APPENDICES

APPENDIX I

The Result of Try-out Test

(THE MOON LANDING

SUBJEC						.]	ITEM						TOTAL
	1		1	2	3	4	5	6	7	8	9	10	1 1 1
	1		1	1	1	1	1	1	1	1	0	1	; 9
	2 ;		1	0	1	1	0	0	0	1	1	Q	5
	34		0	1	0	.1	0	1	0	1	1	1	: 6
	4 [1	1	1	i	1	1	1	1	1	0	9
	5 ;		1	0	1	1	0	1	1	1	0	1	; 7
••	6		0	0	1	-1	0	1	٥.,	1	0	0	4
	7 ;		1	0	0	1	0	1	0	1	1	0	; 5
	8 ;		1	0	1	1	1	1	0	1	1	- <u>1</u>	: 8
1°	9 (1	1	0	0	1	1	0	1	1	1	; 7
	10 ;		0	1.	0	Û	1	0	1	9	1	1	; 5.
	11		0	1	0	0	0	0	0	1	1	0	; 3
	12 ;		1	0	Ŷ	1	0	1	1	0	0	1	; 5
	15 (0	0	1	1	٥	0	0	0	0	0	; 2
	14 ¦		0	0	1	0.	1	1	1	1	0	0	; 5
	15		0	1	1	0	0	-1	0	1	1	1	ί ό
	16 ;		0	0	1	1	0	1	1	0	1	1	: 5
	17	l	0	1	1	0	Q	1	Û	0	0	0	1 3
	18 ;		1	٥	1	1	1	1	1	1	0	1	1 8·
	19		0	0	0	1	Û	1	0	0	- 1	1	4
	20 ;		1	0	0	0	1	1	0	1	1	Û	; 5
	21	l	0	1	1.	1	1	1	1	1	1	0	; 8
	22 }		1	1	1	1	1	0	1	0	1	1	; 8
	23	2	0	1	1	1	1	1	1	1	1	1	; 9
	24 3		1	0	1	0	1	1	Ŷ	0	0	1	; 5
	25	1	0	1	0	0	0	1	0	. 1	0	1	4
	26 ;		0	0	1	0	1	Û	1	1	0	0	: 4
	27	ł	1	0	1	1	1	1	0	1	1	1	: 3
	28 ;		1	1	1	0	0	1	1	1	0	0	5
	29	:	1	0	1	1	1	1	0	1	1	1	; 8
	30 ;	ı.	0	1	0	1	0	٥	0	1	٥	0	1 3
	31	1	1	1	1	1	0	0	1	1	1	1	; 8
	32 ;		0	0	- 1	1	0	1	0	i	0	1	; 5

APPENDIX II

CALCULATION OF DISCRIMANATION POWER AND DIFFICULTY INDEX Of try-out test (THE MOON LANDING)

Criterion of Descrimation Power

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

Criterion of Difficulty Index

0.00 - 0.30 : Difficult 0.30 - 0.70 : Moderate 0.70 - 1.00 : Easy CALCULATION FOR RELIABILITY KR-21

NO. (X	χ 2 ;	NG.	1	X	χ² ;
1 ;	9	81 ;	20	;	5	25 {
2 :	5	25 :	21	1	8	64 :
3 ;	6	36 ;	22	1	8	64
4	9	81 ;	23	į	9	81 ;
5 !	7.	49 ;	24	ł	5	25
6 1	4	16	25	i	4	16 ;
7 1	5	25 :	26	ż	4	16 1
8 !	8	64 !	27	į	8	64 !
- ` 9 !	-7	49 !	28	È		36 !
10 !	5	25 !	29	į.	8	64
11 1	3	9 !	30	ì	3	9 !
17 1	5	25	31	i	ส์	64
17.1	2	4	32	i.	5	25
10 1	5	25 1-			• • • • • • • • • • •	
15 1	· 6	34	τητοι	1	199	1228
12 1	5	74 1	10170	÷	100	
10 1	ں ج	20,	NC AN	1	5 675	
10 2	c C	48 1	UAD	•	7 05077	
10 /	4	14 1	1001		0.00/0/	
*1 1	۲ 	10 1				
n n	{¥2	- (()	()2/n		-	3.8/3
V =					z	3.859375
		n				
K =	10					
KR-21 F	ORMUL	A :\$}				
	K	M	(K-	M	}	
r =	{	1			} =	0.413405 #
, K	-1		K	1		
Where:	. 7	= Relia	billit	y		
	ß	= Nueb	er of s	ક્ય	bjects	
	M	= Mean				
	۷	= Vari	ance			
	K	= Numbe	er of i	te	285	
r table	= (.349				
Because reliabl	r gr le.	eater i	than r	ti	able, so	the test is

\$ Soeharsimi Arikunto, DASAR-DASAR EVALUASI PENDIDIKAN, PT Bumi Aksara, Jakarta, 1990, h.98

APPENDIX IV

	; 1	rry o s	UB-SUM			
No.	;	X	. Y	χ2	¥2	. X .
1	ł	9	90	81	8100	81
2	:	5	70	25	4900	35(
3	. 1	6	73	36	5329	43
4	ŀ	9	92	81	· 8464	82
5	;	7	75	49	5625	52
6	1	4	66	16	4356	- 25
7	1	5	69	25	4751	34
8	3	8	81	64	6561	64
9	;	7	76	47	5776	53
10	1	5	70	25	4900	35
11	;	3	52	9	2704	15
12	:	5	70	25	4900	35
13	:	2	50	4	2500	10
14		5	70	25	4900	35
15	1	6	74	36	5476	44
16	:	6	e 72	36	5184	43
17	1	3	55	9	3025	16
18	l. C	8	77	64	5929	61
19	1	4	57	16	3249	· 22
20	1 1	5	70	25	4900	35
21		8	83	64	6889	66
22	:	8	79	64	6241	63
23	:	9	86	81	7396	77
24	1	5	67	25	4489	33
25	1	4	58	15	3364	23
26	;	4	60	16	3600	24
27	!	8	79	54	5241	63
28	1	6	73	36	5329	43
29	1	8	81	64	6561	64
30	;	3	54	9	2915	16
31	1 1	8	78	64	6094	62
32	1 . 1	5	69.	25	4761	34
OTAL	;	188	2276	1228	165410	1400
ត =	32					

CALCULATIONS OF EMPIRICAL VALIDITY, r PRODUCT MOMENT*) (THE MOON LANDING)

X = SCORE OF TRY OUT

Y = SCORE OF SUB-SUMATIVE TEST

t:

2. 5% significance level, n = 32, r table = 0.349

0.963

- 3. CONCLUSION : Since /r calculation 0.962554 > r table, then there is significant correlation between X and Y. So, test is valid.
- Suharsimi Arikunto, DR, Dasar-dasar Evaluasi Pendidikan Bumi Aksara, Jakarta, 1987, p. 65.

