## APPENDIX A

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

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APPENDIX B

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

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APPENDIX D

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\[
M = \frac{\sum X}{n} = 11,6047
\]
\[
V = \frac{\sum X^2 - \sum X^2/n}{n} = 16,00649
\]

\[K = 20\]

KR-21 FORMULA:

\[
\Gamma = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KV} \right) = 0,7323 \quad \Phi
\]

Where: 
- \( r \) = Reliability
- \( n \) = Number of subjects
- \( M \) = Mean
- \( V \) = Variance
- \( K \) = Number of items

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

Because \( r \) greater than \( r \) table, so the test is reliable.
**APPENDIX F**
THE CALCULATION OF T-TEST FOR PRETEST

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TEST OF HYPOTHESES:

1. Ho: \( \mu_A = \mu_B \), there is no significant difference between the mean groups.
   Ha: \( \mu_A \neq \mu_B \), there is significant difference between the mean groups.

2. t-test, where \( df = n_A + n_B - 2 = 62 \)
   \( t(5\%/2) = 2.000 \)

3. Calculation for t observation (to):

   A: EXPERIMENT
   \[
   \bar{x} = \frac{\Sigma x}{n} = 53,281 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n (x^2 - (\bar{x})^2)}{n(n-1)}} = 14,952
   \]

   B: CONTROL
   \[
   \bar{x} = \frac{\Sigma x}{n} = 51,563 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n (x^2 - (\bar{x})^2)}{n(n-1)}} = 14,167
   \]

   \[
   t_0 = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.472
   \]

4. Conclusion:
   Because \( |t observation| \) less than \( t \) table thus Ho is accepted.
   So we conclude that at a 5% level there is no significant difference between groups.
### APPENDIX G

**THE CALCULATION OF T-TEST FOR POSTTEST**

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TEST OF HYPOTHESES:

1. Ho: \( \mu_A = \mu_B \), there is no significant difference between the mean groups.
   Ha: \( \mu_A > \mu_B \), mean score of A group is greater than B Group.

2. t-test, where df = nA + nB - 2 = 62
   \[ t(5\%) = 1.671 \]

3. Calculation for t observation (to):
   **A**: EXPERIMENT
   \[
   \bar{x} = \frac{\sum x}{n} = 60,781 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(\sum x^2 - (\sum x)^2)}{n(n-1)}} = 14,486
   \]
   **B**: CONTROL
   \[
   \bar{x} = \frac{\sum x}{n} = 56,375 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(\sum x^2 - (\sum x)^2)}{n(n-1)}} = 10,785
   \]
   \[
   t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 1.38
   \]

4. Conclusion:
   Because t observation less than t table thus Ho is accepted.
   So we conclude that at a 5% level there is no significant difference between groups.
### APPENDIX H

**THE CALCULATION OF T-TEST FOR SUBJECT MATTER QUESTIONS**

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TEST OF HYPOTHESES:

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

2. $t$-test, where $df = n_A + n_B - 2 = 62$
   $t(5\%) = 1.671$

3. Calculation for $t$ observation ($t_o$):
   A: EXPERIMENT
   \[
   \bar{x} = \frac{\sum x}{n} = 3.125 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(x^2 - (\bar{x})^2)}{n(n-1)}} = 3.2996
   \]
   B: CONTROL
   \[
   \bar{x} = \frac{\sum x}{n} = 4.5313 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(x^2 - (\bar{x})^2)}{n(n-1)}} = 3.6719
   \]
   \[
   t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B}\right)}} = -1.611
   \]

4. Conclusion:
   Because $t$ observation less than $t$ table thus $Ho$ is accepted.
   So we conclude that at a 5% level there is no significant difference between groups.
APPENDIX I
THE CALCULATION OF T-TEST
FOR MAIN IDEA QUESTIONS

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Mean 16.25 18,4375
SD 3,592106041 4,47889315
TEST OF HYPOTHESES:

1. Ho: μA = μB, there is no significant difference between the mean groups.
   Ha: μA > μB, mean score of A group is greater than B Group.

2. t-test, where df = nA + nB - 2 = 62
   t(5%) = 1,671

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

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

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

   B: CONTROL

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

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

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

4. Conclusion:
   Because t observation more than t table thus Ho is rejected.
   Hence we conclude that the difference between groups is significant, and that \(t\) the B group is greater
## APPENDIX J

### THE CALCULATION OF T-TEST

**FOR THE DETAIL QUESTIONS**

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TEST OF HYPOTHESES:

1. Ho: \( \mu_A = \mu_B \), there is no significant difference between the mean groups.
   Ha: \( \mu_A > \mu_B \), mean score of A group is greater than B Group.

2. t-test, where df = nA + nB - 2 = 62
   \( t(5\%) = 1.671 \)

3. Calculation for t observation (to):
   A: EXPERIMENT
   \[
   \bar{x} = \frac{\sum x}{n} = 16,406 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n \left( x^2 - (\bar{x})^2 \right)}{n(n-1)}} = 3,4159
   \]
   B: CONTROL
   \[
   \bar{x} = \frac{\sum x}{n} = 14,844 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n \left( x^2 - (\bar{x})^2 \right)}{n(n-1)}} = 3,6993
   \]
   \[
   t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\left(\frac{\left(n_A - 1\right)s^2_A + \left(n_B - 1\right)s^2_B}{n_A + n_B - 2}\right)\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}} = 1,755
   \]

4. Conclusion:
   Because t observation more than t table thus Ho is rejected.
   Hence we conclude that the difference between groups is significant, and that the A group is greater.
APPENDIX K
THE CALCULATION OF T-TEST
FOR SIGNIFICANCE QUESTIONS

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TEST OF HYPOTHESES:

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

2. t-test, where $df = n_A + n_B - 2 = 62$
   $t(5\%) = 1.671$

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

   \[
   \bar{x} = \frac{\Sigma x}{n} = 2.8125 \quad n = 32
   \]

   \[
   s = \sqrt{\frac{n(\Sigma x^2 - (\Sigma x)^2)}{n(n-1)}} = 2.822
   \]

   B: CONTROL

   \[
   \bar{x} = \frac{\Sigma x}{n} = 4.2188 \quad n = 32
   \]

   \[
   s = \sqrt{\frac{n(\Sigma x^2 - (\Sigma x)^2)}{n(n-1)}} = 2.5745
   \]

   \[
   t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = -2.082
   \]

4. Conclusion:
   Because $t$ observation more than $t$ table thus Ho is rejected.
   Hence we conclude that the difference between groups is significant, and that if the B group is greater.
## APPENDIX L
### THE CALCULATION OF T-TEST
#### FOR CONCLUSION QUESTIONS

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TEST OF HYPOTHESES:

1. Ho: \( \mu_A = \mu_B \), there is no significant difference between the mean groups.
   Ha: \( \mu_A > \mu_B \), mean score of A group is greater than B Group.

