

Appendix 1 (The Summative Scores)

No	XII IPA 1	XII IPA 2	XII IPA 3
1.	50	50	44
2.	55	70	43
3.	73	45	55
4.	39	60	42
5.	43	63	46
6.	55	52	87
7.	70	70	76
8.	43	51	47
9.	54	53	43
10.	58	54	44
11.	45	55	48
12.	61	50	61
13.	54	70	59
14.	53	50	51
15.	48	72	62
16.	40	50	76
17.	54	57	53
18.	47	71	37
19.	40	64	77
20.	41	44	52
21.	70	46	51
22.	47	61	63
23.	54	55	51
24.	55	70	44
25.	43	62	75
26.	40	65	43
27.	37	51	52
28.	42	52	38
29.	36	45	63
30.	56	46	43
31.	65	54	38
32.	38	57	54
33.	38	42	42
34.	57	60	67

Appendix 2 (The calculation)

- **The test hypothesis of class XII IPA 1 and XII IPA 2**

1. $H_0: t_{\text{observation}} < t_{\text{table}} =$ There is no significant difference between two classes in English ability.

$H_a: t_{\text{observation}} > t_{\text{table}} =$ There is a significant difference between two classes in English ability.

2. T-test where $df: n_A + n_B - 2 = 66$ $t_{\text{table}} = 1.67$
3. Calculation

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	XII IPA 1	34	50.0294	10.12793	1.73692
	XII IPA 2	34	56.3824	8.83524	1.51523

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.696	.407	-2.756	66	.008	-6.3529	2.30496	-10.95494	-1.75094
	Equal variances not assumed			-2.756	64.807	.008	-6.3529	2.30496	-10.95652	-1.74936

4. Conclusion

Because $t_{\text{observation}}$ is $-2.76 < t_{\text{table}} (1, 67)$ so H_0 is accepted. It means that there is no significant difference in English ability between class XII IPA 1 and class XII IPA 2.

- **The test hypothesis of class XII IPA 1 and XII IPA 3**

1. $H_0: t_{\text{observation}} < t_{\text{table}}$ = There is no significant difference between two classes in English ability.

$H_a: t_{\text{observation}} > t_{\text{table}}$ = There is a significant difference between two classes in English ability.

2. T-test where $df: n_A + n_B - 2 = 66$

$t_{\text{table}} = 1.67$

3. Calculation

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	XII IPA 1	34	50.0294	10.12793	1.73692
	XII IPA 3	34	53.7353	12.97155	2.22460

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.475	.229	-1.313	66	.194	-3.7059	2.82237	-9.34092	1.92916
	Equal variances not assumed			-1.313	62.333	.194	-3.7059	2.82237	-9.34712	1.93535

4. Conclusion

Because $t_{\text{observation}}$ is $-1.31 < t_{\text{table}} (1, 67)$ so H_0 is accepted. It means that there is no significant difference in English ability between class XII IPA 1 and class XII IPA 3.

- **The test hypothesis of class XII IPA 2 and XII IPA 3.**

1. $H_0: t_{\text{observation}} < t_{\text{table}} =$ There is no significant difference between two classes in English ability.

$H_a: t_{\text{observation}} > t_{\text{table}} =$ There is a significant difference between two classes in English ability.

2. T-test where $df: n_A + n_B - 2 = 66$

$t_{\text{table}} = 1.67$

3. Calculation

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	XII IPA 2	34	56.3824	8.83524	1.51523
	XII IPA 3	34	53.7353	12.97155	2.22460

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.773	.056	.983	66	.329	2.6471	2.69161	-2.72692	8.02104
	Equal variances not assumed			.983	58.196	.329	2.6471	2.69161	-2.74040	8.03452

4. Conclusion

Because $t_{\text{observation}}$ is $0.98 < t_{\text{table}} (1, 67)$ so H_0 is accepted. It means that there is no significant difference in English ability between class XII IPA 2 and class XII IPA 3.

Appendix 3 (Try Out and the Pre-test Post-test)

The Deaf Musician

Although Beethoven could sit down and make up music easily, his really great composition did not come easily at all. They cost him a great deal of hard work. We know how often he rewrote and corrected his work because his notebooks are still kept in museums and libraries. He always found it hard to satisfy himself.

When he was 28, the worst difficulty of all came to him. He began to notice a strange humming in his ears. At first he paid little attention; but it grew worst, and at last he consulted doctors. They gave him the worst news any musician can hear: he was gradually going deaf. Beethoven was **in despair**; he was sure that he was going to die.

He went away to the country, to a place called Heiligenstadt, and from there he wrote a long farewell letter to his brothers. In this he told them how depressed and lonely his deafness had made him. 'It was impossible for me to ask men to speak louder or shout, for I am deaf,' he wrote. 'How could possibly admit an infirmity in the one sense (hearing) which should have been more perfect in me than in others.... I must live like an **exile**. 'He longed to die, and said to death, 'come when you will, I shall meet you bravely.'

In fact, Beethoven did something braver than dying. He gathered his courage and went on writing music, though he could hear what he wrote only more and more faintly. He wrote his best music, the music we remember him for, after he became deaf. The music he wrote was very different from any that had been composed before. Instead of the elegant and stately music that earlier musicians had written for their wealthy listeners, Beethoven wrote stormy, exciting, revolutionary music, which reminds us of his troubled and courageous life. He grew to admire courage more than anything, and he called one of his symphonies the 'Eroica' or heroic symphony, 'to celebrate the memory of a great man'. Describing the dramatic opening notes of his famous Fifth Symphony, he said, 'Thus fate knocks on the door.'

In the time Beethoven went completely deaf, so deaf that he could not hear even the stormiest parts of his exciting music. But in those years he wrote more gloriously than ever. He could 'hear' his music with his mind, if not with his ears. His friends had to write down what they wanted to say to him. He was lonely and often unhappy, but in spite of this, he often wrote joyful music. In his last symphony, the Ninth, a choir sings a wonderful Hymn of Joy. Because of his courage and determination to overcome his terrible disaster, his music has given joy and inspiration to millions of people.

(a) Choose the best answer

1. In the first paragraph we are told that Beethoven found that writing great music....
 - A. was easy.
 - B. was difficult.
 - C. was straightforward.
 - D. was expensive.

2. A museum is a place for keeping....
 - A. manuscripts of famous musical compositions.
 - B. all kinds of books.
 - C. objects which are examples of history, art, science, etc.
 - D. the notebooks of famous people.
3. To say that Beethoven was 'in despair' means that he.....
 - A. was very frightened.
 - B. was unhappy.
 - C. had given up hope.
 - D. was in great pain.
4. Beethoven knew that he was going deaf.....
 - A. on his twenty – eighth birthday.
 - B. when he could not hear himself humming a tune.
 - C. when he heard a humming noise.
 - D. when the doctors told him.
5. An exile is a person who....
 - A. cannot hear properly.
 - B. has been sent away from his country.
 - C. is suffering from a serious illness.
 - D. is depressed and lonely.
6. In the fourth paragraph we are told that Beethoven.....
 - A. died bravely.
 - B. wrote more faintly.
 - C. courageously continued to write music.
 - D. regained his hearing.
7. Which of these words best describes Beethoven's music after his hearing began to fail?
 - A. stately.
 - B. turbulent.
 - C. elegant.
 - D. loud.

(b) Which of these statements is untrue, according to the writer? Explain why.

- A. Beethoven consulted a doctor as soon as he heard the humming in his ears.
- B. Beethoven did not allow his deafness to make him unhappy.
- C. Beethoven's deafness changed his view of life.
- D. When Beethoven eventually went completely deaf his friends had to write his music for him.

