APPENDICESS

1.1 Homogeneity

Analyse → Compare mean →One way ANOVA

1.1.1 Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
,708	1	73	,403

1.1.2

ANOVA

score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,698	1	7,698	1,312	,256
Within Groups	428,248	73	5,866		
Total	435,947	74			

1.2 Normality

Analyse → descriptive statistic → Explore → Normality plots with test

1.2.1   **Case Processing Summary**

class		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
score	class C (manjemen A)	37	100,0%	0	,0%	37	100,0%
	class D (manjemen B)	38	100,0%	0	,0%	38	100,0%

1.2.2 **Descriptives**

	class			Statistic	Std. Error
score	class C (manj A)	Mean		75,35	,420
		95% Confidence Interval for Mean	Lower Bound	74,50	
			Upper Bound	76,20	
		5% Trimmed Mean		75,39	
		Median		75,00	
		Variance		6,512	
		Std. Deviation		2,552	
		Minimum		70	
		Maximum		80	
		Range		10	
		Interquartile Range		4	
		Skewness		-,014	,388
		Kurtosis		-,404	,759
	class D (manj B)	Mean		74,71	,371
		95% Confidence Interval for Mean	Lower Bound	73,96	
			Upper Bound	75,46	
		5% Trimmed Mean		74,79	
		Median		75,00	
		Variance		5,238	
		Std. Deviation		2,289	
		Minimum		70	
		Maximum		78	
		Range		8	
		Interquartile Range		4	
		Skewness		-,366	,383
		Kurtosis		-,459	,750

1.2.3

Tests of Normality

	class	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	class C (manj A)	,134	37	,090	,958	37	,180
	class D (manj B)	,105	38	,200(*)	,944	38	,054

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

1.3 EAP final score of C class (management A)

Class C (management A)

1	180301002	N.A.I.	72
2	180301005	A.S.B.	77
3	180301006	N.A.M.	74
4	180301007	N.M.U.	74
5	180301010	M.R.I.P.	76
6	180301013	M. Z.F.	74
7	180301014	R.A.S.	75
8	180301017	Q.W.	73
9	180301020	A.N.	78
10	180301021	F.I.W.P.	78
11	180301022	M.F.U.	76
12	180301024	I.A.I.	73
13	180301027	S.A.	74
14	180301035	D.A.	70
15	180301036	N.A.	80
16	180301037	W.I.P	78
17	180301038	N.P.R.	75
18	180301042	H.R.S.	73
19	180301048	M.A.	74
20	180301049	M.A.P.	77
21	180301050	M.A.P.A.	76
22	180301053	B.P.C.W.	76
23	180301057	S.N.	74
24	180301058	A.F.	80
25	180301059	C.S.	80
26	180301060	D.B.P.	75
27	180301061	D.A.R.	78
28	180301064	N.R.	77
29	180301065	N.D.W.	73
30	180301066	S.	78
31	180301067	T.A.A.	77
32	180301069	A.F.	78
33	180301074	N.G.R.	75
34	180301076	H.M.A.C.	73
35	180301077	A.V.Y.L.B.	73
36	180301078	S.S.S.	70
37	180301079	A.S.	74

1.4 EAP final score of D class (management B)

Class D (management B)

1	180301082	F.E.H.	75
2	180301085	A.F.	74
3	180301086	D.R.A.	70
4	180301087	J.N.F.	77
5	180301089	F.C.M.	75
6	180301095	P.O.I.	73
7	180301096	T.A.N.	74
8	180301097	N.A.L.	76
9	180301098	U.N.K.E.	74
10	180301100	S.	77
11	180301104	Z.	75
12	180301106	S.	74
13	180301107	R.F.M.	76
14	180301108	J.T.H.	73
15	180301109	V.P.P.S.	72
16	180301111	R.F.T.	76
17	180301112	A.R.H.P.	78
18	180301118	S.D.L.	78
19	180301121	S.P.	75
20	180301122	W.I.M.	73
21	180301123	A.R.	70
22	180301124	A.A.Z.	77
23	180301125	F.N.	75
24	180301127	A.A.M.D.	73
25	180301128	M.F.Z.	75
26	180301129	B.I.R.	78
27	180301130	W.A.P.M.	77
28	180301131	M.D.A.T.	73
29	180301133	S.A.L.	77
30	180301134	A.N.R.	74
31	180301135	E.Y.	78
32	180301136	D.A.	72
33	180301137	K.H.	74
34	180301138	L.F.	72
35	180301139	N.A.	70
36	180301140	H.M.	76
37	180301141	T.E.S.	75
38	180301142	A.Y.W.	78

1.5 Details for instrument items (pre and post)

item	reading component	item	reading component
Pre1	(literal- Details)	Post1	(literal- Details)
Pre2	(literal- Details)	Post2	(literal- Details)
Pre3	(literal- Details)	Post3	(literal- Details)
Pre4	*(literal-main idea)*	Post4	*(literal-main idea)*
Pre5	*(literal-main idea)*	Post5	*(literal-main idea)*
Pre6	(literal- Comparison)	Post6	(literal- Comparison)
Pre7	(literal-cause effect)	Post7	(literal-cause effect)
Pre8	(literal-character traits)	Post8	(literal-character traits)
Pre9	(reorganization-classifying)	Post9	(reorganization-classifying)
Pre10	(reorganizing –outlining)	Post10	(reorganizing –outlining)
Pre11	(reorganizing – synthesizing)	Post11	(reorganizing – synthesizing)
Pre12	(reorganizing –synthesizing)	Post12	(reorganizing –synthesizing)
Pre13	(reorganization-summarizing)	Post13	(reorganization-summarizing)
Pre14	(Inferring - supporting details)	Post14	(Inferring - supporting details)
Pre15	(Inferring Main Ideas)	Post15	(Inferring Main Ideas)
Pre16	(Inferring Cause and Effect Relationships).	Post16	(Inferring Comparison).
Pre17	(Inferring Cause effects)	Post17	(Inferring Cause effects)
Pre18	(Predicting Outcomes)	Post18	(Predicting Outcomes)
Pre19	(Evaluation- Judgement of adequacy and validity)	Post19	(Evaluation- Judgement of adequacy and validity)
Pre20	(personal response)	Post20	(Personal response- Judgments of Fact or Opinion)

1.6 pre test

<div align="center">

PRE TEST

</div>

READ THE TEXT, THEN ANSWER THESE QUESTIONS BY CHOOSING THE CORRECT ANSWER OF THE MULTIPLE CHOICES (a, b, c or d)

<div align="center">

Business Types

</div>

Sole Proprietorship. A sole proprietorship is one of the most popular business structures, namely because it's one of the simplest and only requires a single person to create. In a nutshell, a sole proprietorship is a business that's owned and operated by just one person. The nice thing about a sole proprietorship is that you don't have to fill out any forms or go through any legal procedures to declare this type of business. Instead, just by owning a business on your own, a sole proprietorship is automatically associated with your new business. Keep in mind, however, that depending on your product or service (and your location), you may need to access a specific license or other documents. Sole proprietorships are the most common type of online business due to their simplicity. An important thing to note is that there isn't a legal or financial distinction between the business and the business owner, which means that you as the business owner are accountable for all of the profits, liabilities and legal issues that your business may encounter. If you're starting an ecommerce business by yourself, a sole proprietorship is probably the best type of business for you. If you're starting a business with one or more partners, keep reading!

Partnership. Two heads are better than one, right? If that's the philosophy behind your business structure, then a partnership might be the best choice for you. A partnership might be appropriate if your business is owned by two or more people. Keep in mind that with this type of business, business responsibilities, including financial and legal, fall upon each business owner. Depending on how the ownership is divided (either equally or not), there are different types of partnerships for you to explore from a legal standpoint. With that being said, a partnership does require that you register your business with your state and establish an official business name. After that, you'll then be required to obtain a business license, along with any other documentation that your state office can help you with. Beyond that, you'll also need to register your business with the IRS for tax purposes. Although this may seem like a complicated process, there are lots of benefits to a partnership, so if you're looking to have a co-owner, don't be afraid to go for it - many online companies are formed using partnerships. Having someone to help share the work of starting a new business is definitely worth the extra paperwork.

Limited Partnership. A limited partnership, or LP, is an off-shoot version of a general partnership, and while it may not be as common, it's a great bet for businesses who are looking to raise capital from investors who aren't interested in working the day to day aspects of your operations. With a limited partnership, there are two sets of partners: The General Partner and the Limited Partner. The general partner is usually involved in the everyday business decisions, and has personal liability for the business. On the other hand, there's also a limited partner (typically

an investor), who is not liable for debts and don't partake in regular business management of the company. Just like a general partnership, if you enter an limited partnership agreement, you'll need to register your business with the state, establish a business name, and inform the IRS of your new business. Again, this option is the most common for those looking for investment dollars, so keep that in mind when exploring your partnership options.

Corporation. A corporation is a fully independent business that's made up of multiple shareholders who are provided with stock in the business. Most common is what's known as a "C Corporation," which allows your business to deduct taxes much like an individual - the only problem with this is that your profits will be taxed twice, both at the corporate level and at the personal level. Don't let this fact deter you, however - this is extremely common, and if you currently work for a company with multiple employees, that's likely the business structure they're using. Most likely, if you're starting off as a smaller business, particularly one that only operates online, declaring yourself as a corporation wouldn't be appropriate. However, if you're already an established business with several employees, listing your company as a corporation might be the correct move. You'll need to file very specific documents with the state, followed by obtaining the appropriate business licenses and permits.

Limited Liability Company (LLC). Next on our list of business types is a Limited Liability Company, better known as an LLC. An LLC is a newer type of business that is a blend between a partnership and a corporation. Instead of shareholders, LLC owners are referred to as members. No matter how many members a particular LLC has, there must be a managing member who takes care of the daily business operations. The main difference between an LLC and a corporation is that LLCs aren't taxed as a separate business entity. Instead, all profits and losses are moved from the business to the LLC members, who report profits and losses on a personal federal tax return. The nice thing about pursuing an LLC is that members aren't personally liable for business decisions or actions of the company in question, and there's far less paperwork involved in creating an LLC as compared to a corporation. LLCs are another of the most common types of online businesses, since they allow small groups of people to easily form a company together.

Nonprofit Organization. A nonprofit organization is pretty self-explanatory, in that it's a business organization that's intended to promote educational or charitable purposes. The "non-profit" aspect comes into play in that any money earned by the company must be kept by the organization to pay for its expense, programs, etc. Keep in mind that there are several types of nonprofits available, many of which can receive "tax exempt" status. This process requires filing paperwork, including an application, with the government for them to recognize you as a nonprofit organization. Depending on the parameters of your new business, they'll be able to tell you which category you best fall under.

Cooperative. The last on our list is what's known a cooperative, or a business that's fully owned and operated for the benefit of the members of the organization that use its services. In other words, whatever is earned by the cooperative is then shared among the members themselves, and aren't required to be paid out to any external stakeholders, etc. Unlike other types of businesses, which have

shareholders, cooperatives sell shares to cooperative "members," who then have a say in the operations and direction of the cooperative itself. The main difference in the process of becoming a cooperative, as opposed to the other types of businesses listed, is that your organization must create by laws, have a membership application and have a board of directors with a charter member meeting.

Source: https://www.volusion.com/blog/business-types/How many types of business ownership that explained in the text above? (literal- Details)

1. A business which is managed and owned by an individual person is called? *(literal- Details)*
    a. Limited Liability Company   b. corporation
    c. sole proprietership   d. Cooperative

2. Below are true statements based on the passage, EXCEPT? *(literal- Details)*
    a. A business that's owned and operated by just one person named as sole proprietorship.
    b. We need to register your business with the state, establish a business name, and inform the IRS of your new business in limited partnership.
    c. The main difference between an LLC and a corporation is that LLCs aren't taxed as a separate business entity.
    d. cooperatives buy shares to cooperative "members," who then have a say in the operations and direction of the cooperative itself.

3. While **it** may not be as common … (in 3ʳᵈ paragraph- the word underlined refers to?) *(literal- Details)*
    a. limited partnership
    b. general partnership
    c. business partnership
    d. businesses who are looking to raise capital from investors

4. What is the main idea of the 4ᵗʰ paragraph? *(literal-main idea)*
    a. Sole proprietorships are the most common type of online business due to their simplicity.
    b. A corporation is a fully independent business that's made up of multiple shareholders who are provided with stock in the business.
    c. Starting off as a smaller business, particularly one that only operates online, declaring a corporation wouldn't be appropriate.
    d. A nonprofit organization is pretty self-explanatory, in that it's a business organization that's intended to promote educational or charitable purposes.

5. What is the main idea of the last paragraph? *(literal main idea)*
    a. whatever is earned by the cooperative is then shared among the members themselves, and aren't required to be paid out to any external stakeholders, etc.
    b. a cooperative, or a business that's fully owned and operated for the benefit of the members of the organization that use its services.

c. The "non-profit" aspect comes into play in that any money earned by the company must be kept by the organization to pay for its expense, programs, etc.

d. An LLC is a newer type of business that is a blend between a partnership and a corporation.

