

APPENDIX 1

GENERAL SCHEDULE OF RESEARCH IMPLEMENTATION

No.	Meeting	Date	Activity
1.		15 July 2019	Sending permission letter to school and meet students to students introduce my-self for students and explain Google classroom and add group in the Google classroom
2.	-	17 July 2019	Try out pre- test and post- test to students
3.	-	19 July 2019	Pre-test of experimental and control group
4.	Meeting 1 st	22 July 2019	Treatment 1 of experimental and control group
5.	Meeting 2 nd	26 July 2019	Treatment 2 of experimental and control group
6.	Meeting 3 rd	29 July 2019	Treatment 3 of experimental and control group
7.	Meeting 4 th	2 August 2019	Treatment 4 of experimental and control group
8.	-	15 August 2019	Post- test of experimental and control group

APPENDIX 2

THE SCHEDULE OF RESEARCH IMPLEMENTATION

No.	Meeting	Date	Group	Topic
1.	1 st Meeting	22 July 2019	Experimental group	Sufficiency
			Control group	
2.	2 nd Meeting	26 July 2019	Experimental group	Take a break
			Control group	
3.	3 rd Meeting	29 July 2019	Experimental group	Take a break
			Control group	
4.	4 th Meeting	2 August 2019	Experimental group	Take a break
			Control group	

APPENDIX 3

SYLLABUS

School : Khanaradsadonbamrung YALA School

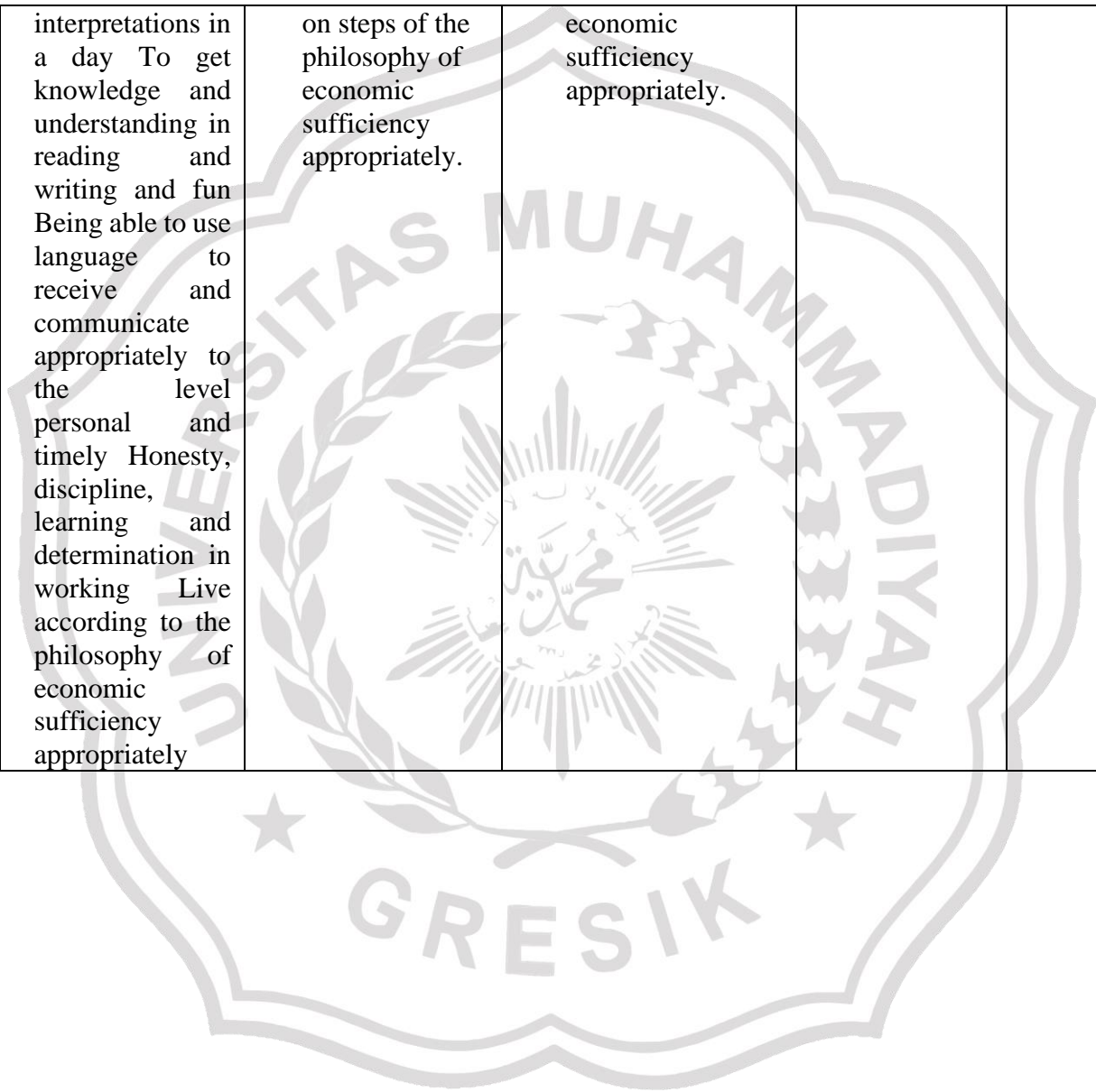
Subject : English

Class and semester : XI/ 1

5. Follow the instructions, explanations and read aloud the chapters to read correctly according to reading principles. Write sentences and messages in relation to different types of media that are read, comprehensively, important, interpret, respond to information about their own way of life. Matters that are of interest Stories close to experience in various situations Choose and use requests to make suggestions, clarifications, accept and reject. Requesting and providing information in various situations Events near the option of using language, tone of voice, and gestures suitable for the occasion And the location according to the social etiquette of the native speakers Explain lifestyle Traditions As well as participate in and organize language activities Culture of the owner appropriately Comparing similarities and differences between idiomatic sentence structures

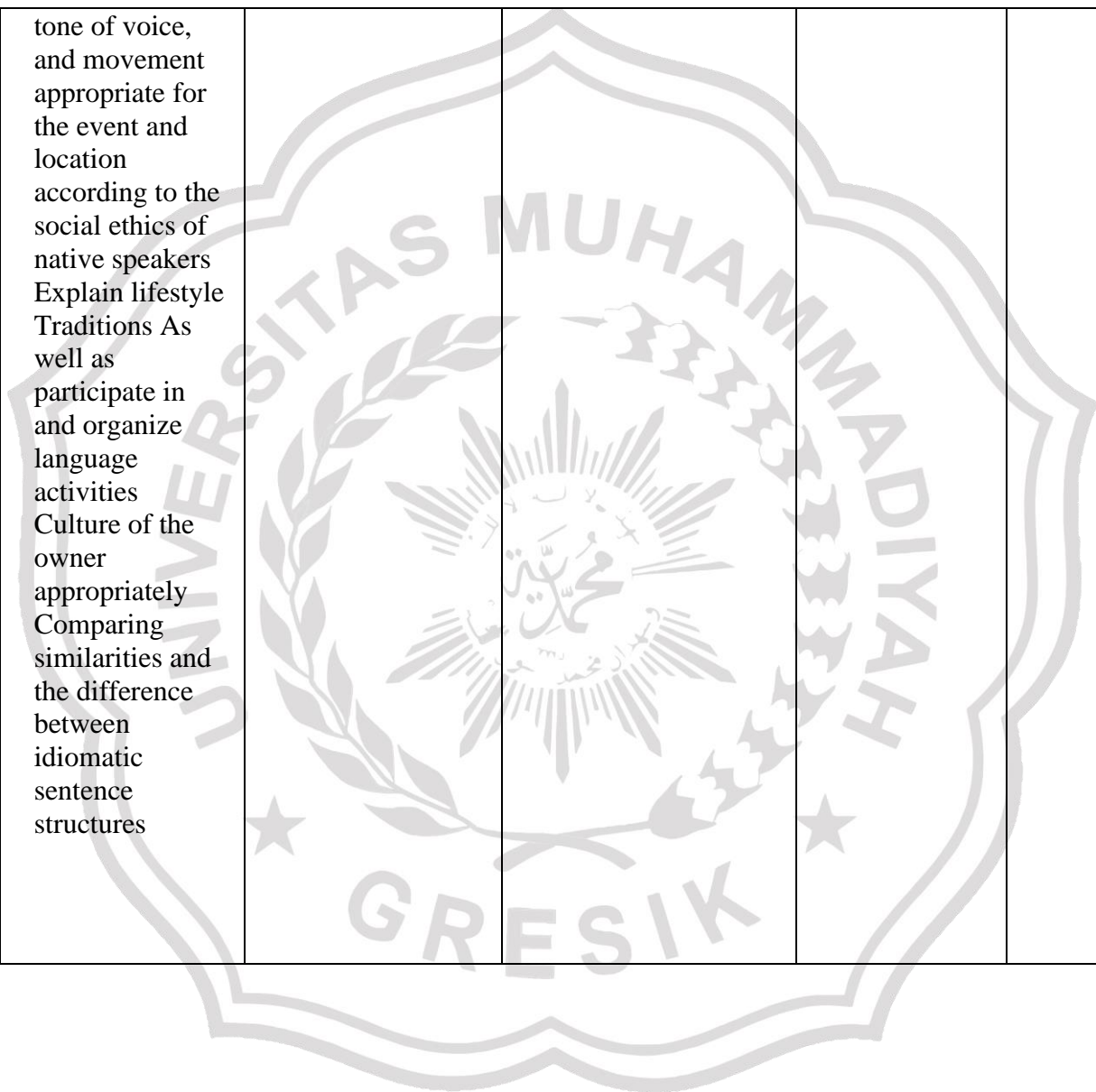
Meeting	Topic	General Instructional Objectives	Specific Instructional Objectives	Competences	Teaching Learning Strategies	Assessment	Time Allotment	References
1	Sufficiency Economy	5.1 The students are able to Understand the texts and short story texts that are essays and essays Then describe the meaning of vocabulary refer words, capture their importance, summarize	5. 1.1 The student able to respond to the meaning and steps of the philosophy of economic sufficiency appropriately 5.1.2 Abel to capturing meaning in analytical exposition texts	- Able to identify to the meaning and steps of the philosophy of economic sufficiency appropriately - Abel to capturing meaning in analytical exposition texts on steps of the philosophy of	POSSE strategies	Discusses and practice	2x45	

