

APPENDICES

APPENDIX 1
TABLES AND CALCULATION

A. The Teaching Learning Activities Plans for Both Groups

Table 1.1 Comparison of the treatments given in Experimental and Control Group

	<i>Control Group</i>	<i>Experimental Group</i>
Pre-Instructional Activities	<ul style="list-style-type: none"> ➤ Greetings ➤ Triggering Questions - Scaffolding ➤ Introducing the topic ➤ Distributing the materials: Reading Passages ➤ Silent Reading (Asking the students to read the passage on their own) ➤ Reading Aloud (Asking some students to read the passage per paragraph loudly and explaining the difficult words asked by the students) 	<ul style="list-style-type: none"> ➤ Greetings ➤ Triggering Questions - Scaffolding ➤ Introducing the topic ➤ Distributing the materials: Reading Passages ➤ Silent Reading (Asking the students to read the passage on their own)
Whilst Instructional Activities	<p><i>(Translation of a Literary Passage)</i></p> <ul style="list-style-type: none"> ➤ Asking students to translate the passage per paragraph ➤ Providing helps for the students – Word List ➤ Giving the individual exercise – Reading Comprehension Questions ➤ Solving the problem individually 	<p><i>(Jigsaw II)</i></p> <ul style="list-style-type: none"> ➤ Forming Home Team (Dividing each students' part and role) ➤ Forming Expert Team (Asking the students to discuss their own part some certain part of the reading text; based on their own letter and answered the guiding questions given) ➤ Back to the Home Team (Group Discussion about the result from Expert Teams' discussion) ➤ Giving the individual exercise – Reading Comprehension Questions ➤ Solving the problem individually
Post Instructional Activities	<ul style="list-style-type: none"> ➤ Checking – Discussion of the exercise ➤ Summarizing today's activity ➤ Closing 	<ul style="list-style-type: none"> ➤ Checking – Discussion of the exercise ➤ Summarizing today's activity ➤ Closing

B. The Calculation of Total Scores, Mean, Standard Deviation of the Pilot Group

Table 1.2 *The Sample's Scores based on the Trial Test*

Rank	Name	Score (Tot. 26 Items)
1.	E Y S	25
2.	F Y	24
3.	H P. W.	23
4.	A C	22
5.	E T H	22
6.	N S	22
7.	A C G	21
8.	K S	21
9.	R K	21
10.	R I N	21
11.	S A	21
12.	A S	20
13.	D T	20
14.	J C	20
15.	N B M A	20
16.	Y	20
17.	C W I	18
18.	D	18
19.	M E	17
20.	O M	17
21.	G M M	16
22.	A T D I	15
23.	C J	14
24.	St A	14
25.	M C	13
26.	H S S	12
27.	H	12
28.	J A A P.	11
29.	M L R	9
	TOTAL SCORES :	529

○ **MEAN :**

$$\text{Mean} = \frac{\text{TOTAL SCORE}}{\text{Students (N)}}$$

$$= \frac{529}{29}$$

$$M = 18.241 = \mathbf{18}$$

Table 1.3 *The Sample's Standard Deviation & Difference Table*

Scores (Tot. 26 Items)	MEAN (M = 18)	Difference - d(x)	[d(x)] ²
25	18	7	49
24	18	6	36
23	18	5	25
22	18	4	16
22	18	4	16
22	18	4	16
21	18	3	9
21	18	3	9
21	18	3	9
21	18	3	9
21	18	3	9
20	18	2	4
20	18	2	4
20	18	2	4
20	18	2	4
20	18	2	4
18	18	0	0
18	18	0	0
17	18	-1	1
17	18	-1	1
16	18	-2	4
15	18	-3	9
14	18	-4	16
14	18	-4	16
13	18	-5	25
12	18	-6	36
12	18	-6	36
11	18	-7	49
9	18	-9	81
	TOTAL = $\sum[d(x)]^2$		497

○ **Difference :**

$$D(x) = \text{TOTAL SCORE} - \text{Mean}(M)$$

○ **Standard Deviation (SD)**

$$\text{SD} = \sqrt{\frac{\sum[d(x)]^2}{\text{Students } (N)}}$$

$$= \sqrt{\frac{497}{29}}$$

$$= \sqrt{17.14}$$

$$= 4.14$$

$$\text{SD} = 4$$

C. The Calculation of Reliability Estimate of the Trial Test

○ Kuder Richardson Method (KR-21)

Result :

$$K = \text{The Number of Items in the Test} = 26$$

$$M = \text{The Mean of the Test Scores} = 18$$

$$S = \text{The Standard Deviaton of the Test Scores} = 4$$

$$\text{Reliability Estimate (KR21)} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K \times S^2} \right)$$

$$\text{Reliability Estimate (KR21)} = \frac{26}{26-1} \left(1 - \frac{18(26-18)}{26 \times 4^2} \right)$$

$$\text{Reliability Estimate (KR21)} = \frac{26}{25} \left(1 - \frac{18 \times 8}{26 \times 16} \right)$$

$$\text{Reliability Estimate (KR21)} = \frac{26}{25} \left(1 - \frac{144}{416} \right)$$

$$\text{Reliability Estimate (KR21)} = \frac{26}{25} \left(\frac{416}{416} - \frac{144}{416} \right)$$

$$\text{Reliability Estimate (KR21)} = \frac{26}{25} \times \frac{272}{416}$$

$$\text{Reliability Estimate (KR21)} = \frac{7,072}{10,400}$$

$$\text{Reliability Estimate (KR21)} = 0.68$$

The reliability estimate of the Trial Test is **0.68**

D. The Calculation of Difficulty and Discrimination Indices of the Trial Test

Table 1.4 *The Difficulty and Discrimination Indices of the Trial Test*

Number of Items	Correct Answers				Item Facility (IF) / Item Difficulty	Interpretation	IF-upper	IF-lower	Item Discrimination (ID)	Interpretation
	Up	Average	Low	Total						
1	11	9	7	27	0.93	Easy	1.00	0.78	0.22	Satisfactory
2	11	9	9	29	1.00	Easy	1.00	1.00	0.00	Poor
3	11	8	8	27	0.93	Easy	1.00	0.89	0.11	Poor
4	7	4	4	15	0.52	Moderate	0.64	0.44	0.19	Poor
5	11	7	4	22	0.76	Easy	1.00	0.44	0.56	Good
6	11	7	4	22	0.76	Easy	1.00	0.44	0.56	Good
7	9	8	6	23	0.79	Easy	0.82	0.67	0.15	Poor
8	11	7	7	25	0.86	Easy	1.00	0.78	0.22	Satisfactory
9	11	5	3	19	0.66	Moderate	1.00	0.33	0.67	Good
10	11	9	0	20	0.69	Moderate	1.00	0.00	1.00	Excellent
11	11	8	7	26	0.90	Easy	1.00	0.78	0.22	Satisfactory
12	11	8	8	27	0.93	Easy	1.00	0.89	0.11	Poor
13	11	6	5	22	0.76	Easy	1.00	0.56	0.44	Good
14	9	8	7	24	0.83	Easy	0.82	0.78	0.04	Poor
15	5	6	0	11	0.38	Moderate	0.45	0.00	0.45	Good
16	9	4	2	15	0.52	Moderate	0.82	0.22	0.60	Good
17	6	8	5	19	0.66	Moderate	0.55	0.56	-0.01	Poor
18	11	5	4	20	0.69	Moderate	1.00	0.44	0.56	Good
19	10	7	5	22	0.76	Easy	0.91	0.56	0.35	Satisfactory
20	3	2	2	7	0.24	Difficult	0.27	0.22	0.05	Poor
21	6	7	0	13	0.45	Moderate	0.55	0.00	0.55	Good
22	11	7	3	21	0.72	Easy	1.00	0.33	0.67	Good
23	9	6	4	19	0.66	Moderate	0.82	0.44	0.37	Satisfactory
24	11	8	5	24	0.83	Easy	1.00	0.56	0.44	Good
25	7	3	0	10	0.34	Moderate	0.64	0.00	0.64	Good
26	9	4	6	19	0.66	Moderate	0.82	0.67	0.15	Poor

E. The Distractor Analysis of the Trial Test

Table 1.5 *The Calculation of the Multiple Choice Options*

No. of Items	Options								Correct Answers
	A		B		C		D		
	Number of Responses	Effectiveness of Distractor							
1	27	0.93	1	0.03	1	0.03	0	0.00	A
2	0	0.00	29	1.00	0	0.00	0	0.00	B
3	1	0.03	0	0.00	1	0.03	27	0.93	D
4	0	0.00	0	0.00	14	0.48	15	0.52	D
5	0	0.00	5	0.17	22	0.76	2	0.07	C
6	7	0.24	22	0.76	0	0.00	0	0.00	B
7	0	0.00	23	0.79	6	0.21	0	0.00	B
8	2	0.07	25	0.86	1	0.03	1	0.03	B
9	19	0.66	6	0.21	3	0.10	1	0.03	A
10	3	0.10	4	0.14	2	0.07	20	0.69	D
11	2	0.07	26	0.90	1	0.03	0	0.00	B
12	2	0.07	27	0.93	0	0.00	0	0.00	B
13	5	0.17	22	0.76	0	0.00	2	0.07	B
14	1	0.03	2	0.07	2	0.07	24	0.83	D
15	5	0.17	11	0.38	10	0.34	3	0.10	B
16	6	0.21	1	0.03	15	0.52	7	0.24	C
17	19	0.66	3	0.10	7	0.24	0	0.00	A
18	2	0.07	2	0.07	5	0.17	20	0.69	D
19	3	0.10	3	0.10	1	0.03	22	0.76	D
20	0	0.00	7	0.24	14	0.48	8	0.28	B
21	10	0.34	4	0.14	13	0.45	2	0.07	C
22	21	0.72	0	0.00	8	0.28	0	0.00	A
23	19	0.66	4	0.14	6	0.21	0	0.00	A
24	2	0.07	3	0.10	24	0.83	0	0.00	C
25	9	0.31	2	0.07	10	0.34	8	0.28	C
26	2	0.07	19	0.66	6	0.21	2	0.07	B

F. The Calculation of Pre-Test Scores

Table 1.6 *The Results of Pre-Test*

EXPERIMENTAL GROUP			CONTROL GROUP		
Rank	Pre-Test Scores		Rank	Pre-Test Scores	
	Name	x (Tot. 20 Items)		Name	x (Tot. 20 Items)
1.	A K M P	20	1.	K R	20
2.	K G H	20	2.	N G	18
3.	A	18	3.	A W	17
4.	V K L	18	4.	V E F R N	17
5.	K V P	17	5.	A K S	16
6.	C A L	17	6.	M J H	16
7.	R P	17	7.	C T	15
8.	C S	17	8.	D T _j	15
9.	V A D	16	9.	F S G	15
10.	J L W	15	10.	K S	15
11.	M K A	15	11.	S	15
12.	C G P	15	12.	Z A C D W	15
13.	D N K	15	13.	C P	14
14.	M W	15	14.	G A G	14
15.	V M	15	15.	I	14
16.	G A T	14	16.	J A L	14
17.	E G C	14	17.	D L	13
18.	Y D S	13	18.	G P H	13
19.	V	13	19.	N N S	13
20.	R D L	13	20.	V Q W	13
21.	M M M	12	21.	D V A	11
22.	D S	12	22.	D S P	11
23.	J J K	12	23.	E G H	11
24.	Y R N	10	24.	R K K	11
25.	B C H	9	25.	C R H P	10
26.	I M	9	26.	M A C J	8
27.	S D A	8	27.	G W P	7
28.	K A I P	6	28.	M S C	7
29.	S B D	4	29.	A P	6
TOTAL SCORES		399	TOTAL SCORES		384
Mean		13.76	Mean		13.24

Notes:

x : Students' Scores

○ **MEAN :**

• **Experimental Group**

$$\text{Mean} = \frac{\text{TOTAL SCORE}}{\text{Students (N)}}$$

$$= \frac{399}{29}$$

$$M_A = 13.759 = \mathbf{13.76}$$

• **Control Group**

$$\text{Mean} = \frac{\text{TOTAL SCORE}}{\text{Students (N)}}$$

$$= \frac{384}{29}$$

$$M_B = 13.241 = \mathbf{13.24}$$

○ Data Analysis of the Pre-Test Results (Deauna, 1982):

$H_a : \mu_A > \mu_B$: The mean score of the Experimental Group is greater than that of the Control Group.

$H_o : \mu_A = \mu_B$: There is no significant difference between the mean score of the Experimental Group and that of the Control Group.

L.O.S = Level of Significant (α)

α = 5% = 0.05, one-tailed test, t-test

df = $N_A + N_B - 2$

= $29 + 29 - 2$

= 56

t_{table} : $t_t(0.05;56) = 1.684$

H_o is accepted if $t_c < 1.684$

H_o is rejected if $t_c \geq 1.684$

Table 1.7 *The Standard Deviation & Difference Table of Pre-Test*

EXPERIMENTAL GROUP				CONTROL GROUP			
Scores (Tot. 20 Items)	MEAN (M = 13.76)	Difference d(x)	[d(x)] ²	Scores (Tot. 20 Items)	MEAN (M = 13.24)	Difference d(x)	[d(x)] ²
20	14	6	36	20	13	7	49
20	14	6	36	18	13	5	25
18	14	4	16	17	13	4	16
18	14	4	16	17	13	4	16
17	14	3	9	16	13	3	9
17	14	3	9	16	13	3	9
17	14	3	9	15	13	2	4
17	14	3	9	15	13	2	4
16	14	2	4	15	13	2	4
15	14	1	1	15	13	2	4
15	14	1	1	15	13	2	4
15	14	1	1	15	13	2	4
15	14	1	1	15	13	2	4
15	14	1	1	14	13	1	1
15	14	1	1	14	13	1	1
15	14	1	1	14	13	1	1
14	14	0	0	14	13	1	1
14	14	0	0	13	13	0	0
13	14	-1	1	13	13	0	0
13	14	-1	1	13	13	0	0
13	14	-1	1	13	13	0	0
13	14	-1	1	13	13	0	0
12	14	-2	4	11	13	-2	4
12	14	-2	4	11	13	-2	4
12	14	-2	4	11	13	-2	4
12	14	-2	4	11	13	-2	4
10	14	-4	16	11	13	-2	4
9	14	-5	25	10	13	-3	9
9	14	-5	25	8	13	-5	25
8	14	-6	36	7	13	-6	36
6	14	-8	64	7	13	-6	36
4	14	-10	100	6	13	-7	49
TOTAL = $\sum[d(x)]^2$			431	TOTAL = $\sum[d(x)]^2$			323

○ **Difference (Brown, 1996):**

$$D(x) = \text{TOTAL SCORE} - \text{Mean}(M)$$

○ **Standard Deviation (SD)**

• **Experimental Group**

$$SD = \sqrt{\frac{\sum[d(x)]^2}{Students (N)}}$$

$$= \sqrt{\frac{431}{29}}$$

$$= \sqrt{14.86}$$

$$SD_A = 3.86$$

• **Control Group**

$$SD = \sqrt{\frac{\sum[d(x)]^2}{Students (N)}}$$

$$= \sqrt{\frac{323}{29}}$$

$$= \sqrt{11.14}$$

$$SD_B = 3.34$$

○ **t_{calculation} (t_c):**

$$t_c = \frac{Mean_A - Mean_B}{\sqrt{\frac{[(N_A - 1) \times (SD_A)^2] + [(N_B - 1) \times (SD_B)^2]}{N_A + N_B - 2}} \left(\frac{1}{N_A} + \frac{1}{N_B} \right)}$$

$$t_c = \frac{13.76 - 13.24}{\sqrt{\frac{[(29 - 1) \times (3.86)^2] + [(29 - 1) \times (3.34)^2]}{29 + 29 - 2}} \left(\frac{1}{29} + \frac{1}{29} \right)}$$

$$t_{\text{calculation}} (t_c) = 0.54$$

$$t_{\text{calculation}} (t_c) = 0.54 < t_t = 1.684$$

Table 1.8 *The Statistical Table of Pre-Test (using SPSS Program - T-Test Formula)*

Group Statistics					
Groups		N	Mean	Std. Deviation	Std. Error Mean
PreTest	Experimental	29	13.76	3.916	.727
	Control	29	13.24	3.388	.629

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreTest	Equal variances assumed	.488	.488	.538	56	.593	.517	.961	-1.409	2.443
	Equal variances not assumed			.538	54.864	.593	.517	.961	-1.410	2.444

$t_c = 0.538$

Therefore, $t_c = 0.538 < t_t = 1.684$

Conclusion:

H_0 is accepted while H_a is rejected as the value of $t_{\text{calculation}} (t_c)$ is less than the value of $t_{\text{table}} (t_t)$. This means that there is no significant difference between the mean score of the Experimental Group and that of the Control Group before the experiments are administered.

