

APPENDIX

Appendix I

The Material for Teaching Reading at SMUK ST. Louis I
Surabaya

First Observation

Lesson Four Local Handicraft



Task one



Here are the pictures of traditional arts and crafts. Observe them, then write down their names and state the region or province of their origin.

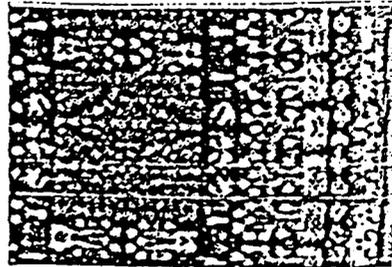
as adju...	Names of Arts and Craft	Names of Region or Province
	<p>Angklung</p>	<p>West Java</p>

Task two Read the following text, then answer the questions that follow.

IKAT

The Indonesian word *ikat*, which means to tie or bind, is used as the name for intricately patterned cloth of which the threads are tie-dyed through a very painstaking and skillful process before they are woven together.

Ikat cloth is made in many scattered regions of the archipelago, from Sumatra to Maluku, but it is in Nusa Tenggara that this ancient art form thrives most strongly. Ikat garments are still in daily use in many areas, and there's an incredible diversity of colours and patterns. The spectacular ikat of Sumba and the intricately patterned work of Flores are the best known, but Timor and Lombok and small islands like Roti, Sawu, Ndao and Lembata all have their own varied and high-quality traditions, as do Sulawesi, Kalimantan and Sumatra.



Ikat cloth is nearly always made of cotton, that is spun with traditional spinning wheel, though factory-made threads have come into use. Dyes are traditionally handmade from local plants and minerals, and these give ikat its characteristically earthy brown, red, yellow and orange tones as well as the blue of indigo, a dark colour between blue and violet.

Traditional dyes are made from natural sources. The most complex processes are those concerned with the bright rust colour, known in Sumba as *kombu*, which is produced from the bark and roots of the kombu tree. Blue dyes come from the indigo plant, and purple or brown can be produced by dyeing the cloth deep blue and then over dyeing it with kombu.

There is a definite schedule of work for the traditional production of ikat. In Sumba the thread is spun between July and October, and the patterns bound between September and December. After the rain ends in April, the blue and kombu dyeing is carried out. In August the weaving starts — more than a year after work on the thread began.

GLOSSARY

<i>intricate (adj)</i>	= <i>rumit</i>
<i>painstaking (adj)</i>	= <i>teliti</i>
<i>scattered (adj)</i>	= <i>tersebar</i>
<i>thrive (v)</i>	= <i>berkembang</i>
<i>weave (v)</i>	= <i>menenun</i>
<i>bark (n)</i>	= <i>kulit kayu</i>

- 1 What does 'ikat' mean?
- 2 Why is the cloth named 'ikat'?
- 3 Where does famous ikat cloth come from?
- 4 What is the basic material for making ikat cloth?
- 5 Why does the colour given to the cloth have specific characteristics?
- 6 Why is the process of dyeing carried out in April?

Task three

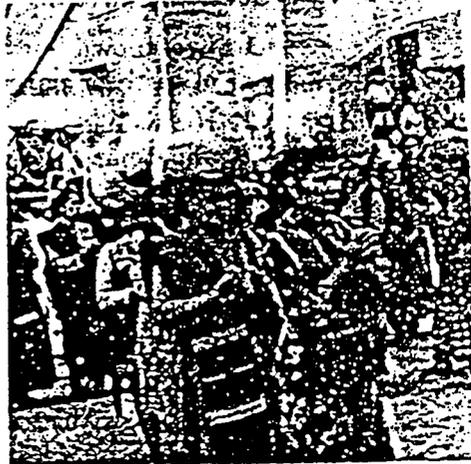
Find out words or phrases in the text which mean more or less the same as the following. The numbers in brackets show the paragraph numbers

- | | |
|-------------------------|----------------------------|
| 1 extremely careful (1) | 4 fantastic/striking (2) |
| 2 complicated (1) | 5 undertaken/conducted (4) |
| 3 unbelievable (2) | |



THE BATAKS

There are two versions of the descendant of the Bataks. According to the legend, all Bataks are descended from Si Raja Batak, who was born of supernatural parentage on Bukit Pusuk, a mountain in the western edge of Lake Toba. But, according to anthropologists, the Bataks are a Proto-Malay people descended from Neolithic mountain tribes in Northern Thailand and Burma. Their first settlement in Sumatra was around Lake Toba. They lived there in virtual isolation for centuries.



Today, there are more than six million Bataks. They are divided into six main groupings—The Pakpak Batak to the north-west of Toba Lake, the Karo Batak around Berastagi and Kabanjahe, the Simalungun Batak and Mandailing Batak in the further south.

The majority of today's Bataks are Protestant, especially in the North around Lake Toba and the Karo Highland. Islam is the predominant religion in the south. However, many Bataks still incorporate elements of traditional animist belief and ritual. Traditional beliefs combine cosmology, ancestor and spirit worship and *tondi*. Tondi is the concept of the soul, the spirit—the essence of a person's individuality. It is believed to develop before a child is born. It exists near the body and from time to time takes its leave, which causes illness. It is essential for Bataks to make sacrifices to their tondi to keep it in good humour.

There is a legend about the omnipotent god *Ompung*. One day Ompung leant casually against a huge banyan tree and dislodged a decayed bough that plummeted into the sea. From this branch came the fish and all the living creatures of the oceans. Not long afterwards, another bough dropped to the ground and issued crickets, caterpillar, centipedes, scorpions and insects. The third branch broke into large chunks which were transformed into tigers, deer, bears, monkeys, birds and all the animals of the jungle. The fourth branch which scattered over the plains became horses, buffaloes, goats, pigs and all the domestic animals. Human beings appeared from the eggs produced by a pair of newly created birds, born at the height of a violent earthquake.

A purely Batak tradition is the *si gale-gale* puppet dance, once performed at funeral ceremonies but now more often a part of wedding ceremonies. This Batak culture was used at funeral ceremonies to revive the souls of the dead and to communicate with them. Personal possessions of the deceased were used to decorate the puppet and the *dukun* would invite the deceased's soul to enter the wooden puppet as it danced on top of the grave. At the end of the dance, the villagers would hurl spears and arrows at the puppet while the *dukun* performed a ceremony to drive away evil spirits. A few days later the *dukun* would return to perform another ceremony sometimes lasting 24 hours, to chase away evil spirits again.

GLOSSARY

descendant (n)	= nenek moyang
tribe (n)	= suku
essence (n)	= hakekat
decay (v)	= rusak
plummet (v)	= jatuh
cricket (n)	= jangkrik
centipede (n)	= lipan
funeral (n)	= pemakaman

Task two

Find the best heading for each paragraph in the text above.



Topic	Paragraph
1 A Batak tradition
2 The mythology
3 The origin of the Batak people
4 The religion
5 The grouping of the Batak people

Task three

Read again the text more carefully to answer the following questions.



- 1 How many groups are the Bataks divided into? Mention the groups.
- 2 Did god Ompung create all the living things? Explain your answer.
- 3 Who do you think the Bataks descendant? Explain your answer.
- 4 Which paragraph tells you the influence of animism on the Batak culture?
- 5 "It is believed to develop before a child is born."(par.3, line 6) What does the word 'it' refer to?

