

## APPENDICES

### Appendix 1 (The First, the Second Try-Out and the Real Post-test)

#### First Try Out

Choose a, b, c, or d to answer the questions or to complete the sentences

#### Text 1:

1 Bees are flying insects that are found all over the world. There are over  
2 twelve thousand different species of bees, but only about two thousand of these  
3 occur in North America.

4 Bees can be divided into two groups according to their living styles.  
5 Solitary bees live alone. On the other hand, social bees, like ants, live in groups.  
6 Only about six hundred species are of this social category.

7 Social bees are interesting because in their “society” there are different  
8 classes of bees. Each class performs a different task. Queen bees lay eggs.  
9 Workers, underdeveloped females, work in the hive but never reproduce. Males  
10 do not work; their only task is to mate with the queen.

11 Solitary bees occur as males and females. Every female makes a nest in  
12 the ground where she will lay her eggs. The nest consists of many cells. After  
13 an egg is laid and put in a cell, the female also adds some pollen and honey for  
14 food. Then she seals the cell. The females then go elsewhere to build a new nest  
15 or die. When the eggs hatch, the larvae will feed on the pollen and honey which  
16 the female left for them.

1. The word *task* in line 10 means .....  
a. kind of bee      b. job      c. large society      d. classes of bee
2. The word *add* in line 13 means .....  
a. build      b. put      c. take      d. live
3. The number of bee species in the world is .....  
a. nine thousand      c. eleven thousand  
b. ten thousand      d. thirteen thousand
4. We know that queen bees .....  
a. never produce      c. work in the hive  
b. are solitary bees      d. only lay eggs
5. .... only task is to mate with the queen.  
a. Male bees'      b. The queen's      c. Female bees'      d. Solitary bees'
6. .... give pollen and honey for eggs' food.  
a. Male bees      b. The queen      c. Female bees      d. Solitary bees

7. The text tells us that .....
- social bees have classes
  - North America has more bees than Asia
  - males make a nest
  - ants are solitary insects
8. The best title for the text is .....
- mosquito
  - ant
  - bees
  - solitary species
9. Paragraph 1 tells about .....
- female bees do not make a nest in the ground when they lay eggs.
  - each social bee has a special task
  - bees are flying insects that are found all over the world.
  - queen bees are the only bees that lay eggs.
10. What knowledge can you apply from the reading passage?
- Bees are flying insects that are found all over the world.
  - Female bees responsible in giving the eggs some pollen and honey for food.
  - Solitary bees occur as males and females.
  - The nest consists of many cells.

**Text 2:**

1 Paris is the capital of the European nation of France. It is also one of  
2 the most beautiful and most famous cities in the world.

3 Paris is called the City of Light. It is also an international fashion  
4 center. What stylish women are wearing in Paris will be worn by women all  
5 over the world. Paris is also a famous world center of education. For instance,  
6 it is the headquarters of UNESCO, the United Nations Educational, Scientific,  
7 and Cultural Organization.

8 The Seine River divides the city into two parts. Thirty-two bridges  
9 cross this scenic river. The oldest and perhaps most well known is the Pont  
10 Neuf, which was built in the sixteenth century. The Sorbonne, a famous  
11 university, is located on the Left Bank (south side) of the river. The beautiful  
12 white church Sacre Coeur lies on the top of the hill called Montmartre on the  
13 Right Bank (north side) of the Seine.

14 There are many other famous places in Paris, such as the famous  
15 museum the Louvre as well as the cathedral of Notre Dame. However,  
16 the most famous landmark in this city must be the Eiffel Tower.

17 Paris is named after a group of people called the Parisii. They built  
18 a small village on an island in the middle of the Seine River about two  
19 thousand years ago. This island, called the Ile de la Cité, is where Notre Dame  
20 is located. Today around eight million people live in the Paris area.

11. The word *famous* in line 2 means .....
- beautiful
  - strong
  - well-known
  - hard

12. The word *headquarters* in line 6 means .....
- a. clothing      b. well known      c. 25 percent      d. main office
13. Paris is called the .....
- a. City of Light      c. Metropolitan City  
b. Capitalist City      d. Ancient City
14. The population in the Paris area is around .....
- a. eight million      b. ten million      c. sixteen million      d. twenty million
15. The oldest building in Paris is.....
- a. The Sorbonne      c. The Pont Neuf  
b. The Sacre Coeur      d. The Cathedral of Notre Dame
16. .... is located on the Left Bank (south side) of the river.
- a. The Pont Neuf      b. Montmartre      c. The Sorbonne      d. The Louvre
17. The text tells us that .....
- a. Paris is the capital city of France  
b. Paris is called an international fashion center  
c. Paris is a famous world center of education  
d. Paris is one of the most beautiful and famous cities in the world.
18. The best title for the text is .....
- a. Seine River      b. Paris      c. The Statue of Liberty      d. UNESCO
19. The main idea of paragraph 2 is .....
- a. Paris is the capital city of France  
b. there are many famous places in Paris  
c. Paris is a famous world center of education  
d. throughout the world, Paris is well-known
20. What knowledge can you apply from the reading passage?
- a. The Seine River divides the city into 2 parts.  
b. Women adapt fashion style from Paris.  
c. Eiffel Tower is a famous landmark in Paris.  
d. Many people live in Paris.

**Text 3:**

1                    How much sleep do we need? We are all different. Some people need  
2                    only three hours of sleep a night. Others need ten hours of sleep a night. Most  
3                    Americans sleep an average of seven to eight hours a night. After age fifty, the  
4                    average sleep time goes down to 6.5 hours a night.  
5                    Most people have a night when they cannot sleep. About one in three  
6                    Americans has a problem with sleep. Many of these people cannot fall asleep.  
7                    The name of this problem is insomnia.  
8                    This is not a new problem. Many famous people in history had  
9                    insomnia. Some of these people had special ideas to make them sleep.  
10                  Benjamin Franklin, the famous statesman and inventor, had four beds. He

11 moved from one to the other to fall asleep. King Louis XIV of France had four  
 12 hundreds and thirteen beds and hoped to fall asleep in one of them. Mark  
 13 Twain, the famous American author, had a different way. He lay on his side  
 14 across the end of the bed!

21. The word *insomnia* in line 7 means .....
- a. nicely sleep
  - b. fall asleep
  - c. a problem with sleep
  - d. a problem with memory
22. The word *inventor* in line 10 means .....
- a. author
  - b. actor
  - c. creator
  - d. doctor
23. Most Americans sleep.....
- a. 3 hours
  - b. 4 hours
  - c. 5 hours
  - d. 7 – 8 hours
24. After age fifty the average sleep goes down to ..... a night.
- a. 6 hours
  - b. 6.5 hours
  - c. 7 hours
  - d. 7.5 hours
25. Benjamin Franklin, King Louis XIV, and Mark Twain all had .....
- a. insomnia
  - b. special bed
  - c. good sleep
  - d. four beds
26. People who have a problem with sleep .....
- a. have headache
  - b. have insomnia
  - c. are famous
  - d. are Americans
27. The text tells us that .....
- a. people need only three hours of sleep a night.
  - b. Benjamin Franklin had four beds.
  - c. Mark Twain is the famous American author.
  - d. some people in the world can have insomnia.
28. The best title for the text is .....
- a. Famous people
  - b. American people
  - c. Sleeping
  - d. American scientist
29. Paragraph 3 tells about .....
- a. we need three hours of sleep
  - b. many people have insomnia
  - c. insomnia is not a new problem
  - d. Many famous people in history had insomnia
30. What knowledge can you apply from the reading passage?
- a. Most Americans sleep an average of seven to eight hours a night.
  - b. Insomnia is not a new problem in this world.
  - c. Many famous people in history had insomnia.
  - d. Famous people who have insomnia have different way in order to fall asleep.

## Second Try Out

Choose a, b, c, or d to answer the questions or to complete the sentences

### Text 1:

1 Bees are flying insects that are found all over the world. There are over  
2 twelve thousand different species of bees, but only about two thousand of these  
3 occur in North America.

4 Bees can be divided into two groups according to their living styles.  
5 Solitary bees live alone. On the other hand, social bees, like ants, live in groups.  
6 Only about six hundred species are of this social category.

7 Social bees are interesting because in their “society” there are different  
8 classes of bees. Each class performs a different task. Queen bees lay eggs.  
9 Workers, underdeveloped females, work in the hive but never reproduce. Males  
10 do not work; their only task is to mate with the queen.