G. The Calculation of Post-Test Scores

Table 1.9 *The Results of Post-Test*

EXPERIMENTAL GROUP			CONTROL GROUP		
Rank	Post-Test Scores		Rank	Post-Test Scores	
	Name	x (Tot. 20 Items)		Name	x (Tot. 20 Items)
1.	A K M P	20	1.	K S	19
2.	K G H	20	2.	M S C	19
3.	C S	18	3.	N G	19
4.	R P	17	4.	F S G	18
5.	R D L	17	5.	K R	18
6.	V K L	16	6.	M A C J	18
7.	C A L	14	7.	A K S	17
8.	M W	14	8.	D V A	17
9.	V M	14	9.	E G H	17
10.	C G P	13	10.	G W P	17
11.	D N K	13	11.	M J H	17
12.	E G C	13	12.	V E F R N	17
13.	I M	13	13.	Z A C D W	17
14.	J J K	13	14.	A W	16
15.	V A D	13	15.	C P	16
16.	V	13	16.	C R H P	16
17.	D S	12	17.	I	16
18.	Y R N	12	18.	N N S	16
19.	Y D S	12	19.	V Q W	16
20.	B C H	11	20.	D T j	14
21.	G A T	11	21.	J A L	14
22.	J L W	11	22.	R K M K	14
23.	M K A	11	23.	G P H	13
24.	K V P	9	24.	G A G	13
25.	S B D	9	25.	S	13
26.	A	8	26.	C T	12
27.	S D A	8	27.	D L	12
28.	M M M	7	28.	D S P	12
29.	K A I P	5	29.	A P	10
TOTAL SCORES		367	TOTAL SCORES		453
Mean		12.66	Mean		15.62

Notes:

x : Students' Scores

○ **MEAN :**

• **Experimental Group**

$$\text{Mean} = \frac{\text{TOTAL SCORE}}{\text{Students (N)}}$$

$$= \frac{367}{29}$$

$$M_A = 12.655 = \mathbf{12.66}$$

• **Control Group**

$$\text{Mean} = \frac{\text{TOTAL SCORE}}{\text{Students (N)}}$$

$$= \frac{453}{29}$$

$$M_B = 15.620 = \mathbf{15.62}$$

○ Data Analysis of the Post-Test Results (Deauna, 1982):

H_a : $\mu_A > \mu_B$: The mean score of the Experimental Group is greater than that of the Control Group.

H_o : $\mu_A = \mu_B$: There is no significant difference between the mean score of the Experimental Group and that of the Control Group.

L.O.S = Level of Significant (α)

α = 5% = 0.05, one-tailed test, t-test

df = $N_A + N_B - 2$
 = $29 + 29 - 2$
 = 56

t_{table} : $t_t(0.05;56) = 1.684$

H_o is accepted if $t_c < 1.684$

H_o is rejected if $t_c \geq 1.684$

Table 1.10 *The Standard Deviation & Difference Table of Post-Test*

EXPERIMENTAL GROUP				CONTROL GROUP			
Scores (Tot. 20 Items)	MEAN (M = 12.66)	Difference d(x)	[d(x)] ²	Scores (Tot. 20 Items)	MEAN (M = 15.62)	Difference d(x)	[d(x)] ²
20	13	7	49	19	16	3	9
20	13	7	49	19	16	3	9
18	13	5	25	19	16	3	9
18	13	4	16	18	16	2	4
17	13	4	16	18	16	2	4
17	13	3	9	18	16	2	4
17	13	1	1	17	16	1	1
17	13	1	1	17	16	1	1
16	13	1	1	17	16	1	1
15	13	0	0	17	16	1	1
15	13	0	0	17	16	1	1
15	13	0	0	17	16	1	1
15	13	0	0	17	16	1	1
15	13	0	0	17	16	1	1
15	13	0	0	16	16	0	0
15	13	0	0	16	16	0	0
14	13	0	0	16	16	0	0
14	13	-1	1	16	16	0	0
13	13	-1	1	16	16	0	0
13	13	-1	1	16	16	0	0
13	13	-2	4	16	16	0	0
12	13	-2	4	14	16	-2	4
12	13	-2	4	14	16	-2	4
12	13	-2	4	14	16	-2	4
12	13	-2	4	13	16	-3	9
10	13	-4	16	13	16	-3	9
9	13	-4	16	13	16	-3	9
9	13	-5	25	12	16	-4	16
8	13	-5	25	12	16	-4	16
6	13	-6	36	12	16	-4	16
4	13	-8	64	10	16	-6	36
TOTAL = $\sum[d(x)]^2$			368	TOTAL = $\sum[d(x)]^2$			169

○ **Difference (Brown, 1996):**

$$D(x) = \text{TOTAL SCORE} - \text{Mean}(M)$$

○ **Standard Deviation (SD)**

• **Experimental Group**

$$SD = \sqrt{\frac{\sum[d(x)]^2}{Students (N)}}$$

$$= \sqrt{\frac{368}{29}}$$

$$= \sqrt{12.66}$$

$$SD_A = 3.56$$

• **Control Group**

$$SD = \sqrt{\frac{\sum[d(x)]^2}{Students (N)}}$$

$$= \sqrt{\frac{169}{29}}$$

$$= \sqrt{5.83}$$

$$SD_B = 2.41$$

○ **t_{calculation} (t_c):**

$$t_c = \frac{Mean_A - Mean_B}{\sqrt{\frac{[(N_A - 1) \times (SD_A)^2] + [(N_B - 1) \times (SD_B)^2]}{N_A + N_B - 2}} \left(\frac{1}{N_A} + \frac{1}{N_B} \right)}$$

$$t_c = \frac{12.66 - 15.62}{\sqrt{\frac{[(29 - 1) \times (3.56)^2] + [(29 - 1) \times (2.41)^2]}{29 + 29 - 2}} \left(\frac{1}{29} + \frac{1}{29} \right)}$$

$$t_{\text{calculation}} (t_c) = 3.71$$

$$t_{\text{calculation}} (t_c) = 3.7 > t_t = 1.684$$

Table 1.11 *The Statistical Table of Post-Test (using SPSS Program - T-Test Formula)*

Group Statistics				
Groups	N	Mean	Std. Deviation	Std. Error Mean
PostTest Experimental	29	12.66	3.608	.670
Control	29	15.62	2.426	.451

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostTest	Equal variances assumed	1.617	.209	-3.673	56	.001	-2.966	.807	-4.583	-1.348
	Equal variances not assumed			-3.673	49.022	.001	-2.966	.807	-4.588	-1.343

$t_c = 3.673$

Therefore, $t_c = 3.673 > t_t = 1.684$

Conclusion:

H_0 is rejected while H_a is accepted as the value of $t_{\text{calculation}} (t_c)$ is more than the value of $t_{\text{table}} (t_t)$. This means that there is a significant difference between the mean score of the Experimental Group and that of the Control Group after the experiments are administered. However, the significant difference happened because of the Control Group is greater than the Experimental Group.

H. Critical Values of the t Distribution

Table 1.12 The t-distribution table

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Table III
Percentile Points of t-distribution
Percentile

df	55	60	65	70	75	80	85	90	95	97.5	99	99.5	99.9
1	158	325	510	727	1 000	1 376	1 963	3 070	6 314	12 706	31 821	63 657	636 61
2	142	289	445	617	816	1 061	1 386	1 886	2 920	4 303	6 965	9 925	31 59
3	137	277	424	584	765	978	1 250	1 638	2 353	3 182	4 541	5 841	12 94
4	134	271	414	569	741	941	1 190	1 533	2 132	2 776	3 747	4 604	8 61
5	132	267	408	559	727	920	1 156	1 476	2 015	2 571	3 365	4 032	6 85
6	131	265	404	553	718	906	1 134	1 440	1 943	2 447	3 143	3 707	5 95
7	130	263	402	549	711	896	1 119	1 415	1 895	2 365	2 990	3 499	5 40
8	130	262	399	546	706	889	1 100	1 397	1 860	2 306	2 896	3 355	5 04
9	129	261	398	543	703	883	1 100	1 383	1 833	2 262	2 821	3 250	4 78
10	129	260	397	542	700	879	1 093	1 372	1 812	2 228	2 764	3 169	4 58
11	129	260	396	540	697	876	1 080	1 363	1 796	2 201	2 718	3 106	4 43
12	128	259	395	539	695	873	1 083	1 356	1 782	2 179	2 681	3 055	4 31
13	128	259	394	538	694	870	1 079	1 350	1 771	2 160	2 650	3 012	4 22
14	128	258	393	537	692	868	1 076	1 345	1 761	2 145	2 624	2 977	4 14
15	128	258	393	536	691	866	1 074	1 341	1 753	2 131	2 602	2 947	4 07
16	128	258	392	535	690	865	1 071	1 337	1 746	2 120	2 583	2 921	4 01
17	128	257	392	534	689	863	1 069	1 333	1 740	2 110	2 567	2 898	3 96
18	127	257	392	534	688	862	1 067	1 330	1 734	2 101	2 552	2 878	3 92
19	127	257	391	533	688	861	1 066	1 328	1 729	2 093	2 539	2 861	3 88
20	127	257	391	533	687	860	1 064	1 325	1 725	2 086	2 528	2 845	3 85
21	127	257	391	532	686	859	1 063	1 323	1 721	2 080	2 518	2 831	3 81
22	127	256	390	532	686	858	1 061	1 321	1 717	2 074	2 508	2 819	3 79
23	127	256	390	532	685	858	1 060	1 319	1 714	2 069	2 500	2 807	3 76
24	127	256	390	531	685	857	1 059	1 318	1 711	2 064	2 492	2 797	3 74
25	127	256	390	531	684	856	1 058	1 316	1 708	2 060	2 485	2 787	3 72
26	127	256	390	531	684	856	1 058	1 315	1 706	2 056	2 479	2 779	3 70
27	127	256	389	531	684	855	1 057	1 314	1 703	2 052	2 473	2 771	3 69
28	127	256	389	530	683	855	1 056	1 313	1 701	2 048	2 467	2 763	3 67
29	127	256	389	530	683	854	1 055	1 311	1 699	2 045	2 462	2 756	3 65
30	127	256	389	530	683	854	1 055	1 310	1 697	2 042	2 457	2 750	3 64
40	126	255	388	529	681	851	1 050	1 306	1 684	2 021	2 423	2 704	3 55
60	126	254	387	527	679	848	1 046	1 296	1 671	2 000	2 390	2 660	3 46
120	126	254	386	526	677	845	1 041	1 289	1 658	1 980	2 358	2 617	3 37
∞	126	253	385	524	674	842	1 036	1 282	1 645	1 960	2 326	2 576	3 29

Table D is adapted from Table III of Fisher & Yates: Statistical Tables for Biological, Agricultural and Medical Research, published by Oliver & Boyd Ltd., Edinburgh, and by permission of the authors and publishers.

*The lower percentiles are related to the upper percentiles which are tabulated above by the equation $p_{t,n}^{---} = t - p_{t,n}^{---}$. Thus, the 10th percentile in the t-distribution with 15df equals the negative of the 90th percentile in the same distribution, i.e., $10^{t15} = -1.341$.

Source: (Deauna, 1982)

Notes:

df : Degree of Freedom

APPENDIX 2
INSTRUMENTS
(TRIAL TEST – PRE & POST TEST)

A. The Problem Sheet of the Trial Test

CLASS : _____ NAME: _____

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around,

Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined seeing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. *"Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can."* As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. *"For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience."* Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

Comprehension and Inferential Questions

Directions: After reading the story, choose the best answer for each question. Circle one answer.

1. According to the text, why did Jacob stop playing the guitar?
 - a. It hurt his fingers.
 - b. He'd rather play drums.
 - c. It was too easy.
 - d. He failed math.

2. To whom did Jacob want to play Black Eyed Peas songs?
 - a. Alex
 - b. Angie
 - c. Mom
 - d. Dad

3. According to the passage, why did Jacob decide that he wanted a metal detector?
 - a. He saw a man at the park with one.
 - b. His father had one as a child.

10. Based on the end of the story, Jacob is *most likely* to go on and do which of the following?
- a. Become a great magician
 - b. Learn to play guitar well
 - c. Detect an incredible hidden treasure
 - d. Raise money to go to space camp
11. Which happened first in the text?
- a. Jacob asked his dad for the magician's kit.
 - b. Jacob got a guitar for Christmas.
 - c. Jacob mowed lawns.
 - d. Jacob shoveled driveways.
12. Which happened last in the text?
- a. Jacob saved up money to buy a metal detector.
 - b. Jacob saw a TV commercial about a space camp.
 - c. Jacob took a guitar lesson.
 - d. Jacob showed his magic skill to his friends.
13. What is the main idea of the last paragraph?
- a. It's about the hobbies of Jacob
 - b. It's about how quick Jacob changed his interests.
 - c. It's about Jacob's parents love.
 - d. It's only about Jacob's new hobby.
14. What is the message of the story?
- a. It tells us not to be greedy.
 - b. It tells us not to be arrogant.
 - c. It tells us about a spoilt boy.
 - d. It tells us to finish things clearly after starting it.
15. Which **character trait** *best* describes Jacob in regards to his hobbies?
- a. Dedicated
 - b. Impulsive
 - c. Committed
 - d. Devoted

16. What was the author's purpose in writing this story?

- a. to inform b. to persuade c. to entertain d. to explain

17. What is the genre of this story?

- a. Narrative Text
b. Report Text
c. Descriptive Text
d. Procedure Text

Amelia Mary Earhart

Known as one of the world's most celebrated aviators, Amelia Earhart was born on July 24, 1897 in Atchison, Kansas. The family moved often and she completed high school in Chicago Illinois in 1916. During World War I, she worked as a military nurse in Canada and later taught English to immigrant factory workers. Her studies as premed student were brief as her attention turned to airplanes.



Against her family's wishes, she learned to fly at the age of 24 and made her first solo flight in 1921. A few months later she purchased her first airplane, a Kinner Canary. Ms. Earhart achieved a number of aviation firsts and became known as the "First Lady of the Air". For years, aviation had been dominated by men, but Earhart challenged gender barriers and influenced women's position in the aviation industry. Her flying career lasted for 16 years.

During those years, her love of flying brought her several distinctions. In 1922, she broke the women's altitude record of 14,000 feet. On June 17 and 18, 1928, she became the first woman passenger to fly across the Atlantic Ocean. Four years later, in 1932, she became the first woman pilot to cross the Atlantic and in doing so set a new time record of 14 hours and 56 minutes. Then, in 1935, she flew solo from Hawaii to California – a feat that had ended in disaster for other pilots. The distance, incidentally, is greater than from the United States to Europe.

Determined to set another "first", she decided to fly around the world in 1937. Her twin engine, propeller driven Lockheed Electra lifted off from Miami, Florida and headed east assisted by high altitude winds. Serving as navigator for this very long flight was Fred Noonan. As they were entering their last one-third of the flight over the Pacific Ocean, the Lockheed

vanished somewhere between New Guinea and tiny Howland Island. Attempts then, and even now, to locate the plane, Ms. Earhart and Mr. Noonan have been unsuccessful. Their disappearance remains one of the great mysteries of aviation.

Amelia Mary Earhart died doing what she most loved – and was only a few days from celebrating her 40th birthday.

Source : edHelper.com

18. Amelia Earhart was all of the following, except:
 - a. A nurse
 - b. An aviator
 - c. A premed student
 - d. A flight instructor
19. Amelia Earhart ...
 - a. Broke the women's altitude record of 14,000 feet in 1922.
 - b. Was the first woman passenger to fly across the Atlantic Ocean.
 - c. Flew solo from Hawaii to California in 1935.
 - d. All of the above.
20. She started her flight around the world in a ...
 - a. Piper Cub
 - b. Lockheed Electra
 - c. Kinner Canary
 - d. None of the above

21. When she disappeared, she was ... years old.
- a. She disappeared on her 40th birthday.
 - b. She was over 40 years old.
 - c. She was almost 40 years old.
 - d. Her age can't be determined from the passage.
22. Ms. Earhart vanished somewhere in the ...
- a. Pacific Ocean
 - b. Arctic Ocean
 - c. Atlantic Ocean
 - d. Indian Ocean
23. Freed Noonan was Ms. Earhart's ...
- a. Navigator
 - b. Copilot
 - c. Flight engineer
 - d. Ground crew chief
24. What did Amelia Mary Earhart love the most in her life?
- a. Her family
 - b. Freed Noonan
 - c. Becoming an aviator and flying
 - d. Lockheed Electra

25. Ms. Earhart was said that she challenged the gender barriers in the aviation industry because ...
- a. Ms. Earhart was a very powerful woman at her time.
 - b. Ms. Earhart was rich and very clever.
 - c. Men had dominated aviation for years.
 - d. Ms. Earhart was brave enough to go against her families by following her dream.
26. Why did the accident, which happened to Ms. Earhart and Mr. Noonan, remain one of the great mysteries of aviation?
- a. Because before their disappearance, they were one of the world's most celebrated aviators.
 - b. Because after the accident, the Lockheed Electra vanished and they were nowhere to be found and then assumed to be dead.
 - c. Because their last greatest flight was unsuccessful.
 - d. Because the Lockheed Electra headed east assisted by high altitude winds.

Name : _____

Class / Number : _____

Reading Test – Answer Sheet

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

31. (A) (B) (C) (D)

32. (A) (B) (C) (D)

33. (A) (B) (C) (D)

34. (A) (B) (C) (D)

35. (A) (B) (C) (D)

36. (A) (B) (C) (D)

37. (A) (B) (C) (D)

38. (A) (B) (C) (D)

39. (A) (B) (C) (D)

40. (A) (B) (C) (D)

Name : _____

Class / Number : _____

Reading Test – Answer Sheet

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30. A B C D

31. A B C D

32. A B C D

33. A B C D

34. A B C D

35. A B C D

36. A B C D

37. A B C D

38. A B C D

39. A B C D

40. A B C D

D. The Problem Sheet of the Pre & Post Test

CLASS : _____ NAME: _____

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shoveled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighborhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. "Geez, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. "Dad, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, "Oh, I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around,

Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined seeing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. *"Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can."* As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. *"For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enroll now for a once in a life time experience."* Jacob's cry rang throughout the house as he yelled, "MOM!" He now knew what his true purpose in life was.