		<p>interpretations in a day To get knowledge and understanding in reading and writing and fun Being able to use language to receive and communicate appropriately to the level personal and timely Honesty, discipline, learning and determination in working Live according to the philosophy of economic sufficiency appropriately</p>	<p>on steps of the philosophy of economic sufficiency appropriately.</p>	<p>economic sufficiency appropriately.</p>				
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3-4	Take a break	<p>5.2.The students able to Understand the meaning of short functional text essays in the form of report, narrative and analytical exposition in the context of assuming information about one's life Interesting things Stories close to experience in various situations Select and use requests to make suggestions, clarify, accept and reject. Request and provide information in a variety of situations Events near options using language,</p>	<p>5.2.1 The students able to responding meaning of short functional text essays in the form of report, narrative and analytical exposition in the context of assuming information.</p> <p>5.2.2. The student able to demonstrate responsibility to short functional text essays in the form of report, narrative and analytical exposition in the context of assuming information.</p>	<ul style="list-style-type: none"> - Able to Grateful for the opportunity to short functional text essays in the form of report, narrative and analytical exposition in the context of assuming information. - Able to demonstrate responsibility to short functional text essays in the form of report, narrative and analytical exposition in the context of assuming information. 		2x45		
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		<p>tone of voice, and movement appropriate for the event and location according to the social ethics of native speakers Explain lifestyle Traditions As well as participate in and organize language activities Culture of the owner appropriately Comparing similarities and the difference between idiomatic sentence structures</p>					
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APPENDIX 4

PRE - TEST

Name :Number :

Class: XI/..... (Time: 60 minute)

Read the passage carefully and then choose the best answer

Item 1-4

Part I : Pottery

Pottery is one of the oldest of human artifacts. Early human cultures developed the craft of pottery to the point where different cultures and different periods of time had their own distinctive styles. In fact, so distinctive and so varied are these styles that archaeologists can often use pottery to date the period of a dig or to trace trade routes in ancient times.

1. The tone of this passage can best be described as
 - a. philosophical
 - b. factual
 - c. humorous
 - d. critical
2. "Distinctiv" means
 - a. expensive
 - b. unique
 - c. beautiful
 - d. old
3. We know that the craft of pottery is very old because.....
 - a. the pottery found archaeologists is beautiful
 - b. nobody makes pottery nowadays
 - c. early human cultures created pottery that was discovered by archaeologists
 - d. in ancient times, people created pottery for no reason
4. Archaeologists can often use pottery to date the period of a dig because.....
 - a. the pottery often has the year it was created written on the bottom
 - b. the type of clay used shows how old the dig is
 - c. pottery is one of the oldest of human artifacts
 - d. the styles of pottery from each time period are so distinctive varied

Read the passage carefully and then choose the best answer.

Item 5-9

Hat Yai is Southern Thailand's major commercial, communication, entertainment and shopping centre. It is located in Songkhla Province 947 km from Bangkok and 50 km north of the Malaysian border. It is a very popular city of tourists from neighboring countries. It is also the region's communication hub and is easily accessed by car, train or plane. Hat Yai has many first class hotels as well as several moderately priced accommodations, and a lot of good restaurants.

Hat Yai is the city of happiness. Some visitors to Hat Yai figuratively call it the "Little Paris of Southern Thailand". If you come to Hat Yai, you will see there are many attractions, depending on how much pocket money you have.

During the day you can either travel around the city, exploring natural sites such as the beaches, mountains, forests, waterfalls, ancient places, beautiful old temples or you can do some shopping (you can find a variety of goods here).

Shopping is a big attraction, Hat Yai has several modern department stores and hundreds of street stalls and markets. Hat Yai offers many good buys; Thai handicrafts, food, electrical appliances, cosmetics and clothing. There is a great selection of restaurants in many different styles, ranging from simple street vendors to hotel and garden restaurants. There are new and strangely delicious menus, serving food 24 hours a day.

At night you can enjoy the attractive nightlife. There is a variety of exciting and dazzling entertainments. You can see a movie, listen to music, go to a discotheque, karaoke bar or a nightclub, whatever you prefer.

There are quick and easy ways of accessing Hat Yai. It is the centre of land transportation, and the biggest platform is located in Hat Yai. Several buses link to all the provinces surrounding Hat Yai. It is also connected to the North - South Highway to Malaysia.

The important railway junction is also located in Hat Yai, where many trains pass through. You can comfortably travel to Hat Yai by train and onto other regions of Thailand through Bangkok, or you can travel down to the Malaysian border, and onto Kuala Lumpur or Singapore.

5. Where is Hat Yai located?
 - a. In Songkhla Province
 - b. In Southern
 - c. Near Malaysia
 - d. Malaysian border

6. How can you travel to Hat Yai?
 - a. easily to go
 - b. by car, train or plane
 - c. you will see many attractions
 - d. you can enjoy the attractive night
7. Who calls Hat Yai the “Little Paris of Southern Thailand”?
 - a. the citizen who live in Thailand
 - b. my neighbor
 - c. the visitors
 - d. my friends
8. What sites can you explore in Hat Yai?
 - a. beaches, forests, mountains and waterfalls
 - b. you can do some shopping and go to the forests
 - c. you can buy many goods and go to the beautiful old temples
 - d. you can explore the beaches, mountains, forests, waterfalls, ancient places, beautiful old temples and can do some shopping
9. What are some goods buys you can get in Hat Yai?
 - a. Thai handicrafts and cosmetics
 - b. Thai food, electrical, and clothing
 - c. Food, electrical appliances, cosmetics
 - d. Thai handicrafts, food, electrical appliances, cosmetics and clothing.

Read the passage carefully and then choose the best answer.

Item 15-20

Marcia says that all of her friends have a cell phone, but Marcia’s mom doesn't want to buy her one. Marcia's mom doesn't want Marcia to play video games either. What is more, the Internet scares her. Marcia's mom says, “If Marcia has a cell phone, how do we know whom she is talking to? Video games are bad for you. The Internet is dangerous and uncontrolled. It’s like having a gun in the house. We should just ban her from using the computer, and I'm not buying her a cell phone until she is eighteen. This is the only way we can be sure that Marcia is safe.”

Marcia’s dad disagrees with Marcia's mom. Although he agrees that there are some dangers to it, he likes the Internet, and finds it to be very useful. “The trouble is,” he says, “We just can’t stop Marcia from using the Internet, as this would put her at a disadvantage. What is more, I like video games. I think that, when played in moderation, they are fun. Obviously, it is not good to play them without restraint or self-control. Finally, I think Marcia needs a cell phone. We can’t take these things away.”