APPENDIX V

The Result of Try-out Test

(TOO MANY PEAPLE MEANS TOO MUCH PROBLEM)

SUBJECT	; ; ;				1	TEM						TOTAL
NUADER	;	1	2	3	4	5	6	7	8	9	10	
1	: 	1	0	1	- 1	1	1	0	1	1	1	1 8 1
2	1	1	0	1	1	1	Û	0	0	1	0	1 51
	1	1	1	1	1	0	1	1	1	0	0	; 7 ;
4	ł	1	1	1	1	1	0	1	<u>i</u> .	1	1	9 ;
5	ł	0	1	1	0	1	1	1	1	()	0	: 6 ;
5	;	0.	0	0	1 -	0	1	0	-t	0	.1	: 41
7	i.	0	0	0	1	1	0	1	0	1	1	; 5 ;
- 8	ł	1	0	0	1	1	1	1	1	0	1	; 7 ;
. 9	} {	0	0	1	1	1	1	0	1	0	1	; 6 ;
. 10	1 {	0	0	0	1	0	1	0	0	1	0	; 3;
11	1	0	0	1	0	1	0	- 1	0	1	0	1 41
12	;	0	0	1	1	1	1	1	0	1	1	7 ;
13	3	0	1	0	i	0	Û	1	0	0	0	; 3 ;
14	ļ	0	1	1	1	1	1	1	1	1	0	8 ;
. 15	1	1	. 0	. 1	-1	1	1	-0-	0	0	1	: 6 :
16	1	1	1	0	1	0	٥	1	0	0	1	5
17	1	1	0	1	0	1	0	0	0	0	٥	3 :
18	1	Ø	1	1	1	1	1	0	1	1	1	8 1
19	1	1	1	0	1	0	1	0	1	1	0	6 4
20	į	1	1	0	0	0	1	0	1	1	0	5 5 1
21	1	1	1	0	1	1	1	1	1	1	1	9 :
22	1	1	0	1	1	1	1	0	1	1	1	8 1
23	1	1	1	1	1	1	1	1	1	1	0	1 9 1
24	1	1	1	0	0	1	1	0	1	1	1	; 7 ;
25	:	0	1	0	0	1	0	- 1	0	1	1	; 5;
26	1	0	0	1	0	0	1	0	1	Ø	1	4 ;
27	1	1	0	1	1	0	1	1	1	0	1	1 7
23	1	0	1	1	1	0	1	0	1	1	i	; 7 ;
29	:	1	1	1	1	1	1	1	1	0	1	1 9 1
30	;	0	0	0	1	0	0	0	1	1	0	1 31
31		1	1	. 1	1	1	0	1	0	1	1	81
32	i.	0	1	1	0	1	1	0	1	1	1	1 7 1

APPENDIX VI

CALCULATION OF DISCRIMANATION POWER AND DIFFICULTY INDEX of try-out test (TOO MANY PEAPLE MEANS TOO MUCH PROBLEM)

SUBJECT			• • • • • • •	••••••	· • • • • • • • •						. t	:
NURBER		; 1	2	3	4	5	6	7	8	7	10 (SCORE :
	23	1	1	1	1	1	1	1	1,	1	0	9
ม P	29	; 1	1	1	· 1 1	1	1	1	1	0	1	; Y; ; q;
, P	4	$\begin{pmatrix} & \cdot \\ & $	1	1	1	i	0	1	1	1	1	· 9!
E	18	: 0	1	1	1	1	1	0	1	1	1	8;
R	1	1 1	0	1	1	1	i	0	1	. 1	1	; 8;
_	31	1	1	1	1	1	0	1	0	1	1 !	8 ;
6	22	.1	0	1	1	1	1	0	1	1	1	: 8;
к G	14 9	; ₽ !	1	1	1	1	1	1	1	1	0;	. 8;
11	27	1	· 0	1	1	1 1	. 1	1	1	v ۵	1	7 1
P	24	1 1	1	0	0	1	1	0	1	1	1	; 7;
	12	: 0	0	1	1	1	1	1	0	1	1	7
	3	1	1	1	1	0	1	. 1	1	0	0	7
	28	: 0	1	1	1	0	1	0	1	1	1	7 (
	32 	; 0	1	1	0	1	1	0	1	1	1	; 7 ; !
CORRECT ANSWER	(U)	11 1 1	11	13	. 14	13	14	10	14	12	13	
	15	1	0	1	1	1	1	0	0	0	1 I	5 ;
	9	: 0	0	1	1	1	- 1	0	1	0	1	1 61
Ł	5	0	1	1	. 0	1	1	1	1	0	0	6 :
0	19	1	1	0	1	0	1	0	1	1	0	
# ·	- 18 -	; 1 1	1	U 1	1	0	V 0	. 1 	v n	0 1	1	; ;
R.	20	1 1	1	0	- 0	0	1	0 0	1	1	0	
	25	: 0	1	0	0	1	0	1	0	1	1	; 5;
	7	0	0	0	1	1	0	1	0	1	1	5 (
8	26	; 0	0	1	0	0	1	0	1	0	1	4 :
R	11	: 0	0	1	0	1	0	-1	0	1	0	4 1
8	70	; 0	0	0	1	0	1	0	1	0	1	; 4; ; 7;
0	30	i V I 1	0	V 	1	. 1	. V . A	0	1	1	0 ; 6	्र ३२ ग रा
· •	12	1 0	1	0	1	0	0	1	0	0	Ő	, J,
	10	ί. Φ	Ŷ	Ŷ	i	0	1	0	Ú.	1	0	3
CORRECT	(L)	: 6	6	7	10	8	9	ś	7	8	7	
DP = (U-L))/N	: 0.31	0.31	0.38	0.25	0.31	0.38	0.25	0.44	0.25	0.38	
Interp.		; Sat.	Sat.	Sat.	Sat.	Sat.	5at.	Sat.	600d	5at.	Sat.	ii
CORRECT	LY(C)	; 17	17	20	24	21	22	16	21	20	20	ι ι 1
DI=C/T	OTAL	0.53	\$ 0.53	0.625	0.75	0.65	0.68	0.5	0.65	0.62	0.62	ť !
Interp.	•	: Nod.	Nod.	Mod.	Easy	Mod.	Mod.	Mod.	Mod.	Nod.	Mod.	2 1 1 1

Criterion of Descrimation Power

0.00 - 0.20 : Poor 0.20 - 0.40 : Satisfactory 0.40 - 0.70 : Good 0.70 - 1.00 : Excellent Criterion of Difficulty Index 0.00 - 0.30 : Difficult 0.30 - 0.70 : Moderate 0.70 - 1.00 : Easy