(c) Comprehension Questions

1. Explain clearly and fully in your own words how we knew that Beethoven worked hard at his great compositions.
2. What is a 'perfectionist'?
3. Why do you think Beethoven went away to Heiligtand?
4. Why did the earlier musicians write 'elegant and stately music'?
5. Why did Beethoven write 'stormy, exciting, revolutionary music'?
6. Explain the most surprising feature of Beethoven's music after he became deaf.

(d) Summarizing

In about 100 words describe how fate knocked on the door of Beethoven and how he responded.

ANSWER KEY

(A) Multiple Choices

1. B.
2. C
3. C
4. D
5. B
6. C
7. B

(B) True or false

1. No, he did not. He consulted a doctor after the humming in his ears grew worst.
2. No, he did. He allowed his deafness to make him unhappy. He was in despair and went away to a place called Heiligenstadt.
3. Yes, it did. Because of his deafness, he wrote stormy, exciting, revolutionary music, which reminds us of his troubled and courageous life.
4. No, he had not. When Beethoven eventually went completely deaf his friends had to write down what they wanted to say to him.

(C) Comprehension questions

1. We know that from the notebook which are still kept in the museum. From the notebook, it is said that Beethoven often rewrote and corrected his work.
2. Perfectionist is a people who always hard to satisfy himself.
3. He went to Heiligenstadt to make him alone. He was in despair because of his deafness and he thought he wanted to die there.
4. The earlier musicians write elegant and stately music for their wealthy listener.
5. Beethoven writes stormy, exciting, and revolutionary music in order to remind us of his troubled and courageous life.
6. After Beethoven became deaf, he still wrote gloriously than ever. If he could not hear with his ears, he could hear his music with his mind. In his last symphony, the Ninth, a choir sings a wonderful Hymn of Joy.

Appendix 4 (The Calculation of the Reliability)

- Multiple Choice

NO	X	α	α^2	X^2
1.	7	4.23	17.89	49
2.	6	3.23	10.44	36
3.	6	3.23	10.44	36
4.	4	1.23	1.51	16
5.	4	1.23	1.51	16
6.	4	1.23	1.51	16
7.	4	1.23	1.51	16
8.	4	1.23	1.51	16
9.	4	1.23	1.51	16
10.	4	1.23	1.51	16
11.	4	1.23	1.51	16
12.	4	1.23	1.51	16
13.	4	1.23	1.51	16
14.	3	0.23	0.06	9
15.	3	0.23	0.06	9
16.	3	0.23	0.06	9
17.	3	0.23	0.06	9
18.	3	0.23	0.06	9
19.	3	0.23	0.06	9
20.	3	0.23	0.06	9
21.	2	- 0.77	0.59	4
22.	2	- 0.77	0.59	4
23.	2	- 0.77	0.59	4
24.	2	- 0.77	0.59	4
25.	2	- 0.77	0.59	4
26.	2	- 0.77	0.59	4
27.	2	- 0.77	0.59	4
28.	1	- 1.77	3.13	1
29.	1	- 1.77	3.13	1
30.	1	- 1.77	3.13	1
31.	1	- 1.77	3.13	1
32.	1	- 1.77	3.13	1
33.	0	- 2.77	7.67	0
34.	0	- 2.77	7.67	0
	$\sum X = 99$	$\sum \alpha =$	$\sum \alpha^2 = 89.41$	$\sum X^2 =$

$$\begin{aligned}\mathbf{M} &= \frac{\sum X}{N} \\ &= \frac{99}{34} = \mathbf{2.77}\end{aligned}$$

$$\begin{aligned}\mathbf{SD} &= \frac{\sum \alpha^2}{N} & \alpha &= X - M \\ &= \frac{89.41}{34} = \mathbf{2.68}\end{aligned}$$

$$\begin{aligned}\mathbf{R} &= \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K(\mathbf{SD})^2} \right) \\ &= \mathbf{0.89}\end{aligned}$$

The reliability is 0.89. It means the reliability of the test is high since it is between 0.70 – 1.00.

- Comprehension Questions

NO	X	α	α^2	X^2
1.	9	4.33	18.74	81
2.	8	3.33	11.08	64
3.	8	3.33	11.08	64
4.	8	3.33	11.08	64
5.	7	2.33	5.42	49
6.	7	2.33	5.42	49
7.	7	2.33	5.42	49
8.	6	1.23	1.51	36
9.	6	1.23	1.51	36
10.	6	1.23	1.51	36
11.	6	1.23	1.51	36
12.	5	0.23	0.05	25
13.	5	0.23	0.05	25
14.	5	0.23	0.05	25
15.	5	0.23	0.05	25
16.	5	0.23	0.05	25
17.	4	- 0.67	0.45	16
18.	4	- 0.67	0.45	16
19.	4	- 0.67	0.45	16
20.	4	- 0.67	0.45	16
21.	4	- 0.67	0.45	16
22.	4	- 0.67	0.45	16
23.	4	- 0.67	0.45	16
24.	4	- 0.67	0.45	16
25.	3	- 1.67	2.78	9
26.	3	- 1.67	2.78	9
27.	3	- 1.67	2.78	9
28.	3	- 1.67	2.78	9
29.	3	- 1.67	2.78	9
30.	2	- 2.67	7.12	4
31.	2	- 2.67	7.12	4
32.	2	- 2.67	7.12	4
33.	2	- 2.67	7.12	4
34.	1	- 3.67	13.46	1
	$\sum X = 159$	$\sum \alpha =$	$\sum \alpha^2 = 133.97$	$\sum X^2 =$

$$\begin{aligned}\mathbf{M} &= \frac{\sum X}{N} \\ &= \frac{159}{34} = \mathbf{4.67}\end{aligned}$$

$$\begin{aligned}\mathbf{SD} &= \frac{\sum \alpha^2}{N} & \alpha &= X - M \\ &= \frac{133.97}{34} = \mathbf{3.94}\end{aligned}$$

$$\begin{aligned}\mathbf{R} &= \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K(SD)^2} \right) \\ &= \mathbf{0.96}\end{aligned}$$

The reliability is 0.96. It means the reliability of the test is high since it is between 0.70 – 1.00.

Appendix 5 (Lesson Plan)

- Treatment 1

LESSON PLAN (Experimental Group)

Subject	: English
Skill	: Reading
Theme	: Education
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *Sleep better than midnight oil on eve of exams*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.
- Students are able to identify between causes and effect.
- Students are able to distinguish between fact and opinion found in the passage.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *Sleep better than midnight oil on eve of exams*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none"> • “Good morning class” • “How are you today?” • “I am fine too. Thank you” 	<ul style="list-style-type: none"> • “Good morning Sir” • “Fine, thank you. And you?” 	30 seconds
2. Reference to past learning	<ul style="list-style-type: none"> • “Do you still remember something about our previous session?” • “Last week we learnt about News Item text. Do you still remember it? Students, what News Item text is?” • “Good.” 	<ul style="list-style-type: none"> • “Yes, I do.” • “Yes Sir” • “News item is a text about news which is taken from TV, newspaper, magazine,etc 	1 minute
3. Relevance of the past and the new topic	<ul style="list-style-type: none"> • “I’m glad to know that you still remember it.” • “In the next three weeks you will have your final exam.” • “Today we will talk about something to do with exam.” • “Our text today is about Education.” 		1 min
4. Introduce the objective	<ul style="list-style-type: none"> • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. State the main idea of each paragraph. 2. Answer the given 	<ul style="list-style-type: none"> • “Ok Sir, I will do my best.” 	1 min