10. Which of the following best describes the difference between Marcia's mom and Marcia's dad?
- Mom wants to ban Marcia from using the computer, while dad likes to play video games
 - Mom thinks technology is dangerous, while dad thinks it can be useful
 - Mom cares little about Marcia's future, while dad is very supportive
 - Mom is very strict while Dad is open minded
11. In paragraph 1, Marcia's mom says, "It's like having a gun in the house." She says this in order to
- support the idea that the Internet is dangerous
 - reject the claim that guns can be safe if used responsibly
 - encourage Marcia's dad to purchase a gun
 - explain why the Internet is uncontrolled
12. Marcia's mom can best be described as
- Ridiculous
 - Careful
 - Careful
 - Rude
13. Marcia's dad can best be described as
- Shameless
 - Foolish
 - Wild
 - Reasonable
14. Which of the following would be the best way for Marcia to change the way her mom thinks about technology?
- Read her a newspaper article that talks about the importance of technology
 - Provide her an instruction manual detailing how the latest cell phone functions.
 - Take her to the library and show her the top five most popular internet websites
 - Spend the weekend playing video games with her

Read the passage carefully and then choose the best answer.

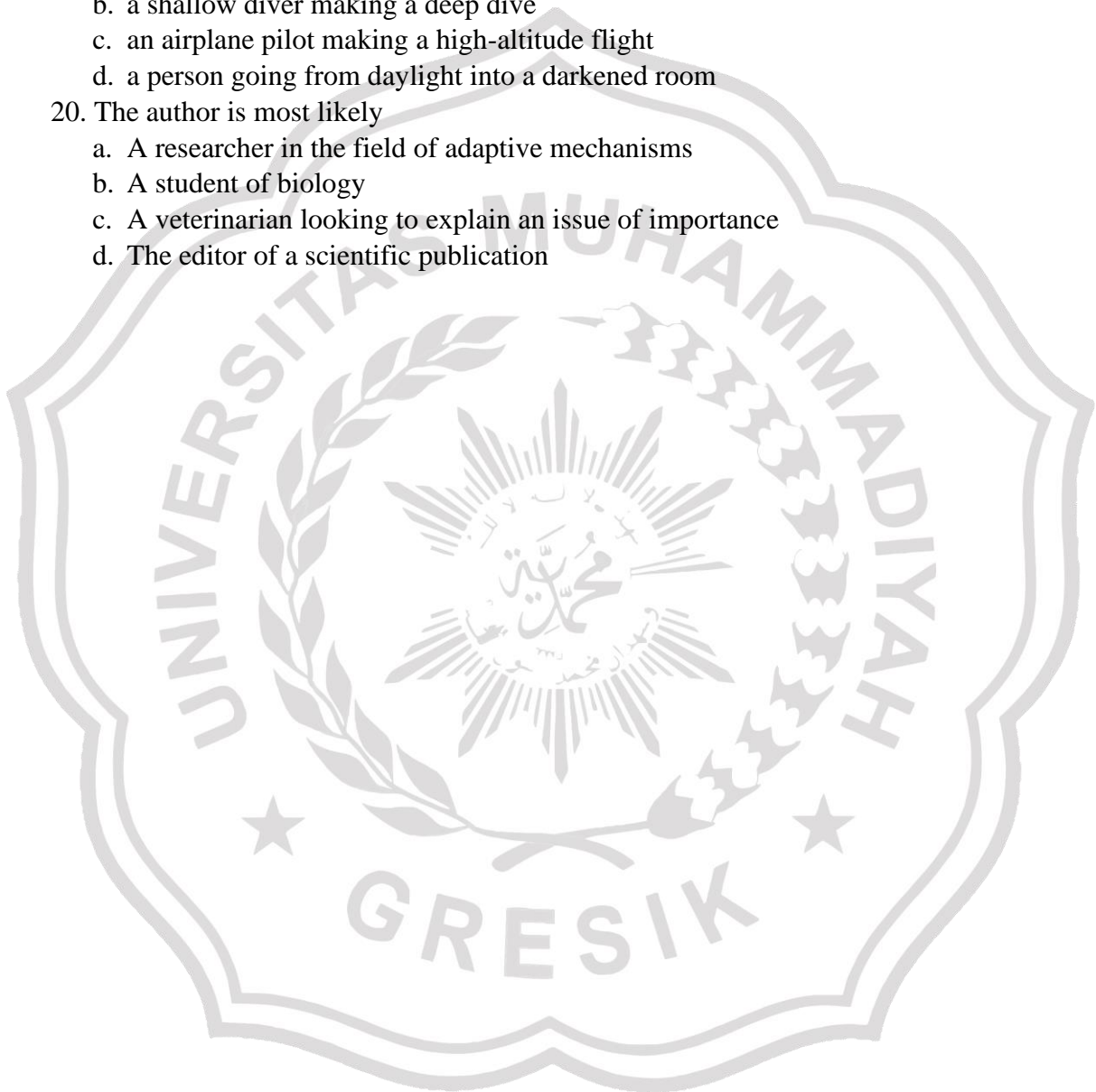
Item 15-20

As in the case of so many words used by the biologist and physiologist, the word acclimatization is hard to define. With increases in scientific knowledge and understanding, meanings of words change. Originally the term acclimatization was taken to mean only the ability of human beings, animals or plants to accustom themselves to new and strange climatic conditions, primarily altered temperature. A person or a wolf moves to a hot climate and is uncomfortable there, but after a time is better able to withstand the heat. But aside from temperature, there are other aspects of climate. A person or an animal may become adjusted to living at higher altitudes than those it was originally accustomed to. At very high altitudes, such as those that aviators may be exposed to low atmospheric pressure becomes a factor of primary importance. In changing to a new environment, a person may, meet new conditions of temperature or pressure, and in addition may have to contend with different chemical surroundings. On high mountains, the amount of oxygen in the atmosphere may be relatively small; in crowded cities, a person may become exposed to relatively high concentrations of carbon dioxide or even carbon monoxide, and in various areas may be exposed to conditions in which the water content of the atmosphere is extremely high or extremely low. Thus in the case of humans, animals, and even plants, the concept of acclimatization includes the phenomena of increased toleration of high or low temperature, of altered pressure, and of changes in the chemical environment.

Let us define acclimatization, therefore, as the process in which an organism or a part of an organism becomes inured to an environment which is normally unsuitable to it or lethal for it. By and large, acclimatization is a relatively slow process. The term should not be taken to include relatively rapid adjustments such as those that our sense organs are constantly making. This type of adjustment is commonly referred to by physiologists as "adaptation." Thus our touch sense soon becomes accustomed to the pressure of our clothes and we do not feel them; we soon fail to hear the ticking of a clock; obnoxious orders after a time fail to make much impression on us, and our eyes in strong light rapidly become insensitive.

15. According to the reading selection, all animals and plants?
 - a. have an ability for acclimatization
 - b. can adjust to only one change in the environment at a time
 - c. are successful in adjusting themselves to changes in their environments
 - d. can adjust to natural changes in the environment but not to artificially induced changes
16. It can be inferred from the reading selection that.....
 - a. every change in the environment requires acclimatization by living things
 - b. plants and animals are more alike than they are different
 - c. biologist and physiologists study essentially the same things
 - d. as science develops, the connotation of terms may change
17. The word "inured" in the first sentence of paragraph two most likely means
 - a. Exposed
 - b. Accustomed
 - c. Attracted
 - d. Associated

18. The function of paragraph 2 in the passage as a whole is to.....
- a. Illuminate the human element of acclimatization
 - b. Explain the role of scientists in acclimatization research
 - c. Provide a definition corresponding to the examples sighted in paragraph 1
 - d. Detail the environmental adjustments animals make to their environment
19. By inference from the reading selection, which one of the following would NOT require the process of acclimatization?
- a. an ocean fish placed in a lake
 - b. a shallow diver making a deep dive
 - c. an airplane pilot making a high-altitude flight
 - d. a person going from daylight into a darkened room
20. The author is most likely
- a. A researcher in the field of adaptive mechanisms
 - b. A student of biology
 - c. A veterinarian looking to explain an issue of importance
 - d. The editor of a scientific publication



APPENDIX 5

POST -TEST

Name :Number :

Class: XI/..... (Time: 60 minute)

Direction: Read the following passages then choose the best answer. Item 1-10 :

Sari Zayed of Davis, California, made headlines in 1994 when a city noise enforcement officer issued Zayed a \$50 citation at 1:30 in the morning after a neighbor complained her snoring kept him awake at night. Zayed got the last laugh. He sued for \$24,500 for stress, weight loss and emotional strain, an settled out of court \$13,500.

Snorers aren't trying to keep others awake at night. Most of the time, they don't even know they snore- they are after all, unconscious at the time. Some anthropologists have suggested that snoring is a primitive way of keeping beasts away at night. Hear, nose and throat doctors take a different view.

Doctors take snoring seriously. The most serious form is sleep apnea, in which the sleeper actually stops breathing for periods of at least 10 seconds, hundreds of times a night. During as much as half their sleep time, patients with sleep apnea may show below average concentrations of oxygen in their blood. A lack of oxygen can cause the heart to pump harder and over time can contribute to high blood pressure.

