

APPENDICES

Appendix 1. Lesson Plan

1. Teaching Module Experimental Group

MODUL AJAR POKOK MATERI: NEWS ITEM INFORMASI UMUM	
A. Identitas Modul	
Penyusun	Frisca Bella Romadany Sejati
Instansi	SMA Muhammadiyah 8 Gresik
Mata Pelajaran	Bahasa Inggris
Tahun	2025
Semester	2 (Genap)
Kelas/Fase	X / Fase E
Alokasi Waktu	4 Pertemuan (4JP x 45 minutes)
B. Kompetensi Awal	
<ol style="list-style-type: none"> 1. Peserta didik memiliki kemampuan membaca teks dengan lancar baik teks yang sederhana maupun teks yang lebih kompleks 2. Peserta didik dapat memahami isi teks secara umum 3. Peserta didik mampu mengenal teks berita secara general 	
C. Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, bertakwa kepada Tuhan Yang Maha Esa (mengajak peserta didik berdoa sebelum memulai pembelajaran dan bersyukur setelah selesai pembelajaran) dan berakhlak mulia (menumbuhkan sifat jujur dan bertanggung jawab peserta didik dalam menyelesaikan tugas). 2. Mandiri (menumbuhkan kepercayaan diri pada peserta didik yang tidak bergantung pada teman dalam menyelesaikan tugas). 3. Bernalar kritis (menumbuhkan sifat bernalar kritis peserta didik dalam menyampaikan pendapat ketika berdiskusi maupun dalam waktu pembelajaran klasikal). 	
D. Sarana dan Prasarana	
<ol style="list-style-type: none"> 1. Sumber Belajar: 2. Media: 3. Alat: 4. Lingkungan Belajar 	Reading text dari Breaking New English Materi ajar dan LKPD Ponsel, alat tulis, buku, dan papan tulis Ruang kelas
E. Bahan Ajar	
Materi tentang teks berita	
F. Target Peserta Didik	
Peserta didik regular kelas X	
G. Model Pembelajaran	
Genre based approach dengan strategi THIEVES dalam aktivitas membaca	
H. Metode Pembelajaran	
<ol style="list-style-type: none"> 1. Tanya jawab 2. Penugasan 	

Moda Pembelajaran	
Tatap muka/luring	
KOMPONEN INTI	
A. Elemen	
Membaca - Memirsa	
B. Capaian Pembelajaran	
Peserta didik mampu memahami, menganalisis, dan mengevaluasi terhadap ide pokok, isu-isu atau pengembangan plot dalam teks berita.	
C. Tujuan Pembelajaran	
<ol style="list-style-type: none"> 1. Peserta didik mampu membaca dan merespon teks berita yang diberikan. 2. Peserta didik mampu menunjukkan pemahaman terhadap ide pokok dalam teks berita yang diberikan. 3. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 4. Peserta didik mampu menunjukkan pemahaman terhadap struktur pada teks berita yang diberikan 5. Peserta didik mampu mengevaluasi detil spesifik dan inti dari teks berita yang diberikan 6. Peserta didik mampu meningkatkan pemahaman dan keterampilan dalam menanggapi teks berita melalui diskusi dan refleksi. 	
D. Pemahaman Bermakna	
Peserta didik mampu memahami teks berita secara kritis dengan menggunakan strategi THIEVES	
E. Pertanyaan Pemantik	
Pertemuan 1	<ol style="list-style-type: none"> 1. Do you like to read a news? 2. What is your opinion about learning English? 3. Why do you think it's important to learn English? 4. What can you say about these words and your life: Students/Artificial Intelligence (AI)/Apps/Learning/boring/teachers
Pertemuan 2	<ol style="list-style-type: none"> 1. in the previous meeting, we discussed a story, what the story about? 2. How often you used AI?
Pertemuan 3	<ol style="list-style-type: none"> 1. In the previous meeting, we learn new strategy. Tell me your opinion about the strategy 2. What we can learn about the story? 3. What's the aspect that interest you
Pertemuan 4	<ol style="list-style-type: none"> 1. Shared your opinion about the previous story 2. What do you like/dislike about the story? 3. What do you feel after reading the story?
F. Persiapan Pembelajaran	
<ol style="list-style-type: none"> 1. Pendidik menyiapkan materi ajar, LKPD, instrumen penilaian. 2. Pendidik menyiapkan media pembelajaran dan mengondisikan kelas. 	
G. Kegiatan Pembelajaran	
Kegiatan Pembelajaran	Alokasi Waktu
Pertemuan 1	
Tujuan Pembelajaran:	

<ol style="list-style-type: none"> 1. Peserta didik mampu membaca dan merespon teks berita yang diberikan. 2. Peserta didik mampu menunjukkan pemahaman terhadap ide pokok dalam teks berita yang diberikan. 	
<p>Kegiatan awal</p> <ol style="list-style-type: none"> 1. Kegiatan Awal (15 menit) 2. Peserta didik memulai pembelajaran dengan salam dan berdoa. 3. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	15 Menit
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan pertanyaan pemantik seperti: <ul style="list-style-type: none"> •What is your opinion about learning English? •Why do you think it's important to learn English? •What can you say about these words and your life: Students/ArtificialIntelligence (AI) /Apps /Learning /boring /teachers 2. Peserta didik diberikan LKPD KB-1 Activity 1 untuk membangun background knowladge pada kegiatan before reading 3. Peserta didik diberikan teks berita dan berdiskusi terkait kegiatan sebelumnya. 4. Peserta didik menerima penjelasan terkait dengan information, struktur, dan language features dari berita teks 5. Peserta didik menjawab pertanyaan pada LKPD KB-1 Activity 2 6. Peserta didik memperkuat kemampuan dalam mencari detail spesifik terkait dengan teks berita dengan cara berdiskusi terkait topik teks berita yang telah di berikan 	65 Menit
<p>Kegiatan akhir:</p> <ol style="list-style-type: none"> 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini 	10 Menit
Pertemuan 2	
<p>Tujuan Pembelajaran:</p> <ol style="list-style-type: none"> 3. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 4. Peserta didik mampu menunjukkan pemahanam terhadap struktur pada teks berita yang diberikan 	
Kegiatan awal	