APPENDIX VII

CALCULATION FOR RELIABILITY KR-21

								_
N0.	1	X	Xz ;	NO.	1	X	χz	: :
	,	я я	4 4	70		5	75	-
2	1	5	25 !	21	1	ç	81	1
3	к 1	7	29 1	22	:	, 8		1
4	i 1	ý Q	81	27	1	9	85	i t
5	;	4	36 1	74	i T	, 7	20 20	1
ت لم		Δ	14 1	25	;	5	,, 75	i 1
7	`,	5	25 1	26	1	ۍ ۸	14	1
, a	i.	7	ΔO γ	10	1	ר ד	10	ι (
0 0	1	, L	7/ 1	20	1	, 7	, r 10	1 1
10	4	7	, 00 10	10	i i	, 0	- 01	1 1
10	н 1		1 1	20	1	ז ז	01	4 1
11	i I	יי ד	10 1	- JU 71	1	ა ი	T 6.8	1
11 17	1 1	ा र	47.i	৩1 বহ	î T		04 40	i T
10	1	د م	7 i 2 i i	32	ł	1	41	ı
14	۱ ,	о ,	04 (7/ i			100	1740	•
13	; ,	১ =	38 ; 25 ;	ININC	i	178	1040	
10	i,	3	23 (R	i,	32		
1/	i	ა ი		- BEBN	i	5.18/3 7 50004		
10	i,	о. /	34 i 7/ i	VHR.	i	3,38784		
	•							
V =		{	- ({ 	X }²/n		=	3.589843	
K =		10						
KR-21	F	DRMUL	A : ! }					
		ĸ	ł	I (K -	M)		
r = ·	K	{ -1	1	K	/) =	0.380969	I.
Where	23	r n M V	= Reli = Numb = Mean = Vari	abillit er of 9 ance	:y 581	bjects		•
r ta	ble	-K = (= Numb 0.349	er of i	te	285		
Beca reli	use abl	r gr	reater	than r	ti	able, so t	he test	is
t) S	- oet	arsi	ni Aril	unto,	DA	SAR-DASAR	EVALUASI	PENDIDIKAN
F	PT	Buai	Aksara	, Jakar	ta	, 1990, h	.98	

APPENDIX VIII

CALCULATIONS OF EMPIRICAL VALIDITY, r PRODUCT MOMENT#) (TOO MANY PEAPLE MEANS TOO MUCH PROBLEM)

		RY O	SUB-SUM			
No.	1	X	Ŷ	χz	γ2	XY
	·	 8	90		8100	770
2	1	5	70	25	4900	350
3	•	7	73	49	5329	511
4	1	9	92	81	3464	828
5		6	75	36	5625	450
6	I	4	66	15-	4356	264
7	1	5	69	25	4761	345
8	1	7	81	49	6561	567
9	1		76	36	5776	456
10	1	3	70	9	4900	210
11	1	4	52	16	2704	208
12	1	7	70	49	4900	490
13	1	3	50	9	2500	150
14	ţ	8	70	64	4900	560
15	1	6	74	36	5476	444
16	į	5	72	25	5184	360
17	1	3	55	9	3025	165
18	į	8	77	54	5929	616
19	1	5	57	36	3249	342
26	:	5	70	25	4900	350
21	1	9	83	81	6889	747
22	1	8	79	64	6241	632
23	1	9	86	81	7396	774
24	1	7	67	49	4489	469
25	;	5	58	25	3364	290
26	į	4	60	16	3600	240
27	1	7	79	49	6241	553
28	ţ	7	73	49	5329	511
29	:	9	81	81	6561	729
30	1	3	54	9	2916	162
- 31	1	8		64	5084	624
32	1 1	7	69	49	4761	483
TOTAL n =	; 32	178	2276	1340	165410	14600

X = SCORE OF TRY OUT

Y = SCORE OF SUB-SUMATIVE TEST.



2. 5% significance level, n = 32, r table = 0.349

- 3. CONCLUSION : Since /r calculation 0.812327 > r table, then there is significant correlation between X and Y. So, test is valid.
- Suharsimi Arikunto, DR, Dasar-dasar Evaluasi Pendidikan Bumi Aksara, Jakarta, 1987, p. 65.

APPENDIX IX

CALCULATION FOR TWO MEANS TEST (PASSAGE I)

		1			;		n yang puntu kuto tara kara kara
N	0.	1	, xA	×≃A	;	$\times \Omega$	×°b
	i	1	. 26	676	1	69	4761
	2	ţ	75	5625	1	51	2601
	3	1	51	2601	:	58	3364
	4	1	82	6724	1.	52	2704
	5	1	86	7396	1	75	5625
	చ	1	83	6889	1	51	2601
	7	1	69	4761	:	75	5625
	8	2	79	6241	1	64	4096
	9	1	64	4096	ļ	64	4096
	10	;	84	7056	1	71	5041
	11	ł	75	5625	2 1	61	3721
	12	1	47	2209	1	59	3481
	13	2	65	4225	1	42	1764
	14	ł	64	4098	- I	68	4624
	15	1	80	6400	1	79	6241
	16	1	26	676	ļ	50	3600
	17) 1	79	6241	1	48	2304
	18	1	76	5776	1	58	3364
	19	, 1	60	3600	;	43	1849
	20	:	76	5776	ł	69	4761
	21	1	82	6724	÷	38	1444
	22	t T	1 7, 17,	2704	:	75	5625
	23	i,	89	7921	ĩ	66	4356
	24	1	76	5776	1	75	5776
	25	:	81	6561	1	71	5041
	26	1	65	4225	÷	73	3329
	27	1	65	4225	1	46	2116
	28	1	59	3481	i i	23	529
	29	1	73	5329	1		3025
	30		87	7569	÷	51	2601
	31	1	53	2809		55	3025
	32	; ;	80	6400	ł	69	4761
TOTA		,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2209	160413		1915	119851
	n	: ; ;	32			32	····
ME	AN D		69.0 15.98685	11 740 749 140 141 449 449 449 449		59, 8 13.01391	994 9144 LIF ELGER 1996 9997 8119 7199 9119

APPENDIX X

TESTS OF HYPOTHESES : 1. Ho : mA = mB, there is no difference between the mean groups. Ha : mA > mB, mean score of A group is greater than 8 group. 2. t-test, where df. = nA + nB - 2 = 62t(0.05) = 1.6713. Calculation for t observation (to) : A : PRE READING ACTIVITIES { × } X = -----= 69.03125 ; n = 32 n √ n{x² - ({x)² s = V ---- = 15.98685 n (n-1) B : CONVENTIONAL TECHNIQUE - X [⊥] × == -----= 59.84375 ; n = 32 17 / n{x² − ({x)² s = V ----- = 13.01391 n (n-1) xA - xBto = ----- = 2.521 $(nA-1)s^{2}A + (nB-1)s^{2}B$ 1 1 Q nA + nB - 2 nA nB 3. CONCLUSION : Because / t observation / = 2.521202 > t(0.05)so Ho is rejected. Hence we conclude that the diffrence between groups is significant, and that the A group is greater.