2. t-test, where \( df = n_A + n_B - 2 = 62 \)
   \[ t(10\%) = 1.671 \]

3. Calculation for t observation (to):
   A: EXPERIMENT
   \[ \bar{x} = \frac{\sum x}{n} = 6.875 \quad n = 32 \]
   \[ s = \sqrt{\frac{n (x^2 - (\sum x)^2)}{n(n-1)}} = 2.4593 \]
   B: CONTROL
   \[ \bar{x} = \frac{\sum x}{n} = 5.3125 \quad n = 32 \]
   \[ s = \sqrt{\frac{n (x^2 - (\sum x)^2)}{n(n-1)}} = 3.0946 \]

   \[ t_o = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\frac{(n_A - 1)s_A^2 + (n_B - 1)s_B^2}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.236 \]

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

THE CALCULATION OF T-TEST
FOR VOCABULARY QUESTIONS

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TEST OF HYPOTHESES:

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

2. t-test, where $df = n_A + n_B - 2 = 62$
   
   $t(5\%) = 1.671$

3. Calculation for t observation ($t_o$):
   
   **A: EXPERIMENT**
   
   $$\bar{x} = \frac{\sum x}{n} = 7,9688 \quad n = 32$$
   
   $$s = \sqrt{\frac{n (x^2 - (\sum x)^2)}{n(n-1)}} = 2,7996$$

   **B: CONTROL**
   
   $$\bar{x} = \frac{\sum x}{n} = 5,625 \quad n = 32$$
   
   $$s = \sqrt{\frac{n (x^2 - (\sum x)^2)}{n(n-1)}} = 1,6801$$

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

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

## THE CALCULATION OF T-TEST

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TEST OF HYPOTHESES:

1. Ho: \( \mu_A = \mu_B \), there is no significant difference between the mean groups.
   Ha: \( \mu_A > \mu_B \), mean score of A group is greater than B Group.

2. t-test, where \( df = n_A + n_B - 2 = 62 \)
   \[ t(5\%) = 1.671 \]

3. Calculation for t observation \( (t_o) \):
   **A: EXPERIMENT**
   \[
   \bar{x} = \frac{\sum x}{n} = 7,1875 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 2,822
   \]

   **B: CONTROL**
   \[
   \bar{x} = \frac{\sum x}{n} = 4,5313 \quad n = 32
   \]
   \[
   s = \sqrt{\frac{n(x^2 - (\sum x)^2)}{n(n-1)}} = 1,4807
   \]

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

4. Conclusion:
   Because \( t \) observation more than \( t \) table thus \( Ho \) is rejected.
   Hence we conclude that the difference between groups is significant, and that the A group is greater.
APPENDIX O

LESSON PLAN FOR THE FIRST TREATMENT

LESSON PLAN
(EXPERIMENTAL GROUP)

<table>
<thead>
<tr>
<th>Subject</th>
<th>: English</th>
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<tr>
<td>Skill</td>
<td>: Reading Comprehension</td>
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<td>Theme</td>
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<td>Sub. Theme</td>
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<td>Class</td>
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<td>Semester</td>
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<td>Time Allocated</td>
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A. Competence
1. Basic Competence
   Comprehending the information about education

2. Achievement Indicators

   Listening
   Students are able to:
   - Listen to the teacher explaining the important words found in the passage
   - Listen to the teacher reading the passage aloud

   Speaking
   Students are able to:
   - Replay the teacher’s greeting
   - Answer the questions orally
   - Read the passage aloud paragraph by paragraph
   - Participate in the discussion of the passage
   - Participate in the discussion of the multiple choice questions
**Reading**

Students are able to:
- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

**Writing**

Students are able to:
- Answer the multiple choice questions

**B. Learning Materials and Media**

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

**C. Teaching and Learning Activities**

1. **Approach**:
   - Communicative Approach
   - Competency Based Approach
2. **Method**:
   - Grammar Translation method
   - Direct Method
3. **Technique**:
   - Questions and Answers
   - Multiple Choice Questions
   - Lecturing
4. **Class Activities**:
   1. Students are asked to look at the picture and answer the questions orally.
   2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.
3. Some students are asked to read the passage aloud, paragraph by paragraph.
4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Procedures</th>
<th>Teacher's Activities</th>
<th>Students' Activities</th>
<th>Time</th>
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<tr>
<td>1</td>
<td>Speaking</td>
<td>Pre-Reading Activities</td>
<td>Task 1</td>
<td>• Greets the students</td>
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<td>• Respond to the teacher's greeting</td>
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<td>• Asks the students to look at the picture and answer the questions orally</td>
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<td>• Look at the picture and answer the questions orally</td>
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<td>While-Reading Activities</td>
<td>Task 2</td>
<td>• Asks the students to listen to the teacher explaining the key words found in the passage using questions and answers</td>
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<td></td>
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<td>• Listen to the teacher's explanation</td>
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<td>• Asks some students to read the passage aloud, paragraph by paragraph</td>
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<td>• Read the passage aloud, paragraph by paragraph</td>
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<td>- Asks the students to listen to the teacher while she is reading the passage aloud&lt;br&gt; - Discusses the passage</td>
<td>- Listen to the teacher while she is reading the passage aloud&lt;br&gt; - Participate in the discussion</td>
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<td>Post-Reading Activities</td>
<td>- Asks the students to answer the comprehension questions in the form of the multiple choices&lt;br&gt; - Discusses the answers of the multiple choice questions</td>
<td>- Read the problems&lt;br&gt; - Answer the multiple choice questions&lt;br&gt; - Participate in the discussion</td>
<td>8’</td>
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Students' Worksheet

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

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

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

TASK 2

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

B. READ THE PASSAGE CAREFULLY!

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

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

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

(Adapted from English IA by Dardjis, Desmal et al.)
Assessment

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

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

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

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

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

4. The main idea of the last paragraph is that . . . .
   A. the senior high school graduates hope to receive bachelor’s degrees from the government
   B. a very smart senior high school student receives a master’s degree
5. The national leaders emphasize on the education of the young because . . . .
   A. it is a demand from government officials, parents, and most of the teachers
   B. they believe that education can prepare children to be responsible citizens
   C. they think that educating the young is more difficult than adults
   D. it has been stated in every school policy
   E. A and D are correct

6. The writer feels that in Indonesia . . . . .
   A. education systems are too complicated so that they need to be improved
   B. children start their formal education by attending elementary school
   C. the time spent for education is too long compared to the United States
   D. all of the senior high school students continue their study at the university
   E. children have to pass the complicated rules to enter school

7. The writer seems to feel that education systems may differ in each country, but all of them . . .
   A. have the same purpose, that is, to educate individuals to be responsible citizens
   B. have to bring much money to government
   C. have one thing in common, that is, children are prohibited to come late to school
   D. are supported by taxes paid by the citizens
   E. ask children to attend school until the age of sixteen

8. Two similarities of school systems among fifty states found in the passage are . . . . .
   A. schools must educate children to be responsible citizens; the education is emphasized on the education of the young
   B. parents' education supports the children school education; the school education prepares children to be decision makers
   C. public schools are supported by taxes; children have to attend school until the age of sixteen
D. children must attend school as soon as possible; public schools must educate children to be responsible
E. education is emphasized on the education of the young; the school education prepares children to be decision makers

9. A great number of senior high school graduates continue their education . . . (par. 3)
The words “graduates” means . . . .
   A. the ones who have passed one grade in senior high school
   B. children who just enter their elementary school
   C. teenagers who are eighteen years old
   D. students who have finished their study at one level of education
   E. students who study at senior high school

10. Today, all individuals in a country must have adequate-schooling to prepare them for their responsibilities as citizens.
The underlined word means . . . .
   A. responsibilities
   B. all individuals
   C. citizens
   D. countries
   E. schools
Teacher’s Note

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

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

II. Pre Instructional Activities
1. The teacher greets the students.
   Teacher: “Good morning, students.”
   Students: “Good morning, mam”
   Teacher: “How are you today?”
   Students: “Fine”

2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
   1. What level of school are they?
   2. What do they do in front of the school?