6. What is the similar meaning of "expense" (6th paragraph)? *(literal-Comparison)*

a. extensive   b. appropriate   c. established   d. charge

7. Why does sole proprietorship not have legal or financial distinction between the business and the business owner? (literal-cause effect)

a. because business owner is accountable for all of the profits, liabilities and legal issues that the business may encounter.

b. because Sole proprietorships are the most common type of online business due to their simplicity.

c. because sole proprietorship is automatically associated with your new business.

d. because sole proprietorship is one of the most popular business structures.

8. What is the writer's thinking about type of business that probably best for starting an ecommerce business by ourselves? (literal-character traits)

a. corporation   b. partnership c. sole proprietorship   d. cooperation

9. Below are the Verbs, EXCEPT! (reorganization-classifying)

a. provide   b. register   c. employee   d. Operate

10. Mr. X runs a fashion clothes business and has Mr. Y as his partner. Mr. Y, has given Rp. 750.000.000 ,- in the business as a capital investment. The money helps Mr. X pays for his staffs and purchase of raw materials. Mr. Y does not participate in running the business but he receives monthly profits. Unfortunately, the business running into losses. Mr. Y is not liable for the business debt. Mr. Y's investment has a greater upside potential with the profit business makes but limited downside risk with the money he invests. This is the example of? (reorganizing –outlining)

a. limited partnership

b. sole proprietership

c. non-profit organization

d. partnership

11. Below are explanations mentioned in the passage, EXCEPT (reorganizing – synthesizing)

a. General partner is usually involved in the everyday business decisions.

b. The benefit of corporation is that the profits will be taxed twice.

c. LLC members must manage and take care of the daily business operations.

d. Cooperative owned and operated for the benefit of the members of the organization that use its services.

12. How many persons are minimum involved in partnership business type? (reorganizing –synthesizing)
    a. 2   b. 6   c. 4   D. 7

13. What is the text telling about? (reorganization-summarizing)
    a. Business types; they are sole proprietorship, partnership, limited partnership, nonprofit organization and cooperative.
    b. 7 types of business ownership with those definition, advantage and disadvantage.
    c. The explanation about business partnership, sole proprietorship and corporation.
    d. The benefits of choosing the business types that are suitable for business decision.

14. What is the purpose of the text? (Inferring - supporting details)
    a. to tell the reader about types of products and services in business marketing.
    b. to give information about business and examples of business.
    c. to tell about business sole proprietorship, partnership, LLC and limited partnership.
    d. to inform about types of business with their advantage and disadvantage.

15. Write another title that you think appropriate to the text (Inferring Main Ideas)
    a. Various business ownership with their strength and weakness
    b. Business explanation details
    c. Kinds of business runs successfully
    d. Tips for choosing the right business

16. Why do we need to know business types before starting business? (Inferring Cause and Effect Relationships).
    a. Because business types is less important for starting business regarding its only theoretical.
    b. The important is how we conduct the business practically, it is not necessary for understanding the business types.
    c. We need to consider what type of business ownership that we want to run, so it is necessary for understanding of business types before we decide it.
    d. types of business is the most popular business structures to develop besiness and having branch of the business itself.

17. Below are the reasons why does the investor get advantage in limited partnership. EXCEPT! (Inferring Cause effects)
    a. All responsibilities and business decisions fall on the investor.
    b. Allow pass-through taxation.

c. Structure can make easier to raise capital.

d. Allow for flexibility.

18. Do you think that having business is good choice for increasing person's life in the future? Why? (Predicting Outcomes)

   a. No, I do not. Because there is no relevancy between having business and person's way to increase wealth in the future.

   b. Yes, I do. Because having business is unnecessary. It will make the person confuse to carry liability of business itself.

   c. Yes, I do. Because by having business, it manages our money and gives extra income which increase our life. Especially in retirement time, when people are not able to work as employee anymore.

   d. No, I do not, because in the future people should save the money during work and enjoy the retirement time in their life.

19. Do you think that it is an expository text? Clarify your answer. (Evaluation-Judgement of adequacy and validity)

   a. Yes, I do. Because this text tells about the past events of business types to the readers.

   b. No, I do not. In my opinion it is an example of descriptive text, because it describes about business itself.

   c. Yes, I do. It contains the information and explain related to the topic of the text.

   d. No, I do not. because it tells about business ownership types supported with detail examples.

20. What type of business do you think would be suitable for person who want to start business but he/ she doesn't have enough capital? He/ she also doesn't want to carry on liability by him/herself. (personal response)

   a. In my opinion, She/ he will be better to take sole proprietorship.

   b. I think the suitable business ownership for her/ him is corporation.

   c. From my point of view, partnership is more suitable for her/ him.

   d. I think that she/ he should take non-profit organization.

1.7 post test

<p align="center">**POST TEST**</p>

READ THE TEXT, THEN ANSWER THESE QUESTIONS BY CHOOSING THE CORRECT ANSWER OF THE MULTIPLE CHOICES (a, b, c or d)

<p align="center">**Gender Discrimination Comes in Many Forms for Today's Working Women**</p>

About four-in-ten working women (42%) in the United States say they have faced discrimination on the job because of their gender. They report a broad array of personal experiences, ranging from earning less than male counterparts for doing the same job to being passed over for important assignments, according to a new analysis of Pew Research Center survey data. The survey conducted in the summer before a recent wave of sexual misconduct allegations against prominent men in politics, the media and other industries found that, among employed adults, women are about twice as likely as men (42% versus 22%) to say they have experienced at least one of eight specific forms of gender discrimination at work.

One of the biggest gender gaps is in the area of income: One-in-four working women (25%) say they have earned less than a man who was doing the same job; one-in-twenty working men (5%) say they have earned less than a female peer. Women are roughly four times as likely as men to say they have been treated as if they were not competent because of their gender (23% of employed women versus 6% of men), and they are about three times as likely as men to say they have experienced repeated small slights at work because of their gender (16% versus 5%).

There are significant gaps on other items as well. While 15% of working women say they have received less support from senior leaders than a man who was doing the same job, only 7% of working men report having a similar experience. One-in-ten working women say they have been passed over for the most important assignments because of their gender, compared with 5% of men. The survey, which was conducted July 11-Aug. 10, 2017, with a nationally representative sample of 4,914 adults (including 4,702 who are employed at least part time), also asked about sexual harassment in a separate question. It found that while similar shares of women and men say sexual harassment is at least a small problem in their workplace (36% versus 35%), women are about three times as likely as men to have experienced it personally while at work (22% versus 7%).

In more recent surveys conducted by other organizations, the share of women reporting personal experiences with sexual harassment has fluctuated, depending in part on how the question was asked. In an ABC News/Washington Post survey conducted Oct. 12-15, for example, 54% of women said they have received unwanted sexual advances from a man that they felt were inappropriate whether or not those advances were work-related; 30% said this had happened to them at work. In an NPR/PBS News Hour/Marist poll conducted Nov. 13-15, 35% of women said they have personally experienced sexual harassment or abuse from someone in the workplace. The Center's survey asked about sexual harassment specific to the workplace. The survey was conducted as part of a broader forth

coming study on women and minorities in science, technology, engineering and math (STEM) fields.

Source: by By Kim Parker and Cary Funk
https://www.pewresearch.org/fact-tank/2017/12/14/gender-discrimination-comes-in-many-forms-for-todays-working-women/

1. How many percent of USA working women faced discrimination on the job because of their gender? (literal- Details)
   a. four to two   b. forty-two   c. twenty-four   d. ten to four

2. Below are true statements based on the passage, EXCEPT? (literal- Details)
   a. one of the biggest discrimination problem related to women's worker in USA is about income
   b. 4 in 10 USA working women faced discrimination on the job because of their gender.
   c. Working women in USA have support from senior leaders like as men who was doing the same job.
   d. STEM stand for science, technology, engineering and math

3. **They** report a broad array of personal experiences… (in 1st paragraph- the word underlined refers to?) (literal- Details)
   a. Pew Research Center survey data
   b. four-in-ten of USA working women
   c. gender
   d. discrimination

4. What is the main idea of the 2nd paragraph? (literal-main idea)
   a. women reporting personal experiences with sexual harassment has fluctuated.
   b. Women are roughly four times as likely as men treated as if they were not competent because of their gender.
   c. One-in-ten working women say they have been passed over for the most important assignments because of their gender.
   d. Income becomes one of the biggest gaps of USA women worker.

5. What is the main idea of the last paragraph? (literal main idea)
   a. United States say they have faced discrimination on the job because of their gender.
   b. Recent survey shares of women reporting personal experiences with sexual harassment.
   c. 54% of women said they have received unwanted sexual advances from a man.
   d. In more recent surveys conducted by STEM fields.

6. What is the similar meaning of "array" (1ˢᵗ paragraph)? (literal- Comparison)
    a. rule   b. experience   c. change   d. wage

7. Why do men say that women have experienced repeated small slights at work? (literal-cause effect)
    a. because of women worker has less wage
    b. because of women are not competent
    c. because of job positions
    d. because of their gender

8. What is the writer's thinking about what happened to several working women in USA? (literal-character traits)
    a. There are significant gaps related to gender discrimination.
    b. They received discrimination in their workplace because of their gender.
    c. Several women get sexual harassment in their workplace become unnecessary problem.
    d. They working women in USA has special treatment in workplace becomes important consideration.

9. Below are the Verbs, EXCEPT! (reorganization-classifying)
    a. received   b. earn   c. peer   d. report

10. Mrs. Melly is an employee in a private company, after married she doesn't have chance to get higher position because of her status. While it isn't occur to the working men who have the same status. This is the example of? (reorganizing –outlining)
    a. Age discrimination in workplace
    b. Gender discrimination in workplace
    c. Their positions are not the same
    d. Working women rules as employee in workplace

11. Below are examples of gender discrimination mentioned in the passage, EXCEPT (reorganizing – synthesizing)
    a. appreciates by senior leader
    b. earned less than men
    c. repeated small slights at work
    d. sexual harassment

12. how many percent both working women and men have been treated as if they were not competent because of their gender? (reorganizing –synthesizing)
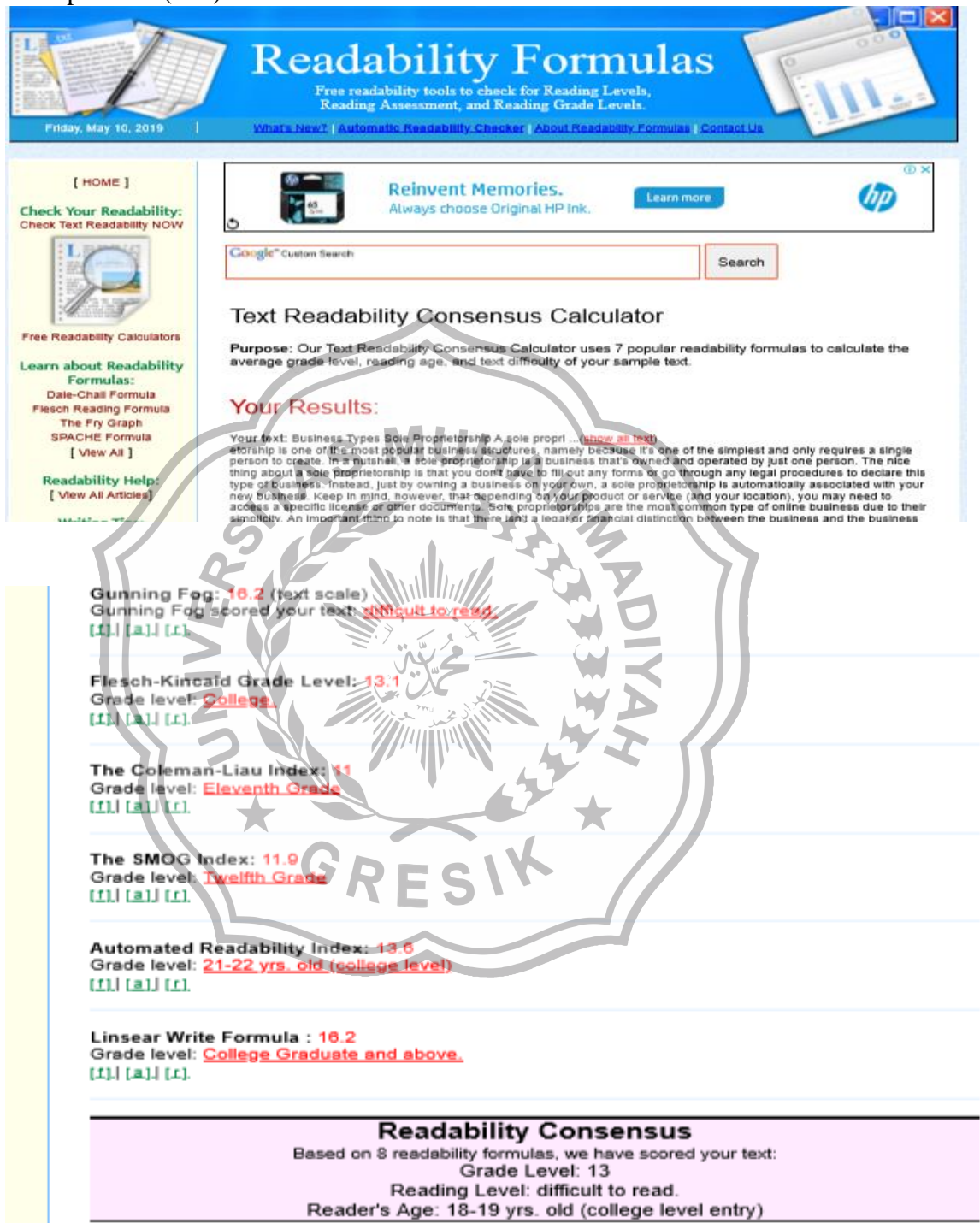   a. 29%   b. 23%   c. 6%   D. 25%

13. What is the text telling about? (reorganization-summarizing)
    a. Working women in USA are reported getting gender discrimination in their workplace.
    b. Working women in USA are usually getting sexual harassment discrimination in their workplace.
    c. Every working woman in USA always gets gender discrimination in the workplace.
    d. Working women in the world are having gender discrimination in the workplace.