11 Solitary bees occur as males and females. Every female makes a nest in  
12 the ground where she will lay her eggs. The nest consists of many cells. After  
13 an egg is laid and put in a cell, the female also adds some pollen and honey for  
14 food. Then she seals the cell. The females then go elsewhere to build a new nest  
15 or die. When the eggs hatch, the larvae will feed on the pollen and honey which  
16 the female left for them.

1. The word *task* in line 10 means .....  
a. kind of bee      b. job      c. large society      d. classes of bee
2. The word *add* in line 13 means .....  
a. build      b. put      c. take      d. live
3. The number of bee species in the world is .....  
a. nine thousand      c. eleven thousand  
b. ten thousand      d. thirteen thousand
4. We know that queen bees .....  
a. never produce      c. work in the hive  
b. are solitary bees      d. only lay eggs
5. Female bees' task is to .....  
a. Mate with the queen      c. reproduce  
b. Make a nest in the ground      d. work in the hive
6. .... give pollen and honey for eggs' food.  
a. Male bees      b. The queen      c. Female bees      d. Solitary bees
7. The text is describe that.....  
a. social bees have classes  
b. North America has more bees than Asia  
c. males make a nest  
d. ants are solitary insects

8. The best title for the text is .....
- a. mosquito            b. ant                    c. bees                    d. solitary species
9. The main idea of paragraph 3 is .....
- a. female bees do not make a nest in the ground when they lay eggs.  
 b. each social bee has a special task  
 c. bees are flying insects that are found all over the world.  
 d. queen bees are the only bees that lay eggs.
10. What is one of the applications to real life situation?
- a. Fees are flying insects that are found all over the world.  
 b. Female bees responsible in giving the eggs some pollen and honey for food.  
 c. Solitary bees occur as males and females.  
 d. The nest consists of many cells.

**Text 2:**

1                    Paris is the capital of the European nation of France. It is also one of  
 2 the most beautiful and most famous cities in the world.

3                    Paris is called the City of Light. It is also an international fashion  
 4 center. What stylish women are wearing in Paris will be worn by women all  
 5 over the world. Paris is also a famous world center of education. For instance,  
 6 it is the headquarters of UNESCO, the United Nations Educational, Scientific,  
 7 and Cultural Organization.

8                    The Seine River divides the city into two parts. Thirty-two bridges  
 9 cross this scenic river. The oldest and perhaps most well known is the Pont  
 10 Neuf, which was built in the sixteenth century. The Sorbonne, a famous  
 11 university, is located on the Left Bank (south side) of the river. The beautiful  
 12 white church Sacre Coeur lies on the top of the hill called Montmartre on the  
 13 Right Bank (north side) of the Seine.

14                    There are many other famous places in Paris, such as the famous  
 15 mouseum the Louvre as well as the cathedral of Notre Dame. However,  
 16 the most famous landmark in this city must be the Eiffel Tower.

17                    Paris is named after a group of people called the Parisii. They built  
 18 a small village on an island in the middle of the Seine River about two  
 19 thousand years ago. This island, called the Ile de la Cité, is where Notre Dame  
 20 is located. Today around eight million people live in the Paris area.

11. The word *famous* in line 2 means .....
- a. beautiful            b. strong                    c. well-known            d. hard
12. The word *headquarters* in line 6 means .....
- a. clothing            b. well known            c. 25 percent            d. main office
13. Paris is called the .....
- a. City of Light    c. Metropolitan City  
 b. Capitalist City    d. Ancient City

14. The population in the Paris area is around .....  
 a. eight million    b. ten million    c. sixteen million    d. twenty million
15. The Pont Neuf was built in .....  
 a. the 1300s    b. the 1400s    c. the 1500s    d. the 1600s
16. .... is located on the Left Bank (south side) of the river.  
 a. The Pont Neuf    b. Montmartre    c. The Sorbonne    d. The Louvre
17. The text tells us that .....  
 a. Paris is the capital city of France  
 b. Paris is called an international fashion center  
 c. Paris is a famous world center of education  
 d. Paris is one of the most beautiful and famous cities in the world.
18. The best title for the text is .....  
 a. Seine River    b. Paris    c. The Statue of Liberty    d. UNESCO
19. Paragraph 3 tells about .....  
 a. Paris is the capital city of France  
 b. there are many famous places in Paris  
 c. Paris is a famous world center of education  
 d. throughout the world, Paris is well-known
20. What is one of the applications to real life situation?  
 a. The Seine River divides the city into 2 parts.  
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**Text 3:**

1                    How much sleep do we need? We are all different. Some people need  
 2                    only three hours of sleep a night. Others need ten hours of sleep a night. Most  
 3                    Americans sleep an average of seven to eight hours a night. After age fifty, the  
 4                    average sleep time goes down to 6.5 hours a night.

5                    Most people have a night when they cannot sleep. About one in three  
 6                    Americans has a problem with sleep. Many of these people cannot fall asleep.  
 7                    The name of this problem is insomnia.

8                    This is not a new problem. Many famous people in history had  
 9                    insomnia. Some of these people had special ideas to make them sleep.  
 10                   Benjamin Franklin, the famous statesman and inventor, had four beds. He  
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 12                   hundreds and thirteen beds and hoped to fall asleep in one of them. Mark  
 13                   Twain, the famous American author, had a different way. He lay on his side  
 14                   across the end of the bed!

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  - d. doctor
23. Most Americans sleep.....
- a. 3 hours
  - b. 4 hours
  - c. 5 hours
  - d. 7 – 8 hours
24. After age fifty the average sleep goes down to ..... a night.
- a. 6 hours
  - b. 6.5 hours
  - c. 7 hours
  - d. 7.5 hours
25. Benjamin Franklin, King Louis XIV, and Mark Twain all had .....
- a. insomnia
  - b. special bed
  - c. good sleep
  - d. four beds
26. .... had four hundreds and thirteen beds.
- a. Benjamin Franklin
  - b. King Louis XIV
  - c. Mark Twain
  - d. George Bush
27. The text tells us that .....
- a. people need only three hours of sleep a night.
  - b. Benjamin Franklin had four beds.
  - c. Mark Twain is the famous American author.
  - d. some people in the world can have insomnia.
28. The best title for the text is .....
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29. The main idea of paragraph 2 is .....
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30. What is one of the applications to real life situation?
- a. Most Americans sleep an average of seven to eight hours a night.
  - b. Insomnia is not a new problem in this world.
  - c. Many famous people in history had insomnia.
  - d. Famous people who have insomnia have different way in order to fall asleep.

## The Real Post-Test

### READING TEST

#### SECOND GRADE OF JUNIOR HIGH SCHOOL STUDENTS

Choose a, b, c, or d to answer the questions or to complete the sentences

#### Text 1:

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2 twelve thousand different species of bees, but only about two thousand of these  
3 occur in North America.

4 Bees can be divided into two groups according to their living styles.  
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8 classes of bees. Each class performs a different task. Queen bees lay eggs.  
9 Workers, underdeveloped females, work in the hive but never reproduce. Males  
10 do not work; their only task is to mate with the queen.

11 Solitary bees occur as males and females. Every female makes a nest in  
12 the ground where she will lay her eggs. The nest consists of many cells. After  
13 an egg is laid and put in a cell, the female also adds some pollen and honey for  
14 food. Then she seals the cell. The females then go elsewhere to build a new nest  
15 or die. When the eggs hatch, the larvae will feed on the pollen and honey which  
16 the female left for them.

1. The word *task* in line 10 means .....  
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2. The word *add* in line 13 means .....  
a. build      b. put      c. take      d. live
3. The number of bee species in the world is .....  
a. nine thousand      c. eleven thousand  
b. ten thousand      d. thirteen thousand
4. We know that queen bees .....  
a. never produce      c. work in the hive  
b. are solitary bees      d. only lay eggs
5. .... give pollen and honey for eggs' food.  
a. Male bees      b. The queen      c. Female bees      d. Solitary bees
6. The text is describe that .....  
a. social bees have classes  
b. North America has more bees than Asia  
c. males make a nest  
d. ants are solitary insects

7. The best title for the text is .....
- a. mosquito      b. ant      c. bees      d. solitary species
8. The main idea of paragraph 3 is .....
- a. female bees do not make a nest in the ground when they lay eggs.  
 b. each social bee has a special task  
 c. bees are flying insects that are found all over the world.  
 d. queen bees are the only bees that lay eggs.
9. What is one of the applications to real life situation?
- a. Bees are flying insects that are found all over the world.  
 b. Female bees responsible in giving the eggs some pollen and honey for food.  
 c. Solitary bees occur as males and females.  
 d. The nest consists of many cells.

**Text 2:**

1                    Paris is the capital of the European nation of France. It is also one of  
 2 the most beautiful and most famous cities in the world.