	<p>comprehension questions about the text.</p> <p>3. State whether the statements are true or false according to the text.</p>		
<p>Whilst Teaching Activities</p>	<p>1. Distributes the worksheet and do the first step, <i>Survey</i> step.</p> <ul style="list-style-type: none"> • “I will give you the worksheet.” • “As you can see in your worksheet there is a text entitled <i>Sleep better than midnight oil on eve of exams.</i>” • “Before you read the text as a whole, I want you to know the structure of the passage.” • “There are several questions that you have to find such as, “What is the story about?”, “What is the thesis?”, “What is the main idea of each paragraph?”, and “Is there any concluding statement or not?” • “Can you do that?” • “Ok, I will guide you to answer those questions.” • “In order to do that there are several things you have to do” • “First, read the title and subtitles (if there are any).” • “Second, quickly read the first paragraph or two to discover the thesis.” 	<p>Students respond.</p> <ul style="list-style-type: none"> • “No Sir.” 	<p>15 minutes</p>

	<ul style="list-style-type: none"> • Third, glance quickly through the remaining paragraph, reading the first sentence of where the specific main idea is likely to be.” • “Fourth, quickly read the final paragraph or two to note the summary or concluding statement.” • “Finally, write a sentence or phrase to predict what will happen on the text.” • “Ok now do it by yourself. I will give you five minutes. Start from now.” • “Finish?” • “Ok, let’s do it together. Can you tell me what the thesis statement of the text is?” • “Nice, then what is the main idea of the each paragraph? Start from the first paragraph.” • “Good, now can you predict what will happen on the text?” • “Terrific. Let’s check whether you are right or not.” <p>2. Do the Questions step.</p> <ul style="list-style-type: none"> • “Now, I want you to make questions, your own questions. Do you know what the advantages of making questions are?” • “It will aid your comprehension because you are directing yourself to those ideas you want to know or do not 	<ul style="list-style-type: none"> • “Yes Sir.” • “.....” • “No Sir.” 	15 minutes
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	<p>understand.”</p> <ul style="list-style-type: none"> • “There are several ways that can be taken.” • “First, use the 5W’s + 1H. Understanding the <i>Who</i>, <i>What</i>, <i>When</i>, <i>Where</i>, <i>Why</i>, and <i>How</i> of a passage is the means for achieving literal comprehension. For example, “..... • “Second, Form questions from the titles or subtitles.” • “Third, turn the first sentence of each paragraph surveyed into questions. For example, “..... • “Do you understand?” • “Make at least 5 questions, do it in 5 minutes.” • “Finish?” • “Who want to be representative to tell us his/her questions?” • “Ok good. Now move on.” <p>3. Do the Read step.</p> <ul style="list-style-type: none"> • “The next phase is the actual reading of the material.” • “Your familiarity with the format and content of the article should now help you read it more quickly with good comprehensionability.” • “Try to be an active, aggressive reader. Search for key ideas as well as answers to the questions you made before.” • “Now do it in 15 		20 minutes
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	<p>minutes.”</p> <p>4. Do the Recite step.</p> <ul style="list-style-type: none"> • “Finish with your reading?” • “Good reader when they are reading, they usually make note on a piece of paper.” • “This is important and the only sure way to assure a better understanding and more permanent retention of the reading material.” • “You can use any one of the following two methods for effective note making.” • “First, answer the A, B, C, D questions.” • “A means Article topic. For example: Who or what is the article mainly about?” • “B means Basic facts. For example: When and where is the situation taking place?, Why did it occur?, How does the author feel about the topic?” • “C means Central thesis. For example: What is the author’s main point about the topic?” • “D means Development of ideas. For example: What writing pattern is used? How does the author develop ideas?” • “Second, summarize the passage. Try to find the thesis and write it as your first sentence. Then, jot 		15 minutes
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	<p>down the major supporting points, eliminating details and examples. And make sure that every sentence you add directly relates to the thesis.”</p> <ul style="list-style-type: none"> • “You can choose which one is better for you. Which one is suitable for you?” • “Do the exercises in ten minutes.” • “Finish?” <p>5. Do the final steps of SQ3R, Review step.</p> <ul style="list-style-type: none"> • “Do you fully understand about the passage?” • “Ok, then try to reread the text by skimming and scanning.” • “Skimming means you glance quickly through the text looking for those sections which still need clarification. Then read that section carefully.” • “Scanning is also selective reading but it takes less times then skimming because it just finds the answers to specific questions.” • “Ok, do it in five minutes. 	<ul style="list-style-type: none"> • “Yes Sir but there are some points we miss.” 	10 minutes
<p>Post-instructional activities</p> <p>1. Concluding remarks/re-</p>	<ul style="list-style-type: none"> • “OK class, what have 	<ul style="list-style-type: none"> • “.We read 	3 minutes

<p>viewing</p>	<p>we read today?”</p> <ul style="list-style-type: none"> • “Today we do not just read the text.” • “First, when you want to read you have to know the structure of the text.” • “You should become familiar with the text. You can consider it as a warming up activity.” • “Second, while you are doing that try to form questions. Question that will lead you into those ideas you want to know.” • “Third, as a good reader while you are reading you should make note. Try to write important things that you find on a piece of paper.” • “Finally after you do all that you should reread the text in order to have fully comprehension of the text. You can do it through skimming and scanning.” 	<p>text entitled <i>Sleep better than midnight oil on eve of exams.</i>”</p>	
<p>2. Assignment</p>	<ul style="list-style-type: none"> • “For the assignment, find the other text and try to do exactly like we did today.” • “Make the summary and it should be typed and collected next week.” • “Do not forget give me the copy of the text.” 	<ul style="list-style-type: none"> • “Ok Sir.” 	<p>1 minute</p>

3. Closing	<ul style="list-style-type: none"> • “Ok, I hope you enjoy this class.” • “Any questions?” • “Ok, if there are no questions, the class is dismissed.” • “Thank you very much for your attention and see you again next week.” 	<ul style="list-style-type: none"> • “No Sir.” • “Ok see you next seek.” 	1 minute
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D. Assessment:

- Students are asked to answer the comprehension questions.
- Students are asked to summarize the passage.

E. References:

- Howe, D. H and Heapy, Dorothy. 1973. **Progressive Comprehension for the Certificate**. London: oxford University Press

LESSON PLAN (Control Group)

Subject	: English
Skill	: Reading
Theme	: Education
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *Sleep better than midnight oil on eve of exams*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *Sleep better than midnight oil on eve of exams*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none">• “Good morning class”• “How are you today?”• “I am fine too. Thank you”	<ul style="list-style-type: none">• “Good morning Sir”• “Fine, thank you. And you?”	1 minute
2. Reference to past	<ul style="list-style-type: none">• “Do you still remember something about our	<ul style="list-style-type: none">• “Yes, I do.”	2 minutes

<p>learning</p> <p>3. Relevance of the past and the new topic</p> <p>4. Introduce the objective</p>	<p>previous learning?"</p> <ul style="list-style-type: none"> • “Last week we learnt about News Item text. Do you still remember it? Students, what News Item text is?” • “Good.” • “I’m glad to know that you still remember it.” • “In the next three weeks you will have your final exam.” • “Today we will talk about something to do with exam.” • “Our text today is about Education.” • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. state the main idea of each paragraph. 2. answer the given comprehension questions about the text. 3. summarize the passage. 	<ul style="list-style-type: none"> • “Yes Sir” • “News item is a text about news which is taken from TV, newspaper, magazine, etc. • “Ok Sir, I will do my best.” 	<p>1 minute</p> <p>1 minute</p>
<p>Whilst Teaching Activities</p>	<ol style="list-style-type: none"> 1. Distributes the worksheet and asks the students to read the passage silently. <ul style="list-style-type: none"> • “I will give you the 	<p>Students respond.</p>	<p>20 minutes</p>