III. Whilst Instructional Activities
1. The teacher explains the important words found in the passage as followed:
   adequate (par.1, line 2)
   example: This pencil costs Rp 5,00,-, but I only have Rp 4,00.-
   So, my money is not adequate to buy the pencil.
schooling (par. 1, line 2): 
the education you get at school (put on the vocabulary chart, see page 123)

prepare (par. 1, line 2) 
example: In the morning, I usually help my mother to prepare breakfast.

education (n) (par. 1, line 4) educational (adjective) educate (v) 
example: 
1. Because education is important, your parents send you to this school. 
2. Right now, the government tries to improve the educational systems. 
3. School educates you to become discipline students.

regulation (par. 1, line 8) 
example: School regulation states that students have to pay the tuition in cash.

school policy (par. 1, line 7) 
example: Ana’s parents can not pay the school tuition in cash. The school policy gives them a chance to pay it in credit.

public school (par. 1, line 9) 
example: SMUN 2 is a public school, but our school is the private school.

attend school (par. 1, line 10): go to school (put on the vocabulary chart, see page 123)

elementary school (par. 2, line 12) 
example: SDK St. Theresia is the elementary school.

junior high school (par. 2, line 13) 
example: Before you become a student here, you have finished your junior high school.

senior high school (par. 2, line 15) 
example: Right now you are studying at the senior high school.
In our country: Six years of elementary school + three years of junior high school primary education or nine year compulsory program.

graduate(d) (par. 2, line 15) 
example: All of you have graduated from junior high school.

What is the difference between college and university? 
If you go to college, you will only receive D3 degree. 
But 
If you go to university, you will get S 1 degree.
2. The teacher asks the students to read aloud the passage paragraph by paragraph.

3. The teacher reads aloud the passage once.

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

IV. Post Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.

2. Students participate in discussion about the answer of the multiple choice questions.
VOCABULARY CHART

(EDUCATION)

PARAGRAPH 1

SCHOOLING

ATTEND SCHOOL

PARAGRAPH 3

BACHELOR'S DEGREE

MASTER'S DEGREE

DOCTOR'S DEGREE
Answer’s Sheet

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

TASK.1
The possible answer:
1. They are still in the elementary school
2. They greet their teacher.

TASK.3
2. A 7. A
3. A 8. C
4. E 9. D
LESSON PLAN  
(CONTROL GROUP)

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

A. Competence

1. Basic Competence

   Comprehending the information about education

2. Achievement Indicators

Listening

Students are able to:

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

Speaking

Students are able to:

   o Replay the teacher's greeting
   o Answer the questions orally
   o Read the passage aloud paragraph by paragraph
   o Participate in the discussion of the passage
   o Participate in the discussion of the multiple choice questions
Reading
Students are able to:
  o Read the passage aloud paragraph by paragraph
  o Read the problem of multiple choice questions

Writing
Students are able to:
  o Answer the multiple choice questions

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

C. Teaching and Learning Activities
1. Approach:
   Communicative Approach
   Competency Based Approach
2. Method:
   Grammar Translation method
   Direct Method
3. Technique:
   Questions and Answers
   Multiple Choices Questions
   Lecturing
4. Class Activities:
   1. Students are asked to look at the picture and answer the questions orally
   2. Some students are asked to read the passage aloud, paragraph by paragraph.
   3. Students are asked to listen to the teacher reading the passage aloud.
4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference

### The Steps

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<th>Procedures</th>
<th>Teacher's Activities</th>
<th>Students' Activities</th>
<th>Time</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>Speaking</td>
<td>Pre-Reading Activities</td>
<td>Task 1</td>
<td><strong>Greets the students</strong>&lt;br&gt;<strong>Asks the students to look at the picture and answer the questions orally (see students' worksheet on page 129)</strong></td>
<td><strong>Respond to the teacher's greeting</strong>&lt;br&gt;<strong>Look at the picture and answers the questions orally</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Reading Speaking</td>
<td>While-Reading Activities</td>
<td>Task 2</td>
<td><strong>Asks some students to read the passage aloud, paragraph by paragraph</strong>&lt;br&gt;<strong>Asks the students to listen to the teacher while she is reading the passage aloud</strong>&lt;br&gt;<strong>Asks the students to listen to the teacher explaining key words found in the passage using questions and answers</strong></td>
<td><strong>Read the passage aloud, paragraph by paragraph</strong>&lt;br&gt;<strong>Listen to the teacher while she is reading the passage aloud</strong>&lt;br&gt;<strong>Listen to the teacher's explanation</strong></td>
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<td>No.</td>
<td>Skill</td>
<td>Procedures</td>
<td>Teacher’s Activities</td>
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<td>Speaking</td>
<td></td>
<td>• Asks the students to participate in the discussion of the passage</td>
<td>• Participate in the discussion</td>
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<td>Reading</td>
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<td>Task 3</td>
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<td>Writing</td>
<td>Activities</td>
<td>• Asks the students to answer the comprehension questions in the form of multiple choices</td>
<td>• Read the problems</td>
<td>8’</td>
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<td>Speaking</td>
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<td>• Discusses the answers of the multiple choice questions</td>
<td>• Answer the multiple choice questions</td>
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<td></td>
<td></td>
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<td>• Participate in the discussion</td>
<td>5’</td>
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</table>
Students' Worksheet

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

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

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

TASK.2

A. READ THE PASSAGE CAREFULLY!

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

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

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

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

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

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<th>Education</th>
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</tr>
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<td>1X45 minutes</td>
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TASK 3. CROSS A, B, C, D, OR E AS THE BEST ANSWER FOR EACH QUESTION!

1. The best title for the passage is . . . . . .
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   B. The Future Education in the United States
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2. The main idea of the first paragraph is that . . . .
   A. life in the twentieth century demands preparation
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   C. the children are required to attend school until the age of sixteen
   D. fifty states have their own rules and regulation for their schools
   E. government prepares all individuals to be responsible citizens

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

4. The main idea of the last paragraph is that . . . .
   A. the senior high school graduates hope to receive bachelor’s degrees from the government
   B. a very smart senior high school student receives a master’s degree
   C. after students graduate from university, they will get the bachelor’s, the master’s, and the doctor’s degree
D. some of senior high school students finish their study in four years
E. most of senior high school graduates continue their study at the colleges or universities

5. The national leaders emphasize on the education of the young because . . .
   A. it is a demand from government officials, parents, and most of the teachers
   B. they believe that education can prepare children to be responsible citizens
   C. they think that educating the young is more difficult than adults
   D. it has been stated in every school policy
   E. A and D are correct

6. The writer feels that in Indonesia . . .
   A. education systems are too complicated so that they need to be improved
   B. children start their formal education by attending elementary school
   C. the time spent for education is too long compared to the United States
   D. all of the senior high school students continue their study at the university
   E. children have to pass the complicated rules to enter school

7. The writer seems to feel that education systems may differ in each country, but all of them . . .
   A. have the same purpose, that is, to educate individuals to be responsible citizens
   B. have to bring much money to government
   C. have one thing in common, that is, children are prohibited to come late to school
   D. are supported by taxes paid by the citizens
   E. ask children to attend school until the age of sixteen

8. Two similarities of school systems among fifty states found in the passage are . . .
   A. schools must educate children to be responsible citizens; the education is emphasized on the education of the young
   B. parents' education supports the children school education; the school education prepares children to be decision makers
   C. public schools are supported by taxes; children have to attend school until the age of sixteen
D. children must attend school as soon as possible; public schools must educate children to be responsible.
E. education is emphasized on the education of the young; the school education prepares children to be decision makers.