<ol style="list-style-type: none"> 1. Peserta didik memulai pembelajaran dengan salam dan berdoa. 2. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 3. Peserta didik diberikan pertanyaan terkait materi dipertemuan sebelumnya 4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	15 Menit
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik menerima penjelasan terkait dengan strategi THIEVES 2. Peserta didik diberikan teks berita 3. Peserta didik melakukan diskusi bersama terkait teks yang diberikan dengan menggunakan strategi THIEVES 4. Peserta didik diberikan latihan pemahaman teks dengan menggunakan lembar kerja THIEVES (LKPD KB2) 	65 Menit
<p>Kegiatan akhir:</p> <ol style="list-style-type: none"> 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini 	10 Menit
Pertemuan 3	
<p>Tujuan Pembelajaran:</p> <ol style="list-style-type: none"> 3. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 4. Peserta didik mampu menunjukkan pemahanam terhadap struktur pada teks berita yang diberikan 	
<p>Kegiatan awal</p> <ol style="list-style-type: none"> 5. Peserta didik memulai pembelajaran dengan salam dan berdoa. 6. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 7. Peserta didik diberikan pertanyaan terkait materi dipertemuan sebelumnya 8. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	15 Menit
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan teks berita 2. Peserta didik mengulas kembali terkait strategi THIEVES yang sudah diberikan 3. Peserta didik diberikan latihan pemahaman teks dengan menggunakan lembar kerja THIEVES (LKPD KB 3 Activity 1) 4. Peserta didik berdiskusi mengenai teks yang diberikan 	

setelah menggunakan strategi THIEVES (LKPD KB 3 Activity-2)	65 Menit
Kegiatan akhir: 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini	10 Menit
Pertemuan 4	
Tujuan Pembelajaran: 1. Peserta didik mampu mengevaluasi detil spesifik dan inti dari teks berita yang diberikan 2. Peserta didik mampu meningkatkan pemahaman dan keterampilan dalam menanggapi teks berita melalui diskusi dan refleksi.	
Kegiatan awal <ul style="list-style-type: none"> • Peserta didik memulai pembelajaran dengan salam dan berdoa. • Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran • Peserta didik mengulas kembali materi dipertemuan sebelumnya • Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	15 Menit
Kegiatan inti: 1. Peserta didik diberikan teks berita 2. Peserta didik memberikan opini terkait teks yang telah diberikan 3. Peserta didik berdiskusi terkait teks berita yang telah diberikan 4. Peserta didik diberikan latihan pemahaman terkait teks yang telah diberikan	65 Menit
Kegiatan akhir: 3. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 4. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini	10 Menit
H. Refleksi	
Refleksi Peserta Didik: Secara pribadi, peserta didik juga melakukan refleksi terhadap proses pembelajaran yang dilaluinya dengan panduan sebagai berikut: 1. Hal apa saja yang sudah kamu pelajari hari ini? 2. Apakah sudah menguasai materi pembelajaran yang diajarkan hari ini?	

<p>3. Apakah terdapat kendala yang kamu rasakan dalam pembelajaran?</p> <p>4. Bagaimana upayamu dalam menghadapi kendala itu?</p> <p>5. Bagaimana perasaan kamu saat kegiatan pembelajaran berlangsung?</p> <p>Refleksi Pendidik:</p> <p>1. Apakah peserta didik sudah mencapai tujuan pembelajaran?</p> <p>2. Bagaimana upaya yang dapat dilakukan jika peserta didik belum mencapai tujuan pembelajaran?</p> <p>3. Apa saja kesulitan yang dihadapi peserta didik dalam pembelajaran?</p> <p>4. Bagaimana upaya yang dapat dilakukan agar kesulitan peserta didik dapat teratasi?</p>
<p>Asesment</p> <p>Jenis Asasmen:</p> <ul style="list-style-type: none"> • Formatif <ul style="list-style-type: none"> 1. Teknik Asesmen: Observasi tertulis 2. Bentuk Asesmen: Diskusi, tes tertulis 3. Bentuk Instrumen: Jurnal/lembar observasi, LKPD • Diagnostik <ul style="list-style-type: none"> 1. Tidak tertulis (lisan) 2. Pertanyaan pemantik • Sumatif <ul style="list-style-type: none"> 1. Tes tulis
<p>LAMPIRAN</p>

A. Lembar Kegiatan Peserta Didik (Experimental Class)

1. Lembar Kegiatan Peserta Didik (LKPD KB-1 Activity 1)

Before Reading!

TRUE / FALSE: Read the headline. Guess if 1-8 below are true (T) or false (F).

1. The article says many people are learning multiple languages. T / F
2. The number of people using AI tools increased by 80% in 2024. T / F
3. Young people are still preferring face-to-face lessons over AI. T / F
4. People in their 20s loved the natural responses of AI lessons. T / F
5. An app company said there was an AI revolution happening. T / F
6. The app company said people are studying Korean to understand artists. T / F
7. More people used video streaming than textbooks. T / F
8. Just over 20% of people in the survey had an English teacher. T / F

Read this text carefully so you can find out the truth from the above!

Learning English

More and more students in Japan are using artificial intelligence (AI) to learn English and other languages. The language-learning app Duolingo conducted a survey on how students study languages. More than 4,700 Japanese students answered questions about their language-learning habits. The survey found that the number of people using ChatGPT and other AI tools increased by more than 80 per cent in 2024. AI was particularly popular with younger people. The researchers said more young people used AI than took face-to-face lessons. However, some people in their 20s were not totally happy with AI lessons. They said AI lacked natural responses and was a little boring.

Duolingo said: "We're in the midst of an AI revolution.... Technology has long had an impact on language learning." It found that apps were the most popular method in Japan to learn languages. English was the most studied language, followed by Korean. People are studying Korean "to understand the language as spoken by...favourite artists and celebrities." Duolingo said around 58 per cent of people who took the survey used language-learning apps. This was followed by video streaming platforms like YouTube and Netflix (37%), textbooks (36%) and online lessons (16%). The number of people going to a language school is decreasing. Just 13.8 per cent of people went to classes with a teacher

Source: <https://breakingnewsenglish.com/2412/241223-learning-english-ai.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

2. Lembar Kegiatan Peserta Didik (LKPD KB-2 Activity 1)

Read the text below then answer the following questions!