Comprehension and Inferential Questions

Directions: After reading the story, choose the best answer for each question. Circle one answer.

1. According to the text, why did Jacob stop playing the guitar?
 - a. It hurt his fingers.
 - b. He'd rather play drums.
 - c. It was too easy.
 - d. He got bored.

2. To get all the items he wants (such as: guitar, metal detector and magician kits), Jacob tried several ways below, except...
 - a. He asked his mom.
 - b. He asked his dad.
 - c. He shoveled driveways and mowed lawns.
 - d. He watched a TV commercial.

3. When did Jacob buy the metal detector?
 - a. In the fall
 - b. In the summer
 - c. In the spring
 - d. In the winter

4. True or False: The metal detector was a good investment for Jacob.
 - a. True
 - b. False

5. Why did Jacob's father buy Jacob the magician's kit?
 - a. Jacob mowed the lawn.
 - b. Jacob reminded his father of himself.
 - c. Jacob bought ice cream for his brother.
 - d. Jacob found his father's key ring.

6. What did distract Jacob from the magician's kit?
 - a. A TV commercial
 - b. His father
 - c. The kitchen table
 - d. A comic book

7. Based on the end of the story, Jacob is *most likely* to go on and do which of the following?
 - a. Become a great magician
 - b. Learn to play guitar well
 - c. Detect an incredible hidden treasure
 - d. Raise money to go to space camp

8. Which happened first in the text?
 - a. Jacob asked his dad for the magician's kit.
 - b. Jacob got a guitar for Christmas.
 - c. Jacob mowed lawns.
 - d. Jacob shoveled driveways.

9. What is the main idea of the last paragraph?
 - a. It's about the hobbies of Jacob
 - b. It's about how quick Jacob changed his interests.
 - c. It's about Jacob's parents love.
 - d. It's only about Jacob's new hobby.

10. Which **character trait** *best* describes Jacob in regards to his hobbies?

- a. Dedicated
- b. Impulsive
- c. Committed
- d. Devoted

11. What was the author's purpose in writing this story?

- a. to inform
- b. to persuade
- c. to entertain
- d. to explain

Amelia Mary Earhart

Known as one of the world's most celebrated aviators, Amelia Earhart was born on July 24, 1897 in Atchison, Kansas. The family moved often and she completed high school in Chicago Illinois in 1916. During World War I, she worked as a military nurse in Canada and later taught English to immigrant factory workers. Her studies as premed student were brief as her attention turned to airplanes.



Against her family's wishes, she learned to fly at the age of 24 and made her first solo flight in 1921. A few months later she purchased her first airplane, a Kinner Canary. Ms. Earhart achieved a number of aviation firsts and became known as the "First Lady of the Air". For years, aviation had been dominated by men, but Earhart challenged gender barriers and influenced women's position in the aviation industry. Her flying career lasted for 16 years.

During those years, her love of flying brought her several distinctions. In 1922, she broke the women's altitude record of 14,000 feet. On June 17 and 18, 1928, she became the first woman passenger to fly across the Atlantic Ocean. Four years later, in 1932, she became the first woman pilot to cross the Atlantic and in doing so set a new time record of 14 hours and 56 minutes. Then, in 1935, she flew solo from Hawaii to California – a feat that had ended in disaster for other pilots. The distance, incidentally, is greater than from the United States to Europe.

Determined to set another "first", she decided to fly around the world in 1937. Her twin engine, propeller driven Lockheed Electra lifted off from Miami, Florida and headed east assisted by high altitude winds. Serving as navigator for this very long flight was Fred Noonan. As they were entering their last one-third of the flight over the Pacific Ocean, the Lockheed

vanished somewhere between New Guinea and tiny Howland Island. Attempts then, and even now, to locate the plane, Ms. Earhart and Mr. Noonan have been unsuccessful. Their disappearance remains one of the great mysteries of aviation.

Amelia Mary Earhart died doing what she most loved – and was only a few days from celebrating her 40th birthday.

Source : edHelper.com

12. Amelia Earhart was all of the following, except:
 - a. A nurse
 - b. An aviator
 - c. A premed student
 - d. A flight instructor
13. Amelia Earhart ...
 - a. Broke the women's altitude record of 14,000 feet in 1922.
 - b. Was the first woman passenger to fly across the Atlantic Ocean.
 - c. Flew solo from Hawaii to California in 1935.
 - d. All of the above.
14. She started her flight around the world in a ...
 - a. Piper Cub
 - b. Lockheed Electra
 - c. Kinner Canary
 - d. None of the above

15. When she disappeared, she was ... years old.
 - a. She disappeared on her 40th birthday.
 - b. She was over 40 years old.
 - c. She was almost 40 years old.
 - d. Her age can't be determined from the passage.

16. Ms. Earhart vanished somewhere in the ...
 - a. Pacific Ocean
 - b. Arctic Ocean
 - c. Atlantic Ocean
 - d. Indian Ocean

17. Fred Noonan was Ms. Earhart's ...
 - a. Navigator
 - b. Copilot
 - c. Flight engineer
 - d. Ground crew chief

18. What did Amelia Mary Earhart love the most in her life?
 - a. Her family
 - b. Fred Noonan
 - c. Becoming an aviator and flying
 - d. Lockheed Electra

19. Ms. Earhart was said that she challenged the gender barriers in the aviation industry because ...
- a. Ms. Earhart was a very powerful woman at her time.
 - b. Ms. Earhart was rich and very clever.
 - c. Men had dominated aviation for years.
 - d. Ms. Earhart was brave enough to go against her families by following her dream.
20. Why did the accident, which happened to Ms. Earhart and Mr. Noonan, remain one of the great mysteries of aviation?
- a. Because before their disappearance, they were one of the world's most celebrated aviators.
 - b. Because their bodies couldn't be found anywhere.
 - c. Because their last greatest flight was unsuccessful.
 - d. Because the Lockheed Electra headed east assisted by high altitude winds.

Name : _____

Class / Number : _____

Reading Test – Answer Sheet

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

18. (A) (B) (C) (D)

19. (A) (B) (C) (D)

20. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

24. (A) (B) (C) (D)

25. (A) (B) (C) (D)

26. (A) (B) (C) (D)

27. (A) (B) (C) (D)

28. (A) (B) (C) (D)

29. (A) (B) (C) (D)

30. (A) (B) (C) (D)

31. (A) (B) (C) (D)

32. (A) (B) (C) (D)

33. (A) (B) (C) (D)

34. (A) (B) (C) (D)

35. (A) (B) (C) (D)

36. (A) (B) (C) (D)

37. (A) (B) (C) (D)

38. (A) (B) (C) (D)

39. (A) (B) (C) (D)

40. (A) (B) (C) (D)

Name : _____

Class / Number : _____

Reading Test – Answer Sheet

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30. A B C D

31. A B C D

32. A B C D

33. A B C D

34. A B C D

35. A B C D

36. A B C D

37. A B C D

38. A B C D

39. A B C D

40. A B C D

APPENDIX 3
TEACHING MATERIALS

PART A
FIRST TREATMENT

A₁. Experimental Group (1st Treatment)

LESSON PLAN EXPERIMENTAL GROUP

JIGSAW II

*Grade X of Senior High School, Class : XG
(Monday, 28th of October 2013 – 7th period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / I
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Pandora's Box" - Narrative Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting I)

I. **Basic Competences** :

- Understand the Narrative Text given

II. **Achievement Indicators** :

Reading

- The students are able to discuss the reading passage in group
- The students are able to mention the main idea of the text
- The students are able to answer the reading comprehension questions correctly

III. **Teaching Methods and Techniques** :

1. Method

- Cooperative Learning

2. Technique

- Silent Reading
- Jigsaw II
- Reading Comprehension Questions

IV. **Materials** :

Reading Passage, entitled 'Pandora's Box'

Reading Comprehension Questions Exercise about 'Pandora's Box'

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- <http://myths.e2bn.org/mythsandlegends/textonly562-pandoras-box.html>
- www.google.com

Teacher's Notes (Meeting 1)

Theme	: Pandora's Box – Narrative Text
Class	: X
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to discuss the reading passage with their friends in group
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we were doing at our last meeting?
2. Do you know what kind of text it is?
3. Do you know other examples of a Narrative Text are?
4. Do you know a story, entitled 'Pandora's Box'?

III. Whilst Instructional Activities

1. Discussion of the passage
 - a. Have the students read the story about 'Pandora's Box' silently
 - b. Have the students discuss the reading passage in the expert group
 - c. Have the students mention the main idea of the story
 - d. Have the students share the discussion to the home team
2. Discussion of the exercise – Reading Comprehension Questions
 - a. Have the students do the exercises given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 1 45 minutes	Pre-Instructional Activities <i>(2 minutes)</i> <i>11.50 – 11.52</i>	<p><i>Greetings</i></p> <p>“Good morning, students. How are you today?”</p> <p>“I’m fine too. Thank you”</p> <p>“Are you ready to start the lesson?”</p> <p>“Great then...”</p> <p><i>Triggering Questions (Scaffolding)</i></p> <p>“Well, today we will have a Reading activity. But before we start, I want to tell you our new system for us.”</p> <p>“Each time we meet in class to discuss about reading, we will do it in the same pattern.”</p> <p>“After I distribute the reading passage, I will give you some time to read the passage silently. After that, you will discuss the reading passage in two different groups. Later, I will explain</p>	<p>“Good morning... I’m fine, thank you. And you?”</p> <p>“Yes...”</p>	<p>2 minutes</p>

		<p>about this more. Then, when you have finished discussing the text, as usual you will do the Reading Comprehension Questions. But this time you will work individually. Do it by yourselves! And the last we will discuss the exercise together.”</p> <p>“Do you get what I mean? Or Do you have some questions?”</p> <p>“Are you ready, class?”</p>	<p>(Students’ responses)</p> <p>“Yes..”</p>	
	<p>Whilst Instructional Activities</p> <p><i>(40 minutes)</i></p> <p><i>11.52 – 12.32</i></p>	<p><i>Silent Reading</i></p> <p>“Now let’s move to the first activity for today.”</p> <p>“I will give each you some papers which have a reading passage with the exercises.”</p> <p>(Teacher distributes the materials)</p> <p>“Have you all got the paper?”</p> <p>“Now, please, read the text silently. I will only give you 8 minutes to do it. Start from now.”</p> <p>(Teacher monitors the classroom)</p> <p>“Okay... The time is up. Let’s move to</p>	<p>(Students get the materials)</p> <p>“Yes, miss...”</p> <p>(Students’ activity)</p>	<p>2 minutes</p> <p>8 minutes</p>

		<p>the next activity.”</p> <p style="text-align: center;"><i>Cooperative Learning METHOD (JIGSAW II)</i></p> <p><i>Step 1 – Home Team Grouping</i> “Now, I have divided you into 6 groups. You’ve seen my announcement right? Have you sat with your group?” (Teacher groups the students and arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... Please, remember all of your friends in the group. This group is called ‘HOME TEAM’. This is your true and original group. Okay?”</p> <p><i>Step 2 – Expert Team Discussion</i> “Now, as you can see in the passage. There are some letters. I want you to divide your part by yourself. So one students will choose one letter.” (Teacher monitors the activity)</p> <p>“Now... You have your own letter. Each of you who got the same letter, please, gathers in one new group.” (Teacher groups the students and</p>	<p>“Yes, miss” (Student’s grouping and seating arrangement)</p> <p>(Student’s response)</p> <p>“Yes, miss...”</p> <p>(Students’ lotteries among themselves)</p> <p>(Student’s grouping and seating</p>	<p>1 minutes</p> <p>3 minutes</p>
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		<p>arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... This group is called <i>‘EXPERT TEAM’</i>. In this group you will discuss the paragraphs that you got. It depends on the letter you got. If you got an A, you will discuss the 1st until the 3rd paragraph. B for the 4th-5th paragraph. And so on...”</p> <p>“Do you get what I mean?”</p> <p>“Please, master and discuss your own part with your expert group well. Besides, I want you to find the main idea of the paragraph you discussed. Okay?” (Teacher gives a guiding question to lead the flow of the discussion.)</p> <p>“Great... I will give you 5 minutes to discuss.” (Teacher monitors the classroom)</p> <p>“Okay time is up.”</p> <p>Step 3 – Home Team Discussion</p> <p>“Please, go back to your <i>Home Team</i>.”</p> <p>“Now, in your <i>Home Team</i>, please, share the result of your discussion from the</p>	<p>arrangement)</p> <p>(Student’s response)</p> <p>“Yes, miss...”</p> <p>(Students’ responses)</p> <p>(Student’s activity and discussion)</p> <p>(Students’ grouping)</p>	<p>5 minutes</p> <p>2 minutes</p>
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		<p><i>Expert Team.</i> Start the discussion from the students who got the earliest letter. So from the first paragraph. Okay?”</p> <p>“I will give you 10 minutes to do it. You may start now.” (Teacher monitors the classroom)</p> <p>“Okay... Time is up. Now, you have discussed the story with your friends, haven’t you?”</p> <p>“Therefore, let me ask you some questions.”</p> <p>CCQs “What is it about? What is the Genre of the text? How about the text organization?” (Teacher asks some questions)</p> <p>“Great... It seems that all of you have understood the story very well.”</p> <p>Exercises – Reading Comprehension Questions “Well... Let’s move to the next activity.”</p> <p>“As you can see on the next page. There are some questions related to the text</p>	<p>(Students’ responses)</p> <p>(Student’s activity and discussion)</p> <p>(Students’ responses)</p> <p>(Students’ responses)</p>	<p>10 minutes</p> <p>2 minutes</p> <p>5 minutes</p>
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		<p>before. Please answer all of those questions in your own paper. Do it by yourself. Okay?”</p> <p>“I’ll give you 5 minutes to do it.” (Teacher monitors the classroom)</p> <p>Discussion of the exercise - Checking “Well, the time is up, class.”</p> <p>“Now let’s check the answers together.”</p> <p>(Teacher checks and corrects the answers)</p> <p>“How many mistakes? Or... All correct?”</p> <p>“Really? Great then! Well... All of you have done a great job! Excellent...”</p>	<p>“Okay miss...”</p> <p>(Students’ do the exercise)</p> <p>(Some students write down their answers on the whiteboard or read them out.)</p> <p>(Students’ checking)</p> <p>“All correct, miss.”</p>	<p>7 minutes</p>
	<p>Post Instructional Activities <i>(3 minutes)</i> <i>12.32 – 12.35</i></p>	<p>CLOSING “So... We’ve learnt much today, haven’t we?”</p> <p>CCQs “So... What story we have read, class?” “What is it about?” (Teacher asks some important points</p>	<p>“Yes...”</p> <p>“<i>Pandora’s Box</i>” (Students’ responses) (Students’ responses)</p>	<p>3 minutes</p>

		<p>from the story)</p> <p>“What kind of story is <i>Pandora’s Box</i>?”</p> <p>“Can you tell me what are the generic structures of Narrative Text?”</p> <p>“What are the examples of Narrative Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p> <p>“Goodbye, class... Have a nice day ...”</p>	<p>“Narrative Text”</p> <p>“Orientation... Complication... Resolution”</p> <p>(Students’ responses)</p> <p>“Yeay...”</p> <p>“Goodbye, miss...”</p>	
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Lisa Soebrata / 1213010013
 Quantitative Research - THESIS
 1st Treatment
 (JIGSAW II)
 Monday, 28th of October 2013 - 7th Period
 Teaching Students of : XG Class
 Frateran Catholic Senior High School

LEARNING MATERIALS

HOME TEAM GROUPING

GROUP 1:

1. Amadeus (20)
2. Clara (17)
3. Ine (14)
4. Monica Kerren (15)
5. Steven (4)

GROUP 4:

1. Vicentius Kevin (18)
2. Melissa (15)
3. Gratianus Gerry (13)
4. Yuni (13)
5. Ivana (9)

GROUP 2:

1. Kelvin (20)
2. Desy (15)
3. Gabrielle (14)
4. Malvin (12)
5. Kevin Audry (6)

GROUP 5:

1. Cicely (17)
2. Ratna (17)
3. Jonathan (12)
4. Richard (13)
5. Bela (9)

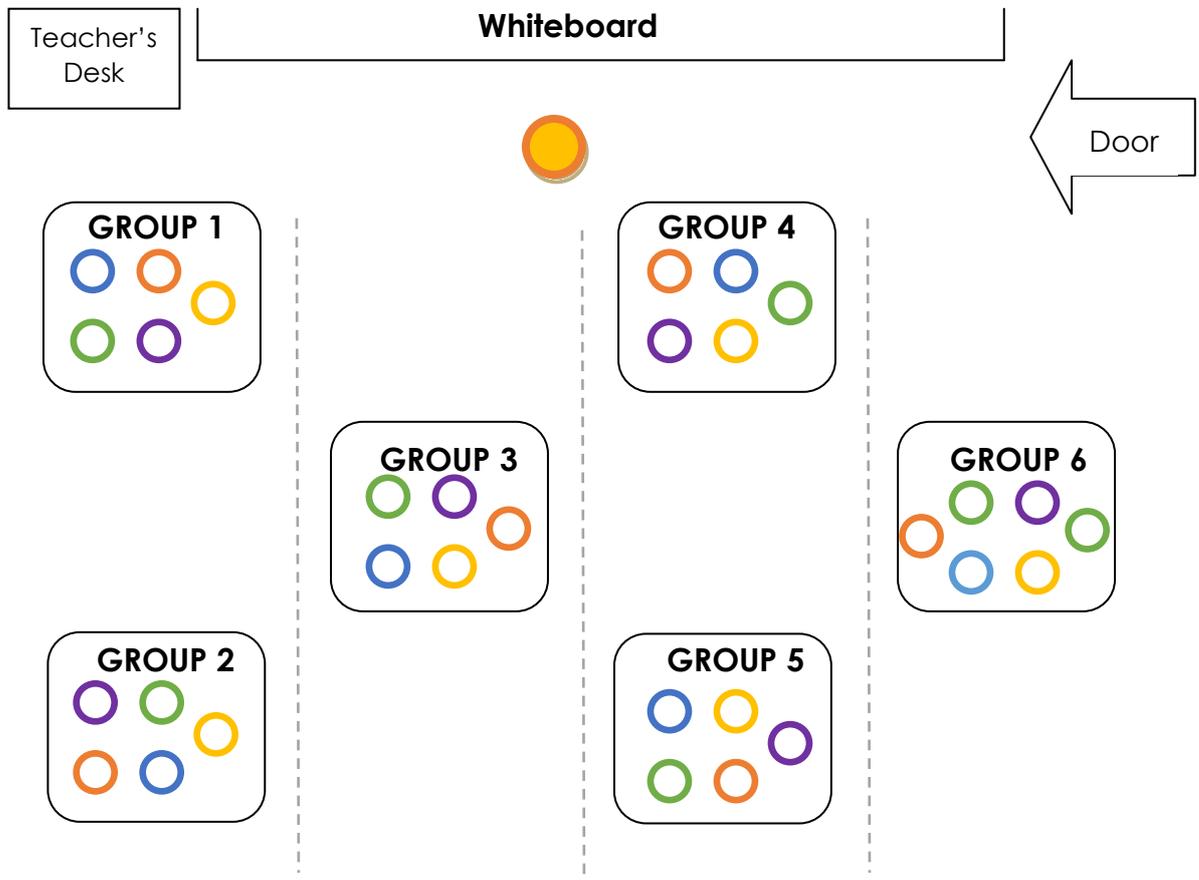
GROUP 3:

1. Ali (18)
2. Christella (15)
3. Elizabeth (14)
4. Darmadi (12)
5. Stefani (8)

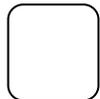
GROUP 6:

1. Kresna (17)
2. Victorya (16)
3. Johanna Lyvia (15)
4. Vania (15)
5. Vincent (13)
6. Yeyen (10)

SEATING ARRANGEMENT - HOME TEAM



WHERE:

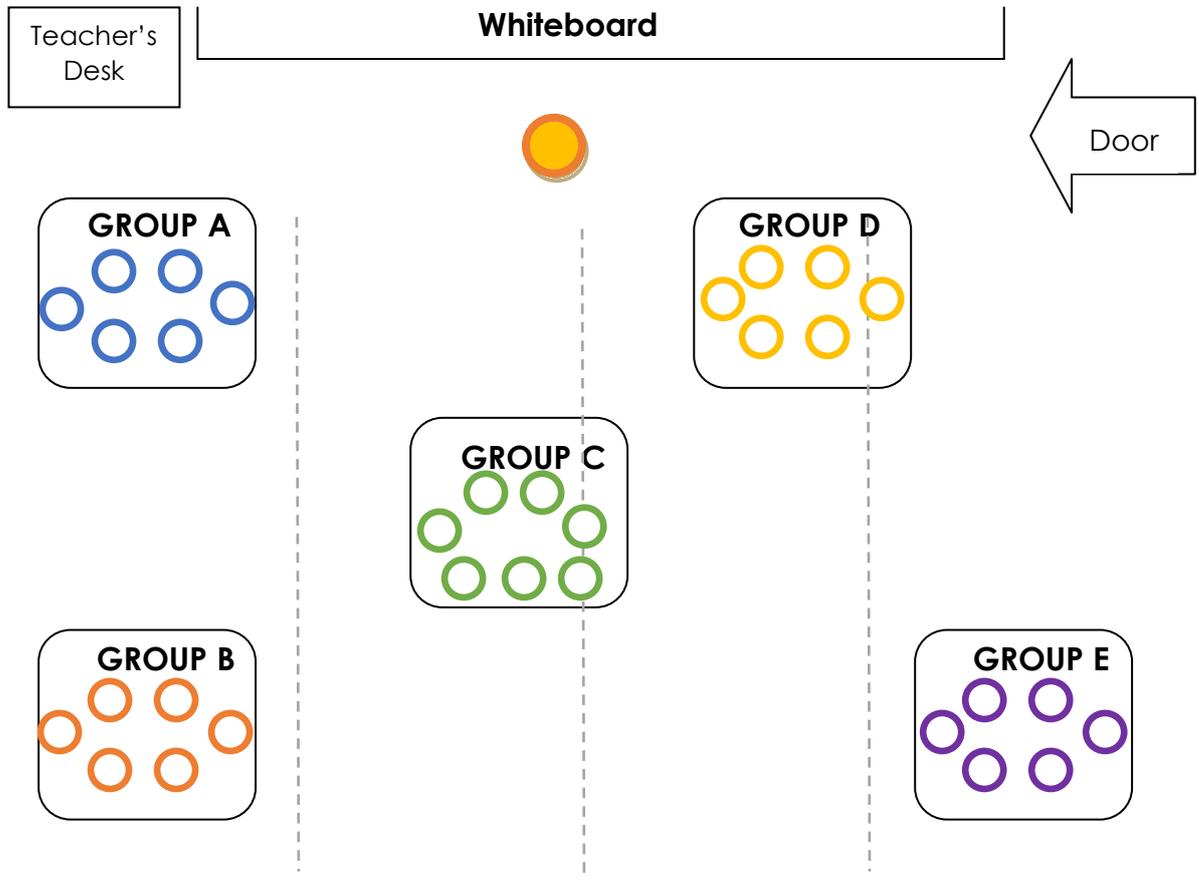
 : Students' Desks

 : Empty Space / Road

 : Students

 : Teacher

SEATING ARRANGEMENT - EXPERT TEAM



WHERE:

 : Students' Desks

 : Empty Space / Road

 : Students

 : Teacher

READING PASSAGE - EXERCISE

Pandora's Box

Has your curiosity ever got you into trouble? Have you ever been so desperate to know a secret that you took no notice of a warning? All through history there are stories of people being told not to open doors, caskets, cupboards, gates and all sorts of other things and, in so many of the stories, the people just did not listen. One person who did not listen was Pandora. Her story comes from Ancient Greece and her curiosity brought a whole heap of trouble!

In ancient Greece, there were two brothers named Epimetheus and Prometheus. They upset the gods and annoyed the most powerful of all Gods, Zeus, in particular. This was not the first time humans had upset Zeus, and once before, as punishment, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestos, the blacksmith. He had a fire burning to keep his forge hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was furious and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very cunning plan to punish the two brothers. With the help of Hephaestos, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her Pandora and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, pleased that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what Zeus had planned.

A**B****C**

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she crept up to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, slid it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see fine silks, gowns or gold bracelets and necklaces or even piles of gold coins.

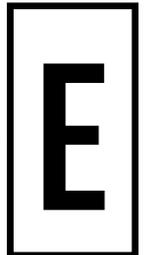
But there was no gleam of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then horror. For Zeus had packed the box full of all the terrible evils he could think of. Out of the box poured disease and poverty. Out came misery, out came death, out came sadness - all shaped like tiny buzzing moths.

The creatures stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had been released from the pain and suffering upon the world, she had also allowed Hope to follow them.

Comprehension Questions :

1. Who is the main character(s) of this story?
2. What were the problems that Zeus faced?
3. How did Zeus overcome his problems?
4. Who is Pandora? (Please describe her)
5. Why did Zeus give a beautiful box to Pandora?
6. What was inside the Pandora's Box?
7. Why didn't Epimetheus allow Pandora to open the box?
8. What is the message of the story?



READING COMPREHENSION QUESTIONS - ANSWER KEY

Comprehension Questions :

1. Who is the main character(s) of this story?
 - Pandora
2. What were the problems that Zeus faced?
 - There were two humans who annoyed Zeus and made him furious. Then, he decided to punish them once and for all for their lack of respect.
3. How did Zeus overcome his problem?
 - He planned to trap those 2 brothers by sending them Pandora as a gift.
4. Who is Pandora? (Please describe her)
 - A woman from clay created by Hephaestos who was breathed life by Athene. She was beautiful, charming and deceitful. She was given to Epimetheus as a gift. At the end, she became Epimetheus's wife.
5. Why did Zeus give a beautiful box to Pandora?
 - To trap Epimetheus and Prometheus and give them punishment.
6. What was inside the Pandora's Box?
 - The box was full of all the terrible evils Zeus could think of. There were disease, poverty, misery, death, sadness. The only good thing inside the box was hope.
7. Why didn't Epimetheus allow Pandora to open the box?
 - Because he knew that Zeus had an evil plan and bad intention to him.
8. What is the message of the story?
 - Don't be too curious about everything. Stick with your own business!
 - Don't always want to know all things you shouldn't know. Be careful when you act. Because curiosity is not always good.

GUIDING QUESTIONS FOR JIGSAW II DISCUSSION

EXPERT GROUP DISCUSSION

1. Group A (1st – 3rd Paragraph)
 - ✓ Why did Zeus feel upset and furious?
 - ✓ According to the paragraphs, how did Epimetheus and Prometheus overcome their problem?
 - ✓ Find the main idea !
2. Group B (4th – 5th Paragraph)
 - ✓ What was Zeus plan to punish Epimetheus and Prometheus?
 - ✓ Find the main idea !
3. Group C (6th – 7th Paragraph)
 - ✓ What was the agreement made by Zeus and Pandora, when he gave the wedding gift?
 - ✓ Find the main idea !
4. Group D (8th – 10th Paragraph)
 - ✓ What did Pandora decide to do at the end?
 - ✓ Was it a good decision or not?
 - ✓ Find the main idea !
5. Group E (11th – 12th Paragraph)
 - ✓ Did they feel happy and grateful after knowing the gift inside Pandora's Box?
 - ✓ Was the story ended happily or sadly?
 - ✓ Find the main idea !

ANSWER KEYS OF GUIDING QUESTIONS

1. Why did Zeus feel upset and furious?
 - There were two humans, named Epimetheus and Prometheus, who upset and annoyed Zeus.
2. According to the paragraphs, how did Epimetheus and Prometheus overcome their problem?
 - Prometheus travelled to Lemnos and stole fire from Hephaestos, the blacksmith.
3. What was Zeus plan to punish Epimetheus and Prometheus?
 - Zeus planned to punish Epimetheus and Prometheus by sending them Pandora as a trap.
4. What was the agreement made by Zeus and Pandora, when he gave the wedding gift?
 - Zeus gave Pandora that beautiful box with a condition that she must never open the box.
5. What did Pandora decide to do at the end?
 - Pandora decided to open the box which led to a disaster.
6. Was it a good decision or not?
 - No, it wasn't
7. Did they feel happy and grateful after knowing the gift inside Pandora's Box?
 - No, they didn't
8. Was the story ended happily or sadly?
 - It can be sadly (because many bad, terrible, and misery things came out to the world) or happily (because there was still one good thing left behind, which is HOPE).
9. What is the genre of this story?
 - NARRATIVE TEXT (Myth)
10. Please, identify the text organization of this story?

○ Orientation : par 1-2	○ Resolution ₂ : par 8-9
○ Complication ₁ : par 3	○ Complication ₃ : par 10-11
○ Resolution ₁ : par 4-5	○ Resolution ₃ : par 12
○ Complication ₂ : par 6-7	

A₂. Control Group (1st Treatment)

LESSON PLAN CONTROL GROUP

Grammar Translation Method

*Grade X of Senior High School, Class : XD
(Tuesday, 22nd of October 2013 – 7th period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / I
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Pandora's Box" - Narrative Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting I)

I. **Basic Competences** :

- Understand the Narrative Text given

II. **Achievement Indicators** :

Reading

- The students are able to translate the reading passage, entitled 'Pandora's Box', into their native language
- The students are able to mention the main idea of the text
- The students are able to answer the reading comprehension questions correctly

III. **Teaching Methods and Techniques** :

1. Method

- Grammar Translation Method

2. Technique

- Silent Reading
- Translation of a Literary Passage
- Reading Comprehension Questions

IV. **Materials** :

Reading Passage, entitled 'Pandora's Box'

Word List containing some difficult words with the translation

Reading Comprehension Questions Exercise about 'Pandora's Box'

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- a. <http://myths.e2bn.org/mythsandlegends/textonly562-pandoras-box.html>
- www.google.com

Teacher's Notes (Meeting 1)

Theme	: Pandora's Box – Narrative Text
Class	: X
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to translate the reading passage
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we were doing at our last meeting?
2. Do you know what kind of text it is?
3. Do you know other examples of Narrative Text?
4. Do you know a story, entitled 'Pandora's Box'?

III. Whilst Instructional Activities

1. Discussion of the passage (with the teacher)
 - a. Have the students read the story about 'Pandora's Box' silently
 - b. Have the students translate the story about 'Pandora's Box' per paragraph loudly
 - c. Have the students mention the main idea of the story
2. Discussion of the exercise (with the teacher) – Reading Comprehension Questions
 - a. Have the students do the exercise given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 1 45 minutes	Pre-Instructional Activities <i>(3 minutes)</i> 11.50 – 11.53	<p><i>Greetings</i></p> <p>“Good morning, students. How are you today?”</p> <p>“I’m fine too. Thank you”</p> <p>“Are you ready to start the lesson?”</p> <p>“Great then...”</p> <p><i>Triggering Questions (Scaffolding)</i></p> <p>“Well, today we will have a Reading activity. But before we start, I want to tell you our new system for us.”</p> <p>“Each time we meet in class to discuss about reading, we will do it in the same pattern.”</p> <p>“After I distribute the reading passage, I will give you some time to read the passage silently. After that, I will choose some of you read the translation of the</p>	<p>“Good morning... I’m fine, thank you. And you?”</p> <p>“Yes...”</p>	<p>3 minutes</p>

		<p>passage per paragraph loudly. You will take turn to translate that paragraph into Bahasa. These steps will go on until all the passage is read. Then, as usual you will do the Reading Comprehension Questions by yourselves. And the last we will discuss the exercise together.”</p> <p>“Do you get what I mean? Or Do you have some questions?”</p> <p>“Are you ready, class?”</p>	<p>(Students’ responses)</p> <p>“Yes..”</p>	
	<p>Whilst Instructional Activities</p> <p><i>(39 minutes)</i></p> <p><i>11.53 – 12.32</i></p>	<p><i>Silent Reading</i></p> <p>“Now let’s move to the first activity for today.”</p> <p>“I will give each you some papers which contain a reading passage and some reading exercises.”</p> <p>(Teacher distributes the materials)</p> <p>“Have you all got the paper?”</p> <p>“Now, please, read the text silently. I will only give you 8 minutes to do it. Start from now.”</p> <p>(Teacher monitors the classroom)</p> <p>“Okay... The time is up. Let’s read the</p>	<p>(Students get the materials)</p> <p>“Yes, miss...”</p> <p>(Students’ activity)</p>	<p>2 minutes</p> <p>8 minutes</p>

		<p>text together.”</p> <p><u>GRAMMAR TRANSLATION METHOD (GTM)</u></p> <p><i>Translation of a Literary Passage</i> “Please, (student’s name). Read the translation of the first paragraph.” (Teacher sums up and gives feedback)</p> <p>“Thank you... You can choose another friend to translate the next paragraph.”</p> <p>“Okay... (student’s name), please translate it into Bahasa.” (Teacher guides the student to translate)</p> <p>“Great... Next please.” (This activity goes on until all of the paragraphs finished be read)</p> <p>(Teacher monitors and guides the students)</p> <p>“Okay... Now you have read the story.”</p> <p><i>CCQs</i> “What is it about? What is the Genre of the text? How about the text organization?”</p> <p>(Teacher asks some questions)</p>	<p>(Student reads the paragraph)</p> <p>(Student’s response)</p> <p>(Student translate the paragraph)</p> <p>(Student’s response)</p> <p>(Student’s activity)</p> <p>(Students’ responses)</p>	<p>15 minutes</p> <p>2 minutes</p>
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		<p>“Great... It seems that all of you have understood the story very well.”</p> <p><i>Exercises – Reading Comprehension Questions</i></p> <p>“Now let’s move to the next activity.”</p> <p>“As you can see on the next page. There are some questions related to the text before. Please answer all of those questions in your own paper. Do it by yourself. Okay?”</p> <p>“I’ll give you 5 minutes to do it.” (Teacher monitors the classroom)</p> <p><i>Discussion of the exercise - Checking</i></p> <p>“Well, the time is up, class.”</p> <p>“Now let’s check the answers together.”</p> <p>(Teacher checks and corrects the answers)</p> <p>“How many mistakes? Or... All correct?”</p> <p>“Really? Great then! Well... All of you have done a great job! Excellent...”</p>	<p>“Okay miss...”</p> <p>(Students do the exercise)</p> <p>(Some students write down their answers on the whiteboard or read them out.)</p> <p>(Students’ checking)</p> <p>“All correct, miss.”</p>	<p>5 minutes</p> <p>7 minutes</p>
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	<p>Post Instructional Activities</p> <p><i>(3 minutes)</i></p> <p>12.32 – 12.35</p>	<p>CLOSING</p> <p>“So... We’ve learnt much today, haven’t we?”</p> <p>CCQs</p> <p>“So... What story we have read, class?”</p> <p>“What is it about?”</p> <p>(Teacher asks some important points from the story)</p> <p>“What kind of story is <i>Pandora’s Box</i>?”</p> <p>“Can you tell me what are the generic structures of Narrative Text?”</p> <p>“What are the examples of Narrative Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p> <p>“Goodbye, class... Have a nice day ...”</p>	<p>“Yes...”</p> <p>“<i>Pandora’s Box</i>”</p> <p>(Students’ responses)</p> <p>(Students’ responses)</p> <p>“Narrative Text”</p> <p>“Orientation... Complication... Resolution”</p> <p>(Students’ responses)</p> <p>“Yeay...”</p> <p>“Goodbye, miss...”</p>	<p>3 minutes</p>
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LEARNING MATERIALS

READING PASSAGE - EXERCISE

Pandora's Box

Has your curiosity ever got you into trouble? Have you ever been so desperate to know a secret that you took no notice of a warning? All through history there are stories of people being told not to open doors, caskets, cupboards, gates and all sorts of other things and, in so many of the stories, the people just did not listen. One person who did not listen was Pandora. Her story comes from Ancient Greece and her **curiosity** brought a whole heap of trouble!