9. A great number of senior high school graduates continue their education . .
(par.3)
The words “graduates” means . . . .
A. the ones who have passed one grade in senior high school
B. children who just enter their elementary school
C. teenagers who are eighteen years old
D. students who have finished their study at one level of education
E. students who study at senior high school

10. Today, all individuals in a country must have adequate-schooling to prepare them for their responsibilities as citizens.
The underlined word means . . . .
A. responsibilities
B. all individuals
C. citizens
D. countries
E. schools
Teacher's Note

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

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

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

III. Whilst Instructional Activities
1. The teacher asks the students to read aloud the passage paragraph by paragraph.
2. The teacher reads aloud the passage once.
3. The teacher explains the important words found in the passage as followed:
adequate (par. 1, line 2)  
example: This pencil costs Rp 5,000 , but I only have Rp 4,000 .  
So, my money is not adequate to buy the pencil.

schooling (par. 1, line 2):  
the education you get at school.  
(put on the vocabulary chart, see page 137)

prepare (par. 1, line 2)  
example: In the morning, I usually help my mother to prepare breakfast.

education (n) (par. 1, line 4) educational (adjective) educate (v)  
exemple:  
1. Because education is important, your parents send you to this school.  
2. Right now, the government tries to improve the educational systems.  
3. School educates you to become discipline students.

regulation (par. 1, line 7)  
exemple: School regulation states that students have to pay the tuition in cash.

school policy (par. 1, line 6)  
exemple: Ana’s parents can not pay the school tuition in cash. The school policy gives them a chance to pay it in credit.

public school (par. 1, line 8)  
exemple: SMUN 2 is a public school, but our school is the private school.

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

elementary school (par. 2, line 11)  
exemple: SDK St. Theresia is the elementary school.

junior high school (par. 2, line 12)  
exemple: Before you become a student here, you have finished your junior high school.

senior high school (par. 2, line 13)  
exemple: Right now you are studying at the senior high school.  
In our country:  
Six years of elementary school + three years of junior high school primary education or nine year compulsory program.
graduate(d) \textit{(par. 2, line 14)}
example: All of you have 	extit{graduated} from junior high school.

What is the difference between \textit{college} and \textit{university}?
If you go to college, you will only receive D3 degree.
But
If you go to university, you will get S1 degree.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Code</th>
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<tbody>
<tr>
<td>Bachelor's degree (par.3)</td>
<td>S1</td>
</tr>
<tr>
<td>Master's degree (par.3)</td>
<td>S2</td>
</tr>
<tr>
<td>Doctor's degree (par.3)</td>
<td>S3</td>
</tr>
</tbody>
</table>

(put on the vocabulary chart, see page 137)

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

III. Post Instructional Activities

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

(EDUCATION)

PARAGRAPH 1

SCHOOLING

ATTEND SCHOOL

PARAGRAPH 3

BACHELOR'S DEGREE

MASTER'S DEGREE

DOCTOR'S DEGREE
Answer's Sheet

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<thead>
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<th>Theme</th>
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<tr>
<td>Sub. Theme</td>
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<tr>
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<td>Semester</td>
<td>: 1</td>
</tr>
<tr>
<td>Time</td>
<td>: 1 x 45 minutes</td>
</tr>
</tbody>
</table>

TASK.1

The possible answer:
1. They are still in the elementary school
2. They greet their teacher in front of the school.

TASK.3

2. A    7. A
3. A    8. C
4. E    9. D
APPENDIX P

LESSON PLAN FOR THE SECOND TREATMENT

LESSON PLAN
(Experimental Group)

Subject: English
Skill: Reading Comprehension
Theme: Clean Environment
Sub. Theme: Clean Water
Class: Senior High School, First Year
Semester: 1
Time Allocated: 1x45 minutes

A. Competence

1. Basic Competence

Comprehending the information about clean environment

2. Achievement Indicators

Listening
Students are able to:
- Listen to the teacher explaining the important words found in the passage
- Listen to the teacher reading the passage aloud

Speaking
Students are able to:
- Replay the teacher’s greeting
- Answer the questions orally
- Read the passage aloud paragraph by paragraph
- Participate in the discussion of the passage
- Participate in the discussion of the multiple choice questions
**Reading**

Students are able to:
- Read the passage aloud paragraph by paragraph
- Read the problem of multiple choice questions

**Writing**

Students are able to:
- Answer the multiple choice questions

**B. Learning Materials and Media**

2. Media: handout
   - vocabulary chart
   - picture

**C. Teaching and Learning Activities**

1. Approach:
   - Communicative Approach
   - Competency Based Approach

2. Method:
   - Grammar Translation method
   - Direct Method

3. Technique:
   - Questions and Answers
   - Multiple Choice Questions
   - Lecturing

4. Class Activities:
   1. Students are asked to look at the picture and answer the questions orally.
   2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.
3. Some students are asked to read the passage aloud, paragraph by paragraph.
4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference

<table>
<thead>
<tr>
<th>No.</th>
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<th>Procedures</th>
<th>Teacher's Activities</th>
<th>Students' Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening</td>
<td>Asks the students to listen to the teacher while she is reading the passage aloud</td>
<td>Listen to the teacher while she is reading the passage aloud</td>
<td>6'</td>
<td></td>
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<tr>
<td></td>
<td>Speaking</td>
<td>Discusses the passage</td>
<td>Participate in the discussion</td>
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<tr>
<td>2.</td>
<td>Reading Writing</td>
<td>Task 2</td>
<td>Asks the students to answer the comprehension questions in the form of the multiple choices</td>
<td>Read the problems Answer the multiple choice questions</td>
<td>8'</td>
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<tr>
<td></td>
<td>Speaking</td>
<td>Post-Reading Activities</td>
<td>Discusses the answers of the multiple choice questions</td>
<td>Participate in the discussion</td>
<td>5'</td>
</tr>
</tbody>
</table>
Students' Worksheet

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

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

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

TASK 2
A. LISTEN TO THE TEACHER EXPLAINING THE IMPORTANT WORDS FOUND IN THE PASSAGE!
B. READ THE FOLLOWING TEXT CAREFULLY!

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

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

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

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

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

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

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

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

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

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

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

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

5. The main idea of the fourth paragraph is that . . . .
   A. the Water Commissioner built aqueducts to bring pure water to the city
   B. the aqueducts and the sewers lasted for almost 1,000 years
   C. the Cloaca Maxima is the ancient sewer that people can see in the basement of San Clemente
D. the Romans understood the importance of clean water to their health and safety
E. people should go to the San Clemente to see the ancient sewer

6. The main idea of the last paragraph is that . . . .
   A. cleaning up is an expensive job
   B. industrial and chemical wastes pollute the water for generations
   C. many industries use a lot of water
   D. the causes of water pollution are different
   E. butchers and fish sellers are not big polluters today

7. Water is an important topic in cities because . . . .
   A. water pollution and water supply go hand in hand
   B. cities cannot grow well without having enough water supplies
   C. water brings many problems to living things
   D. cities do not have any other important topic to be discussed
   E. none of the above

8. The passage states that the causes of water pollution are . . . . .
   A. men who are throwing away their harmful substances into rivers, the industries which use a lot of water
   B. industrial and chemical wastes which are harder to get rid of, the polluters who clean up the harmful substances from rivers and lakes
   C. industries which use a lot of water, industrial and chemical wastes which are harder to get rid of
   D. A and C are correct
   E. none of the above

9. According to the passage, if people want to overcome water pollution, they should . . . .
   A. clean up the rivers and lakes from wastes and harmful substances
   B. work together to prohibit industries for using a lot of water
   C. build more wells to protect the purity of water
   D. ask the polluters' help
   E. B and C are correct

10. We know from the passage that cities should have . . . .
    A. aqueducts and sewers so that people will not lack of clean water
    B. butchers and fish sellers so that water is not polluted very badly
    C. wells, springs, and rivers to protect the purity of water
    D. basement in the church to keep the ancient sewer
    E. A, B, C, and D are correct
11. Water pollution and water supply go hand in hand (par.2)
"Water supply" means . . . . . .
A. smelling water
B. uncontaminated water
C. water source
D. pure water
E. B and D are correct

12. They do not just pollute the water for a short time, . . . . (par.5)
The underlined word refers to . . . . . .
A. generations
B. industrial and chemical wastes
C. polluters
D. problems
E. clean water supply and waste water
Teacher's Note:

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

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

II. Pre-Instructional Activities
1. The teacher greets the students
   Teacher : “Good morning, students.”
   Students : “Good morning, mam”
   Teacher : “How are you today?”
   Students : “Fine”
2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
   1. What are they doing in the river?
   2. Do you agree with them?
   3. What is the effect of what they have done?