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 20 is located. Today around eight million people live in the Paris area.

10. The word *famous* in line 2 means .....
- a. beautiful      b. strong      c. well-known      d. hard
11. The word *headquarters* in line 6 means .....
- a. clothing      b. well known      c. 25 percent      d. main office
12. Paris is called the .....
- a. City of Light      c. Metropolitan City  
 b. Capitalist City      d. Ancient City



21. Most Americans sleep.....
- a. 3 hours      b. 4 hours      c. 5 hours      d. 7 – 8 hours
22. After age fifty the average sleep goes down to ..... a night.
- a. 6 hours      b. 6.5 hours      c. 7 hours      d. 7.5 hours
23. Benjamin Franklin, King Louis XIV, and Mark Twain all had .....
- a. insomnia      b. special bed      c. good sleep      d. four beds
24. The text tells us that .....
- a. people need only three hours of sleep a night.  
 b. Benjamin Franklin had four beds.  
 c. Mark Twain is the famous American author.  
 d. some people in the world can have insomnia.
25. The best title for the text is .....
- a. Famous people      c. Sleeping  
 b. American people      d. American scientist
26. The main idea of paragraph 2 is .....
- a. we need three hours of sleep      c. insomnia is not a new problem  
 b. many people have insomnia      d. about one in three Americans  
 have insomnia
27. What is one of the applications to real life situation?
- a. Most Americans sleep an average of seven to eight hours a night.  
 b. Insomnia is not a new problem in this world.  
 c. Many famous people in history had insomnia.  
 d. Famous people who have insomnia have different way in order to fall asleep.

## ANSWER SHEET

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Class/No : \_\_\_\_\_

Date : \_\_\_\_\_

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

★ 😊 - GOD BLESS YOU - 😊 ★

## ANSWER KEY:

### Text 1:

1. B. job
2. A. put
3. D. thirteen thousand
4. B. only lay eggs
5. A. Male bees
6. A. social bees have classes
7. C. bees
8. B. each social bee has a special task
9. B. Female bees responsible in giving the eggs some pollen and honey for food.

### Text 2:

10. C. well-known
11. D. main office
12. B. City of Light
13. A. eight million
14. B. The Sorbonne
15. D. Paris is one of the most beautiful and famous cities in the world.
16. B. Paris
17. B. there are many famous places in Paris
18. B. Women adapt fashion style from Paris.

### Text 3:

19. C. A problem with sleep
20. B. Creator
21. D. 7 - 8 hours
22. B. 6.5 hours
23. A. insomnia
24. A. Some people in the world can have insomnia.
25. C. Insomnia
26. D. about one in three Americans have insomnia
27. D. Famous people who have insomnia have different way in order to fall asleep.

**Appendix 2 (The Calculation of Test Reliability of the First Try-Out)**

<b>Scores X</b>	<b>Deviations x</b>	<b>Square Deviations x<sup>2</sup></b>	<b>(Raw Scores)<sup>2</sup> X<sup>2</sup></b>
28	9	81	784
27	8	64	729
27	8	64	729
26	7	49	676
25	6	36	625
25	6	36	625
24	5	25	576
23	4	16	529
22	3	9	484
21	2	4	441
21	2	4	441
20	1	1	400
20	1	1	400
19	0	0	361
19	0	0	361
18	-1	1	324
18	-1	1	324
18	-1	1	324
17	-2	4	289
16	-3	9	256
16	-3	9	256
14	-5	25	196
13	-6	36	169
12	-7	49	144
11	-8	64	121
<b><math>\sum X = 475</math></b>	<b><math>\sum (x - m) = 25</math></b>	<b><math>\sum (x - m)^2 = 589</math></b>	<b><math>\sum X^2 = 10564</math></b>

Mean = 19

Standard deviation = 23.56

No. of test item = 30

$$r = \frac{30}{K-1} \left( 1 - \frac{M(K-M)}{K \cdot s^2} \right)$$

**Where:** r = the test reliability

K = the number of items in the test

M = the mean of the test scores

s = the standard deviation of the test scores

$$r = \frac{30}{30-1} \left( 1 - \frac{19(30-19)}{30 \cdot 23.56} \right)$$

$$r = 1.035(1 - .0296)$$

$$r = 0.72864$$

### **The Criterion of Alpha Reliability (Arikunto, 1983:167)**

Alpha Reliability			Interpretation
0.800	-	1.000	Very High
0.600	-	0.799	High
0.400	-	0.599	Moderate
0.200	-	0.399	Low
	<	0.200	Very Low

**Appendix 3 (The Calculation of Test Reliability of the Second Try-Out)**

<b>Scores X</b>	<b>Deviations x</b>	<b>Square Deviations x<sup>2</sup></b>	<b>(Raw Scores)<sup>2</sup> X<sup>2</sup></b>
28	10	100	784
27	9	81	729
26	8	64	676
26	8	64	676
25	7	49	625
24	6	36	576
23	5	25	529
23	5	25	529
22	4	16	484
22	4	16	484
21	3	9	441
21	3	9	441
21	3	9	441
20	2	4	400
20	2	4	400
19	1	1	361
19	1	1	361
18	0	0	324
17	-1	1	289
15	-3	9	225
13	-5	25	169
12	-6	36	144
11	-7	49	121
11	-7	49	121
10	-8	64	100
<b><math>\sum X = 454</math></b>	<b><math>\sum (x - m) = 44</math></b>	<b><math>\sum (x - m)^2 = 742</math></b>	<b><math>\sum X^2 = 10430</math></b>

Mean = 18.16

Standard deviation = 29.68

No. of test item = 30

$$r = \frac{30}{K-1} \left( 1 - \frac{M(K-M)}{K \cdot s^2} \right)$$

**Where:** r = the test reliability

K = the number of items in the test

M = the mean of the test scores

s = the standard deviation of the test scores

$$r = \frac{30}{30-1} \left( 1 - \frac{18.16(30-18.16)}{30 \cdot 29.68} \right)$$

$$r = 1.035(1 - .02415)$$

$$r = 0.7850$$

### **The Criterion of Alpha Reliability** (Arikunto, 1983:167)

<b>Alpha Reliability</b>	<b>Interpretation</b>
0.800 - 1.000	Very High
0.600 - 0.799	High
0.400 - 0.599	Moderate
0.200 - 0.399	Low
< 0.200	Very Low

**Appendix 4 (The Calculation of Level of Difficulty and Discrimination Power of the First Try-Out)**

<b>Item No.</b>	<b>FV</b>	<b>Difficulty Index</b>	<b>D</b>	<b>Discrimination Index</b>
1.	0.44	Acceptable	0.23	Satisfactory
2.	0.44	Acceptable	0.39	Satisfactory
3.	0.56	Acceptable	1	Very effective
4.	0.92	Very easy	0.23	Satisfactory
5.	0.84	Easy	0.15	Low
6.	0.64	Acceptable	0.62	Very effective
7.	0.24	Difficult	0.15	Low
8.	0.36	Acceptable	0.39	Satisfactory
9.	0.16	Difficult	0.08	Low
10.	0.36	Acceptable	0.39	Satisfactory
11.	0.48	Acceptable	0.23	Satisfactory
12.	0.68	Acceptable	0.46	Very effective
13.	0.84	Easy	0.39	Satisfactory
14.	0.36	Acceptable	0.69	Very effective
15.	0.68	Acceptable	0.08	Low
16.	0.68	Acceptable	0.39	Satisfactory
17.	0.24	Difficult	0.62	Very effective
18.	0.64	Acceptable	0.54	Very effective
19.	0.80	Easy	0.15	Low
20.	0.40	Acceptable	0.23	Satisfactory
21.	0.84	Easy	0.39	Satisfactory
22.	0.60	Acceptable	0.54	Very effective
23.	0.68	Acceptable	0.62	Very effective
24.	0.64	Acceptable	0.54	Very effective
25.	0.36	Acceptable	0.23	Satisfactory
26.	0.84	Easy	0.08	Low
27.	0.24	Acceptable	0.62	Very effective
28.	0.84	Easy	0.39	Satisfactory
29.	0.48	Acceptable	0.08	Low
30.	0.60	Acceptable	0.23	Satisfactory

**Appendix 5 (The Calculation of Level of Difficulty and Discrimination Power of the Second Try-Out (center on the seven numbers which had low discrimination))**

<b>Item No.</b>	<b>FV</b>	<b>Difficulty Index</b>	<b>D</b>	<b>Discrimination Index</b>
5	0.60	Acceptable	0.18	Low
7	0.64	Acceptable	0.31	Satisfactory
9	0.72	Acceptable	0.39	Satisfactory
15	0.24	Difficult	-0.18	Low
19	0.72	Acceptable	0.46	Very effective
26	0.40	Acceptable	0	Low
29	0.62	Acceptable	0.23	Satisfactory

$$FV = \frac{R}{N}$$

**Where** FV = the index of difficulty

R = correct answer

N = number of testes

$$D = \frac{\text{correct}U - \text{correct}L}{N}$$

**Where** D = the index of discrimination

U = upper group (U 13)

L = lower group (L 13)

N = 50% number of the testes

**Appendix 6 (Lesson Plans for the treatments in the Experimental and Control groups)**

**Experimental Group**

**LESSON PLAN**

**(For the first treatment Semantic Mapping)**

Subject	: English
Theme	: Flora - Fauna
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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**A. COMPETENCE:**

1. Basic Competence:

Students are able to comprehend a reading passage entitled “Mosquitoes”.