In **ancient** Greece there were two brothers named Epimetheus and Prometheus. They **upset** the gods and annoyed the most powerful of all Gods, Zeus, in particular. This was not the first time humans had upset Zeus, and once before, as **punishment**, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestos, the blacksmith. He had a fire burning to keep his **forge** hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was **furious** and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very **cunning** plan to punish the two brothers. With the help of Hephaestos, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her Pandora and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely **charmed** by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, **pleased** that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what Zeus had planned.

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she **crept up** to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, **slid** it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see **fine** silks, gowns or gold bracelets and necklaces or even piles of gold coins.

But there was no **gleam** of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then **horror**. For Zeus had packed the box full of all the **terrible** evils he could think of. Out of the box poured disease and **poverty**. Out came **misery**, out came death, out came sadness - all shaped like tiny buzzing **moths**.

The **creatures** stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, **pleading** with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the **wounds** created by the evil creatures, and healing them. Even though Pandora had been released from the pain and suffering upon the world, she had also allowed Hope to follow them.

WORD LIST:

- curiosity : keingin-tahuan
- ancient : kuno, sejarah purbakala
- upset : mengganggu, mengecewakan
- punishment : hukuman
- forge : bengkel pandai besi
- furious : geram, sangat marah
- cunning : licik
- charm : pesona
- please : puas, senang
- creep : merangkak , mengendap-endap
- slide – slid : menyelipkan
- fine : bagus, indah
- gleam : kilauan
- horror : kengerian
- terrible : mengerikan
- poverty : kemiskinan
- moth : hewan ngengat
- misery : kesengsaraan, penderitaan
- creatures : makhluk
- plead : memohon
- wound : luka

Comprehension Questions :

1. Who is the main character(s) of this story?
2. What were the problems that Zeus faced?
3. How did Zeus overcome his problems?
4. Who is Pandora? (Please describe her)
5. Why did Zeus give a beautiful box to Pandora?
6. What was inside the Pandora's Box?
7. Why didn't Epimetheus allow Pandora to open the box?
8. What is the message of the story?

READING COMPREHENSION QUESTIONS - ANSWER KEY

Comprehension Questions :

1. Who is the main character(s) of this story?
 - Pandora
2. What were the problems that Zeus faced?
 - There were two humans who annoyed Zeus and made him furious. Then, he decided to punish them once and for all for their lack of respect.
3. How did Zeus overcome his problem?
 - He planned to trap those 2 brothers by sending them Pandora as a gift.
4. Who is Pandora? (Please describe her)
 - A woman from clay created by Hephaestus who was breathed life by Athene. She was beautiful, charming and deceitful. She was given to Epimetheus as a gift. At the end, she became Epimetheus's wife.
5. Why did Zeus give a beautiful box to Pandora?
 - To trap Epimetheus and Prometheus and give them punishment.
6. What was inside the Pandora's Box?
 - The box was full of all the terrible evils Zeus could think of. There were disease, poverty, misery, death, sadness. The only good thing inside the box was hope.
7. Why didn't Epimetheus allow Pandora to open the box?
 - Because he knew that Zeus had an evil plan and bad intention to him.
8. What is the message of the story?
 - Don't be too curious about everything. Stick with your own business!
 - Don't always want to know all things you shouldn't know. Be careful when you act. Because curiosity is not always good.

LIST OF ORAL QUESTIONS

1. Why did Zeus feel upset and furious?
 - There were two humans, named Epimetheus and Prometheus, who upset and annoyed Zeus.
2. According to the paragraphs, how did Epimetheus and Prometheus overcome their problem?
 - Prometheus travelled to Lemnos and stole fire from Hephaestus, the blacksmith.
3. What was Zeus plan to punish Epimetheus and Prometheus?
 - Zeus planned to punish Epimetheus and Prometheus by sending them Pandora as a trap.
4. What was the agreement made by Zeus and Pandora, when he gave the wedding gift?
 - Zeus gave Pandora that beautiful box with a condition that she must never open the box.
5. What did Pandora decide to do at the end?
 - Pandora decided to open the box which led to a disaster.
6. Was it a good decision or not?
 - No, it wasn't
7. Did they feel happy and grateful after knowing the gift inside Pandora's Box?
 - No, they didn't
8. Was the story ended happily or sadly?
 - It can be sadly (because many bad, terrible, and misery things came out to the world) or happily (because there was still one good thing left behind, which is HOPE).
9. What is the genre of this story?
 - NARRATIVE TEXT (Myth)
10. Please, identify the text organization of this story?

○ Orientation : par 1-2	○ Resolution ₂ : par 8-9
○ Complication ₁ : par 3	○ Complication ₃ : par 10-11
○ Resolution ₁ : par 4-5	○ Resolution ₃ : par 12
○ Complication ₂ : par 6-7	

PART B
SECOND TREATMENT

B₁. Experimental Group (2nd Treatment)

LESSON PLAN EXPERIMENTAL GROUP

JIGSAW II

*Grade X of Senior High School, Class : XG
(Saturday, 2nd of November 2013 – 5th period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / 1
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Steve Jobs' Biography" - Recount Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting 2)

I. **Basic Competences** :

- Understand the Recount Text given

II. **Achievement Indicators** :

Reading

- The students are able to discuss the reading passage in group
- The students are able to mention the main idea of the text
- The students are able to answer the reading comprehension questions correctly

III. **Teaching Methods and Techniques** :

1. Method

- Cooperative Learning

2. Technique

- Silent Reading
- Jigsaw II
- Reading Comprehension Questions

IV. **Materials** :

Reading Passage, entitled 'Steve Jobs' Biography'

Reading Comprehension Questions Exercise about the biography of Steve Jobs

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- <http://inventors.about.com/od/ijstartinventors/p/Steve-Jobs.htm>
- www.google.com

Teacher's Notes (Meeting 2)

Theme	: Steve Jobs' Biography – Recount Text
Class	: X
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to discuss the reading passage with their friends in group
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we have learnt at our first meeting, in Unit 1?
2. Do you know what kind of text it is?
3. Do you know other examples of Recount Text?
4. Do you know Steve Jobs?

III. Whilst Instructional Activities

1. Discussion of the passage
 - a. Have the students read the biography of Steve Jobs silently
 - b. Have the students discuss the reading passage in the expert group
 - c. Have the students mention the main idea of the story
 - d. Have the students share the discussion to the home team
2. Discussion of the exercise – Reading Comprehension Questions
 - a. Have the students do the exercises given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 2 45 minutes	Pre-Instructional Activities <i>(2 minutes)</i> <i>10.30 – 10.32</i>	<p><i>Greetings</i> “Good morning, students. How are you today?” “I’m fine too. Thank you” “Are you ready to start the lesson?” “Great then...”</p> <p><i>Triggering Questions (Scaffolding)</i> “Well, today we will have a Reading activity. We will do the same way like how we did before.” “Do you still remember it class?” “Great! Well... Are you ready, class?”</p>	<p>“Good morning... I’m fine, thank you. And you?” “Yes...” (Students’ responses) “Yes..”</p>	2 minutes
	Whilst Instructional Activities	<p><i>Silent Reading</i> “I will give each of you some papers which contain a reading passage and some reading exercises.” (Teacher distributes the materials)</p>	<p>(Students get the materials)</p>	2 minutes

	<p><i>(40 minutes)</i> <i>10.32 – 11.12</i></p>	<p>“Have you all got the paper?”</p> <p>“Now let’s move to the first activity for today.”</p> <p>“Please, read the text silently. I will only give you 8 minutes to do it. Start from now.” (Teacher monitors the classroom)</p> <p>“Okay... The time is up. Let’s move to the next activity.”</p> <p style="text-align: center;"><i>– Cooperative Learning – METHOD (JIGSAW II)</i></p> <p><i>Step 1 – Home Team Grouping</i></p> <p>“Well, I have divided you into 6 groups, right? Have you sat with your group?”</p> <p>“Just like before. Please, sit with your own group, ‘HOME TEAM’.” (Teacher groups the students and arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... “</p>	<p>“Yes, miss...”</p> <p>(Students’ activity)</p> <p>“Yes, miss” (Student’s response)</p> <p>(Student’s grouping and seating arrangement)</p> <p>“Yes, miss...”</p>	<p>8 minutes</p> <p>1 minutes</p>
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		<p>Step 2 – Expert Team Discussion</p> <p>“Now, as you can see in the passage. There are some letters. I want you to divide your part by yourself. So one students will choose one letter.” (Teacher monitors the activity)</p> <p>“Now... You have your own letter. Each of you who got the same letter, please, gathers in one new group.” (Teacher groups the students and arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... This is your new <i>‘EXPERT TEAM’</i>. Just like before, you will discuss the paragraphs that you got. It depends on the letter you got. If you got an A, you will discuss the 1st until the 3rd paragraph. B for the 4th-5th paragraph. And so on...”</p> <p>“Do you get what I mean?”</p> <p>“Please, master and discuss your own part with your expert group well. Besides, I want you to find the main idea of the paragraph you discussed. Okay?” (Teacher gives a guiding question to lead the flow of the discussion.)</p>	<p>(Students’ lotteries among themselves)</p> <p>(Student’s grouping and seating arrangement)</p> <p>(Student’s response)</p> <p>“Yes, miss...”</p> <p>(Students’ responses)</p>	<p>3 minutes</p>
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		<p>(Teacher asks some questions)</p> <p>“Great... It seems that all of you have understood the story very well.”</p> <p><i>Exercises – Reading Comprehension Questions</i></p> <p>“Well... Let’s move to the next activity.”</p> <p>“As you can see on the next page. There are some questions related to the text before. Please answer all of those questions in your own paper. Do it by yourself. Okay?”</p> <p>“I’ll give you 5 minutes to do it.” (Teacher monitors the classroom)</p> <p><i>Discussion of the exercise - Checking</i></p> <p>“Well, the time is up, class.”</p> <p>“Now let’s check the answers together.”</p> <p>(Teacher checks and corrects the answers)</p> <p>“How many mistakes? Or... All correct?”</p> <p>“Really? Great then! Well... All of you</p>	<p>“Okay miss...”</p> <p>(Students’ do the exercise)</p> <p>(Some students write down their answers on the whiteboard or read them out.)</p> <p>(Students’ checking)</p> <p>“All correct, miss.”</p>	<p>5 minutes</p> <p>7 minutes</p>
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		have done a great job! Excellent...”		
	<p>Post Instructional Activities</p> <p><i>(3 minutes)</i></p> <p>11.12 – 11.15</p>	<p>CLOSING</p> <p>“So... We’ve learnt much today, haven’t we?”</p> <p>CCQs</p> <p>“So...What text we have read, class?”</p> <p>“What is it about?”</p> <p>(Teacher asks some important points from the story)</p> <p>“What kind of text is it?”</p> <p>“Can you tell me what are the generic structures of Recount Text?”</p> <p>“What are the examples of Recount Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p>	<p>“Yes...”</p> <p>“It’s about the biography of Steve Jobs”</p> <p>(Students’ responses)</p> <p>(Students’ responses)</p> <p>“Recount Text”</p> <p>“Orientation... Events...”</p> <p>(Students’ responses)</p> <p>“Yeay...”</p>	3 minutes

		“Goodbye, class... Have a nice day ...”	“Goodbye, miss...”	
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Lisa Soebrata / 1213010013
Quantitative Research - THESIS
2nd Treatment
(JIGSAW II)
Saturday, 2nd of November 2013 – 5th Period
Teaching Students of : XG Class
Frateran Catholic Senior High School

LEARNING MATERIALS

HOME TEAM GROUPING

GROUP 1:

1. Amadeus (20)
2. Clara (17)
3. Ine (14)
4. Monica Kerren (15)
5. Steven (4)

GROUP 2:

1. Kelvin (20)
2. Desy (15)
3. Gabrielle (14)
4. Malvin (12)
5. Kevin Audry (6)

GROUP 3:

1. Ali (18)
2. Christella (15)
3. Elizabeth (14)
4. Darmadi (12)
5. Stefani (8)

GROUP 4:

1. Vicentius Kevin (18)
2. Melissa (15)
3. Gratianus Gerry (13)
4. Yuni (13)
5. Ivana (9)

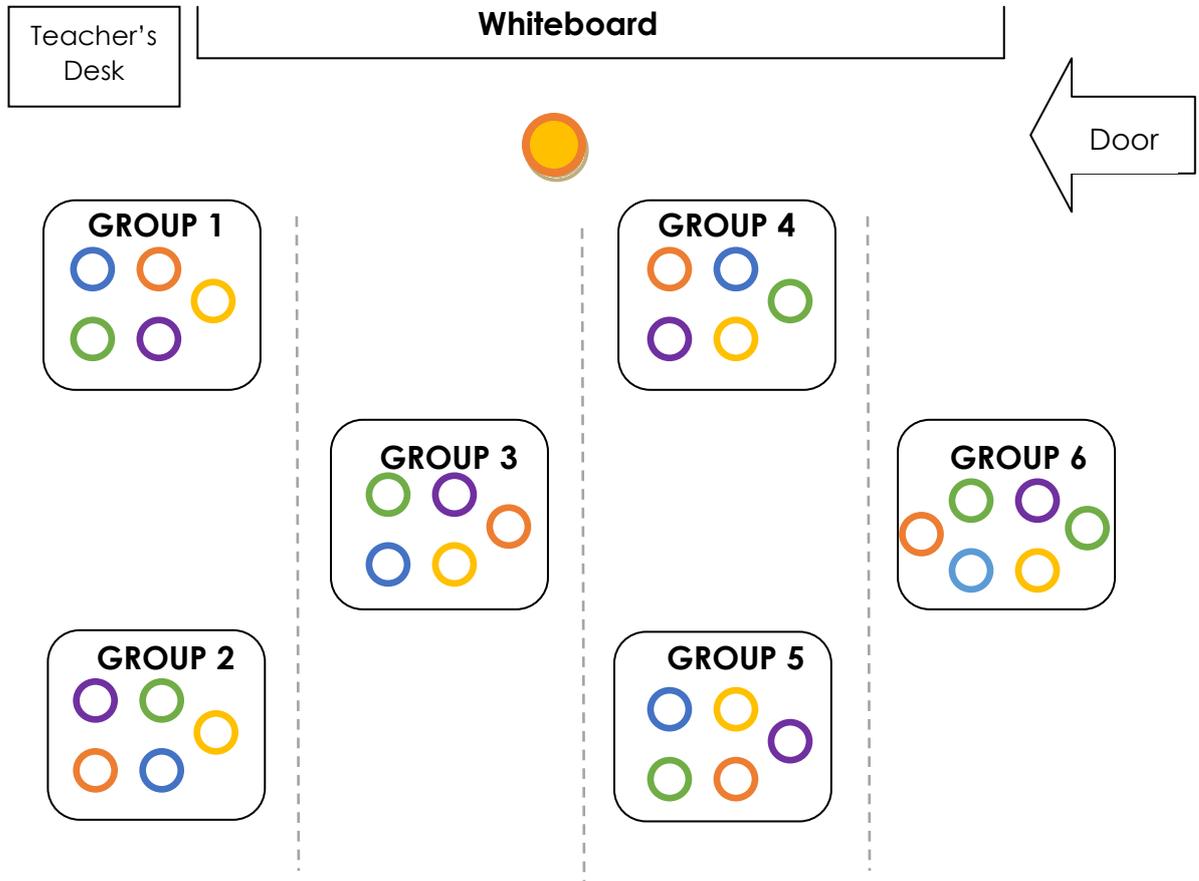
GROUP 5:

1. Cicely (17)
2. Ratna (17)
3. Jonathan (12)
4. Richard (13)
5. Bela (9)

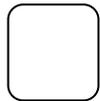
GROUP 6:

1. Kresna (17)
2. Victorya (16)
3. Johanna Lyvia (15)
4. Vania (15)
5. Vincent (13)
6. Yeyen (10)

SEATING ARRANGEMENT - HOME TEAM



WHERE:

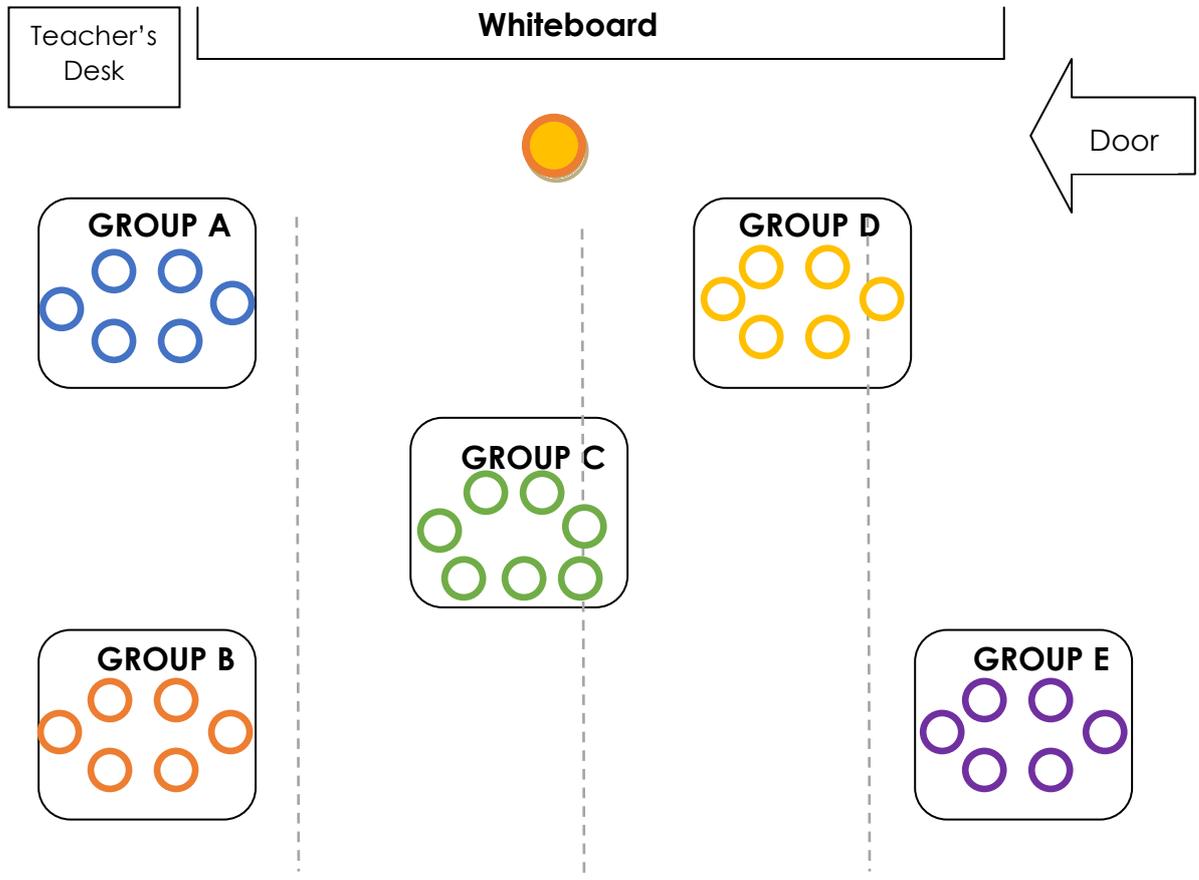
 : Students' Desks

 : Empty Space / Road

 : Students

 : Teacher

SEATING ARRANGEMENT - EXPERT TEAM



WHERE:



: Students' Desks



: Empty Space / Road



: Students



: Teacher

READING PASSAGE - EXERCISE

Steve Jobs - Biography:

Steve Jobs was born on February 24 1955, in Los Altos, California. During his high school years, Jobs worked summers at Hewlett-Packard, it was there that he first met his future business partner Steve Wozniak.

He studied as an undergraduate: physics, literature, and poetry, at Reed College, Oregon, an interesting combination of subjects. Steve Jobs formally only attended only one semester at Reed College, however, he remained at Reed crashing on friend's sofas and auditing courses including a calligraphy class, which he attributes as being the reason Apple computers had such elegant typefaces.

Atari

After leaving Orefon in 1974 and returning to California, Steve Jobs started working for Atari, an early pioneer manufacturer of personal computers. Jobs' close personal friend Steve Wozniak was also working for Atari, and the future founders of Apple teamed together to design games for Atari computers.

Hacking

Steve Jobs and Steve Wozniak also proved their chops as hackers, and designed a telephone blue box. A blue box was an electronic device that simulated a telephone operator's dialing console and provided the user with free phone calls. Steve Jobs spent plenty of time at Wozniak's Homebrew Computer Club, a haven for computer geeks and a source of invaluable information about the field of personal computers.

Out of Mom and Pop's Garage

Jobs and Wozniak had learned enough to try their hand at building personal computers. Using Steve Job's family garage as a base of operation, the team produced fifty fully assembled computers that were sold to a local Mountain View electronics store called the Byte Shop. The sale encouraged the pair to found the Apple Corporation on April 1, 1979.

Apple Corporation

The Apple Corporation was named after Steve Job's favorite fruit. The Apple logo was a representation of the fruit with a bite taken out of it. The bite represented a play on words - bite and byte.

During the early 80's, Steve Jobs controlled the business side of the Apple Corporation and Steve Wozniak, the design side. However, in 1984 a power struggle with the board of directors caused Steve Jobs to leave Apple.

A

B

C

NeXT

After things at Apple got a little rotten, Steve Jobs founded NeXT, a high-end computer company. Ironically, Apple bought NeXT in 1996, and Steve Jobs returned to Apple to serve once more as its CEO from 1997 until his recent retirement in 2011.

The NeXT was an amazing workstation computer that sold poorly. The world's first web browser was created on a NeXT, and the technology in NeXT software was transferred to the Macintosh and the iPhone.

Disney Pixar

In 1986, Steve Jobs bought "The Graphics Group" from Lucasfilm's computer graphics division for ten million dollars. The company was later renamed Pixar. At first, Jobs intended that Pixar become a high-end graphic hardware developer, but that goal was not well achieved, and Pixar moved on to do what it does best - make animated films. Steve Jobs negotiated Pixar and Disney to collaborate on a number of animated films including Toy Story. In 2006, Disney bought Pixar from Steve Jobs.

Expanding Apple until His End of Life

After Steve Jobs return to Apple as CEO in 1997, Apple Computers has had a renaissance in product development with the iMac, iPod, iPhone, iPad and more.

In 2003, Jobs was diagnosed with pancreatic cancer and underwent surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which began in January 2011. He died on 5 October 2011.

Before his death, Steve Jobs was listed as the inventor and/or co-inventor on 342 United States patents, with technologies ranging from computer and portable devices, user interfaces, speakers, keyboards, power adapters, staircases, clasps, sleeves, lanyards and packages. His last patent was issued for the Mac OS X Dock user interface and was granted the day before his death.

<http://inventors.about.com/od/ijstartinventors/p/Steve-Jobs.htm>



D



E

Comprehension Questions:

1. Who is Steve Jobs? In your opinion, why did he become famous?
2. What do you know about Steve Wozniak?
3. Why did Steve Jobs have to leave Apple in 1984?
4. What is NeXT?
5. What did Steve Jobs do when he was in Disney Pixar?
6. What was Steve Jobs' most successful performance in his career?
7. What were Steve Jobs' achievements until before his death?

READING COMPREHENSION QUESTIONS - ANSWER KEY

Comprehension Questions :

1. Who is Steve Jobs? In your opinion, why did he become famous?
 - He was one of the founders of Apple.
2. What do you know about Steve Wozniak?
 - Steve Wozniak is Steve Job's future business partner. He met Steve Wozniak during his high school years when he worked at Hewlett-Packard.
3. Why did Steve Jobs have to leave Apple in 1984?
 - In 1984, a power struggle with the board of directors caused Steve Jobs to leave Apple.
4. What is NeXT?
 - A high-end computer company that Steve Jobs found after leaving Apple.
5. What did Steve Jobs do when he was in Disney Pixar?
 - At first, Jobs intended that Pixar become a high-end graphic hardware developer, but that goal was not well achieved, and Pixar moved on to do what it does best - make animated films. Steve Jobs negotiated Pixar and Disney to collaborate on a number of animated films including Toy Story.
6. What was Steve Jobs' most successful performance in his career?
 - His career in founding and expanding Apple Corporation.
7. What were Steve Jobs' achievements until before his death?
 - Before his death, Steve Jobs was listed as the inventor and/or co-inventor on 342 United States patents, with technologies ranging from computer and portable devices, user interfaces, speakers, keyboards, power adapters, staircases, clasps, sleeves, lanyards and packages. His last patent was issued for the Mac OS X Dock user interface and was granted the day before his death.

GUIDING QUESTIONS FOR JIGSAW II DISCUSSION

EXPERT GROUP DISCUSSION

1. Group A (1st – 2nd Paragraph)
 - ✓ Who is described in the passage?
 - ✓ Find the main idea !

2. Group B (3rd – 4th Paragraph)
 - ✓ What did Steve Jobs do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

3. Group C (5th – 7th Paragraph)
 - ✓ What did Steve Jobs do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

4. Group D (8th – 10th Paragraph)
 - ✓ What did Steve Jobs do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

5. Group E (11th – 13th Paragraph)
 - ✓ What did Steve Jobs do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

ANSWER KEYS OF GUIDING QUESTIONS

1. Who is described in the passage?
 - Steve Jobs
2. What did Steve Jobs do during that time?
 - 3rd paragraph : Jobs started working for Atari.
 - 4th paragraph : Steve Jobs and his partner, Steve Wozniak proved their chops as hackers, and designed a telephone blue box.
 - 5th paragraph : Jobs and Wozniak used the family garage as a base of operation.
 - 6th – 7th paragraph : Jobs and Wozniak ran the Apple Corporation.
 - 8th – 9th paragraph : Jobs founded NeXT.
 - 10th paragraph : Steve Jobs bought "The Graphics Group" from Lucasfilm's computer graphics division for ten million dollars that was later renamed Pixar.
 - 11th – 13th paragraph : Jobs expanded Apple until the end of his life.
3. What did the paragraphs tell you?
 - The paragraphs told us about Steve Jobs' biography, especially what he had been doing during some certain time in his life.
4. What is the genre of this story?
 - Recount Text (Biography)
5. Please, identify the text organization of this story?
 - Orientation : par 1-2
 - Events : par 3-13

B₂. Control Group (2nd Treatment)

LESSON PLAN CONTROL GROUP

Grammar Translation Method

*Grade X of Senior High School, Class : XD
(Friday, 25th of October 2013 – 3rd period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / 1
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Steve Jobs' Biography" - Recount Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting 2)

- I. Basic Competences** :
- Understand the Recount Text given
- II. Achievement Indicators** :
- Reading
- The students are able to translate the reading passage, entitled 'Steve Jobs' Biography', into their native language
 - The students are able to mention the main idea of the text
 - The students are able to answer the reading comprehension questions correctly
- III. Teaching Methods and Techniques** :
1. Method
 - Grammar Translation Method
 2. Technique
 - Silent Reading
 - Translation of a Literary Passage
 - Reading Comprehension Questions
- IV. Materials** :
- Reading Passage, entitled 'Steve Jobs' Biography'
 - Word List containing some difficult words with the translation

- Reading Comprehension Questions Exercise about the biography of Steve Jobs

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- <http://inventors.about.com/od/ijstartinventors/p/Steve-Jobs.htm>
- www.google.com

Teacher's Notes (Meeting 2)

Theme	: Steve Jobs' Biography – Recount Text
Class	: X
Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to translate the reading passage
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we have learnt at our first meeting, in Unit 1?
2. Do you know what kind of text it is?
3. Do you know other examples of Recount Text?
4. Do you know Steve Jobs?

III. Whilst Instructional Activities

1. Discussion of the passage (with the teacher)
 - a. Have the students read the biography of Steve Jobs silently
 - b. Have the students translate the biography of Steve Jobs per paragraph loudly
 - c. Have the students mention the main idea of the story
2. Discussion of the exercise (with the teacher) – Reading Comprehension Questions
 - a. Have the students do the exercise given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 2 45 minutes	Pre-Instructional Activities <i>(2 minutes)</i> 08.45 – 08.47	<p><i>Greetings</i> “Good morning, students. How are you today?” “I’m fine too. Thank you” “Are you ready to start the lesson?” “Great then...”</p> <p><i>Triggering Questions (Scaffolding)</i> “Well, today we will have a Reading activity. We will do the same way like how we did before.” “Do you still remember it class?” “Great! Well... Are you ready, class?”</p>	<p>“Good morning... I’m fine, thank you. And you?” “Yes...” (Students’ responses) “Yes..”</p>	2 minutes
	Whilst Instructional Activities	<p><i>Silent Reading</i> “I will give each of you some papers which contain a reading passage and some reading exercises.”</p>		1 minute

		<p>Discussion of the exercise - Checking “Well, the time is up, class.”</p> <p>“Now let’s check the answers together.”</p> <p>(Teacher checks and corrects the answers)</p> <p>“How many mistakes? Or... All correct?” “Really? Great then! Well... All of you have done a great job! Excellent...”</p>	<p>(Some students write down their answers on the whiteboard or read them out.)</p> <p>(Students’ checking)</p> <p>“All correct, miss.”</p>	7 minutes
	<p>Post Instructional Activities <i>(3 minutes)</i> 09.27 – 09.30</p>	<p>CLOSING “So... We’ve learnt much today, haven’t we?”</p> <p>CCQs “So... What text we have read, class?” “What is it about?”</p> <p>(Teacher asks some important points from the story)</p> <p>“What kind of text is it?”</p> <p>“Can you tell me what are the generic structures of Recount Text?”</p>	<p>“Yes...”</p> <p>“It’s about the biography of Steve Jobs” (Students’ responses) (Students’ responses)</p> <p>“Recount Text”</p> <p>“Orientation... Events...”</p>	3 minutes

	<p>“What are the examples of Recount Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p> <p>“Goodbye, class... Have a nice day ...”</p>	<p>(Students’ responses)</p> <p>“Yeay...”</p> <p>“Goodbye, miss...”</p>	
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Lisa Soebrata / 1213010013
 Quantitative Research - THESIS
 2nd Treatment
 Friday, 25th of October 2013 (3rd Period)
 (Grammar Translation Method)
 Teaching Students of : XD Class
 Frateran Catholic Senior High School

LEARNING
MATERIALS

READING PASSAGE - EXERCISE

Steve Jobs - Biography:

Steve Jobs was born on February 24 1955, in Los Altos, California. During his high school years, Jobs worked summers at Hewlett-Packard, it was there that he first met his future business partner Steve Wozniak.

He studied as an **undergraduate**: physics, literature, and poetry, at Reed College, Oregon, an interesting combination of subjects. Steve Jobs formally only attended only one semester at Reed College, however, he remained at Reed crashing on friend's sofas and auditing courses including a calligraphy class, which he attributes as being the reason Apple computers had such elegant typefaces.

Atari

After leaving Orefon in 1974 and returning to California, Steve Jobs started working for Atari, an early **pioneer manufacturer** of personal computers. Jobs' **close** personal friend Steve Wozniak was also working for Atari, and the future founders of Apple teamed together to design games for Atari computers.

Hacking

Steve Jobs and Steve Wozniak also **proved** their **chops** as hackers, and designed a telephone blue box. A blue box was an electronic device that **simulated** a telephone operator's dialing **console** and provided the user with free phone calls. Steve Jobs spent plenty of time at Wozniak's Homebrew Computer Club, a **haven** for computer **geeks** and a source of invaluable information about the field of personal computers.

Out of Mom and Pop's Garage

Jobs and Wozniak had learned enough to try their hand at building personal computers. Using Steve Job's family **garage** as a base of operation, the team produced fifty fully **assembled** computers that were sold to a local Mountain View electronics store called the Byte Shop. The sale **encouraged** the pair to found the Apple Corporation on April 1, 1979.

Apple Corporation

The Apple Corporation was named after Steve Job's favorite fruit. The Apple logo was a **representation** of the fruit with a bite taken out of it. The bite represented a play on words - bite and byte.

During the early 80's, Steve Jobs controlled the business side of the Apple Corporation and Steve Wozniak, the design side. However, in 1984 a power **struggle** with the board of directors caused Steve Jobs to leave Apple.

NeXT

After things at Apple got a little **rotten**, Steve Jobs founded NeXT, a high-end computer company. Ironically, Apple bought NeXT in 1996, and Steve Jobs returned to Apple to serve once more as its CEO from 1997 until his recent **retirement** in 2011.

The NeXT was an amazing workstation computer that sold poorly. The world's first web browser was created on a NeXT, and the technology in NeXT software was transferred to the Macintosh and the iPhone.

Disney Pixar

In 1986, Steve Jobs bought "The Graphics Group" from Lucasfilm's computer graphics division for ten million dollars. The company was later renamed Pixar. At first, Jobs **intended** that Pixar become a high-end graphic hardware **developer**, but that goal was not well **achieved**, and Pixar moved on to do what it does best - make animated films. Steve Jobs negotiated Pixar and Disney to collaborate on a number of animated films including Toy Story. In 2006, Disney bought Pixar from Steve Jobs.