III. Whilst Instructional Activities
1. The teacher explains the important words found in the passage as followed:
pollution (n) (par. 1) pollute (v) polluted (adj)
example: 1. We have three kinds of pollution; they are water, air, and voice pollution.
2. If we throw away garbage into the rivers, we will pollute the water.
3. It is dangerous to consume the polluted water.
pollutant: things that cause the pollution (put on the vocabulary chart, see page 152)

get(ting) rid of (par. 1, line 3):
overcome (put on the vocabulary chart, see page 152)

water supply (par. 1, line 6):
water stored for a city (put on the vocabulary chart, see page 152)

water pollution (par. 2, line 9):
dirty or contaminated water (put on the vocabulary chart, see page 152)

go hand in hand (par. 2, line 9):
appear at the same time (put on the vocabulary chart, see page 152)

well (par. 2, line 10):
a hole in the ground to obtain water (put on the vocabulary chart, see page 153)

spring (par. 2, line 10):
the place where water comes out from the ground (put on the vocabulary chart, see page 153)

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

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

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

health (n) (par. 4, line 22) healthy (adj)
example: 1. You will have your final test next week so keep your health!
2. A healthy body is very important for us to be successful.
aqueduct (par. 4, line 23) : water pipe (put on the vocabulary chart, see page 153)

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

dig (par. 4, line 23)
example: Dig this hole as deep as you can!

sewer (par. 4, line 23):
an underground pipe to take away dirty water (put on the vocabulary chart, see page 153)

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

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

waste (par. 5, line 34):
material that is no longer needed and is to be thrown away (put on the vocabulary chart, see page 154)

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

IV. Post-Instructional Activities
1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.
VOCABULARY CHART
(CLEAN ENVIRONMENT)

PARAGRAPH 1

POLLUTANT

GETTING RID OF

WATER SUPPLY

PARAGRAPH 2

WATER POLLUTION

GO HAND IN HAND
WELL

SPRING

PARAGRAPH 4

AQUEDUCT

PURE WATER

SEWER

PARAGRAPH 5

DUMP

HARMFUL
WASTE

GO AWAY
Answer's sheet

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

TASK 1
The possible answer:
1. They are washing their clothes in the river.
2. No. I don’t agree with them or Yes. I agree.
3. They pollute the river.

TASK 3
1. E 7. B
2. B 8. D
3. C 9. A
4. A 10. A
5. D 11. E
LESSON PLAN
(CONTROL GROUP)

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

A. Competence
1. Basic Competence
   Comprehending the information about clean environment

2. Achievement Indicators

   Listening
   Students are able to:
   - Listen to the teacher explaining the important words found in the passage
   - Listen to the teacher reading the passage aloud

   Speaking
   Students are able to:
   - Replay the teacher's greeting
   - Answer the questions orally
   - Read the passage aloud paragraph by paragraph
   - Participate in the discussion of the passage
   - Participate in the discussion of the multiple choice questions
Reading
Students are able to:
  - Read the passage aloud paragraph by paragraph
  - Read the problem of multiple choice questions

Writing
Students are able to:
  - Answer the multiple choice questions

B. Learning Materials and Media
2. Media: handout
   - picture
   - vocabulary chart

C. Teaching and Learning Activities
1. Approach:
   - Communicative Approach
   - Competency Based Approach
2. Method:
   - Grammar Translation method
   - Direct Method
3. Technique:
   - Questions and Answers
   - Multiple Choices Questions
   - Lecturing
4. Class Activities:
   1. Students are asked to look at the picture and answer the questions orally
   2. Some students are asked to read the passage aloud, paragraph by paragraph.
   3. Students are asked to listen to the teacher reading the passage aloud.
4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference
The Steps

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Procedures</th>
<th>Teacher's Activities</th>
<th>Students' Activities</th>
<th>Time</th>
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<tr>
<td>1.</td>
<td>Speaking</td>
<td>Pre-Reading</td>
<td>Task 1</td>
<td></td>
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<tr>
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<td>Speaking</td>
<td>Activities</td>
<td>• Greets the students</td>
<td>• Respond to the teacher's greeting</td>
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<td></td>
<td></td>
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<td>• Asks the students to look at the picture and answer the questions orally (see students' worksheet on page 161)</td>
<td>• Look at the picture and answers the questions orally</td>
<td>4'</td>
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<tr>
<td>2.</td>
<td>Reading</td>
<td>While-Reading</td>
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<td></td>
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<tr>
<td></td>
<td>Speaking</td>
<td>Activities</td>
<td>• Asks some students to read the passage aloud, paragraph by paragraph</td>
<td>• Read the passage aloud, paragraph by paragraph</td>
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<td>• Asks the students to listen to the teacher while she is reading the passage aloud</td>
<td>• Listen to the teacher while she is reading the passage aloud</td>
<td>6'</td>
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<td>Listening</td>
<td></td>
<td>• Asks the students to listen to the teacher explaining key words found in the passage using questions and answers</td>
<td>• Listen to the teacher's explanation</td>
<td>8'</td>
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<td>No.</td>
<td>Skill</td>
<td>Procedures</td>
<td>Teacher’s Activities</td>
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<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Speaking</td>
<td></td>
<td>• Asks the students to participate in the discussion of the passage</td>
<td>• Participate in the discussion</td>
<td>5’</td>
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<tr>
<td>3.</td>
<td>Reading</td>
<td>Post-Reading Activities</td>
<td>Task 3</td>
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<td></td>
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<tr>
<td></td>
<td>Writing</td>
<td></td>
<td>• Asks the students to answer the comprehension questions in the form of multiple choices</td>
<td>• Read the problems • Answer the multiple choice questions</td>
<td>8’</td>
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<tr>
<td></td>
<td>Speaking</td>
<td></td>
<td>• Discusses the answers of the multiple choice questions</td>
<td>• Participate in the discussion</td>
<td>5’</td>
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Students' Worksheet

<table>
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<th>Clean Environment</th>
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<tbody>
<tr>
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<td>Semester</td>
<td>1</td>
</tr>
<tr>
<td>Time</td>
<td>1 X 45 minutes</td>
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</tbody>
</table>

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

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

TASK.2

A. READ THE FOLLOWING TEXT CAREFULLY!

Pollution is not a new word or a new idea. Water pollution is especially a very old problem. The problem of finding and bringing pure water to people and getting rid of dirty water is as old as man. The problem becomes much more important when many people live in a small area. Men must have water so cities must find ways of bringing it to them. A city can grow as big as its water supply, so water is, and always was, an important topic in cities. The Romans knew it, and the mayor of Albuquerque (New Mexico, USA), probably knows it, too.
It’s strange. Water pollution and water supply go hand and hand. In ancient time, water usually came from three sources: wells, springs, and rivers. Of these three, wells and springs became polluted early in history. The first record we have of a covered spring (covered to protect the purity of water) was from Athens in the sixth century B.C., the Tiber became polluted, and the Romans faced the need for more pure water.

