2.	Reading	While-Reading Activities	Task 2 <ul style="list-style-type: none"> ▪ Asks some students to read the passage aloud, paragraph by paragraph ▪ Asks the students to listen to the teacher while she is reading the passage aloud ▪ Asks the students to listen to the teacher explaining key words found in the passage using questions and answers 	<ul style="list-style-type: none"> ▪ Read the passage aloud, paragraph by paragraph 	7'
	Listening			<ul style="list-style-type: none"> ▪ Listen to the teacher while she is reading the passage aloud 	6'
	Listening			<ul style="list-style-type: none"> ▪ Listen to the teacher's explanation 	8'

No.	Skill	Procedures	Teacher's Activities	Students' Activities	Time
	Speaking		<ul style="list-style-type: none"> Asks the students to participate in the discussion of the passage 	<ul style="list-style-type: none"> Participate in the discussion 	5'
3.	Reading Writing Speaking	Post-Reading Activities	Task 3 <ul style="list-style-type: none"> Asks the students to answer the comprehension questions in the form of multiple choices Discusses the answers of the multiple choice questions 	<ul style="list-style-type: none"> Read the problems Answer the multiple choice questions Participate in the discussion 	8' 5'

Students' worksheet

Theme	: Sanitation
Class	: Senior High School, First Year
Semester	: 1
Time	: 1 x 45 minutes

TASK.1. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS ORALLY!



1. Why do some people not throw garbage in the right place?
2. Who is responsible for keeping our environment clean?

TASK.2

A. READ THE PASSAGE BELOW!

Garbage always causes problem to people and their environment. What happened to Jakarta and Bekasi in 2001 concerning the *last* waste *disposal* place? Tempat Pembuangan Akhir (TPA) Bantar Gebang is one example of garbage problems. Bekasi government wanted to *close* that place because the garbage in TPA Bantar Gebang had polluted the country. If it was really closed, Jakarta would be *covered* by the garbage because TPA Bantar Gebang has become the most important and the biggest disposal place for the Jakarta garbage.

We must do some steps to *avoid* the problems related to garbage. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre. At the middle-term, the garbage will be

collected at the **region** level, such as at the **sub-district** and **village**. Then, for the long-term step, the garbage has to be **recycled** at first places namely houses and markets.

It is difficult to follow those steps now, because Indonesian people and the **infrastructure** have not been ready yet. Therefore, it would be done step by step. First of all is by giving the education about this matter to the people.

(Taken from Bahasa Inggris 1 by Tim Penyusun)

B. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!

Assessment

Theme : Sanitation
 Class : Senior High School, First Year
 Semester : 1
 Time : 1X45 minutes

TASK.3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the text is
 - A. TPA Bantar Gebang
 - B. Recycling Centre
 - C. Garbage Problem
 - D. The Biggest Disposal Place
 - E. Jakarta and Bekasi in 2001

2. The main idea of the first paragraph is that
 - A. garbage always causes problem to people and their environment.
 - B. TPA Bantar Gebang is one example of garbage problem.
 - C. Bekasi government wanted to close TPA Bantar Gebang.
 - D. TPA Bantar Gebang has become the biggest disposal place for Jakarta.
 - E. TPA Bantar Gebang had polluted the country.

3. The main idea of the second paragraph is that
 - A. TPA should have become the recycling centre.
 - B. at the middle-term, the garbage will be collected at the region level.
 - C. at long-term, the garbage has to be recycled at houses and markets.
 - D. we must do some steps to avoid the problems related to garbage.
 - E. people should avoid the problems

4. The main idea of the third paragraph is that
 - A. Indonesian people have not been ready to follow those steps.
 - B. it would be done step by step.
 - C. the first step is giving the education about this matter to people.
 - D. Infrastructure has to follow the step.
 - E. none of the above.