Expanding Apple until His End of Life

After Steve Jobs **return** to Apple as CEO in 1997, Apple Computers has had a **renaissance** in product **development** with the iMac, iPod, iPhone, iPad and more.

In 2003, Jobs was diagnosed with pancreatic cancer and **underwent surgery** in 2004. **Despite** the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually **resigned** his position in August 2011 after another period of medical leave which began in January 2011. He died on 5 October 2011.

Before his death, Steve Jobs was listed as the inventor and/or co-inventor on 342 United States patents, with technologies ranging from computer and portable devices, user interfaces, speakers, keyboards, power adapters, staircases, clasps, sleeves, lanyards and packages. His last **patent** was issued for the Mac OS X Dock user interface and was **granted** the day before his death.

WORD LIST :

- undergraduate : sarjana/ mahasiswa
- pioneer : pelopor
- manufacturer : pengusaha, pabrikan
- close : dekat
- prove : membuktikan
- chop : gebrakan / perubahan
- simulated : menirukan, mensimulasi
- console : tombol
- spend : menghabiskan
- haven : tempat perkumpulan
- geeks : orang-orang yang ahli / menyukai suatu bidang tertentu
- garage : garasi
- assemble : merakit
- encourage : mendukung
- representation : perwakilan
- struggle : perebutan
- rotten : buruk
- retirement : pengunduran diri, pensiun
- developer : pengembang, pembangun
- intend : berniat
- achieve : mencapai
- return : kembali
- renaissance : pembangunan kembali
- development : perkembangan
- underwent : melakukan
- surgery : operasi
- despite : meskipun
- resign : mengundurkan diri, berhenti
- patent : hak cipta
- grant : menyetujui, memberikan

Comprehension Questions:

1. Who is Steve Jobs? In your opinion, why did he become famous?
2. What do you know about Steve Wozniak?
3. Why did Steve Jobs have to leave Apple in 1984?
4. What is NeXT?
5. What did Steve Jobs do when he was in Disney Pixar?
6. What was Steve Jobs' most successful performance in his career?
7. What were Steve Jobs' achievements until before his death?

READING COMPREHENSION QUESTIONS - ANSWER KEY

Comprehension Questions :

1. Who is Steve Jobs? In your opinion, why did he become famous?
 - He was one of the founders of Apple.
2. What do you know about Steve Wozniak?
 - Steve Wozniak is Steve Job's future business partner. He met Steve Wozniak during his high school years when he worked at Hewlett-Packard.
3. Why did Steve Jobs have to leave Apple in 1984?
 - In 1984, a power struggle with the board of directors caused Steve Jobs to leave Apple.
4. What is NeXT?
 - A high-end computer company that Steve Jobs found after leaving Apple.
5. What did Steve Jobs do when he was in Disney Pixar?
 - At first, Jobs intended that Pixar become a high-end graphic hardware developer, but that goal was not well achieved, and Pixar moved on to do what it does best - make animated films. Steve Jobs negotiated Pixar and Disney to collaborate on a number of animated films including Toy Story.
6. What was Steve Jobs' most successful performance in his career?
 - His career in founding and expanding Apple Corporation.
7. What were Steve Jobs' achievements until before his death?
 - Before his death, Steve Jobs was listed as the inventor and/or co-inventor on 342 United States patents, with technologies ranging from computer and portable devices, user interfaces, speakers, keyboards, power adapters, staircases, clasps, sleeves, lanyards and packages. His last patent was issued for the Mac OS X Dock user interface and was granted the day before his death.

LIST OF ORAL QUESTIONS

1. Who is described in the passage?
 - Steve Jobs
2. What did Steve Jobs do during that time?
 - 3rd paragraph : Jobs started working for Atari.
 - 4th paragraph : Steve Jobs and his partner, Steve Wozniak proved their chops as hackers, and designed a telephone blue box.
 - 5th paragraph : Jobs and Wozniak used the family garage as a base of operation.
 - 6th – 7th paragraph : Jobs and Wozniak ran the Apple Corporation.
 - 8th – 9th paragraph : Jobs founded NeXT.
 - 10th paragraph : Steve Jobs bought "The Graphics Group" from Lucasfilm's computer graphics division for ten million dollars that was later renamed Pixar.
 - 11th – 13th paragraph : Jobs expanded Apple until the end of his life.
3. What did the paragraphs tell you?
 - The paragraphs told us about Steve Jobs' biography, especially what he had been doing during some certain time in his life.
4. What is the genre of this story?
 - Recount Text (Biography)
5. Please, identify the text organization of this story?
 - Orientation : par 1-2
 - Events : par 3-13

PART C
THIRD TREATMENT

C₁. Experimental Group (3rd Treatment)

LESSON PLAN EXPERIMENTAL GROUP

JIGSAW II

*Grade X of Senior High School, Class : XG
(Monday, 4th of November 2013 – 8th period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / 1
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Barrack Obama's Biography" - Recount Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting 3)

I. **Basic Competences** :

- Understand the Recount Text given

II. **Achievement Indicators** :

Reading

- The students are able to discuss the reading passage in group
- The students are able to mention the main idea of the text
- The students are able to answer the reading comprehension questions correctly

III. **Teaching Methods and Techniques** :

1. Method

- Cooperative Learning

2. Technique

- Silent Reading
- Jigsaw II
- Reading Comprehension Questions

IV. **Materials** :

Reading Passage, entitled 'A Biography of Barack Obama'

Reading Comprehension Questions Exercise about the biography of Barack Obama

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- <http://jcsd-cl-obama.weebly.com/biography.html>
- www.google.com

Teacher's Notes (Meeting 3)

Text	Theme	: A Biography of Barack Obama – Recount
	Class	: X
	Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to discuss the reading passage with their friends in group
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we have learnt at our previous meeting?
2. Do you know what kind of text it is?
3. Do you know other examples of Recount Text?
4. Do you know Barack Obama?

III. Whilst Instructional Activities

1. Discussion of the passage
 - a. Have the students read the biography of Barack Obama silently
 - b. Have the students discuss the reading passage in the expert group
 - c. Have the students mention the main idea of the story
 - d. Have the students share the discussion to the home team
2. Discussion of the exercise – Reading Comprehension Questions
 - a. Have the students do the exercises given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 3 45 minutes	Pre-Instructional Activities <i>(2 minutes)</i> <i>10.30 – 10.32</i>	<p><i>Greetings</i> “Good morning, students. How are you today?” “I’m fine too. Thank you” “Are you ready to start the lesson?” “Great then...”</p> <p><i>Triggering Questions (Scaffolding)</i> “Well, today we will have a Reading activity. We will do the same way like how we did before.” “Do you still remember it class?” “Great! Well... Are you ready, class?”</p>	<p>“Good morning... I’m fine, thank you. And you?” “Yes...” (Students’ responses) “Yes..”</p>	2 minutes
	Whilst Instructional Activities	<p><i>Silent Reading</i> “I will give each of you some papers which contain a reading passage and some reading exercises.” (Teacher distributes the materials)</p>	<p>(Students get the materials)</p>	2 minutes

	<p><i>(40 minutes)</i> <i>10.32 – 11.12</i></p>	<p>“Have you all got the paper?”</p> <p>“Now let’s move to the first activity for today.”</p> <p>“Please, read the text silently. I will only give you 8 minutes to do it. Start from now.” (Teacher monitors the classroom)</p> <p>“Okay... The time is up. Let’s move to the next activity.”</p> <p style="text-align: center;"><i>– Cooperative Learning – METHOD (JIGSAW II)</i></p> <p><i>Step 1 – Home Team Grouping</i></p> <p>“Well, I have divided you into 6 groups, right? Have you sat with your group?”</p> <p>“Just like before. Please, sit with your own group, ‘HOME TEAM’.” (Teacher groups the students and arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... “</p>	<p>“Yes, miss...”</p> <p>(Students’ activity)</p> <p>“Yes, miss”</p> <p>(Student’s response)</p> <p>(Student’s grouping and seating arrangement)</p> <p>“Yes, miss...”</p>	<p>8 minutes</p> <p>1 minutes</p>
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		<p>Step 2 – Expert Team Discussion</p> <p>“Now, as you can see in the passage. There are some letters. I want you to divide your part by yourself. So one students will choose one letter.” (Teacher monitors the activity)</p> <p>“Now... You have your own letter. Each of you who got the same letter, please, gathers in one new group.” (Teacher groups the students and arranges the seating arrangement.)</p> <p>“Have you sat with your group?”</p> <p>“Good... This is your new <i>‘EXPERT TEAM’</i>. Just like before, you will discuss the paragraphs that you got. It depends on the letter you got. If you got an A, you will discuss the 1st until the 3rd paragraph. B for the 4th-5th paragraph. And so on...”</p> <p>“Do you get what I mean?”</p> <p>“Please, master and discuss your own part with your expert group well. Besides, I want you to find the main idea of the paragraph you discussed. Okay?” (Teacher gives a guiding question to lead the flow of the discussion.)</p>	<p>(Students’ lotteries among themselves)</p> <p>(Student’s grouping and seating arrangement)</p> <p>(Student’s response)</p> <p>“Yes, miss...”</p> <p>(Students’ responses)</p>	<p>3 minutes</p>
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		<p>“Great... I will give you 5 minutes to discuss.” (Teacher monitors the classroom)</p> <p>“Okay time is up.”</p> <p>Step 3 – Home Team Discussion “Please, go back to your <i>Home Team</i>.”</p> <p>“Now, in your <i>Home Team</i>, please, share the result of your discussion from the <i>Expert Team</i>. Start the discussion from the students who got the earliest letter. So from the first paragraph. Okay?”</p> <p>“I will give you 10 minutes to do it. You may start now.” (Teacher monitors the classroom)</p> <p>“Okay... Time is up. Now, you have discussed the story with your friends, haven’t you?”</p> <p>“Therefore, let me ask you some questions.”</p> <p>CCQs “What is it about? What is the Genre of the text? How about the text organization?”</p>	<p>(Student’s activity and discussion)</p> <p>(Students’ grouping)</p> <p>(Students’ responses)</p> <p>(Student’s activity and discussion)</p> <p>(Students’ responses)</p> <p>“It’s about the biography of Barack Obama, miss..”</p>	<p>5 minutes</p> <p>2 minutes</p> <p>10 minutes</p> <p>2 minutes</p>
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		“Really? Great then! Well... All of you have done a great job! Excellent...”		
	<p>Post Instructional Activities</p> <p><i>(3 minutes)</i></p> <p><i>11.12 – 11.15</i></p>	<p>CLOSING</p> <p>“So... We’ve learnt much today, haven’t we?”</p> <p>CCQs</p> <p>“So...What text we have read, class?”</p> <p>“What is it about?”</p> <p>(Teacher asks some important points from the story)</p> <p>“What kind of text is it?”</p> <p>“Can you tell me what are the generic structures of Recount Text?”</p> <p>“What are the examples of Recount Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p>	<p>“Yes...”</p> <p>“It’s about the biography of Barack Obama” (Students’ responses)</p> <p>(Students’ responses)</p> <p>“Recount Text”</p> <p>“Orientation... Events...”</p> <p>(Students’ responses)</p> <p>“Yeay...”</p>	3 minutes

		“Goodbye, class... Have a nice day ...”	“Goodbye, miss...”	
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Lisa Soebrata / 1213010013

Quantitative Research - THESIS

3rd Treatment

(JIGSAW II)

Monday, 4th of November 2013 - 8th Period

Teaching Students of : XG Class

Frateran Catholic Senior High School

LEARNING
MATERIALS

HOME TEAM GROUPING

GROUP 1:

1. Amadeus (20)
2. Ine (14)
3. Monica Kerren (15)
4. Steven (4)

GROUP 2:

1. Kelvin (20)
2. Desy (15)
3. Gabrielle (14)
4. Kevin Audry (6)

GROUP 3:

1. Ali (18)
2. Christella (15)
3. Elizabeth (14)
4. Darmadi (12)
5. Stefani (8)

GROUP 4:

1. Vicentius Kevin (18)
2. Melissa (15)
3. Gratianus Gerry (13)
4. Yuni (13)
5. Ivana (9)

GROUP 5:

1. Cicely (17)
2. Ratna (17)
3. Jonathan (12)
4. Richard (13)
5. Bela (9)

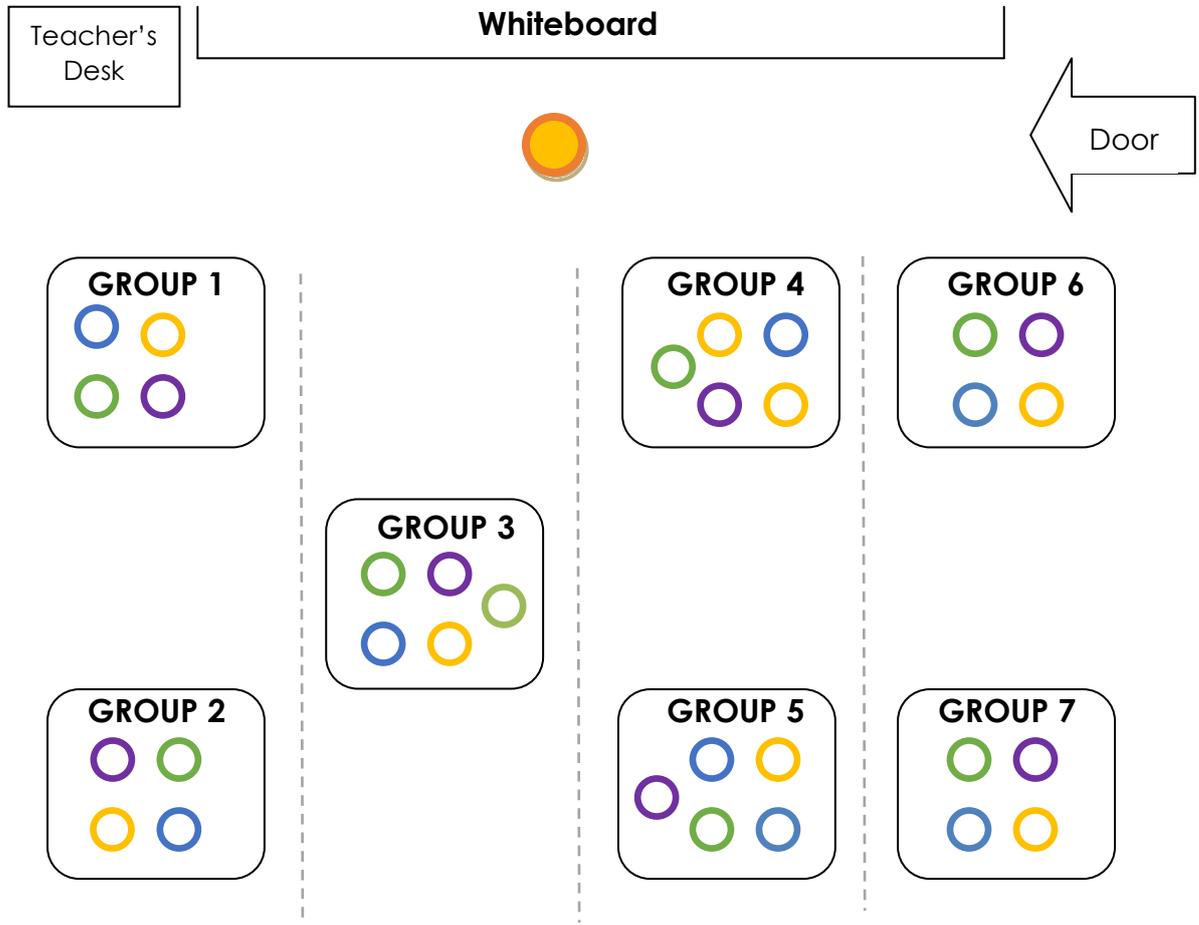
GROUP 6:

1. Kresna (17)
2. Victorya (16)
3. Johanna Lyvia (15)
4. Vincent (13)

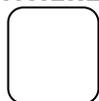
GROUP 7:

1. Clara (17)
2. Vania (15)
3. Malvin (12)
4. Yeyen (10)

SEATING ARRANGEMENT - HOME TEAM



WHERE:

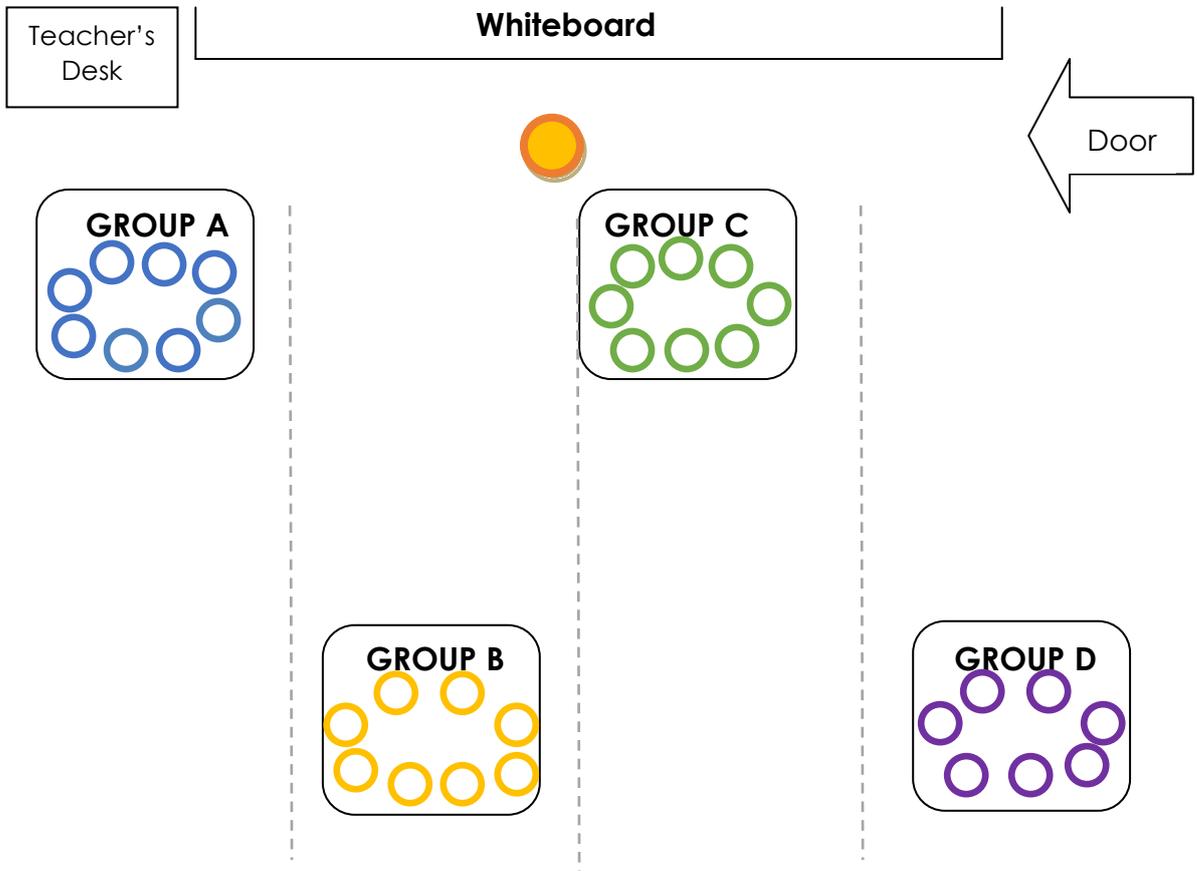
 : Students' Desks

 : Empty Space / Road

 : Students

 : Teacher

SEATING ARRANGEMENT - EXPERT TEAM



WHERE:

 : Students' Desks

 : Empty Space / Road

 : Students

 : Teacher

READING PASSAGE - EXERCISE

A Biography of Barack Obama

Early Life

It all started when Barack Obama's parents met in the 1960s in a Russian language class at the University of Hawaii. His father was a foreign student on scholarship from Nyanza Province, Kenya. The couple got married on February 2, 1961. Obama was born later in that same year in Honolulu, Hawaii on August 4th 1961. Obama's parents later divorced in 1964.



Obama was only two at the time. After the divorce, Obama's dad returned to Kenya. Obama only saw him once more before he died in a car accident in 1982. Later, Obama's mom married an Indonesian student named Lolo Soetoro. When a military leader came to power in Soetoro's home country, all Indonesian students in foreign countries were recalled and the family moved to the island nation in 1967.

From age six to ten, Obama attended school in Jakarta. In 1971, Obama returned to Honolulu to live with his grandparents Madelyn and Stanley Dunham. He attended to Punahou School, a private school from grades fifth to high school graduation in 1979. His mom came to Honolulu a year later and stayed until 1977 when she was relocated back to Indonesia to work as an anthropological field worker. Obama's mother returned one last time to Honolulu, living there for about a year before dying of ovarian cancer.

College Years

After high school, Obama moved to Los Angeles in 1979 to attend Occidental College. Later, after attending two years, he moved to Columbia University in New York, where he majored in political science with a specialization in international relations. He went on to graduate in 1983 with a B.A. After that, he worked for a year at the Business International Corporation and the New York Public Interest Research Group. Later, after four years in New York, Obama moved to Chicago.

In Chicago, he was hired as director of the Developing Communities Project (DCP). He worked there from June 1985 to May 1988. Also during this time, he worked for Gamaliel Foundation, another community organizing institute. In 1988, he traveled to Europe for the first time and stayed for three weeks before going to Kenya where he met many of his relatives on his father's side for the first time. Obama started attending Harvard Law School late in 1988.

A

B

He returned to Chicago to work as a summer associate. He worked at the law firms of Sadly & Austin during 1989 and the next summer for Hopkins & Sutter. Obama graduated in 1991 from Harvard with a J.D. then went back to Chicago. Then, from April to October 1992, Obama was the director of Illinois's "Project Vote." After that, for twelve years, he worked as a constitutional law professor at the University of Chicago Law School.



Political Career

In 1996, Obama was elected to the Illinois Senate for the 13th District which covered a span of Chicago's south side. While Senator, Obama gained bipartisan support. He approved a law increasing tax credits for low-income workers, negotiated welfare reform, and approved increased subsidies for childcare. Obama also supported reforming ethics and health care laws. In January 2003, Obama became chairman of the Illinois Senate's Health and Human Services Committee.



He approved and led a unanimous passage of legislation to monitor racial profiling. After that, Illinois became the first state to mandate videotaping homicide interrogations. During Obama's 2004 election campaign for U.S. Senate, police representatives gave Obama credit for enacting the death penalty reforms. Obama later resigned from the Illinois Senate in November of 2004 following his election to the U.S. Senate.

His Presidential Candidacy

Obama announced his candidacy on February 10, 2007 in front of the Old State Capitol in Springfield Illinois. He chose that location because that was where Abraham Lincoln delivered his "House of David" speech. Many candidates entered in the Democratic Party presidential primaries, but as time went on it came down to Obama and Senator Hillary Clinton. When all the states were counted on June 3, Obama was announced the presumptive nominee.



Clinton later suspended her campaign and endorsed Obama on June 7. After that, Obama started to campaign against John McCain. Obama named Joe Biden as his vice presidential running mate on August 23, 2008. Later, on January 20th, 2009 Obama was sworn in as president of the United States of America.

<http://icsd-cl-obama.weebly.com/biography.html>

Comprehension Questions:

1. In your opinion, why did the person described in the text become famous?
2. What did Obama do after he had graduated from Harvard?
3. What do you think are Barack Obama's character traits?
4. Do you like this person? Please, state your reason!
5. From which paragraph, the author described that Obama started showing his interest in politics?

READING COMPREHENSION QUESTIONS - ANSWER KEY

Comprehension Questions :

1. In your opinion, why did the person described in the text become famous?
 - He is the first black-American people who become the president of United States.
2. What did Obama do after he had graduated from Harvard?
 - Obama graduated in 1991 from Harvard with a J.D. then went back to Chicago. Then, from April to October 1992, Obama was the director of Illinois's "Project Vote." After that, for twelve years, he worked as a constitutional law professor at the University of Chicago Law School.
3. What do you think are Barack Obama's character traits?
 - Smart, Clever, Hard Working, Have a good Leadership.
4. Do you like this person? Please, state your reason!
 - Yes, I do. Although he is black-american, he was successful to prove himself to the world that he is good enough and suitable to become president of USA.
5. From which paragraph, the author described that Obama started showing his interest in politics?
 - From the second paragraph (College Years).

GUIDING QUESTIONS FOR JIGSAW II DISCUSSION

EXPERT GROUP DISCUSSION

1. Group A (1st – 3rd Paragraph)
 - ✓ Who is described in the passage?
 - ✓ Find the main idea !

2. Group B (4th – 6th Paragraph)
 - ✓ What did Barack Obama do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

3. Group C (7th – 8th Paragraph)
 - ✓ What did Barack Obama do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

4. Group D (9th – 10th Paragraph)
 - ✓ What did Barack Obama do during that time?
 - ✓ What did the paragraphs tell you?
 - ✓ Find the main idea !

ANSWER KEYS OF GUIDING QUESTIONS

1. Who is described in the passage?
 - Barack Obama
2. What did Barack Obama do during that time?
 - 1st - 3rd paragraph : These paragraphs tell us about Obama's Early Life
 - 4th - 6th paragraph : These paragraphs tell us about Obama's College Years
 - 7th - 8th paragraph : These paragraphs tell us about Obama's Political Career
 - 9th - 10th paragraph : These paragraphs tell us about Obama's Presidential Candidacy
3. What did the paragraphs tell you?
 - The paragraphs told us about Barack Obama's biography, especially what he had been doing during some certain time in his life.
4. What is the genre of this story?
 - Recount Text (Biography)
5. Please, identify the text organization of this story?
 - Orientation : -
 - Events : par 1-10

C₂. Control Group (3rd Treatment)

LESSON PLAN CONTROL GROUP

Grammar Translation Method

*Grade X of Senior High School, Class : XD
(Friday, 1st of November 2013 – 3rd period)*



Name :

Lisa Soebrata / 1213010013

Quantitative Research - THESIS

English Department

Widya Mandala Catholic University

LESSON PLAN

SCHOOL	: Frateran Catholic Senior High School
SUBJECT	: ENGLISH
GRADE / SEMESTER	: X / 1
SKILLS / KNOWLEDGE	: Reading
MATERIALS / TOPICS	: "Barrack Obama's Biography" - Recount Text
TIME ALLOCATION	: 1 x 45 minutes (Meeting 3)

- I. Basic Competences** :
- Understand the Recount Text given
- II. Achievement Indicators** :
- Reading
- The students are able to translate the reading passage, entitled 'A Biography of Barack Obama', into their native language
 - The students are able to mention the main idea of the text
 - The students are able to answer the reading comprehension questions correctly
- III. Teaching Methods and Techniques** :
1. Method
 - Grammar Translation Method
 2. Technique
 - Silent Reading
 - Translation of a Literary Passage
 - Reading Comprehension Questions
- IV. Materials** :
- Reading Passage, entitled 'A Biography of Barack Obama'
 - Word List containing some difficult words with the translation
 - Reading Comprehension Questions Exercise about the biography of Barack Obama

V. Teaching Aids / Media :

- Paper
- LCD
- Computer
- Whiteboard
- Boardmarker

VI. References :

- <http://jcsd-cl-obama.weebly.com/biography.html>
- www.google.com

Teacher's Notes (Meeting 3)

Text	Theme	: A Biography of Barack Obama – Recount
	Class	: X
	Time	: 1 x 45 minutes

I. Learning Outcomes

1. The students are able to translate the reading passage
2. The students are able to mention the main idea of the text
3. The students are able to do the exercises individually

II. Pre-Instructional Activities

The teacher asks the students to answer the following question orally.

1. Do you still remember what we have learnt at our previous meeting?
2. Do you know what kind of text it is?
3. Do you know other examples of Recount Text?
4. Do you know Barack Obama?

III. Whilst Instructional Activities

1. Discussion of the passage (with the teacher)
 - a. Have the students read the biography of Barack Obama silently
 - b. Have the students translate the biography of Barack Obama per paragraph loudly
 - c. Have the students mention the main idea of the story
2. Discussion of the exercise (with the teacher) – Reading Comprehension Questions
 - a. Have the students do the exercise given
 - b. Have the students find the answers individually

3. Checking the result

- a. Have the students check the answers of the exercises together with the teacher.
- b. Have the students check the result of their exercises in pair

IV. Post Instructional Activities

1. Summarizing today's activity
2. Closing

TEACHING AND LEARNING ACTIVITIES

MEETING	STAGES	TEACHING LEARNING ACTIVITIES		TIME ALLOCATION
		TEACHER'S	STUDENTS'	
Meeting 3 45 minutes	Pre-Instructional Activities <i>(2 minutes)</i> <i>08.45 – 08.47</i>	<i>Greetings</i> “Good morning, students. How are you today?” “I’m fine too. Thank you” “Are you ready to start the lesson?” “Great then...” <i>Triggering Questions (Scaffolding)</i> “Well, today we will have a Reading activity. We will do the same way like how we did before.” “Do you still remember it class?” “Great! Well... Are you ready, class?”	“Good morning... I’m fine, thank you. And you?” “Yes...” (Students’ responses) “Yes..”	2 minutes
	Whilst Instructional Activities	<i>Silent Reading</i> “I will give each of you some papers which contain a reading passage and some reading exercises.”		1 minute

		<p>(This activity goes on until all of the paragraphs finished be read)</p> <p>(Teacher monitors and guides the students)</p> <p>“Okay... Now you have read the story.”</p> <p>CCQs</p> <p>“What is it about? What is the Genre of the text? How about the text organization?”</p> <p>(Teacher asks some questions)</p> <p>“Great... It seems that all of you have understood the story very well.”</p> <p>Exercises – Reading Comprehension Questions</p> <p>“Now let’s move to the next activity.”</p> <p>“As you can see on the next page. There are some questions related to the text before. Please answer all of those questions in your own paper. Do it by yourself. Okay?”</p> <p>“I’ll give you 5 minutes to do it.”</p> <p>(Teacher monitors the classroom)</p>	<p>(Student’s activity)</p> <p>“It’s about the biography of Barack Obama, miss...”</p> <p>(Students’ responses)</p> <p>“Okay miss...”</p> <p>(Students do the exercise)</p>	<p>2 minutes</p> <p>5 minutes</p>
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		<p>Discussion of the exercise - Checking</p> <p>“Well, the time is up, class.”</p> <p>“Now let’s check the answers together.”</p> <p>(Teacher checks and corrects the answers)</p> <p>“How many mistakes? Or... All correct?”</p> <p>“Really? Great then! Well... All of you have done a great job! Excellent...”</p>	<p>(Some students write down their answers on the whiteboard or read them out.)</p> <p>(Students’ checking)</p> <p>“All correct, miss.”</p>	7 minutes
	<p>Post Instructional Activities</p> <p><i>(3 minutes)</i></p> <p><i>09.27 – 09.30</i></p>	<p>CLOSING</p> <p>“So... We’ve learnt much today, haven’t we?”</p> <p>CCQs</p> <p>“So... What text we have read, class?”</p> <p>“What is it about?”</p> <p>(Teacher asks some important points from the story)</p> <p>“What kind of text is it?”</p> <p>“Can you tell me what are the generic structures of Recount Text?”</p>	<p>“Yes...”</p> <p>“It’s about the biography of Barack Obama” (Students’ responses)</p> <p>(Students’ responses)</p> <p>“Recount Text”</p> <p>“Orientation... Events...”</p>	3 minutes

		<p>“What are the examples of Recount Text that you know?”</p> <p>“Wow..Great...It seems that you’ve understood our topic very well... Good Job!”</p> <p>“Well.. I think the time is up now...”</p> <p>“You can prepare for your next lesson after this. See you in the next meeting....”</p> <p>“Goodbye, class... Have a nice day ...”</p>	<p>(Students’ responses)</p> <p>“Yeay...”</p> <p>“Goodbye, miss...”</p>	
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Lisa Soebrata / 1213010013
 Quantitative Research - THESIS
 3rd Treatment
 Friday, 1st of November 2013 (3rd Period)
 (Grammar Translation Method)
 Teaching Students of : XD Class
 Frateran Catholic Senior High School

LEARNING MATERIALS

READING PASSAGE - EXERCISE

A Biography of Barack Obama

Early Life

It all started when Barack Obama's parents met in the 1960s in a Russian language class at the University of Hawaii. His father was a **foreign** student on **scholarship** from Nyanza Province, Kenya. The couple got married on February 2, 1961. Obama was born later in that same year in Honolulu, Hawaii on August 4th 1961. Obama's parents later divorced in 1964.



Obama was only two at the time. After the divorce, Obama's dad returned to Kenya. Obama only saw him once more before he died in a car accident in 1982. Later, Obama's mom married an Indonesian student named Lolo Soetoro. When a military leader came to power in Soetoro's home country, all Indonesian students in foreign countries were **recalled** and the family moved to the island nation in 1967.

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He approved and led a **unanimous** passage of legislation to monitor **racial profiling**. After that, Illinois became the first state to **mandate** videotaping **homicide** interrogations. During Obama's 2004 **election campaign** for U.S. Senate, police representatives gave Obama **credit** for **enacting** the death penalty reforms. Obama later resigned from the Illinois Senate in November of 2004 following his election to the U.S. Senate.

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WORD LIST :

- foreign : asing
- scholarship : beasiswa
- recalled : memanggil kembali
- relocate : menetap kembali
- anthropological : antropologi
- field worker : pekerja lapangan
- major : mengambil jurusan / mata kuliah
- hire : mempekerjakan
- organize : mengatur
- associate : kolega, rekan, teman sejawat
- firm : perusahaan
- elect : memilih
- bipartisan : politik luar negeri dimana ia didukung oleh 2 partai
- support (N): bantuan, sokongan
- approve : menyetujui
- credit : kredit, penghargaan
- welfare : kesejahteraan
- reform : perbaikan
- support (V): mendukung
- unanimous : suara bulat
- racial profiling : berkenaan dengan diskriminasi rasial, kesukuan
- mandate : mengamandatkan, melakukan
- homicide : pembunuhan
- election : pemilihan umum
- campaign : kampanye
- enact : menetapkan
- capitol : gedung DPR negara bagian
- presumptive : berdasarkan anggapan
- nominee : calon
- suspend : menangguhkan, menunda
- endorse : menyokong

Comprehension Questions:

1. In your opinion, why did the person described in the text become famous?
2. What did Obama do after he had graduated from Harvard?
3. What do you think are Barack Obama's character traits?
4. Do you like this person? Please, state your reason!
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LIST OF ORAL QUESTIONS

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