During REM sleep, the brain sends out an inhibitor that basically paralyzes the body, presumably to keep you from acting out vivid dreams. When a sleep apnea sufferer's breathing is cut off, the body rouses itself with a jolt of adrenaline. Breathing resumes, the person falls back to sleep and the whole things starts again. These "micro-arousals" can happen as many as 600 times a night, disrupting a snorer's sleep cycle. Studies have linked their apnea induced sleepiness to an increase in car accidents. A study by the Mayo Clinic also show that spouses of heavy snorers lose an average of one hour sleep a night.

People have been trying to develop a snoring cure as far back as the American Revolution when soldiers sewed small cannonballs into pockets on the back of the snorer-offenders' uniforms so they would not roll onto their backs. Today, more than 300 anti-snoring devices are registered with the U.S. Patent and Trademark Office.

To reduce your nighttime noise making, try losing weight, avoiding alcohol within three hours before you go to sleep and ironically, getting enough sleep. If that doesn't work, consult a physician. There are a number of things they can try, such as breathing masks, mouth pieces and surgery.

1. Which of the following is closest in meaning to "Got the last laugh"?
 - a. Had wit and humor.
 - b. Got excited and nervous.
 - c. Expressed loud and clear nose.

- d. Was more successful in the end.
2. Which of the following is TRUE about the snores?
- They cannot sleep at night.
 - They are unaware of their habit.
 - They try to annoy their neighbor.
 - They want to be safe from dangerous animals.
3. What does the writer talk about in the third paragraph?
- Sleep apnea.
 - Breathing patterns.
 - Heart functioning.
 - Concentrations of oxygen.
4. Which of the following does the writer refer to when mentions “night time noise making”?
- Snoring
 - Sleeping
 - Dreaming
 - Breathing
5. If you don't want to change your normal behavior, what will the doctor suggest?
- Lose weight
 - Get enough sleep
 - Try a breathing mask
 - Avoid alcohol before retiring at night
6. What does “they” in the last paragraph refer to?
- Snorers
 - Doctors
 - Soldiers
 - Spouses
7. What do you find odd and amusing at the end about the writer's suggestions?
- Losing weight.
 - Getting enough sleep.
 - Night time noise making.
 - Avoiding alcohol before sleeping.
8. What main idea does the writer describe in the fourth paragraph?
- An REM sleep
 - A snorer's sleep cycle
 - Micro-arousal activities
 - The cause of an accident

9. Which of the following positions will encourage snoring?
- Lying on the back
 - Lying on the stomach
 - Lying on the left side
 - Lying on the right side
10. How much did Zayed benefit from her snoring?
- \$3,450
 - \$13,500
 - \$50
 - \$24,500

Direction: Read the following passages then choose the best answer. Item 11 –14:

London is the largest city in Europe. It has held this title for over four hundred years. Over seven million people call London, the capital of the United Kingdom, home. One in ten people, who live in the United Kingdom, live in London. Three hundred fifty thousand people travel each day into London to work. Due to London's location, it is a very dry all year. Although it is dry, London is often very cloudy. On average it rains mildly just about every other day.

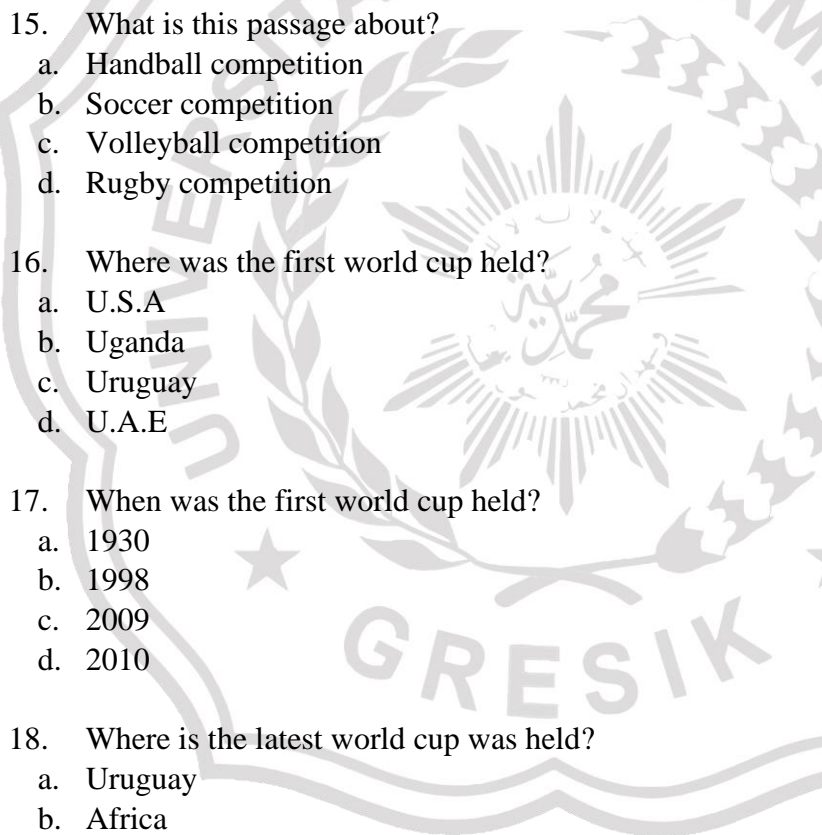
More than a hundred of the world's major companies have their headquarters in London, making the city a major world influence. Most people from London work in a job that involves printing or publishing.

11. How long has London been the largest city in Europe?
- 100 years
 - 200 years
 - 300 years
 - 400 years
12. London is the capital city of what country?
- United States
 - France
 - United Kingdom
 - Spain
13. What of the following is true about London?
- It's very wet
 - It's very cold.
 - It's very dry.
 - It's very hot.
14. Most of the people that work in London work in which industry?
- Construction
 - Law enforcement
 - Professional soccer
 - Publishing

Item 5-10

The World Cup is the world's biggest football competition. The first World Cup competition was held in Uruguay in 1930 and there is a World Cup every 4 years.

The latest year the World Cup is held in Brazil (2014). The matches will be played in twelve different stadiums across the country. There are thirty two teams around the world. The final match will be played in Rio de Janeiro, the former capital of Brazil between Germany and Argentina.

- 
15. What is this passage about?
- Handball competition
 - Soccer competition
 - Volleyball competition
 - Rugby competition
16. Where was the first world cup held?
- U.S.A
 - Uganda
 - Uruguay
 - U.A.E
17. When was the first world cup held?
- 1930
 - 1998
 - 2009
 - 2010
18. Where is the latest world cup was held?
- Uruguay
 - Africa
 - Brazil
 - Germany
19. How many countries had passed to join this competition?
- 32
 - 34
 - 36
 - 38