2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

**B. LEARNING MATERIALS:** (See Students’ Worksheet)

**C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

**D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

**E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic, predict the main idea from the reading passage and apply new knowledge to real life situation.

**F. REFERENCES:**

Folse, Keith S. 1993. *Intermediate Reading Practices: Building Reading & Vocabulary Skills Revised Edition*. Michigan: The University of Michigan Press.

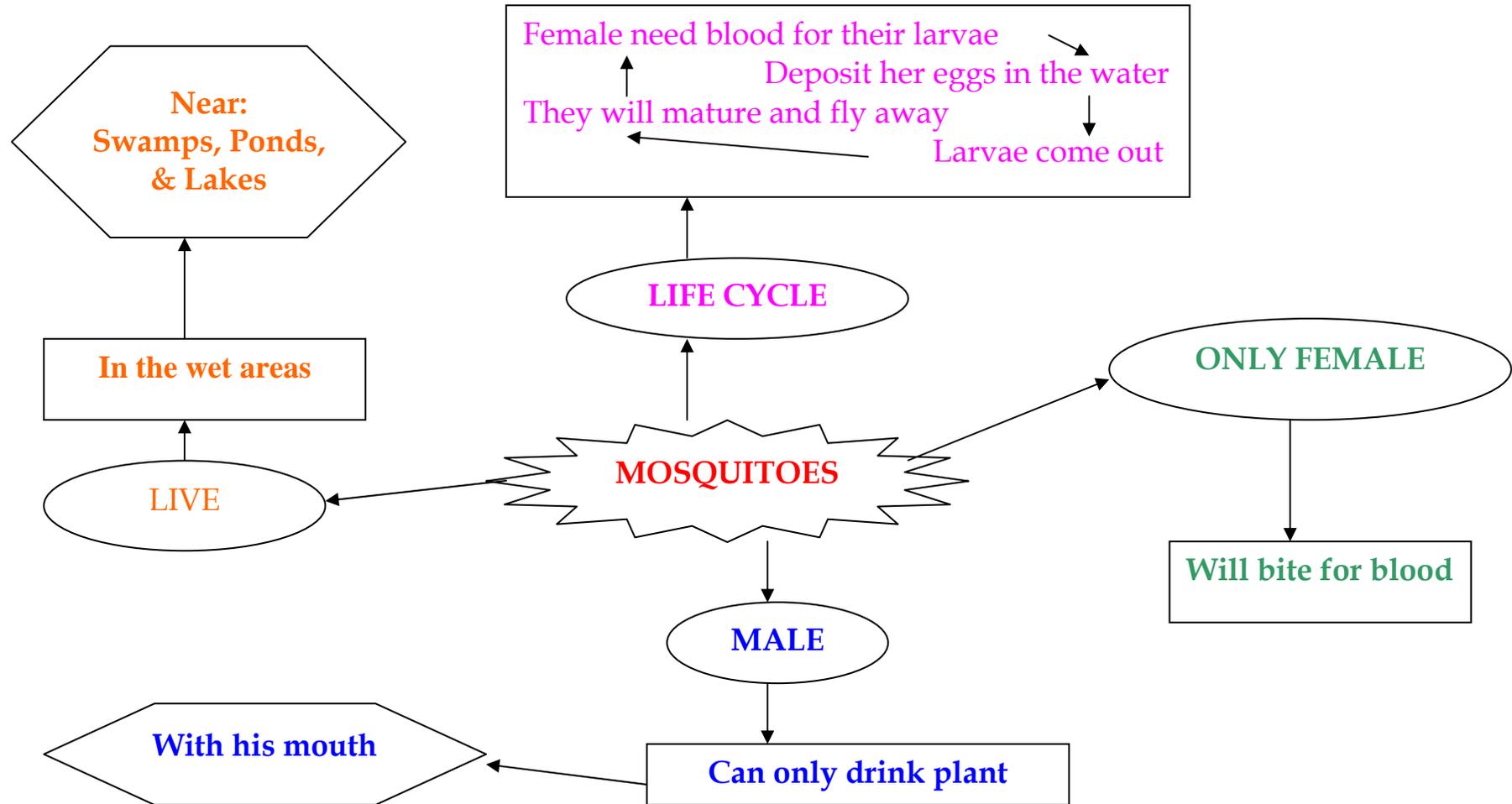
**TEACHING AND LEARNING ACTIVITIES**

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	<ul style="list-style-type: none"> <li>- Greets the students.</li> <li>- Asks triggering questions based on the pictures.</li> <li>- States the objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's greeting.</li> <li>- Answer the triggering questions.</li> <li>- Listen to the teacher.</li> </ul>	3'
Whilst-Instructional Activities	- Distributes the students' worksheet.	- Get the students worksheet.	1'
	- Brainstorms students' ideas about the reading passage & make Semantic Mapping.	- Give ideas about the reading passage and listen to the teacher.	15'
	- Asks some students to read the text per paragraph.	- Some students read the text per paragraph.	5'
	- Asks the students to do the exercise.	- Do the exercises	8'
	- Discusses the answers.	- Discuss the answers	10'
Post-Instructional Activities	- Reviews all materials.	- Respond to the teacher.	3'

# STUDENTS' WORKSHEET

Flora-Fauna (Second Grade of Junior High School Semester 2)

## 1. SEMANTIC MAPPING



**2. Read this reading passage carefully!**

1            Everyone knows the small insect called the mosquito. It is possible to  
2            find mosquitoes in almost every part of the world except in the places where it  
3            is extremely cold or where it is very dry. During the summer, it is almost  
4            certain that you can find many mosquitoes near swamps, ponds and lakes.

5            Mosquitoes have an interesting life cycle. The female mosquito bites a  
6            person or animal in order to get some blood. She needs this blood before she  
7            can lay her eggs. Second, she flies to an area of water and deposits her eggs in  
8            the water. In a short time, they will mature and fly away.

9            It is interesting to note that only the female will bite for blood. She has  
10           a special mouth which can go into an animal's skin or a person's skin. On the  
11           other hand, the male mosquito can only drink plant juices with his mouth.

**3. Answer the following questions!**

1. The word *bite* in line 5 is the same as .....
2. The word *lay* in line 7 is the same as .....
3. The word *deposit* in line 7 is the same as .....
4. The word *mature* in line 8 is the same as .....
5. From the passage where do you can find many mosquitoes?
6. Who bites a person or animal in order to get some blood?
7. Why do the female mosquitoes need some blood?
8. How is the mosquitoes' life cycle?
9. What are larvae?
10. What do female mosquitoes have to go into an animal's skin or person's skin?
11. Where does a female mosquito deposit her eggs?
12. The reading passage tells us that.....
13. What is the best title for the text?
14. What is the main idea of paragraph 2?
15. From the reading passage what is one of the applications to real life situation?

## ANSWER KEY (MOSQUITOES):

1. The synonym of *bite* in line 5 is the same as sink your teeth into.
2. The word *lay* in line 7 is the same as put down.
3. The word *deposit* in line 7 is the same as put.
4. The word *mature* in line 8 is the same as grown up.
5. From the reading passage, I can find many mosquitoes near swamps, ponds and lakes.
6. Female mosquitoes bite a person or animal in order to get some blood.
7. The female mosquitoes need some blood before she lays her eggs.
8. The mosquitoes' life cycle :  
The female mosquito bites a person or animal in order to get some blood before she can lay her eggs. Second, she flies to an area of water and deposits her eggs in the water. In a short time, they will mature and fly away.
9. Larvae are baby mosquitoes.
10. The female mosquitoes have special mouth which can go into an animal's skin or a person's skin.
11. The female mosquito deposits her eggs in the water.
12. The reading passage tells us that the mosquitoes' life cycle, male mosquitoes only drink plant juices and only female mosquitoes will bite a person or an animal for some blood.
13. The best title for the text is "Mosquitoes".
14. The main idea of paragraph 2 is that mosquitoes have an interesting life cycle.
15. One of the applications to real life situation is that we should minimize area of stagnant water in our environment because mosquitoes like wet areas.

