

### Appendix 1 (Midterm Test Score)

NO	Class X2	Class X5	Class X6
1	47	34	61
2	43	44	61
3	52	39	40
4	30	67	29
5	55	72	49
6	71	78	22
7	69	26	56
8	20	74	53
9	50	73	19
10	53	67	40
11	70	42	36
12	59	64	44
13	66	40	41
14	36	58	35
15	32	40	36
16	42	35	56
17	86	39	43
18	47	45	74
19	65	69	34
20	58	43	52
21	76	35	68
22	41	28	72
23	77	46	42
24	51	54	56
25	34	43	38
26	54	75	60
27	66	46	60
28	48	47	68
29	78	55	40
30	46	36	40
31	65	54	33
32	82	31	61
33	68	33	64
34	65	32	62
35	65	53	30
36	45	63	33
37	39	50	39
38	54	31	51
39	44	45	23
40	56	74	61
41	76	63	40
42	36		61
43			68
44			53

**Appendix 2A (Data Analysis of Midterm Test Score)**  
**Oneway**

**Descriptives**

MARKS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					X2	42		
X5	41	49,83	15,169	2,369	45,04	54,62	26	78
X6	44	47,82	14,355	2,164	43,45	52,18	19	74
Total	127	50,90	15,232	1,352	48,22	53,57	19	86

## Appendix 2B Homogeneity (Data Analysis of Midterm Test Score)

### Test of Homogeneity of Variances

MARKS

Levene Statistic	df1	df2	Sig.
,045	2	124	,956

This analysis is to determine whether the variances of the population are different or not (Pratisto, 2004:51). The hypotheses proposed are:

- When  $H_0$  is accepted, it means that the population has the same variances.
- When  $H_a$  is accepted, it means that the population does not have the same variances.

The basic of decision making are:

- If the probability (sig.) is higher than 0.05,  $H_0$  is accepted.
- If the probability (sig.) is lower than 0.05,  $H_0$  is rejected.

The class analysed are X-2, X-5, and X-6. Since the probability (0.956) is higher than 0.05, then  $H_0$  is rejected. It means that the English proficiency of the students in each class are heterogeneous.

## Appendix 2C Anova (Data Analysis of Midterm Test Score)

### ANOVA

MARKS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1229,486	2	614,743	2,722	,070
Within Groups	28004,184	124	225,840		
Total	29233,669	126			

This analysis is to determine whether the population have the same mean scores or not (Pratisto; 2004:51). The hypotheses proposed are:

- When  $H_0$  is accepted, it means that the population has the same mean scores.
- When  $H_a$  is accepted, it means that the population does not have the same mean scores.

The basic of the decision making are:

- If  $F < F_{table}$  or the probability (sig.)  $> 0.05$ ,  $H_0$  is accepted.
- If  $F > F_{table}$  or the probability (sig.)  $< 0.05$ ,  $H_0$  is rejected.
- $F_{table}$  at 5% level of significance is determined with:
  - degrees of freedom of numerator (df) =  $k-1 = 3-1 = 2$
  - degrees of denominator =  $n-k = 127-3 = 124$
  - where n: amount of sample, k: amount of category

The result of  $F_{table 0.05 (2; 124)}$  is 3.07.

The class analysed are X-2, X-5, and X-6. Since F (2.722) is lower than the  $F_{table}$  (3.07) and the probability (0.070) is higher than 0.05,  $H_0$  is accepted. It means that the mean scores of the classes are the same.

**Appendix 3A (lesson plan of the experimental group, 1<sup>st</sup> treatment)**

## **LESSON PLAN**

**(The 1<sup>st</sup> Treatment of the Experimental Group)**

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Natural Disaster
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

**A. Competence**

1. Basic Competence

- Students are able to comprehend a news item text entitled “Flash Floods Swamp Thousands of Houses”

2. Achievement Indicators

Students are able to:

- answer the factual questions based on the news item text
- answer the inference questions based on the news item text
- answer the main idea questions based on the news item text

**B. Learning Materials**

- A news item text entitled “Flash Floods Swamp Thousands of Houses” (by: Yemris Fointuna, taken from Jakarta Post, 21<sup>st</sup> March 2007, Vol 24, No. 319)

**C. Methods and Techniques**

- The M.U.R.D.E.R Technique of Cooperative Learning Method

### **THE MURDER SCRIPT**

<b>M</b> ood	-	say hi, set procedure
<b>U</b> nderstand	-	the section by reading silently
<b>R</b> ecall	-	main ideas without looking back the passage
<b>D</b> etect	-	Errors and omissions in the work / assessment
<b>E</b> laborate	-	examples, connections, opinions, reactions, applications, questions
<b>R</b> eview	-	summarize the entire passage

**D. Teaching and Learning Activities / Teacher's Notes**

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to work in pair	Work in pair
	Asks the students to read the passage silently	Read the passage silently
	<p>The teacher explains the M.U.R.D.E.R steps</p> <p>Student A and B : read the passage paragraph by paragraph</p> <p>Student A: close the text → tell his partner the main idea and important information in the paragraph.</p> <p>Students B: Write the main idea and the information that his partner has summarized → detect the errors or omissions.</p> <p>Both give additional examples or illustrations of the paragraph. Then, the students exchange their roles as they continue to the next paragraph. After finishing the whole passage, they construct an overall summary of the text</p>	Follow the steps ordered
	Asks the students to answer the questions and discuss the correct answers	Answer the questions and discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

**E. Assessment**

- Students are asked to do the reading quiz individually

## Appendix 3B (lesson plan of the experimental group, 2<sup>nd</sup> treatment)

# LESSON PLAN

## (The 2<sup>nd</sup> Treatment of the Experimental Group)

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Education
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

### A. Competence

#### 1. Basic Competence

- Students are able to comprehend a news item text entitled “Children in Cirebon Barred from School by Rising Cost”

#### 2. Achievement Indicators

Students are able to:

- answer the factual questions based on the news item text
- answer the inference questions based on the news item text
- answer the main idea questions based on the news item text

### B. Learning Materials

- A news item text entitled “Children in Cirebon Barred from School by Rising Cost” (by: Nana Rukmana, taken from Jakarta Post, 29<sup>th</sup> March 2007, Vol 24, No. 327)

### C. Methods and Techniques

- The M.U.R.D.E.R Technique of Cooperative Learning Method

#### THE MURDER SCRIPT

<b>M</b> ood	-	say hi, set procedure
<b>U</b> nderstand	-	the section by reading silently
<b>R</b> ecall	-	main ideas without looking back the passage
<b>D</b> etect	-	errors and omissions in the work / assessment
<b>E</b> laborate	-	examples, connections, opinions, reactions, applications, questions
<b>R</b> eview	-	summarize the entire passage

#### D. Teaching and Learning Activities / Teacher's Notes

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to work in pair	Work in pair
	Asks the students to read the passage silently	Read the passage silently
	<p>The teacher explains the M.U.R.D.E.R steps</p> <p>Student A and B : read the passage paragraph by paragraph</p> <p>Student A: close the text → tell his partner the main idea and important information in the paragraph.</p> <p>Students B: Write the main idea and the information that his partner has summarized → detect the errors or omissions.</p> <p>Both give additional examples or illustrations of the paragraph. Then, the students exchange their roles as they continue to the next paragraph. After finishing the whole passage, they construct an overall summary of the text</p>	Follow the steps ordered
	Asks the students to answer the questions and discuss the answers to the whole class	Answer the questions and discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

