

APPENDIX 1

TABLES

A. THE CALCULATION OF TAKING GROUPS AS SAMPLE OF THE EXPERIMENT

Table 1.1. The Sample Students' Scores Based on the Mid-Test

No.	TREATMENT			TOTAL
	A class	B class	C class	
1	49,75	59	67	
2	70,25	72,25	77	
3	75	70,25	65,25	
4	44,5	65,75	73,25	
5	78,75	87	79	
6	76	79	74,25	
7	62	83	75	
8	72,25	80,25	66,75	
9	66,5	61,5	76,25	
10	61,25	70,25	85,5	
11	71	78,25	70,25	
12	56,75	72,5	86,25	
13	80	75,25	79,5	
14	63	61,75	86,25	
15	84,5	74	74,25	
16	71	48,5	79,25	
17	81,75	65	86	
18	56,5	64,75	80,25	
19	65,75	87,25	76	
20	81,25	81,5	90	
21	78,5	58	62,75	
22	78,5	86	74,75	
23	89,25	81,5	81,5	
24	57,5	75,5	84,5	
25	80,75	80	60,75	
26	57,75	70	29,25	
27	75	58	73	
28	52,5	68,25	73,25	

29	58,5	84	86,75	
30	81,75	27,75	34,5	
31	52,25		59,75	
n	31	30	31	92
Mean	68,7097	70,8667	73,1613	-
Ji (Sum)	2130,000	2126,000	2268,000	6524
Ji ²	4536900,000	4519876,000	5143824,000	14200600
Variance	138,6504	164,1109	184,7856	4875.5469

k = number of groups = 3
 n = number of students in each group = 30
 N = the total number of students in all groups = 92

ANOVA TABLE

Source of Variation	SS	df	MS	p	p-value	p crit
Between Groups	307,257	2	153,628 5	0,94542	0,39238 3	3,09887
Within Groups	14462,3	89	162,497 7			
Total	14769,5 5	91				

Where:

- If F calculation > F(0.05) so there is a significant difference

Note:

MS = Mean Squares
 SS = Sum of Squares
 df = Degree of Freedom
 p = p Ratio
 p crt = p critical

Test of hypothesis:

Conclusion:

Because p calculation < p(0.05) so H is accepted

p < p critical (table)

0,94542 < 3,09887

Hence, there is no significant difference between groups.

B. THE CALCULATION OF TRY-OUT RELIABILITY

Table 1. 2. A Scoring Matrix Based on the Pupils' Scores of the Try-Out Test

No	No of stdnts	Number of Items														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	12	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1
2	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	16	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
4	25	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1
5	2	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
6	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
7	15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
8	11	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1
9	23	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1
10	19	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1
11	17	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
12	22	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1
13	10	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1
CORRECT ANSWER (U)		12	12	12	13	12	6	13	13	11	9	12	8	8	10	13
14	14	1	0	1	1	0	0	1	1	1	0	0	0	1	0	0
15	21	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1
16	13	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0
17	8	0	1	0	1	1	0	1	1	1	1	0	0	0	1	1
18	7	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1
19	24	0	1	1	1	1	1	1	1	1	0	1	0	0	0	1
20	18	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0
21	4	0	1	0	0	0	1	1	1	0	1	1	0	1	0	1
22	26	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1
23	9	0	1	0	1	1	1	1	1	0	0	1	0	0	1	0
24	20	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1
25	6	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1
26	3	0	1	1	1	1	0	0	1	0	0	0	0	1	0	0
CORRECT ANSWER (L)		7	9	9	10	9	7	10	12	8	6	8	3	3	4	8

No	No of stdnts																	
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	T	
1	12	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	29	
2	5	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	28	
3	16	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	27	
4	25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	
5	2	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	26	
6	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	25	
7	15	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	25	
8	11	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	25	
9	23	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	24	
10	19	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	23	
11	17	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	23	
12	22	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	23	
13	10	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	21	
CORRECT ANSWER (U)		13	10	10	8	9	12	9	9	10	10	13	13	11	10	9		
14	14	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	19	
15	21	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	19	
16	13	1	1	1	0	0	1	1	0	0	0	0	1	1	1	1	19	
17	8	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	19	
18	7	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	19	
19	24	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	18	
20	18	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	18	
21	4	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	18	
22	26	1	0	0	0	1	0	0	1	1	1	1	1	0	1	1	17	
23	9	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	16	
24	20	1	1	0	0	1	0	1	0	1	0	0	0	1	0	0	16	
25	6	0	0	0	1	0	0	1	0	1	0	1	0	0	1	1	12	
26	3	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	11	
CORRECT ANSWER (L)		10	9	9	5	7	9	9	3	7	7	9	10	8	9	7		

Table 1. 3. Calculation for reliability KR-21

NO.	X	X ²	NO.	X	X ²
1	29	841	16	19	361
2	28	784	17	19	361
3	27	729	18	19	361
4	26	676	19	18	324
5	26	676	20	18	324
6	25	625	21	18	324
7	25	625	22	17	289
8	25	625	23	16	256
9	24	576	24	16	256
10	23	529	25	12	144
11	23	529	26	11	121
12	23	529	TOTAL	546	12028
13	21	441	n	26	
14	19	361	MEAN	21	
15	19	361	VAR.	21,615385	

$$M = \frac{\sum X}{n} = 21$$

$$V = \frac{\sum X^2 - \sum X^2/n}{n} = 21,6153846$$

$$K = 30$$

KR-21 FORMULA : *)

$$r = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KV} \right) = 0,7330$$

Where: r = Reliability
n = Number of subjects
V = Variance
M = Mean
K = Number of items
n = 26
r table = 0,388

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

C. THE CALCULATION OF THE DIFFICULTY AND DISCRIMINATION POWER OF THE TRY-OUT TEST

Table 1.4. The difficulty and Discrimination Power of the Try-Out Test

NO.	Item Difficulty	Interpretation	Discrimination Power	Interpretation
1.	0,73	easy	0,54	good
2.	0,81	easy	0,38	satisfactory
3.	0,81	easy	0,23	satisfactory
4.	0,88	easy	0,23	satisfactory
5.	0,81	easy	0,23	satisfactory
6.	0,54	moderate	0,15	poor
7.	0,88	easy	0,23	satisfactory
8.	0,73	easy	0,23	satisfactory
9.	0,73	easy	0,23	satisfactory
10.	0,58	moderate	0,38	satisfactory
11.	0,77	easy	0,31	satisfactory
12.	0,42	moderate	0,23	satisfactory
13.	0,42	moderate	0,23	satisfactory
14.	0,54	moderate	0,46	good
15.	0,81	easy	0,38	satisfactory
16.	0,88	easy	0,23	satisfactory
17.	0,73	easy	0,23	satisfactory
18.	0,73	easy	0,23	satisfactory
19.	0,5	moderate	0,08	poor
20.	0,62	moderate	0,15	poor
21.	0,81	easy	0,23	satisfactory
22.	0,69	moderate	0	poor
23.	0,46	moderate	0,62	good
24.	0,65	moderate	0,23	satisfactory
25.	0,65	moderate	0,23	satisfactory
26.	0,85	easy	0,31	satisfactory
27.	0,88	easy	0,23	satisfactory
28.	0,73	easy	0,38	satisfactory
29.	0,69	moderate	0,15	poor
30.	0,5	moderate	0,23	satisfactory