Answer Key of “Ikat”:

Task One

1. Angklung from West Java
2. Reog Mask from Ponorogo
3. Blangkon from Center of Java
4. Wayang Kulit from Center of Java
5. Tari Piring from Sumatra

Task two

1. Ikat means to tie or bind.
2. because it is used as the name for intricately patterned cloth of which the threads are tie-dyed through the very painstaking and skillful process before they are woven together.
3. Famous Ikat cloth comes from Nusa Tenggara.
4. The basic material for making ikat cloth comes from cotton.
5. Because dyes are traditionally handmade from local plants and minerals.
6. Because rain ends in April.

Task three

1. painstaking
2. intricate
3. spectacular
4. incredible
5. produced

Answer Key of “The Bataks”:

Task two

1. Paragraph 5
2. Paragraph 4
3. Paragraph 1
4. Paragraph 3
5. Paragraph 2

Task three

1. Six main groupings; the Pakpak Batak, the Karo Batak around Berastagi and Kabanjahe, the Simalungun Batak and Mandailing Batak.
2. Yes, he did. Because one day, Ompung leant casually against a huge banyan tree and dislodged a decayed bough that plummeted into the sea. From this branch came the fish and all the living creatures of the oceans.

3. Bataks are a proto-Malay people descended from Neolithic mountain tribes in Northern Thailand and Burma.
4. Paragraph three.
5. "It" refers to Tondi.

Second Observation (taken from Eighty Eight Passages)

Reading Passage #34

Of all the animals in the animal kingdom, which one (aside from man) is smartest?

There are several ways of measuring the intelligence of animals. In one test a scientist sets three identical cans on a table. While the animal watches, he puts food under one of the cans. Then, he leads the animal away. Some time later, he brings it back to see if it remembers which can has the food. No sniffing is allowed; the animal must go directly to the correct can or it fails.

This is called a delayed-response test. The idea is to find out how long an animal's memory can retain information. The scientists would try showing the cans to the animal one hour later, or two hours later, or even a full day later. They discovered that chimpanzees and elephants have the best memory, and are able to remember the correct can for at least twenty hours. No other animal is close. Dogs came next, but they only remembered for nine hours.

To settle the matter, the scientists devised a gigantic maze and ran the chimps and elephants through it. The maze was very complicated, with many blind alleys and dead ends. It took the chimps ten minutes to find their way out. The elephants needed a half hour. Even allowing for the elephants' slower rate of speed, the test indicates that chimpanzees are the smartest animals.

From this and other tests, the scientists drew the following conclusion: an animal's intelligence depends on the size of its brain in proportion to the size of its body. The elephant's brain weighs ten pounds. But this is only $1/600^{\text{th}}$ of its 6000 pound body. A chimp's brain weighs about one pound, or $1/120^{\text{th}}$ of its total

body weight. So in proportion to its body size, the chimp has four times as much brain as the elephant—more brain for less body. The chimp is the champ!

Questions for Passage #34:

- 34.1 Select the best title.
Subject matter A. The elephant's memory
 B. School for animals
 C. Judging intelligence
 D. The chimp's brain
 E. The smartest animal
- 34.2 The main idea of this passage is that
Generalization A. there are several ways of measuring the intelligence of animals
 B. chimps and elephants have the best memory.
 C. intelligence tests show that the chimp is the smartest animal.
 D. the scientists devised a gigantic maze and ran the chimps and elephants through it.
 E. in proportion to its body size, the chimp's brain is four times as large as the elephant's.
- 34.3 (a) The delayed-response test is designed to test an animal's
Detail A. eyesight
 B. intelligence
 C. learning ability
 D. memory
 E. sensitivity to odor
- 34.4(b) The passage indicates that elephants
Detail A. never forget
 B. are smarter than chimps
 C. are slower-moving than chimps
 D. have better memories than chimps
 E. solved the maze in ten minutes
- 34.5 According to the passage, a rhinoceros that weighs 2700 lbs. and
Conclusion has a 3-lb. brain is
 A. equal in intelligence to chimp
 B. more intelligent than an elephant
 C. less intelligent than an elephant
 D. equal in intelligence to an elephant
 E. between a chimp and an elephant intelligence

Reading Passage #80

For hundreds of years it was believed that air was a single substance. But it is now known that air is a mixture of several gases. Two common gases, nitrogen and oxygen, make up about 99% of the total volume of the air. About 78% of the air consists of nitrogen, and nearly 21% is oxygen. The remainder consists of very small quantities of carbon dioxide, hydrogen, and ozone, and of the rare gases neon, krypton, helium and xenon. Besides these gases, air contains water vapor and many small particles of solid matter. The particles most commonly found in air are salt from the sea, dust from the earth, microbes and the pollen grains and spores produced by plants.

Questions for Passage # 80:

- 80.1 The best title for this passage is:
Subject matter A. A Curious Mixture
 B. Measuring the Air
 C. The Composition of Air
 D. The Weight of Air
 E. Gases, Vapors and Particles
- 80.2 The best statement of the main idea of this passage is that
Generalization A. it was believed that air was a single substance.
 B. air is a mixture of several gases and particles.
 C. two common gases make up about 99% of the air.
 D. air contains water vapor and particles of solid matter.
- 80.3 Air is composed for the most part of
Detail (a) A. nitrogen
 B. oxygen
 C. carbon dioxide
 D. hydrogen
 E. water vapor

- 80.4 Which of the following is true?
Detail (b) A. Air is composed entirely of gases.
 B. Air is a single substance.
 C. Air contains microscopic organisms.
 D. Air is free of solid matter.
 E. Rare gases make up 99% of the air.

Reading Passage #85

Once upon a time, a worthy merchant of London, named Gilbert a Becket, made a pilgrimage to the Holy Land, and was taken prisoner by a Saracen Lord. This lord, who treated him kindly and not like a slave, had one fair daughter, who fell in love with the merchant, and who told him that she wanted to become a Christian, and was willing to marry him if they could fly to a Christian country. The merchant returned her love until he found an opportunity to escape, when he did not trouble himself about the Saracen Lady, but escaped with his servant, Richard, who had been taken prisoner along with him, and arrived in England.

The Saracen Lady, who was more loving than the merchant, left her father's house in disguise to follow him, and made her way after many hardships to the seashore. The merchant had taught her only two English words, (for I suppose he must have learned the Saracen tongue, and made in that language), of which "London" was one, and his own name, "Gilbert" the other. She went among the ships, saying, "London! London!" over and over again, until the sailors understood that she wanted to find an English vessel that would carry her there; so they showed her such a ship, and she paid for her passage with some of her jewels, and sailed away.

Well, the merchant was sitting in his countinghouse in London one day, when he heard a great noise in the street; presently his servant Richard came

running in from the warehouse, with his eyes wide open and breath almost gone, saying, "Master, Master, here is the Saracen Lady." The merchant thought Richard was mad, but Richard said, "No matter. As I live, the Saracen Lady is going up and down the city calling, 'Gilbert, Gilbert'." Then he took the merchant by the sleeve, and pointed out the window; and there they saw her among the gables and water spouts of the dark, dirty street, in her foreign dress, so forlorn, surrounded by a wondering crowd, and passing slowly along, calling, "Gilbert, Gilbert!"

When the merchant saw her, and thought of the tenderness she had known him in his captivity, and of her constancy, his heart was moved, and he ran down into the street; and she saw him coming, and with a great cry fainted in his arms. They were married without loss of time, and Richard (who was an excellent man) danced with joy the whole day of the wedding; and they all lived happy ever afterwards.