#### E. Assessment

- Students are asked to do the reading quiz individually



## Appendix 3C (lesson plan of the experimental group, 3<sup>rd</sup> treatment)

# LESSON PLAN

## (The 3<sup>rd</sup> Treatment of the Experimental Group)

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Health
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

### A. Competence

1. Basic Competence
  - Students are able to comprehend a news item text entitled “Dengue Fever Kills 124 in Central Java”
2. Achievement Indicators  
Students are able to:
  - answer the factual questions based on the news item text
  - answer the inference questions based on the news item text
  - answer the main idea questions based on the news item text

### B. Learning Materials

- A news item text entitled “Dengue Fever Kills 124 in Central Java” (by: Agus Maryono and Panca Nugraha, taken from Jakarta Post, 28<sup>th</sup> March 2007, Vol 24, No. 326)

### C. Methods and Techniques

- The M.U.R.D.E.R Technique of Cooperative Learning Method

### THE MURDER SCRIPT

<b>M</b> ood	-	say hi, set procedure
<b>U</b> nderstand	-	the section by reading silently
<b>R</b> ecall	-	main ideas without looking back the passage
<b>D</b> etect	-	Errors and omissions in the work / assessment
<b>E</b> laborate	-	examples, connections, opinions, reactions, applications, questions
<b>R</b> eview	-	summarize the entire passage

#### D. Teaching and Learning Activities / Teacher's Notes

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to work in pair	Work in pair
	Asks the students to read the passage silently	Read the passage silently
	<p>The teacher explains the M.U.R.D.E.R steps</p> <p>Student A and B : read the passage paragraph by paragraph</p> <p>Student A: close the text → tell his partner the main idea and important information in the paragraph.</p> <p>Students B: Write the main idea and the information that his partner has summarized → detect the errors or omissions.</p> <p>Both give additional examples or illustrations of the paragraph. Then, the students exchange their roles as they continue to the next paragraph. After finishing the whole passage, they construct an overall summary of the text</p>	Follow the steps ordered
	Asks the students to answer the questions and discuss the answers to the whole class	Answer the questions and discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

#### E. Assessment

- Students are asked to do the reading quiz individually

**Appendix 4A (lesson plan of the control group, 1<sup>st</sup> treatment)**

## **LESSON PLAN**

**(The 1<sup>st</sup> Treatment of the Control Group)**

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Natural Disaster
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

### **A. Competence**

#### 2. Basic Competence

- Students are able to comprehend a news item text entitled “Flash Floods Swamp Thousands of Houses”

#### 2. Achievement Indicators

Students are able to:

- answer the factual questions based on the news item text
- answer the inference questions based on the news item text
- answer the main idea questions based on the news item text

### **B. Learning Materials**

- A news item text entitled “Flash Floods Swamp Thousands of Houses” (by: Yemris Fointuna, taken from Jakarta Post, 21<sup>st</sup> March 2007, Vol 24, No. 319)

### **C. Methods and Techniques**

- The translation techniques of the Grammar Translation Method :  
Students translate the passage in the target language into their native language

#### D. Teaching and Learning Activities / Teacher's Notes

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to read the text silently	Read the text silently
	Gives the students a chance to ask the meaning of the difficult words or parts of the text that they do not understand, and then ask them to read and translate each sentence into Indonesian	Ask the meaning of the difficult words or parts of the text that they do not understand, and then read and translate each sentence into Indonesian
	Asks the students to answer the questions based on the text, and then discuss the correct answer to the whole class	Answer the questions based on the text, and then discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

#### E. Assesment

- Students are asked to do the reading quiz individually

**Appendix 4B (lesson plan of the control group, 2<sup>nd</sup> treatment)**

## **LESSON PLAN**

### **(The 2<sup>nd</sup> Treatment of the Control Group)**

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Education
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

#### **A. Competence**

##### F. Basic Competence

- i. Students are able to comprehend a news item text entitled “Children in Cirebon Barred from School by Rising Cost”

##### 2. Achievement Indicators

Students are able to:

- answer the factual questions based on the news item text
- answer the inference questions based on the news item text
- answer the main idea questions based on the news item text

#### **B. Learning Materials**

- A news item text entitled “Children in Cirebon Barred from School by Rising Cost” (by: Nana Rukmana, taken from Jakarta Post, 29<sup>th</sup> March 2007, Vol 24, No. 327)

#### **C. Methods and Techniques**

- The translation techniques of the Grammar Translation Method:  
Students translate the passage in the target language into their native language

#### D. Teaching and Learning Activities / Teacher's Notes

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to read the text silently	Read the text silently
	Gives the students a chance to ask the meaning of the difficult words or parts of the text that they do not understand, and then ask them to read and translate each sentence into Indonesian	Ask the meaning of the difficult words or parts of the text that they do not understand, and then read and translate each sentence into Indonesian
	Asks the students to answer the questions based on the text, and then discuss the correct answer to the whole class	Answer the questions based on the text, and then discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

#### E. Assesment

- Students are asked to do the reading quiz individually

**Appendix 4C (lesson plan of the control group, 3<sup>rd</sup> treatment)**

## **LESSON PLAN**

### **(The 3<sup>rd</sup> Treatment of the Control Group)**

Subject	:	English
Skills	:	Reading
Theme / Topic	:	Health
Grade	:	Senior High School / First Year
Semester	:	2
Time Allocated	:	45 minutes

#### **A. Competence**

##### 1. Basic Competence

- ii. Students are able to comprehend a news item text entitled “Dengue Fever Kills 124 in Central Java”

##### 2. Achievement Indicators

Students are able to:

- answer the factual questions based on the news item text
- answer the inference questions based on the news item text
- answer the main idea questions based on the news item text

#### **B. Learning Materials**

- A news item text entitled “Dengue Fever Kills 124 in Central Java” (by: Agus Maryono and Panca Nugraha, taken from Jakarta Post, 28<sup>th</sup> March 2007, Vol 24, No. 326)

#### **C. Methods and Techniques**

- The translation technique of the Grammar Translation Method  
Students translate the passage in the target language into their native language

#### D. Teaching and Learning Activities / Teacher's Notes

Stages	Activities	
	Teacher	Students
Pre-Instructional Activities	Greets the students and explains about what topic they are going to learn	Respond to the teacher's greeting and listen to the introduction
Whilst-Instructional Activities	Asks the students to read the text silently	Read the text silently
	Gives the students a chance to ask the meaning of the difficult words or parts of the text that they do not understand, and then ask them to read and translate each sentence into Indonesian	Ask the meaning of the difficult words or parts of the text that they do not understand, and then read and translate each sentence into Indonesian
	Asks the students to answer the questions based on the text, and then discuss the correct answer to the whole class	Answer the questions based on the text, and then discuss the correct answer
Post-Instructional Activities	Asks the students to do a reading quiz	Do the reading quiz individually

#### E. Assessment

- Students are asked to do the reading quiz individually



**Appendix 5A (Students' Worksheet, Reading Quiz, and Answer Key of the 1<sup>st</sup> treatment)**

**Students' Worksheet**  
**(Tenth Grade / Semester 2)**  
**1<sup>st</sup> Treatment**

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Read the text carefully!