	<p>worksheet.”</p> <ul style="list-style-type: none"> • “As you can see in your worksheet there is a text entitled <i>Sleep better than midnight oil on eve of exams.</i>” • “Now I want you to read the passage silently.” • “Do it in fifteen minutes.” <p>2. Asks some students to read the text per line and translate it.</p> <ul style="list-style-type: none"> • “Finish? Ok now you to read it aloud. Start from the students at the back, one student reads two sentences.” • “Ok start now.” <p>3. Asks the students to find the difficult words in each paragraph and explain them.</p> <ul style="list-style-type: none"> • “While you are reading you can ask me about difficult words found in the passage.” <p>4. Asks the students to do the exercises and discusses it.</p> <ul style="list-style-type: none"> • “Finish with your reading? Now try to answer the exercises.” • “Do all the exercises. Including the summary.” 		<p>25 minutes</p> <p>10 minutes</p> <p>25 minutes</p>
<p>Post-instructional activities</p> <p>1. Concluding remarks/re-viewing</p>	<ul style="list-style-type: none"> • “OK class, what have we read today?” 	<ul style="list-style-type: none"> • “.We read text entitled 	<p>3 minutes</p>

<p>2. Closing</p>	<ul style="list-style-type: none"> • “From the passage today we know that we need an immediately sleep right after we learn something.” • “We do it in order to embed the new knowledge in our memory.” • “Now I hope you can apply your new knowledge in your daily learning.” • “Ok, I hope you enjoy this class.” • “Any questions?” • “Ok, if there are no questions, the class is dismissed.” • “Thank you very much for your attention and see you again next week.” 	<p><i>Sleep better than midnight oil on eve of exams.”</i></p> <ul style="list-style-type: none"> • “No Sir.” • “Ok see you next seek.” 	<p>2 minutes</p>
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D. Assessment:

- Students are asked to answer the comprehension questions.
- Students are asked to summarize the passage.

E. References:

- Howe, D. H and Heapy, Dorothy. 1973. **Progressive Comprehension for the Certificate**. London: oxford University Press.

STUDENTS' WORKSHEET:

Sleep better than midnight oil on eve of exams

Exercise I:

Before you read, work with partner.

- Look at the newspaper headline, the first and the last paragraph below and say what you think the article is going to be about.
- Write a sentence to predict the main idea of the article.

Sleep better than midnight oil on eve of exams

Students who stay up all night to cram for an exam are doing themselves more harm than good, according to research into the link between sleep and memory published yesterday

The results, Professor Stickgold said, suggest that a good night's sleep immediately after learning is "absolutely required" to embed new skills in the memory. "We think that the first night's sleep starts the process of memory consolidation," he said. "It seems that memories normally wash out the brain unless some process nails them down. My suspicion is that sleep is one of those things that nail them down."

Exercise II:

Here is the list of words related to the text. Now find out their meaning prepared in column B.

Column A		Column B
1. cram	.....	a. take something away from
2. harm	.....	b. fix something firmly in a surrounding mass
3. memory	.....	c. great tiredness
4. deprive	.....	d. damage or injury
5. fatigue	.....	e. ability of mind to remember
6. embed	.....	f. force
7. nail	.....	g. push too much of something
	
	

Exercise III:

Form your own questions and mention them in the space below (at least five questions)

Exercise IV: Reading

Pushing Your Brain is Bad

Students who stay up all night to cram for an exam are doing themselves more harm than good, according to research into the link between sleep and memory published yesterday.

Good Quality Sleep

Scientists at Harvard Medical School discovered that people who deprive themselves of sleep so that they can study until the last minute are unlikely to remember anything that would improve their performance, while suffering the crippling effects of fatigue.

The scientists found that the brain needs good-quality sleep immediately after practising a task if it is to learn to improve at it. Those who substitute study for sleep, particularly those who miss deep or “slow-wave”, will get little benefit from their extra effort.

Instead, they may perform worse than expected because tiredness is a major cause of poor decision-making.

The findings, published in *Nature Neuroscience*, add to a growing body of evidence that sleep is vital to the learning process.

In the study, a team led by Robert Stickgold, assistant professor of psychiatry at Harvard Medical School, asked 24 volunteers to practise a “visual discrimination task” that involved identifying the orientation of diagonal lines on a computer screen.

Half the volunteers were then kept awake all night, while the other half had a normal night’s sleep. To eliminate the effects of fatigue on the sleep-deprived group, both groups then slept normally for two further nights. They were then tested again on the same exercise.

Among the group who slept normally, the volunteers showed a marked improvement. Those who had not slept showed none, despite the two nights of sleep to catch up.

Embed the New Skill

The results, Professor Stickgold said, suggest that a good night’s sleep immediately after learning is “absolutely required” to embed new skills in the memory. “We think that the first night’s sleep starts the process of memory consolidation,” he said. “It seems that memories normally wash out the brain unless some process nails them down. My suspicion is that sleep is one of those things that nails them down.”

Exercise V:**Find the main idea of each paragraph.**

Paragraph	Main Idea
1	
2	
3	
4	
5	
6	
7	
8	
9	

Exercise VI:**Read the text carefully then discuss with your friends to answer the questions.**

1. What was the subject of the scientists' research?
2. Where did the research take place?
3. What did the scientist find about brain?
4. What is the major cause of poor decision making?
5. Where can the results of the study be found?
6. How many people volunteered to help with the study?
7. What kind of task were they asked to do?
8. What does the research suggest?

Exercise VII:**Match the causes and effects.**

Causes	Effects
1. Students stay up all night studying.	A. They Showed an improvement in the task.
2. Scientists have carried out research.	B. The effects of fatigue were eliminated.
3. Some volunteers stayed awake all night.	C. New skills are retained in the memory.
4. The volunteers who had stayed awake slept normally for the next two week.	D. They showed no improvement in the task.
5. Some volunteers slept normally.	E. They do not improve their performance in the exam.
6. Learning is followed by good night sleep	F. More is known about the effects of sleeping in learning.

Exercise VIII:**Write the Summary of the text**

- **Treatment 2**

LESSON PLAN **(Experimental Group)**

Subject	: English
Skill	: Reading
Theme	: Technology
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *Television*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *Television*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none"> • “Good morning class” • “How are you today?” • “I am fine too. Thank you” 	<ul style="list-style-type: none"> • “Good morning Sir” • “Fine, thank you. And you?” 	30 seconds
2. Reference to past learning	<ul style="list-style-type: none"> • “Do you still remember something about our previous learning?” 	<ul style="list-style-type: none"> • “Yes, I do.” 	1 minute

<p>3. Relevance of the past and the new topic</p> <p>4. Introduce the objective</p>	<ul style="list-style-type: none"> • “Last meeting we learnt about the relationship between sleep and study. Do you still remember it? Students, what was the point of the text are?” • “Good.” • “I’m glad to know that you still remember it.” • “Ok. What do you usually do at home?” • “Our topic today is about television.” • “Do you know how TV works?” • “Ok then our passage today is about how TV works.” • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. state the main idea of each paragraph. 2. answer the given comprehension questions about the text. 3. summarize the passage.” 	<ul style="list-style-type: none"> • “Yes Ma’am” • “We should have enough sleep to embed the new skills in our memory.” ○ “Watching TV”. ○ “No sir.” • “Ok Sir, I will do my best.” 	<p>1 minute</p> <p>1 minute</p>
<p>Whilst Teaching Activities</p>	<ol style="list-style-type: none"> 1. Distributes the worksheet and do the first step, <i>Survey</i> step. <ul style="list-style-type: none"> • “I will give you the 	<p>Students respond.</p>	<p>15 minutes</p>