Questions for Passage #85:

1. What do you think the main idea of the passage?
2. Where does some of the action take place?
3. Why was the Saracen Lady able to find Gilbert?
4. What do you think about the Saracen Lady's and Gilbert characteristics?
5. What is the meaning of "hardship"?

Answer Key of Reading Passage #34:

1. E / The smartest animal
2. A / There are several ways of measuring the intelligence of animals.
3. D / memory.
4. C / are slower-moving than chimps.
5. C / less intelligent than an elephant.

Answer Key of Reading Passage #80:

1. C / The composition of air.
2. B / air is a mixture of several gases and particles.
3. A / nitrogen.
4. C / Air contains microscopic organisms.

Answer Key of the Reading Passage #85:

1. The love story between Saracen Lady and Gilbert a Becket..
2. Holy Land, London.
3. Because she had been taught to say two English words; London and Gilbert.
4. Saracen Lady's characteristics are kind, loyal and tender, while Gilbert is tough and constant.
5. Hardship = kesulitan.

Third Observation



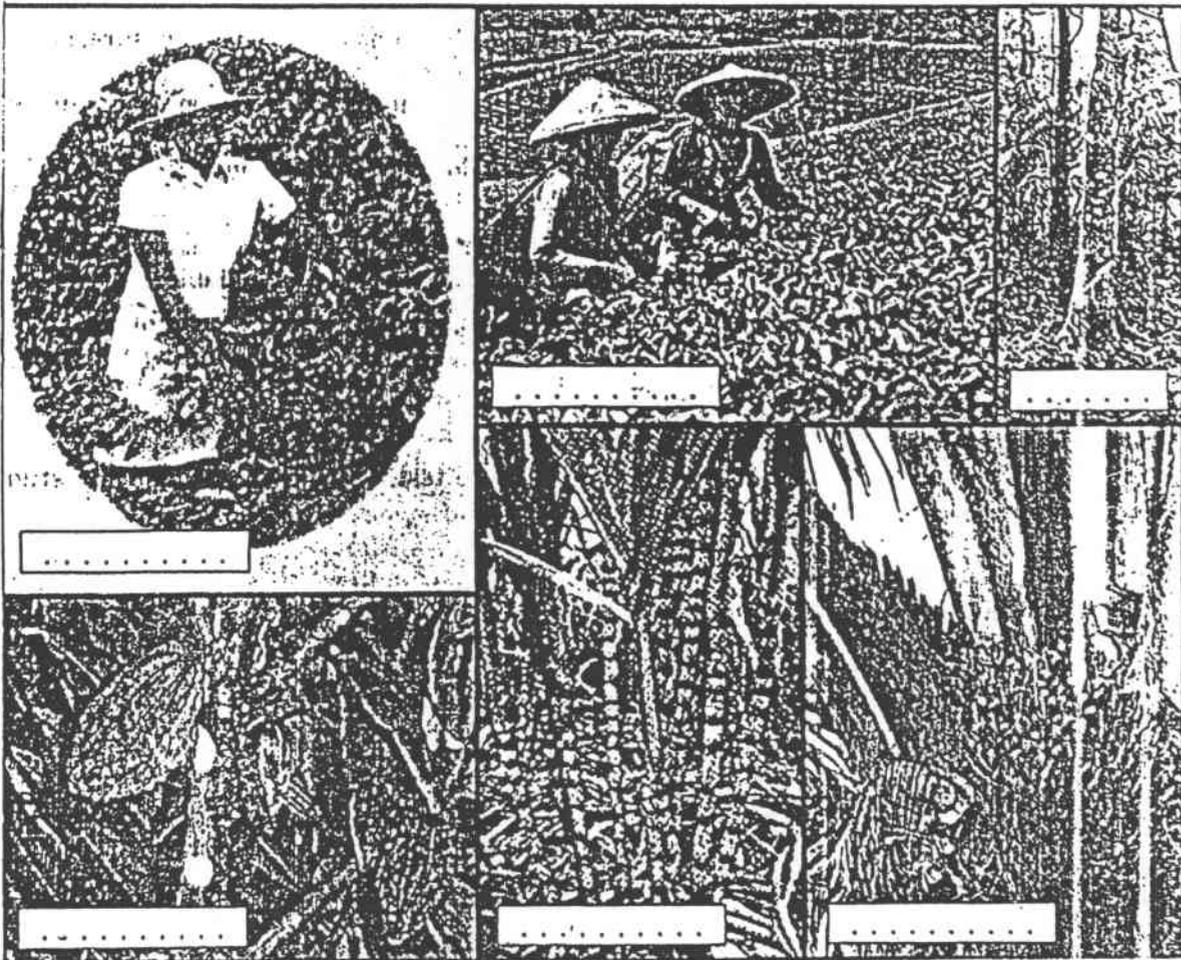
Agriculture

Lesson One Agricultural Production



Label these pictures with suitable words or phrases.

Task one



Task three

Read the text above more carefully, then write T in the boxes if the statement is "true" and F if it is "false"!



- 1 Thailand produces more natural rubber than Indonesia.
- 2 Indonesia's production of natural rubber is mostly for domestic markets.
- 3 Indonesia's volume of coffee exports fell in 1991 but it rose again in 1992.
- 4 International trade has affected the volume and value of Indonesia's coffee exports.
- 5 State-owned estates contributed more of the tea produced for export rather than the privately-owned estates did.
- 6 At present, Indonesia is the largest sugar producer in the world.
- 7 Palm oil is only used for cooking oil.

Task four

Find the words in the text which have these equivalent in bahasa Indonesia.

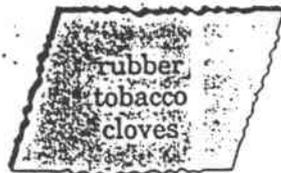


- | | | | |
|---------------------|---|---------------|---|
| 1 petani kecil | = | 6 sama dengan | = |
| 2 naik turun | = | 7 bernilai | = |
| 3 dalam negeri | = | 8 penting | = |
| 4 perkebunan negara | = | 9 merosot | = |
| 5 diperkirakan | = | 10 kira-kira | = |



Task one

Sit in groups and find out in what part of Indonesia these cash crops grow.



Task two

In group of two, practise to ask and answer about what the cash crops mentioned in Task one are for.



For example: A : What do people use spices for?
 B : People use spices for flavouring food.

Task three

Report your findings to the class orally.
 Other groups may disagree with you.





Task two

Match the pictures in Task one with these descriptions.



A

Indonesia is the second largest producer of natural and semi-processed rubber after Thailand. Ten percent of Indonesia's natural rubber production is used domestically, while the remaining 90 percent is exported, in natural and semi-processed form, to markets around the world.

B

Exports of cocoa beans have grown to become an important element in Indonesia's agricultural exports, earning \$165.7 million in 1993, equivalent to nearly 6.3 percent of total exports from the agricultural sector.

C

Indonesia is the world's third largest coffee producer and a major exporter. Over the past five years, both the volume of coffee exports and their value have fluctuated owing to instability in international coffee trade. The volume of exports climbed from 352,000 tons in 1989 to 415,000 tons in 1990 before slipping back to 372,000 tons and 250,000 tons respectively in 1991 and 1992. Export volume picked up again in 1993 to reach 330,000 tons. In terms of value, foreign exchange earnings from coffee exports reached \$320.1 million in 1993.