Lesson on Philanthropy

University students receiving their diplomas at a college in the USA got the surprise of their lives during their commencement ceremony. Students at Morehouse College in Atlanta, Georgia were listening to a speech from the philanthropist Robert F. Smith, a recipient of an honorary degree from Morehouse. Mr Smith ended his speech by informing the 400 students that he would pay off their student loans and debt. He said: "This is my class, 2019, and my family is making a grant to eliminate their student loans." He added: "On behalf of the eight generations of my family who have been in this country, we're going to put a little fuel in your bus." Mr Smith's kindness is estimated to be worth about \$40 million.

Robert F. Smith, 56, graduated from Columbia Business School, where he earned an MBA with honors. In the year 2000, he founded the investment company Vista Equity Partners, which currently manages over \$46 billion in assets. His company made him a multi-billionaire. Mr Smith was the first African- American to sign the Giving Pledge, where people promise to commit at least half of their wealth to philanthropic causes. One graduate to benefit from Smith's generosity said it would have an "immeasurable impact" on his life. Dwytt Lewis, 21, whose \$150,000 loan is now no more, added: "Just imagine the weight lifted off your shoulders when you have a clean slate coming out of college."

Source: <https://breakingnewsenglish.com/1905/190523-philanthropist.html>

Questions:

1. Where were the students when they got the surprise of their lives?
2. What was the philanthropist Robert F. Smith a recipient of?
3. How many students will have their loan paid by Robert F. Smith?
4. For how many generations has Robert F. Smith's family been in the USA?
5. How much will repaying the loans cost Robert F. Smith?
6. Where did Robert F. Smith get his MBA from?
7. When did Robert F. Smith start his company Vista Equity Partners?
8. What initiative did Robert F. Smith sign up to?
9. How much of his wealth did Robert F. Smith sign up to giving away?
10. What did a student say had been lifted from his shoulders?

3. Lembar Kegiatan Peserta Didik (LKPD KB-3 Activity 1)

Read the text below then answer the following questions!

Paper Books

The march of technology may seem unstoppable, but all things digital may have a way to go before they replace the traditional bedtime book - the paper one. A new study shows that paper books are better than e-books for bedtime reading. The study suggests that the good old printed book, with real pages that you turn with your fingers, makes parents and children interact more than they do when reading with an electronic book. Researchers from the University of Michigan studied how 37 pairs of parents and toddlers interacted with e-books and paper books. The researchers found that with electronic books, parents asked their children fewer questions and made fewer comments about the story.

The study involved observing parents and children (aged two or three) reading from three different book formats. These were printed books, basic e-books on a tablet, and enhanced e-books with features such as animation, graphics and sound effects. The researchers discovered that the parents and toddlers interacted with each other less with both types of e-books than they did with the printed books. A researcher said that when they did speak, they were far likelier to talk about the device and the technology rather than about the story. Children were likelier to say things like, "don't push that button" or "don't change the volume" than ask questions or make observations about the story.

Source: <https://breakingnewsenglish.com/1903/190328-paper-books.html>

Answers these following questions based from the text above!

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'book'?
3. What do you think of books?
4. What are the good and bad things about paper books?
5. What is your favourite book, and why?
6. How important is bedtime reading for children?
7. What do you think of the march of technology?
8. Which are better - paper books or e-books?
9. What are your childhood memories of books?
10. What format of books will we be reading in 100 years?

4. Lembar Kegiatan Peserta Didik (LKPD KB-3 Activity 2)

- Write five GOOD questions about paper books in the table. Do this in pairs.

Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

Questions	Pairs 1	Pairs 2	Pairs 3
Q1			
Q2			
Q3			
Q4			
Q5			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

5. Lembar Kegiatan Peserta Didik (LKPD KB-4 Activity 1)

Read the following text carefully. After reading the text, answer the questions below!

Exam Security

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

Source: <https://breakingnewsenglish.com/1806/180623-exam-security.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

B. Lembar Strategi THIEVES

THIEVES PRACTICE

T: Read the title and predict what the text will about
H: Look at all headings (& table of contents) and then turn two of them into important questions that you think the text will answer: (Why,...How...Explain...
I: Use the introduction and first paragraph to predict the main idea.
E: Write down everything you know about the topic. Use the back of this paper, if necessary.
V: List three important visuals and predict how they will help you understand the text
E: Read the end-of-chapter questions. What information do you think is important?
S: Summary – so what? Why do you think the author wrote this?

2. Teaching Modul Control Class

MODUL AJAR POKOK MATERI: NEWS ITEM INFORMASI UMUM	
A. Identitas Modul	
Penyusun	Frisca Bella Romadany Sejati
Instansi	SMA Muhammadiyah 8 Gresik
Mata Pelajaran	Bahasa Inggris
Tahun	2025
Semester	2 (Genap)
Kelas/Fase	X / Fase E
Alokasi Waktu	4 Pertemuan (4JP x 45 minutes)
B. Kompetensi Awal	
<ol style="list-style-type: none"> 1. Peserta didik memiliki kemampuan membaca teks dengan lancar baik teks yang sederhana maupun teks yang lebih kompleks 2. Peserta didik dapat memahami isi teks secara umum 3. Peserta didik mampu mengenal teks berita secara general 	
C. Profil Pelajar Pancasila	
<ol style="list-style-type: none"> 1. Beriman, bertakwa kepada Tuhan Yang Maha Esa (mengajak peserta didik berdoa sebelum memulai pembelajaran dan bersyukur setelah selesai pembelajaran) dan berakhlak mulia (menumbuhkan sifat jujur dan bertanggung jawab peserta didik dalam menyelesaikan tugas). 2. Mandiri (menumbuhkan kepercayaan diri pada peserta didik yang tidak bergantung pada teman dalam menyelesaikan tugas). 3. Bernalar kritis (menumbuhkan sifat bernalar kritis peserta didik dalam menyampaikan pendapat ketika berdiskusi maupun dalam waktu pembelajaran klasikal). 	
D. Sarana dan Prasarana	
<ol style="list-style-type: none"> 1. Sumber Belajar: 2. Media: 3. Alat: 4. Lingkungan Belajar 	Reading text dari Breaking New English Materi ajar dan LKPD Ponsel, alat tulis, buku, dan papan tulis Ruang kelas
E. Bahan Ajar	
Materi tentang teks berita	
F. Target Peserta Didik	
Peserta didik regular kelas X	
G. Model Pembelajaran	
Genre based approach dengan strategi THIEVES dalam aktivitas membaca	
H. Metode Pembelajaran	
<ol style="list-style-type: none"> 1. Tanya jawab 2. Penugasan 	
Moda Pembelajaran	