14. What is the purpose of the text? (Inferring - supporting details)
    a. to tell the reader about types of working woman discrimination of their workplaces in USA.
    b. to give information about gender discrimination of women's life in the USA.
    c. to tell about working women discrimination in USA because of their gender, from data survey result.
    d. to describe kinds of women discrimination in the USA because of their gender from data report.

15. Write another title that you think appropriate to the text (Inferring Main Ideas)
    a. Many career women in USA are having sexual harassment
    b. working women in USA are having important roles of their workplace
    c. Working women in USA are reported getting gender discrimination
    d. several women in USA getting gender discrimination in their life

16. Compare with women labor case in Indonesia, do they also have the same gender discrimination like in USA as written in the passage? (Inferring Comparison).
    a. yes, they do. There are several news that report about women employee in Indonesia such as sexual harassment, physical abuse, employment opportunities, work and family issues, maternity, other protections etc.
    b. yes, they do. In Indonesia, women reporting personal experiences with sexual harassment has fluctuated depending in part on how the question was asked.
    c. No, they do not. There is no news related to gender discrimination to the women worker because all Indonesian people having principal of equal law in workplace.
    d. No, they do not. There are more important problems in Indonesia rather than thinking about gender discrimination of working women, such as corruption, bribe, murder etc.

17. Below are the reasons why do working women treated differently because of their gender. EXCEPT! (Inferring Cause effects)
    a. Women are weak.
    b. Women are independent and can do their job well.
    c. Women are not strong enough to work, that's why women are reputed incompetent.
    d. Women's nature to be a housewife or mother that shouldn't work.

18. Do you think that women are allowed having important positions of workplace in the future. (Predicting Outcomes)
    a. No, I do not. Because women were not born to get important roles, they should do the less jobs from the last to the future.
    b. Yes, I do. Nowadays there are many working women having influence positions in some workplaces, it doesn't close the probability that they will have necessary part in the future.
    c. Yes, I do. Many working women are having sexual harassment in workplace because of their gender that becomes discrimination in the future.
    d. No, I do not. Working women are not appropriate of getting important position related to their job in the future, and it doesn't match with the job descriptions.

19. Do you think that it is an argumentative text? Clarify your answer. (evaluation-adequacy and validity)
    a. No, I do not. Because it describes the gender discrimination in women worker in USA only.
    b. No, I don't think so. Because it does not tell about the writer's point of view. It just explains about the text to the reader.
    c. Yes, I do. Because it discusses writer's explanation related to gender discrimination in USA.
    d. Yes, I do. Because it convinces the reader to accept the writer's point of view supported by facts.

20. What should the regional government in USA do to overcome those gender discrimination problems? (Personal response- Judgments of Fact or Opinion)
    a. They have to understand about gender discrimination problems rather than national economic problems.
    b. They should care about the wages of the women worker, such as giving higher wage to worker women than worker men because of their dedication in workplace.
    c. They should give policy that manage the equal treat in the workplace between men and women worker.
    d. They need to give limited roles for working women in their workplace, so they can focus on their family.

1.8 Readibility text formula
1.8.1 pre- test (text)

1.8.2 post- test (text)

Gunning Fog: 16.5 (text scale)
Gunning Fog scored your text: difficult to read.
[↑] [a] [r]

Flesch-Kincaid Grade Level: 13.8
Grade level: College.
[↑] [a] [r]

The Coleman-Liau Index: 9
Grade level: Ninth Grade
[↑] [a] [r]

The SMOG Index: 11.3
Grade level: Eleventh Grade
[↑] [a] [r]

Automated Readability Index: 14.5
Grade level: College graduate
[↑] [a] [r]

Linsear Write Formula : 18.3
Grade level: College Graduate and above.
[↑] [a] [r]

Readability Consensus
Based on 8 readability formulas, we have scored your text:
Grade Level: 13
Reading Level: difficult to read.
Reader's Age: 18-19 yrs. old (college level entry)

1.9 Validity result of Pre and Post test
Analyze → scale → reliability analysis (scale if item deleted – correlation)

1.9.1 Validity Pre Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
pre1	9,60	26,731	,538	,874
pre2	9,50	27,362	,370	,879
pre3	9,17	27,385	,415	,878
pre4	9,10	27,610	,413	,878
pre5	9,60	26,938	,493	,875
pre6	9,43	25,840	,668	,869
pre7	9,33	26,023	,635	,871
pre8	9,30	27,045	,434	,877
pre9	9,50	26,741	,495	,875
pre10	9,37	27,275	,379	,879
pre11	9,47	26,257	,587	,872
pre12	9,33	26,920	,453	,877
pre13	9,63	27,206	,455	,877
pre14	9,43	27,082	,417	,878
pre15	9,37	27,137	,406	,878
pre16	9,47	26,671	,503	,875
pre17	9,43	26,392	,555	,873
pre18	9,30	26,562	,532	,874
pre19	9,33	26,644	,508	,875
pre20	9,43	26,737	,485	,876

1.9.2 Validity Post Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
post1	11,70	21,183	,643	,844
post2	11,73	21,651	,492	,850
post3	11,83	21,523	,473	,851
post4	11,73	22,064	,390	,854
post5	11,80	21,752	,432	,852
post6	11,97	21,826	,385	,854
post7	12,03	21,689	,420	,853
post8	11,73	21,857	,441	,852
post9	11,97	20,792	,617	,844
post10	11,87	21,568	,453	,851

post11	11,73	21,995	,406	,853
post12	11,80	21,821	,416	,853
post13	12,23	22,185	,381	,854
post14	11,80	21,545	,480	,850
post15	11,80	21,476	,497	,850
post16	11,57	22,737	,372	,855
post17	11,77	21,909	,409	,853
post18	11,93	21,651	,425	,853
post19	12,03	21,689	,420	,853
post20	11,83	21,937	,378	,854

1.10 Reliability result (pre-test)

Scale: ALL VARIABLES
1.10.1 **Case Processing Summary**

		N	%
Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

a Listwise deletion based on all variables in the procedure.

1.10.2 **Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,881	,881	20

1.11 Reliability result (post-test)

Scale: ALL VARIABLES
1.11.1 **Case Processing Summary**

		N	%
Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

a Listwise deletion based on all variables in the procedure.

1.11.2   **Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,858	,859	20

1.12 Questionaire items

ANGKET PERSPEKTIF MAHASISWA TENTANG SRS (KAHOOT! & SOCRATIVE)

Petunjuk pengisian angket:
1.   Bacalah setiap pernyataan dengan baik dan teliti.
2.   Jawablah setiap pernyataan dengan sejujur-jujurnya sesuai dengan pendapat anda sendiri.
3.   Berilah tanda (√) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

Keterangan :   3 = Netral
5 = Sangat setuju   2 = Tidak Setuju
4 = Setuju   1 = Sangat Tidak Setuju

No.	Pernyataan	5	4	3	2	1
	Setelah mengikuti pembelajaran ESP pada kelas reading dengan menggunakan SRS (Kahoot! and Socrative), saudara:					
1.	SRS (Kahoot! dan Socrative) meningkatkan ketertarikan saya pada materi pelajaran.					
2.	Saya belajar lebih giat untuk menjadi lebih sukses dalam belajar melalui SRS (kahoot! dan Socrative).					
3.	Saya ingin SRS (Kahoot! dan Socrative) diterapkan di pelajaran lainnya.					
4.	Penggunaan SRS (Kahoot! dan Socrative) pada pembelajaran lewat smartphone saya membuat saya merasa lebih baik.					
5.	Berkompetisi dengan mahasiswa lain dalam kelas menggunakan SRS (Kahoot! dan Socrative) meningkatkan motivasi saya.					
6.	Penggunaan SRS (Kahoot! dan Socrative) dapat membantu saya untuk memahami materi pembelajaran lebih baik					
7.	Pembelajaran dengan SRS (Kahoot! dan Socrative) sangat menyenagkan					

8.	Menciptakan suasana yang kompetitif saat pembelajaran dengan menggunakan SRS (Kahoot! dan Socrative) neningkatkan ketertarikan saya pada materi pembelajaran				
9.	Tiap pertanyaan yang saya kerjakan dengan benar pada soal quiz pada SRS (Kahoot! dan Socrative) meningkatkan kepercayaan diri saya.				
10	SRS (Kahoot! dan Socrative) membuat saya lebih bertanggung jawab pada materi pembelajaran				
11.	Berkompetisi melawan waktu pada saat quiz menggunakan SRS (Kahoot! dan Socrative) meningkatkan kecepatan saya dalam menjawab pertanyaan.				
12.	Aplikasi pada SRS (Kahoot! dan Socrative) membuat saya mampu mengatur waktu dengan baik				
13.	Penggunaan SRS (Kahoot! dan Socrative) meningkatkan kopetisi di dalam kelas				
14.	Reward atau penghargaan pada nilai saya saat quiz SRS (Kahoot! dan Socrative) bisa memotivasi saya				
15.	Saya merasa tidak senang jikalau saya tidak berhasil ketika SRS (Kahoot! dan Socrative) diterapkan dalam kelas.				

1.13 Validity result of Questionaire

Analyze → scale → reliability analysis (scale if item deleted – correlation)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
item1	58,9667	50,723	,604	,764	,913
item2	59,1333	50,947	,603	,903	,913
item3	59,3000	45,872	,670	,833	,913
item4	59,2667	49,857	,665	,896	,911
item5	59,2000	48,234	,593	,723	,914
item6	59,3667	48,723	,735	,800	,909
item7	58,8667	52,464	,460	,746	,917
item8	59,1667	48,971	,719	,824	,909
item9	59,4000	48,041	,724	,860	,909
item10	59,2667	50,271	,618	,846	,913

item11	59,2333	48,944	,646	,781	,912
item12	59,6000	48,593	,636	,695	,912
item13	59,2000	50,579	,557	,759	,914
item14	59,2000	50,234	,721	,855	,910
item15	59,3667	50,585	,537	,766	,915

1.14 Reliability result of questionaire

Scale: ALL VARIABLES
1.14.1
Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded(a)	0	,0
	Total	30	100,0

a Listwise deletion based on all variables in the procedure.