**Flash Flood Swamp Thousands of Houses**

(Kupang) Flash floods, sparked by incessant rainfall in parts of Timor Island over the past few days, have hit 21 villages in Belu regency, West Nusa Tenggara, a local official said Tuesday. No casualties were reported, but thousands of houses and vast areas of agricultural land were flooded up to one meter, head of Belu Social Service Office, Arnold Bria, said.

Arnold said the flash floods were caused by the Benenain River overflowing because it could not accommodate flood water from the North and South Central Timor regencies. The flash floods have displaced thousands of people who have temporarily moved to safer areas while waiting for the water to subside.

Arnold added that food and clean water had been distributed. Three water tankers have been sent to meet the demand for clean water because existing wells have been covered by mud and other debris. A medical team, including several doctors has also been sent.

Furthermore, **he** said that the worst hit area was the West Malaka district with 13 flooded villages. Meanwhile, Remigius Aka, head of the district, said that the floods started to hit the region on Saturday. "These areas are located at the mouth of the Benenain River so heavy rainfall in higher areas ends up flooding our region," Remigius said.

*Adapted from The Jakarta Post, March 21, 2007*

**Answer the questions based on the text!**

1. What had caused the flash floods?
2. What happened to the wells during the flood?
3. Why did West Malaka become the worst-hit area?
4. "Furthermore, **he** said that the .....", (paragraph 4 line 1). What does the word 'he' refer to?
5. What are the loss caused by the flash floods?
6. What does paragraph 2 tell us about?
7. What does paragraph 3 talk about?

## Quiz

Name:

Class / No. :

### Choose the best answer!

1. Which word in the passage has the same meaning with “to remove something from the usual place”?  
A. send  
B. displace  
C. spark  
D. accommodate
2. Why couldn't the existing wells be used??  
A. They were covered by mud  
B. They contained no more water  
C. The wells brought diseases  
D. The wells were flooded
3. “.... because **it** could not accommodate .....,” (paragraph 2 line 2). What does the word ‘it’ refer to?  
A. flood water  
B. agricultural land  
C. water tanker  
D. Benenain River
4. How did the local governments help the victims?  
A. by sending a rescue team  
B. by building refugee camps  
C. by sending food and water  
D. by drilling new wells
5. What is the main idea of paragraph 3?  
A. the condition of the wells during the flood  
B. the steps that had been taken to help the flood victims  
C. the distribution of food and clean water  
D. the effort of the medical team to help the victims

## **Answer Key**

### **Students' Worksheet**

1. The flash flood had been caused by the Benenain River overflowing because it could not accommodate floodwater from the North and the South Central Timor regencies.
2. They were covered by mud and other debris.
3. West Malaka became the worst hit area because of its location at the mouth of Benenain River which caused the heavy rainfall in higher areas ended up flooding the region.
4. The word "he" refers to Arnold Bria, head of Belu Social Service Office.
5. The flash flood had caused thousands of houses and vast areas of agricultural land flooded up to one meter.
6. Paragraph 2 tells about the cause of the flash flood.
7. Paragraph 3 talks about the help to the flood victims.

### **Reading Quiz**

1. B, displace
2. A, They were covered by mud
3. D, Benenain River
4. C, by sending food and water
5. B, the steps that had been taken to help the flood victims.

**Appendix 5B (Students' Worksheet, Reading Quiz, and Answer Key of the 2<sup>nd</sup> treatment)**

**Students' Worksheet**  
**(Tenth Grade / Semester 2)**  
**2<sup>nd</sup> Treatment**

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Read the text carefully!

**Children in Cirebon Barred from School by Rising Costs**

(Cirebon) Thousands of poor families in Cirebon are unable to send **their** children to school because of rising education costs. Legislative council member, Andry Fernandi, said Wednesday that of 42,997 children between the ages of 7 and 15 in Cirebon, 15,188 did not attend school.

Andry said having so many children unable to attend school was a major social problem that had to be addressed immediately. "Poor education has a direct connection with the emergence of social illnesses, because poor education will produce a community that is not creative. And a community that is not creative will produce lazy people. This will eventually lead to the emergence of frightening groups of criminals," he said.

He also said that the Cirebon Legislative Council would push the local administration to provide more funding for education. Further, he said that under a new education policy introduced by the administration last year, Rp. 15,6 billion will be earmarked annually for education. Of that amount, about Rp. 8 billion comes from the local budget, with the remaining funding coming from the central government in the form of school operation funds, he said.

*Adapted from The Jakarta Post, March 29, 2007*

**Answer the questions based on the text!**

1. How many children did not attend school in Cirebon?
2. What will poor education eventually lead to?
3. Where will the Rp. 8 billion for the education fund come from?
4. "..... are unable to send **their** children ....., " (paragraph 1 line 2). What does the word 'their' refer to?
5. What can the local administration do to help education in Cirebon?
6. What does paragraph 1 tell us about?
7. What is the main idea of paragraph 2?

**Quiz :**

**Name:**

**Class / No. :**

**Choose the best answer!**

1. Why didn't the 15,188 children in Cirebon attend school?
  - A. Their parents do not want to send them to school
  - B. They do not want to learn in school
  - C. The education costs are too expensive
  - D. They do not know the importance of education
  
2. Where will the budget for education be taken from?
  - A. the school and the society
  - B. the local budget and the central government
  - C. the school and the local budget
  - D. the central government and the society
  
3. "... to send **their** children to school ....." (paragraph 1 line 2). What does the word 'their' refer to?
  - A. legislative council members
  - B. children unable to attend school
  - C. children between 7 and 15
  - D. poor families in Cirebon
  
4. What step can be done to help education in Cirebon?
  - A. providing more fund for education
  - B. offering scholarship programs
  - C. donating textbooks and stationaries
  - D. building new schools
  
5. What is the main idea of paragraph 2?
  - A. the connection between poor education and social illnesses.
  - B. the negative effects of poor education
  - C. a product of a community that is not creative
  - D. the emergence of frightening groups of criminals

## **Answer Key**

### **Students' Worksheet**

1. 15.188 children did not attend school in Cirebon.
2. Poor education will eventually lead to the emergence of frightening groups of criminals.
3. The Rp. 8 billion for the education fund will come from the local budget
4. The word "their" refers to thousands of poor families in Cirebon.
5. The local government can provide more funding for education.
6. Paragraph 1 tells about the number of uneducated children in Cirebon due to the rising education costs.
7. The main idea of paragraph 2 is about the bad effects of poor education.

### **Reading Quiz**

1. C, the education costs are too expensive
2. B, the local budget and the government
3. D, poor families in Cirebon
4. A, providing more fund for education
5. B, the negative effects of poor education

**Appendix 5C (Students' Worksheet, Reading Quiz, and Answer Key of the 3<sup>rd</sup> treatment)**

**Students' Worksheet**  
**(Tenth Grade / Semester 2)**  
**3<sup>rd</sup> Treatment**

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Read the text carefully!