Criteria of Item Difficulty

0.00 - 0.30 : Difficult
0.30 - 0.70 : Moderate
0.40 - 0.70 : Good
0.70 - 1.00 : Easy

Criteria of Discrimination Power

0.00 - 0.20 : Poor
0.20 - 0.40 : Satisfactory
0.40 - 0.70 : Good
0.70 - 1.00 : Excellent

Note: 1. Item Difficulty was ranged from 0,42 to 0,88.
2. Discrimination Power was ranged from 0 to 0,62.

To calculate the item difficulty, she used this following formula:

$$IF = \frac{N \text{ correct}}{N \text{ total}}$$

Where: IF : Item Facility

N correct : Number of pupils answering correctly

N total : Number of pupils taking the test

Then the discrimination power is calculated by using the following formula

(Gronlund, 1982:103):

$$D = \frac{Ru-RL}{\frac{1}{2} T}$$

Where: D : Item Discrimination Power

Ru : Number of upper group students who answering correctly

RL : Number of lower group students who answering correctly

$\frac{1}{2} T$: One half of the total number of students included in the upper and lower group

D. THE CALCULATION OF POST-TEST SCORES

Table 1.4. The Result of Post-Test

CALCULATION FOR t-TEST

No	Experiment		Control	
	(Xc)	X ² C	(XB)	X ² B
1	28	784	29	841
2	25	625	23	529
3	21	441	20	400
4	27	729	25	625
5	25	625	13	169
6	23	529	18	324
7	24	576	19	361
8	23	529	21	441
9	26	676	18	324
10	18	324	22	484
11	19	361	24	576
12	27	729	18	324
13	22	484	20	400
14	20	400	23	529
15	15	225	15	225
16	28	784	17	289
17	27	729	25	625
18	30	900	24	576
19	25	625	16	256
20	18	324	18	324
21	18	324	13	169
22	26	676	21	441
23	21	441	20	400
24	25	625	18	324
25	28	784	18	324
26	20	400	17	289
27	21	441	16	256
28	23	529	17	289
29	19	361	22	484
30	16	256	20	400
Total	688	16236	590	11998
n	30	---	30	---
Mean	22,93	---	19,67	---
SD	3,973	---	3,689064	---

TEST OF HYPOTHESIS:

1. Ho : $m_A = m_B$, there is no significant difference between the mean groups.
Ha: $m_A > m_B$, there is significant difference between the mean groups.
2. t-test, where $df = n_A + n_B - 2 = 58$
 $t(5\%) = 1,671$

3. Calculation for t observation (to):

EXPERIMENT

$$\bar{x} = \frac{\sum x}{n} = 22,93 \quad n = 30$$
$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,973$$

CONTROL

$$\bar{x} = \frac{\sum x}{n} = 19,67 \quad n = 30$$
$$s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 3,689$$

$$t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 3,3$$

Where: \bar{x} = the mean
 $\sum x$ = the total sum of the samples' scores
 n = the number of samples
SD = the standard deviation

4. Conclusion:
Because t observation more than t table ($3,3 > 2,660$), thus Ho is rejected.
Hence we conclude that the difference between groups is significant, and that the C group is greater.
It also meant that the experiment achievement is higher than the control achievement.

CRITICAL VALUES OF THE t DISTRIBUTION

Table 1.5 Critical Values of the t Distribution

tk	t.100	t.050	t. 025	t. 010	t. 005	tk
1	3.078	6.314	12.706	31.821	63.657	1
2	1.886	2.920	4.303	6.965	9.925	2
3	1.638	2.353	3.182	4.541	5.841	3
4	1.533	2.132	2.776	3.747	4.604	4
5	1.476	2.015	2.571	3.365	4.032	5
6	1.440	1.943	2.447	3.143	3.707	6
7	1.418	1.895	2.365	2.998	3.499	7
8	1.397	1.860	2.306	2.896	3.355	8
9	1.383	1.833	2.260	2.821	3.250	9
10	1.372	1.812	2.228	2.764	3.169	10
11	1.363	1.796	2.201	2.718	3.106	11
12	1.356	1.782	2.179	2.681	3.055	12
13	1.350	1.771	2.168	2.650	3.012	13
14	1.345	1.761	2.145	2.624	2.977	14
15	1.341	1.753	2.131	2.602	2.947	15
16	1.337	1.746	2.120	2.583	2.921	16
17	1.333	1.740	2.110	2.567	2.898	17
18	1.333	1.734	2.191	2.552	2.878	18
19	1.328	1.729	2.093	2.639	2.861	19
20	1.325	1.725	2.086	2.528	2.845	20
21	1.323	1.721	2.080	2.518	2.851	21
22	1.321	1.717	2.074	2.508	2.819	22
23	1.319	1.714	2.069	2.500	2.807	23
24	1.318	1.711	2.064	2.492	2.797	24
25	1.316	1.708	2.060	2.485	2.787	25
26	1.315	1.706	2.042	2.457	2.779	26
27	1.314	1.703	2.052	2.473	2.771	27
28	1.131	1.701	2.048	2.467	2.763	28
29	1.311	1.699	2.045	2.462	2.756	29
30	1.310	1.697	2.042	2.457	2.750	30
40	1.303	1.684	2.021	2.423	2.704	40
60	1.296	1.671	2.000	2.390	2.660	60
120	1.289	1.658	1.980	2.358	2.617	120
inf	1.382	1.645	1.960	2.326	2.576	inf

APPENDIX 2

READING TEST

INSTRUMENT TEST

Satellite Communication

Field of study	: Language
Sub field of study	: English
Skill	: Reading
Theme	: Communication and Information Technology
Sub theme	: Satellite Communication
Class	: XI Senior High School
Time	: 90 minutes

READ THE ANALYTICAL EXPOSITION TEXT CAREFULLY.