1.14.2
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,918	,921	15

1.15 RPS

	RENCANA PEMBELAJARAN SEMESTER **UNIVERSITY OF MUHAMMADIYAH GRESIK** **FACULTY ECONOMY** **MANAGEMENT DEPARTMENT**	
SUBJECT/ CODE	**English For Management**	
SEMESTER/CREDIT	**2 / 2**	
RUMPUN MK	**-**	
LECTURER	**Iswatin Hasanah, S.Pd.**	
Learning Outcome	**Learning Outcome**	
	Students are able to communicate actively and efficiently in English related to listen to audio sentences, speakig in a range of context, note taking based on reading text and handwriting about business, labor, making business call, price and product promotion, negotiation, meeting and job interview.	
	Course	
	This course is design for students to learn English trough specific purpose.so, it is expected that by joining the class of English for Management, students majoring in Management are able to communicate actively and efficiently in English.	
Description	**Course Materials**	
	The materials of the subject cover to business, labor, making business call, price and product promotion, negotiation, meeting and job interview.	
	Topics	
	lets have business, employee or employer, Pick up th ephone, please!, want to buy this?, I want a negotiation, Let's meet up , are you preparing for job interview.	
Referensi	**Utama :**	
	Paulina. 2015. English for Management. University of Muhammadiyah Gresik: Gresik.	
	Pendukung :	
	Internet and other media sources	
Learning instructional media	**Software :**	**Hardware :**
	-Microsoft (word and ppt) - adobe audition - video (media player)	- Laptop - Speaker - LCD projector

	-Windows photo viewer/pictures	- Module, hand out and worksheet				
Assessment form	Quiz, individual performing/speaking practice, individual assignments.					

meet ing	Specific Learning Outcome	Learning Material	Learning Metode / Strategy	Assessment		
				indicator of learning goal	Assessment form	Weight (%)
1	Introduction to the course outline	-	-	-	-	-
2-16	Students are able to analyze, respond and explain information from audio related to make a call, price, negotiation, meeting and job interview.	*Pick up th ephone, please! *want to buy this? * I want a negotiation *Let's meet up *are you preparing for job interview	- Lecturing - Individual assignment (Quiz)	- Able to analyze the important information from the audio about make a call, price, negotiation, meeting and job interview. - Able to, respond the information from the audio about make a call, price, negotiation, meeting and job interview. - Able explain the information from the audio about make a call, price, negotiation, meeting and job interview.	- Individual assignment (Quiz)	Listening 25 %
17-31	Students are able to identify, analyze and Synthesis of stated and unstated information from the text related to business, employee and employer.	*lets have business *employee or employer	- Lecturing - Individual assignment (Quiz)	- Able to identify the stated and unstated information from the text about business, employee and employer. - Able analyze the stated and unstated information from the text about business, employee and employer. - Able synthesize the stated and unstated information from the text about business, employee and employer.	- Individual assignment (Quiz)	Reading 20%
32-46	Students are able to analyze and compose short paragraph or handwriting related to stating opinion about	*employee or employer *preparing for job interview	- Lecturing - Individual assignment	- Able to analyze a short paragraph or text about state opinion about labor, CV and application letter	- Individual assignment	Writing 25%

	labor, CV and application letter.			- Able to compose a short paragraph or text about state opinion about labor, CV and application letter		
47-61	Students are able to communicate in a range of context related to business, make a call, product promotion, negotiation, meeting and job interview.	*lets have business *Pick up th evphone, please! *want to buy this? * I want a negotiation *Let's meet up *preparing for job interview	- Lecturing, - Discussing - Small group presentation - Role play - Individual speaking practice	- Able to speak in a range of context or practice speaking about business, make a call, product promotion, negotiation, meeting and job interview.	- Individual speaking practice	Speaking 30%
62-64	TOEFL PREP & TOEFL TEST					

Gresik, 3rd March 2019

Head of Management department   Lecturer,

(**Anita Handayani, se., m.sm**)   (**Iswatin Hasanah, S.Pd.**)

95
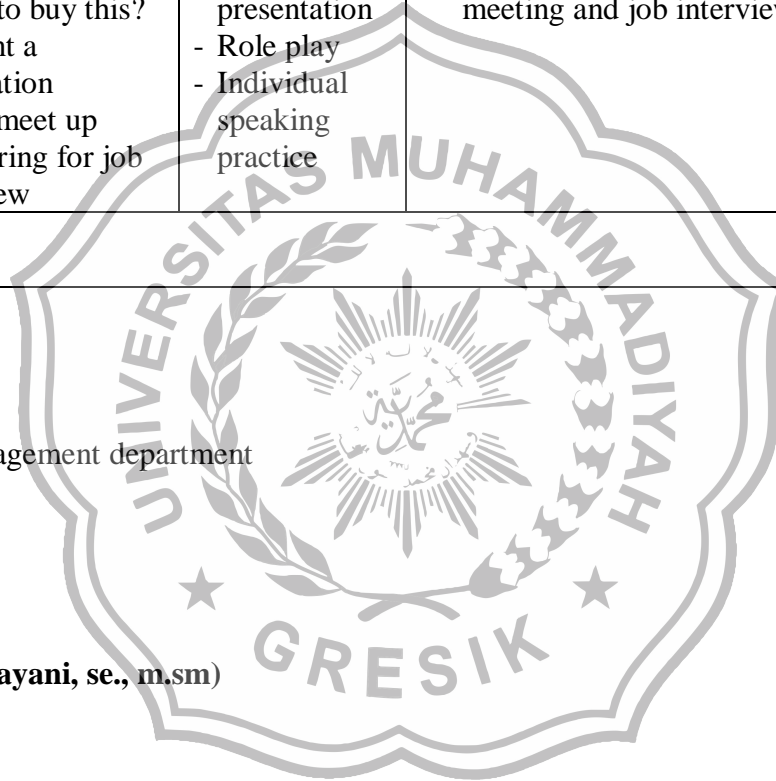
1.16. Lesson plan of Treatment group
Lesson Plan

Program Studi/Fakultas	:	D1 BahasaInggris/ P2AB
Mata Kuliah	:	English for Management (Reading)
Kode/SKS	:	2 SKS
Mata Kuliah Prasyarat	:	-
Semester/Kelas	:	2/ A (Management A)
Pertemuan ke	:	1-4
Dosen Pengampuh	:	IswatinHasanah

CapaianPembelajaran MK	:	Students are able to communicate actively and efficiently in English related to listen to audio sentences, speakig in a range of context, note taking based on reading text and handwriting about business, labor, making business call, price and product promotion, negotiation, meeting and job interview.

A. Capaian Pembelajaran Khusus

Students are able to identify, analyze and Synthesis of stated and unstated information from the text related to business.

B. Sub CapaianPembelajaran

1. Able to identify the detail information of any reading text appropriately.

2.Able to analyze the detail information of any reading text appropriately.

3. Able to syntesize the detail information of any reading text appropriately.

C. Indikator

1. identify the detail information of any reading text appropriately.

2.analyze the detail information of any reading text appropriately.

3. syntesize the detail information of any reading text appropriately.

D.Model Pembelajaran

Model pembelajaran   : Interactive learning

Meeting – 1

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	- The lecturer explain at a glance about the topic	- Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks students to read text 1 (on module) -The lecturer asks students to read and learn the text. -The lecturer asks students to access kahoot!.it aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on kahoot quiz - The lecturer discusses the correct answers -The lecturer congrat the winner (Kahoot! quiz)	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Post teaching 20 minutes	- The lecturer reviews the material and gives the chance to the students for asking questions.	- Listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting -2

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	- The lecturer explain at a glance about the topic	- Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks students to read text 2 (on module) -The lecturer asks students to read and learn the text in group. -The lecturer ask students to access kahoot!.it aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on kahoot quiz - The lectures discuss the correct answers	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction
Post teaching 20 minutes	- The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 3

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	- The lecturer explain at a glance about the topic	- Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer divides students into groups _The lecturer provides text 3 -The lecturer asks students to read, learn and discuss the text in group. -The lecturer ask students to access kahoot!.it aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on kahoot quiz (they can discuss the answer with their group) - The lectures discuss the correct answers during Kahoot! quiz too.	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction
Post teaching 20 minutes	- The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 4

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer provides text 4 -The lecturer asks some students to read paragraphs in the text. -The lecturer devides students into 7 groups. -The lecturer asks students to read and discuss the text in group (one group focus on one paragraph). -The lecturer then asks every members of the group to regroup and explain what they have discussed before with their previous group then come to their previous group to inform their group members about what they have learned from their re-group (jigsaw). -The lecturer access kahoot!.it aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on kahoot quiz - The lectures discuss the correct answers	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	- The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

E.Media, Alat, Dan BahanPembelajaran

1. Microsoft word/ ppt/ pdf
2. Module/ supplement text
3. Laptop
4. LCD projector
5. White board
6. Smart phones

Gresik, …………..

Iswatin Hasanah, S.Pd.

Lesson Plan

Program Studi/Fakultas	:	D1 BahasaInggris/ P2AB
Mata Kuliah	:	English for Management (Reading)
Kode/SKS	:	2 SKS
Mata Kuliah Prasyarat	:	-
Semester/Kelas	:	2/ A (Management A)
Pertemuan ke	:	5-8
Dosen Pengampuh	:	IswatinHasanah

CapaianPembelajaran MK   :   Students are able to communicate actively and efficiently in English related to listen to audio sentences, speakig in a range of context, note taking based on reading text and handwriting about business, labor, making business call, price and product promotion, negotiation, meeting and job interview.

A. Capaian Pembelajaran Khusus
Students are able to identify, analyze and Synthesis of stated and unstated information from the text related to employee and employer.

D. Sub CapaianPembelajaran
1. Able to identify the detail information of any reading text appropriately.
2.Able to analyze the detail information of any reading text appropriately.
3. Able to syntesize the detail information of any reading text appropriately.

E.   Indikator
1. identify the detail information of any reading text appropriately.
2.analyze the detail information of any reading text appropriately.
3. syntesize the detail information of any reading text appropriately.

D.Model Pembelajaran
Model pembelajaran   : Interactive learning

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	- The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks students to read text 5 on module. -The lecturer asks students to access socrative.com aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on socrative quiz (the questions have already suffled)	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction

Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 5
Meeting -6

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic and review the last material.	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks provide text 6 -The lecturer asks students to read, and learn the text. -The lecturer asks students to count 1-4 to decides what group are they belonging (deciding group) -The lecturer asks the students to discuss about text with group and draw picture which represent to the paragraph that their group have already discussed. -The lecturer ask students to access socrative.com aplication and give instruction to join the quiz -The lecturer asks stdents to answer questions/ exercise on socrative quiz (students can discuss the answer with their group). - The lectures discuss the correct answers	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 7

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks students to read the text 7 -The lecturer gives students time to learn the text. -The lecturer ask students to access socrative.com aplication and give instruction to join the quiz. -The lecturer asks stdents to answer questions/ exercise on socrative quiz (the questionis not suffled) - The lectures discuss the correct answers	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 8

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer provides text 8 -The lecturer asks students to read and learn the text. -The lecturer then devides students into two sessions (session 1 stay in class while session 2 wait in front of class) -The lecturer ask students in session 1 to access socrative.com aplication and give instruction to join the quiz then asks stdents to answer questions/ exercise on socrative quiz. -The lecurer asks the same activity to the students in session 2. - The lectures discuss the correct answers	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

E.Media, Alat, Dan BahanPembelajaran
1.   Microsoft word/ ppt/ pdf
2.   Module/ supplement text
3.   Laptop
4.   LCD projector
5.   White board
6.   Smartphones

Gresik, …………..

Iswatin Hasanah, S.Pd.

1.17 Lesson plan for Control group

Lesson Plan

Program Studi/Fakultas : D1 BahasaInggris/ P2AB
Mata Kuliah : English for Management (Reading)
Kode/SKS : 2 SKS
Mata Kuliah Prasyarat : -
Semester/Kelas : 2/ B (Management B)
Pertemuan ke : 1-4
Dosen Pengampuh : IswatinHasanah

CapaianPembelajaran MK : Students are able to communicate actively and
efficiently in English related to listen to audio
sentences, speakig in a range of context, note
taking based on reading text and handwriting about
business, labor, making business call, price and
product promotion, negotiation, meeting and job
interview.

A. Capaian Pembelajaran Khusus
Students are able to identify, analyze and Synthesis of stated and unstated
information from the text related to business.

F. Sub CapaianPembelajaran
1. Able to identify the detail information of any reading text appropriately.
2.Able to analyze the detail information of any reading text appropriately.
3. Able to syntesize the detail information of any reading text appropriately.

G. Indikator
1. identify the detail information of any reading text appropriately.
2.analyze the detail information of any reading text appropriately.
3. syntesize the detail information of any reading text appropriately.

D.Model Pembelajaran
Model pembelajaran   : Interactive learning

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	-The lecturer asks students to read and learn the text 1 on module. -The lecturer asks students to do exercises -The lecturer asks some students to write their answer to the white board, discuss the correct answers together - then finally lecturer explains and discusses the reading text's meaning. Closing.	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction

Post teaching 20 minutes	The lecturer reviews the material and gives the chance to the students for asking questions.	listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 1

Meeting -2

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer asks students to read text 2 on module. -The lecturer asks some students read the paragraph of the reading text. -The lecturer divides students into groups and ask them to discuss and learn the text. -The lecturer instructs students to join the 1st rank quiz. -The lecturer discusses the correct answer.	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 3

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	-The lecturer provides the text 3 -The lecturer asks students to read and learn the text. -The lecturer shows the questions from slide show, ask students to write the answer in a paper then submit and discusses the correct answer together.	Provide the text about e-commerce, ask students to read and learn the text. Show the questions from slide show, ask students to write the answer in a paper, submit.	Provide the text about e-commerce, ask students to read and learn the text. Show the questions from slide show, ask students to write the answer in a paper, submit.
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions

Jumlah waktu	100 menit

Meeting - 4

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer provides lottery and asks students to take it one by one. Then lecturer instructs them to stay in class for students who get number "1" from the lottery, while students who get number "2" wait in front of class.	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	-The lecturer provides text 4 and asks them to read for understanding the text, then asks them to answer questions showed on the slide (by choosing a,b,c or d) in the paper. -The lecturer asks students to change the answer with other students then correct it together after that submit. - The next, students who get no 2 come to the class and do activity with the same activity like as students who get no 1 before.	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

E.Media, Alat, Dan BahanPembelajaran
1.   Microsoft word/ ppt/ pdf
2.   Module/ supplement text
3.   Laptop
4.   LCD projector
5.   White board

Gresik, …………..

IswatinHasanah,S.Pd.