E 1 /**	 ז ו				
NU.	; 	×A	× +- ++	; ×B	×~0
1	t C	51	2601	46	2116
	1	77	5729	48	2304
3	i i	58	3364	; 57	3249
4		75	5625	41	1681
	i t	80	6400	70	4900
6		80	6400	; 57	3249
7	:	73	5329	; 51	2601
8		72	5184	46	2116
9	:	70	4900	; 70	4900
1 C	1 1	80	6400	60	3600
1.1.	1	77	5929	45	2025
12	1 / • • •	55	3025	37	3249
13	l L	65	4225	35	1225
14	. !	76	5776	; 48	2304
1.5	1	79	6241	61	3721
16	:	40	1600	62	3844
17	1	· 87	7569	46	2116
18	; ;	30	6400	- 61 - 61	3721
19	1	51	2601	42	1764
20) [65	4225	: 63	3969
21	1 4	68	4624	45	2023
22) () - 1	60	3600	1 56	3136
23		94	8836	65	4225
24	;	60	3600	; 59	3481
25	1	82	6724	53	2809
26	· :	63	3969	63	3969
27	! 1	76	5776	: 59	3481
28	} ;	58	3364	48	2304
29	1 1	66	4356	42	1764
30) ¦	75	5625	; 67	4489
31	1 (71	5041	34	1156
32) I - (. 80	6400	68	4624
TOTAL	, , ,	2244	161638	; 1725	96117
n	;	32		;, 32	4014 - 11.11 -
MEAN SD	; ; ;	70.1 11.74665		; 53.9 ; 10.04621	

APPENDIX XI

CALCULATION FOR TWO MEANS TEST (PASSAGE II)

APPENDIX XII

TESTS OF HYPOTHESES : 1. Ho : mA = mB, there is no difference between the mean groups. Ha : mA > mB, mean score of A group is greater than B group. 2. t-test, where df. = nA + nB - 2 = 62t(0.05) = 1.6713. Calculation for t observation (to) : A : PRE READING ACTIVITIES { × } x = -----= 70,125 ; n == 32 n / n{x² − ({x)² s = V ----- = 11.74665 n (n-1) B : CONVENTIONAL TECHNIQUE **=:** == ==: { × } = 53.90625 ; n = × == -----32 n / n{x² − ({x)² s = V - - - - - - = 10.04621n(n-1)×A - ×B to = _____ = 5.935 $(nA-1)s^{2}A + (nB-1)s^{2}B = 1 = 1$ nA. + nB - 2 V nA nB 3. CONCLUSION : Because / t observation / = 5.935741 > t(0.05)so Ho is rejected. Hence we conclude that the diffrence between groups is significant, and that the A group is greater.

APPENDIX XIII

POST_TEST:

The Moon Landing

At 9.50 a.m., West Indonesia, on Monday 21 st July 1969, the American astronaut, Neil Amstrong, made history by becoming the first man to step on the moon. As hundreds of millions of people watched and listened from the planed earth.240.000 miles away, Amstrong lifted his foot from the landing of his spaceship, the "Eagle", and slowly and carefully pressed it into the moon's surface. Testing his ability to walk in the weak lunar gravity - one sixth of that on the earth, he moved slowly in his spacesuit. he found that he could moved easily. With increasing confidence, he began to move away from "Eagle".

He was greatly surprised to look at his foot prints in the soft moon sand. He was so pleased with the new experience that he almost forget about his task of collecting a small sample of lunarisoil, and had to be reminded about it. He collected the sample and put it into a pocket on the left leg of his suit. If he had to leave the moon earlier than planned, this sample would be the only lunar soil that he brought back to earth. Taking a long look at the view around him, Amstrong said, ' "It's different, but it's pretty out here". Now he was safe on the moon. In twenty minutes his friend Edwin Aldrin would come out of "Eagle" and join him.

A list of Vocabulary.

- Surface (noun)	: permukaan
- Lunar (adjective	e): yang berkaitan dengan bulan
- Gravity (noun)	: gaya tarik
- Space suit (noun)	: pakaian angkasa
- Confidence (noun)	: keyakinan, kepercayaan pada
	diri sendiri
- Soil (noun)	: tanah
- Reminded (verb)	: di peringatkan
Pre-reading activities	

Picture + a set of questions



1. What do you see in this picture ?

2. What kind of suit is it ?

- 3. Is it light or heavy ?
 why ?
- 4. What do you call a man who is wearing that suit?
- 5. How do they go to space ? Do they go there by plane or spacesuit ?
- 6. Do you know Neil Amstrong; Who was he ?

- A. Answer these questions correctly based on the passage given.
 - 1. How strong is lunar gravity compared to earth gravity ?
 - 2. What was Neil Amstrong's task ?
 - 3. Why did he almost forget to collect a small sample of lunar soil ?
- B. Choose the correct answer !
 - 1. What does the reading passage talk about ?

a. The history of the moon

- b. The first space ship landing on the moon
- c. The strength of lunar gravity
- d. The first man stepping on the moon
- 2. It is said that lunar gravity is one sixth of the earth. How are the things on the moon ?
 - a. Floating
 - b. Falling
 - c. Flying
 - d. Drowning
- 3. The synonym of the word "reminded" is -----
 - a. Forgot
 - b. Warned
 - c. Advised
 - .d. Ordered
- 4. What is the "eagle" in the reading ?

- 4. What is the "eagle" in the reading ?
 - a. The name of a bird
 - b. The name of a team
 - c. The name of the shoes
 - d. The name of the space-ship
- 5. ----- and had to be reminded about it

(2nd paragraph 4th line). What does it refers in

the sentence ?

- a. New experience
- b. Small sample
- c. His task
- d. Lunar soil

6. What does "made history" mean ? (2nd line).

- a. Written history
- b. True story
- c. Something which is recorded
- d. Made a memory
- C. Answer this question correctly with your own words.
 - 1. Do you think it is possible for human beings
 - to life on the moon ? Why ? Explain your answers !

APPENDIX XIV

POST-TEST.

The Moon Landing

At 9.50 a.m., West Indonesia, on Monday 21 st July 1969, the American astronaut, Neil Amstrong, made history by becoming the first man to step on the moon. As hundreds of millions of people watched and listened from the planed earth 240.000 miles away, Amstrong lifted his foot from the landing of his spaceship, the "Eagle", and slowly and carefully pressed it into the moon's surface. Testing his ability to walk in the weak lunar gravity - one sixth of that on the earth, he moved slowly in his spacesuit. he found that he could moved easily. With increasing confidence, he began to move away from "Eagle".