Satellite Communication

Today's business activity has no boundaries. It is global and of no nationality. That is why 24-hour, 365-days-per-year access to internet or company intranet content is necessary. Only satellite communication can give you really independent and reliable communication with any chosen subscriber in world, offering: high quality telephone calls, fax transmissions, high speed data, e-mail messages.

A satellite phone fulfills all the requirements regarding mobile communication, be it for a travelling businessman, for rescue operations, data collection, and transmission for media, or for communication with remote constructions site. Interdisciplinary applications are paralleled with equipment functionality – currently available satellite phones have the size of a standard notebook computer.

Their use does not require complicated procedures. Activation and call charging is done similarly to cellular phone networks. Meeting the requirements

of modern managers, journalists, or oil exploitation companies, our offer includes not only high class equipment, but also service and billing of calls in the land station chosen by the Client.

PART 1: Read each statement. Decide if it is true or false. Write T for true or F for false next to it.

1. Today's business activity has no boundaries (T / F)
2. Only satellite phone can give you really independent and reliable communication (T / F)
3. A satellite phone fulfills all the requirements regarding mobile communications. (T / F)
4. Activation and call charging is done similarly to cellular phone Networks (T / F)
5. 360 days access to internet or company intranet content is necessary (T / F)

PART 2: Read the questions carefully then choose an answer from one of the possible answers.

1. The thesis statement in the passage is.....
 - a. Only satellite communication can give you really independent and reliable communication.
 - b. Interdisciplinary applications are paralleled with equipment
 - c. Today's business activity has no boundaries
 - d. A satellite phone fulfils all the requirements
2. The main idea in paragraph two is.....
 - a. Activation and call charging is done similarly to cellular phone networks
 - b. Today's business activity has no boundaries
 - c. Technology invention to alleviate the problems with public telephone
 - d. A satellite phone fulfils all the requirements regarding mobile communications
3. The supporting detail in paragraph two is.....
 - a. A satellite phone fulfils all the requirements regarding mobile communications
 - b. A satellite phone if for travelling businessman, for rescue operations, data collection, and transmission for media, or for communication with remote constructions sites

- c. Activation and call charging is done similarly to cellular phone networks
 - d. Interdisciplinary applications are paralleled with equipment functionality – currently available satellite phones have the size of a standard notebook computer
4. The main idea in paragraph three is.....
- a. Their use of satellite phone does not require complicated procedures
 - b. Activation and call charging is done similarly to cellular phone networks
 - c. A satellite phone fulfils all the requirements regarding mobile communications
 - d. A satellite phone is for a travelling businessman, for rescue operations, data collection, and transmission for media, or for communication with remote constructions sites.
5. The word “it” in the first paragraph and in the line one refers to.....
- a. Satelite phone
 - b. Internet
 - c. Satellite communication
 - d. Business activities

PART 3: Find the synonym of the underlined word.

1. Today’s business activity has no boundaries (line1). =
.....
2. That is way 24-hours, 365-days-per-year access to internet (line 2) =
.....
3. Company internet content is necessary (line 3) =
4. Necessary (line 3) =
5. Only satellite communication can give you really independent and reliable communication with any chosen subscriber in the world, Reliable (line 4) =
.....
6. A satellite phone fulfils all the requirements regarding mobile communications. Fulfills (line 8) =
7. Requirements (line 8) =
8. For rescue operations, data collection, and transmission for media, or for communication with remote constructions sites.
Transmission (line 10) =
9. Remote (line 11) =

10. Interdisciplinary applications are paralleled with equipment functionality
Applications (line12) =

PART 4: Use the words above to fill in the blanks below.

1. It is..... to have computers nowadays to process the information and data.
2. To..... the internet you have the connection to the internet.
3. The refugees stay in the..... place to avoid war.
4. The governments are only having a good theory, but it is not good in the.....
5. The meeting room is..... by the managers and the investors.
6. In the internet area, we have no..... to get the information as much as possible.
7. Biography and recommendation are the..... for the appliance later.
8. The..... on the phone is connected faster than ten years ago.
9. The..... of that box is apples and oranges.
10. The test is....., it is not too difficult and not too easy.

APPENDIX 3

TEACHING MATERIALS

A. LESSON PLAN OF THE 1ST TREATMENT OF THE EXPERIMENTAL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 22.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : Cooperative Learning
3. Technique :
 - Student Team Achievement Division
 - Question- answer

The table of teaching and learning activities:

Activities	Teacher's Activities	Students' Activities	Time A.
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Do you believe in superstitious? * Do you know that cat is believed to have 9 lives?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the reading passage briefly	- Listen to the teacher's explanation	5 min
	- Divides the students into 4 members in each group.	- Divide themselves into a group of 4.	5 min
	- Asks the students to discuss in their group about the reading passage and the questions. * Note: The teacher walks and visits each group in order to help them in the students' discussion.	- Discuss the reading passage with their friends in each group. * Note: The students may ask questions to the teacher.	15 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	15 min
	- Reviews the material given today by giving summary of the lesson and asks the difficult words through questions and answers.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to:

- answer the questions of the reading passage.
- mention some past tense verbs taken from the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life". Bandung: Pakar Raya.

**B. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE
EXPERIMENTAL GROUP**

STUDENTS' WORKSHEET

I. Read the reading passage below!

.....

I remember the day when I first got Sandy, my 7-year-old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away. I would just have to hug her. I even slept at the end of my bed, so I could hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she probably went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us up early and told me and my sister, Michelle, that Sandy had died the night before. I was so sad and did not want to do anything that day. When I was going, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. My teachers looked at me and asked why I was crying. Even my friend was crying with me.

When I got home, I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. I wanted Sandy. My mom never found one that looked like Sandy.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed close to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

II. Read the reading passage above and answer these questions!

1. What is the main idea of the text?
 - A. Sandy's death.
 - B. The lost of a beloved cat.
 - C. The carelessness of the writer's mom.
 - D. Finding for Sandy.
2. How could the cat get lost?
 - A. The cat played with another cat.
 - B. The writer's mom let the cat out one night.
 - C. The neighbor kept the cat in his / her house.
 - D. Someone took the cat to the remote area.
3. What did the writer's mom do to support the writer?
 - A. She slept with the writer.
 - B. She bought a new cat.
 - C. She reported to the policemen.
 - D. She was trying to find a new cat on the internet.
4. What is the purpose of the text?
 - A. To tell you about past events.
 - B. To describe a place.
 - C. To tell a joke.
 - D. To tell you a story.
5. Which step does the writer use to write the text?
 - A. Thesis>Argument>Recommendation
 - B. Orientation>Events>Re-orientation
 - C. Abstract>Orientation>Crisis>Reaction>Coda
 - D. Orientation>Evaluation>Complication
6. What is the best title of the reading passage?
7. What tense that is frequently used in the text?
8. Mention 10 action verbs from the text above then write down the first form of the verb!