5. The author feels if TPA Bantar Gebang was closed, Jakarta would
 - A. be covered by the garbage
 - B. become the biggest disposal place
 - C. become the recycling centre.
 - D. not be ready to follow the short-term step
 - E. A, B, C, D are correct

6. The target that should be achieved at the middle-term is
- TPA should become the recycling centre.
 - TPA is maintained as a place of throwing the garbage.
 - the garbage is recycled in the houses and markets.
 - the garbage problems should be avoided.
 - the garbage is collected at the region level.
7. The author seems to feel that TPA should become
- a place of throwing the garbage
 - the recycling centre
 - a place of collecting the garbage at the region level
 - the recycling place for the houses' and markets' garbage
 - A, B, C, D are correct
8. We know from the text that the first step to avoid the garbage problem is
- TPA should have become the recycling centre.
 - the garbage will be collected at the region level.
 - the garbage has to be recycled at first places namely houses and markets.
 - giving the education about the problems related to garbage to people.
 - recycling the garbage at the sub-district and village
9. For the short-term, TPA can be maintained not as a place of throwing the garbage (par.2)
The word "maintained" means
- used
 - recycled
 - collected
 - avoided
 - done
10. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre (par. 2).
The underlined word refers to
- short-term
 - TPA
 - a place
 - the garbage
 - the recycling centre

Teacher's Note

Theme	: Sanitation
Sub. Theme	: Garbage Problem
Class	: Senior High School, First Year
Semester	: 1
Time	: 1X45 minutes

I. Learning Outcomes

1. The students are able to comprehend the information about sanitation.
2. The students are able to answer the comprehension questions in the form of multiple choices.

II. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
 1. Why do some people not throw garbage in the right place?
 2. Who is responsible for keeping our environment clean?

III. Whilst-Instructional Activities

1. The teacher reads aloud the passage once.
2. The teacher asks the students to read aloud the passage paragraph by paragraph.
3. The teacher explains the important words found in the passage as followed:

garbage (*par 1, line 2*): rubbish, waste (put on the vocabulary chart, see page 199)

last (*par1, line2*):

example: I am the first one who come to this meeting, but that man is the last one.

disposal (*par 1, line 2*):

example: Don't throw the banana peel on the street, please put it on the disposal place!

close (*par 1, line 4*):

example: If you close your eyes, you cannot see anything.

cover(ed) (*par 1, line 6*):

Example: she covered her face with her hands.

avoid (*par 2, line 8*):

example: To avoid the punishment from the teacher, students do their homework well.

region (*par 2, line 11*) : kotamadya (put on the vocabulary chart, see page 199)

sub-district (*par 2, line 11*) : kecamatan (put on the vocabulary chart, see page 199)

village (*par 2, line 11*) : desa (put on the vocabulary chart, see page 199)

recycle(d) (*par 2, line 12*):

example: when you recycle the unusable things, you can use them again.

infrastructure (*par 3, line 14*):

the facilities of the country (put on the vocabulary chart, see page 199)

IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.

VOCABULARY CHART
(SANITATION)

PARAGRAPH 1

GARBAGE

PARAGRAPH 2

REGION

SUB DISTRICT

VILLAGE

PARAGRAPH 3

INFRASTRUCTURE

Answer's sheet

Theme : Sanitation
Sub. Theme : Garbage Problem
Class : Senior High School
Semester : 1
Time : 1X45 minutes

TASK.1

The possible answers:

1. Because they do not know how to keep the clean environment
Because they do not know the importance of clean environment
2. We, ourselves

TASK.3

- | | |
|------|-------|
| 1. C | 6. E |
| 2. A | 7. B |
| 3. D | 8. D |
| 4. A | 9. A |
| 5. A | 10. B |

APPENDIX R

READING COMPREHENSION TEST, ANSWER SHEET, AND ANSWER

KEY

READING COMPREHENSION TEST

- **DO THE TEST CAREFULLY**
- **DON'T WRITE ANYTHING ON THE PROBLEM SHEET**
- **WRITE YOUR ANSWER ON THE ANSWER SHEET**

I. READ THE PASSAGE CAREFULLY!

People say that “life in the twenty-first century needs preparation”. Realizing this, today more and more parents send their children to school. They want to give these children adequate schooling to prepare them for their future career. The increasing numbers of children who want to attend school has made the government as well as private institutions build new schools and educate more teachers.