D

In Southeast Asia, Indonesia is one of the largest of sugar producers. Even, when Indonesia was governed by Dutch, Indonesia was the largest sugar producer in the world. The sugar is made from sugar cane that is grown in several parts in Indonesia, especially in southern part of Java. It is planted in dry season.

E

Indonesia's tea exports—which include black tea leaves, powdered black tea, green tea leaves and other varieties—were valued at \$155.7 million in 1993, accounting for approximately 5.9 percent of Indonesia's total agricultural exports in that year. Some 60 percent of tea production is estimated to be produced by state plantations, 20 percent each by smallholder plantations and privately-owned estates.

F

Production of palm oil—a major ingredient in the production of consumer products such as soap, margarine and cooking oil—has become a substantial business in Indonesia. Production of palm oil reached 525,000 tons in 1993 from 483,000 tons in 1992, while output of palm oil rose from 2.18 million tons in 1992 to 2.29 million tons the following year.

(Indonesia Source Book: 1994,
p. 103-104)

Answer Key of “Agriculture”:**Task two**

- A. picture no. 3
- B. picture no. 1
- C. picture no. 4
- D. picture no. 5
- E. picture no. 2
- F. picture no. 6

Task three

- 1. T
- 2. F
- 3. F
- 4. T
- 5. T
- 6. T
- 7. F

Task four

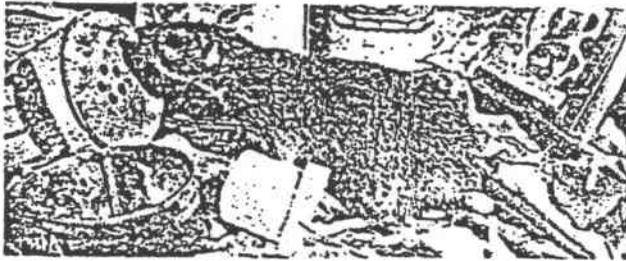
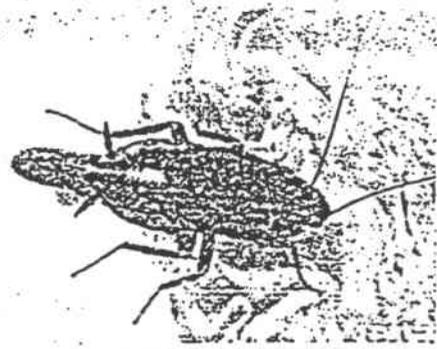
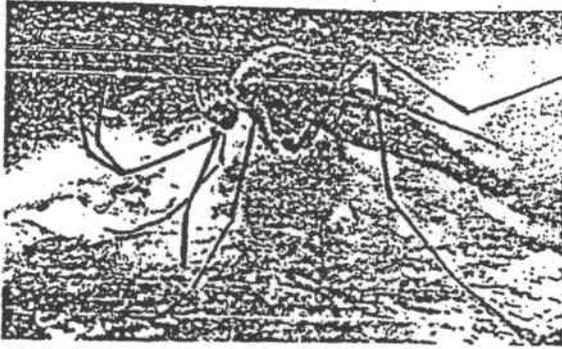
- 1. smallholder plantations
- 2. fluctuated
- 3. domestically
- 4. state plantations
- 5. accounting for approximately
- 6. equivalent
- 7. valued
- 8. important
- 9. slipping back
- 10. nearly

Appendix II

The Material for Teaching Reading at SMU Gracia Surabaya

First Observation**Task 1**

Look at the following pictures then answer the questions.



1. What are they?
2. In what area do they usually live?
3. Do they live in the clean or dirty places? Why?
4. Are they friends or enemies in your house? Why?
5. What can we do to keep us away from these animals?

Task 2

Read the text carefully then discuss the answers of Task 1 with your partner.

Sanitation at Home

A home is a place where people cook, eat, sleep and look after their children. It protects people from harsh weather—cold, rain, wind, the burning rays of the sun—as well as from insects, animals and other dangers. So a home is a very important place for people to live.

Sanitation at home is important. People can do a lot to improve some of their living conditions in which *they* live. They should refrigerate food properly or store *it* carefully to keep it away from bacteria, and they should not leave food lying around because it may attract insects and rats that can spread out bacteria and

their toxins which can contaminate food. We will get disease if we eat them.

You can help keep food safe by not transferring bacteria to food, by slowing down the growth of bacteria, and by destroying bacteria in food; keep all parts of the house neat and clean by sweeping and mopping. You also should tidy up *them* and use disinfectants freely. When handling food keep your hands, kitchen utensils, and cutting surfaces as clean as possible. Wash your hands with soap and water after touching raw meat, poultry, or eggs. These food can be contaminated with bacteria that you can transfer to other food.

Cooking food completely as soon as possible after removing them from storage will destroy bacteria. In addition, thoroughly cooking food destroys other pathogens such as tapeworms. You can also avoid food poisoning by avoiding food that might not be safe. Do not consume any food that show signs of spoilage such as a leaking or bulging can. Any food that has a peculiar colour or odour should be thrown away.

Sanitary condition of a house protects people from germs but health problems not caused by germs are a growing challenge in the field of sanitation today.

3

Match each main idea in the left column with each number of paragraph in the right column.

Main Idea

Paragraph

- | | |
|--|----------|
| 1. How to keep food safe from bacteria. | a. one |
| 2. Sanitation at home is important. | b. two |
| 3. Health problems are not only caused by germs. | c. three |
| 4. A home is an important place to live. | d. four |
| 5. How to prevent or avoid food poisoning. | e. five |

4

What do the following italicized words refer to?

1. ... *it* protects people ... (paragraph 1)
2. ... in which *they* live ... (paragraph 2)
3. ... store *it* carefully ... (paragraph 2)
4. ... because *it* may attract ... (paragraph 2)
5. ... should tidy up *them* ... (paragraph 3)

5

Read the text more carefully then answer the questions.

1. What is the function of a home?
2. Why do people refrigerate food?
3. Why must we not leave food lying around at home?
4. What will happen if we put food lying around?
5. What will happen if we eat contaminated food?
6. What are the four safety rules that you can follow to prevent food poisoning?

Answer Key of “Sanitation at Home”:

Task three

1. c / three
2. b / two
3. e / five
4. a / one
5. d / four

Task four

1. home
2. people
3. food
4. food
5. bacteria

Task five

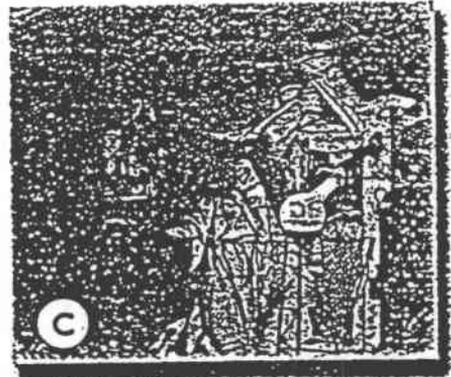
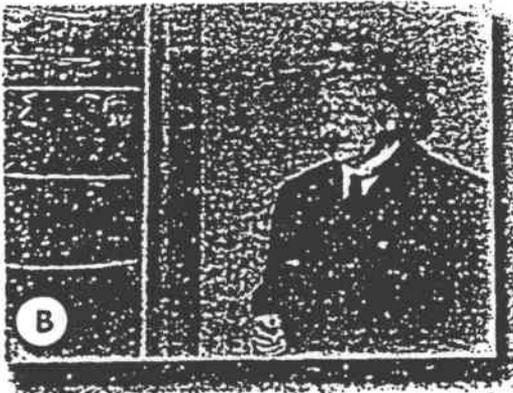
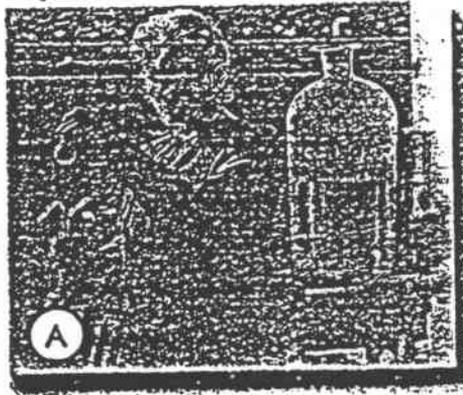
1. To protect people from harsh weather; cold, rain, wind, the burning rays of the sun, as well as from insects, animals and other dangers.
2. To keep it away from bacteria.
3. Because it may attract insects and rats.
4. The bacteria can spread out and their toxins, which contaminate food.
5. We will get disease if we eat them.
6. Do not consume any food that show signs of spoilage such as a leaking or bulging can, any food that has a peculiar color or odor should be thrown away.



Reading

Task 1

Observe the pictures then answer the questions that follow.



1. Who is the woman in picture A?
2. Who is the man in the picture B?
3. What is the man in the picture C doing?
4. What did they discover?
5. What did they contribute to the world?

Task 2

Before reading, answer the following questions by looking through the text.

1. Who believed that it was possible to change something into nothing and that nothing could become something?
2. Where did Roger Bacon live?
3. When did Lavoisier discover the process of oxidation?
4. Who helped alchemy develop into modern chemistry?
5. Where did Lavoisier make experiments?

From Magic to Science

In the old days philosophers believed that there were four basic elements in the world namely: earth, fire, air, and water. Most of them agreed that all living things on earth consist of those simple substances, mixed in different proportions. Based on this idea, many learned men thought that they could make life longer, and with the help of what they called "Philosopher's Stone", change cheap metal into gold. This science was called alchemy.

Those learned men were parts of those who believed in some kinds of magic. Many people in the middle ages believed that it was possible to make something into nothing or to let nothing become something. There were lots of evidence to prove *this idea*. They saw logs burning leaving only a little dust, and observed maggots inhabiting dead bodies.



Instead of the effort to make life longer, and also the search for gold, Roger Bacon, an English scientist of the thirteenth century, suggested that their effort should be directed toward finding ways to help people have a better life. He also said that although things may change, nothing is really lost. The amount of matter in the world is always the same.

Another pioneer, Paracelsus, who helped alchemy develop into modern chemistry, declared that salt, sulphur, and mercury mixed in the

proper proportions would be good for our health. He also insisted that the search for gold should be stopped.

In France, Lavoisier made experiments. After the experiments he was convinced that burning was caused by the union of oxygen with other chemicals. He called this oxidation. These experiments were carried out in the eighteenth century.

In the early nineteenth century, the English chemist, John Dalton, declared that matter is composed of very small particles called atoms, and that the atoms of various elements differ in their weight. The atomic theory also stated that a union of two or more atoms comprises a molecule.

At about the same time, an Italian physicist, Avogadro, added an idea that a volume of one kind of gas contains the same number of molecules as an equal volume of any other kind of gas if both are under the same conditions of temperature and pressure. This is called Avogadro's law.

Other scientists who needs mentioning were Dimitri Mendeleev and Louis Pasteur. The former was famous for publishing the first Periodic Table, the latter was famous for his theory on the relation between chemicals composition and molecular structure. He also discovered the way of fighting rabies.

Task

Read the text intensively then answer the following questions.

1. What were the two things that alchemy was aiming at?
2. In which paragraph can we find explanation about chemistry used for our health?
3. What is oxidation?
4. In which paragraph can we find explanation about atomic theory?
5. Do you think Avogadro's law was against Dalton's theory?
6. What does the word "them" in paragraph 1 refer to?
7. What does the words "this idea" in paragraph 2 refer to?
8. Who published the first Periodic Table?

Answer Key of "From Magic to Science":

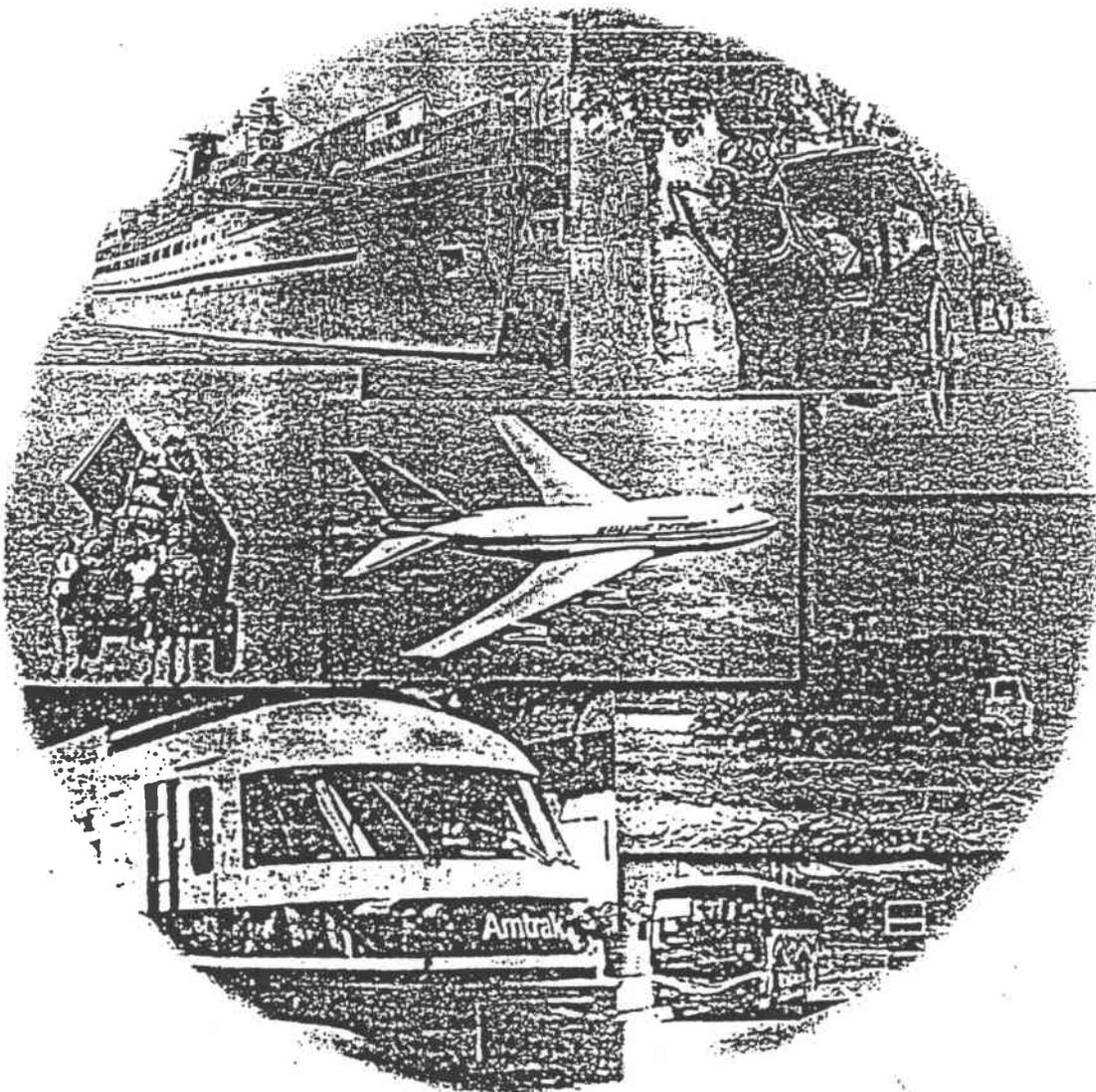
1. Make life longer and change cheap metal into gold.
2. Four.
3. Oxidation is burning was caused by the union of oxygen with other chemicals.
4. Six.
5. No, he just added Dalton's theory.
6. Philosopher.
7. The possibility to make something into nothing or let nothing become something.
8. Dimitri Mendeleev and Louis Pasteur.