20. Which country is the Champion of the World Cup 2014?
- a. Netherland
 - b. Brazil
 - c. Germany
 - d. Argentina



APPENDIX 6

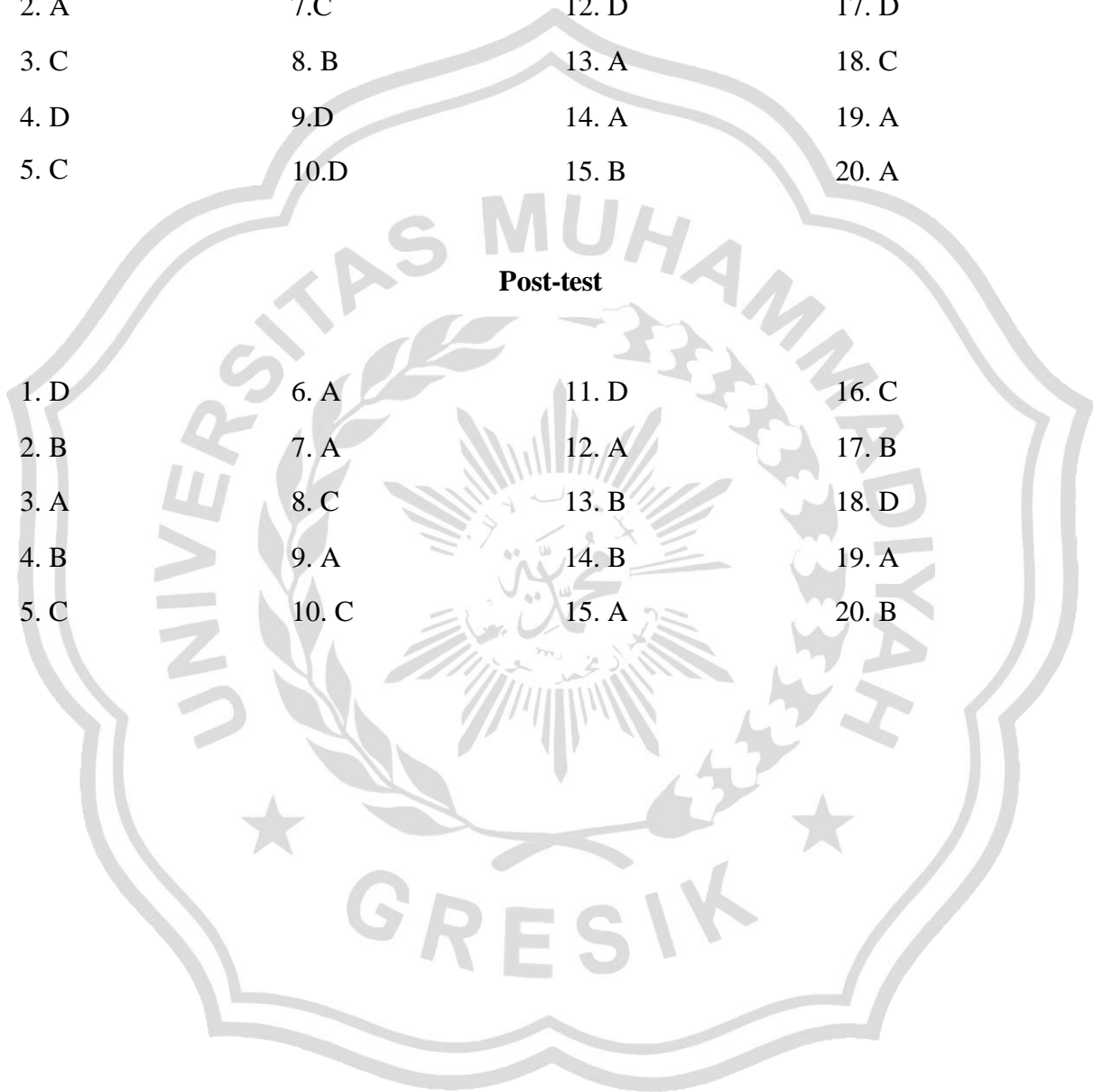
ANSWER KEY OF PRE-TEST AND POST-TEST

Pre-test

1. B	6. B	11. A	16. B
2. A	7. C	12. D	17. D
3. C	8. B	13. A	18. C
4. D	9. D	14. A	19. A
5. C	10. D	15. B	20. A

Post-test

1. D	6. A	11. D	16. C
2. B	7. A	12. A	17. B
3. A	8. C	13. B	18. D
4. B	9. A	14. B	19. A
5. C	10. C	15. A	20. B



APPENDIX 7

REALIABILITY OF PRE-TEST AND POST-TEST

A. RELIABILITY OF PRE-TEST

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.625	25

Note:

Table of students : 20 students
Total of Item : 25 Items
Valid Items : 22 items
Reliability : 0.625

B. RELIABILITY OF POST- TEST

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.567	.576	30

Table of students : 20 students
Total of Item : 30 Items
Valid Items : 22 items
Reliability : 0.567

APPENDIX 8

PRE-TEST AND POST- TEST SCORE OF EXPERIMENTAL GROUP AND CONTROL GROUP

Experimental group

NO.	NAME	PRE-TEST	POST-TEST
1.	Pilantha Meesan	60	80
2.	Supitchaya Meetong	65	75
3.	Kuthaninar Mohamad	70	75
4.	Nuttakamon Treepet	70	85
5.	Pranpreeya Klaewklad	55	75
6.	Tippawan cocherd	65	75
7.	Chusak Pintong	50	75
8.	Kannatat Ratananocha	70	75
9.	Kanokkarn Thongpradap	65	70
10.	Netchanok Pitiseth	80	80
11.	Earn	85	90
12.	Tonaoh Songsurin	70	75
13.	Supisara Langdaeng	75	75
14.	Yodsawadee Lochai	80	85
15.	Kwankamon Cheepjaroenrat	75	80
16.	Abi Benabdalroman	55	80
17.	Ristu Mandaiche	65	75
18.	Kankit Kanchanarep	50	70
19.	Tanchanok Songpetkaew	80	80
20	Punnatorn salane	75	85
21	Khanchada chiabul	70	85

CONTROL GROUP

No.	Name	Pre-test	Post-test
1.	Nicada Thongsri	80	80
2.	kwankmad Paisalsil	55	75
3.	yariya Wangso	65	70
4.	Jirawat Viwatsakulvong	80	80
5.	Tanakrit	60	70
6.	Jea-sofia Malaya	55	55
7.	Wanassanin Pakadee	60	65
8.	Nattarin Bonsae	80	75
9.	Wanamorn Thongnei	70	80
10.	Nirnisreen Jilprasitporn	65	75
11.	Soithip Mapob	65	70
12.	Thaksaporn Phocklang	70	70
13.	Achiraya Mankongjit	55	65
14.	Pemika Boonchak	65	70
15.	Pakkapon Promjinna	75	75
16.	Chayanis Sakkaew	70	75
17.	Phatchanan Phumphuanoammata	60	70
18.	Chanthana Kamsap	75	80
19.	Sirichollada Rumgwityanon	70	75
20.	Sumawadee	65	75
21.	Pattirat Lasusama	70	70
22.	Rostiya Wangsuk	50	60

Item_24	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Item_25	Pearson Correlation	.000	.404	.192	.000	-.058	.192	.236	.174	.303	.a	.a	.081	.467*	.289	.200	.081	-.132	-.192
	Sig. (2-tailed)	1.000	.077	.416	1.000	.808	.416	.317	.463	.195	.	.	.735	.038	.217	.398	.735	.578	.416
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
correctanswer	Pearson Correlation	.254	.653**	.254	.085	.350	.141	.519*	.350	.560*	.a	.a	.226	.362	.594**	.206	.416	.019	-.085
	Sig. (2-tailed)	.279	.002	.279	.722	.131	.552	.019	.131	.010	.	.	.339	.116	.006	.384	.068	.935	.722
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Correlations

		Item_19	Item_20	Item_21	Item_22	Item_23	Item_24	Item_25	correctanswer
item_1	Pearson Correlation	.000	.375	.062	.140	-.250	.a	.000	.254
	Sig. (2-tailed)	1.000	.103	.794	.556	.288	.	1.000	.279
	N	20	20	20	20	20	20	20	20
item_2	Pearson Correlation	.404	.490*	.140	-.176	.490*	.a	.404	.653**
	Sig. (2-tailed)	.077	.028	.556	.457	.028	.	.077	.002

Item_9	Pearson Correlation	.303	.157	-.105	-.015	.681**	.a	.303	.560*
	Sig. (2-tailed)	.195	.508	.660	.951	.001	.	.195	.010
	N	20	20	20	20	20	20	20	20
Item_10	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.
	N	20	20	20	20	20	20	20	20
Item_11	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.
	N	20	20	20	20	20	20	20	20
Item_12	Pearson Correlation	-.243	-.210	.140	-.176	.490*	.a	.081	.226
	Sig. (2-tailed)	.303	.374	.556	.457	.028	.	.735	.339
	N	20	20	20	20	20	20	20	20
Item_13	Pearson Correlation	.200	.289	-.289	.081	.000	.a	.467*	.362
	Sig. (2-tailed)	.398	.217	.217	.735	1.000	.	.038	.116
	N	20	20	20	20	20	20	20	20
Item_14	Pearson Correlation	.000	.688**	.375	.140	.375	.a	.289	.594**
	Sig. (2-tailed)	1.000	.001	.103	.556	.103	.	.217	.006
	N	20	20	20	20	20	20	20	20
Item_15	Pearson Correlation	.200	.000	.000	-.243	.000	.a	.200	.206

	Sig. (2-tailed)	.398	1.000	1.000	.303	1.000	.	.398	.384
	N	20	20	20	20	20	20	20	20
Item_16	Pearson Correlation	.081	.490*	.140	.216	-.210	.a	.081	.416
	Sig. (2-tailed)	.735	.028	.556	.361	.374	.	.735	.068
	N	20	20	20	20	20	20	20	20
Item_17	Pearson Correlation	.397	-.115	-.115	-.096	-.115	.a	-.132	.019
	Sig. (2-tailed)	.083	.630	.630	.686	.630	.	.578	.935
	N	20	20	20	20	20	20	20	20
Item_18	Pearson Correlation	-.192	-.167	-.167	-.140	.250	.a	-.192	-.085
	Sig. (2-tailed)	.416	.482	.482	.556	.288	.	.416	.722
	N	20	20	20	20	20	20	20	20
Item_19	Pearson Correlation	1	.289	-.289	-.243	.000	.a	-.067	.323
	Sig. (2-tailed)		.217	.217	.303	1.000	.	.780	.165
	N	20	20	20	20	20	20	20	20
Item_20	Pearson Correlation	.289	1	.062	.140	.063	.a	.289	.636**
	Sig. (2-tailed)	.217		.794	.556	.794	.	.217	.003
	N	20	20	20	20	20	20	20	20
Item_21	Pearson Correlation	-.289	.062	1	-.210	.063	.a	.000	.170
	Sig. (2-tailed)	.217	.794		.374	.794	.	1.000	.475