He was greatly surprised to look at his foot prints in the soft moon sand. He was so pleased with the new experience that he almost forget about his task of collecting a small sample of lunar soil, and had to be reminded about it. He collected the sample and put it into a pocket on the left leg of his suit. If he had to leave the moon earlier than planned, this sample would be the only lunar soil that he brought back to earth. Taking a long look at the view around him, Amstrong said, "It's different, but it's pretty out here". Now he was safe on the moon. In twenty minutes his friend Edwin Aldrin would come out of "Eagle" and join him.

A list of Vocabulary.

-	Surface	(noun) :		permukaan
-	Lunar	(adjective):	;	yang berkaitan dengan
				bulan
-	Gravity	(noun) :	:	gaya tarik
-	Space-suit	(noun)	:	pakaian angkasa
-	Confidence	(noun)	:	keyakinan, kepercayaan
				pada diri sendiri
-	Soil	(noun)	:	tanah
-	Reminded	(verb)		di peringatkan

- A. Answer these questions correctly based on the passage given.
 - 1. How strong is lunar gravity compared to earth gravity ?
 - 2. What was Neil Amstrong's task ?
 - 3. Why did he almost forget to collect a small sample of lunar soil ?
- B. Choose the correct answer !
 - 1. What does the reading passage talk about ?
 - a. The history of the moon
 - b. The first space-ship landing on the moon
 - c. The strength of lunar gravity
 - d. The first man stepping on the moon

- 2. It is said that lunar gravity is one sixth of the earth. How are the things on the moon ?
 - a. Floating
 - b. Falling
 - c. Flying
 - d. Drowning
- 3. The synopym of the word "reminded" is ----
 - a. Forgot
 - b. Warned
 - c. Advised
 - d. Ordered
- 4. What is the "eagle" in the reading ?
 - a. The name of a bird
 - b. The name of a team
 - c. The name of the shoes
 - d. The name of the space-ship
- 5. ----- and had to be reminded about <u>it</u> (2nd paragraph¹4th line). What does <u>it</u> refers in the sentence ?
 - a. New experience
 - b. Small sample
 - c. His task
 - d. Lunar soil

- 6. What does "made history" mean ? (2nd line).
 - a. Written history
 - b. True story
 - c. Something which is recorded
 - d. Made a memory
- C. Answer this question correctly with your own words. 1. Do you think that it is possible for human beings

to life on the moon ? Why ? Explain your answers!

APPENDIX XV.

POST-TEST

Too Many People Means Too Many Problems

Man has not lived an easy life. Famine, disease, harsh climate, and wars have been his constant enemies. Yet, he survives. Through the year he has learned to control some of his surroundings and to make use of nature. He has even found ways to keep people alive much longer than before.

However, as the number odd people increase, so man's problems grow. Too many people means too little food. Today, at least half of the world's population does not have enough food to eat.

Too many people means that pure water is becoming scarce in many areas. Without water people can not live or grow crops. People have wasted much water and they have caused pollution to the rivers and lacks which supply they with the water they need.

Too many people means too little food, because the growth of the population means that people will need more and more soil to produce food. They will also need more and more land on which to build their houses.

Too many people means the overcrowding of schools and hospitals. It also means more unemployment.

In short, too many people means too many problems. Man has to work hard to solve the problems of overpopulation if he wants to have good food, clothing and housing, and good medical care and schools.

A list of Vocabulary

-	Climate	(noun)	:	iklim-iklim
-	Famine	(noun)	:	kekurangan pangan,
				kelaparan
-	Growth	(noun)	:	pertumbuhan ;
		· .		penambahan
01	vercrowding	(noun)	•	kepadatan
-	Pure	(adjective)	:	bersih ; asli
-	Scarce	(adjective)	:	Hard to get ; langka
-	Surroundings	(noun)	:	lingkungan
-	Survives	(verb)	:	bertahan
-	Unemployment	(noun)	:	pengangguran

Pre-reading activities

Picture + a set of questions



Can you mention some natural disasters lately ?
 Do those natural disasters cause many victims ?
 Can we survive from all those natural disasters ?
 What do you think about these houses in this picture ? and why are they too close to each other?

- A. Answer these questions corretly based on the passage given.
 - 1. What things have made man's life difficult ?
 - 2. How can man survive in life ?
 - 3. Why do so people say that too many people means too many problems ?
- B. Choose the correct answer.
 - 1. What does the reading passage talk about ?
 - a. Life is difficult today
 - b. The problems of over population
 - c. In order to ba able to survive, man has to work hard
 - d. Most people do not have food to eat
 - 2. Because of over population man has created various problems. What are they ?
 - a. Lack of food and money
 - b. Lack of entertainment and friends
 - c. Lack of love and happiness
 - d. Lack of food, water, and land
 - 3. What does this sentence mean ? "Too Many People Means Too Many Problems"
 - a. If there are few people, many problems will arise
 - b. If there are many people, many problems will be solved

- c. If population is controlled, many problems
 will not arise
- d. If population is not controlled, many problemswill not arise
- 4. Has life been difficult for man ?
 - a. No, it has not because man has no enemies
 - b. Yes, it has because man can not control his surroundings
 - c. Yes, it has because man has his constant enemies
 - d. No, it has not because man is a powerful creature
- 5. "It" refers to ----- (5th paragraph, 2nd line)
 - a. Too many people
 - b. Schools
 - c. Hospitals
 - d. Many problems
- 6. Why is pure water becoming scarce in many areas ?
 - a. Because there is no rain all years
 - b. Because man uses too much pure water
 - c. Because the dry season last long
 - d. Because much water is polluted
- C. Answer this question correctly with your own words.

 What should the Government do to make the village people prefer staying in the village than in the city ?

APPENDIX XVI

POST-TEST

Too Many People Means Too Many Problems

Man has not lived an easy life. Famine, disease, harsh climate, and wars have been his constant enemies. Yet, he survives. Through the year he has learned to control some of his surroundings and to make use of nature. He has even found ways to keep people alive much longer than before.

However, as the number odd people increase, so man's problems grow. Too many people means too little food. Today, at least half of the world's population does not have enough food to eat.

Too many people means that pure water is becoming scarce in many areas. Without water people can not live or grow crops. People have wasted much water and they have caused pollution to the rivers and lacks which supply they with the water they need.

Too many people means too little food, because the growth of the population means that people will meed more and more soil to produce food. They will also need more and more land on which to build their houses.

Too many people means the overcrowding of schools and hospitals. It also means more unemployment.

In short, too many people means too many problems. Man has to work hard to solve the problems of overpopulation if he wants to have good food, clothing and housing, and good medical care and schools.

A list of Vocabulary.