**Dengue Fever Kills 124 in Central Java**

(Purwokerto/Mataram) Widespread dengue fever outbreaks in a number of regencies in Central Java have infected 6,318 people during the last three months, killing 124, said Lily Herawati, head of the communicable disease eradication section of the Central Java Health Office. The areas worst hit by dengue fever has been Cilacap, Banyumas, and Purbalingga.

“We’re sorry about the outbreak. Many victims have died because **they** were unable to reach a hospital in time. They were rushed to the hospital in very poor health and they could not be saved,” Lily said. She linked the widespread outbreaks of the deadly disease to the lack of attention paid to a mosquito nest eradication drive in the province. And she added that the spread of the disease was worsened by the traditional waste disposal methods. “In villages, traditional waste disposal practices continue, causing potholes,” Lily said, adding that potholes are an ideal breeding ground for mosquitoes.

She said that her office will continue the mosquito nest eradication program to help curb the further spread of the disease. “We’ve also provided adequate supplies of medicine,” she said.

*Adapted from The Jakarta Post, March 28, 2007*

**Answer the questions based on the text!**

1. How many people had been infected by the disease?
2. Where are the areas worst hit by dengue fever?
3. What is the most ideal breeding ground for mosquitoes?
4. “.....have died because **they** were unable .....,” (paragraph 2 line 1).  
What does the word ‘they’ refer to?
5. What can the health office do to prevent more danger of the deadly disease?
6. What does paragraph 1 tell us about?
7. According to the text, what does paragraph 2 talk about?

**Quiz :**

**Name :**

**Class / No. :**

**Choose the best answer!**

1. How many people have died by the disease?  
A. 124  
B. 1.240  
C. 6.318  
D. 63.180
2. "...and **they** could not be saved," (paragraph 2 line 3). What does the word 'they' refer to?  
A. members of the health office  
B. the mosquitoes spreading the disease  
C. all of the people infected by the disease  
D. the victims died by dengue fever
3. Which word in the passage has the meaning of "to prevent something from getting out of control"?  
A. Rush  
B. curb  
C. provide  
D. reach
4. What can be done to prevent more danger of the deadly disease?  
A. stop the traditional waste disposal method in villages  
B. pay attention to the mosquito nest eradication program  
C. provide adequate supplies of medicines  
D. a, b, and c are true
5. Based to the text, what is the main idea of paragraph 2?  
A. the ideal breeding ground of mosquitoes  
B. the traditional waste disposal methods  
C. the cause of the widespread of dengue fever  
D. the victims of the dengue fever



## **Answer Key**

### **Students' Worksheet**

6. 6,318 people had been infected by the disease.
7. Cilacap, Banyumas, and Purbalingga are the areas worst hit by dengue fever.
8. Potholes, caused by the traditional waste disposal methods are the most ideal breeding ground for mosquitoes.
9. The word “they” refers to the victims died by dengue fever.
10. The health office can continue the mosquito nest eradication program and provide adequate supply of medicines.
11. Paragraph 1 tells us about the dengue fever outbreaks in Central Java.
12. Paragraph 2 talks about the cause of the outbreak.

### **Reading Quiz**

1. A, 124
2. D, the victims died by dengue fever
3. B, curb
4. D, a, b, and c are true
5. C, the cause of the dengue fever

## Appendix 6 (The Try Out and the Answer Key)

### Read the text carefully and then choose the best answer!

#### Text 1

(Jakarta) Starting next month, students at private primary schools will get subsidies to support graduation rank. Agus Darmawan of the National Mandate Party (PAN), who sits on City Council of Commission E for social welfare, said Tuesday the administration had allocated Rp. 47.5 billion subsidies for students at private elementary and junior high schools in Jakarta. The city administration has been offering since 2005 free schooling for students at public elementary and junior high schools.

“The fund is allocated in the 2007 city budget and the policy will be enacted in April,” Agus said as quoted by the city’s official news website *Berita Jakarta*. Each elementary school will receive Rp. 69,500 per month per student, consisting of Rp. 50,000 for education and Rp. 19,500 for school operations. Meanwhile, junior high schools will receive Rp. 100,000 per month per student, consisting of Rp. 80,000 for education and Rp. 20,000 for school operations.

He said the Jakarta Primary Education Agency was still collecting data on which schools would be included in the program. The city has 761 private elementary schools and 689 private junior high schools.

*Adapted from The Jakarta Post, March 28, 2007*

#### Answer no 1 – 7 based on the text 1!

1. How much subsidy will a junior high school student receive per month for education?  
A. Rp. 100.000,-  
B. Rp. 80.000,-  
C. Rp. 69.500,-  
D. Rp. 50.000,-
2. Which word in the passage has the same meaning with “to make or pass a law”?  
A. enact  
B. include  
C. allocate  
D. operate
3. Based on *Berita Jakarta*, where will the fund for the program be allocated in?  
A. in the monthly budget  
B. in the annual budget  
C. in the school budget  
D. in the city budget
4. Which statement is **NOT** the function of the subsidies given?  
A. The subsidies are used to give proper education to poor children.  
B. The subsidies are used to help paying school fee of poor children.  
C. The subsidies are used to increase the number of uneducated children.  
D. The subsidies are used to help poor students to continue their study.
5. According to the passage above, what step has been taken to improve education in Jakarta?  
A. donating textbooks to private schools  
B. giving subsidies to private schools

- C. providing stationeries to private schools
  - D. building some new school facilities
6. What does paragraph 1 mainly talk about?
- A. The government wants to encourage our graduation ranks.
  - B. The government will give subsidies to private school students.
  - C. Agus Darmawan donated Rp. 47,5 billion to private schools.
  - D. The city administration offers scholarships for private school students.
7. Paragraph 2 mainly talks about .....
- A. the allocation of the fund
  - B. where the fund comes from
  - C. when the fund will be given
  - D. list of schools receiving the fund

## Text 2

### Heavy Rain Worsens Flooding in Belu

(Kupang) Heavy downpours Wednesday intensified floods in Belu regency, East Nusa Tenggara. The floodwater has reached two meters high in some villages. Belu deputy regent, Gregorius Mau Bili, said Wednesday that at least 23 villages were flooded. The water subsided for several hours but then rose again.

“There are no casualties but thousands of residents had to flee to safety since water from the Benenain River continued increasing following heavy downpours,” he said. “There is no data on the financial loss or the number of residents directly affected by the floods, since district officials are still working in the field,” Gregorius added.

He said the regency had issued a policy calling for a relocation of residents living along riverbanks or in flood – prone areas. The regency is also working to build dams along the Benenain River to prevent future flooding, **he** added. Gregorius said the government had started distributing basic necessities including food, clean water, and medical supplies to the flood victims.

Remigius Asa, the head of the worst – hit district, West Malaka, said several victims had started suffering from breathing problems and skin rashes. He blamed the diseases on poor sanitation. “Residents drink and bathe in dirty water so they get sick easily,” he said.