	N	20	20	20	20	20	20	20	20
Item_22	Pearson Correlation	-.243	.140	-.210	1	-.210	.a	.081	.036
	Sig. (2-tailed)	.303	.556	.374		.374	.	.735	.881
	N	20	20	20	20	20	20	20	20
Item_23	Pearson Correlation	.000	.063	.063	-.210	1	.a	.289	.467*
	Sig. (2-tailed)	1.000	.794	.794	.374		.	.217	.038
	N	20	20	20	20	20	20	20	20
Item_24	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.
	N	20	20	20	20	20	20	20	20
Item_25	Pearson Correlation	-.067	.289	.000	.081	.289	.a	1	.558*
	Sig. (2-tailed)	.780	.217	1.000	.735	.217	.		.011
	N	20	20	20	20	20	20	20	20
correctanswer	Pearson Correlation	.323	.636**	.170	.036	.467*	.a	.558*	1
	Sig. (2-tailed)	.165	.003	.475	.881	.038	.	.011	
	N	20	20	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

APPENDIX 10

THE RESULT OF NORMALITY DISTRIBUTION TEST AND HOMOGENEITY TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
experimental	21	95.5%	1	4.5%	22	100.0%
control	21	95.5%	1	4.5%	22	100.0%

Descriptives

		Statistic	Std. Error
experimental	Mean	35.24	3.424
	95% Confidence Interval for Mean	28.10	
	Lower Bound	42.38	
	Upper Bound	34.97	
	5% Trimmed Mean	30.00	
	Median	246.190	
	Variance	15.690	
	Std. Deviation	10	
	Minimum	65	
	Maximum	55	
	Range	23	
	Interquartile Range	.477	.501
	Skewness	-.392	.972
Kurtosis			
control	Mean	28.33	3.386
	95% Confidence Interval for Mean	21.27	
	Lower Bound	35.40	
	Upper Bound	28.43	
	5% Trimmed Mean	25.00	
	Median	240.833	
	Variance	15.519	
	Std. Deviation	0	
	Minimum	55	
	Maximum	55	
	Range	28	
	Interquartile Range	.012	.501
	Skewness	-.956	.972
Kurtosis			

APPENDIX 11

THE RESULT OF HYPOTHESIS TESTING

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
score	Experiment	21	78.14	5.092	1.111
	Control	22	71.82	6.463	1.378

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
score	Equal variances assumed	1.152	.289	1.169	41	.249	3.2835	2.8094	-2.3901	8.9572
	Equal variances not assumed			1.162	38.135	.252	3.2835	2.8247	-2.4340	9.0011



LESSON PLAN I
(CONTROL GROUP)

School : **Khanaradsadonbamrung YALA**
Subject / Skill : **English / Reading**
Class / Semester : **XI/ B**
Topic : **Sufficiency Economy**
Time Allocation : **1 x 45 minutes**

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai
Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya,
rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan
pemahaman dalam membaca dan menulis Dan menyenangkan Mampu
menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat
untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan
tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang
menggunakan ragam bahasa tulis secara akurat, lances dan bertrima dalam
kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

The Philosophy of sufficiency Economy

The *economic* crisis 1997 of 1997 affected everyone in Thailand, even his Majesty the King. Seeing many of this subjects suffering, he advised the Thai people to change their economic philosophy in order to cope with present economic *adversity* and withstand future economic *insecurity*. His Majesty's words have become known as the philosophy of sufficiency Economic and have been used as the guiding principle in drafting the current 9th National Economic and social Development plan.

"Sufficiency Economy is a philosophy that guides the livelihood and behavior of to the community to the country, on matters concerning people at all levels, from the family national development and administration. It calls for a 'middle way' to be observed, especially in pursuing economic development in keeping with the world of globalization. Sufficiency means moderation and reasonableness, including the need to build a reasonable immune system against shocks from the outside or from the inside. Intelligence, attentiveness, and extreme care should be used to ensure that all plans and every step of their implementation are based on knowledge. At the same time we must build up the spiritual foundation of all people in the nation, especially state officials, scholars, and business people at all levels, so they are conscious of moral integrity and honesty and they strive for the appropriate wisdom to live life with *forbearance*, diligence, self- awareness, intelligence, and attentiveness. In this way we can hope to maintain balance and be ready to cope with rapid physical, social, environmental, and cultural changes from the outside world.

This philosophical statement has lent itself to interpretation by diverse groups of people. First, we can dismiss outright the *extreme interpretation that the Sufficiency Economy* means complete self-reliance. But His Majesty the King explicitly rejected this interpretation: "This self-sufficiency does not mean that every family must grow food for themselves, to make clothes for themselves: that is too much. But in a village or sub-district there should be a reasonable amount of sufficiency. If they grow or produce something more than they need they can sell

them. But they do not need to sell them very far; they can sell them in nearby places without having to pay high transport costs."

We also hear people relating the Sufficiency Economy to the knowledge and applicability of Buddhism. In Buddhism, life, especially spiritual life, is enhanced by cutting out excessive wants and greed. True happiness may be attained when a person is fully satisfied with what he or she has and is at peace with the self. To strive to consume more leads to unhappiness if (or when) consumption is not satisfied or falls short of expectations. A sufficiency economy in this context would be an economy fundamentally conditioned by basic need, not *greed*, and restrained by a conscious effort to cut consumption. This is probably acceptable insofar as it does not reject gains in welfare and well-being due to greater consumption. serves as a guide for Thai people S.

His Majesty's philosophy to surpass the economic crisis. Whatever problem may arise, people may refer to the king's philosophy and put them into practice.

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)
 Strategy : POSSE strategy

G. Learning Activities

Activity		Description of Activities		Time Allocation
		Teacher's Activity	Student's Activity	
Pre-Activity		<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher asks students to guess the material to be learned 	<ul style="list-style-type: none"> The students pay attention The students pay attention to the teacher 	2 minutes
Whilst-Activity	1. Observation	<p>The teacher give the reading text to the students on the PPT slide</p> <p>The teacher ask the students to read the texts by calling the students name.</p>	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text 	5 minutes
		<p>The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts</p>	<ul style="list-style-type: none"> - The students answer the teacher questions 	2 minutes

		<p>can you explain what is the content of the texts”</p> <p>After all of students answer the question the teacher informs related to the assignment</p> <p>The teacher give an explanation and direction for how to learning reading using POSSE</p>		<p>7 Minutes</p>
	Questioning	<p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy</p>	<ul style="list-style-type: none"> - The students pay attention and listen it carefully 	<p>6 Minutes</p>
	Exploring	<p>Predict - the teacher given the key(some word) and picture then ask the students’</p> <p>Organiz</p> <ul style="list-style-type: none"> - The teacher asked to organize their prediction in the concept map based on the categories in the text. <p>Search</p> <ul style="list-style-type: none"> - The teacher given text about 	<ul style="list-style-type: none"> - The students ask about that - The students answer the teacher question - The students organize their prediction in the concept map 	<p>5 Minutes</p>
	Associating			

		<p><i>"The Philosophy of sufficiency Economy"</i> to the students</p> <p>Summarize</p> <ul style="list-style-type: none"> - The teacher ask students to read the text to confirm their prediction and find the main ideas - The teacher ask students to write down the main ideas in several sentence and questions related main of the text on the paper <p>Evaluate</p> <ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the paper 	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text and confirm the prediction and find the main ideas from the text - The students write down the main ideas on the paper - The students compare their concept map and find the difficult word and phrase on the paper 	
Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher's question. ▪ The students conclude the material. 	3 Minutes

H. Assessment

Answer the question:

1. What did the king do to help the people of Thailand during the economic crisis?
2. What is "Sufficiency Economy"?
3. Why did His Majesty the King reject the interpretation about self-reliance?
4. According to the passage, how does Sufficiency Economy relate to Buddhism?
5. What is the main idea of the passage?