-	Climate	(noun)	:	iklim-iklim
•••	Famine	(noun)	:	kekurangan pangan,
				kelaparan
÷	Growth	(noun)	:	pertumbuhan ;penambahan
-	Overcrowdin	ng(noun)	:	kepadatan
-	Pure	(adjective)	:	bersih ; asli
-	Scarce	(adjective)	:	hard to get ; langka
•	- Surroundings(noun)			lingkungan
-	Survives	(verb)	:	bertahan
-	Unemploymen	nt(noun)	:	pengangguran

- A. Answer these questions correctly based on the passage given.
 - 1. What things have made man's life difficult ?
 - 2. How can man survive in life ?
 - 3. Why do so people say that too many people means too many problems ?
- B. Choose the correct answer.
 - 1. What does the reading passage talk about ?
 - a. Life is difficult today
 - b. The problems of over population
 - c. In order to be able to survive, man has to work hard
 - d. Most people do not have food to eat

- 2. Because of over population man has created
 - various problems. What are they ?
 - a. Lack of food and money
 - b. Lack of entertainment and friends
 - c. Lack of love and hapiness
 - d. Lack of food, water, and land
- 3. What does this sentence mean ? "Too Many People Means Too Many Problems"
 - a. If there are few people, many problems will arise
 - b. If there are many people, many problems will be solved
 - c. If population is controlled, many problems will not arise
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- 4. Has life been difficult for man ?
 - a. No, it has not because man has no enemies
 - b. Yes, it has because man can not control his surroundings
 - c. Yes, it has because man has his constant.
 - d. No, it has not because man is a powerful creature

- 5. "It" refers to ----- (5th paragraph, 2nd line)
 - a. Too many people
 - b. Scholls
 - c. Hospitals
 - d. Many problems
- 6. Why is pure water becoming scarce in many areas ?a. Because there is no rain all years
 - b. Because man uses too much pure water
 - c. Because the dry season last long
 - d. Because much water is polluted
- C. Answer this question correctly with your own words.

 What should the Governemnt do to make the village people prefer staying in the village than in the city ?

APPENDIX XVII

Lesson Plan

Field of the	study :	Language
Sub-field of	the study:	English
Topic	:	Reading
Sub-topic	:	Reading passage
		about "The Moon
		Landing"
Class	<i></i>	I SMU
Time	•	45 minutes

I. General Instructional Objective.

Students are able to comprehend and interprete the content of the reading passage through observation, interpretation, and application.

II. Specific Instructional Objectives.

- 1. Students are able to answer three factual questions.
- 2. Students are able to answer six inferential questions.
- 3. Students are able to answer one evaluation questions.

III. Material.

The Moon Landing

At 9.50 a.m., West Indonesia time, on Monday

21 st July 1969, the American astronaut, Neil Amstrong, made history by becoming the first man to step on the moon. As hundreds of millions of people watched and listened from the planet earth 240.000 miles away, Amstrong lifted his foot from the lan ding of his spaceship, the "Eagle", and slowly and carefully pressed it into the moon's surface. Testing his ability to walk in the weak lunar gra vity-one sixth of that on the earth, he moved slowly in his spacesuit. He found that he could move easily. With increasing confidence he began to move away from "Eagle".

He was greatly surprised to look at his footprints in the soft moon sand. He was so pleased with the new experience that he almost forget about his task of collecting a small sample of lunar soil, and had to be reminded about it. He collected the sample and put it into a pocket on the left leg of his suit. If he had to leave the moon earlier than planned, this sample would be the only lunar soil that he brought back to earth. Taking a long look at the view around him, Amstrong said, "It's different, but it's pretty out here ". Now he was safe on the moon. In twenty minutes his friend Edwin Aldrin would come out of "Eagle" and join him.

A list of Vocabulary.

-	Surface	(noun)	:	permukaan
-	Lunar	(adjective)	:	yang berkaitan dengan bulan
-	Gravity	(noun)	:	gay a tarik
-	Space suit	(noun)	:	pak ai an angka sa
-	Confidence	(noun)	:	keyakinan, kepercayaan pada
				diri sendiri
	Soil	(noun)	:	tanah
-	Reminded	(verb)	:	di peringatkan

Pre-reading activities.

Picture + a set of questions



- 1. What do you see in this
 picture ?
- 2. What kind of suit is it ?
- 3. Is it light or heavy ?
 why ?
- 4. What do you call a man who is wearing that suit?
- 5. How do they go to space ? Do they go there by plane or spacesuit ?
- 6. Do you know Neil Amstrong? Who was he ?

IV. Teaching Learning Activities.

1	leacher's activities	st	udents' activities
1.	Greet the students.	ı.	Give response to
			greeting.
2.	Asks the students to see	2.	Give response and make
	the picture then asks		some predictions they
	some triggering questions		know about the picture.
	about the picture. The		
	teacher writes some of		
	the predictions on the		
	blackboard.		
3.	Reads the whole passage	3.	Listen to the teacher.
	once.	ł	
4.	Discuss the new diffi-	4.	Give response to the
	cult words found in the		teacher.
	passage.		
5.	Asks the students to	5.	Read the passage
	read the passage silently.		silently.
6.	Asks the students to do	6.	Do the evaluation.
	the evaluation.		

V. Teaching Aids.

1. Hand-out

- 2. Copied paper
- 3. Blackboard

4. Chalk

VI. Methods.

- 1. Discussion
- 2. Self finding
- 3. Giving tasks
- 4. Pre-reading activities

VII. Schedule.

- Discussing a picture with a set of questions.
 10 minutes
- Reading the passage and discuss
 about the new difficult words.
 15 minutes
 3. Answering the questions.
 20 minutes
 Total
 45 minutes

VIII Reference.

Penuntun Pelajaran Bahasa Inggris untuk SMU kelas I oleh M. Simatupang and Djoko Kentjono.

- IX. Evaluation.
- a . Factual questions.
 - 1. How strong is kunar gravity compared to earth gravity ?
 - 2. What was Neil Amstrong's task ?
 - 3. Why did he almost forget to collect a small sample of lunar soil ?
- b. Inferential questions.
 - 1. What does the reading passage talk about ?

- a. The history of the moon
- b. The first space ship landing on the moon
- c. The strength of lunar gravity
- d. The first man stepping on the moon.
- 2. It is said that lunar gravity is one sixth of the earth. How are the things on the moon ?
- a. Floating
- b. Falling
- c. Flying
- d. Dreowning
- 3. The synonym of the word "reminded" is ------ (2nd paragraph 4th line)
- a. Forgot
- b. Warned
- c. Advised
- d. Ordered
- 4. What is the "Eagle" in the reading ?
- a. The name of a bird
- b. The name of a team
- c. The name of the shoes
- d. The name of the space ship
- 5. ----- and had to be reminded about it (2nd paragraph 4 th line). What does it refers in the sentence ?
- a. New experience
- b. Small sample

- c. His task
- d. Lunar soil
- 6. What does "made history" mean ? (2nd line)
- a. Written history
- b. True story
- c. Something which is recorded
- d. Made a memory
- c. Evaluation question .
 - 1. Do you think that it is possible for human beings
 to life on the moon ? Why ? Explain your answer !