Lesson Plan

Program Studi/Fakultas : D1 BahasaInggris/ P2AB
Mata Kuliah : English for Management (Reading)
Kode/SKS : 2 SKS
Mata Kuliah Prasyarat : -
Semester/Kelas : 2/B (Management B)
Pertemuan ke : 5-8
Dosen Pengampuh : IswatinHasanah

CapaianPembelajaran MK : Students are able to communicate actively and efficiently in English related to listen to audio sentences, speakig in a range of context, note taking based on reading text and handwriting about business, labor, making business call, price and product promotion, negotiation, meeting and job interview.

A. Capaian Pembelajaran Khusus
Students are able to identify, analyze and Synthesis of stated and unstated information from the text related to employee and employer.

H. Sub CapaianPembelajaran
1. Able to identify the detail information of any reading text appropriately.
2. Able to analyze the detail information of any reading text appropriately.
3. Able to syntesize the detail information of any reading text appropriately.

I. Indikator
1. identify the detail information of any reading text appropriately.
2. analyze the detail information of any reading text appropriately.
3. syntesize the detail information of any reading text appropriately.

D.Model Pembelajaran
Model pembelajaran : Interactive learning

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer divides group. - The lecturer provides text 5. - The lecturer devides students into groups. _The lecturer asks students to read and discuss the text in group (one group focus on one paragraph). -The lecturer then asks every members of the group to regroup and explain what they have discussed before with their previous group then come to their previous	- Doing the lecturer's instruction	**Fase 2:** Reading text and doing the lecture's instruction

	group to inform their group members about what they have learned from their re-group (jigsaw). -The lecturer dictates questions and asks students to write the answer to the paper (they can discuss the answer with their own group), change the answer with other group then discuss the correct answer together.		
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 5

Meeting -6

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- The lecturer provides the text 6. -the lecturer asks several students to read the paragraph in the text a loud. -the lecturer gives students time to read n learn the text, ask students to translate the meaning of the sentence in the text (one student one sentence) . They should read the meaning of the sentence orally while other students listen their friend translating the sentence. Give questions related to text then point some students to answer the questions orally while other listen and write the correct answer that already discussed.	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

Meeting - 7

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer explain at a glance about the topic	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	- Lecturer provides the text 7. -Lecturer asks several students to read the paragraph in the text (one student one paragraph). -Lecturer divides students into group, discuss the text. 0Lecturer provides worksheet related question from the text, ask students to do worksheet, change with other students then correct the answer together.	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching	-The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and	**Fase 3**

20 minutes		Asking questions	Asking and answering questions
Jumlah waktu			100 menit

Meeting - 8

Tahap Kegiatan	Kegiatan Dosen	Kegiatan Mahasiswa	Keterangan
Pre teaching 15minutes	-The lecturer divides students in group and provide the text 8.	-Listening to lecturer	**Fase 1:** Explaining
Whilst 65minutes	-The lecturer dictates question while students write answer in paper. -The lecturer asks students to change their answer with other students then corrects the answer together.	- Doing the lecturer's instruction	**Fase 2**: Reading text and doing the lecture's instruction
Post teaching 20 minutes	a. The lecturer reviews the material and gives the chance to the students for asking questions.	-listening to lecturer and Asking questions	**Fase 3** Asking and answering questions
Jumlah waktu			100 menit

E.Media, Alat, Dan BahanPembelajaran
1.   Microsoft word/ ppt/ pdf
2.   Module/ text supplement
3.   Laptop
4.   LCD projector
5.   White board

Gresik, …………..

Iswatin Hasanah, S.Pd.

1.18 Reading Materials

TEXT 1

What is Business?

The word 'business' is very common in our daily lives. But what does it mean exactly? Traditionally, it simply means exchange or *trade* for things. This happened thousands of years ago when people always felt the need to trade what they had in excess of something they did not have. They did barter trade to satisfy their need. As trading developed, precious metals such as gold and silver became a medium of exchange to facilitate trading. Archeological excavation and cave drawings showed that in the ancient cities of Carthage, Babylon, Egypt, and China, traders sold wool, spices, hides,grains, and primitive products.

In modern time, the concept and the activities of business change. The scope is wider. It comprises production, distribution, and sale of goods and services for a profit. Production is the creation of service or the process of making something more valuable. It also means bringing together materials, machinery and workers to make goods. Production changes the value of materials by changing their forms. The example of goods production is the conversion of iron ore into metal car parts, while shipping, air freighting, postal, telecommunication, utilities, real estate, banking, finance, insurance, hotels, and restaurants are all the examples of service production.

Distribution refers to the movement of goods and services from the producer to the consumer. It includes the movement of materials from the suppliers to the beginning of the production line. It involves the storage and handling of these materials and the finished goods, packaging, inventory control and transportation to the end users. An efficient distribution system will minimize the capital tied up in raw materials or unsold finished goods.

When the producer, finishes the two activities of business production and distribution, the ultimate test of his success is the volume of sale of the product service. This sale means the exchange of the product or service for money. If the sale is weak, the producer is unable to make a profit and his business will not survive long. Consequently, his business activity does not contribute to the nation's economic growth.

Tan Chwee Huat
Management of Business (Taken from English for Business Management)

After reading the text, then answer these questions.
1. What is the traditional meaning of business?
2. How did people thousands years ago do a business?
3. What was the function of gold or silver thousands of years ago?
4. How did babylon people do a business?
5. What is the modern meaning of business?
6. What is the most important characteristic of business that did not exist thousands of years ago?
7. If someone does a business in banking, what does he produce?

8. What kind of distribution is for a producer who cannot minimize the capital tied up in raw materials?
9. What will happen if a producer can sell his service or goods well?
10. What is the standard of a businessman's success?

TEXT 2
Business Forecast

Most decisions are made with the future in mind. The decision to buy new production machinery may have been made to avoid the anticipated failure of present equipment or to increase production to meet expected demand. Some of the information for this kind of dcision comes from forecast.

A forecast is a projection of future business conditions both within a particular company and in the social, political and economic environment in which the company operates. Forecasts contribute to setting organization objectives. A description of what company is trying to achieve can have no reliability without some ideas of what the future holds. For instance, a goal increasing sales by 15 percent a year for 5 years is useless to unless there are some reasons to believe that costumer demand will be adequate. Forecasts also help in making plans to meet objectives. Having estimates of future costs, for instance, will help managers decide whether to plan certain activities.

Good forecasts result from well-planned and well-operated management information system (MIS) and accounting information systems. The entire collection of organized facts and summaries in these systems may be useful for forecasting future events and conditions. Many forecasts, especially projected sales and cost, will be routinely produced by an accounting system. In other cases, the MIS and accounting information will provide a basis for special studies used in forecasting. Projecting the effects on the profitability of a proposed change in the production method is an example of an analysis of this type.

In general, forecast may fall into two classes. Some provide a preview of the conditions in the environment outside the company. These are called background forecasts. Other forecast the future operations of the company itself. These are called business forecast.

Lester R. Bittel, et al (Business in Action)
After reading the text, then answer these questions.
1. Mention two classes of forecast? (literal detail)
   a. background forecasts and project forecast
   b. project forecasts and business forecast
   c. professional forecasts and business forecast
   d. background forecasts and business forecast
2. what is business forecast? (literal detail)
   a. forecast the future operations of the company itself
   b. provide preview of conditions in environment outside company
   c. forecast the future operations of the company itself
   d. proposed change in the production method
3. What is MIS stand for? (literal detail)

a. management intelligence studies
b. management information system
c. management intern school
d. marketing information system

4. what is the main idea of the 2nd paragraph? (literal-main idea)
   a. Forecasts contribute to setting organization objectives
   b. forecast projection future business condition particular company and in the social, political and economic environment in which the company operates.
   c. trying to achieve can have no reliability
   d. 15 percent a year for 5 years is useless to unless

5. what is the main idea of the 3rd paragraph? (literal m-main idea)
   a. environment outside the company
   b. entire collection organized facts &summaries in these system
   c. Good forecasts result from well-planned and well-operated MIS and accounting information system.
   d. information will provide a basis for special studies

6. why do we need business forecast? (reorganizing-synthesizing)
   a. to get political and economic environment
   b. to increase sales by 15 percent
   c. to get the profit
   d. to avoid anticipated failure present equipment

7. What is the similar meaning of expected? (reorganizing-classifying)
   a. Hope
   b. Necessary
   c. Look for
   d. attend

8. Below are the verbs, EXCEPT! (reorganizing-classifying)
   a. Used
   b. Provided
   c. Cost
   d. achieve

9. What tenses is mostly used in the text? (reorganizing-outlining)
   a. Present tense
   b. Past tense
   c. Simple future
   d. Past perfect continous

10. What is the conclusion of the text above? (reorganization-summarizing)
    a. business forecast in context of marketing
    b. details about business forecast
    c. business forecast and its disadvantages
    d. examples of business forecast

TEXT 3
What is Ecommerce Business

Ecommerce is a shortened version of the phrase "electronic commerce" which essentially describes any type of exchange of currency for goods or services online. Ecommerce is an umbrella term that covers everything there is to do with buying or selling online, and can sometimes be otherwise written as "E Commerce," "e-commerce," or "eCommerce." Any variation of the spelling is correct, and it all describes the same act of performing business via the internet. Since the definition of ecommerce is so open-ended (it literally includes any type of buying or selling of goods or services online) there are so many different types of ecommerce businesses that exist. In this article we dive deeper into the different options that are available for ecommerce business owners to run ecommerce businesses.

The Types of Ecommerce Business Models

First things first, when you ask yourself, "What is ecommerce?" the best way to begin to describe different ecommerce businesses, and the different types of ecommerce businesses, is to break them down into the types of ecommerce business models that exist. Ecommerce business models can be differentiated into three main categories: What types of products are sold, Who the products are sold to, Where the products are sold on, Let's look into these three identifiers further:

What Types Of Products Are Sold

Every ecommerce business can be differentiated by the types of products that it sells. There are four main products that any ecommerce business can sell and they are: Physical Products, Digital Products, Services, Affiliates. Every single ecommerce business online can fit into one or more of these categories, and this basically just tells you what type of products they sell to their customers. Some ecommerce businesses sell physical products which means that the business has actual tangible products that they ship to their customers, and when their customers open the shipping package there will be a physical product they can touch, feel and see. Digital products, on the other hand, are something ecommerce businesses can sell online but they're not an actual physical product that can be shipped to their customers. Oftentimes, once a digital product is purchased online a customer can download the digital files straight away with no need for the business to actually ship anything to the customer. Businesses can also provide digital or in-person services that their customers can purchase online. These services can include anything from design services or streaming services (both are digital services) to home improvement services or dog-walking services (which are in-person services). Any business that provides a service, rather than a physical or digital product, can be included in this category. Finally, ecommerce businesses can also earn commissions via affiliate links which pay them a portion of the revenue for facilitating a sale. Ecommerce businesses that earn affiliate commissions could be blogs, influencer websites, or even websites like Canopy that curate products sold online for consumers. If you're interested in creating your own affiliate ecommerce store, check out our Beginner's Guide to Creating an Affiliate Ecommerce Store article.

Who The Products Are Sold To

Next, ecommerce businesses can be differentiated by who the business is selling their products to. While it might be common thinking to assume that all products are sold to consumers, that isn't always the case. Sometimes the "consumer" can be another business. These are the three main categories that ecommerce businesses sell their products or services to: B2B: This stands for Business-to-Business. Ecommerce businesses that sell physical or digital products or services to other businesses fall under this category. For example, this could include manufacturers or suppliers that provide materials or products for other businesses. B2C: This stands for Business-to-Consumer. Ecommerce businesses that sell physical or digital products or services to consumers fall under this category. This includes retailers or ecommerce retailers that sell products to the end consumer. B2G: This stands for Business-to-Government. Ecommerce businesses that sell physical or digital products or services to government institutions or agencies fall under this category. For example, this could include businesses that create specialized software, office furniture, uniforms, etc. While most businesses generally sell their products to one of these categories, it's entirely possible for ecommerce businesses to sell to more than one category of consumers. It's important for ecommerce businesses to understand who exactly they sell their products to because it impacts important decisions such as their marketing, their branding, their shipping procedures, their markup, etc.