In the meantime, the government also keeps trying to improve the educational system. It has come to the realization that “What the children need to learn is more important than what they should learn”; they need to learn something that will make them succeed in finding the right career in the future. They need to learn the knowledge that will be useful and applicable in their real life.

Starting in 1994, the government has put forward the nine-year compulsory programme. The statement says that Indonesian children must attend at least nine-years of primary education, consisting of six-years in primary school and three-years in junior high school. This gives all children a good opportunity to go to school. Both well-to-do families and those who are not so lucky can send their children to school because the government has subsidized the nine-year programme.

(Adapted from Window on the World by Tim Instruktur Nasional)

CROSS A, B, C, D, or E FOR THE CORRECT ANSWER!

1. This passage can best be titled
 - A. The Government's and Private's New Schools
 - B. The Government's Concern in Education
 - C. Children's Future Career
 - D. Building New Schools and Educating More Teachers
 - E. Children and Their New Schools

2. The main idea of the first paragraph is that
 - A. life in the 21st century needs preparation.
 - B. parents prepare their children's future career.
 - C. children want to attend school.
 - D. parents and government need preparation for better living.
 - E. children need more schools.
3. The main idea of the second paragraph is that
 - A. the government improves the educational system.
 - B. children should find the right career in the future.
 - C. children need to learn something for finding the right career in the future.
 - D. the government prepares a better career for children in the future.
 - E. the applicable knowledge is needed in the students' life.
4. The main idea of the third paragraph is that
 - A. the primary education consists of six years in primary school and three years in junior high school.
 - B. rich and poor families can send their children to school.
 - C. the government has put forward the nine-year compulsory education programme.
 - D. Indonesian children must attend at least nine-years of primary education.
 - E. all children get the government's subsidy for going to school.
5. Today more parents send their children to school because
 - A. going to school is not expensive.
 - B. the government has educated many teachers.
 - C. children ask the parents to do so.
 - D. they want to prepare their children for their future career.
 - E. going to school is the children's job.
6. The government and private institutions have established more school because
 - A. they are competing with each other in getting more students.
 - B. the reparation for the old schools is too expensive.
 - C. they want to educate more teachers.
 - D. children like to go to the new schools.
 - E. there are more children who want to go to school.

7. The writer tends to agree that nine-year compulsory program gives . . .
- A. a chance for every child to get higher education
 - B. a child an opportunity to choose which school they like to study
 - C. a child a permission to go to school at the age of nine
 - D. a chance for every child to get a job after nine years of education
 - E. none of the above
8. We know from the passage that children need to learn
- A. the life in the 21st century
 - B. knowledge for their future career
 - C. the educational system
 - D. the primary education
 - E. C and D are correct
9. Both well-to-do families (par. 3)
 "Well-to-do" means
- A. famous
 - B. bad
 - C. rich
 - D. big
 - E. sad
10. This gives all children a good (par. 3)
 The underlined word refers to
- A. six-years of primary school
 - B. school
 - C. three-years of junior high school
 - D. the government's programme
 - E. nine-years of primary education

II. READ THE TEXT BELOW!

Water is very precious to people. They use it in almost activities they do. Primarily, they use water for domestic purposes such as drinking, food preparation, bathing, cleaning, and watering plants. Secondly, water is used for industrial purposes, commercial products, waste disposal, fire-fighting, swimming pools, etc. Realizing how important water is for drinking and food preparation, clean water which is free from diseases-causing bacteria should always be available. Boiling water is the traditional way to get healthy drinking water. Clean and healthy water is also necessary for bathing and cleaning; fish and plants need water which is free from pollution.