No	Action verbs	V1	No	Action verbs	V1
a.			f.		
b.			g.		
c.			h.		
d.			i.		
e.			j.		

9. I wanted to name *her* (Paragraph 1 Line 1). What did “*her*” refer to?
10. Write down in a paragraph your bad experience!

C. TEACHER'S NOTE OF THE 1ST TREATMENT OF THE EXPERIMENTAL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

❖ Pre – Activities

- Greet the students
- Give triggering questions:
 - * Do you believe in superstitious?
 - * Do you know that cat is believed to have 9 lives?

❖ Whilst – Activities

- Explain the reading passage briefly
- Divide the students into 4 members in each group.
- Ask the students to discuss in their group about the reading passage and the questions.
 - * Note: The teacher function as a facilitator so she walks and visits each group in order to help them in the students' discussion.

❖ Post – Activities

- Do the exercises on the board
- check them together with the teacher and do the correction.
- Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

1. B

2. B

3. D

4. A

5. B

6. "The Lost of Sandy" or "Sandy, my beloved cat"

7. Simple Past Tense

8. a. wanted = want

b. got = get

c. convinced = convince

d. went = go

e. made = make

f. slept = sleep

g. prayed = pray

h. figured = figure

i. asked = ask

j. would = will

9. Sandy

10. Last week was the most embarrassing moment that I've ever got in my life. I considered it as the most embarrassing one because at that night, accidentally I got my pants tear as I got a motorcycle accident. My uncle was driving me up when suddenly there was a drunk driver who drove his car in a very totally crazy way. For a few second I felt nothing. All I could realize was that I was laying at the edge of the road with a half of my pants was gone.

A. LESSON PLAN OF THE 2ND TREATMENT OF THE EXPERIMENTAL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 184.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : Cooperative Learning
3. Technique :
 - Student Team Achievement Division
 - Question – answer

Activities	Teacher's Activities	Students' Activities	Time A.
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Do you know who Galileo Galilei is? * What was his big invention?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the reading passage briefly	- Listen to the teacher's explanation	5 min
	- Divides the students into 4 members in each group.	- Divide themselves into a group of 4.	5 min
	- Asks the students to discuss in their group about the reading passage and the questions. * Note: The teacher walks and visits each group in order to help them in the students' discussion.	- Discuss the reading passage with their friends in each group. * Note: The students may ask questions to the teacher.	15 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	15 min
	- Reviews the material given today by giving summary of the lesson and asks the difficult words through questions and answers.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to answer the questions of the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life". Bandung: Pakar Raya.

B. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE EXPERIMENTAL GROUP

STUDENTS' WORKSHEET

I. Read the reading passage below!

Exploring Space

Before the telescope was invented, astronomy largely of measuring and predicting the positions of stars and planets observed by naked eyes.

In 1609, a revolution began when Galileo Galilei used a telescope to reveal mountains on the Moon, Jupiter's moons and countless stars in the Milky Way. Despite these amazing discoveries, however, for the next 250 years astronomy was predominantly devoted to measuring positions and cataloging.

Almost 150 years ago, the first identification of a chemical element in the Sun was made using a spectrograph, which separates sunlight into its component colors.

This marked the start of our ability to deduce the composition of the stars. The science of astrophysics was born.

II. Read the reading passage above and answer these questions!

- A.
1. What is the purpose of the text?
 2. What kind of tense is used in the text?
- B.
1. Before the telescope was invented, what did people do with astronomy?
 2. In 1609, something dealing with astronomy happened. What was it?
 3. Who was the first person using the telescope?
 4. What did the telescope show him?
 5. After the discovery of the telescope, what did astronomy do for around 250 years?
 6. Then, a new discovery was made. What was it?
 7. What can spectrograph show people?
 8. What can people learn from astrophysics?

C. TEACHER'S NOTE OF THE 2ND TREATMENT OF THE EXPERIMENTAL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

- ❖ Pre – Activities
 - Greet the students
 - Give triggering questions:
 - * Do you know who Galileo Galilei is?
 - * What was his big invention?
- ❖ Whilst – Activities
 - Explain the reading passage briefly
 - Divide the students into 4 members in each group.
 - Ask the students to discuss in their group about the reading passage and the questions.
 - * Note: The teacher walks and visits each group in order to help them in the students' discussion.
- ❖ Post – Activities
 - Do the exercises on the board
 - check them together with the teacher and do the correction.
 - Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

- A.
1. To tell the readers about the revolution in astronomy.
 2. The simple past tense.
- B.
1. People measured and predicted the positions of stars and planets using naked eyes.
 2. A revolution began when Galileo invented a telescope.
 3. Galileo Galilei was.
 4. It showed him mountains on the moon, Jupiter's moons, and countless stars in the Milky Way.
 5. Astronomy was devoted to measuring positions and cataloging.
 6. The identification of a chemical element in the sun.
 7. It separates sunlight into its component colors.
 8. The composition of stars.

A. LESSON PLAN OF THE 3RD TREATMENT OF THE EXPERIMENTAL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 176.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : Cooperative Learning
3. Technique :
 - Student Team Achievement Division
 - Question – answer

Activities	Teacher's Activities	Students' Activities	Time
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Have you ever had a bad experience? * Tell me one of your bad experiences?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the reading passage briefly	- Listen to the teacher's explanation	5 min
	- Divides the students into 4 members in each group.	- Divide themselves into a group of 4.	5 min
	- Asks the students to discuss in their group about the reading passage and the questions. * Note: The teacher walks and visits each group in order to help them in the students' discussion.	- Discuss the reading passage with their friends in each group. * Note: The students may ask questions to the teacher.	15 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	15 min
	- Reviews the material given today by giving summary of the lesson and asks the difficult words through questions and answers.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to answer the questions of the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life". Bandung: Pakar Raya.

**B. TEACHING MATERIAL OF THE 3RD TREATMENT FOR THE
EXPERIMENTAL GROUP**

STUDENTS' WORKSHEET

I. Read the reading passage below!

From Bad to Worse

“Saturday” is a word that usually makes me happy. The word brings back childhood memories of Saturday mornings spent watching Mickey Mouse cartoons on Television. Last Saturday, unfortunately, almost changed the meaning of the word.