Where The Products Are Sold On

Finally, ecommerce businesses can also be differentiated based on the way they sell their products to their customers. These options are: Branded Ecommerce Stores: These are ecommerce stores that are owned and operated by the founder(s) or creator(s) of the store, and they sell their own products on their own terms to their customer base. These types of stores are generally built on ecommerce platforms such as Shopify or BigCommerce. Ecommerce Marketplaces: Ecommerce businesses can also sell through online marketplaces such as Amazon, eBay or Etsy. For the business, this is kind of like renting space in a mall: The mall handles the marketing and brings in the foot traffic, which means the merchants don't have to invest much time or money bringing customers their shops. They do, however, have to abide by the mall's rules such as their opening hours, what products they can and cannot sell, etc. Conversational Commerce: With social media being a main part of consumer's daily routines, social media platforms are making it easy for consumers to shop through the posts on their newsfeed. Instagram, Facebook, Pinterest and Snapchat all have conversational commerce options that ecommerce brands can sell their products through.

https://www.abetterlemonadestand.com/what-is-ecommerce/

After reading the text, then answer these questions.
1. What is Ecommerce stand for? (literal-detail)
   a. electrical consumer   b. electronic commerce
   c. electronic current   d. economy commerce
2. What is the definition of ecommerce? (literal-detail)
   a. any type of buying or selling of goods or services online
   b. anything for buying and selling

c. sales goods for customers

d. online website for business itself

3. .... the types of products that **it** sells. (*the underlined word in 3rd paragraph 1st line refers to?*) (literal-detail)

    a. Sales

    b. Selling products

    c. Online

    d. E-commerce business

4. What is the main idea of the last paragraph?(literal-main idea)

    a. Ecommerce essentially describes any type of exchange of currency for goods or services online.

    b. ecommerce businesses can also be differentiated based on the way they sell their products to their customers.

    c. best way to begin to describe different ecommerce businesses, and the different types of ecommerce businesses, is to break them down into the types of ecommerce business models that exist.

    d. Every ecommerce business can be differentiated by the types of products that it sells.

5. What is the writer suggesting if we interested in creating our own affiliate ecommerce store? (literal-character traits)

    a. earn commissions via affiliate links which pay them a portion of the revenue for facilitating a sale.

    b. sell to more than one category of consumers.

    c. sell their products to because it impacts important decisions such as their marketing, their branding, their shipping procedures, their markup, etc.

    d. check out the writer's Beginner's Guide to Creating an Affiliate Ecommerce Store article.

6. Below are the verbs, EXCEPT! (reorganization-classifying)

    a. costumer

    b. sell

    c. create

    d. begin

7. Below are explanations mentioned in the passage, EXCEPT. (reorganizing-synthesizing)

    a. Every ecommerce business can be differentiated by the types of products that it sells.

    b. There are the three main categories that ecommerce businesses sell their products or services to.

    c. B2C stands for Business-to-Consumer.

    d. Ecommerce business models can be differentiated into four main categories.

8. What is the text telling about? (reorganizing-summarizing)

    a. The text is telling about three different types of ecommerce business model and their examples.

b. The text is telling about main part of consumer's daily routines, social media platforms are making it easy for consumers to shop through the posts on their newsfeed.

c. The text is telling about ecommerce which essentially describes any type of exchange of currency for goods or services online.

d. The text is telling about the best way to begin to describe different ecommerce businesses, and the different types of ecommerce businesses.

9. What is the purpose of the text? (Inferring - supporting details)
   a. To know that the writer explains about business ecommerce.
   b. To make the reader understand about ecommerce.
   c. To inform about three main Ecommerce business models that are available for ecommerce business owners to run ecommerce businesses.
   d. To give detail of ecommerce effect and planning, so it is useful for running ecommerce business through online.

10. Write another title that you think appropriate to the text. (inferring-main idea)
    a. Ideas for running ecommerce business.
    b. What is the definition of ecommerce?
    c. Types of commerce business models
    d. How shold you run successful ecommerce business?

11. Below are the reasons why does we need to know three main categories of Ecommerce business models before running ecommerce business. EXCEPT! (inferring cause effect)
    a. To decides proper types of products that we want to sell.
    b. To consider for whom the products are sold to.
    c. To think about where and the way we sell our products to our customers.
    d. To know types of customers of business ecommerce.

12. Do you think that ecommerce is good idea for running business in the future? (predicting-outcome).
    a. Yes, I do. It is proper way to start business as the fact that there are many ecommerce now and it is possible that this business will be interested by many people even in the future.
    b. Yes, I do. The problems of running ecommerce business models are often happening and cannot be occur, so we should be careful to run ecommerce business in the future.
    c. No, I do not. I think this type of business has already done by many people. So, there are many business rivals.
    d. No, I do not. because ecommerce business is risky than do offline sales. Ecommerce will be forgotten by many people in the future.

TEXT 4
6 Types of Business Plans

Business plans guide owners, management and investors as businesses start up and grow through stages of success. A business owner or prospective business owner writes a business plan to clarify each aspect of his business, describing the objectives that will anticipate and prepare for growth. Savvy business owners write a business plan to guide management and to promote investment capital. Types of business plans include, but are not limited to, start-up, internal, strategic, feasibility, operations and growth plans.

Start-Up Business Plans

New businesses should detail the steps to start the new enterprise with a start-up business plan. This document typically includes sections describing the company, the product or service your business will supply, market evaluations and your projected management team. Potential investors will also require a financial analysis with spreadsheets describing financial areas including, but not limited to, income, profit and cash flow projections.

Internal Business Plans

Internal business plans target a specific audience within the business, for example, the marketing team who need to evaluate a proposed project. This document will describe the company's current state, including operational costs and profitability, then calculate if and how the business will repay any capital needed for the project. Internal plans provide information about project marketing, hiring and tech costs. They also typically include a market analysis illustrating target demographics, market size and the market's positive effect on the company income.

Strategic Business Plans

A strategic business plan provides a **high-level view of a company's goals** and how it will achieve them, laying out a foundational plan for the entire company. While the structure of a strategic plan differs from company to company, most include five elements: business vision, mission statement, definition of critical success factors, strategies for achieving objectives and an implementation schedule. A strategic business plan brings all levels of the business into the big picture, inspiring employees to work together to create a successful culmination to the company's goals.

Feasibility Business Plans

A feasibility business plan answers two primary questions about a proposed business venture: **who**, if anyone, will purchase the service or product a company wants to sell, and **if** the venture can turn a profit. Feasibility business plans include, but are not limited to, sections describing the need for the product or service, target demographics and required capital. A feasibility plan ends with recommendations for going forward.

Operations Business Plans

Operations plans are internal plans that consist of **elements related to company operations**. An operations plan, specifies implementation markers and deadlines for the coming year. The operations plan outlines employees' responsibilities.

Growth Business Plans

Growth plans or expansion plans are **in-depth descriptions of proposed growth** and are written for internal or external purposes. If company growth requires investment, a growth plan may include complete descriptions of the company, its management and officers. The plan must provide all company details to satisfy potential investors. If a growth plan needs no capital, the authors may forego obvious company descriptions, but will include financial sales and expense projections.

https://smallbusiness.chron.com/6-types-business-plans-2591.html

After reading the text, then answer these questions.

1. What is the function of Business plans? (literal-detail)
    a. as the steps to start the new enterprise with a start-up business plan.
    b. clarify each aspect of his business, describing the objectives that will anticipate and prepare for growth.
    c. guide owners, management and investors as businesses start up and grow through stages of success.
    d. require a financial analysis with spreadsheets describing financial areas.
2. What is Operations plans? (literal-detail)
    a. internal plans that consist of **elements related to company operations.**
    b. specifies implementation markers and deadlines for the coming year.
    c. The operations plan outlines employees' responsibilities.
    d. If company growth requires investment, a growth plan
3. What must the plan provide?
    a. product or service your business will supply.
    b. information about project marketing, hiring and tech costs.
    c. all company details to satisfy potential investors.
    d. expansion plans
4. **They** also typically include a market analysis illustrating target demographics. (*the underlined word in 3ʳᵈ paragraph refers to?*) (literal-detail)
    a. project marketing
    b. Internal plans
    c. hiring
    d. tech cost
5. What is the main idea of the 3ʳᵈ paragraph?(literal-main idea)
    a. Internal business plans target a specific audience within the business, for example, the marketing team who need to evaluate a proposed project.
    b. New businesses should detail the steps to start the new enterprise with a start-up business plan.
    c. A feasibility business plan answers two primary questions about a proposed business venture.
    d. Operations plans are internal plans that consist of **elements related to company operations**.
6. What is the main idea of the last paragraph?(literal-main idea)
    a. Internal business plans target a specific audience within the business, for example, the marketing team who need to evaluate a proposed project.

b. New businesses should detail the steps to start the new enterprise with a start-up business plan.

c. Growth plans or expansion plans are **in-depth descriptions of proposed growth** and are written for internal or external purposes.

d. Operations plans are internal plans that consist of elements related to company operations.

7. Below are the Noun, EXCEPT! (reorganization-classifying)
   a. **Company**
   b. Provide
   c. Calculate
   d. repay

8. Below are true statement mentioned in the passage, EXCEPT. (reorganizing-synthesizing)

   a. New businesses should detail the steps to start the new enterprise with a start-up business plan.

   b. There are seven types of business plans.

   c. A business owner or prospective business owner writes a business plan to clarify each aspect of his business.

   d. A feasibility plan ends with recommendations for going forward.

9. What is the text telling about? (reorganizing-summarizing)
   a. Types of running business plans for bigger manufacturer.
   b. Telling about detail types of business plans with the examples.
   c. Types of successful tricks as business management.
   d. Telling how the way run biggest business environment.

10. What is the purpose of the text? (Inferring - supporting details)
    a. To give detail explanation about 6 types of business plans.
    b. To give information about prior aspects of business.
    c. To explains plans for successful project runs.
    d. To explains the main idea of business itself.

11. Why do we need to do business plan? (inferring-cause and effect)
    a. Because plans are unnecessary in doing successful business.
    b. Because for running business needs business plan as guidance.
    c. Because it is good idea of making plan.
    d. Because it doesn't move or help anything.

12. Do you think that business plan can help to successful business in the future? Why? (predicting-outcome).
    a. Yes, I do. By making business plans we are guided to run business with its aspects and really helpful.
    b. Yes, I do. To get profit so planning is important to manage.
    c. No, I don't. It is not good idea for running business in the future.
    d. No, I don't. A business owner or prospective business owner do nott need to write a business plan

13. Do you think that it is an narrative text? Clarify your answer. (Evaluation-Judgement of adequacy and validity)
    a. No, I don't. because this text is not telling about the past events of story.
    b. No, I don't. because this text doesn't used tenses and good grammatical.

c. Yes, I do. Because it explains detail of types business plans for running business.
d. Yes, I do. Because the text has told the story of business plans.

14. Mr. D wants to expands his branch restaurant to three different places. Which type of business plans do you think would be proper for him. (personal response)
a. Internal Business Plans
b. A strategic business plan
c. Operations Business Plans
d. Growth Business Plans

TEXT 5
Labor

What is labor?

Labor, in economics, is an effort expended to secure economic benefits. It is one of the three leading factors of production, the other two being land (natural objects) and capital.

Categories of labor

1. *Unskilled labor* includes people who work primarily with their hands because they don't have the training and skills for other jobs. Unskilled workers do jobs such as digging ditches, picking fruit, and mopping floors. They earn some of the lowest wages, or pay.
2. *Semiskilled labor* includes workers who have a little bit of training to operate machines such as electric floor polishers, dishwashers, and lawnmowers.
3. *Skilled labor* includes workers who can operate complex equipment. These include workers such as carpenters, typists, and computer technicians.
4. *Professional labor* includes persons with the highest level of education and management skills. Examples are doctors, lawyers, and business executives. Professionals generally have the highest incomes.

After reading the text, then answer these questions.

1. how many types of labor? (literal detail)
   a. 3
   b. 4
   c. 5
   d. 6
2. what is unskilled labor? (literal detail)
   a. workers who have a little training to operate machines
   b. workers who can operate complex equipment
   c. workers with highest level of education
   d. people who work with their hands because no skill
3. workers who can operate complex equipment are called?
   a. Unskilled labor
   b. Semiskilled labor

c. Skilled labor

d. Professional labor

4. this is the example of?

   a. Unskilled labor

   b. Semiskilled labor

   c. Skilled labor

   d. Professional labor

5. this is the example of?

   a. Unskilled labor

   b. Semiskilled labor

   c. Skilled labor

   d. Professional labor

6. digging ditches, mopping floor, electric floor polisher are the example of unskilled labor. (..........)

7. labor, in economic, is an effort expended to secure economic benefits. (..........)

8. this is the example of skilled labor. (..........)

9. Carpenter is example of skilled labor. (..........)

10. Professional labor get the highest wages. (..........)

11. Mention types of labor.

12. Typist is the example of?

13. Which labor that having high education ?

14. What labor that get lowest wages?

15. Office boy is the example of?

Text 6

The Characteristics of Entrepreneurs

An entrepreneur is a person who takes the risk of starting and operating a business for the purpose of making profit. Although individuals from businesses earn profit by providing consumers with desired products or services, many years of hard works are often needed before a profit is earned. About half of all a new business fails within the first five to six years. Failures are often for financial reasons, but many closings of your firms occur because the owners are not well-

suited to be entrepreneurs are all uniquely different, they also have some common personal characteristics.

Some people would rather work for others, while other people prefer to work for themselves. Entrepreneurs who prefer self-employment enjoy the freedom and independence that come from being their own bosses and from making their own decisions. Even when their businesses are not immediately successful, they do not give up. In fact, some entrepreneurs who are eventually successful often experienced unsuccessful start-ups. However, they learned from their mistakes and started over.

Entrepreneurs are self-starters who have plenty of energy and enjoy working on their own. They like to take charge of situation and usually work hard and for long periods in order to meet their goals. Entrepreneurs are also good thinkers, often coming up with new ideas and new ways to solve the problems. Most successful small business owners like people and people like them. As a result they are often community leaders.