As the population of the world increases, people are now facing a serious problem of water pollution, especially in big cities. The growth of population does not cope with the development of housing facility. Consequently, too many

people live in one area, and environmental cleanliness cannot be controlled very well. People's activities are primarily the cause of this problem. Pollutants are chemical substances that affect the natural condition of water or its intended use. Organic wastes from homes and industries contaminate the water. As the result, waterways like rivers, lakes, and even oceans are subjected to pollution. This polluted water is harmful to living things that consume it. Plants cannot grow well and do not yield good quality fruit. Fish do not grow and breed properly. This, in turn, will affect the health of people who consume them.

Water pollution is really a problem for all people. They, however, cannot overcome this individually. They need to cooperate as responsible citizens. They should not throw away domestic wastes everywhere. They must not dump harmful substances into the rivers. Industries must realize the important of recycling rubbish. And above all, they should not let the chemical waste get into rivers or other public waterways.

(Taken from Window on the World by Tim Instruktur Nasional)

CROSS A, B, C, D, OR E FOR THE BEST ANSWER TO EACH QUESTION!

11. The best title for the passage above is . . .
 - A. Healthy Water and Its Problem
 - B. The Use of Water in a Daily Life
 - C. The Causes of Water Pollution
 - D. Stop Water Pollution
 - E. The Natural Condition of Water

12. The main idea of the first paragraph is that
 - A. people use water for domestic purposes
 - B. water is very precious to people
 - C. clean water is important for drinking and food preparation
 - D. people need water which is free from pollution
 - E. people use water for drinking, industrial purposes, and bathing

13. The main idea of the second paragraph is that . . .
 - A. water is polluted when the growth of population does not cope with the development of housing facility
 - B. only big cities face a serious problem of water pollution
 - C. the polluted water is harmful to living things that consume it
 - D. the growth of population does not cope with the development of housing facility
 - E. the polluted water will affect the people's health

14. The main idea of the last paragraph is that
 - A. waterways should be free from chemical wastes
 - B. industries must recycle their rubbish

- C. only responsible citizens can free from water pollution
 - D. water pollution can be overcome through several ways
 - E. people should not dump harmful substances into the rivers
15. Water is precious because it is used for
- A. domestic purposes
 - B. bathing and cleaning
 - C. people's activities
 - D. waste disposal, fire fighting, and swimming pools
 - E. none of the above
16. According to the passage, polluted water is very dangerous to
- A. the health of people who consume it
 - B. people who consume it
 - C. everything near the water
 - D. animals and plants that live in lakes and oceans
 - E. living things who consume it
17. According to the passage, if people want to overcome water pollution, they should . . .
- A. clean the river individually
 - B. have a lot of equipment
 - C. rely on individual work
 - D. work together
 - E. have a waste basket in their home
18. We know from the passage that the primary cause of water pollution is . . .
- A. contaminated waste
 - B. people's activities
 - C. organic waste
 - D. the natural condition of water
 - E. animal waste
19. Plants cannot grow well and do not yield good quality fruit. (par. 2)
The word "yield" means
- A. intend
 - B. contaminate
 - C. pollute
 - D. affect
 - E. produce

20. Pollutants are chemical substances that affect the natural condition of water or its intended use (par.2). The underlined word refers to
- A. the natural condition of water
 - B. this problem
 - C. chemical substance
 - D. pollutant
 - E. use

ANSWER SHEET

Name :

Class :

Number :

1. A B C D E

6. A B C D E

11. A B C D E

16. A B C D E

2. A B C D E

7. A B C D E

12. A B C D E

17. A B C D E

3. A B C D E

8. A B C D E

13. A B C D E

18. A B C D E

4. A B C D E

9. A B C D E

14. A B C D E

19. A B C D E

5. A B C D E

10. A B C D E

15. A B C D E

20. A B C D E

ANSWER KEY OF THE READING COMPREHENSION TEST

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

PERPUSTAKAAN
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SURABAYA