**LESSON PLAN**  
**(For the second treatment Semantic Mapping)**

Subject	: English
Theme	: Traveling
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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**A. COMPETENCE:**

1. Basic Competence:

Students are able to comprehend a reading passage entitled “The Statue of Liberty”.

2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

**B. LEARNING MATERIALS:** (See Students’ Worksheet)

**C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

**D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

**E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic, predict the main idea from the reading passage and apply new knowledge to real life situation.

## F. REFERENCES:

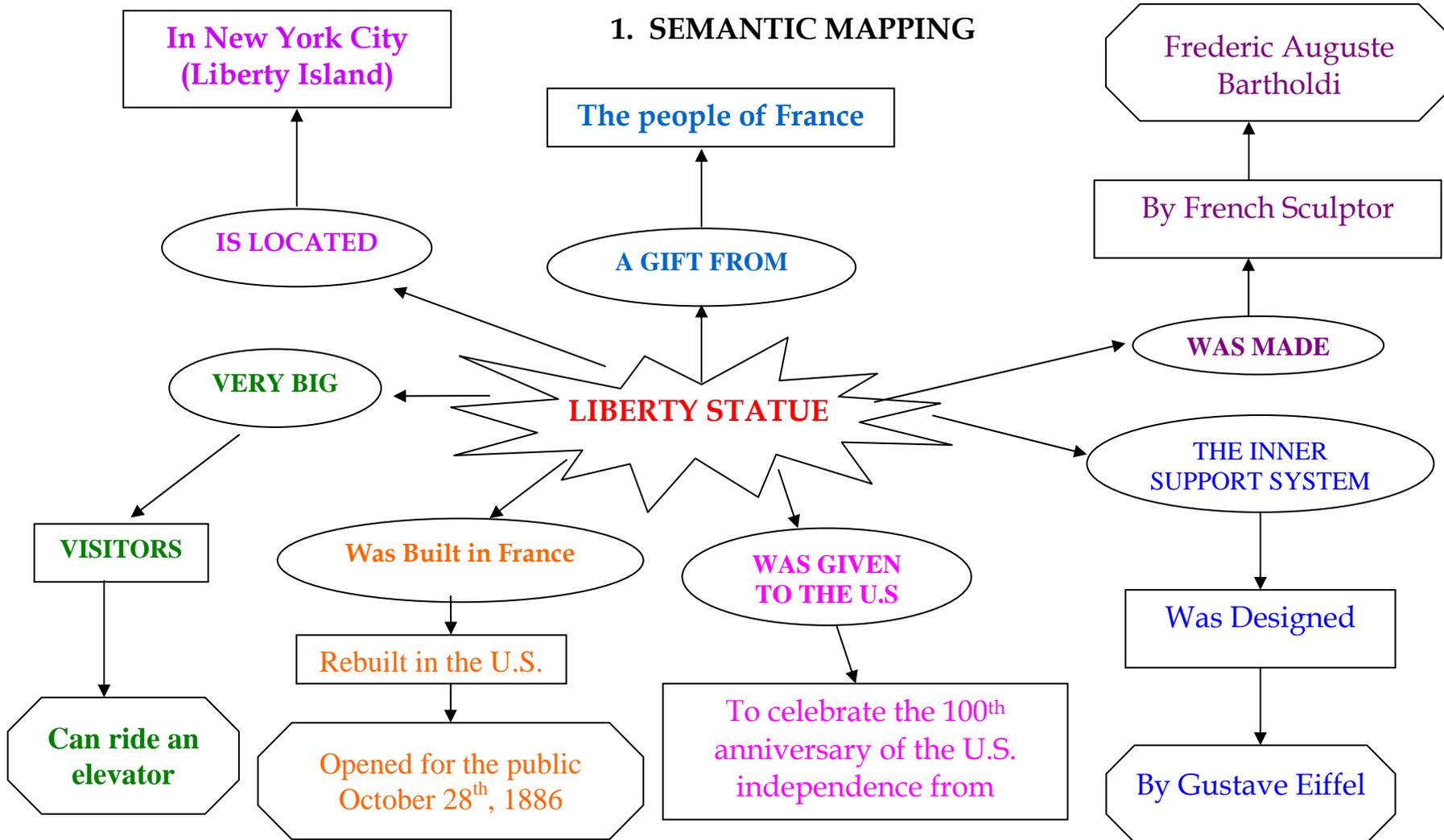
Folse, Keith S. 1993. *Intermediate Reading Practices: Building Reading & Vocabulary Skills Revised Edition*. Michigan: The University of Michigan Press.

### TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time
	Teacher	Students	Allotment
Pre-Instructional Activities	<ul style="list-style-type: none"><li>- Greets the students.</li><li>- Asks triggering questions based on the pictures.</li><li>- States the objectives of the lesson.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher's greeting.</li><li>- Answer the triggering questions.</li><li>- Listen to the teacher.</li></ul>	3'
Whilst-Instructional Activities	<ul style="list-style-type: none"><li>- Distributes the students' worksheet.</li></ul>	<ul style="list-style-type: none"><li>- Get the students worksheet.</li></ul>	1'
	<ul style="list-style-type: none"><li>- Brainstorms students' ideas about the reading passage &amp; make Semantic Mapping.</li></ul>	<ul style="list-style-type: none"><li>- Give ideas about the reading passage.</li></ul>	15'
	<ul style="list-style-type: none"><li>- Asks the students to do the exercise.</li></ul>	<ul style="list-style-type: none"><li>- Do the exercises</li></ul>	8'
	<ul style="list-style-type: none"><li>- Discusses the answers.</li></ul>	<ul style="list-style-type: none"><li>- Discuss the answers</li></ul>	10'
Post-Instructional Activities	<ul style="list-style-type: none"><li>- Reviews all materials.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher.</li></ul>	3'

**STUDENTS' WORKSHEET**  
 Traveling (Second Grade of Junior High School Semester 2)

**1. SEMANTIC MAPPING**



**2. Read this reading passage carefully!**

1            In the Water around New York City is a very small island called  
2            Liberty Island. On Liberty Island there is a very special statue called the Statue  
3            of Liberty. It is one of the most famous sights in the world.

4            The Statue of Liberty was a gift from the people of France to the  
5            people of the United States. The statue was made by a French sculptor named  
6            Frederic Auguste Bartholdi. The inner support system was designed by  
7            Gustave Eiffel, the same man who made the famous Eiffel Tower in Paris.

8            Liberty, of course, means freedom, and the Statue of Liberty was given  
9            to the United States to celebrate the one-hundredth anniversary of U.S.  
10           independence from England. The statue was built in France, taken apart piece  
11           by piece, and then rebuilt in the United States. It was opened for the public on  
12           October 28, 1886.

13           As you might expect, the statue is very big. Visitors can ride an  
14           elevator from the ground to the bottom of the statue. If they want to, they can  
15           then walk up the 168 steps to reach the head of the statue where they can look  
16           out and enjoy the beautiful sight of the city of New York.

**3. Answer the following questions!**

1. The word *statue* in line 2 is the same as .....
2. The word *sights* in line 3 is the same as .....
3. The word *independence* in line 10 is the same as.....
4. What is the synonym of *reach* in line 15?
5. Where is The Statue of Liberty?
6. Who gives The Statue of Liberty?
7. Who made The Statue of Liberty?
8. Who made the inner support system of The Liberty Statue?
9. Why was The Statue of Liberty given to the U.S.?
10. Where was The Statue of Liberty built?
11. When was The Statue of Liberty opened for the public?
12. What does the text tell us about?
13. What is the best title for the text?
14. What is the main idea of paragraph 3?
15. From the reading passage what is one of the applications to real life situation?

### ANSWER KEY (The Statue of Liberty):

1. The word *statue* in line 2 is the same as sculpture.
2. The word *sights* in line 3 is the same as something that you can see.
3. The word *independence* in line 10 is the same as self-government.
4. The synonym of *reach* in line 15 is arriving at.
5. The Statue of Liberty is in New York.
6. The Statue of Liberty was a gift from the people of France to the people of the United States.
7. The Statue of Liberty was made by a French sculptor named Frederic Auguste Bartholdi.
8. Gustave Eiffel was made the inner support system of The Liberty Statue.
9. The Statue of Liberty given to the U.S to celebrate the 100<sup>th</sup> anniversary of U.S. independence from England.
10. The Statue of Liberty was built in Paris.
11. The Statue of Liberty was opened for the public on October 28, 1886.
12. The text tells us about the history of The Statue of Liberty.
13. The best title for the text is "The Statue of Liberty".
14. The main idea of paragraph 3 is the story of the Statue of Liberty is very interesting.
15. One of the applications to real life situation:  
Statue is a building that can make us remember about something.