Part of what made last Saturday so terrible was last Friday. On Friday, I had to work at my hospital job on the graveyard shift from midnight to 8:00 A.M. That, however, did not stop me from going to a party with my friends. Of course, I arrived at work exhausted. Eight hours later, I left the hospital and drove home. I could think of nothing but sleep, wonderful sleep! As I pulled into my driveway, however, a horrible thought struck me. I remembered that my cousins from New Jersey were due to spend the day in New Orleans on their way home from my grandmother’s house. I said good-bye to sleep.

I thought about telling my cousins that I wasn’t free to spend the day with them. I really didn’t want to do that, though. They were my favorite relatives. When the telephone rang at 9:00 A.M., I answered it my best “ready to have a good time” voice. It was my cousins, Callie and Kate. They said that they couldn’t arrive until 5:00 P.M. At best, we would have an hour together at the airport. They were sorry, but I was not. I wanted to see them, but I wanted to sleep more.

I crawled into bed and waited for delicious sleep. It never came. Oh, I fell asleep, but I dreamed that a giant mosquito was attacking me. I woke up, hot and miserable, with the sound of the mosquito buzzing in my ear. I was hot and miserable because the air conditioner wasn’t working. The mosquito turned out to

be a man with an electric saw cutting down a tree in my neighbor's yard. My sleep was over.

I left the house at 4:30 to meet Callie and Kate at the airport. They arrived on time, and we found a place to sit down. After ordering a round of soft drinks, Callie went to check on the flight. She returned with the news that the plane was going to leave at 10:00 P.M., not 06:00 P.M. We could all go into town, she said. We then got in my car and headed to a seafood restaurant on the lakefront. The restaurant turned out to be more expensive than I expected. When the time came to pay the bill, I was short of money and had to borrow some from Kate.

On our way out of the restaurant, Callie found a pay phone and called the airport to check on the flight. She learned that the flight was going to leave at 9:00, not 10:00. I looked at my watch. We had twenty-one minutes to get to the airport. Some how we made it. After a quick good-bye, I headed back into the city. Surely nothing more could possibly go wrong, I thought. In a few minutes, however, I discovered that a bad day can always get worse. Bang! A flat tire! After I sat and cursed for a while, there was nothing more to do but change the tire.

I arrived home just in time to change my clothes and go to work. As midnight approached, I found myself looking forward to eight peaceful hours in a quiet hospital!

II. Read the reading passage above and answer these questions!

1. Cherry's Saturday began when...
 - a. the alarm rang at 8:00 A.M.
 - b. her cousins telephoned at 8:00 A.M.
 - c. she got off work at 8:00 A.M.
2. Cherry wanted to see her cousins, but...
 - a. she also needed some time to sleep.
 - b. she had to go right back to work.
 - c. she had a flat tire on the way to pick them up.
3. Cherry couldn't sleep because...
 - a. mosquitos were buzzing in her ear.
 - b. the telephone kept ringing.
 - c. a workman was making a lot of noise next door.
4. Cherry's cousins planned to be in New Orleans...

- a. for an hour or two.
 - b. for a few days.
 - c. for several months.
5. Cherry ended her day...
- a. by crawling into bed.
 - b. by going to work.
 - c. by changing a flat tire.

C. TEACHER'S NOTE OF THE 3RD TREATMENT OF THE EXPERIMENTAL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

❖ Pre – Activities

- Greet the students
- Give triggering questions:
 - * Have you ever had a bad experience?
 - * Tell me one of your bad experiences?

❖ Whilst – Activities

- Explain the reading passage briefly
- Divide the students into 4 members in each group.
- Ask the students to discuss in their group about the reading passage and the questions.
 - * Note: The teacher walks and visits each group in order to help them in the students' discussion.

❖ Post – Activities

- Do the exercises on the board
- check them together with the teacher and do the correction.
- Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

1. C

2. A

3. C

4. A

5. B

A. LESSON PLAN OF THE 1ST TREATMENT OF THE CONTROL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding and analyze the forms and meanings of sentences in the text.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 22.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : General Translational
3. Technique :
 - Translation
 - Question -answer
 - Individual work

Activities	Teacher's Activities	Students' Activities	Time A.
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Do you believe in superstitious? * Do you know that cat is believed to have 9 lives?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the instruction of translating each paragraph.	- Listen to the teacher's explanation	3 min
	- Asks the students to read the reading passage one by one, each sentence each student, and then translate it in Indonesian.	- Read the reading passage one by one, each sentences each student then translate it in Indonesian.	10 min
	- Asks the students to answer the questions individually.	- Answer the questions individually.	12 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	10 min
	- Reviews the material given today by giving summary of the lesson through translation and asks some difficult words through word list.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to:

- translate the reading passage orally in the correct meaning and form.
- answer the questions of the reading passage.

- mention some past tense verbs taken from the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life". Bandung: Pakar Raya.

B. TEACHING MATERIAL OF THE 1ST TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

II. Read the reading passage below!

.....

I remember the day when I first got Sandy, my 7-year-old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away. I would just have to hug her. I even slept at the end of my bed, so I could hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she probably went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us up early and told me and my sister, Michelle, that Sandy had died the night before. I was so sad and did not want to do anything that day. When I was going, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. My teachers looked at me and asked why I was crying. Even my friend was crying with me.

When I got home, I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. I wanted Sandy. My mom never found one that looked like Sandy.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed close to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

II. Read the reading passage above and answer these questions!

11. What is the main idea of the text?
 - A. Sandy's death.
 - B. The lost of a beloved cat.
 - C. The carelessness of the writer's mom.
 - D. Finding for Sandy.
12. How could the cat get lost?
 - A. The cat played with another cat.
 - B. The writer's mom let the cat out one night.
 - C. The neighbor kept the cat in his / her house.
 - D. Someone took the cat to the remote area.
13. What did the writer's mom do to support the writer?
 - A. She slept with the writer.
 - B. She bought a new cat.
 - C. She reported to the policemen.
 - D. She was trying to find a new cat on the internet.
14. What is the purpose of the text?
 - A. To tell you about past events.
 - B. To describe a place.
 - C. To tell a joke.
 - D. To tell you a story.
15. Which step does the writer use to write the text?
 - A. Thesis>Argument>Recommendation
 - B. Orientation>Events>Re-orientation
 - C. Abstract>Orientation>Crisis>Reaction>Coda
 - D. Orientation>Evaluation>Complication
16. What is the best title of the reading passage?
17. What tense that is frequently used in the text?
18. Mention 10 action verbs from the text above then write down the first form of the verb!

19.

No	Action verbs	V1	No	Action verbs	V1
a.			f.		
b.			g.		
c.			h.		
d.			i.		
e.			j.		