Tatap muka/luring	
KOMPONEN INTI	
I. Elemen	
Membaca - Memirsa	
J. Capaian Pembelajaran	
Peserta didik mampu memahami, menganalisis, dan mengevaluasi terhadap ide pokok, isu-isu atau pengembangan plot dalam teks berita.	
K. Tujuan Pembelajaran	
<ol style="list-style-type: none"> 1. Peserta didik mampu membaca dan merespon teks berita yang diberikan. 2. Peserta didik mampu menunjukkan pemahaman terhadap ide pokok dalam teks berita yang diberikan. 3. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 4. Peserta didik mampu menunjukkan pemahaman terhadap struktur pada teks berita yang diberikan 5. Peserta didik mampu mengevaluasi detail spesifik dan inti dari teks berita yang diberikan 6. Peserta didik mampu meningkatkan pemahaman dan keterampilan dalam menanggapi teks berita melalui diskusi dan refleksi. 	
L. Pemahaman Bermakna	
Peserta didik mampu memahami teks berita secara kritis	
M. Pertanyaan Pemantik	
Pertemuan 1	<ol style="list-style-type: none"> 1. Do you like to read a news? 2. What is your opinion about learning English? 3. Why do you think it's important to learn English? 4. What can you say about these words and your life: Students/Artificial Intelligence (AI)/Apps/Learning/boring/teachers
Pertemuan 2	<ol style="list-style-type: none"> 1. in the previous meeting, we discussed a story, what the story about? 2. How often you used AI?
Pertemuan 3	<ol style="list-style-type: none"> 1. What we can learn about the story? 2. What's the aspect that interest you
Pertemuan 4	<ol style="list-style-type: none"> 1. Shared your opinion about the previous story 2. What do you like/dislike about the story? 3. What do you feel after reading the story?
N. Persiapan Pembelajaran	
<ol style="list-style-type: none"> 1. Pendidik menyiapkan materi ajar, LKPD, instrumen penilaian. 2. Pendidik menyiapkan media pembelajaran dan mengondisikan kelas. 	
O. Kegiatan Pembelajaran	
Kegiatan Pembelajaran	Alokasi Waktu
Pertemuan 1	
Tujuan Pembelajaran:	
<ol style="list-style-type: none"> 1. Peserta didik mampu membaca dan merespon teks berita yang diberikan. 2. Peserta didik mampu menunjukkan pemahaman terhadap ide pokok dalam teks berita yang diberikan. 	

<p>Kegiatan awal</p> <ol style="list-style-type: none"> 1. Kegiatan Awal (15 menit) 2. Peserta didik memulai pembelajaran dengan salam dan berdoa. 3. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	<p>15 Menit</p>
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan pertanyaan pemantik seperti: <ul style="list-style-type: none"> •What is your opinion about learning English? •Why do you think it's important to learn English? •What can you say about these words and your life: Students/ArtificialIntelligence (AI) /Apps /Learning /boring /teachers 2. Peserta didik diberikan LKPD KB-1 Activity 1 untuk membangun background knowladge pada kegiatan before reading 3. Peserta didik diberikan teks berita dan berdiskusi terkait kegiatan sebelumnya. 4. Peserta didik menerima penjelasan terkait dengan information, struktur, dan language features dari berita teks 5. Peserta didik menjawab pertanyaan pada LKPD KB-1 Activity 2 6. Peserta didik memperkuat kemampuan dalam mencari detail spesifik terkait dengan teks berita dengan cara berdiskusi terkait topik teks berita yang telah di berikan 	<p>65 Menit</p>
<p>Kegiatan akhir:</p> <ol style="list-style-type: none"> 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini 	<p>10 Menit</p>
<p style="text-align: center;">Pertemuan 2</p> <p>Tujuan Pembelajaran:</p> <ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 2. Peserta didik mampu menunjukkan pemahaman terhadap struktur pada teks berita yang diberikan 	
<p>Kegiatan awal</p> <ol style="list-style-type: none"> 1. Peserta didik memulai pembelajaran dengan salam dan berdoa. 2. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 3. Peserta didik diberikan pertanyaan terkait materi dipertemuan sebelumnya 	<p>15 Menit</p>

<p>4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran</p>	
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik dibagi menjadi beberapa kelompok 2. Peserta didik diberikan beberapa vocabulary dari teks yang akan di bahas (ex: diploma / college / surprise / speech / philanthropist / degree / debt / generation / MBA / investment /assets) 3. Peserta didik berdiskusi dengan kelompoknya vocabulary yang telah diberikan dan adakah keterkaitan terkait vocabulary yang diberikan dengan vocabulary lainnya 4. Peserta didik diberikan teks berita 5. Peserta didik diberikan latihan pemahaman teks (LKPD KB2) 	<p>65 Menit</p>
<p>Kegiatan akhir:</p> <ol style="list-style-type: none"> 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini 	<p>10 Menit</p>
<p>Pertemuan 3</p>	
<p>Tujuan Pembelajaran:</p> <ol style="list-style-type: none"> 3. Peserta didik mampu mengidentifikasi tujuan penulis dalam teks berita 4. Peserta didik mampu menunjukkan pemahanam terhadap struktur pada teks berita yang diberikan 	
<p>Kegiatan awal</p> <ol style="list-style-type: none"> 1. Peserta didik memulai pembelajaran dengan salam dan berdoa. 2. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 3. Peserta didik diberikan pertanyaan terkait materi dipertemuan sebelumnya 4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran 	<p>15 Menit</p>
<p>Kegiatan inti:</p> <ol style="list-style-type: none"> 1. Peserta didik berkelompok dengan teman sebangkunya 2. Peserta didik diberikan tema paper book sebagai bahan diskusi 3. Peserta didik berdiskusi menggunakan LKPD KB 3 Activty 1 4. Peserta didik memaparkan hasil diskusi dengan menggunakan mini- presentasi 5. Peserta didik berdiskusi mengenai teks yang diberikan (LKPD KB 3 Activity-2) 	<p>65 Menit</p>