LESSON PLAN I
EXPERIMENTAL GROUP

School : Khanaradsadonbamrung YALA
Subject / Skill : English / Reading
Class / Semester : XI/ A (Experiment Class)
Topic : Sufficiency Economy
Time Allocation : 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai
Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya,
rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan
pemahaman dalam membaca dan menulis Dan menyenangkan Mampu
menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat
untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan
tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang
menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam
kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. **Learning Materials**

The Philosophy of sufficiency Economy

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"Sufficiency Economy is a philosophy that guides the livelihood and behavior of to the community to the country, on matters concerning people at all levels, from the family national development and administration. It calls for a 'middle way' to be observed, especially in pursuing economic development in keeping with the world of globalization. Sufficiency means moderation and reasonableness, including the need to build a reasonable immune system against shocks from the outside or from the inside. Intelligence, attentiveness, and extreme care should be used to ensure that all plans and every step of their implementation are based on knowledge. At the same time we must build up the spiritual foundation of all people in the nation, especially state officials, scholars, and business people at all levels, so they are conscious of moral integrity and honesty and they strive for the appropriate wisdom to live life with *forbearance*, diligence, self- awareness, intelligence, and attentiveness. In this way we can hope to maintain balance and be ready to cope with rapid physical, social, environmental, and cultural changes from the outside world.

This philosophical statement has lent itself to interpretation by diverse groups of people. First, we can dismiss outright the *extreme interpretation that the Sufficiency Economy* means complete self-reliance. But His Majesty the King explicitly rejected this interpretation: "This self-sufficiency does not mean that every family must grow food for themselves, to make clothes for themselves: that is too much. But in a village or sub-district there should be a reasonable amount of sufficiency. If they grow or produce something more than they need they can sell them. But they do not need to sell them very far; they can sell them in nearby places without having to pay high transport costs."

We also hear people relating the Sufficiency Economy to the knowledge and applicability of Buddhism. In Buddhism, life, especially spiritual life, is enhanced by cutting out excessive wants and greed. True happiness may be attained when a person is fully satisfied with what he or she has and is at peace with the self. To strive to consume more leads to unhappiness if (or when) consumption is not satisfied or falls short of expectations. A sufficiency economy in this context would be an economy fundamentally conditioned by basic need, not *greed*, and restrained by a conscious effort to cut consumption. This is probably acceptable insofar as it does not reject gains in welfare and well-being due to greater consumption. serves as a guide for Thai people S.

His Majesty's philosophy to surpass the economic crisis. Whatever problem may arise, people may refer to the king's philosophy and put them into practice.

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Teaching – Activities	Students’ Activities	Allotment Time
<p>Pre – Teaching:</p> <ul style="list-style-type: none"> - Greeting - Do absence - Tells the learning objective 	<ul style="list-style-type: none"> - Answer greeting - Pay attention 	3’
<p>Whilst – teaching:</p> <ul style="list-style-type: none"> • Pre –reading <ul style="list-style-type: none"> - The teacher give text before we meeting in the class - The teacher gives learning question about the text. - The teacher explanation about POSSE strategy - the teacher given the key(some word) and <div style="border: 1px solid green; padding: 2px; display: inline-block; margin-top: 5px;">Predict</div>	<ul style="list-style-type: none"> - The student pay attention - The student are given POSSE strategy sheet - The students’ write down their ideas related to the key(some word) and picture - The students’ are asked to organize their prediction in the concept map based on the 	40’

<p>picture then ask the students'</p> <p>Organiz</p> <ul style="list-style-type: none"> • Whilst – reading <p>Search</p> <p>Summarize</p> <ul style="list-style-type: none"> • Post-reading <p>Evaluate</p>	<p>categories in the text.</p> <ul style="list-style-type: none"> - The students' is given the text about "<i>The Philosophy of sufficiency Economy</i>" - The students' read the text to confirm their prediction and find the main ideas - The students write down the main ideas in several sentence and questions related main of the text - The students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase 	
<p>Post – Teaching:</p> <ul style="list-style-type: none"> - The teacher conclude the materials - Paying and greeting 	<ul style="list-style-type: none"> - The students' answer the question 	<p>2'</p>

H. Assessment

Answer the question:

1. What did the king do to help the people of thailand during the economic crisis?
2. What is “Sufficiency Economy”?
3. Why did his majesty the king reject the interpretation about self-reliance ?
4. According to the passage, how does sufficiency Economy relate to Buddhism?
5. What is the main idea of the passage?



LESSON PLAN II

(CONTROL GROUP)

School : Khanaradsadonbamrung YALA
Subject / Skill : English / Reading
Class / Semester : XI/A
Topic : Potatoes
Time Allocation : 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya, rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan pemahaman dalam membaca dan menulis Dan menyenangkan Mampu menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

Potatoes

Can you **imagine** life without French fries? Potatoes are very popular today. They are the fourth most important crop in the world, after wheat, rice, and corn. But in the past, potatoes were not always popular. People in Europe started to eat them only 200 years ago!

In the 1500s, the Spanish went to South America to look for gold. There, they found people eating potatoes for 7,000 years! The Spanish brought the potato back to Europe with them. But people in Europe did not like this strange vegetable. Some people thought that if you ate potatoes, your skin would look like the skin of a potato. Other people could not believe that you ate the underground part of the plant, so they ate the leaves **instead**. This made them sick because there is **poison** in the leaves. Others grew potatoes for their flowers. At one time in France, potato flowers were one of the most expensive flowers. Marie Antoinette, the wife of King Louis XVI, wore potato flowers in her hair.

Around 1780, the people of Ireland started to eat potatoes. They found that potatoes had many **advantages**. The potato grew on poor land, and it grew well in their cold and rainy climate. It gave more food than any other plant, and it needed little work. All they had to do was to plant the potatoes, and then they could do other work on the farm. On a small piece of land, a farmer could grow enough potatoes a day, with some milk or cheese, and be very healthy. Soon, potatoes became the main food in Ireland. Then, in 1845, a **disease** killed all the potatoes in Ireland. Two million people died of hunger. Many Irish who did not die came to the United States at this time. Over a million Irish came to America; one of them was the great-grandfather of John F. Kennedy.

In other parts of Europe, people did not want to change their old food habits. Some preferred to die of hunger rather than eat potatoes. In 1774, King Frederick of Prussia wanted to stop his people from dying of hunger. He understood that potatoes were a good food, so he told the people to plant and eat potatoes or else his men would cut off their noses. The people were not happy, but they had no choice and so started to eat potatoes. Today, people in this part of Prussia eat more potatoes than any other nationality. Each person eats about 370 pounds of potatoes every year!

Today, many countries have their own potato **dishes**. Germans eat potato salad, and the United States has the **baked** potato. And, of course, the French **invented** French fries. Now

French fries are popular all over the world. The English eat them with salt and vinegar, the French eat them with salt and pepper, the Belgians eat them with mayonnaise, and the Americans eat them with ketchup.

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Activity		Description of Activities		Time Allocation
		Teacher’s Activity	Student’s Activity	
Pre-Activity		<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher review the material in the previous meeting by asking some questions : <i>“Do you still remember, what material you learn in previous meeting?”</i> 	<p>The students pay attention</p> <p>The students pay attention and answer the question by the teacher</p>	2 minutes
Whilst-Activity	1. Observation	<ul style="list-style-type: none"> ▪ After the students answer The teacher give the reading text to the students on the PPT slide ▪ The teacher ask the students to read the texts by calling the students name. 	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text 	5 minutes
		<ul style="list-style-type: none"> ▪ The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts can you explain what is the content of the texts” 	<ul style="list-style-type: none"> - The students answer the teacher questions 	2 minutes
		<ul style="list-style-type: none"> ▪ After all of students answer the question the teacher informs related to the assignment <p>The teacher give an explanation and direction for how to</p>	<ul style="list-style-type: none"> - The students pay attention and listen it carefully 	7 Minutes

	<p>Questioning</p>	<p>learning reading using POSSE</p> <p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy</p>	<ul style="list-style-type: none"> - The students ask about that 	<p>6 Minutes</p>
	<p>Exploring</p>	<p>Predict</p> <ul style="list-style-type: none"> - the teacher given the key(some word) and picture then ask the students' <p>Organiz</p> <ul style="list-style-type: none"> - The teacher asked to organize their prediction in the concept map based on the categories in the text. <p>Search</p> <ul style="list-style-type: none"> - The teacher given text about "<i>The Philosophy of sufficiency Economy</i>" to the students 	<ul style="list-style-type: none"> - The students answer the teacher question - The students organize their prediction in the concept map - The students pay attention to the teacher 	<p>5 Minutes</p>
	<p>Associating</p>	<p>Summarize</p> <ul style="list-style-type: none"> - The teacher ask students to read the text to confirm their prediction and find the main ideas - The teacher ask students to write down the main ideas in several sentence and 	<ul style="list-style-type: none"> - The students read the text and confirm the prediction and find the main ideas from the text - The students write down the main ideas on the paper 	

		<p>questions related main of the text on the paper</p> <p>Evaluate</p> <ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the paper 	<ul style="list-style-type: none"> - The students compare their concept map and find the difficult word and phrase on the paper 	
Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher's question. ▪ The students conclude the material. 	3 Minutes

H. Assessment

Exercise 1 Match the words wit the meanings.