20. I wanted to name *her* (Paragraph 1 Line 1). What did “*her*” refer to?

21. Write down in a paragraph your bad experience!

C. TEACHER'S NOTE OF THE 1ST TREATMENT OF THE CONTROL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

❖ Pre – Activities

- Greet the students
- Give triggering questions:
 - * Do you believe in superstitious?
 - * Do you know that cat is believed to have 9 lives?

❖ Whilst – Activities

- Explains the instruction of translating each paragraph.
- Asks the students to read the reading passage one by one, each sentence each student and then translate it in English
- Asks the students to answer the questions individually.

❖ Post – Activities

- Do the exercises on the board
- check them together with the teacher and do the correction.
- Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

The translation of the reading passage:

Aku masih ingat hari di mana aku pertama kali memperoleh Sandy, kucingku yang berumur 7 tahun. Aku ingin memberi dia nama karena dia lucu. Kakakku yang bernama Michelle malahan meyakinkanku untuk menamainya Sandy Bucket; jadi kita dapat memanggil kependekkannya, Sandy. Aku sangat dekat dengan Sandy. Setiap kali aku melihat dia, aku tidak dapat beranjak pergi. Aku slalu ingin memeluk dia. Aku bahkan tidur di ujung tempat tidurku sehingga aku dapat memeluk dia semalaman meskipun aku kedinginan.

Aku selalu ingat banyak waktu-waktu menyenangkan bersama Sandy. Seperti kita akan berlari dan melompat dari ujung dermaga dan Sandy akan berlari mengejar kita. Ketika aku takut atau marah, aku hanya memeluk Sandy dan semuanya menjadi tidakterlalu buruk.

Tetapi suatu malam, tepat sebelum aku akan pergi tidur, ibuku membiarkannya pergi ke luar. Ketika aku akan pergi tidur, ibuku memanggil Sandy masuk. Tetapi dia tidak masuk ke dalam, jadi aku kira dia mungkin masuk ke rumah tetangga. Sewaktu ayah dan ibu pergi keluar untuk mencari Sandy, aku menjadi sangat khawatir. Mereka tidak dapat menemukan dia. Setiap 10 menit mereka keluar untuk mencari dia, jadi aku pergi tidur berharap dia baik-baik saja. Aku hanya berpikir mungkin dia hanya hilang dan akan kembali lagi besok.

Hari berikutnya adalah yang terburuk. Ibuku membangunkanku pagi-pagi dan mengatakan padaku dan saudaraku, Michelle, bahwa Sandy telah meninggal pada malam sebelumnya. Aku sangat sedih dan tidak ingin melakukan apapun pada hari itu. Ketika aku pergi, aku tidak dapat berhenti menangis. Di sekolah, semua temanku membuatkanku kartu dan mencoba membuatku berhenti menangis, tetapi aku tidak bisa. Guruku melihatku dan bertanya kenapa aku nangis. Bahkan temanku ikut menangis denganku.

Ketika aku sampai di rumah, aku pergi ke kamarku dan menangis dengan keras. Aku ingin berteriak. Aku pergi turun dan memeluk ibuku. Dia berkata kita

dapat memperoleh kucing lain. Aku ingin Sandy. Ibuku tidak pernah menemukan kucing satupun yang mirip dengan Sandy.

Malam itu aku tidur dengan ibuku dan kita berdoa untuk Sandy. Aku tetap berpikir dia adalah hantu yang berada di ujung tempat tidurku, jadi aku dekat-dekat dengan ibu. Hari berikutnya aku menemukan bahwa jika Sandy adalah hantu, dia tidak akan menakutiku atau memburuku. Dia akan menungguku untuk bermain bersama dia.

Aku masih memikirkan Sandy tiap hari dan berharap dia dapat kembali.

1. B
2. B
3. D
4. A
5. B
6. "The Lost of Sandy" or "Sandy, my beloved cat"

7. Simple Past Tense

8. a. wanted = want
- b. got = get
- c. convinced = convince
- d. went = go
- e. made = make
- f. slept = sleep
- g. prayed = pray
- h. figured = figure
- i. asked = ask
- j. would = will

9. Sandy

10. Last week was the most embarrassing moment that I've ever got in my life. I considered it as the most embarrassing one because at that night, accidentally I got my pants tear as I got a motorcycle accident. My uncle was driving me up when suddenly there was a drunk driver who drove his car in a very totally crazy way. For a few second I felt nothing. All I could realize was that I was laying at the edge of the road with a half of my pants was gone.

A. LESSON PLAN OF THE 2ND TREATMENT OF THE CONTROL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding and analyze the forms and meanings of sentences in the text.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 184.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : General Translational
3. Technique :
 - Translation
 - Question-answer

- Individual work

Activities	Teacher's Activities	Students' Activities	Time A.
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Do you know who Galileo Galilei is? * What was his big invention?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the instruction of translating each paragraph.	- Listen to the teacher's explanation	3 min
	- Asks the students to read the reading passage one by one, each sentence each student, and then translate it in Indonesian.	- Read the reading passage one by one, each sentences each student then translate it in Indonesian.	10 min
	- Asks the students to answer the questions individually.	- Answer the questions individually.	12 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	10 min
	- Reviews the material given today by giving summary of the lesson through translation and asks some difficult words through word list.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to:

- translate the reading passage orally in the correct meaning and form.
- answer the questions of the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life". Bandung: Pakar Raya.

B. TEACHING MATERIAL OF THE 2ND TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

II. Read the reading passage below!

Exploring Space

Before the telescope was invented, astronomy largely of measuring and predicting the positions of stars and planets observed by naked eyes.

In 1609, a revolution began when Galileo Galilei used a telescope to reveal mountains on the Moon, Jupiter's moons and countless stars in the Milky Way. Despite these amazing discoveries, however, for the next 250 years astronomy was predominantly devoted to measuring positions and cataloging.

Almost 150 years ago, the first identification of a chemical element in the Sun was made using a spectrograph, which separates sunlight into its component colors.

This marked the start of our ability to deduce the composition of the stars. The science of astrophysics was born.

II. Read the reading passage above and answer these questions!

- A.
 - 1. What is the purpose of the text?
 - 2. What kind of tense is used in the text?
- B.
 - 1. Before the telescope was invented, what did people do with astronomy?
 - 2. In 1609, something dealing with astronomy happened. What was it?
 - 3. Who was the first person using the telescope?
 - 4. What did the telescope show him?
 - 5. After the discovery of the telescope, what did astronomy do for around 250 years?
 - 6. Then, a new discovery was made. What was it?
 - 7. What can spectrograph show people?
 - 8. What can people learn from astrophysics?