	<p>worksheet.”</p> <ul style="list-style-type: none"> • “As you can see in your worksheet there is a text entitled <i>Television.</i>” • “Before you read the text as a whole, I want you to know the structure of the passage.” • “There are several questions that you have to find such as, “What is the story about?”, “What is the thesis?”, “What is the main idea of each paragraph?”, and “Is there any concluding statement or not?” • “Can you do that?” • “Ok, I will guide you to answer those questions.” • “In order to do that there are several things that you should do” • “First, read the title and subtitles (if there are any).” • “Second, quickly read the first paragraph or two to discover the thesis.” • Third, glance quickly through the remaining paragraph, read the first sentence where the specific main idea is likely to be.” • “Fourth, quickly read the final paragraph or two to note the summary or the concluding statement.” • “Finally, write a sentence or phrase to predict what will happen in the text.” 	<ul style="list-style-type: none"> • “No Sir.” 	
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	<ul style="list-style-type: none"> • “Ok now do it by yourself. I will give you five minutes. Start from now.” • “Finish?” • “Ok, let’s do it together. Can you tell me what the thesis statement of the text is?” • “Nice, then what is the main idea of the each paragraph? Start from the first paragraph.” • “Good, now can you predict what will happen on the text?” • “Terrific. Let’s check whether you are right or not.” <p>2. Do the Questions step.</p> <ul style="list-style-type: none"> • “Now, I want you to make questions, your own questions. Do you know what the advantages of making questions are?” • “It will aid your comprehension because you are directing yourself to those ideas you want to know or do not understand.” • “There are several ways that can be taken.” • “First, use the 5W’s + 1H. Understanding the <i>Who</i>, <i>What</i>, <i>When</i>, <i>Where</i>, <i>Why</i>, and <i>How</i> of a passage is the means for achieving literal comprehension. For example, “..... • “Second, Form questions from the titles or subtitles.” 	<ul style="list-style-type: none"> • “Yes Sir.” • “.....” • “No Sir.” 	15 minutes
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	<ul style="list-style-type: none"> • “Third, turn the first sentence of each paragraph surveyed into questions. For example, “..... • “Do you understand?” • “Make at least 5 questions, do it in 5 minutes.” • “Finish?” • “Who want to be representative to tell us his/her questions?” • “Ok good. Now move on.” 		
	<p>3. Do the Read step.</p> <ul style="list-style-type: none"> • “The next phase is the actual reading of the material.” • “Your familiarity with the format and content of the article should now help you to read it more quickly with good comprehensionability.” • “Try to be an active, aggressive reader. Search for key ideas as well as answers to the questions you made before.” • “Now do it in 15 minutes.” 		20 minutes
	<p>4. Do the Recite step.</p> <ul style="list-style-type: none"> • “Finish with your reading?” • “Good reader when they are reading, they usually make note on a piece of paper.” • “This is important and the only sure way to assure a better understanding and more permanent retention of the 		15 minutes

	<p>reading material.”</p> <ul style="list-style-type: none"> • “You can use any one of the following two methods for effective note making.” • “First, answer the A, B, C, D questions.” • “A means Article topic. For example: Who or what is the article mainly about?” • “B means Basic facts. For example: When and where is the situation taking place? Why did it occur? How does the author feel about the topic?” • “C means Central thesis. For example: What is the author’s main point about the topic?” • “D means Development of ideas. For example: What writing pattern is used? How does the author develop ideas?” • “Second, summarize the passage. Try to find the thesis and write it as your first sentence. Then, jot down the major supporting points, eliminating details and examples. And make sure that every sentence you add directly relates to the thesis.” • “You can choose which one is better for you. Which one is suitable for you?” • “Before that you have to do the exercise I and II.” 		
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	<ul style="list-style-type: none"> • “Then make a summary.” • “Finish?” <p>5. Do the final steps of SQ3R, Review step.</p> <ul style="list-style-type: none"> • “Do you fully understand about the passage?” • “Ok, then try to reread the text by skimming and scanning.” • “Skimming means you glance quickly through the text looking for those sections which still need clarification. Then read that section carefully.” • “Scanning is also selective reading but it takes less times then skimming because it just finding the answers to specific questions.” • “Ok, do it in five minutes. 	<ul style="list-style-type: none"> • “Yes Sir but there are some points we miss.” 	10 minutes
<p>Post-instructional activities</p> <p>1. Concluding remarks/re-viewing</p>	<ul style="list-style-type: none"> • “OK class, what have we read today?” • “Today we do not just read the text.” • “First, when you want to read you have to know the structure of the text.” • “You should become familiar with the text. 	<ul style="list-style-type: none"> • “.We read text entitled <i>Television.</i>” 	3 minutes

	<p>You can consider it as a warming up activity.”</p> <ul style="list-style-type: none"> • “Second, while you are doing that try to form questions. Question that will lead you into those ideas you want to know.” • “Third, as a good reader make note while you are reading. Try to write important things that you find on a piece of paper.” • “Finally after you do all that you should reread the text in order to have a full comprehension of the text. You can do it through skimming and scanning.” 		
2. Assignment	<ul style="list-style-type: none"> • “For the assignment, find the other text and try to do exactly like we did today.” • “Make the summary and it should be typed and collected next week.” • “Do not forget give me the copy of the text.” 	<ul style="list-style-type: none"> • “Ok Sir.” 	1 minute
3. Closing	<ul style="list-style-type: none"> • “Ok, I hope you enjoy this class.” • “Any questions?” • “Ok, if there are no questions, the class is dismissed.” • “Thank you very much for your attention and see you again next week.” 	<ul style="list-style-type: none"> • “No Sir.” • “Ok see you next seek.” 	1 minute

D. Assessment:

- Students are asked to answer the comprehension questions.
- Students are asked to summarize the passage.

E. References:

- Howe, D. H and Heapy, Dorothy. 1973. **Progressive Comprehension for the Certificate**. London: oxford University Press

LESSON PLAN (Control Group)

Subject	: English
Skill	: Reading
Theme	: Technology
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *Television*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *Television*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none">• “Good morning class”• “How are you today?”• “I am fine too. Thank you”	<ul style="list-style-type: none">• “Good morning Sir”• “Fine, thank you. And you?”	1 minute
2. Reference to past learning	<ul style="list-style-type: none">• “Do you still remember something about our previous learning?”	<ul style="list-style-type: none">• “Yes, I do.”	2 minutes

<p>3. Relevance of the past and the new topic</p>	<ul style="list-style-type: none"> • “Last meeting we learnt about the relationship between sleep and study. Do you still remember it? Students, what is the point of the text are?” • “Good.” • “I’m glad to know that you still remember it.” • “Ok. What do you usually do at home?” • “Our topic today is about television.” • “Do you know how TV works?” • “Ok then our passage today is about how the TV works.” 	<ul style="list-style-type: none"> • “Yes Sir” • “We should have enough sleep to embed the new skills in our memory.” • “Watching TV”. • “No sir.” 	<p>1 minute</p>
<p>4. Introduce the objective</p>	<ul style="list-style-type: none"> • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. State the main idea of each paragraph. 2. Answer the given comprehension questions about the text. 3. Summarize the passage.” 	<ul style="list-style-type: none"> • “Ok Sir, I will do my best.” 	<p>1 minute</p>
<p>Whilst Teaching Activities</p>	<ol style="list-style-type: none"> 1. Distributes the worksheet and asks the students to read the passage silently. <ul style="list-style-type: none"> • “I will give you the worksheet.” • “As you can see in 	<p>Students respond.</p>	<p>20 minutes</p>