**LESSON PLAN**  
**(For the third treatment Semantic Mapping)**

Subject	: English
Theme	: Health
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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**A. COMPETENCE:**

1. Basic Competence:

Students are able to comprehend a reading passage entitled “To Keep Healthy”.

2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

**B. LEARNING MATERIALS:** (See Students’ Worksheet)

**C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

**D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

**E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic predict the main idea from the reading passage and apply new knowledge to real life situation.

## F. REFERENCES:

Zuriaty, B.A. et al. 2000. *Meaningful Learning English for SLTP 2 Revised Edition*.

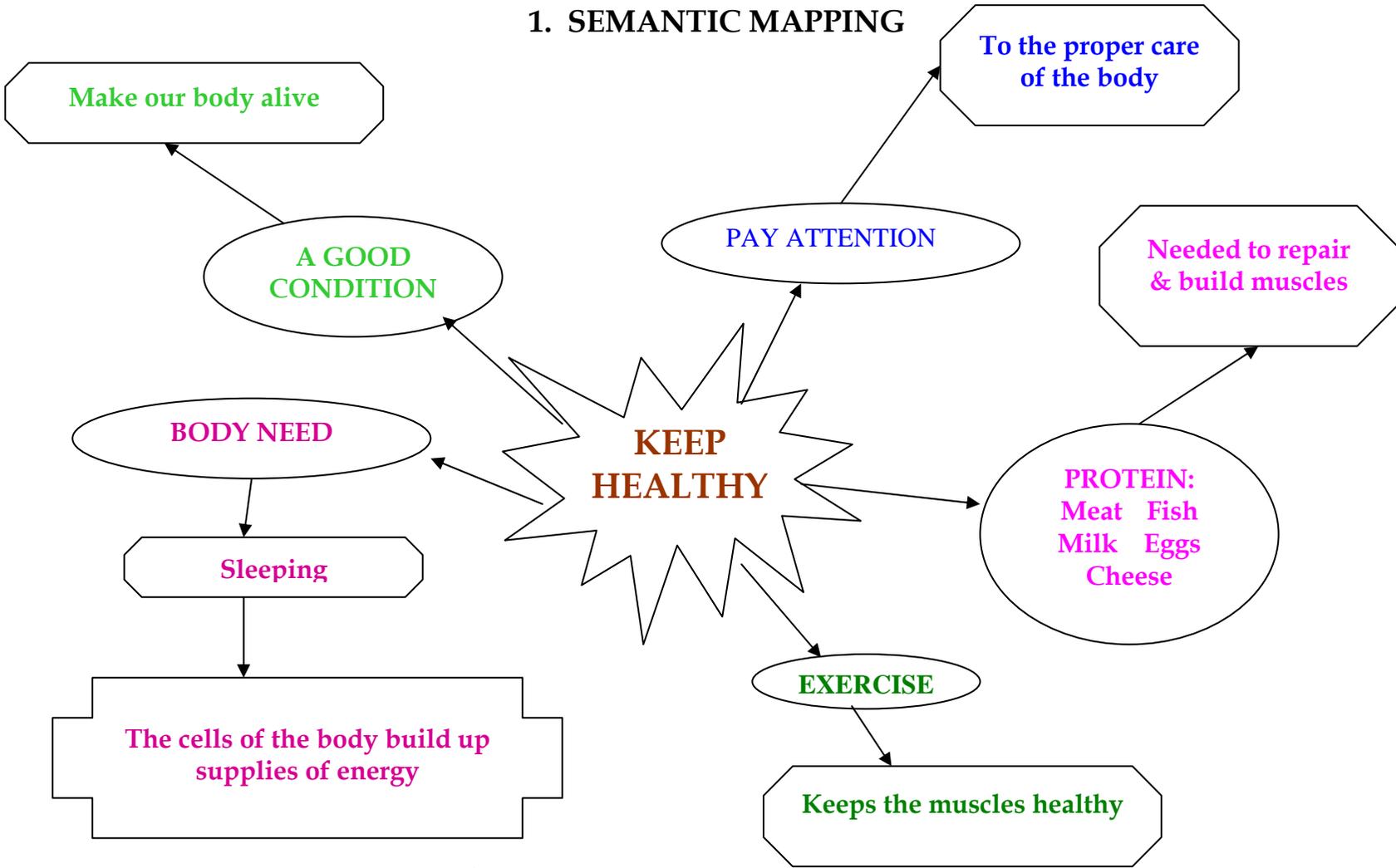
Surabaya: Bina Pustaka Tama.

## TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	<ul style="list-style-type: none"><li>- Greets the students.</li><li>- Asks triggering questions based on the pictures.</li><li>- States the objectives of the lesson.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher's greeting.</li><li>- Answer the triggering questions.</li><li>- Listen to the teacher.</li></ul>	3'
Whilst-Instructional Activities	<ul style="list-style-type: none"><li>- Distributes the students' worksheet.</li></ul>	<ul style="list-style-type: none"><li>- Get the students worksheet.</li></ul>	1'
	<ul style="list-style-type: none"><li>- Brainstorms students' ideas about the reading passage &amp; make Semantic Mapping.</li></ul>	<ul style="list-style-type: none"><li>- Give ideas about the reading passage and listen to the teacher.</li></ul>	15'
	<ul style="list-style-type: none"><li>- Asks some students to read the text per paragraph.</li></ul>	<ul style="list-style-type: none"><li>- Some students read the text per paragraph.</li></ul>	5'
	<ul style="list-style-type: none"><li>- Asks the students to do the exercise.</li></ul>	<ul style="list-style-type: none"><li>- Do the exercises</li></ul>	8'
	<ul style="list-style-type: none"><li>- Discusses the answers.</li></ul>	<ul style="list-style-type: none"><li>- Discuss the answers</li></ul>	10'
Post-Instructional Activities	<ul style="list-style-type: none"><li>- Reviews all materials.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher.</li></ul>	3'

**STUDENTS' WORKSHEET**  
**To Keep Healthy (Second Grade of Junior High School Semester 2)**

**1. SEMANTIC MAPPING**



**2. Read this reading passage carefully!**

1           When one's body is well, when his mind is sound and active and he  
2 feels good, he is not afraid of being sick. Good condition of the body, mind  
3 and emotion are all parts of good health that make our body alive. Avoiding  
4 the body from illness is the foundation of good health.

5           Pay attention to the proper care of the body, the food you eat and water  
6 you drink. Supply the body with materials needed to do work and the process  
7 of growing. Vitamins are very important for your body. They help the body  
8 make proper use of the food you eat. Different food contains different  
9 substances needed by the body. Foods, like meat, milk, fish, cheese and eggs  
10 contain protein. These substances are needed to repair and built muscles.

11          Exercise is another important part of the daily care of the body.  
12 Jogging is a good exercise. Exercise is good for blood vessels, because it helps  
13 keep even the smaller blood vessels open and it keeps the muscles healthy.

14          Almost all people, during each 24 hour period, need a number of hours  
15 of total rest. No one has yet found out the progress that takes places in the  
16 body during the hours of sleep. No one can hear what is going on in their  
17 bodies when they are sleeping. But the scientists agree because they have  
18 examined that this is the time in which cells of the body recover from strains  
19 of the day and build up supplies of energy for the next period of activity.

**3. Answer the following questions!**

1. What is the synonym of *illness* in line 4?
2. The word *supply* in line 6 is the same as .....
3. The word *progress* in line 15 is the same as .....
4. What does the word *recover* in line 18 mean?
5. What is the foundation of good health?
6. What do we need in order to keep healthy?
7. Why vitamins are very important for our body?
8. What kinds of food that contains protein?
9. What is the function of protein for our body?
10. Why jogging is a good exercise?
11. Why sleeping is good for our health?
12. What does the text tell us about?
13. What is the best title for the text?
14. What is the main idea of paragraph 3?
15. What knowledge can you apply from the reading passage?