*Adapted from The Jakarta Post, March 22, 2007*

### Answer no 8 – 14 based on the text 2!

8. Who counted the financial loss of the flood?
- A. Gregorius Mau Bili
  - B. Remigius Asa
  - C. the district officials
  - D. the field officials
9. Which word in the passage has the meaning of “to move someone to a new place”?
- A. relocate
  - B. issue
  - C. flee
  - D. distribute

10. “The regency is ..... flooding, **he** added.” (Paragraph 3, line 1). What does the word ‘he’ refer to?
- A. The government official  
B. Belu deputy regent  
C. the head of West Malaka  
D. the district official
11. Which statement is NOT the fact of what happened to people after the floods in Belu?
- A. Some of the victims had lost their family.  
B. The victims had to drink and bathe in dirty water.  
C. Thousands had to flee from their homes to safety.  
D. Several victims suffered from breathing and skin rashes.
12. “There is no ..... working in the field.” (Paragraph 2, line 2). What does the sentence mean?
- A. The financial loss was never been counted.  
B. The financial loss had not been counted.  
C. The financial loss had finished being counted.  
D. The financial loss was still being counted.
13. According to the passage, what is the main idea of paragraph 1?
- A. Heavy rain intensified floods in Belu.  
B. 23 villages were flooded in Belu.  
C. The floodwater has reached two meters high.  
D. The floodwater in Belu has subsided.
14. What is the main idea of paragraph 4?
- A. Remigius Asa blamed the residents for drinking and bathing in dirty water.  
B. Remigius Asa wanted the government to built better sanitation in West Malaka.  
C. Remigius Asa claimed that the poor sanitation could cause diseases.  
D. Remigius Asa explained that West Malaka was the worst – hit district.

### Text 3

#### Dengue Outbreak Leaves Two Dead

(Cilacap) A dengue fever has claimed many victims in Cilacap since earlier this month, an official said on Saturday. Two people had died and more than 110 had been infected in the Central Java city of Cilacap.

Sugeng B. Susanto, head of the Cilacap Health Office, said that the dead were identified as Fifi Tiara, 6, and Painah, 40. Sugeng said the two victims were admitted to the city’s hospital after already losing consciousness. “If the victims were not in a coma there would still have been hope. But due to **their** poor condition, it was difficult to help them,” he said.

Sugeng said the outbreak hit nearly all the districts in Cilacap, with the worst condition recorded in Jeruk Legi. Furthermore, he said that his office would launch a major fogging operation. It will be done in order to kill the mosquitoes spreading the disease.

*Adapted from The Jakarta Post, March 26, 2007*

**Answer no 15 – 20 based on the text 3!**

15. How many people have died by the disease?  
A. 2  
B. 110  
C. 112  
D. none
16. What is the action needed to stop the spread of the disease?  
A. quarantine the infected people  
B. distribute free medicines  
C. bring the victims to the hospital  
D. launch a fogging operation
17. When were Fifi and Painah be taken to the hospital?  
A. as soon as they were infected  
B. since the disease began to spread  
C. after they had already died  
D. after already losing consciousness
18. “But due to **their** poor ..... help them,” he said.” (Paragraph 2, line 4). The word ‘their’ refers to .....  
A. the people infected by the disease  
B. the people died by the disease  
C. all of the dengue victims  
D. members of Cilacap Health Office
19. What does paragraph 3 tell about?  
A. Sugeng’s suggestion toward the dengue fever condition  
B. Sugeng’s help toward the dengue fever condition  
C. Sugeng’s donation toward the dengue fever condition  
D. Sugeng’s difficulty toward the dengue fever condition
20. What does paragraph 2 mainly talk about?  
A. Sugeng’s concern about the spread of the dengue fever  
B. Sugeng’s effort to help the victims of the dengue fever  
C. Sugeng’s explanation about the victims died by dengue fever  
D. Sugeng’s warning about the threat of dengue fever

## Answer Key

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

**Appendix 7 (The Reliability of the Try Out)**

<b>x</b>	<b>f</b>	<b>d</b>	<b>d<sup>2</sup></b>	<b>fd<sup>2</sup></b>	<b>fx</b>
19	1	8	64	64	19
17	1	6	36	36	17
16	3	5	25	75	48
15	3	4	16	48	45
14	1	3	9	9	14
13	5	2	4	20	65
12	2	1	1	2	24
11	13	0	0	0	143
10	4	-1	1	4	40
9	1	-2	4	4	9
8	2	-3	9	18	16
7	3	-4	16	48	21
6	2	-5	25	50	12
5	1	-6	36	36	5
	n = 42			$\sum fd^2 = 414$	$\sum fx = 478$

$$R = \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K.V} \right]$$

$$M = \frac{\sum fx}{n} = \frac{478}{42} = 11,3809$$

$$R = \frac{20}{20-1} \left[ 1 - \frac{11,3809(20-11,3809)}{20 \times 9,8571} \right]$$

$$V = \frac{\sum fd^2}{n} = \frac{414}{42} = 9,8571$$

$$R = 1,0526 \cdot \left[ 1 - \frac{11,3809 \times 8,6191}{197,142} \right]$$

$$R = 1,0526 \cdot \left[ 1 - \frac{98,0931}{197,142} \right]$$

$$R = 1,0526 \cdot [1 - 0,4975]$$

$$R = 1,0526 \times 0,5025$$

$$R = 0,5289$$

$$r_{\text{table}} = 0,316$$

The test is reliable since its reliability (0.5289) is higher than the  $r_{\text{table}}$  (0.316).

**Appendix 8 (The Difficulty Index of the Try Out)**

	FV	Difficulty Index		FV	Difficulty Index
1.	$FV = \frac{16}{42} = 0.3809$	A	11.	$FV = \frac{17}{42} = 0.4047$	A
2.	$FV = \frac{28}{42} = 0.6666$	A	12.	$FV = \frac{13}{42} = 0.3095$	A
3.	$FV = \frac{37}{42} = 0.8809$	VE	13.	$FV = \frac{30}{42} = 0.7142$	E
4.	$FV = \frac{18}{42} = 0.4285$	A	14.	$FV = \frac{12}{42} = 0.2857$	D
5.	$FV = \frac{28}{42} = 0.6666$	A	15.	$FV = \frac{34}{42} = 0.8095$	E
6.	$FV = \frac{14}{42} = 0.3333$	A	16.	$FV = \frac{34}{42} = 0.8095$	E
7.	$FV = \frac{14}{42} = 0.3333$	A	17.	$FV = \frac{40}{42} = 0.9523$	VE
8.	$FV = \frac{16}{42} = 0.3809$	A	18.	$FV = \frac{21}{42} = 0.5$	A
9.	$FV = \frac{33}{42} = 0.7857$	E	19.	$FV = \frac{19}{42} = 0.4523$	A
10.	$FV = \frac{27}{42} = 0.6428$	A	20.	$FV = \frac{27}{42} = 0.6428$	A

Average of difficulty index =  $11.38/20 = 0.569 = 0.57$

Index difficulty (FV)	Interpretation
.00 - .14	(VD) very difficult
.15 - .29	(D) difficult
.30 - .70	(A) acceptable
.71 - .85	(E) easy
.86 - 1.00	(VE) very easy