Kegiatan akhir: 1. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 2. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini	10 Menit
Pertemuan 4	
Tujuan Pembelajaran: 5. Peserta didik mampu mengevaluasi detil spesifik dan inti dari teks berita yang diberikan 6. Peserta didik mampu meningkatkan pemahaman dan keterampilan dalam menanggapi teks berita melalui diskusi dan refleksi.	
Kegiatan awal 1. Peserta didik memulai pembelajaran dengan salam dan berdoa. 2. Peserta didik mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran 3. Peserta didik mengulas kembali materi dipertemuan sebelumnya 4. Peserta didik diberi tahu tujuan yang ingin dicapai dalam proses pembelajaran	15 Menit
Kegiatan inti: 5. Peserta didik diberikan teks berita 6. Peserta didik memberikan opini terkait teks yang telah diberikan 7. Peserta didik berdiskusi terkait teks berita yang telah diberikan 8. Peserta didik diberikan latihan pemahaman terkait teks yang telah diberikan	65 Menit
Kegiatan akhir: 3. Peserta didik mengulas kembali pembelajaran hari ini dengan tanya jawab singkat 4. Peserta didik mendapat umpan balik dari guru terkait pembelajaran hari ini	10 Menit
P. Refleksi	
Refleksi Peserta Didik: Secara pribadi, peserta didik juga melakukan refleksi terhadap proses pembelajaran yang dilaluinya dengan panduan sebagai berikut: 6. Hal apa saja yang sudah kamu pelajari hari ini? 7. Apakah sudah menguasai materi pembelajaran yang diajarkan hari ini? 8. Apakah terdapat kendala yang kamu rasakan dalam pembelajaran? 9. Bagaimana upayamu dalam menghadapi kendala itu?	

<p>10. Bagaimana perasaan kamu saat kegiatan pembelajaran berlangsung?</p> <p>Refleksi Pendidik:</p> <ol style="list-style-type: none"> 5. Apakah peserta didik sudah mencapai tujuan pembelajaran? 6. Bagaimana upaya yang dapat dilakukan jika peserta didik belum mencapai tujuan pembelajaran? 7. Apa saja kesulitan yang dihadapi peserta didik dalam pembelajaran? 8. Bagaimana upaya yang dapat dilakukan agar kesulitan peserta didik dapat teratasi?
<p>Asesment</p> <p>Jenis Asasmen:</p> <ul style="list-style-type: none"> • Formatif <ol style="list-style-type: none"> 4. Teknik Asesmen: Observasi tertulis 5. Bentuk Asesmen: Diskusi, tes tertulis 6. Bentuk Instrumen: Jurnal/lembar observasi, LKPD • Diagnostik <ol style="list-style-type: none"> 3. Tidak tertulis (lisan) 4. Pertanyaan pemantik • Sumatif <ol style="list-style-type: none"> 3. Tes tulis
<p>LAMPIRAN</p>

B/ Lembar Kegiatan Peserta Didik (Control Class)

1. Lembar Kegiatan Peserta Didik (LKPD KB-1 Activity 1)

Before Reading!

TRUE / FALSE: Read the headline. Guess if 1-8 below are true (T) or false (F).

1. The article says many people are learning multiple languages. T / F
2. The number of people using AI tools increased by 80% in 2024. T / F
3. Young people are still preferring face-to-face lessons over AI. T / F
4. People in their 20s loved the natural responses of AI lessons. T / F
5. An app company said there was an AI revolution happening. T / F
6. The app company said people are studying Korean to understand artists. T / F
7. More people used video streaming than textbooks. T / F
8. Just over 20% of people in the survey had an English teacher. T / F

Read this text carefully so you can find out the truth from the above!

Learning English

More and more students in Japan are using artificial intelligence (AI) to learn English and other languages. The language-learning app Duolingo conducted a survey on how students study languages. More than 4,700 Japanese students answered questions

about their language-learning habits. The survey found that the number of people using ChatGPT and other AI tools increased by more than 80 per cent in 2024. AI was particularly popular with younger people. The researchers said more young people used AI than took face-to-face lessons. However, some people in their 20s were not totally happy with AI lessons. They said AI lacked natural responses and was a little boring.

Duolingo said: "We're in the midst of an AI revolution... Technology has long had an impact on language learning." It found that apps were the most popular method in Japan to learn languages. English was the most studied language, followed by Korean. People are studying Korean "to understand the language as spoken by...favourite artists and celebrities." Duolingo said around 58 per cent of people who took the survey used language-learning apps. This was followed by video streaming platforms like YouTube and Netflix (37%), textbooks (36%) and online lessons (16%). The number of people going to a language school is decreasing. Just 13.8 per cent of people went to classes with a teacher

Source: <https://breakingnewsenglish.com/2412/241223-learning-english-ai.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

2. Lembar Kegiatan Peserta Didik (LKPD KB-2 Activity 1)

Read the text below then answer the following questions!

Lesson on Philanthropy

University students receiving their diplomas at a college in the USA got the surprise of their lives during their commencement ceremony. Students at Morehouse College in Atlanta, Georgia were listening to a speech from the philanthropist Robert F. Smith, a recipient of an honorary degree from Morehouse. Mr Smith ended his speech by informing the 400 students that he would pay off their student loans and debt. He said: "This is my class, 2019, and my family is making a grant to eliminate their student loans." He added: "On behalf of the eight generations of my family who have been in this country, we're going to put a little fuel in your bus." Mr Smith's kindness is estimated to be worth about \$40 million.