Successful entrepreneurs have other common characteristics, generally, they obtain work experience in the types of business they launch. The person who starts a computer store, for example, will usually have taken some somputer courses and will have worked for a business that makes, sells, or services computers. In addition to appropriate work experience, successful business owners are also well informed about financial, marketing, and legal matters.

There is no magic age for starting a business. Teenagers, parents of teenagers, and retires have all started successful businesses. In recent years, increasing numbers of women, Asian-Americans, Hispanics, adn African-Americans of all ages have opened their own firms. To start your own business, you need adequate funds, a general knowledge about business, some work experience, and a business opportunity.

Kenneth E. Overhand, et al

Business Principles and mnagement

After reading the text, then answer these questions.
1. entrepreneur is a person who takes the risk of starting and operating a business for the purpose of making profit. (literal detail)

     True   False
2. starting and operating a business are common risks that a new entrepreneur usually takes? (literal detail)

     True   False
3. What are the ideal characteristics that an entrepreneur should have? (literal detail)
     a. hardworking
     b. independence for making decision
     c. easy to give up
     d. Good thinker with new ideas
4. How old should an entrepreneur be to start his/her business? (literal detail)
     a. Young age
     b. Teenagers

  c. Retire

  d. No limited age

5. What is the main idea of the last paragraph? (Literal main idea)

 … ....

6. Why should an entrepreneur be a good thinker? (reorganizing-synthesizing)

  a. Because they don't have capability to predict situation.

  b. Because they should run the business careless

  c. Because they need to solve the problem quickly and come up with new ideas.

  d. Because they are creative persons who always work without any purpose for building business

7. What is the similar meaning of appropriate? (reorganizing-classifying)

  a. proper

  b. significant

  c. classify

  d. attractive

8. Below are the verbs, EXCEPT! (reorganizing-classifying)

  a. inform

  b. make

  c. owner

  d. take

9. Mr, white is 50 years old. He is retirement. Can he start to become entrepreneur? (reorganizing-outlining)

 …………………………………………………………………………………
…………….

10. What is the conclusion of the text above? (reorganization-summarizing)

  a. Kinds of entrepreneur ownership with the problems

  b. Details about entrepreneur's definition with the characteristics

  c. Several point of view about customer's types

  d. How to start the business for new entrepreneur.

Text 7
Labour: Meaning and Characteristics

Labour includes both physical and mental work undertaken for some monetary reward. In this way, workers working in factories, services of doctors, advocates, ministers, officers and teachers are all included in labour. Any physical or mental work which is not undertaken for getting income, but simply to attain pleasure or happiness, is not labour. For example, the work of a gardener in the garden is called labour, because he gets income for it. But if the same work is done by him in his home garden, it will not be called labour, as he is not paid for that work. So, if a mother brings up her children, a teacher teaches his son and a doctor treats his wife, these activities are not considered 'labour' in economics. It is so because these are not done to earn income. According to S.E. Thomas, "Labour connotes all human efforts of body or mind which are undertaken in the expectation of reward." Characteristics of Labour: Labour has the following peculiarities which are explained as under:

1. Labour is Perishable:

Labour is more perishable than other factors of production. It means labour cannot be stored. The labour of an unemployed worker is lost forever for that day when he does not work. Labour can neither be postponed nor accumulated for the next day. It will perish. Once time is lost, it is lost forever.

2. Labour cannot be separated from the Labourer:

Land and capital can be separated from their owner, but labour cannot he separated from a labourer. Labour and labourer are indispensable for each other. For example, it is not possible to bring the ability of a teacher to teach in the school, leaving the teacher at home. The labour of a teacher can work only if he himself is present in the class. Therefore, labour and labourer cannot be separated from each other.

3. Less Mobility of Labour:

As compared to capital and other goods, labour is less mobile. Capital can be easily transported from one place to other, but labour cannot be transported easily from its present place to other places. A labourer is not ready to go too far off places leaving his native place. Therefore, labour has less mobility.

4. Weak Bargaining Power of Labour:

The ability of the buyer to purchase goods at the lowest price and the ability of the seller to sell his goods at the highest possible price is called the bargaining power. A labourer sells his labour for wages and an employer purchases labour by paying wages. Labourers have a very weak bargaining power, because their labour cannot be stored and they are poor, ignorant and less organised. Moreover, labour as a class does not have reserves to fall back upon when either there is no work or the wage rate is so low that it is not worth working. Poor labourers have to work for their subsistence. Therefore, the labourers have a weak bargaining power as compared to the employers

5. Inelastic Supply of labour:

The supply of labour is inelastic in a country at a particular time. It means their supply can neither be increased nor decreased if the need demands so. For example, if a country has a scarcity of a particular type of workers, their supply cannot be increased within a day, month or year. Labourers cannot be 'made to order' like other goods. The supply of labour can be increased to a limited extent by importing labour from other countries in the short period. The supply of labour depends upon the size of population. Population cannot be increased or decreased quickly. Therefore, the supply of labour is inelastic to a great extent. It cannot be increased or decreased immediately.

6. Labourer is a Human being and not a Machine:

Every labourer has his own tastes, habits and feelings. Therefore, labourers cannot be made to work like machines. Labourers cannot work round the clock like machines. After continuous work for a few hours, leisure is essential for them.

7. A Labourer sells his Labour and not Himself:

A labourer sells his labour for wages and not himself. 'The worker sells work but he himself remains his own property'. For example, when we purchase an animal, we become owners of the services as well as the body of that animal. But we cannot become the owner of a labourer in this sense.

8. Increase in Wages may reduce the Supply of Labour:

The supply of goods increases, when their prices increase, but the supply of labourers decreases, when their wages are increased. For example, when wages are low, all men, women and children in a labourer's family have to work to earn their livelihood. But when wage rates are increased, the labourer may work alone and his wife and children may stop working. In this way, the increase in wage rates decreases the supply of labourers. Labourers also work for less hours when they are paid more and hence again their supply decreases.

9. Labour is both the Beginning and the End of Production:

The presence of land and capital alone cannot make production. Production can be started only with the help of labour. It means labour is the beginning of production. Goods are produced to satisfy human wants. When we consume them, production comes to an end. Therefore, labour is both the beginning and the end of production.

10. Differences in the Efficiency of Labour:

Labourer differs in efficiency. Some labourers are more efficient due to their ability, training and skill, whereas others are less efficient on account of their illiteracy, ignorance, etc.

11. Indirect Demand for Labour:

The consumer goods like bread, vegetables, fruit, milk, etc. have direct demand as they satisfy our wants directly. But the demand for labourers is not direct, it is indirect. They are demanded so as to produce other goods, which satisfy our wants. So the demand for labourers depends upon the demand for goods which they help to produce. Therefore, the demand for labourers arises because of their productive capacity to produce other goods.

12. Difficult to find out the Cost of Production of Labour:

We can easily calculate the cost of production of a machine. But it is not easy to calculate the cost of production of a labourer i.e., of an advocate, teacher, doctor, etc. If a person becomes an engineer at the age of twenty, it is difficult to find out the total cost on his education, food, clothes, etc. Therefore, it is difficult to calculate the cost of production of a labourer.

13. Labour creates Capital:

Capital, which is considered as a separate factor of production is, in fact, the result of the reward for labour. Labour earns wealth by way of production. We know that capital is that portion of wealth which is used to earn income. Therefore, capital is formulated and accumulated by labour. It is evident that labour is more important in the process of production than capital because capital is the result of the working of labour.

14. Labour is an Active Factor of Production:

Land and capital are considered as the passive factors of production, because they alone cannot start the production process. Production from land and capital starts only when a man makes efforts. Production begins with the active participation of man. Therefore, labour is an active factor of production.

http://www.yourarticlelibrary.com/economics/labour-meaning-and-characteristics-economics/10795

After reading the text, then answer these questions.

1. What is Labour ? (literal-detail)

   …………………………………..

2. Labor is any physical or mental work which is not undertaken for getting income, but simply to attain pleasure or happiness. (literal-detail)

   TRUE   FALSE

3. .... the work of a gardener in the garden is called labour, because he gets income for **it.** (*the underlined word in 1ˢᵗ paragraph refers to?)* (literal-detail)
   a. income
   b. gardener
   c. labour
   His work

4. What is the main idea of the first paragraph? (literal-main idea)
   a. Land and capital can be separated from their owner, but labour cannot he separated from a labourer.
   b. Labour includes both physical and mental work undertaken for some monetary reward.
   c. Labour is more perishable than other factors of production.
   d. The supply of labour is inelastic in a country at a particular time.

5. There are fourteen characteristics of labor? (literal-detail)

   TRUE   FALSE

6. Below are the NOUNS, EXCEPT! (reorganization-classifying)
   a. work
   b. capital
   c. labour
   d. wages

7. Below are the true explanations mentioned in the passage, EXCEPT. (reorganizing-synthesizing)
   a. Labour includes both physical and mental work undertaken for some monetary reward.
   b. Labour and labourer are indispensable for each other.
   c. A labourer sells his labour for wages and an employer purchases labour by paying wages.
   d. Poor labourers have to work for their subsistence.

8. The text telling about the meaning and characteristics of labor? (reorganizing-summarizing)

   TRUE   FALSE

9. The purpose of the text is to explain about the advantages of labor? (Inferring - supporting details)

   TRUE   FALSE

10. Write another title that you think appropriate to the text. (inferring-main idea)
    a. The benefits of labour
    b. Tips to be good labour
    c. Types of Labor Characteristic

d. How to be successful worker

11. Below are the example of Labour. EXCEPT! (inferring)
    a. Mrs. Andrea assists her boss to arrange meeting schedules as part of her job.
    b. Mr. Brown is getting payment after paint Mr. Smith's house.
    c. Mr White become a janitor in a school.
    d. Mrs. Andreson teach her daughter to read.

12. Do you think that the labour who often spend his/her wages during working period will guarantee that his/her life is fulfilled in the future when he/she retire? (predicting-outcome).

………………………………………

Text 8
Child Labor

Although children had been servants and apprentices throughout most of human history, child labor reached new extremes during the Industrial Revolution. Children often worked long hours in dangerous factory conditions for very little money. Children were useful as laborers because their size allowed them to move in small spaces in factories or mines where adults couldn't fit, children were easier to manage and control and perhaps most importantly, children could be paid less than adults. Child laborers often worked to help support their families, but were forced to forgo an education. Nineteenth century reformers and labor organizers sought to restrict child labor and improve working conditions, but it took a market crash to finally sway public opinion. During the Great Depression, Americans wanted all available jobs to go to adults rather than children.

The minimal role of child labor in the United States today is one of the more remarkable changes in the social and economic life of the nation over the last two centuries. In colonial America, child labor was not a subject of controversy. It was an integral part of the agricultural and handicraft economy. Children not only worked on the family farm but were often hired out to other farmers. Boys customarily began their apprenticeship in a trade between ages ten and fourteen. Both types of child labor declined in the early nineteenth century, but factory employment provided a new opportunity for children. Ultimately, young women and adult immigrants replaced these children in the textile industry, but child labor continued in other businesses. They could be paid lower wages, were more tractable and easily managed than adults, and were very difficult for unions to organize.
Did you know? In 1900, 18 percent of all American workers were under the age of 16.

The educational reformers of the mid-nineteenth century convinced many among the native-born population that primary school education was a necessity for both personal fulfillment and the advancement of the nation. This led several states to establish a minimum wage for labor and minimal requirements for school attendance. These laws had many loopholes, however, and were in place in only some states where they were laxly enforced. In addition, the influx of immigrants, beginning with the Irish in the 1840s and continuing after 1880 with groups from southern and eastern Europe, provided a new pool of child workers. Many of these

immigrants came from a rural background, and they had much the same attitude toward child labor as Americans had in the eighteenth century.

The new supply of child workers was matched by a tremendous expansion of American industry in the last quarter of the nineteenth century that increased the jobs suitable for children. The two factors led to a rise in the percentage of children ten to fifteen years of age who were gainfully employed. Although the official figure of 1.75 million significantly understates the true number, it indicates that at least 18 percent of these children were employed in 1900. In southern cotton mills, 25 percent of the employees were below the age of fifteen, with half of these children below age twelve. In addition, the horrendous conditions of work for many child laborers brought the issue to public attention.

Determined efforts to regulate or eliminate child labor have been a feature of social reform in the United States since 1900. The leaders in this effort were the National Child Labor Committee, organized in 1904, and the many state child labor committees. These organizations, gradualist in philosophy and thus prepared to accept what was achievable even if not theoretically sufficient, employed flexible tactics and were able to withstand the frustration of defeats and slow progress. The committees pioneered the techniques of mass political action, including investigations by experts, the widespread use of photography to dramatize the poor conditions of children at work, pamphlets, leaflets, and mass mailings to reach the public, and sophisticated lobbying. Despite these activities, success depended heavily on the political climate in the nation as well as developments that reduced the need or desirability of child labor.