C. TEACHER'S NOTE OF THE 2ND TREATMENT OF THE CONTROL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

❖ Pre – Activities

- Greet the students
- Give triggering questions:
 - * Do you know who Galileo Galilei is?
 - * What was his big invention?

❖ Whilst – Activities

- Explains the instruction of translating each paragraph.
- Asks the students to read the reading passage one by one, each sentence each student and then translate it in English.
- Asks the students to answer the questions individually.

❖ Post – Activities

- Do the exercises on the board
- check them together with the teacher and do the correction.
- Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

The translation of the reading passage:

Menjelajahi Angkasa

Sebelum teleskop ditemukan, sebagian besar para astronomi mengukur dan memprediksi posisi-posisi dari bintang-bintang dan planet-planet yang sedang diobservasi dengan mata telanjang.

Pada tahun 1690, sebuah revolusi dimulai ketika Galileo Galilei menggunakan teleskop untuk menampakkan gunung-gunung pada bulan, bulan dari planet Jupiter dan bintang-bintang yang tak terhitung jumlahnya di jalur Milky. Meskipun penemuan-penemuan ini menakjubkan, untuk 250 tahun kedepan para astronomi secara utama dengan setia mengukur posisi dan katalog.

Selama hamper 150 tahun lalu, identifikasi pertama dari elemen kimia pada matahari dibuat dengan menggunakan spektograf, dimana alat tersebut memisahkan sinar matahari menjadi komponen warna-warna.

Hal ini menandai awal dari kemampuan kita untuk menarik kesimpulan komposisi-komposisi dari bintang-bintang.

- A.
 - 1. To tell the readers about the revolution in astronomy.
 - 2. The simple past tense.
- B.
 - 1. People measured and predicted the positions of stars and planets using naked eyes.
 - 2. A revolution began when Galileo invented a telescope.
 - 3. Galileo Galilei was.
 - 4. It showed him mountains on the moon, Jupiter's moons, and countless stars in the Milky Way.
 - 5. Astronomy was devoted to measuring positions and cataloging.
 - 6. The identification of a chemical element in the sun.
 - 7. It separates sunlight into its component colors.
 - 8. The composition of stars.

A. LESSON PLAN OF THE 3RD TREATMENT OF THE CONTROL GROUP

LESSON PLAN

Subject	: English
Language Skill	: Reading
Genre	: Recount
Education Level	: Senior High School
Class / Semester	: X / 1
Time Allocation	: 45 minutes

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.
2. Achievement Indicators: Students are able to read coherent and cohesive recount English texts with understanding and analyze the forms and meanings of sentences in the text.

B. LEARNING MATERIALS AND MEDIA

1. Learning Materials
 - A reading passage taken from “English for a Better Life” page 176.
2. Media
 - Hand outs

C. TEACHING AND LEARNING ACTIVITIES

1. Approach : Competence Based Approach
2. Method : General Translational
3. Technique :
 - Translation
 - Question-answer

- Individual work

Activities	Teacher's Activities	Students' Activities	Time A.
Pre - Activities	- Greets the students	- Respond to the greeting	1 min
	- Gives triggering questions: * Have you ever had a bad experience? * Tell me one of your bad experiences?	- Respond to the triggering questions	4 min
Whilst - Activities	- Explains the instruction of translating each paragraph.	- Listen to the teacher's explanation	3 min
	- Asks the students to read the reading passage one by one, each sentence each student, and then translate it in Indonesian.	- Read the reading passage one by one, each sentences each student then translate it in Indonesian.	10 min
	- Asks the students to answer the questions individually.	- Answer the questions individually.	12 min
Post - Activities	- Asks to do the exercises on the board and checks them together.	- Do the exercises on the board - check them together with the teacher and do the correction.	10 min
	- Reviews the material given today by giving summary of the lesson through translation and asks some difficult words through word list.	- Listen and answer to the teacher's review through question and answer.	5 min

D. ASSESSMENT

Students are asked to:

- translate the reading passage orally in the correct meaning and form.

- answer the questions of the reading passage.

E. REFERENCE

- Yuliani, Marta and Gandes Cukat Permaty. 2005. "English for a Better Life".

B. TEACHING MATERIAL OF THE 3RD TREATMENT FOR THE CONTROL GROUP

STUDENTS' WORKSHEET

III. Read the reading passage below!

From Bad to Worse

“Saturday” is a word that usually makes me happy. The word brings back childhood memories of Saturday mornings spent watching Mickey Mouse cartoons on Television. Last Saturday, unfortunately, almost changed the meaning of the word.

Part of what made last Saturday so terrible was last Friday. On Friday, I had to work at my hospital job on the graveyard shift from midnight to 8:00 A.M. That, however, did not stop me from going to a party with my friends. Of course, I arrived at work exhausted. Eight hours later, I left the hospital and drove home. I could think of nothing but sleep, wonderful sleep! As I pulled into my driveway, however, a horrible thought struck me. I remembered that my cousins from New Jersey were due to spend the day in New Orleans on their way home from my grandmother's house. I said good-bye to sleep.

I thought about telling my cousins that I wasn't free to spend the day with them. I really didn't want to do that, though. They were my favorite relatives. When the telephone rang at 9:00 A.M., I answered it my best “ready to have a good time” voice. It was my cousins, Callie and Kate. They said that they couldn't arrive until 5:00 P.M. At best, we would have an hour together at the airport. They were sorry, but I was not. I wanted to see them, but I wanted to sleep more.

I crawled into bed and waited for delicious sleep. It never came. Oh, I fell asleep, but I dreamed that a giant mosquito was attacking me. I woke up, hot and miserable, with the sound of the mosquito buzzing in my ear. I was hot and miserable because the air conditioner wasn't working. The mosquito turned out to

be a man with an electric saw cutting down a tree in my neighbor's yard. My sleep was over.

I left the house at 4:30 to meet Callie and Kate at the airport. They arrived on time, and we found a place to sit down. After ordering a round of soft drinks, Callie went to check on the flight. She returned with the news that the plane was going to leave at 10:00 P.M., not 06:00 P.M. We could all go into town, she said. We then got in my car and headed to a seafood restaurant on the lakefront. The restaurant turned out to be more expensive than I expected. When the time came to pay the bill, I was short of money and had to borrow some from Kate.

On our way out of the restaurant, Callie found a pay phone and called the airport to check on the flight. She learned that the flight was going to leave at 9:00, not 10:00. I looked at my watch. We had twenty-one minutes to get to the airport. Some how we made it. After a quick good-bye, I headed back into the city. Surely nothing more could possibly go wrong, I thought. In a few minutes, however, I discovered that a bad day can always get worse. Bang! A flat tire! After I sat and cursed for a while, there was nothing more to do but change the tire.