APPENDIX XVIII

Lesson Plan Field of the study : Language Sub-field of the study: English Topic : Reading Sub-topic : Reading passage about "The Moon

Landing"

Class	: I SMU
Time	: 45 minutes

I. General Instructional Objective.

Students are able to comprehend and interprete the content of the reading passage through observation, interpretation, and application.

II. Specific Instructional Objectives.

- 1. Students are able to answer three factual questions.
- 2. Students are able to answer six inferential questions.
- 3. Students are able to answer one evaluation questions.

III. Material.

The Moon Landing

At 9.50 a.m., West Indonesia time, on Monday

21 st July 1969, the American astronaut, Neil Amstrong, made history by becoming the first man to step on the moon. As hundreds of millions of people watched and listened from the planet earth 240.000 miles away, Amstrong lifted his foot from the lan ding of his spaceship, the "Eagle", and slowly and carefully pressed it into the moon's surface. Testing his ability to walk in the weak lunar gra vity-one sixth of that on the earth, he moved slowly in his spacesuit. He found that he could move easily. With increasing confidence he began to move away from "Eagle".

He was greatly surprised to look at his footprints in the soft moon sand. He was so pleased with the new experience that he almost forget about his task of collecting a small sample of lunar soil, and had to be reminded about it. He collected the sample and put it into a pocket on the left leg of his suit. If he had to leave the moon earlier than planned, this sample would be the only lunar soil that he brought back to earth. Taking a long look at the view around him, Amstrong said, "It's different, but it's pretty out here ". Now he was safe on the moon. In twenty minutes his friend Edwin Aldrin would come out of "Eagle" and join him.

A list of Vocabulary.

	Surface	(noun)	:	permukaan
-	Lunar	(adjective)	:	yang berkaitan dengan bulan
	Gravity	(noun)	:	gaya tarik
••	Space suit	(noun)	:	pakaian angkasa
	Confidence	(noun)	:	keyakinan, kepercayaan pada
				diri sendiri
-	Soil	(noun)	:	tan ah
-	Reminded	(verb)	:	di peringatkan

IV. Teaching Learning Activities.

ſ	Teacher's activities		Students' activities
1.	Greet the students.	1.	Give response to
			greeting.
2.	Reads the whole passage	2.	Look at their text-
	once.		book and listen to
			the teacher.
3.	Discuss the new difficult	3.	Give response to the
	words found in the passage		teacher.
4•	Asks students to read the	4.	Read the passage
	passage silently.		silently.
5.	Asks students to do the	5.	Do the evaluation
	evaluation.		

- V. Teaching Aids.
 - 1. Hand out
 - 2. Copied paper
 - 3. Blackboard
 - 4. Chalk

VI .Methods.

- 1. Discussion
- 2. Self finding
- 3. Giving tasks

VII . Schedule.

3.	Answering the questions	20	minutes
2.	Discussing a list of Vocabulary	10	minutes
1.	Reading the passage	15	minutes

Total 45 minutes

VIII. Reference.

Penuntun Pelajaran Bahasa Inggris untuk SMU kelas I oleh M.Simatupang and Djoko Kentjono.

IX . Evaluation.

- a . Factual questions.
 - 1. How strong is lunar gravity compared to earth
 gravity ?
 - 2. What was Neil Amstrong's task ?
 - 3. Why did he almost forget to collect a small sample of lunar soil ?

- b. Inferential questions.
 - 1. What does the reading passage talk about ?
 - a. The history of the moon
 - b. The first space ship landing on the moon
 - c. The strength of lunar gravity
 - d. The first man stepping on the moon
 - 2. It is said that lunar gravity is one sixth of the earth. How are the things on the moon ?
 - a. Floating
 - b. Falling
 - c. Flying
 - d. Drowning
 - 3. The synonym of the word "reminded" is ------ (2nd paragraph 4th line).
 - a. Forgot
 - b. Warned
 - c. Advised
 - d. Ordered
 - 4. What is the "eagle" in the reading ?
 - a. The name of a bird
 - b. The name of a team
 - c. The name of the shoes
 - d. The name of the space ship
 - 5. ----- and had to be reminded about it

(2nd paragraph 4th line). What does it refers in the sentence ?

- a. New experience
- b. Small sample
- c. His task
- d. Lunar soil

6. What does "made history" mean.? (2nd line).

- a. Written history
- b. True story
- c. Something which is recorded
- d. Made a memory

c. Evaluation question.

1. Do you think that it is possible for human beings to life on the moon ? Why ? Explain your answers!

APPENDIX XIX

Lesson Plan

Field of the Study	: Language
Sub-field of the Study	: English
Topic	: Reading
Sub-topic	: Reading passage

about "Too Many People Means Too

Many Problems"

Class

Time

: 45 minutes

: I SMU

I. General Instructional Objective.

Students are able to comprehend and interprete the content of the reading passage through observation, interpretation, and application.

II. Specific Instructional Objectives.

- 1. Students are able to answer three factual questions.
- 2. Students are able to answer six inferential questions.
- 3. Students are able to answer one evaluation questions.

III. Material.

Too Many People Means Too Many Problems

Man has not lived an easy life. Famine, disease, harsh climate, and wars have been his constant enemies. Yet, he survives. Through the year he has learned to control some of his surroundings and to make use of nature. He has even found ways to keep people alive much longer than before.

However, as the number odd people increase, so man's problems grow. Too many people means too little food. Today, at least half of the world's population does not have enough food to eat.

Too many people means that pure water is becoming scarce in many areas. Without water people can not live or grow crops. People have wasted much water and they have caused pollution to the rivers and lacks which supply they with the water they need.

Too many people means too little food, because the growth of the population means that people will meed more and more soil to produce food. They will also need more and more land on which to build their houses.

Too many people means the overcrowding of schools and hospitals. It also means more unemployment.

In short, too many people means too many problems. Man has to work hard to solve the problrms of overpopulation if he wants to have good food, clothing and housing, and good medical care and schools. A list of Vocabulary

-	Climate	(noun)	:	iklim-iklim
-	Famine	(noun)	:	kekurangan pangan,
				kelaparan
-	Growth	(noun)	:	pertumbuhan ;
				penambahan
01	vercrowding	(noun)	:	kepadatan
-	Pure	(adjective)	:	bersih ; asli
-	Scarce	(adjective)	:	Hard to get ; langka
,-	Surroundings	(noun)	:	lingkungan
-	Survives	(verb)	:	bertahan
-	Unemployment	(noun)	:	pengangguran

Pre-reading activities

Picture + a set of questions



Can you mention some natural disasters lately ?
 Do those natural disasters cause many victims ?
 Can we survive from all those natural disasters ?
 What do you think about these houses in this picture ? and why are they too close to each other?