Robert F. Smith, 56, graduated from Columbia Business School, where he earned an MBA with honors. In the year 2000, he founded the investment company Vista Equity Partners, which currently manages over \$46 billion in assets. His company made him a multi-billionaire. Mr Smith was the first African- American to sign the Giving Pledge, where people promise to commit at least half of their wealth to philanthropic causes. One graduate to benefit from Smith's generosity said it would have an "immeasurable impact" on his life. Dwytt Lewis, 21, whose \$150,000 loan is now no more, added: "Just imagine the weight lifted off your shoulders when you have a clean slate coming out of college."

Source: <https://breakingnewsenglish.com/1905/190523-philanthropist.html>

Questions:

1. Where were the students when they got the surprise of their lives?
2. What was the philanthropist Robert F. Smith a recipient of?
3. How many students will have their loan paid by Robert F. Smith?
4. For how many generations has Robert F. Smith's family been in the USA?
5. How much will repaying the loans cost Robert F. Smith?
6. Where did Robert F. Smith get his MBA from?
7. When did Robert F. Smith start his company Vista Equity Partners?
8. What initiative did Robert F. Smith sign up to?

9. How much of his wealth did Robert F. Smith sign up to giving away?
10. What did a student say had been lifted from his shoulders?

3. Lembar Kegiatan Peserta Didik (LKPD KB-3 Activity 1)

Read the text below then answer the following questions!

Paper Books

The march of technology may seem unstoppable, but all things digital may have a way to go before they replace the traditional bedtime book - the paper one. A new study shows that paper books are better than e-books for bedtime reading. The study suggests that the good old printed book, with real pages that you turn with your fingers, makes parents and children interact more than they do when reading with an electronic book. Researchers from the University of Michigan studied how 37 pairs of parents and toddlers interacted with e-books and paper books. The researchers found that with electronic books, parents asked their children fewer questions and made fewer comments about the story.

The study involved observing parents and children (aged two or three) reading from three different book formats. These were printed books, basic e-books on a tablet, and enhanced e-books with features such as animation, graphics and sound effects. The researchers discovered that the parents and toddlers interacted with each other less with both types of e-books than they did with the printed books. A researcher said that when they did speak, they were far likelier to talk about the device and the technology rather than about the story. Children were likelier to say things like, "don't push that button" or "don't change the volume" than ask questions or make observations about the story.

Source: <https://breakingnewsenglish.com/1903/190328-paper-books.html>

Answers these following questions based from the text above!

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'book'?
3. What do you think of books?
4. What are the good and bad things about paper books?
5. What is your favourite book, and why?
6. How important is bedtime reading for children?
7. What do you think of the march of technology?
8. Which are better - paper books or e-books?
9. What are your childhood memories of books?

10. What format of books will we be reading in 100 years?

4. Lembar Kegiatan Peserta Didik (LKPD KB-3 Activity 2)

- Write five GOOD questions about paper books in the table. Do this in pairs.

Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

Questions	Pairs 1	Pairs 2	Pairs 3
Q1			
Q2			
Q3			
Q4			
Q5			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

5. Lembar Kegiatan Peserta Didik (LKPD KB-4 Activity 1)

Read the following text carefully. After reading the text, answer the questions below!

Exam Security

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and

security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

Source: <https://breakingnewsenglish.com/1806/180623-exam-security.html>

Questions:

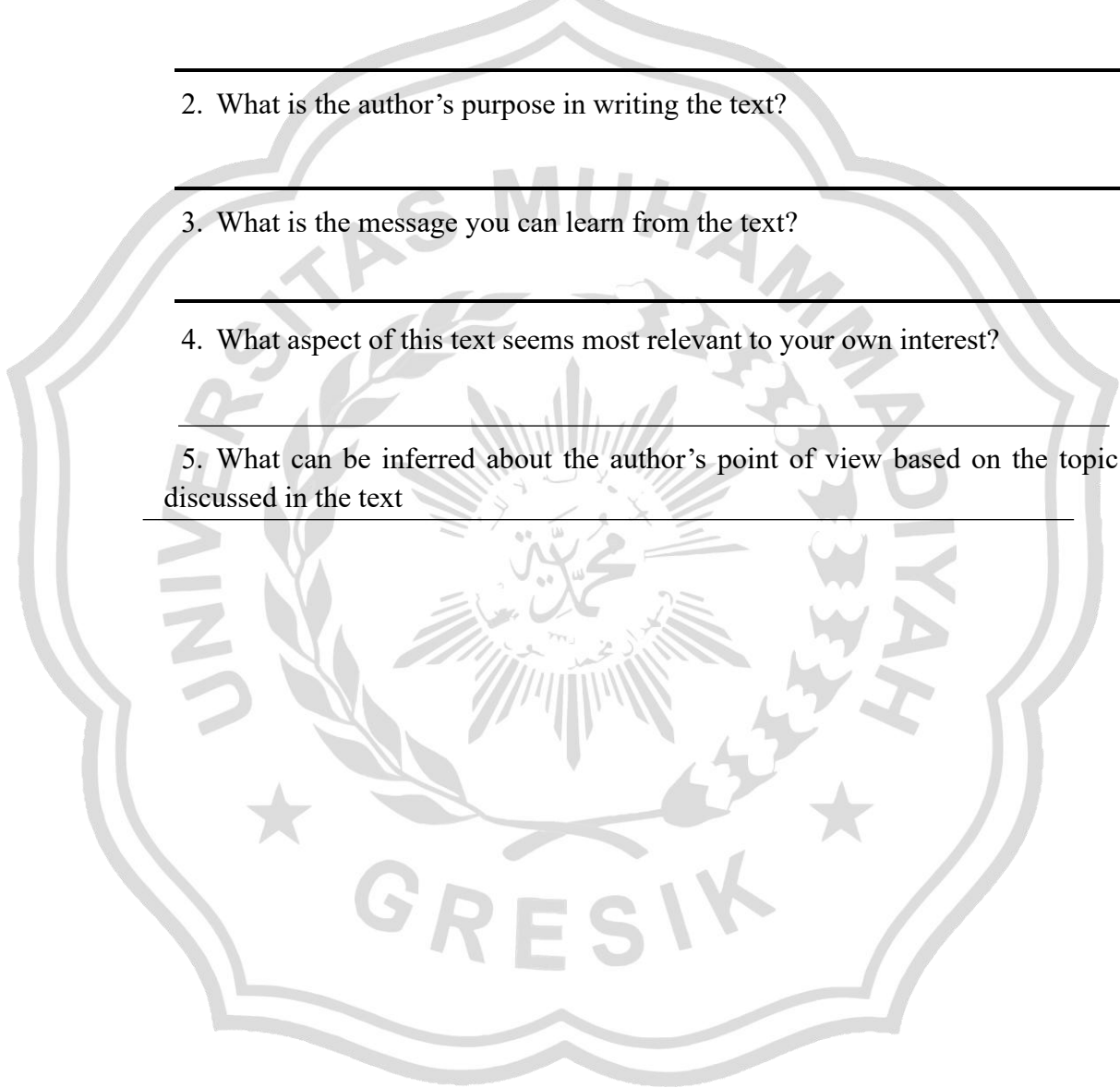
1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text