	<p>your worksheet there is a text entitled <i>Television</i>.”</p> <ul style="list-style-type: none"> • “Now I want you to read the passage silently.” • “Do it in fifteen minutes.” <p>2. Asks some students to read the text per line and translate it.</p> <ul style="list-style-type: none"> • “Finish? Ok now you to read it aloud. Start from the students at the back, one student reads two sentences.” • “Ok start now.” <p>3. Asks the students to find the difficult words in each paragraph and explain them.</p> <ul style="list-style-type: none"> • “While you are reading you can ask me about difficult words found in the passage.” <p>4. Asks the students to do the exercises and discusses it.</p> <ul style="list-style-type: none"> • “Finish with your reading? Now try to answer the exercises.” • “Do all the exercises. Including the summary.” 		<p>25 minutes</p> <p>10 minutes</p> <p>25 minutes</p>
<p>Post-instructional activities</p> <p>1. Concluding remarks/re-viewing</p>	<ul style="list-style-type: none"> • “OK class, what have we read today?” 	<ul style="list-style-type: none"> • “.We read a text entitled 	<p>3 minutes</p>

<p>2. Closing</p>	<ul style="list-style-type: none"> • “From the passage today we know how the television works and also know that the television camera is rather like human eye.” • “Ok, I hope you enjoy this class.” • “Any questions?” • “Ok, if there are no questions, the class is dismissed.” • “Thank you very much for your attention and see you again next week.” 	<p><i>Television.”</i></p> <ul style="list-style-type: none"> • “No Sir.” • “Ok see you next seek.” 	<p>2 minutes</p>
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D. Assessment:

- Students are asked to answer the comprehension questions.
- Students are asked to summarize the passage.

E. References:

- Howe, D. H and Heapy, Dorothy. 1973. **Progressive Comprehension for the Certificate**. London: oxford University Press

STUDENT'S WORKSHEET

Television

Exercise I:

Before you read, work with partner.

- Look at the title, the first and the last paragraph below and say what you think the article is going to be about.
- Write a sentence to predict the main idea of the article.

Television

The television camera is rather like a human eye. Both the eye and the camera have a lens, and both produce a picture on a screen. In each case the picture is made up of millions of spots of light.

These electrical impulses are then sent through space on a wireless wave to the homes of the viewers. They are picked up by the aerials and conveyed to the receivers – to the television sets. There, they are finally converted back into the spots of light that make up the picture on the television screen

Exercise II:

Form your own questions and mention them in the space below (at least five questions)

Exercise III:

Reading

The television camera is rather like a human eye. Both the eye and the camera have a lens, and both produce a picture on a screen. In each case the picture is made up of millions of spots of light.

Let us see how the eye works. When we look at an object – a person, a house, or whatever it may be – we do not see all the details of the object in one piece. We imagine that we do, but this is not the case. In fact, the eye builds up the picture for us in our brain, which controls our sight, in millions of separate parts, and, although we do not realize it, all these details are seen separately.

This is what happens when we look at something. **Beams** of light of different degrees of intensity, reflected from all parts of the object, strike the lens of the eye. The lens then gathers together the spots of light from these beams and focuses them on to a light – sensitive plate – the retina – at the back of the eyeball. In this way an image of the object is produced on the retina in the form of a pattern of lights.

The retina contains millions of **minute** light – sensitive elements, each of which is separately connected to the brain by a tiny fibre in the optic nerve. These nerve fibres, working independently, pick out minute details from the image on the retina and turn the small spots of light into nerve impulses of different strengths. They then transmit these impulses to the brain. They do this all at the same time.

All the details of the image are fed to the brain, and, as we have taught our brain to add them together correctly, we see a clear picture of the object as a whole.

Television, which means vision at a distance, operates on a similar principle. A television picture is built up in thousands of separate parts.

Beams of light reflected from the subject being televised strike the lens of the television camera, which corresponds to the lens of the eye. The camera lens gathers together the spots of light from these beams and focuses an image of the subject on to a plate, the surface of which is coated with millions of photo – electric elements sensitive to light.

The spots of light forming the image on the plate cannot be transmitted as light. So they are temporarily converted by an electronic device into millions of electrical impulses; that is, into charges of electricity.

These electrical impulses are then sent through space on a wireless wave to the homes of the viewers. They are picked up by the aerials and conveyed to the receivers – to the television sets. There, they are finally converted back into the spots of light that make up the picture on the television screen.

Exercise IV:

Choose the best answer

1. In the first paragraph we are told that the television camera resembles the human eye in.....
 - A. one way
 - B. two way
 - C. three way
 - D. a large number of ways.
2. Which of the following statements is NOT true according to the writer?
 - A. the eye is made up of millions of spots of light.
 - B. we think that we see the details of an object in one piece.
 - C. we see all the details of an object separately.
 - D. our sight is controlled by our brain.
3. Which of the following is nearest in meaning to ‘beams’?
 - A. spots
 - B. rays
 - C. details
 - D. images
4. When we see something its image appears.....
 - A. on the eyeball.
 - B. on the lens.
 - C. on the object.
 - D. at the back of the eyeball.

5. Which of the following could be used to replace 'minute'?
 - A. delicate
 - B. short
 - C. brief
 - D. very small
6. The small spots of light eventually become.....
 - A. light – sensitive elements.
 - B. tiny fibres.
 - C. optic nerves.
 - D. nerve impulses.
7. The plate coated with photo – electric elements acts in the same way as....
 - A. a lens.
 - B. the retina of the eye.
 - C. a television camera.
 - D. the optic nerves.
8. Which of these statements is NOT true?
 - A. the charges of electricity travel through space.
 - B. wireless waves travel through space.
 - C. the spots of light travel through space.
 - D. aerials are connected to television sets.

Exercise V:

Comprehension Questions

1. In what ways does the television camera resemble the human eye?
2. Explain the differences between what we think happens when we see something and what really happens.
3. What differences are there between the way in which the image on the retina is conveyed to the brain and the way in which the image on the plate of the television camera is conveyed to the television set?

Exercise VI:

Write the Summary of the text

- Treatment 3

LESSON PLAN (Experimental Group)

Subject	: English
Skill	: Reading
Theme	: Health
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *The Risks of Cigarette Smoke*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *The Risks of Cigarette Smoke*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none"> • “Good morning class” • “How are you today?” • “I am fine too. Thank you” 	<ul style="list-style-type: none"> • “Good morning Sir” • “Fine, thank you. And you?” 	30 seconds
2. Reference to past learning	<ul style="list-style-type: none"> • “Do you still remember something about our previous learning?” 	<ul style="list-style-type: none"> • “Yes, I do.” 	1 minute

<p>3. Relevance of the past and the new topic</p>	<ul style="list-style-type: none"> • “Last meeting we learnt how the Television works. Do you still remember it? Students, what does the work of the television resemble?” • “Good.” • “I’m glad to know that you still remember it.” • “Ok. How many of you are smoker? Raise your hand.” • “No one? I don’t believe it. Just be honest I know some of you are smoker.” • “Ok then, our topic today is about smoking?” 	<ul style="list-style-type: none"> • “Yes Ma’am” • “The television works resemble as the human eye.” ○ Students respond. 	<p>1 minute</p>
<p>4. Introduce the objective</p>	<ul style="list-style-type: none"> • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. state the main idea of each paragraph. 2. answer the given comprehension questions about the text. 3. summarize the passage.” 	<ul style="list-style-type: none"> • “Ok Sir, I will do my best.” 	<p>1 minute</p>
<p>Whilst Teaching Activities</p>	<ol style="list-style-type: none"> 1. Distributes the worksheet and do the first step, <i>Survey</i> step. <ul style="list-style-type: none"> • “I will give you the worksheet.” • “As you can see in your worksheet there is a text entitled <i>The</i> 	<p>Students respond.</p>	<p>15 minutes</p>