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

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

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

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

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

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

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

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

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

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

5. The main idea of the fourth paragraph is that . . . . .
   A. the Water Commissioner built aqueducts to bring pure water to the city
   B. the aqueducts and the sewers lasted for almost 1,000 years
   C. the Cloaca Maxima is the ancient sewer that people can see in the basement of San Clemente
D. the Romans understood the importance of clean water to their health and safety
E. people should go to the San Clemente to see the ancient sewer

6. The main idea of the last paragraph is that . . . . . .
A. cleaning up is an expensive job
B. industrial and chemical wastes pollute the water for generations
C. many industries use a lot of water
D. the causes of water pollution are different
E. butchers and fish sellers are not big polluters today

7. Water is an important topic in cities because . . . .
A. water pollution and water supply go hand in hand
B. cities cannot grow well without having enough water supplies
C. water brings many problems to living things
D. cities do not have any other important topic to be discussed
E. none of the above

8. The passage states that the causes of water pollution are . . . . .
A. men who are throwing away their harmful substances into rivers, the industries which use a lot of water
B. industrial and chemical wastes which are harder to get rid of, the polluters who clean up the harmful substances from rivers and lakes
C. industries which use a lot of water, industrial and chemical wastes which are harder to get rid of
D. A and C are correct
E. none of the above

9. According to the passage, if people want to overcome water pollution, they should . . . .
A. clean up the rivers and lakes from wastes and harmful substances
B. work together to prohibit industries for using a lot of water
C. build more wells to protect the purity of water
D. ask the polluters’ help
E. B and C are correct

10. We know from the passage that cities should have . . .
A. aqueducts and sewers so that people will not lack of clean water
B. butchers and fish sellers so that water is not polluted very badly
C. wells, springs, and rivers to protect the purity of water
D. basement in the church to keep the ancient sewer
E. A, B, C, and D are correct
11. Water pollution and water supply go hand in hand (par. 2)
   "Water supply" means . . . .
   A. smelling water
   B. uncontaminated water
   C. water source
   D. pure water
   E. B and D are correct

12. They do not just pollute the water for a short time, . . . . (par. 5)
The underlined word refers to . . . .
   A. generations
   B. industrial and chemical wastes
   C. polluters
   D. problems
   E. water supply and water waste
Teacher’s Note:

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

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

II. Pre-Instructional Activities
1. The teacher greets the students.
   Teacher: “Good morning, students.”
   Students: “Good morning, mam”
   Teacher: “How are you today?”
   Students: “Fine”
2. The teacher asks the students to look at the picture and answer the triggering questions as followed:
   1. What are they doing in the river?
   2. Do you agree with them?
   3. What is the effect of what they have done?

III. Whilst Instructional Activities
1. The teacher asks the students to read aloud the passage paragraph by paragraph.
2. The teacher reads aloud the passage once.
3. The teacher explains the important words found in the passage as followed:
pollution (n) (par.1) pollute (v) polluted (adj)
example: 1. We have three kinds of pollution; they are water, air, and voice pollution.
2. If we throw away garbage into the rivers, we will pollute the water.
3. It is dangerous to consume the polluted water.

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

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

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

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

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

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

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

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

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

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

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

aqueduct (par.4, line23) : water pipe (put on the vocabulary chart, see page 170)
pure water (par. 4, line 23) : clean water (put on the vocabulary chart, see page 170)

dig (par. 4, line 23)
example: Dig this hole as deep as you can!

sewer (par. 4, line 23):  an underground pipe to take away dirty water  (put on the vocabulary chart, see page 170)

dump (par. 5, line 31) : throw away  (put on the vocabulary chart, see page 170)

harmful (par. 5, line 31) : dangerous  (put on the vocabulary chart, see page 170)

waste (par. 5, line 34):  material that is no longer needed and is to be thrown away  (put on the vocabulary chart, see page 171)

go away (par. 5, line 39): be overcome  (put on the vocabulary chart, see page 171)

IV. Post-Instructional Activities
1. Students answer the comprehension questions in the form of multiple choices.
2. Students participate in discussion about the answer of the multiple choices questions.
<table>
<thead>
<tr>
<th>PARAGRAPH 1</th>
<th></th>
<th>PARAGRAPH 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLLUTANT</td>
<td></td>
<td>WATER POLLUTION</td>
</tr>
<tr>
<td>GETTING RID OF</td>
<td></td>
<td>GO HAND IN HAND</td>
</tr>
<tr>
<td>WATER SUPPLY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WELL

SPRING

PARAGRAPH 4

AQUEDUCT

PURE WATER

SEWER

TAKE AWAY DIRTY WATER

PARAGRAPH 5

DUMP

HARMFUL
WASTE

GO AWAY
**Answer's sheet**

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

**TASK.1**  
The possible answer:  
1. They are washing their clothes in the river.  
2. No. I don’t agree with them or Yes. I agree.  
3. They pollute the river.  

**TASK.3**  
1. E  
3. C  
4. A  
5. D  
6. D  
7. B  
9. A  
10. A  
11. E  
12. B
APPENDIX Q

LESSON PLAN FOR THE THIRD TREATMENT

LESSON PLAN
(EXPERIMENTAL GROUP)

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

A. Competence
1. Basic Competence
   Comprehending the information about sanitation
2. Achievement Indicators
   Listening
   Students are able to:
   ○ Listen to the teacher explaining the important words found in the passage
   ○ Listen to the teacher reading the passage aloud

   Speaking
   Students are able to:
   ○ Replay the teacher’s greeting
   ○ Answer the questions orally
   ○ Read the passage aloud paragraph by paragraph
   ○ Participate in the discussion of the passage
   ○ Participate in the discussion of the multiple choice questions
Reading
Students are able to:
  o Read the passage aloud paragraph by paragraph
  o Read the problem of multiple choice questions

Writing
Students are able to:
  o Answer the multiple choice questions

B. Learning Materials and Media
  2. Media: handout
     vocabulary chart
     picture

C. Teaching and Learning Activities
  1. Approach:
     Communicative Approach
     Competency Based Approach
  2. Method:
     Grammar Translation method
     Direct Method
  3. Technique:
     Questions and Answers
     Multiple Choice Questions
     Lecturing
  4. Class Activities:
     1. Students are asked to look at the picture and answer the questions orally.
     2. Students are asked to listen to the teacher’s explanation about the key words found in the passage using questions and answers.
     3. Some students are asked to read the passage aloud, paragraph by paragraph.
4. Students are asked to listen to the teacher who is reading the passage aloud.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill</th>
<th>Procedures</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking</td>
<td>Pre-Reading Activities</td>
<td>Task 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Greet the students</td>
<td>• Respond to the teacher’s greeting</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ask the students to look at the picture and answer the questions orally (see students’ worksheet 178)</td>
<td>• Look at the picture and answer the questions orally</td>
<td>4’</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>While-Reading Activities</td>
<td>Task 2</td>
<td></td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ask the students to listen to the teacher explaining the key words found in the passage using questions and answers</td>
<td>• Listen to the teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Speaking</td>
<td></td>
<td>• Asks some students to read the passage aloud, paragraph by paragraph</td>
<td>• Read the passage aloud, paragraph by paragraph</td>
<td>7’</td>
</tr>
<tr>
<td>No.</td>
<td>Skill</td>
<td>Procedures</td>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
<td>Time</td>
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</tbody>
</table>
|     |       |            | • Asks the students to listen to the teacher while she is reading the passage aloud  
|     |       |            | • Discusses the passage | • Listen to the teacher while she is reading the passage aloud  
|     |       |            |                      | • Participate in the discussion | 6’ |
|     |       |            |                      |                     | 5’ |
| 3.  |       | Post-Reading Activities | Task 2 | • Asks the students to answer the comprehension questions in the form of the multiple choices  
| 3.  |       |            |                      | • Discusses the answers of the multiple choice questions | • Read the problems  
| 3.  |       |            |                      |                      | • Answer the multiple choice questions  
| 3.  |       |            |                      |                      | • Participate in the discussion | 8’ |
|     |       |            |                      |                     | 5’ |
Students’ worksheet