Reading

Task I

Observe the pictures then answer the questions that follow.



1. What do you think about the pictures?
2. Which transportation do you think is more comfortable? Why?
3. Do you think those kinds of transportation are still suitable for the year of 2002?
4. What are the advantages of traveling by plane?
5. Which public transport is the safest ?

Task 2

Before reading, answer the following questions by looking through the text.

1. Who invented the aeroplane?
2. Where did the first regular flight for passenger service begin?
3. What has helped producing faster and more comfortable planes?
4. What has helped arranging fixed schedule of flight departures and arrivals?
5. What has become popular in Indonesia recently?

The Aeroplane

One of the most important means of transportation today is aeroplane. Aeroplane was invented by Wilbur and Orville Wright. They flew their first plane in 1903. The first flight covered a distance of 120 feet.

The first regular flight for passenger service began in America only 26 years after Wilbur and Orville Wright

flew their first plane.

The first passengers flight were not very convenient because the speed was slow and there were no radio

navigator aids. But flight since then has become more convenient.

Modern technology has helped to produce faster and more comfortable planes, and modern management has helped to arrange fixed schedule of flight departures and arrivals.

Nowadays many people like travelling by aeroplane because air travel is fast and less tiring. In fact air travel is the fastest way of

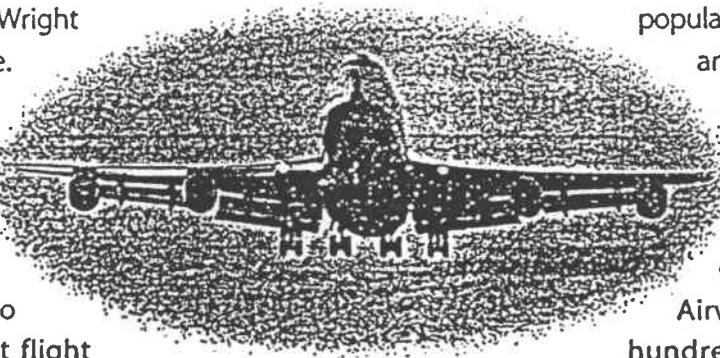
travelling. It takes many days to go by trains or by ships to cover the distance that a jet plane covers in a few hours. Air travel is also very safe. According to the statistics air travel has the least percentage of casualties compared to other ways of travelling.

Recently air travel has become popular in Indonesia. There

are several domestic airlines that operate all over the country. The biggest of them is Garuda Indonesia Airways. Garuda has

hundreds of jets and

propelled planes and it serves both domestic and overseas routes. Merpati Nusantara, Bouraq, and Mandala Airlines, and others, only serve domestic lines. There are also some other airlines that deal with only chartered flights. Every day there are hundreds of planes arriving and departing from airport all over the country.



Task 3

Answer the questions based on the text above.

1. Was the first flight convenient? Why?
2. Why does the service of flight become more and more convenient nowadays?
3. Which one is safer, air travel or land travel? How do you know that?
4. How many domestic airlines are there in our country? Mention them!
5. When did Wright brothers fly their first plane?

Answer Key of “The Aeroplane”:

Task two

1. Wilbur and Orville Wright.
2. In America.
3. Modern technology.
4. Modern management.
5. Air travel.

Task three

1. No, it was not. Because the speed was slow and there were no radio navigator aids.
2. Because modern technology has helped to produce faster and more comfortable planes.
3. Air travel, because according to the statistics air travel has the least percentage of casualties compared to other ways of traveling.
4. Four; Garuda Indonesia Airways, Merpati Nusantara, Bouraq, and Mandala Airlines, etc.
5. In 1903.

Appendix III

The Material for Teaching Reading at SMUN 9 Surabaya



First Observation



INTERNATIONAL TRADE

Part One : International Trade

A. Reading

Pre-Reading

Exercise 1 siswa dapat menjawab pertanyaan berdasarkan pengetahuan umum mereka

Answer these questions based on your general knowledge

1. What does Indonesia export to Europe?
2. What does Indonesia import from Europe?.....
3. Why does Indonesia export and import goods?.....
4. Mention five countries which specialized their products for export!.....
5. What do you know about free trade?

While Reading

Exercise 2 Siswa dapat menemukan informasi tertentu

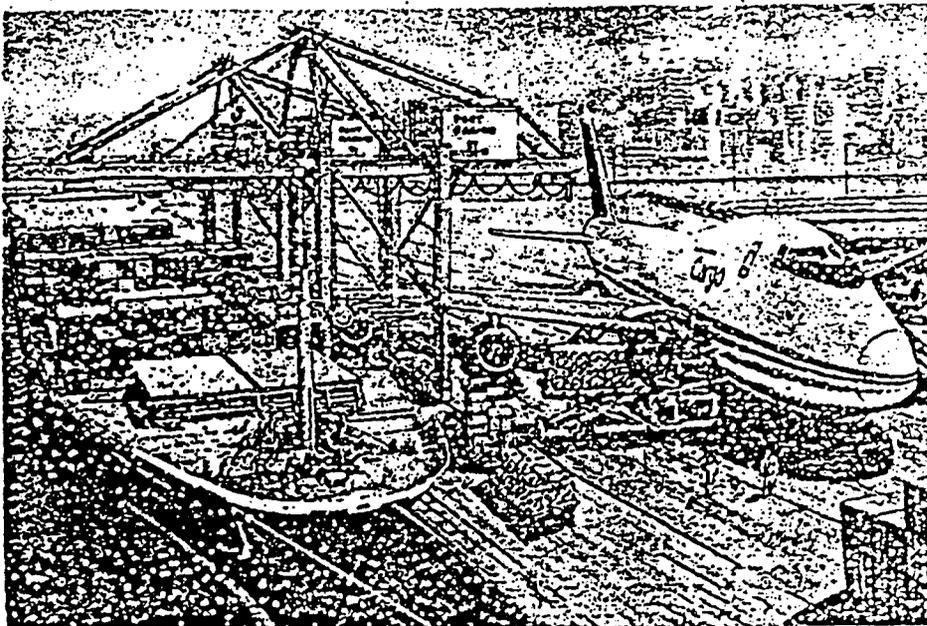
Study these questions and find the answers in the text quickly

1. What is the principle of comparative advantage?
2. What country export tin and rubber for much of its income?

INTERNATIONAL TRADE

International trade is the exchange of a goods and services among countries. In most cases, countries do not trade the actual goods and services. Rather, they receive the income received from the sale of their products to buy the products of other countries.