I arrived home just in time to change my clothes and go to work. As midnight approached, I found myself looking forward to eight peaceful hours in a quiet hospital!

IV. Read the reading passage above and answer these questions!

1. Cherry's Saturday began when...
 - a. the alarm rang at 8:00 A.M.
 - b. her cousins telephoned at 8:00 A.M.
 - c. she got off work at 8:00 A.M.
2. Cherry wanted to see her cousins, but...
 - a. she also needed some time to sleep.
 - b. she had to go right back to work.
 - c. she had a flat tire on the way to pick them up.
3. Cherry couldn't sleep because...
 - a. mosquitos were buzzing in her ear.
 - b. the telephone kept ringing.
 - c. a workman was making a lot of noise next door.
4. Cherry's cousins planned to be in New Orleans...

- a. for an hour or two.
 - b. for a few days.
 - c. for several months.
5. Cherry ended her day...
- a. by crawling into bed.
 - b. by going to work.
 - c. by changing a flat tire.

C. TEACHER'S NOTE OF THE 3RD TREATMENT OF THE CONTROL GROUP

TEACHER'S NOTE

A. COMPETENCE

1. Basic Competence: Students are able to understand about a *Recount* genre text and can apply it in understanding English Reading.

B. TEACHING ACTIVITIES

❖ Pre – Activities

- Greet the students
- Give triggering questions:
 - * Do you know who Galileo Galilei is?
 - * What was his big invention?

❖ Whilst – Activities

- Explains the instruction of translating each paragraph.
- Asks the students to read the reading passage one by one, each sentence each student and then translate it in English.
- Asks the students to answer the questions individually.

❖ Post – Activities

- Do the exercises on the board
- check them together with the teacher and do the correction.
- Listen and answer to the teacher's review through question and answer.

The writer,

ANSWER KEY:

The translation of the reading passage:

Dari Yang Buruk ke Yang Terburuk

Hari Sabtu adalah kata yang biasanya membuatku senang. Kata itu mengembalikan kengangan-kenangan masa kecilku akan hari Sabtu, seperti menghabiskan waktu dengan menonton Mickey Mouse di Televisi. Sabtu terakhir, sialnya, hamper mengubah makna dari kata itu.

Bagian yang menyebabkan hari Sabtu barusan sangat mengerikan adalah hari Jumat terakhir. Pada hari Jumat, aku harus bekerja di Rumah Sakit tempat aku bekerja pada pergantian kuburan, yaitu dari tengah malam sampai pukul 8 pagi. Hal itu tidak menghentikanku untuk pergi ke pesta bersama teman-temanku. Tentu saja, aku sampai di tempat kerja dalam keadaan lelah. 8 jam kemudian, aku meninggalkan Rumah Sakit dan kemudian pulang. Aku tidak dapat berpikir apapun selain tidur, tidur yang indah! Ketika aku dalam perjalanan pulang, bagaimanapun juga, sebuah pikiran yang mengerikan menghampiriku. Aku masih ingat bahwa sepupu-sepupuku di New Jersey seharusnya menghabiskan hari di New Orleans dalam perjalanan pulang mereka ke rumah nenekku. Aku mengucapkan selamat tinggal pada tidur.

Waktu itu aku berpikir untuk memberitahukan mereka bahwa aku sibuk untuk menghabiskan waktu seharian dengan mereka. Meskipun begitu, aku tidak ingin melakukan itu sebenarnya. Mereka adalah keluargaku. Pada pukul 9 pagi ketika telepon berbunyi, aku menjawabnya dengan suara “siap unuk mendapatkan waktu yang menyenangkan”. Itu adalah telepon dari sepupu-sepupuku, Callie dan Kate. Mereka berkata bahwa mereka tidak dapat sampai pada pukul 5 sore. Paling tidak, kita akan mempunyai waktu 1 jam bersama di bandara. Mereka menyesal, tetapi aku tidak. Aku ingin bertemu dengan mereka, tetapi aku juga ingin tidur lebih lama.

Aku merangkak ke tempat tidur dan menunggu tidurku yang nyenyak. Tetapi hal itu tidak pernah terjadi. Oh, aku tertidur, tapi aku bermimpi ada lalat raksasa yang sedang menyerangku. Aku terbangun dalam keadaan panas dan

sengsara dengan suara lalat yang berdengung di telinga. Aku sangat kepanasan dan sengsara karena pendingin ruangnya tidak bekerja. Lalat tersebut berubah menjadi seorang pria dengan gergaji listrik yang sedang memotong pohon dari halaman tetanggaku. Tidurku berakhir.

Aku meninggalkan rumah pada pukul 4.30 untuk bertemu dengan Callie dan Kate di bandara. Mereka sampai tepat waktu dan kita menemukan tempat untuk duduk. Setelah memesan beberapa minuman ringan, Callie pergi untuk mengecek penerbangan. Dia kembali dengan berita bahwa pesawatnya akan berangkat pada pukul 10 malam, bukan pukul 6 sore. Callie berkata kita dapat pergi ke dalam kota. Kemudian kita masuk ke dalam mobil dan menuju ke restoran makanan laut yang terletak pada halaman yang menghadap ke danau. Restoran itu ternyata lebih mahal dari perkiraanku. Ketika waktunya untuk membayar, uangku tinggal sedikit dan harus meminjam beberapa dari Kate.

Di perjalanan keluar dari restoran, Callie menemukan kotak telepon dan menelepon bandara untuk mengecek penerbangan. Dia mengetahui bahwa pesawatnya akan berangkat pada pukul 9, bukan 10 malam. Aku melihat arlojiku. Kita mempunyai waktu 21 menit untuk sampai di bandara. Tetapi kita akhirnya mampu sampai dengan waktu yang tepat. Setelah perpisahan yang singkat, aku menuju kembali ke kota. Aku yakin tidak akan ada lagi hal yang buruk terjadi. Dalam beberapa menit, bagaimanapun juga, aku menemukan bahwa hari yang buruk selalu tetap menjadi yang buruk. Bang! Ban bocor! Setelah aku duduk dan mengutuk untuk beberapa waktu, tidak ada hal lain yang dapat dilakukan selain mengganti kebocoran tersebut.

Aku sampai di rumah tepat waktu untuk mengganti bajuku dan pergi kerja. Ketika waktu tengah malam menghampiriku, aku menemukan diriku mencari 8 jam yang damai di Rumah Sakit yang tenang.

1. C
2. A
3. C
4. A
5. B