	<p><i>Risks of Cigarette Smoke.</i></p> <ul style="list-style-type: none"> • “Before you read the text as a whole, I want you to know the structure of the passage.” • “There are several questions that you have to find such as, “What is the story about?”, “What is the thesis?”, “What is the main idea of each paragraph?”, and “Is there any concluding statement or not?” • “Can you do that?” • “Ok, I will guide you to answer those questions.” • “In order to do that there are several things that you have do” • “First, read the title and subtitles (if there are any).” • “Second, quickly read the first paragraph or two to discover the thesis.” • Third, glance quickly through the remaining paragraph, reading the first sentence of where the specific main idea is likely to be.” • “Fourth, quickly read the final paragraph or two to note the summary or concluding statement.” • “Finally, write a sentence or phrase to predict what will happen on the text.” • “Ok now do it by yourself. I will give you five minutes. Start 	<ul style="list-style-type: none"> • “No Sir.” 	
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	<p>from now.”</p> <ul style="list-style-type: none"> • “Finish?” • “Ok, let’s do it together. Can you tell me what the thesis statement of the text is?” • “Nice, then what is the main idea of the each paragraph? Start from the first paragraph.” • “Good, now can you predict what will happen on the text?” • “Terrific. Let’s check whether you are right or not.” <p>2. Do the Questions step.</p> <ul style="list-style-type: none"> • “Now, I want you to make questions, your own questions. Do you know what the advantages of making questions are?” • “It will aid your comprehension because you are directing yourself to those ideas you want to know or do not understand.” • “There are several ways that can be taken.” • “First, use the 5W’s + 1H. Understanding the <i>Who</i>, <i>What</i>, <i>When</i>, <i>Where</i>, <i>Why</i>, and <i>How</i> of a passage is the means for achieving literal comprehension. For example, “.....” • “Second, Form questions from the titles or subtitles.” • “Third, turn the first sentence of each paragraph surveyed 	<ul style="list-style-type: none"> • “Yes Sir.” • “.....” • “No Sir.” 	15 minutes
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	<p>into questions. For example, “.....</p> <ul style="list-style-type: none"> • “Do you understand?” • “Make at least 5 questions, do it in 5 minutes.” • “Finish?” • “Who want to be representative to tell us his/her questions?” • “Ok good. Now move on.” <p>3. Do the Read step.</p> <ul style="list-style-type: none"> • “The next phase is the actual reading of the material.” • “Your familiarity with the format and content of the article should now help you read it more quickly with good comprehensionability.” • “Try to be an active, aggressive reader. Search for key ideas as well as answers to the questions you made before.” • “Now do it in 15 minutes.” <p>4. Do the Recite step.</p> <ul style="list-style-type: none"> • “Finish with your reading?” • “Good reader when they are reading, they usually make note on a piece of paper.” • “This is important and the only sure way to assure a better understanding and more permanent retention of the reading material.” • “You can use any one of the following two 		<p>20 minutes</p> <p>15 minutes</p>
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	<p>methods for effective note making.”</p> <ul style="list-style-type: none"> • “First, answer the A, B, C, D questions.” • “A means Article topic. For example: Who or what is the article mainly about?” • “B means Basic facts. For example: When and where is the situation taking place? Why did it occur? How does the author feel about the topic?” • “C means Central thesis. For example: What is the author’s main point about the topic?” • “D means Development of ideas. For example: What writing pattern is used? How does the author develop ideas?” • “Second, summarize the passage. Try to find the thesis and write it as your first sentence. Then, jot down the major supporting points, eliminating details and examples. And make sure that every sentence you add directly relates to the thesis.” • “You can choose which one is better for you. Which one is suitable for you?” • “Before that you have to do the exercise I and II.” • “Then do the summarizing part.” • “Finish?” 		
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	<p>5. Do the final steps of SQ3R, Review step.</p> <ul style="list-style-type: none"> • “Do you fully understand about the passage?” • “Ok, then try to reread the text by skimming and scanning.” • “Skimming means you glance quickly through the text looking for those sections which still need clarification. Then read that section carefully.” • “Scanning is also selective reading but it takes less times then skimming because it just finds the answers to specific questions.” • “Ok, do it in five minutes. 	<ul style="list-style-type: none"> • “Yes Sir but there are some points we miss.” 	10 minutes
<p>Post-instructional activities</p> <p>1. Concluding remarks/re-viewing</p>	<ul style="list-style-type: none"> • “OK class, what have we read today?” • “Today we do not just read the text.” • “First, when you want to read you have to know the structure of the text.” • “You should become 	<ul style="list-style-type: none"> • “.We read text entitled <i>The Risks of Cigarette Smoke.</i>” 	3 minutes

	<p>familiar with the text. You can consider it as a warming up activity.”</p> <ul style="list-style-type: none"> • “Second, while you are doing that try to form questions. Question that will lead you into those ideas you want to know.” • “Third, as a good reader while you are reading you should make note. Try to write important things that you find on a piece of paper.” • “Finally after you do all that you should reread the text in order to have fully comprehension of the text. You can do it through skimming and scanning.” 		
2. Assignment	<ul style="list-style-type: none"> • “For the assignment, find the other text and try to do exactly like we did today.” • “Make the summary and it should be typed and collected next week.” • “Do not forget give me the copy of the text.” 	<ul style="list-style-type: none"> • “Ok Sir.” 	1 minute
3. Closing	<ul style="list-style-type: none"> • “Ok, I hope you enjoy this class.” • “Any questions?” • “Ok, if there are no questions, the class is dismissed.” • “Thank you very much for your attention and see you again next week.” 	<ul style="list-style-type: none"> • “No Sir.” • “Ok see you next seek.” 	1 minute

D. Assessment:

- Students are asked to answer the comprehension questions.
- Students are asked to summarize the passage.

E. References:

- Howe, D. H and Heapy, Dorothy. 1973. **Progressive Comprehension for the Certificate**. London: oxford University Press

LESSON PLAN (Control Group)

Subject	: English
Skill	: Reading
Theme	: Health
Class	: Senior High School students
Grade / Semester	: Three / Two
Time Allocation	: 2 x 45 minutes

A. Competence

1. Basic Competence

Students are able to understand the passage entitled *The Risks of Cigarette Smoke*.

2. Achievement Indicators:

A. Reading:

- Students are able to state the main ideas of each paragraph.
- Students are able to answer questions about information stated explicitly in the text.

B. Speaking:

- Students can answer the questions given by the teacher orally.

C. Writing:

- Students are able to write the summary of the entire text.

B. Learning Materials:

Reading passage entitled *The Risks of Cigarette Smoke*.

C. Teaching and Learning Activities

Stages	Teachers'	Students'	Time Allocation
Pre – Teaching Activities			
1. Greeting	<ul style="list-style-type: none"> • “Good morning class” • “How are you today?” • “I am fine too. Thank you” 	<ul style="list-style-type: none"> • “Good morning Sir” • “Fine, thank you. And you?” 	1 minute
2. Reference to past learning	<ul style="list-style-type: none"> • “Do you still remember something about our previous learning?” 	<ul style="list-style-type: none"> • “Yes, I do.” 	2 minutes

<p>3. Relevance of the past and the new topic</p> <p>4. Introduce the objective</p>	<ul style="list-style-type: none"> • “Last meeting we learnt how the Television works. Do you still remember it? Students, what does the work of television resemble?” • “Good.” • “I’m glad to know that you still remember it.” • “Ok. How many of you are smoker? Raise your hand.” • “No one? I don’t believe it. Just be honest I know some of you are smoker.” • “Ok then, our topic today is about smoking?” • “I hope at the end of the class you will be able to: <ol style="list-style-type: none"> 1. state the main idea of each paragraph. 2. answer the given comprehension questions about the text. 3. summarize the passage.” 	<ul style="list-style-type: none"> • “Yes Sir” • “The television works resemble as the human eye.” • “Students respond”. • “Ok Sir, I will do my best.” 	<p>1 minute</p> <p>1 minute</p>
<p>Whilst Teaching Activities</p>	<p>1. Distributes the worksheet and asks the students to read the passage silently.</p>	<p>Students respond.</p>	<p>20 minutes</p>