**Appendix 9 (The Discrimination Power of the Try Out)**

	D	DP		D	DP
1.	$D = \frac{6-3}{13} = 0.2307$	S	11.	$D = \frac{8-2}{13} = 0.4615$	VE
2.	$D = \frac{11-7}{13} = 0.3076$	S	12.	$D = \frac{6-3}{13} = 0.2307$	S
3.	$D = \frac{13-10}{13} = 0.2307$	S	13.	$D = \frac{11-7}{13} = 0.3076$	S
4.	$D = \frac{9-1}{13} = 0.6153$	VE	14.	$D = \frac{4-2}{13} = 0.1538$	L
5.	$D = \frac{12-6}{13} = 0.4615$	VE	15.	$D = \frac{11-10}{13} = 0.0769$	L
6.	$D = \frac{5-4}{13} = 0.0769$	L	16.	$D = \frac{13-6}{13} = 0.5384$	VE
7.	$D = \frac{6-4}{13} = 0.1538$	L	17.	$D = \frac{13-12}{13} = 0.0769$	L
8.	$D = \frac{11-1}{13} = 0.7692$	VE	18.	$D = \frac{11-3}{13} = 0.6153$	VE
9.	$D = \frac{12-6}{13} = 0.4615$	VE	19.	$D = \frac{9-6}{13} = 0.2307$	S
10.	$D = \frac{13-4}{13} = 0.6923$	VE	20.	$D = \frac{11-6}{13} = 0.3846$	S

Discrimination Index (D)

-1.00 until +.19

+ .20 until +.39

+ .40 until +1.00

Interpretation

(L) low

(S) satisfactory

(VE) very effective

## Appendix 10 (The Posttest and the Answer Key)

### Read the text carefully and then choose the best answer!

#### Text 1

(Jakarta) Starting next month, students at private primary schools will get subsidies to support graduation rank. Agus Darmawan of the National Mandate Party (PAN), who sits on City Council of Commission E for social welfare, said Tuesday the administration had allocated Rp. 47.5 billion subsidies for students at private elementary and junior high schools in Jakarta. The city administration has been offering since 2005 free schooling for students at public elementary and junior high schools.

“The fund is allocated in the 2007 city budget and the policy will be enacted in April,” Agus said as quoted by the city’s official news website *Berita Jakarta*. Each elementary school will receive Rp. 69,500 per month per student, consisting of Rp. 50,000 for education and Rp. 19,500 for school operations. Meanwhile, junior high schools will receive Rp. 100,000 per month per student, consisting of Rp. 80,000 for education and Rp. 20,000 for school operations.

He said the Jakarta Primary Education Agency was still collecting data on which schools would be included in the program. The city has 761 private elementary schools and 689 private junior high schools.

*Adapted from The Jakarta Post, March 28, 2007*

#### Answer no 1 – 7 based on the text 1!

- How much money will a junior high school student receive per month for education?  
A. Rp. 100.000,-  
B. Rp. 80.000,-  
C. Rp. 69.500,-  
D. Rp. 50.000,-
- Which word in the passage has the same meaning with “to make or pass a law”?  
A. enact  
B. include  
C. allocate  
D. operate
- Where will the fund for the program be allocated in?  
D. in the monthly budget  
E. in the annual budget  
C. in the school budget  
D. in the city budget
- Which statement is **NOT** the purpose of the subsidies given?  
A. The subsidies are used to give proper education to poor children.  
B. The subsidies are used to help paying school fee of poor children.  
C. The subsidies are used to help poor students to continue their study.  
D. The subsidies are used to help poor children only.
- According to the passage above, what step has been taken to improve education in Jakarta?  
A. building some new school facilities  
B. giving subsidies to private schools

- C. donating textbooks to private schools
  - D. offering scholarship in private schools
7. What does paragraph 1 mainly talk about?
- A. The government wants to encourage our graduation ranks.
  - B. The government will give subsidies to private school students.
  - C. Agus Darmawan donated Rp. 47,5 billion to private schools only.
  - D. The city administration offers free schooling for private school students.
8. Paragraph 2 mainly talks about .....
- A. the allocation of the fund
  - B. the schools receiving the fund
  - C. when the fund will be given
  - D. where the fund comes from

## Text 2

### Heavy Rain Worsens Flooding in Belu

(Kupang) Heavy downpours Wednesday intensified floods in Belu regency, East Nusa Tenggara. The floodwater has reached two meters high in some villages. Belu deputy regent, Gregorius Mau Bili, said Wednesday that at least 23 villages were flooded. The water subsided for several hours but then rose again.

“There are no casualties but thousands of residents had to flee to safety since water from the Benenain River continued increasing following heavy downpours,” he said. “There is no data on the financial loss or the number of residents directly affected by the floods, since district officials are still working in the field,” Gregorius added.

He said the regency had issued a policy calling for a relocation of residents living along riverbanks or in flood – prone areas. The regency is also working to build dams along the Benenain River to prevent future flooding, **he** added. Gregorius said the government had started distributing basic necessities including food, clean water, and medical supplies to the flood victims.

Remigius Asa, the head of the worst – hit district, West Malaka, said several victims had started suffering from breathing problems and skin rashes. He blamed the diseases on poor sanitation. “Residents drink and bathe in dirty water so they get sick easily,” he said.

Adapted from *The Jakarta Post*, March 22, 2007

### Answer no 8 – 14 based on the text 2!

9. Who worked on the data of the financial loss?
- A. Gregorius Mau Bili
  - B. Remigius Asa
  - C. the district officials
  - D. the field officials
10. Which word in the passage has the meaning of “to move someone to a new place”?
- A. relocate
  - B. issue
  - C. flee
  - D. distribute

11. “The regency is ..... flooding, **he** added.” (Paragraph 3, line 1). What does the word ‘he’ refer to?
- A. The government official  
 B. Belu deputy regent  
 C. the head of West Malaka  
 D. the district official
12. Which statement is NOT the fact of what happened to people after the floods in Belu?
- A. Some of the victims had lost their family.  
 B. The victims had to drink and bathe in dirty water.  
 C. Thousands had to flee from their homes to safety.  
 D. Several victims suffered from breathing and skin rashes.
13. “There is no ..... working in the field.” (Paragraph 2, line 2). What does the sentence mean?
- A. The financial loss was never been counted.  
 B. The financial loss had not been counted.  
 C. The financial loss had finished being counted.  
 D. The financial loss was still being counted.
14. According to the passage, what is the main idea of paragraph 1?
- A. Heavy rain intensified floods in Belu.  
 B. 23 villages were flooded in Belu.  
 C. The floodwater has reached two meters high.  
 D. The floodwater in Belu has subsided.
15. What is the main idea of paragraph 4?
- A. Remigius Asa told the residents not to drink and bathe in dirty water.  
 B. Remigius Asa wanted the government to built better sanitation in West Malaka.  
 C. Remigius Asa claimed that it was the poor sanitation which caused the diseases.  
 D. Remigius Asa explained that West Malaka was the worst – hit district.

### Text 3

(Cilacap) A dengue fever has claimed many victims in Cilacap since earlier this month, an official said on Saturday. Two people had died and more than 110 had been infected in the Central Java city of Cilacap.