Why Nations Trade. Nations trade for several reasons. First of all, they must trade because natural resources vary from country. For example, Canada is rich in deposits of the mineral nickel, but its climate is too cold for oranges to be grown. The United States has a little nickel, but it can produce, among other things, a large crop of oranges. Therefore, it makes sense for The United States to export (sell) oranges to Canada and import (buy) Canadian nickel.



Japan as another example, is one of the world's leading industrialized nations, but it has only limited mineral resources and other raw materials useful in industry, it must therefore import the raw materials that it needs to manufacture the industrial goods it exports.

International trade also allows a country to specialize in the production of items that it can make (or grow) best. This is called the principle of comparative advantage. It enables a country to make the most productive use of all its resources, including the skill of its workers.

Most international trade is carried out between industrialized nations that have a relative high standard of living. The reason for this is that people in such countries usually have enough income to buy foreign products. Another reason is that industrialized countries generally produce a greater variety of goods.

NS Expand 2B 33

Primary products are: the raw materials from which manufactured goods are made. They may be agricultural products; minerals; or forest products, such as timber and natural rubber. The African nation of Ivory Coast is the world's chief producer of cacao, from which chocolate is made. Saudi Arabia and other oil-rich countries of the middle east rely on petroleum export for much of the income. Malaysia and south east Asia is major producer of tin and rubber.

The economies of such countries are heavily dependent on world prices of the products. If prices fall, the living standard of their people may suffer. To offset this, many countries try to diversify their economies, so that they can produce a greater variety of goods and services.

Balance of Payments. The record of all a country's transaction with other countries is called its balance of payments. The difference between what a country exports and what it imports in a given year is called its balance of payments.

If the monetary value of its exports is greater than the cost of its imports, a country is said to have a surplus in its balance of payments. If a country pays more for its imports than it receives for its exports, it has a deficit. A country with a deficit must borrow or otherwise make up the difference in its balance of payments.

Exercise 3: Siswa dapat menemukan informasi tertentu.

Read the text carefully and answer the questions below

1. Why do nations trade?
2. Why does Japan have to import raw materials?
3. What is the impact of specialization?
4. Why is most international trade created between industrialized nations?
5. What is primary product? Give some example!
6. the economies of such countries.....
What does the words "such countries" refer to?
- 7: ".....to offset this....."
What does the words "this" refer to?
8. What is "balance of trade"?
9. When does a country have a deficit?
10. When does a country have a surplus?

Post Reading

Exercise 4: Siswa dapat mengemukakan pendapatnya tentang produk unggulan untuk ekspor.

Write down the Indonesian products with possibly become prima donna in the future. Tell your reason

.....

.....

.....

.....

Answer Key of “International Trade”:

Whilst Reading answer:

1. To specialize in the production of items that it can make (or grow) best.
2. Malaysia and South East Asia.

Exercise 3:

1. Because the natural resources vary from country.
2. To manufacture the industrial goods it exports.
3. It enables a country to make the most productive use of all its resources, including the skill of its workers.
4. Because people in such countries usually have enough income to buy foreign products.
5. Primary product is the raw materials from which manufactured goods are made.
6. Exporter countries.
7. Living standard of the people.
8. Balance of trade is the difference between what a country exports and what it imports in a given year.
9. If a country pays more for its imports than it receives for its exports.
10. If the monetary value of its exports is greater than the cost of its imports.

Second Observation

Part Two : UN Summit

A. Reading

Pre - Reading

Exercise 1 Siswa mendapat pertanyaan tentang UNO

Look at the picture below then answer these questions

1. What kind of picture is it?
.....
.....
2. What do you think the man in the picture is?
.....
.....
3. What is he thinking about?
.....
.....
4. What problems are faced by the UN?
.....
.....



Exercise 2: Siswa dapat menemukan informasi tertentu.

Read the text quickly then state whether the following statements are true or false.

Women main victims of injustice: UN summit
By Steve Weizman

Copenhagen (Reuter)

A United Nations summit to fight poverty, unemployment and social injustice marked international Women's Day yesterday by declaring that women were the biggest victims of all three.

There is no single group which illustrates the three themes of this conference better than women. The highest percentage of unemployed are women, the poorest of the poor are women, the socially marginalized and excluded woman," UN Secretary-General Boutros Boutros Ghali said in a speech.

"Poverty cannot be eliminated, productive employment cannot be expanded and social integration cannot be achieved unless women wholly and equitably participate in social development," he added.

The United Nations estimates that about 1.3 billion people live in chronic poverty and that 70 percent are female. Over the past 20 years the number of women in extreme poverty grew by 50 percent while the rate for men was 30 percent. UN data shows.

In her summit address, U.S. First Lady Hillary Clinton announced a \$100 million U.S. aid package to fight female illiteracy in the developing world and called on other governments to follow suit.

"I am pleased to announce today that the United States will allocate \$100 million over a 10 year period to provide enhanced educational opportunities for hundreds of thousands of girls and women in Africa, Asia, and Latin America who currently live in poverty," Clinton told delegates from more than 100 countries.

"I respectfully urge other governments to join the United States in creating or expanding the opportunities for women worldwide," she added.

Mrs Clinton has stayed out of the limelight since a barrage of criticism during last November's congressional elections. The polls were a disaster for a President Bill Clinton's Democrats who ceded control of both houses for the first time in 40 years.

During her two-day visit to the Danish capital she addressed the summit twice, met Queen Margrethe and Prime Minister Poul Nyrup Rasmussen, visited a municipal day-care center and talked with members of the summit women caucus. She is scheduled to return home later on Wednesday.

In her Women's Day speech she hammered home the plight of women in developing countries and their unequal share of the world's ills.

The issues addressed at this summit are issues that women around the world face everyday, in their kitchens, near their children's bedsides, in the market place and in the workforce.

Today more than two thirds of the children who never attended school, or who dropped out before finishing school are girls. Almost one billion people remain illiterate and two thirds of them are women," she added.

The Vatican proposed an amendment to the draft summit resolution aimed at protecting girls from genital mutilation. The proposal said it could end the suffering of 35 million women liable to undergo ritual disfigurement.

NS Expand 2B

- It was the Secretary General of the UN who delivered a speech
- The President of the United State delivered a speech
- US First Lady, Hillary Clinton delivered speech
- One of the topic of the conference was about women rights
- More than one billion people live in poverty
- There were less than 100 countries sent delegates to the conference

Exercise 3: Siswa dapat menemukan informasi tersurat dan tersirat.

Look through the text again to find the answers to the questions

- Where was the summit meeting held?
- Who wrote the article?
- What was the theme of the UN summit conference in Copenhagen?
- Why were women said to be the biggest victims of all the three?
- What will the United State do to fight female illiteracy?
- How many countries sent delegates to the summit conference?
- How long did Mrs Clinton visit Denmark?
- Is the number of illiteracy women bigger than that of men? How do you know?

Answer Key of "Women Main Victims of Injustice: UN Summit":

Exercise two:

1. T
2. F
3. T
4. T
5. T
6. F

Exercise three:

1. Copenhagen (Reuter)
2. Steve Weizman.
3. Poverty, unemployment and social injustice marked international.
4. Because the highest percentage of unemployed are women, the poorest of the poor are women, the socially marginalized and excluded are women.
5. To provide enhanced educational opportunities for hundreds of thousands of girls and women in Africa, Asia, and Latin America, who currently live in poverty.
6. more than 100 countries.
7. two days.
8. Yes, from 1,3 billion people live in chronic poverty and that 70 percent are female, while the rate for man was 30 percent U.N data shows.