### ANSWER KEY (To Keep Healthy):

1. The synonym of *illness* in line 4 is sickness.
2. The word *supply* in line 6 is the same as provide.
3. The word *progress* in line 15 is the same as improvement.
4. The word *recover* in line 18 means get back.
5. The foundation of good health is avoiding the body from illness.
6. We need to pay attention to the proper care of the body, the food you eat and water you drink in order to keep healthy.
7. Vitamins are very important to help the body make proper use of the food you eat.
8. Meat, milk, fish, cheese and eggs contain protein.
9. Our bodies need protein to repair and build muscles.
10. Because jogging helps the smaller blood vessels open and it keeps the muscles healthy.
11. Sleeping is good for our health because this is the time in which cells of the body recover from strains of the day and build up supplies of energy for the next period of activity.
12. The text tells us that we should pay attention to the proper care of the body, vitamins, food and exercise in order to keep healthy.
13. The best title for the text is "To Keep Healthy".
14. The main idea of paragraph 3 is that almost all people need a number of hours of total rest.
15. From the reading passage I can apply that exercise, vitamin, food and a number of rest are very important for our body to keep healthy.

## Control Group

### LESSON PLAN (For the first treatment Vocabulary Explanation)

Subject	: English
Theme	: Flora - Fauna
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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#### **A. COMPETENCE:**

##### 1. Basic Competence:

Students are able to comprehend a reading passage entitled “Mosquito”.

##### 2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

#### **B. LEARNING MATERIALS:** (See Students’ Worksheet)

#### **C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

#### **D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

#### **E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic, predict the main idea from the reading passage and apply new knowledge to real life situation.

## F. REFERENCES:

Folse, Keith S. 1993. *Intermediate Reading Practices: Building Reading & Vocabulary Skills Revised Edition*. Michigan: The University of Michigan Press.

## TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	<ul style="list-style-type: none"> <li>- Greets the students.</li> <li>- Asks triggering questions based on the pictures.</li> <li>- States the objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to the teacher's greeting.</li> <li>- Answer the triggering questions.</li> <li>- Listen to the teacher.</li> </ul>	3'
Whilst-Instructional Activities	- Distributes the students' worksheet.	- Get the students worksheet.	1'
	- Explains some vocabulary based on the reading passage.	- Listen to the teacher's explanation.	15'
	- Asks some students to read the text per paragraph.	- Some students read the text per paragraph.	5'
	- Asks the students to do the exercise.	- Do the exercises	8'
	- Discusses the answers.	- Discuss the answers	10'
Post-Instructional Activities	- Reviews all materials.	- Respond to the teacher.	3'

# STUDENTS' WORKSHEET

## Flora-Fauna

(Second Grade of Junior High School Semester 2)

### 1. Vocabulary:

1. Extremely (Adverb) = Sangat
2. Swamps (Noun) = Rawa-rawa
3. Ponds (Noun) = Kolam
4. Lakes (Noun) = Danau
5. Bites (Verb) = Menggigit
6. Deposits (Verb) = Menyimpan
7. Lay (Verb) = Meletakkan
8. Mature (Adjective) = Dewasa
9. Male (Adjective) = Jantan
10. Female (Adjective) = Betina

### 2. Read this reading passage carefully!

1            Everyone knows the small insect called the mosquito. It is possible to  
2        find mosquitoes in almost every part of the world except in the places where it  
3        is extremely cold or where it is very dry. During the summer, it is almost  
4        certain that you can find many mosquitoes near swamps, ponds and lakes.

5            Mosquitoes have an interesting life cycle. The female mosquito bites a  
6        person or animal in order to get some blood. She needs this blood before she  
7        can lay her eggs. Second, she flies to an area of water and deposits her eggs in  
8        the water. In a short time, they will mature and fly away.

9            It is interesting to note that only the female will bite for blood. She has  
10       a special mouth which can go into an animal's skin or a person's skin. On the  
11       other hand, the male mosquito can only drink plant juices with his mouth.

### 3. Answer the following questions!

1. The word *bite* in line 5 is the same as.....

2. The word *lay* in line 7 is the same as.....
3. The word *deposit* in line 7 is the same as .....
4. The word *mature* in line 8 is the same as .....
5. From the passage where do you can find many mosquitoes?
6. Who bites a person or animal in order to get some blood?
7. Why do the female mosquitoes need some blood?
8. How is the mosquitoes' life cycle?
9. What are larvae?
10. What do female mosquitoes have to go into an animal's skin or person's skin?
11. Where does a female mosquito deposit her eggs?
12. The reading passage tells us that .....
13. What is the best title for the text?
14. What is the main idea of paragraph 2?
15. From the reading passage what is one of the applications to real life situation?

## ANSWER KEY:

1. The synonym of *bite* in line 5 is the same as sink your teeth into.
2. The word *lay* in line 7 is the same as put down.
3. The word *deposit* in line 7 is the same as put.
4. The word *mature* in line 8 is the same as grown up.
5. From the reading passage, I can find many mosquitoes near swamps, ponds and lakes.
6. Female mosquitoes bite a person or animal in order to get some blood.
7. The female mosquitoes need some blood before she lays her eggs.
8. The mosquitoes' life cycle :  
The female mosquito bites a person or animal in order to get some blood before she can lay her eggs. Second, she flies to an area of water and deposits her eggs in the water. In a short time, they will mature and fly away.
9. Larvae are baby mosquitoes.
10. The female mosquitoes have special mouth which can go into an animal's skin or a person's skin.
11. The female mosquito deposits her eggs in the water.
12. The reading passage tells us that the mosquitoes' life cycle, male mosquitoes only drink plant juices and only female mosquitoes will bite a person or an animal for some blood.
13. The best title for the text is "Mosquitoes".
14. The main idea of paragraph 2 is that mosquitoes have an interesting life cycle.
15. One of the applications to real life situation is that we should minimize area of stagnant water in our environment because mosquitoes like wet areas.

**LESSON PLAN**  
**(For the second treatment Vocabulary Explanation)**

Subject	: English
Theme	: Traveling
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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**A. COMPETENCE:**

1. Basic Competence:

Students are able to comprehend a reading passage entitled “The Statue of Liberty”.

2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

**B. LEARNING MATERIALS:** (See Students’ Worksheet)

**C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

**D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

**E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic, predict the main idea from the reading passage and apply new knowledge to real life situation.

## F. REFERENCES:

Folse, Keith S. 1993. *Intermediate Reading Practices: Building Reading & Vocabulary Skills Revised Edition*. Michigan: The University of Michigan Press.

### TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time Allotment
	Teacher	Students	
Pre-Instructional Activities	<ul style="list-style-type: none"><li>- Greets the students.</li><li>- Asks triggering questions based on the pictures.</li><li>- States the objectives of the lesson.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher's greeting.</li><li>- Answer the triggering questions.</li><li>- Listen to the teacher.</li></ul>	3'
Whilst-Instructional Activities	<ul style="list-style-type: none"><li>- Distributes the students' worksheet.</li></ul>	<ul style="list-style-type: none"><li>- Get the students worksheet.</li></ul>	1'
	<ul style="list-style-type: none"><li>- Explains some vocabulary from the reading passage.</li></ul>	<ul style="list-style-type: none"><li>- Listen to the teacher's explanation.</li></ul>	15'
	<ul style="list-style-type: none"><li>- Asks the students to do the exercise.</li></ul>	<ul style="list-style-type: none"><li>- Do the exercises</li></ul>	8'
	<ul style="list-style-type: none"><li>- Discusses the answers.</li></ul>	<ul style="list-style-type: none"><li>- Discuss the answers</li></ul>	10'
Post-Instructional Activities	<ul style="list-style-type: none"><li>- Reviews all materials.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher.</li></ul>	3'

## STUDENTS' WORKSHEET

### Traveling (Second Grade of Junior High School Semester 2)

#### 1. Vocabulary:

1. Liberty (Noun) = Kemenangan
2. Statue (Noun) = Patung
3. Famous (Adjective) = Terkenal
4. Sight (Noun) = Pemandangan
5. Gift (Noun) = Hadiah
6. Sculptor (Noun) = Pemahat
7. Celebrate (Verb) = Merayakan
8. Anniversary ((Noun) = Perayaan
9. Expect (Verb) = Mengharapkan
10. Visitor (Noun) = Pengunjung

#### 2. Read this reading passage carefully!

1            In the Water around New York City is a very small island called  
2            Liberty Island. On Liberty Island there is a very special statue called the Statue  
3            of Liberty. It is one of the most famous sights in the world.

4            The Statue of Liberty was a gift from the people of France to the  
5            people of the United States. The statue was made by a French sculptor named  
6            Frederic Auguste Bartholdi. The inner support system was designed by  
7            Gustave Eiffel, the same man who made the famous Eiffel Tower in Paris.

8            Liberty, of course, means freedom, and the Statue of Liberty was given  
9            to the United States to celebrate the one-hundredth anniversary of U.S.  
10           independence from England. The statue was built in France, taken apart piece  
11           by piece, and then rebuilt in the United States. It was opened for the public on  
12           October 28, 1886.