Sugeng B. Susanto, head of the Cilacap Health Office, said that the dead were identified as Fifi Tiara, 6, and Painah, 40. Sugeng said the two victims were admitted to the city’s hospital after already losing consciousness. “If the victims were not in a coma there would still have been hope. But due to **their** poor condition, it was difficult to help them,” he said.

Sugeng said the outbreak hit nearly all the districts in Cilacap, with the worst condition recorded in Jeruk Legi. Furthermore, he said that his office would launch a major fogging operation. It will be done in order to kill the mosquitoes spreading the disease.

Adapted from *The Jakarta Post*, March 26, 2007

**Answer no 15 – 20 based on the text 3!**

16. According to the text, how many people have been killed by the disease?  
A. 2  
B. 110  
C. 112  
D. none
17. What is the action needed to stop the spread of the disease?  
A. quarantine the infected people  
B. distribute free medicines  
C. bring the victims to the hospital  
D. launch a fogging operation
18. When were Fifi and Painah be taken to the hospital?  
A. since they were known infected  
B. since the disease began to spread  
C. after they had already died  
D. after they fell unconscious
19. “But due to **their** poor ..... help them,” he said.” (Paragraph 2, line 4). The word ‘their’ refers to .....  
A. the people infected by the disease  
B. the people died by the disease  
C. all of the dengue victims  
D. members of Cilacap Health Office
20. According to the text, what is the main idea of paragraph 3?  
A. Sugeng’s suggestion toward the dengue fever condition  
B. Sugeng’s help toward the dengue fever condition  
C. Sugeng’s donation toward the dengue fever condition  
D. Sugeng’s difficulty toward the dengue fever condition
21. What does paragraph 2 mainly talk about?  
A. Sugeng’s concern about the spread of the dengue fever  
B. Sugeng’s effort to help the victims of the dengue fever  
C. Sugeng’s explanation about the victims died by dengue fever  
D. Sugeng’s warning about the threat of dengue fever

## Answer Key

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

**Appendix 11 (The Calculation of Posttest Score for Total Question)**

**THE CALCULATION OF MEAN SCORES OF POSTTEST IN TOTAL QUESTION**

No.	GTM		CLM	
	A	A <sup>2</sup>	B	B <sup>2</sup>
1.	60	3600	45	2025
2.	80	6400	65	4225
3.	55	3025	70	4900
4.	75	5625	20	400
5.	55	3025	70	4900
6.	75	5625	65	4225
7.	55	3025	80	6400
8.	90	8100	45	2025
9.	65	4225	-	-
10.	70	4900	70	4900
11.	45	2025	80	6400
12.	70	4900	50	2500
13.	85	7225	85	7225
14.	70	4900	60	3600
15.	60	3600	40	1600
16.	80	6400	50	2500
17.	-	-	90	8100
18.	70	4900	20	400
19.	80	6400	60	3600
20.	45	2025	70	4900
21.	40	1600	75	5625
22.	75	5625	20	400
23.	50	2500	70	4900
24.	80	6400	50	2500
25.	65	4225	-	-
26.	75	5625	55	3025
27.	55	3025	70	4900
28.	50	2500	50	2500
29.	85	7225	55	3025
30.	60	3600	75	5625
31.	45	2025	60	3600
32.	80	6400	80	6400
33.	70	4900	-	-
34.	55	3025	45	2025
35.	75	5625	75	5625
36.	45	2025	70	4900
37.	55	3025	75	5625
38.	65	4225	85	7225
39.	65	4225	40	1600
40.	70	4900	75	5625
41.	60	3600	70	4900
42.	-	-	45	2025
43.	-	-	-	-

<b>Total</b>	2605	176225	2375	156875
<b>n</b>	40		39	
<b>Mean</b>	65,13		60,9	
<b>s</b>	12,98		17,95	

The Hypotheses of the Mean Scores of Posttest in Total Question

1. The hypotheses are:

- Ho:  $\mu_A = \mu_B$ , means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)

- Ha:  $\mu_A > \mu_B$ , means that the mean score of posttest of the control group (A) is greater than the mean score of posttest of the experimental group (B)

2.  $t_{\text{table}}$  is (0.05, df), where  $df = n_A + n_B - 2$

$$= 40 + 39 - 2$$

$$= 77$$

$$t_{\text{table}} \text{ is } (0.05, 77) = 1.6649$$

3. Calculation for t-observation ( $t_o$ ):

A: the control group (X-5)

$$\bar{x}_A = \frac{\sum x}{n} = \frac{2605}{40} = 65.13$$

$$s_A = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 12.98$$

B: the experimental group (X-2)

$$\bar{x}_B = \frac{\sum x}{n} = \frac{2375}{39} = 60.9$$



$$sB = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 17.95$$

$$t_0 = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)S^2A + (nB-1)S^2B}{nA + nB - 2} \left( \frac{1}{nA} + \frac{1}{nB} \right)}} = 1.20$$

#### 4. Conclusion

t-observation ( $t_0 = 1.20$ ) is lower than  $t_{table}$  (1.6649) so  $H_0$  is accepted.

There is no significant difference in the reading achievement between the experimental and the control group. Tenth grade students who get Cooperative Learning Method do not have higher reading achievement than those who get Grammar Translation Method.

**Appendix 12 (The Calculation of Posttest Score for Factual Question)**

**THE CALCULATION OF MEAN SCORES OF POSTTEST IN FACTUAL QUESTION**

No.	GTM		CLM	
	A	A <sup>2</sup>	B	B <sup>2</sup>
1.	25	625	20	400
2.	30	900	20	400
3.	20	400	30	900
4.	25	625	10	100
5.	30	900	25	625
6.	30	900	30	900
7.	20	400	30	900
8.	35	1225	25	625
9.	20	400	-	-
10.	25	625	30	900
11.	20	400	35	1225
12.	25	625	25	625
13.	30	900	25	625
14.	30	900	30	900
15.	30	900	15	225
16.	30	900	20	400
17.	.	-	30	900
18.	25	625	10	100
19.	30	900	25	625
20.	25	625	30	900
21.	20	400	25	625
22.	25	625	0	0
23.	30	900	35	1225
24.	25	625	30	900
25.	25	625	-	-
26.	30	900	15	225
27.	30	900	25	625
28.	20	400	20	400
29.	35	1225	20	400
30.	30	900	25	625
31.	20	400	20	400
32.	25	625	25	625
33.	30	900	-	-
34.	20	400	20	400
35.	25	625	35	1225
36.	25	625	35	1225
37.	20	400	25	625
38.	30	900	35	1225
39.	30	900	15	225
40.	25	625	25	625
41.	15	225	35	1225
42.	-	-	25	625
43.	-	-	-	-

<b>Total</b>	1040	27900	955	25725
<b>n</b>	40		39	
<b>Mean</b>	26		24,49	
<b>s</b>	4,7		7,9	

The Hypotheses of the Mean Scores of Posttest in Factual Question

5. The hypotheses are:

- Ho:  $\mu_A = \mu_B$ , means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)

- Ha:  $\mu_A > \mu_B$ , means that the mean score of posttest of the control group (A) is greater than the mean score of posttest of the experimental group (B)

6.  $t_{\text{table}}$  is (0.05, df), where  $df = n_A + n_B - 2$

$$= 40 + 39 - 2$$

$$= 77$$

$$t_{\text{table}} \text{ is } (0.05, 77) = 1.6649$$

7. Calculation for t-observation (to):

A: the control group (X-5)

$$\bar{x}_A = \frac{\sum x}{n} = \frac{1040}{40} = 26$$

$$s_A = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n - 1)}} = 4.7$$

B: the experimental group (X-2)

$$\bar{x}_B = \frac{\sum x}{n} = \frac{955}{39} = 24.49$$

$$sB = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 7.9$$

$$t_0 = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{(nA-1)S^2A + (nB-1)S^2B}{nA + nB - 2} \left( \frac{1}{nA} + \frac{1}{nB} \right)}} = 1.05$$

## 8. Conclusion

t-observation ( $t_0 = 1.05$ ) is lower than  $t_{table}$  (1.6649) so  $H_0$  is accepted.