Third Observation

Text 1

Family Education

A family is a small group of people related one another by birth, adoption, or marriage, sharing a household, and caring for one another. A group made up only of father, mother, and children is called a basic family. It is unit of parents and children among whom ties are usually strong and long lasting. The family lives in a single household. The family's close relatives parents and grandparents, aunts and uncles, cousin nieces and nephews, often come especially large family reunions keep the kinships we alive, even though members may live far a part.

Children are good to be trained to help do the housework as early as possible although there is a maid servant. At the age three or four children can be sent to a play group. And at the age of five they can be sent to kindergarten. So the children of early age are very active. They play, learn, sing and help do the housework. Their mothers advise them to take a nap in the daytime. They watch TV in the afternoon with the presence of their parents.

Children are advised to go to bed early, too. Although they are too young to do the housework, they can be trained and ought to do everything for themselves, as take a bath, have meals, clean their bedrooms, make the bed and lay the table. Parents ought not to expect their children too much. For example, the floor is dirty and another asks her 5 years old daughter to sweep the floor. The result is the floor is still dirty. She must not be angry with her. Then she trains the little girl to sweep and advises her not to make the floor dirty. So the mother is good trainer and advisor.

1. A basic family consists of.....
 - A. father and mother
 - B. father, mother, and children
 - C. close relative, parent, and grandparents
 - D. father, mother and grandparents
 - E. father, mother and uncle
2. How do families keep the kinship web alive ?
 - A. by sending letter one another
 - B. by having reunions and coming on special even
 - C. by sending letter, visiting one another and reunions
 - D. by coming on special event
 - E. by living for apart.

- C. in a rent house
 - D. in a single house hold
 - E. in luxurious house
4. They watch TV in the afternoon with the presence of their parents. The antonym of the underline word is...
 - A. obedience
 - B. absence
 - C. guidance
 - D. existence
 - E. disappearance
5. Why are children sent to school early ?
 - A. because they can learn playing
 - B. because they can learn singing
 - C. because they can help their parents
 - D. because they can be active at the early age
 - E. because they learn playing, singing and doing the housework

Answer Key of “Family Education”:

1. B / father, mother and children.
2. B / by having reunions and coming on special events.
3. D / in a single household.
4. B / absence.
5. D / because they can be active at the early age.

QUESTIONNAIRE

Name : X
 Age : 28
 Gender : Female
 School : SMU A
 Teacher of class : II 1 – II 8

1. What is the teacher's educational background?

Teacher Training and Education Faculty of English Department at Widya Mandala Catholic University Surabaya.

2. When did you graduate from university?

1994 – 2001 (I also worked for two years at Sampoerna).

3. How long have you been teaching in the school?

Eight months since January 2003

4. Do you have any other experiences before starting to teach the school?

Yes, I worked at Sampoerna for two years.

I taught at SD Cita Hati (Indonesian and Mathematic)

5. Do you use other books as the sources to teach?

Yes, *Eighty Eight Passages, One Hundred* → for teaching reading and there are other books for teaching grammar, speaking, listening and writing.

6. Do you find any difficulties in teaching?

Yes, the problem occurs when the method can not be applied to other class.

7. If there is a student who is not interested in reading, how do you motivate him/her?

I would teach more friendly (with joke), sometimes I asked the students to work in groups or pairs.

8. What strategies do you use in teaching reading at senior high school and what are your reasons in using those strategies?

I used method of cooperative learning, in here I divided the students into some group works in order to make the lesson faster and trained the students for discussing in group.

10. What do you think of the use of dictionary in reading classes?

I thought dictionary is a very important thing especially in reading comprehension but I don't want to make the students feel heavy bringing the dictionary.

11. In your opinion, are there some things which need to be mastered by the students in order to improve their reading achievement?

Read frequently, because by reading frequently the students are able to understand the content of the passage, at least they are know about the simple structure. About the vocabulary, it is also important but it might be guessed from the sentences.

12. In your opinion, what are the objectives of reading?

- For comprehending an English reading passage,
- For getting additional information and knowledge from the reading passage.

QUESTIONNAIRE

Name : Y
 Age : 38
 Gender : Male
 School : SMU B
 Teacher of class : I, II, III IPA and IPS

1. What is your educational background?
 FISIP UNAIR

2. When did you graduate from university?
 1984 - 1996

3. How long have you been teaching in the school?
 Around three years

4. Do you have any other experiences before starting to teach the school?
 Yes, I taught SMU IPIEMS, lecturer of Universitas Dr. Soetomo

5. Do you use other books as the sources to teach?
 English Grammar by Bettys Competer → sometimes for examination and the exercise for the students.

6. Do you find any difficulties in teaching?
 Yes, especially about the vocabulary and the mastering of English.

7. If there is a student who is not interested in reading, how do you motivate him/her?
 - By asking the students to prepare the lesson which would be discussed.
 - Teacher has to know what's the problem of the students.

8. What strategies do you use in teaching reading at senior high school?
 I have to make it appropriate with the situation and condition of the class.

9. What are your reasons in using those strategies?
 To make the students interested in learning reading.

10. What do you think of the use of dictionary in reading classes?
 It is very important, in fact it is so difficult to ask the students bringing the dictionary (most of the said that they are forget to bring it).

11. In your opinion, are there some things which need to be mastered by the students in order to improve their reading achievement?

Vocabulary and the knowledge about the information that relates to the reading passage.

12. In your opinion, what are the objectives of reading?

- Students are expected to comprehend the topic or the problem of their daily life,
- Students are expected to recognize the written and the uttered messages,
- Enrich their information.

QUESTIONNAIRE

Name : Z
 Age : 35
 Gender : Male
 School : SMU C
 Teacher of class : II 3 – II 8

1. What is your educational background?

FKIP Bhs Inggris of UNESA.

2. When did you graduate from university?

1995

3. How long have you been teaching in the school?

Almost eight years, since 1995

4. Do you have any other experiences before starting to teach the school?

No

5. Do you use other books as the sources to teach?

Yes, English for the Senior High School by Ali Saukah & Arwijati Wahyudi, Book Two for the Second Year Students by Depdikbud.

6. Do you find any difficulties in teaching?

Yes, I have to give some minutes to prepare the students to study so it can waste the time (around 5').

7. If there is a student who is not interested in reading, how do you motivate him/her?

I might ask the students to read or prepare it first at home. Sometimes I give some jokes to the students.

8. What strategies do you use in teaching reading at senior high school?

It depends on the situation and condition of the class also the reading passage. If the reading passage is easy, I will not use the strategies to teach reading detail.

9. What are your reasons in using those strategies?

To make the students are able to comprehend and understand the reading passage easily.

10. What do you think of the use of dictionary in reading classes?

It is very important but he will not be asking the students to bring it because it is very difficult to be applied by the students.

11. In your opinion, are there some things which need to be mastered by the students in order to improve their reading achievement?

Vocabulary, pronunciation and some other information related to the reading passage.

12. In your opinion, what are the objectives of reading?

Achieve more knowledge and information, enrich their vocabularies, understand the message inside the reading passage.