13           As you might expect, the statue is very big. Visitors can ride an  
14           elevator from the ground to the bottom of the statue. If they want to, they can  
15           then walk up the 168 steps to reach the head of the statue where they can look  
16           out and enjoy the beautiful sight of the city of New York.

**3. Answer the following questions!**

1. The word *statue* in line 2 is the same as .....
2. The word *sights* in line 3 is the same as .....
3. The word *independence* in line 10 is the same as.....
4. What is the synonym of *reach* in line 15?
5. Where is The Statue of Liberty?
6. Who gives The Statue of Liberty?
7. Who made The Statue of Liberty?
8. Who made the inner support system of The Liberty Statue?
9. Why was The Statue of Liberty given to the U.S.?
10. Where was The Statue of Liberty built?
11. When was The Statue of Liberty opened for the public?
12. What does the text tell us about?
13. What is the best title for the text?
14. What is the main idea of paragraph 3?
15. From the reading passage what is one of the applications to real life situation?

## ANSWER KEY:

1. The word *statue* in line 2 is the same as sculpture.
2. The word *sights* in line 3 is the same as something that you can see.
3. The word *independence* in line 10 is the same as self-government.
4. The synonym of *reach* in line 15 is arriving at.
5. The Statue of Liberty is in New York.
6. The Statue of Liberty was a gift from the people of France to the people of the United States.
7. The Statue of Liberty was made by a French sculptor named Frederic Auguste Bartholdi.
8. Gustave Eiffel was made the inner support system of The Liberty Statue.
9. The Statue of Liberty given to the U.S to celebrate the 100<sup>th</sup> anniversary of U.S. independence from England.
10. The Statue of Liberty was built in Paris.
11. The Statue of Liberty was opened for the public on October 28, 1886.
12. The text tells us about the history of The Statue of Liberty.
13. The best title for the text is “The Statue of Liberty”.
14. The main idea of paragraph 3 is the story of the Statue of Liberty is very interesting.
15. One of the applications to real life situation:  
Statue is a building that can make us remember about something.

**LESSON PLAN**  
**(For the third treatment Vocabulary Explanation)**

Subject	: English
Theme	: Health
Language Skill	: Reading
Education Level	: Junior High School (SMP)
Grade / Semester	: 2 / 2
Time allocation	: 1 X 45 minutes

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**A. COMPETENCE:**

1. Basic Competence:

Students are able to comprehend a reading passage entitled “To Keep Healthy”.

2. Achievement Indicators:

Students are able to:

- Give the meaning of key words of the reading passage.
- Identify specific details of the reading passage.
- Predict the overall content of the reading passage.
- Predict the topic of the reading passage.
- Predict the main idea from the reading passage.
- Apply new knowledge to real life situation.

**B. LEARNING MATERIALS:** (See Students’ Worksheet)

**C. TECHNIQUES:**

- Question and Answer.
- Individual Works.

**D. TEACHING AND LEARNING ACTIVITIES:** (See page 2)

**E. ASSESSMENT:**

Students are asked to give the meaning of key words, identify specific details, predict the overall content, predict the topic, predict the main idea from the reading passage and apply new knowledge to real life situation.

## F. REFERENCES:

Zuriaty, B.A. et al. 2000. *Meaningful Learning English for SLTP 2 Revised Edition*.

Surabaya: Bina Pustaka Tama.

## TEACHING AND LEARNING ACTIVITIES

Stages	Activities		Time
	Teacher	Students	Allotment
Pre-Instructional Activities	<ul style="list-style-type: none"><li>- Greets the students.</li><li>- Asks triggering questions based on the pictures.</li><li>- States the objectives of the lesson.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher's greeting.</li><li>- Answer the triggering questions.</li><li>- Listen to the teacher.</li></ul>	3'
Whilst-Instructional Activities	<ul style="list-style-type: none"><li>- Distributes the students' worksheet.</li></ul>	<ul style="list-style-type: none"><li>- Get the students worksheet.</li></ul>	1'
	<ul style="list-style-type: none"><li>- Explains some vocabulary based on the reading passage.</li></ul>	<ul style="list-style-type: none"><li>- Listen to the teacher's explanation.</li></ul>	15'
	<ul style="list-style-type: none"><li>- Asks some students to read the text per paragraph.</li></ul>	<ul style="list-style-type: none"><li>- Some students read the text per paragraph.</li></ul>	5'
	<ul style="list-style-type: none"><li>- Asks the students to do the exercise.</li></ul>	<ul style="list-style-type: none"><li>- Do the exercises</li></ul>	8'
	<ul style="list-style-type: none"><li>- Discusses the answers.</li></ul>	<ul style="list-style-type: none"><li>- Discuss the answers</li></ul>	10'
Post-Instructional Activities	<ul style="list-style-type: none"><li>- Reviews all materials.</li></ul>	<ul style="list-style-type: none"><li>- Respond to the teacher.</li></ul>	3'

## STUDENTS' WORKSHEET

### **To Keep Healthy (Second Grade of Junior High School Semester 2)**

#### **1. Vocabulary:**

1. Afraid (Adjective) = Takut
2. Avoid (Verb) = Menghindari
3. Illness (Noun) = Penyakit
4. Foundation (Noun) = Dasar
5. Pay attention (Noun) = Memperhatikan
6. Proper care (Verb) = Perawatan yang sesuai
7. Supply (Noun) = Persediaan
8. Repair (Verb) = Memperbaiki
9. Muscles (Noun) = Otot
10. Vessel (Noun) = Pembuluh darah
11. Strain (Noun) = Ketegangan
12. Build up (Verb) = Menghasilkan

#### **2. Read this reading passage carefully!**

1            When one's body is well, when his mind is sound and active and he  
2            feels good, he is not afraid of being sick. Good condition of the body, mind  
3            and emotion are all parts of good health that make our body alive. Avoiding  
4            the body from illness is the foundation of good health.

5            Pay attention to the proper care of the body, the food you eat and water  
6            you drink. Supply the body with materials needed to do work and the process  
7            of growing. Vitamins are very important for your body. They help the body  
8            make proper use of the food you eat. Different food contains different  
9            substances needed by the body. Foods, like meat, milk, fish, cheese and eggs  
10           contain protein. These substances are needed to repair and built muscles.

11           Exercise is another important part of the daily care of the body.  
12    Jogging is a good exercise. Exercise is good for blood vessels, because it helps  
13    keep even the smaller blood vessels open and it keeps the muscles healthy.

14           Almost all people, during each 24 hour period, need a number of hours  
15    of total rest. No one has yet found out the progress that takes places in the  
16    body during the hours of sleep. No one can hear what is going on in their  
17    bodies when they are sleeping. But the scientists agree because they have  
18    examined that this is the time in which cells of the body recover from strains  
19    of the day and build up supplies of energy for the next period of activity.

**3. Answer the following questions!**

1. What is the synonym of *illness* in line 4?
2. The word *supply* in line 6 is the same as .....
3. The word *progress* in line 15 is the same as .....
4. What does the word *recover* in line 18 mean?
5. What is the foundation of good health?
6. What do we need in order to keep healthy?
7. Why vitamins are very important for our body?
8. What kinds of food that contains protein?
9. What is the function of protein for our body?
10. Why jogging is a good exercise?
11. Why sleeping is good for our health?
12. What does the text tell us about?
13. What is the best title for the text?
14. What is the main idea of paragraph 3?
15. What knowledge can you apply from the reading passage?

## ANSWER KEY:

1. The synonym of *illness* in line 4 is sickness.
2. The word *supply* in line 6 is the same as provide.
3. The word *progress* in line 15 is the same as improvement.
4. The word *recover* in line 18 means get back.
5. The foundation of good health is avoiding the body from illness.
6. We need to pay attention to the proper care of the body, the food you eat and water you drink in order to keep healthy.
7. Vitamins are very important to help the body make proper use of the food you eat.
8. Meat, milk, fish, cheese and eggs contain protein.
9. Our bodies need protein to repair and build muscles.
10. Because jogging helps the smaller blood vessels open and it keeps the muscles healthy.
11. Sleeping is good for our health because this is the time in which cells of the body recover from strains of the day and build up supplies of energy for the next period of activity.
12. The text tells us that we should pay attention to the proper care of the body, vitamins, food and exercise in order to keep healthy.
13. The best title for the text is "To Keep Healthy".
14. The main idea of paragraph 3 is that almost all people need a number of hours of total rest.
15. From the reading passage I can apply that exercise, vitamin, food and a number of rest are very important for our body to keep healthy.