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sanitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Senior High School, First Year</td>
</tr>
<tr>
<td>Semester</td>
<td>1</td>
</tr>
<tr>
<td>Time</td>
<td>1 x 45 minutes</td>
</tr>
</tbody>
</table>

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

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

TASK 2

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

B. READ THE PASSAGE BELOW!

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

We must do some steps to avoid the problems related to garbage. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it
should have become the recycling centre. At the middle-term, the garbage will be collected at the *region* level, such as at the *sub-district* and *village*. Then, for the long-term step, the garbage has to be *recycled* at first places namely houses and markets.

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

* (Taken from *Bahasa Inggris I* by Tim Penyusun)
Assessment

Task 3. Cross A, B, C, D, or E as the best answer for each question!

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

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

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

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

5. The author feels if TPA Bantar Gebang was closed, Jakarta would . . . . .
   A. be covered by the garbage
   B. become the biggest disposal place
   C. become the recycling centre.
   D. not be ready to follow the short-term step
   E. A, B, C, D are correct
6. The target that should be achieved at the middle-term is . . . .
   A. TPA should become the recycling centre.
   B. TPA is maintained as a place of throwing the garbage.
   C. the garbage is recycled in the houses and markets.
   D. the garbage problems should be avoided.
   E. the garbage is collected at the region level.

7. The author seems to feel that TPA should become . . . .
   A. a place of throwing the garbage
   B. the recycling centre
   C. a place of collecting the garbage at the region level
   D. the recycling place for the houses’ and markets’ garbage
   E. A, B, C, D are correct

8. We know from the text that the first step to avoid the garbage problem is . . . .
   A. TPA should have become the recycling centre.
   B. the garbage will be collected at the region level.
   C. the garbage has to be recycled at first places namely houses and markets.
   D. giving the education about the problems related to garbage to people.
   E. recycling the garbage at the sub-district and village

9. For the short-term, TPA can be maintained not as a place of throwing the garbage (par. 2)
   The word “maintained” means . . . .
   A. used
   B. recycled
   C. collected
   D. avoided
   E. done

10. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre (par. 2).
    The underlined word refers to . . . .
    A. short-term
    B. TPA
    C. a place
    D. the garbage
    E. the recycling centre
I. Learning Outcomes

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

II. Pre-Instructional Activities

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

III. Whilst-Instructional Activities

1. The teacher explains the important words found in the passage as followed:
   garbage (par 1, line 2): rubbish, waste (put on the vocabulary chart, see page 185)
   last (par1, line2):
   example: I am the first one who come to this meeting, but that man is the last one.
disposal (par 1, line 2):
example: Don’t throw the banana peel on the street, please put it on the disposal place!

close (par 1, line 4):
example: If you close your eyes, you cannot see anything.

cover(ed) (par 1, line 6):
Example: she covered her face with her hands.

avoid (par 2, line 8):
example: To avoid the punishment from the teacher, students do their homework well.

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

recycle(d) (par 2, line 12):
example: when you recycle the unusable things, you can use them again.

infrastructure (par 3, line 14):
the facilities of the country (put on the vocabulary chart)

2. The teacher reads aloud the passage once.
3. The teacher asks the students to read aloud the passage paragraph by paragraph.
IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.

2. Students participate in discussion about the answer of the multiple choices questions.
VOCABULARY CHART
(SANITATION)

PARAGRAPH 1

GARBAGE

PARAGRAPH 2

REGION

SUB DISTRICT

VILLAGE

PARAGRAPH 3

INFRASTRUCTURE
Answer’s sheet

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

TASK.1
The possible answers:
1. Because they do not know how to keep the clean environment
   Because they do not know the importance of clean environment
2. We, ourselves

TASK.3
2. A 7. B
3. D 8. D
4. A 9. A
5. A 10. B
LESSON PLAN
(CONTROL GROUP)

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

A. Competence
1. Basic Competence
   Comprehending the information about sanitation

2. Achievement Indicators
   Listening
   Students are able to:
   o Listen to the teacher explaining the important words found in the passage
   o Listen to the teacher reading the passage aloud

   Speaking
   Students are able to:
   o Replay the teacher’s greeting
   o Answer the questions orally
   o Read the passage aloud paragraph by paragraph
   o Participate in the discussion of the passage
   o Participate in the discussion of the multiple choice questions
Reading
Students are able to:

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

Writing
Students are able to:
- Answer the multiple choice questions

B. Learning Materials and Media
2. Media: handout
   - picture
   - vocabulary chart

C. Teaching and Learning Activities
1. Method:
   - Grammar Translation method
   - Direct Method
2. Approach:
   - Communicative Approach
   - Competency Based Approach
3. Technique:
   - Questions and Answers
   - Multiple Choices Questions
   - Lecturing
4. Class Activities:
   1. Students are asked to look at the picture and answer the questions orally.
   2. Some students are asked to read the passage aloud, paragraph by paragraph.
   3. Students are asked to listen to the teacher reading the passage aloud.
4. Students are asked to listen to the teacher explanation about the important words found in the passage.
5. Students are asked to participate in the discussion of the passage.
6. Students do the assessment.

D. Assessment

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

E. Reference

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<th>Procedures</th>
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<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Speaking</td>
<td>Pre-Reading Activities</td>
<td>Task 1</td>
<td>Respond to the teacher’s greeting</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td></td>
<td></td>
<td>Look at the picture and answers the questions orally</td>
<td>4’</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td></td>
<td></td>
<td>(see students’ worksheet on page 192)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td></td>
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<tr>
<td>2.</td>
<td>Reading Speaking</td>
<td>While-Reading Activities</td>
<td>Task 2</td>
<td>Read the passage aloud, paragraph by paragraph</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td></td>
<td></td>
<td>Listen to the teacher while she is reading the passage aloud</td>
<td>6’</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td></td>
<td></td>
<td>Listen to the teacher’s explanation</td>
<td>8’</td>
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</table>

The Steps
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<th>No.</th>
<th>Skill</th>
<th>Procedures</th>
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<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Speaking</td>
<td></td>
<td>● Asks the students to participate in the discussion of the passage</td>
<td>● Participate in the discussion</td>
<td>5’</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>Post-Reading</td>
<td>Task 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Activities</td>
<td>● Asks the students to answer the comprehension questions in the form of multiple choices</td>
<td>● Read the problems</td>
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<td>Speaking</td>
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<td>● Discusses the answers of the multiple choice questions</td>
<td>● Answer the multiple choice questions</td>
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<td>● Participate in the discussion</td>
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Students' worksheet

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

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

TASK.2

A. READ THE PASSAGE BELOW!

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

We must do some steps to avoid the problems related to garbage. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre. At the middle-term, the garbage will be
collected at the region level, such as at the sub-district and village. Then, for the long-term step, the garbage has to be recycled at first places namely houses and markets.