	<ul style="list-style-type: none"> • “I will give you the worksheet.” • “As you can see in your worksheet there is a text entitled <i>The Risks of Cigarette Smoke</i>.” • “Now I want you to read the passage silently.” • “Do it in fifteen minutes.” 		25 minutes
	<p>2. Asks some students to read the text per line and translate them.</p> <ul style="list-style-type: none"> • “Finish? Ok now you to read it aloud. Start from the students at the back, one student reads two sentences.” • “Ok start now.” 		10 minutes
	<p>3. Asks the students to find the difficult words in each paragraph and explain it.</p> <ul style="list-style-type: none"> • “While you are reading you can ask me about difficult words found in the passage.” 		
	<p>4. Asks the students to do the exercises and discusses it.</p> <ul style="list-style-type: none"> • “Finish with your reading? Now try to answer the exercises.” • “Do all the exercises. Including the summary.” 		25 minutes

STUDENT'S WORKSHEET
The Risks of Cigarette Smoke

Exercise I:

Before you read, work with partner.

- Look at the title, the first and the last paragraph below and say what you think the article is going to be about.
- Write a sentence to predict the main idea of the article.

The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4700 chemical compounds, including 43 cancers – causing substances. In recent times, scientific research has been providing evidence that year of cigarette smoking vastly increases the risk of developing fatal medical conditions

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS. The UCSF researchers maintain that the simplest and most cost – effective action is to establish smoke – free work places, schools and public places.

Exercise II:

Form your own questions and mention them in the space below (at least five questions)

Exercise III:

Reading

The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the only essence now called nicotine is the main active ingredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4700 chemical compounds, including 43 cancers – causing substances. In recent times, scientific research has been providing evidence that year of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 percent of lung cancers, smoking is associated with cancers of, amongst others, the mouth stomach and kidneys, and is thought to cause about 14 percent of leukemia and cervical cancers. In

1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 percent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side – stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side – stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non – smoker, the latter is believed to have a 30 percent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 percent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 percent of cases of lung cancer can be attributed to high levels of exposure to second – hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second – hand cigarette smoke does more harm to non – smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's hearth and lungs.

The report, published in the journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarette are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non – smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life – giving oxygen to the hearth. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non – smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from hearth attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol – related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS. The UCSF

researchers maintain that the simplest and most cost – effective action is to establish smoke – free work places, schools and public places.

Exercise IV:

Choose ONE phrase from the list of phrases A – F below to complete each of the following sentences.

1. Passive smoking.....
2. Compared with a non – smoker, a smoker.....
3. The American Medical Association.....
 - A. Is one of the two most preventable causes of death.
 - B. Is more harmful to non – smokers than to smokers.
 - C. Is more likely to be at risk of contracting lung cancer.
 - D. Is less likely to be at risk of contracting lung cancer.
 - E. Argues for stronger action against smoking in public places.
 - F. Opposes smoking and publishes research on the subject.

Exercise V:

Classify the following statements as being

- A. A finding of the UCSF study
- B. An opinion of the UCSF study
- C. A finding of the EPA report
- D. An assumption of consultants to the tobacco industry

Write the appropriate letters A – D

NB You may use any letter more than once

- Smokers’ cardiovascular systems adapt to the intake of environmental smoke.
- There is a philosophical question as to whether people should have to inhale others’ smoke.
- Smoke – free public places offer the best solution.
- The intake of side –stream smoke is more harmful than smoke exhaled by a smoker.

Exercise VI:

Choose the appropriate letters A –D and write them

1. According to information in the text, leukemia and pneumonia....
 - A. are responsible for 84,000 deaths each year.
 - B. are strongly linked to cigarette smoking.
 - C. are strongly linked to lung cancer.
 - D. result in 30 percent of deaths per year.
2. According to information in the text, intake of carbon monoxide....
 - A. inhibits the flow of oxygen to the hearth.
 - B. increases absorption of other smoke particles.
 - C. inhibits red blood cell formation.

- D. promotes nicotine absorption.
3. According to information in the text, intake of nicotine encourages....
- A. blood circulation through the body.
 - B. activity of other toxins in the blood.
 - C. formation of blood clots.
 - D. an increase of platelets in the blood.

Exercise VII:

Do the following statements reflect the claims of the writer in Reading Passage?

Yes	if the statements reflects the claims of the writer
No	if the statements contradicts the claims of the writer
Not given	if it is impossible to say what the writer thinks about it.

- 1. Thirty percent of deaths in the United States are caused by smoking – related diseases.
- 2. If one partner in a marriage smokes, the other is likely to take up smoking.
- 3. Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.
- 4. Opponents of smoking financed the UCSF study.

Exercise VIII:

Write the summary of the text

Appendix 6 (The Scores of pre-test and post-test)

- Pre-test

NO	EXPERIMENT GROUP (A)		CONTROL GROUP (B)	
	XA	X ² A	XB	X ² B
1.	45	2025	79	6241
2.	59	3481	38	1444
3.	40	1600	67	4489
4.	45	2025	65	4225
5.	46	2116	32	1024
6.	52	2704	20	400
7.	50	2500	47	2209
8.	42	1764	37	1369
9.	35	1225	55	3025
10.	43	1849	16	256
11.	50	2500	25	625
12.	35	1225	48	2304
13.	63	3969	35	1225
14.	45	2025	44	1936
15.	16	256	33	1089
16.	46	2116	25	625
17.	40	1600	40	1600
18.	55	3025	26	676
19.	30	900	46	2116
20.	40	1600	16	256
21.	35	1225	25	625
22.	33	1089	31	961
23.	41	1681	35	1225
24.	62	3844	32	1024
25.	41	1681	25	625
26.	45	2025	51	2601
27.	35	1225	36	1296
28.	26	676	45	2025
29.	36	1296	25	625
30.	40	1600	31	961
31.	36	1296	55	3025
32.	42	1764	43	1849
33.	16	256	53	2809
34.	45	2025	83	6889
Σ	XA = 1410	X²A = 62188	XB = 1366	X²B = 63674

- Post-test

NO	EXPERIMENT GROUP (A)		CONTROL GROUP (B)	
	XA	X ² A	XB	X ² B
1.	70	4900	85	7225
2.	89	7921	42	1764
3.	61	3721	75	5625
4.	82	6724	75	5625
5.	59	3481	43	1849
6.	73	5329	55	3025
7.	82	6724	50	2500
8.	79	6241	43	1849
9.	78	6084	60	3600
10.	75	5625	41	1681
11.	87	7569	35	1225
12.	65	4225	50	2500
13.	85	7225	45	2025
14.	77	5929	50	2500
15.	40	1600	47	2209
16.	62	3844	35	1225
17.	68	4624	50	2500
18.	70	4900	30	900
19.	45	2025	60	3600
20.	53	2809	53	2809
21.	62	3844	30	900
22.	84	7056	48	2304
23.	63	3969	50	2500
24.	84	7056	35	1225
25.	62	3844	54	2916
26.	52	2704	54	2916
27.	70	4900	50	2500
28.	71	5041	61	3721
29.	68	4624	55	3025
30.	72	5184	50	2500
31.	48	2304	62	3844
32.	76	5776	57	3249
33.	65	4225	56	3136
34.	68	4624	75	5625
Σ	XA = 2345	X²A = 166651	XB = 1761	X²B = 96597