During the period from 1902 to 1915, child labor committees emphasized reform through state legislatures. Many laws restricting child labor were passed as part of the progressive reform movement of this period. But the gaps that remained, particularly in the southern states, led to a decision to work for a federal child labor law. Congress passed such laws in 1916 and 1918, but the Supreme Court declared them unconstitutional.

The opponents of child labor then sought a constitutional amendment authorizing federal child labor legislation. Congress passed such an amendment in 1924, but the conservative political climate of the 1920s, together with opposition from some church groups and farm organizations that feared a possible increase of federal power in areas related to children, prevented many states from ratifying it. The Great Depression changed political attitudes in the United States significantly, and child labor reform benefited. Almost all of the codes developed under the National Industrial Recovery Act served to reduce child labor. The Fair Labor Standards Act of 1938, which for the first time set national minimum wage and maximum hour standards for workers in interstate commerce, also placed limitations on child labor. In effect, the employment of children under sixteen years of age was prohibited in manufacturing and mining.

This success arose not only from popular hostility to child labor, generated in no small measure by the long-term work of the child labor committees and the climate of reform in the New Deal period, but also from the desire of Americans in a period of high unemployment to open jobs held by children to adults.

Other factors also contributed in a major way to the decline of child labor. New types of machinery cut into the use of children in two ways. Many simple tasks done by children were mechanized, and semiskilled adults became necessary for the most efficient use of the equipment. In addition, jobs of all sorts increasingly required higher educational levels. The states responded by increasing the number of years of schooling required, lengthening the school year, and enforcing truancy laws more effectively. The need for education was so clear that Congress in 1949 amended the child labor law to include businesses not covered in 1938, principally commercial agriculture, transportation, communications, and public utilities.

Although child labor has been substantially eliminated, it still poses a problem in a few areas of the economy. Violations of the child labor laws continue among economically impoverished migrant agricultural workers. Employers in the garment industry in New York City have turned to the children of illegal immigrants in an effort to compete with imports from low-wage nations. The recent liberalization of the federal government's rules concerning work done at home also increases the likelihood of illegal child labor. Finally, despite the existing laws limiting the number of hours of work for those still attending school, some children continue to labor an excessive number of hours or hold prohibited jobs. Effectiveness in enforcement varies from state to state. Clearly, the United States has not yet eliminated all the abuses and violations, but it has met the objective of the child labor reformers and determined by law and general practice that children shall not be full-time workers. Walter Trattner, Crusade for the Children: A History of the National Child Labor Committee and Child Labor Reform in America (1970). https://www.history.com/topics/industrial-revolution/child-labor

After reading the text, then answer these questions.

1. During Industrial Revolution child labors are often worked long hours in dangerous factory conditions for very little money. (literal-detail) (..............)
2. children were difficult to manage and control. (literal-detail) (..............)
3. During colonial America, how old are boys customarily began their apprenticeship in a trade? (literal detail)
   ….. Between ages ten and fourteen
4. **They** could be paid lower wages. (*the underlined word in 2nd paragraph refers to?*) (literal-detail)
   a. Young women
   b. child labors
   c. Adult immigrant
   d. Children
5. What is the main idea of the 1st paragraph?(literal-main idea)
   a. Child labors had been servants and apprentices throughout most of human history that reached new extremes during Industrial Revolution.
   b. The minimal role of child labor in the United States today is one of the more remarkable changes in the social and economic life of the nation over the last two centuries.
   c. The new supply of child workers was matched by a tremendous expansion of American industry in the last quarter of the nineteenth century that increased the jobs suitable for children

d. The Great Depression changed political attitudes in the United States significantly, and child labor reform benefited.

6. What is the main idea of the 6th paragraph? (literal-main idea)
   a. In 1900, 18 percent of all American workers were under the age of 16.
   b. The new supply of child workers was matched by a tremendous expansion of American industry in the last quarter of the nineteenth century that increased the jobs suitable for children.
   c. During the period from 1902 to 1915, child labor committees emphasized reform through state legislatures.
   d. The minimal role of child labor in the United States today is one of the more remarkable changes in the social and economic life of the nation over the last two centuries.

7. Below are the verbs, EXCEPT! (reorganization-classifying)
   a. Labor   b. Help   c. Want   d. change

8. Below are true statements about Children were useful as laborers, EXCEPT! (reorganizing-synthesizing)
   a. their size allowed them to move in small spaces in factories.
   b. children were easier to manage and control.
   c. Child laborers often worked to help support their families.
   d. children could be paid less than adults

9. What is the text telling about? (reorganizing-summarizing)
   a. Types of child labor.
   b. A History of the Child Labor.
   c. Age of child labor starting to work.
   d. Definition of child labor.

10. What is the purpose of the text? (Inferring - supporting details)
    a. To give detail explanation about history of child labor.
    b. To give information about several types of labor.
    c. To explains of the importance of studying rather than working as child labor.
    d. To explains the reason many children become labor.

11. Why do exploit child labor illegal? (inferring-cause and effect)
    a. Because they can pay less.
    b. Because it is not suitable for human right.
    c. Because it they can be managed.
    d. Because it is free for treat child labor to do everything.

12. Do you think that child labors are still found even in the future? (predicting-outcome).

13. Do you think that it is an narrative text? Clarify your answer. (Evaluation-Judgement of adequacy and validity)

14. Mr. Smith hires several poor children around his area to work because he can paw them with low wages as the purpose to minimize his outcome for hiring employee. Do you think it is including exploit child labor? (personal response)

1.19 Frequencies (Questionaire items)

Analyze →desc. Statistic →frequencies

		item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 15
N	Valid	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4,51 35	4,37 84	4,21 62	4,24 32	4,29 73	4,16 22	4,62 16	4,37 84	4,10 81	4,21 62	4,27 03	3,89 19	4,29 73	4,29 73	4,16 22
Median		5,00 00	4,00 00	4,00 00	4,00 00	4,00 00	4,00 00	5,00 00	4,00 00	4,00 00	4,00 00	4,00 00	4,00 00	4,00 00	4,00 00	4,00 00
Mode		5,00	4,00	5,00	4,00	5,00	4,00	5,00	5,00	4,00	4,00	5,00	3,00	4,00	4,00	4,00
Std. Deviation		,606 52	,594 01	,975 68	,683 35	,877 65	,687 73	,545 25	,681 15	,774 01	,629 60	,769 15	,809 11	,661 01	,570 81	,727 00

1.20 Frequency Table

item_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	2	5.4	5.4	5.4
	Setuju	14	37.8	37.8	43.2
	Sangat Setuju	21	56.8	56.8	100.0
	Total	37	100.0	100.0	

item_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	2	5.4	5.4	5.4
	Setuju	19	51.4	51.4	56.8
	Sangat Setuju	16	43.2	43.2	100.0
	Total	37	100.0	100.0	

item_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat Tidak Setuju	1	2.7	2.7	2.7
	Tidak Setuju	1	2.7	2.7	5.4
	Netral	5	13.5	13.5	18.9
	Setuju	12	32.4	32.4	51.4
	Sangat Setuju	18	48.6	48.6	100.0
	Total	37	100.0	100.0	

item_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	5	13.5	13.5	13.5
	Setuju	18	48.6	48.6	62.2
	Sangat Setuju	14	37.8	37.8	100.0
	Total	37	100.0	100.0	

item_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat Tidak Setuju	1	2.7	2.7	2.7
	Netral	4	10.8	10.8	13.5
	Setuju	14	37.8	37.8	51.4
	Sangat Setuju	18	48.6	48.6	100.0
	Total	37	100.0	100.0	

item_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Setuju	1	2.7	2.7	2.7
	Netral	3	8.1	8.1	10.8
	Setuju	22	59.5	59.5	70.3
	Sangat Setuju	11	29.7	29.7	100.0
	Total	37	100.0	100.0	

item_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	2.7	2.7	2.7
	Setuju	12	32.4	32.4	35.1
	Sangat Setuju	24	64.9	64.9	100.0
	Total	37	100.0	100.0	

item_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	4	10.8	10.8	10.8
	Setuju	15	40.5	40.5	51.4
	Sangat Setuju	18	48.6	48.6	100.0
	Total	37	100.0	100.0	

item_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	9	24.3	24.3	24.3
	Setuju	15	40.5	40.5	64.9
	Sangat Setuju	13	35.1	35.1	100.0
	Total	37	100.0	100.0	

item_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	4	10.8	10.8	10.8
	Setuju	21	56.8	56.8	67.6
	Sangat Setuju	12	32.4	32.4	100.0
	Total	37	100.0	100.0	

item_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	7	18.9	18.9	18.9
	Setuju	13	35.1	35.1	54.1
	Sangat Setuju	17	45.9	45.9	100.0
	Total	37	100.0	100.0	

item_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	14	37.8	37.8	37.8
	Setuju	13	35.1	35.1	73.0
	Sangat Setuju	10	27.0	27.0	100.0
	Total	37	100.0	100.0	

item_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	4	10.8	10.8	10.8
	Setuju	18	48.6	48.6	59.5
	Sangat Setuju	15	40.5	40.5	100.0
	Total	37	100.0	100.0	

item_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	2	5.4	5.4	5.4
	Setuju	22	59.5	59.5	64.9
	Sangat Setuju	13	35.1	35.1	100.0
	Total	37	100.0	100.0	

item_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	7	18.9	18.9	18.9
	Setuju	17	45.9	45.9	64.9
	Sangat Setuju	13	35.1	35.1	100.0
	Total	37	100.0	100.0	

1.21.1 r-table PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

1.21.2 T-Table

DISTRIBUSI NILAI t$_{tabel}$

d.f	t$_{0.10}$	t$_{0.05}$	t$_{0.025}$	t$_{0.01}$	t$_{0.005}$	d.f	t$_{0.10}$	t$_{0.05}$	t$_{0.025}$	t$_{0.01}$	t$_{0.005}$
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	1.708	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641
30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630

1.22 Pre test and Post test score
1.21.3 treatment group

No	Reg. No.	Name	pre	post
1	180301002	N.A.I.	40	50
2	180301005	A.S.B.	45	55
3	180301006	N.A.M.	55	65
4	180301007	N.M.U.	50	65
5	180301010	M.R.I.P.	60	85
6	180301013	M. Z.F.	50	60
7	180301014	R.A.S.	45	65

No	Reg. No.	Name	pre	post
8	180301017	Q.W.	45	60
9	180301020	A.N.	45	55
10	180301021	F.I.W.P.	60	80
11	180301022	M.F.U.	45	65
12	180301024	I.A.I.	50	65
13	180301027	S.A.	55	65
14	180301035	D.A.	55	75
15	180301036	N.A.	60	80
16	180301037	W.I.P	50	70
17	180301038	N.P.R.	65	85
18	180301042	H.R.S.	50	65
19	180301048	M.A.	55	60
20	180301049	M.A.P.	60	80
21	180301050	M.A.P.A.	55	75
22	180301053	B.P.C.W.	45	65
23	180301057	S.N.	50	60
24	180301058	A.F.	50	70
25	180301059	C.S.	45	60
26	180301060	D.B.P.	45	75
27	180301061	D.A.R.	50	65
28	180301064	N.R.	65	85
29	180301065	N.D.W.	50	70
30	180301066	S.	55	80
31	180301067	T.A.A.	50	80
32	180301069	A.F.	55	75
33	180301074	N.G.R.	40	60
34	180301076	H.M.A.C.	50	65
35	180301077	A.V.Y.L.B.	50	70
36	180301078	S.S.S.	45	65
37	180301079	A.S.	60	80

1.21.4 control group

No	Reg. No.	Name	pre	post
1	180301082	F.E.H.	50	50
2	180301085	A.F.	55	55
3	180301086	D.R.A.	35	45
4	180301087	J.N.F.	50	55
5	180301089	F.C.M.	40	55
6	180301095	P.O.I.	40	40
7	180301096	T.A.N.	40	45

8	180301097	N.A.L.	40	40
9	180301098	U.N.K.E.	50	50
10	180301100	S.	50	65
11	180301104	Z.	50	55
12	180301106	S.	55	65
13	180301107	R.F.M.	60	55
14	180301108	J.T.H.	55	45
15	180301109	V.P.P.S.	60	50
16	180301111	R.F.T.	60	40
17	180301112	A.R.H.P.	35	35
18	180301118	S.D.L.	55	50
19	180301121	S.P.	60	55
20	180301122	W.I.M.	55	65
21	180301123	A.R.	40	55
22	180301124	A.A.Z.	30	45
23	180301125	F.N.	40	60
24	180301127	A.A.M.D.	35	50
25	180301128	M.F.Z.	55	55
26	180301129	B.I.R.	30	35
27	180301130	W.A.P.M.	50	65
28	180301131	M.D.A.T.	60	65
29	180301133	S.A.L.	35	35
30	180301134	A.N.R.	50	50
31	180301135	E.Y.	50	55
32	180301136	D.A.	50	60
33	180301137	K.H.	60	65
34	180301138	L.F.	50	65
35	180301139	N.A.	35	45
36	180301140	H.M.	50	55
37	180301141	T.E.S.	55	55
38	180301142	A.Y.W.	55	50