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

(Taken from Bahasa Inggris 1 by Tim Penyusun)

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

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

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

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

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

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

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

5. The author feels if TPA Bantar Gebang was closed, Jakarta would . . . .
   A. be covered by the garbage
   B. become the biggest disposal place
   C. become the recycling centre.
   D. not be ready to follow the short-term step
   E. A, B, C, D are correct
6. The target that should be achieved at the middle-term is . . . .
   A. TPA should become the recycling centre.
   B. TPA is maintained as a place of throwing the garbage.
   C. the garbage is recycled in the houses and markets.
   D. the garbage problems should be avoided.
   E. the garbage is collected at the region level.

7. The author seems to feel that TPA should become . . . .
   A. a place of throwing the garbage
   B. the recycling centre
   C. a place of collecting the garbage at the region level
   D. the recycling place for the houses' and markets' garbage
   E. A, B, C, D are correct

8. We know from the text that the first step to avoid the garbage problem is . .
   A. TPA should have become the recycling centre.
   B. the garbage will be collected at the region level.
   C. the garbage has to be recycled at first places namely houses and markets.
   D. giving the education about the problems related to garbage to people.
   E. recycling the garbage at the sub-district and village

9. For the short-term, TPA can be maintained not as a place of throwing the garbage (par.2)
   The word “maintained” means . . . .
   A. used
   B. recycled
   C. collected
   D. avoided
   E. done

10. For the short-term, TPA can be maintained not as a place of throwing the garbage, but it should have become the recycling centre (par. 2).
    The underlined word refers to . . . .
    A. short-term
    B. TPA
    C. a place
    D. the garbage
    E. the recycling centre
I. Learning Outcomes

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

II. Pre-Instructional Activities

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

III. Whilst-Instructional Activities

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

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

   *last (par 1, line 2):*

   example: I am the first one who come to this meeting, but that man is the last one.
disposal (par 1, line 2):
example: Don’t throw the banana peel on the street, please put it on the disposal place!

close (par 1, line 4):
example: If you close your eyes, you cannot see anything.

cover(ed) (par 1, line 6):
Example: she covered her face with her hands.

avoid (par 2, line 8):
example: To avoid the punishment from the teacher, students do their homework well.

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

recycle(d) (par 2, line 12):
example: when you recycle the unusable things, you can use them again.

infrastructure (par 3, line 14):
the facilities of the country (put on the vocabulary chart, see page 199)
IV. Post-Instructional Activities

1. Students answer the comprehension questions in the form of multiple choices.

2. Students participate in discussion about the answer of the multiple choices questions.
VOCABULARY CHART
(SANITATION)

PARAGRAPH 1

GARBAGE

PARAGRAPH 2

REGION

SUB DISTRICT

VILLAGE

PARAGRAPH 3

INFRASTRUCTURE
### Answer's sheet

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#### TASK 1

The possible answers:

1. Because they do not know how to keep the clean environment  
   Because they do not know the importance of clean environment

2. We, ourselves

#### TASK 3

1. C  
2. A  
3. D  
4. A  
5. A  
6. E  
7. B  
8. D  
9. A  
10. B
READING COMPREHENSION TEST

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

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

CROSS A, B, C, D, or E FOR THE CORRECT ANSWER!
2. The main idea of the first paragraph is that . . . .
   A. life in the 21st century needs preparation.
   B. parents prepare their children's future career.
   C. children want to attend school.
   D. parents and government need preparation for better living.
   E. children need more schools.

3. The main idea of the second paragraph is that . . . .
   A. the government improves the educational system.
   B. children should find the right career in the future.
   C. children need to learn something for finding the right career in the future.
   D. the government prepares a better career for children in the future.
   E. the applicable knowledge is needed in the students' life.

4. The main idea of the third paragraph is that . . . .
   A. the primary education consists of six years in primary school and three years in junior high school.
   B. rich and poor families can send their children to school.
   C. the government has put forward the nine-year compulsory education programme.
   D. Indonesian children must attend at least nine-years of primary education.
   E. all children get the government's subsidy for going to school.

5. Today more parents send their children to school because . . . .
   A. going to school is not expensive.
   B. the government has educated many teachers.
   C. children ask the parents to do so.
   D. they want to prepare their children for their future career.
   E. going to school is the children's job.

6. The government and private institutions have established more school because . . . .
   A. they are competing with each other in getting more students.
   B. the reparation for the old schools is too expensive.
   C. they want to educate more teachers.
   D. children like to go to the new schools.
   E. there are more children who want to go to school.
7. The writer tends to agree that nine-year compulsory program gives . . .
   A. a chance for every child to get higher education
   B. a child an opportunity to choose which school they like to study
   C. a child a permission to go to school at the age of nine
   D. a chance for every child to get a job after nine years of education
   E. none of the above

8. We know from the passage that children need to learn . . . . .
   A. the life in the 21st century
   B. knowledge for their future career
   C. the educational system
   D. the primary education
   E. C and D are correct

9. Both well-to-do families . . . . (par. 3)
   “Well-to-do” means . . . . .
   A. famous
   B. bad
   C. rich
   D. big
   E. sad

10. This gives all children a good . . . . (par. 3)
    The underlined word refers to . . . .
    A. six-years of primary school
    B. school
    C. three-years of junior high school
    D. the government’s programme
    E. nine-years of primary education

II. READ THE TEXT BELOW!

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

As the population of the world increases, people are now facing a serious problem of water pollution, especially in big cities. The growth of population does not cope with the development of housing facility. Consequently, too many
people live in one area, and environmental cleanliness cannot be controlled very well. People’s activities are primarily the cause of this problem. Pollutants are chemical substances that affect the natural condition of water or its intended use. Organic wastes from homes and industries contaminate the water. As the result, waterways like rivers, lakes, and even oceans are subjected to pollution. This polluted water is harmful to living things that consume it. Plants cannot grow well and do not yield good quality fruit. Fish do not grow and breed properly. This, in turn, will affect the health of people who consume them.

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

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

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

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

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

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

14. The main idea of the last paragraph is that . . .
   A. waterways should be free from chemical wastes
   B. industries must recycle their rubbish
C. only responsible citizens can free from water pollution
D. water pollution can be overcome through several ways
E. people should not dump harmful substances into the rivers

15. Water is precious because it is used for . . .
   A. domestic purposes
   B. bathing and cleaning
   C. people's activities
   D. waste disposal, fire fighting, and swimming pools
   E. none of the above

16. According to the passage, polluted water is very dangerous to . . .
   A. the health of people who consume it
   B. people who consume it
   C. everything near the water
   D. animals and plants that live in lakes and oceans
   E. living things who consume it

17. According to the passage, if people want to overcome water pollution, they should . . .
   A. clean the river individually
   B. have a lot of equipment
   C. rely on individual work
   D. work together
   E. have a waste basket in their home

18. We know from the passage that the primary cause of water pollution is . . .
   A. contaminated waste
   B. people's activities
   C. organic waste
   D. the natural condition of water
   E. animal waste

19. Plants cannot grow well and do not yield good quality fruit. (par. 2)
   The word "yield" means . . .
   A. intend
   B. contaminate
   C. pollute
   D. affect
   E. produce
20. Pollutants are chemical substances that affect the natural condition of water or its intended use (par. 2). The underlined word refers to . . . .
   A. the natural condition of water
   B. this problem
   C. chemical substance
   D. pollutant
   E. use
## ANSWER SHEET

Name: 
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ANSWER KEY OF THE READING COMPREHENSION TEST

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