	Teacher's activities		Students' activities
1.	Greet students.	1.	Give response to
			greeting.
2.	Asks students to see the	2.	Give response and make
	picture then ask some		some predictions they
	triggering questions about		know about the picture.
	the picture. The teacher		
	writes some of the predic-		
	tions on the blackboard.		
3.	Reads the whole passage	3.	Listen to the teacher.
	once.		
4.	Discusses the new difficut	4.	Give response to
	words found in the passage		teacher.
5.	Asks students to read the	5.	Read the passage
	passage silently.		silently.
6.	Asks students to do the	6.	Do the evaluation.
	evaluation.		

IV. Teaching Learning Activities.

V. Teaching Aids.

1. Hand out

2. Copied paper

3. Blackboard

4. Chalk

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VI . Methods. 1. Discussion 2. Self finding 3. Giving tasks 4. Pre-reading activities VII . Schedule. 1. Discussing the picture with a set 10 minutes of pre-questions 2. Reading the passage and discusses about new difficult words. 15 minutes 3. Answering questions. 20 minutes Total 45 minutes

VIII . Reference.

Penuntun Pelajaran Bahasa Inggris untuk SMU kelas olehaM. Simatupang and Djoko Kentjono.

IX . Evaluation.

- a . Factual questions.
 - 1. What things have made man's life difficult ?
 - i.2. How can man survive in life ?
 - 3. Why do some people say that too many people means too many problems ?
- b. Inferential questions.
 - What does the reading passage talk about ?
 a. Life is difficult today

- b. The problems of over population
- c. In order to be able to survive, man has to work hard
- d. Most people do not have food to eat
- 2. Because of over population man has created various problems. What are they ?
- a. Lack of food and money
- b. Lack of entertainment and friends
- c. Lack of love and happiness
- d. Lack of food, water, and land
- 3. What does this sentence mean ? "Too Many People Means Too Many Problems"
- a. If there are few people, many problems will arise
- b. If there are many people, many problems will be solved
- c. If population is controlled, many problems will no arise
- d. If population is not controlled, many problems will not arise
- 4. Has life been difficult for man ?
- a. No, it has not because man has no enemies
- b. Yes, it has because man can not control his surroundings

c. Yes, it has because man has his constant enemies d. No, it has not because man is a powerful creature 5. "It" refers to ----- (5th paragraph, 2nd line) Ja. Too many people

b. Schools

c. Hospitals

d. Many problems

6. Why is pure water becoming scarce in many areas ?

a. Because there is no rain all years

b. Because man uses too much pure water

c. Because the dry season last long

d. Because much water is polluted

c. Evaluation question.

1. What should the Government do to make the village people prefer staying in the village than in the city ?

APPENDIX XX

Lesson Plan

Field of the Study	: Language
Sub-field of the Study	: English
Topic	: Reading
Sub-topic	: Reading passage
	about "Too Many
	People Means Too
	Many Problems"
Class	: I SMU
Time	: 45 minutes

I. General Instructional Objective.

Students are able to comprehend and interprete the content of the reading passage through observation, interpretation, and application.

- II. Specific Instructional Objectives.
 - 1. Students are able to answer three factual questions.
 - 2. Students are able to answer six inferential questions.
 - 3. Students are able to answer one evaluation questions.

III. Material.

Too Many People Means Too Many Problems

Man has not lived an easy life. Famine, disease, harsh climate, and wars have been his constant enemies. Yet, he survives. Through the year he has learned to control some of his surroundings and to make use of nature. He has even found ways to keep people alive much longer than before.

However, as the number odd people increase, so man's problems grow. Too many people means too little food. Today, at least half of the world's population does not have enough food to eat.

Too many people means that pure water is becoming scarce in many areas. Without water people can not live or grow crops. People have wasted much water and they have caused pollution to the rivers and lacks which supply they with the water they need.

Too many people means too little food, because the growth of the population means that people will meed more and more soil to produce food. They will also need more and more land on which to build their houses.

Too many people means the overcrowding of schools and hospitals. It also means more unemployment.

In short, too many people means too many problems. Man has to work hard to solve the problems of overpopulation if he wants to have good food, clothing and housing, and good medical care and schools. A list of Vocabulary.

-	Climate	(noun)	:	iklim-iklim
-	Famine	(noun)	:	kekurangan pangan,
				kelaparan
-	Growth	(noun)	:	pertumbuhan ; penambahan
	Overcrowding	(noun)	:	kepadatan
-	Pure	(adjective)	bersih ; asli
-	Scarce	(adjective)	Hard to get ; langka
-	Surroundings	(noun)	:	lingkungan
-	Su rvives	(verb)	:	bertahan
-	Unemployment	(noun)	:	pengangguran

IV. Teaching Learning Activities.

	Teacher's activities		Students' activities
1.	Greet the students.	1.	Give response to greeting
2.	Reads the whole passage J	e .	Listen to the teacher.
	once.		
3.	Discusses new difficult	3.	Give response to teacher
	words found in the passage	•	
4.	Asks students to read the	.4	Read the passage silently
	passage silently.		
5.	Asks students to do the	5.	Do the evaluation.
	evaluation.		

V. Teaching Aids.

1.	Hand	out	3.	Blackboard
				*

2. Copied paper 4. Chalk

VI	. Me	thods.				
	2.	Self finding				
	3.	Giving tasks				
	4.	Pre-reading activities	•			
VII	. Sc	hedule.				
	1.	Discussing the picture with a set				
		of pre-questions	10 minutes			
	2.	Reading the passage and discusses				
		about new difficult words.	15 minutes			
	3.	Answering questions.	20 minutes			
			والله والله والله والله والله والله والله والله			
		Total	45 minutes			
VIII	. Re	ference.				
	Pe	nuntun Pelajaran Bahasa Inggris un	tuk SMU kelas			
	ol	ehaM. Simatupang and Djoko Kentjon	0.			
IX	. Ev	valuation.				
a . Factual questions.						
	1.	What things have made man's life	difficult ?			
	ź.2.	How can man survive in life ?	,			
	3.	Why do some people say that too m	any people			
· •		means too many problems ?				
b. Inferential questions.						
	1.	What does the reading passage tal	k about ?			

a. Life is difficult today

- b. The problems of over population
- c. In order to be able to survive, man has to work hard
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5. "It" refers to ----- (5th paragraph, 2nd line)

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6. Why is pure water becoming scarce in many areas ?

- a. Because there is no rain all years
- b. Because man uses too much pure water
- c. Because the dry season last long
- d. Because much water is polluted
- c. Evaluation question.
 - 1. What should the Government do to make the village people prefer staying in the village than in the city ?