Appendix 2. Pre-test and Post-test Experimental Class

Pre-test

Learning English

More and more students in Japan are using artificial intelligence (AI) to learn English and other languages. The language-learning app Duolingo conducted a survey on how students study languages. More than 4,700 Japanese students answered questions about their language-learning habits. The survey found that the number of people using ChatGPT and other AI tools increased by more than 80 per cent in 2024. AI was particularly popular with younger people. The researchers said more young people used AI than took face-to-face lessons. However, some people in their 20s were not totally happy with AI lessons. They said AI lacked natural responses and was a little boring.

Duolingo said: "We're in the midst of an AI revolution.... Technology has long had an impact on language learning." It found that apps were the most popular method in Japan to learn languages. English was the most studied language, followed by Korean. People are studying Korean "to understand the language as spoken by...favourite artists and celebrities." Duolingo said around 58 per cent of people who took the survey used language-learning apps. This was followed by video streaming platforms like YouTube and Netflix (37%), textbooks (36%) and online lessons (16%). The number of people going to a language school is decreasing. Just 13.8 per cent of people went to classes with a teacher

Source: <https://breakingnewsenglish.com/2412/241223-learning-english-ai.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

Post-test

Exam Security

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

Source: <https://breakingnewsenglish.com/1806/180623-exam-security.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

Lembar Kerja THIEVES

THIEVES PRACTICE

T: Read the title and predict what the text will about

H: Look at all headings (& table of contents) and then turn two of them into important questions that you think the text will answer: (Why,...How...Explain...

I: Use the introduction and first paragraph to predict the main idea.

E: Write down everything you know about the topic. Use the back of this paper, if necessary.

V: List three important visuals and predict how they will help you understand the text

E: Read the end-of-chapter questions. What information do you think is important?

S: Summary – so what? Why do you think the author wrote this?



Appendix 3. Pre-test and Post-test Control Class

Pre-test

Learning English

More and more students in Japan are using artificial intelligence (AI) to learn English and other languages. The language-learning app Duolingo conducted a survey on how students study languages. More than 4,700 Japanese students answered questions about their language-learning habits. The survey found that the number of people using ChatGPT and other AI tools increased by more than 80 per cent in 2024. AI was particularly popular with younger people. The researchers said more young people used AI than took face-to-face lessons. However, some people in their 20s were not totally happy with AI lessons. They said AI lacked natural responses and was a little boring.

Duolingo said: "We're in the midst of an AI revolution.... Technology has long had an impact on language learning." It found that apps were the most popular method in Japan to learn languages. English was the most studied language, followed by Korean. People are studying Korean "to understand the language as spoken by...favourite artists and celebrities." Duolingo said around 58 per cent of people who took the survey used language-learning apps. This was followed by video streaming platforms like YouTube and Netflix (37%), textbooks (36%) and online lessons (16%). The number of people going to a language school is decreasing. Just 13.8 per cent of people went to classes with a teacher

Source: <https://breakingnewsenglish.com/2412/241223-learning-englishai.html>

Questions:

1. What is the main idea of the text?

2. What is the author's purpose in writing the text?

3. What is the message you can learn from the text?

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?
-

Post-test

Exam Security

Algeria has turned off its Internet all over the country to stop students cheating in high school exams. Algeria's government said it wanted to do something to stop students secretly going online during nationwide school tests. All Internet service was stopped for an hour after the start of each of the exams. The government will shut the Internet down during the whole exam season, between June 20 and June 25. In addition, all electronic devices with Internet access have been banned from the country's 2,000 exam centers. Even teachers cannot take phones into the exam halls. There were many problems in 2016 when test questions were leaked online both before and during exams.

Algeria's Education Minister Nouria Benghabrit told the Algerian newspaper Annahar that Facebook would also be blocked across the country for the six days the exams were taking place. She said she did not like doing this but she could not do nothing and give opportunities to students to cheat in tests. As an added security measure, metal detectors will be placed in all exam halls, and security cameras and mobile-phone blockers have been set up at the printing companies where the exams are printed. Many students thought the government was doing the right thing. Rania Salim, 16, said it wasn't fair that students who didn't study could get help in exams by using their mobile phone to cheat.

Source: <https://breakingnewsenglish.com/1806/180623-exam-security.html>

Questions:

1. What is the main idea of the text?
-

2. What is the author's purpose in writing the text?
-

3. What is the message you can learn from the text?
-

4. What aspect of this text seems most relevant to your own interest?

5. What can be inferred about the author's point of view based on the topic discussed in the text?

Appendix 4. Validity test

Questions	Expert			S ₁	S ₂	S ₃	Σs	n(c-1)	V	Ket
	I	II	III							
Q1	4	4	4	3	3	3	9	9	1	Very High
Q2	4	3	3	3	2	2	7	9	0,777777778	High
Q3	4	4	4	3	3	3	9	9	1	Very High
Q4	4	3	3	3	2	2	7	9	0,777777778	High
Q5	4	4	3	3	3	2	8	9	0,888888889	Very High

Questions	Expert			S ₁	S ₂	S ₃	Σs	n(c-1)	V	Ket
	I	II	III							
Q1-5	20	18	17	15	13	12	40	45	0,88889	Very High