There is no significant difference between the experimental and the control group in answering factual questions. Tenth grade students who get Cooperative Learning Method do not have higher reading achievement in answering factual questions than those who get Grammar Translation Method.

**Appendix 13 (The Calculation of Posttest Score for Inference Question)**

**THE CALCULATION OF MEAN SCORES OF POSTTEST IN INFERENCE QUESTION**

No.	GTM		CLM	
	A	A <sup>2</sup>	B	B <sup>2</sup>
1.	25	625	15	225
2.	30	900	25	625
3.	20	400	25	625
4.	25	625	-	-
5.	20	400	25	625
6.	25	625	20	400
7.	25	625	25	625
8.	30	900	15	225
9.	20	400	-	-
10.	30	900	20	400
11.	10	100	25	625
12.	25	625	15	225
13.	35	1225	30	900
14.	25	625	25	625
15.	15	225	15	225
16.	30	900	15	225
17.	-	-	30	900
18.	20	400	5	25
19.	25	625	15	225
20.	15	225	25	625
21.	15	225	30	900
22.	30	900	10	100
23.	15	225	20	400
24.	35	1225	10	100
25.	20	400	-	-
26.	20	400	20	400
27.	20	400	20	400
28.	15	225	20	400
29.	35	1225	20	400
30.	15	225	30	900
31.	20	400	25	625
32.	30	900	30	900
33.	25	625	-	-
34.	25	625	15	225
35.	30	900	20	400
36.	15	225	25	625
37.	25	625	30	900
38.	25	625	30	900
39.	25	625	10	100
40.	25	625	20	400
41.	20	400	20	400
42.	-	-	10	100
43.	-	-	-	-

<b>Total</b>	935	23375	785	17925
<b>n</b>	40		39	
<b>Mean</b>	23.38		20,13	
<b>s</b>	6.24		7,48	

### The Hypotheses of the Mean Scores of Posttest in Inference Question

9. The hypotheses are:

- Ho:  $\mu_A = \mu_B$ , means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)

- Ha:  $\mu_A > \mu_B$ , means that the mean score of posttest of the control group (A) is greater than the mean score of posttest of the experimental group (B)

10.  $t_{table}$  is (0.05, df), where  $df = n_A + n_B - 2$

$$= 40 + 39 - 2$$

$$= 77$$

$$t_{table} \text{ is } (0.05, 77) = 1.6649$$

11. Calculation for t-observation (to):

A: the control group (X-5)

$$\bar{x}_A = \frac{\sum x}{n} = \frac{935}{40} = 23.38$$

$$s_A = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n - 1)}} = 6.24$$

B: the experimental group (X-2)

$$\bar{x}_B = \frac{\sum x}{n} = \frac{785}{39} = 20.13$$

$$sB = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 7.48$$

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)S^2_A + (n_B - 1)S^2_B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2.11$$

## 12. Conclusion

t-observation ( $t_o = 2.11$ ) is higher than  $t_{table}$  (1.6649) so  $H_0$  is rejected.

Students in the control group showed a significant difference in answering inference questions than students in the experimental group. Tenth grade students who get Cooperative Learning Methods do not have higher reading achievement in answering inference questions than those who get Grammar Translation Method.

**Appendix 14 (The Calculation of Posttest Score for Main Idea Question)**

**THE CALCULATION OF MEAN SCORES OF POSTTEST IN MAIN IDEA QUESTION**

No.	GTM		CLM	
	A	A <sup>2</sup>	B	B <sup>2</sup>
1.	10	100	10	100
2.	20	400	20	400
3.	15	225	15	225
4.	25	625	10	100
5.	5	25	20	400
6.	20	400	15	225
7.	10	100	25	625
8.	25	625	5	25
9.	25	625	-	-
10.	15	225	20	400
11.	15	225	20	400
12.	20	400	10	100
13.	20	400	30	900
14.	15	225	5	25
15.	15	225	10	100
16.	20	400	15	225
17.	-	-	30	900
18.	25	625	5	25
19.	25	625	20	400
20.	5	25	15	225
21.	5	25	20	400
22.	20	400	10	100
23.	5	25	15	225
24.	20	400	10	100
25.	20	400	-	-
26.	25	625	20	400
27.	5	25	25	625
28.	15	225	10	100
29.	15	225	15	225
30.	15	225	20	400
31.	5	25	15	225
32.	25	625	25	625
33.	15	225	-	-
34.	10	100	10	100
35.	20	400	20	400
36.	5	25	10	100
37.	10	100	20	400
38.	10	100	20	400
39.	10	100	15	225
40.	20	400	30	900
41.	25	625	15	225
42.	-	-	10	100
43.	-	-	-	-



<b>Total</b>	630	11800	635	12075
<b>n</b>	40		39	
<b>Mean</b>	15.75		16,28	
<b>s</b>	6.94		6,76	

The Hypotheses of the Mean Scores of Posttest in Main Idea Question

13. The hypotheses are:

- Ho:  $\mu_A = \mu_B$ , means that there is no significant difference between the mean score of the control group (A) and the mean score of the experimental group (B)

- Ha:  $\mu_A > \mu_B$ , means that the mean score of posttest of the control group (A) is greater than the mean score of posttest of the experimental group (B)

14.  $t_{table}$  is (0.05, df), where  $df = n_A + n_B - 2$

$$= 40 + 39 - 2$$

$$= 77$$

$t_{table}$  is (0.05, 77) = 1.6649

15. Calculation for t-observation (to):

A: the control group (X-5)

$$\bar{x}_A = \frac{\sum x}{n} = \frac{630}{40} = 15.75$$

$$s_A = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 6.94$$

B: the experimental group (X-2)

$$\bar{x}_B = \frac{\sum x}{n} = \frac{635}{39} = 16.28$$

$$sB = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n \cdot (n-1)}} = 6.76$$

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)S^2_A + (n_B - 1)S^2_B}{n_A + n_B - 2} \left( \frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0.23$$

## 16. Conclusion

t-observation ( $t_0 = 0.23$ ) is lower than  $t_{table}$  (1.6649) so  $H_0$  is accepted.

There is no significant difference between the experimental and the control group in answering main idea questions. Tenth grade students who get Cooperative Learning Method do not have higher reading achievement in answering main idea questions than those who get Grammar Translation Method.