Appendix 5. Pre-test and Post-test Score

Rekap Nilai Pre-test: Experimental Class

Student	Q1	Q2	Q3	Q4	Q5	Total
Student 1	15	16	16	15	17	79
Student 2	13	14	16	17	17	77
Student 3	16	14	14	18	18	80
Student 4	16	15	15	17	16	79
Student 5	15	16	16	16	16	79
Student 6	16	14	12	12	12	66
Student 7	14	12	12	19	21	78
Student 8	18	16	9	14	15	72
Student 9	15	16	18	16	17	82
Student 10	18	18	17	16	14	83
Student 11	14	13	15	16	20	78
Student 12	15	16	14	17	16	78
Student 13	15	14	8	11	15	63
Student 14	15	13	14	16	16	74
Student 15	15	14	15	14	13	71
Student 16	16	19	16	14	15	80
Student 17	17	15	18	19	18	87
Student 18	15	11	18	19	18	81
Student 19	17	16	14	15	16	78
Student 20	17	17	18	16	18	86
Student 21	15	17	18	14	12	76
Student 22	16	15	18	18	18	85
Student 23	16	16	16	14	18	80
Student 24	15	18	18	18	13	82
Student 25	18	16	14	17	16	81
Student 26	15	16	18	18	15	82
Student 27	18	15	18	14	15	80
Student 28	15	17	15	13	18	78
Student 29	13	13	13	13	13	65
Student 30	12	12	12	12	12	60
Student 31	16	16	16	16	16	80

Rekap Nilai Post-Test: Experimental Class

Student	Q1	Q2	Q3	Q4	Q5	Total
Student 1	16	16	16	15	17	80
Student 2	17	18	16	17	17	85
Student 3	16	14	14	18	18	80
Student 4	17	17	15	17	16	82
Student 5	16	16	16	16	16	80
Student 6	17	15	15	18	16	81
Student 7	16	14	12	19	21	82
Student 8	19	18	17	18	18	90
Student 9	16	16	18	16	17	83
Student 10	20	18	18	20	22	98
Student 11	17	15	15	16	20	83
Student 12	17	16	14	17	16	80
Student 13	18	18	18	18	18	90
Student 14	17	17	14	16	16	80
Student 15	19	19	19	18	18	93
Student 16	19	19	18	19	18	93
Student 17	19	18	18	19	18	92
Student 18	19	19	18	19	18	93
Student 19	19	19	19	19	19	95
Student 20	19	18	18	19	18	92
Student 21	19	18	18	19	19	93
Student 22	19	18	18	18	18	91
Student 23	19	18	18	18	18	91
Student 24	19	18	18	19	18	92
Student 25	19	18	18	18	18	91
Student 26	19	18	18	18	18	91
Student 27	19	19	18	18	18	92
Student 28	19	19	18	18	18	92
Student 29	13	13	13	13	13	65
Student 30	12	12	12	12	12	60
Student 31	16	16	16	16	16	80

Rekap Nilai Pre-test: Control Class

Student	Q1	Q2	Q3	Q4	Q5	Total
Student 1	15	15	13	12	14	69
Student 2	15	16	14	14	14	73
Student 3	18	14	14	14	16	76
Student 4	16	16	14	16	14	76
Student 5	16	14	14	15	14	73
Student 6	9	8	9	18	18	62
Student 7	9	8	9	18	18	62
Student 8	16	16	16	18	15	81
Student 9	6	6	6	18	18	54
Student 10	14	14	14	18	18	78
Student 11	16	14	16	18	18	82
Student 12	16	15	16	18	18	83
Student 13	12	12	12	18	18	72
Student 14	13	13	13	14	14	67
Student 15	14	14	16	18	13	75
Student 16	20	20	20	0	0	60
Student 17	12	12	12	18	18	72
Student 18	19	18	23	0	0	60
Student 19	18	18	17	13	12	78
Student 20	12	14	18	18	18	80
Student 21	18	18	12	12	12	72
Student 22	14	16	14	18	13	75
Student 23	13	14	17	12	12	68
Student 24	18	15	12	16	3	64
Student 25	16	15	14	15	12	72
Student 26	14	15	15	13	18	75
Student 27	13	18	13	18	3	65
Student 28	12	10	8	9	9	48
Student 29	18	18	18	18	13	85
Student 30	12	12	12	16	12	64
Student 31	12	12	12	18	16	70
Student 32	15	15	13	12	14	69

Rekap Nilai Post-test: Control Class

Student	Q1	Q2	Q3	Q4	Q5	Total
Student 1	20	14	19	0	0	53
Student 2	15	14	15	18	18	80
Student 3	20	14	20	0	0	54
Student 4	14	12	14	18	18	76
Student 5	20	14	19	18	18	89
Student 6	9	8	9	18	18	62
Student 7	9	8	9	18	18	62
Student 8	20	20	20	0	0	60
Student 9	6	6	6	18	18	54
Student 10	14	14	14	18	18	78
Student 11	16	14	16	18	18	82
Student 12	20	20	20	0	0	60
Student 13	12	12	12	18	18	72
Student 14	14	14	14	18	18	78
Student 15	16	14	16	18	18	82
Student 16	20	20	20	0	0	60
Student 17	12	12	12	18	18	72
Student 18	19	18	23	0	0	60
Student 19	23	18	18	18	18	95
Student 20	21	18	18	15	22	94
Student 21	18	18	12	17	12	77
Student 22	14	16	14	18	18	80
Student 23	13	14	17	12	15	71
Student 24	18	15	12	16	18	79
Student 25	16	15	14	15	15	75
Student 26	16	15	15	13	18	77
Student 27	15	18	13	18	18	82
Student 28	12	10	8	9	12	51
Student 29	18	18	18	18	13	85
Student 30	12	12	14	16	16	70
Student 31	12	12	12	18	18	72
Student 32	13	18	18	13	12	74

Appendix 6. Documentation

Pre-test Control Class 1



Pre-test Experimental Class 1



Teaching Activities 2



Treatment THIEVES 2



Teaching Activities 1



Treatment THIEVES 1



Post-test Control Class 1



Post-test Experimental Class 1