Column A

1. imagine
2.instead
3.poison
4.disease
5.advantage
6.baked
7.invented
8.dish
9.prefer
10.potato

Column B

- a. a sickness
- b. have a picture in your mind about something.
- c. thought of or made for the first time
- d. in place of
- e. special cooked food of some kind
- f. cooked in the oven
- g. something that makes it helpful or useful

h. something that can kill you if you eat or drink it

i. like to eat

j. It is the vegetable the people of Peru like to eat



LESSON PLAN II

(EXPERIMENTAL GROUP)

School : Khanaradsadonbamrung YALA
Subject / Skill : English / Reading
Class / Semester : XI/A
Topic : Potatoes
Time Allocation : 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya, rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan pemahaman dalam membaca dan menulis Dan menyenangkan Mampu menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

Potatoes

Can you **imagine** life without French fries? Potatoes are very popular today. They are the fourth most important crop in the world, after wheat, rice, and corn. But in the past, potatoes were not always popular. People in Europe started to eat them only 200 years ago!

In the 1500s, the Spanish went to South America to look for gold. There, they found people eating potatoes for 7,000 years! The Spanish brought the potato back to Europe with them. But people in Europe did not like this strange vegetable. Some people thought that if you ate potatoes, your skin would look like the skin of a potato. Other people could not believe that you ate the underground part of the plant, so they ate the leaves **instead**. This made them sick because there is **poison** in the leaves. Others grew potatoes for their flowers. At one time in France, potato flowers were one of the most expensive flowers. Marie Antoinette, the wife of King Louis XVI, wore potato flowers in her hair.

Around 1780, the people of Ireland started to eat potatoes. They found that potatoes had many **advantages**. The potato grew on poor land, and it grew well in their cold and rainy climate. It gave more food than any other plant, and it needed little work. All they had to do was to plant the potatoes, and then they could do other work on the farm. On a small piece of land, a farmer could grow enough potatoes a day, with some milk or cheese, and be very healthy. Soon, potatoes became the main food in Ireland. Then, in 1845, a **disease** killed all the potatoes in Ireland. Two million people died of hunger. Many Irish who did not die came to the United States at this time. Over a million Irish came to America; one of them was the great-grandfather of John F. Kennedy.

In other parts of Europe, people did not want to change their old food habits. Some preferred to die of hunger rather than eat potatoes. In 1774, King Frederick of Prussia wanted to stop his people from dying of hunger. He understood that potatoes were a good food, so he told the people to plant and eat potatoes or else his men would cut off their noses. The people were not happy, but they had no choice and so started to eat potatoes. Today, people in this part of Prussia eat more potatoes than any other nationality. Each person eats about 370 pounds of potatoes every year!

Today, many countries have their own potato **dishes**. Germans eat potato salad, and the United States has the **baked** potato. And, of course, the French **invented** French fries. Now

French fries are popular all over the world. The English eat them with salt and vinegar, the French eat them with salt and pepper, the Belgians eat them with mayonnaise, and the Americans eat them with ketchup.

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Activity		Description of Activities		Time Allocation
		Teacher’s Activity	Student’s Activity	
Pre-Activity		<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher review the material in the previous meeting by asking some questions : <i>“Do you still remember, what material you learn in previous meeting?”</i> 	<p>The students pay attention</p> <p>The students pay attention and answer the question by the teacher</p>	2 minutes
Whilst-Activity	1. Observation	<ul style="list-style-type: none"> ▪ After the students answer The teacher give the reading text to the students on the PPT slide ▪ The teacher ask the students to read the texts by calling the students name. 	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text 	5 minutes
		<ul style="list-style-type: none"> ▪ The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts can you explain what is the content of the texts” 	<ul style="list-style-type: none"> - The students answer the teacher questions 	2 minutes
		<ul style="list-style-type: none"> ▪ After all of students answer the question the teacher informs related to the assignment <p>The teacher give an explanation and direction for how to</p>	<ul style="list-style-type: none"> - The students pay attention and listen it carefully 	7 Minutes

	<p>Questioning</p>	<p>learning reading using POSSE</p> <p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy</p>	<ul style="list-style-type: none"> - The students ask about that 	<p>6 Minutes</p>
	<p>Exploring</p>	<p>Predict</p> <ul style="list-style-type: none"> - the teacher given the key(some word) and picture then ask the students' <p>Organiz</p> <ul style="list-style-type: none"> - The teacher asked to organize their prediction in the concept map based on the categories in the text. <p>Search</p> <ul style="list-style-type: none"> - The teacher given text about "<i>The Philosophy of sufficiency Economy</i>" to the students 	<ul style="list-style-type: none"> - The students answer the teacher question - The students organize their prediction in the concept map - The students pay attention to the teacher 	<p>5 Minutes</p>
	<p>Associating</p>	<p>Summarize</p> <ul style="list-style-type: none"> - The teacher ask students to read the text to confirm their prediction and find the main ideas - The teacher ask students to write down the main ideas in several sentence and 	<ul style="list-style-type: none"> - The students read the text and confirm the prediction and find the main ideas from the text - The students write down the main ideas on the paper 	

		<p>questions related main of the text on the paper</p> <p>Evaluate</p> <ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the paper 	<ul style="list-style-type: none"> - The students compare their concept map and find the difficult word and phrase on the paper 	
Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher's question. ▪ The students conclude the material. 	3 Minutes

H. Assessment

Exercise 1 Match the words wit the meanings.

Column A

1. imagine
2.instead
3.poison
4.disease
5.advantage
6.baked
7.invented
8.dish
9.prefer
10.potato

Column B

- a. a sickness
- b. have a picture in your mind about something.
- c. thought of or made for the first time
- d. in place of
- e. special cooked food of some kind
- f. cooked in the oven
- g. something that makes it helpful or useful

h. something that can kill you if you eat or drink it

i. like to eat

j. It is the vegetable the people of Peru like to eat



LESSON PLAN III
EXPERIMENTAL GROUP

School : Khanaradsadonbamrung YALA
Subject / Skill : English / Reading
Class / Semester : XI/ A (Experiment Class)
Topic : Honey
Time Allocation : 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya, rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan pemahaman dalam membaca dan menulis Dan menyenangkan Mampu menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

HONEY

Killer bees started in Brazil in 1975. A scientist in Sao Paulo wanted bees to make more honey, so he put forty _ six African bees in with some Brazilian bees. The bees started to **breed** and make a new kind of bee. However, the new bees were a mistake. They did not want to make more honey; they wanted to **attack**. Then, by accident, twenty - six African bees **escaped** and bred with the Brazilian bees outside.

Scientists could not control the problem. The bees **spread**. They went from Brazil to Venezuela and then to Central America. Now they are in North America. They travel about 390 miles a year. This means that there will be one million new colonies in five years.

Killer bees are very dangerous, and people are right to be afraid of them. When killer bees attack people, they attack in great numbers and often seriously hurt or kill people. Four hundred bee stings can kill a person. A total of 8,000 bee stings is not unusual for a killer bee attack. In fact, a student in Costa Rica had 10,000 stings and died. Often, the bees attack for no reason. They may attack because of a strong smell that is good or bad or because a person is wearing a dark color, has dark hair, or is wearing some kind of **shiny** jewelry.

What can you do if you see killer bees coming toward you? The first thing you can do is run - as fast as you can. Killer bees do not move very fast, but they will follow you up to one mile. Then you must go into the nearest house or tent. Do not jump into water. The bees will wait for you to come out of the water. Killer bees will try to attack the head or the face, so cover your head with a handkerchief or a coat. You may even take off your shirt and cover your head. Stings to your chest and back are not as dangerous as stings to your head and face. However, if the bees sting you many times, you must get medical attention immediately.

How are killer bees different from normal honey bees? Killer bees are a little smaller than regular bee, but only an expert can **tell the difference**. Killer bees get angry more easily and attack more often than honey bees. Killer bees attack and sting in great numbers. Like honey bees, each killer bee can sting only one time, and the female bee dies after it stings. Killer bees also make honey, but a honey bee makes five times more honey than a killer bee

Up to now, killer bees have killed about 1,000 people and over 100,000 cows in the Americas. In the United States alone, five people have died from killer bee stings since 1990.

The first American died from bee stings in Texas in 1993. From Texas, the bees moved to Nevada, New Mexico, Arizona, and then Southern California. Where will they go next?

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activitie

Activity		Description of Activities		Time Allocation
		Teacher’s Activity	Student’s Activity	
Pre-Activity		<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher asks students to guess the material to be learned 	<p>The students pay attention</p> <p>The students pay attention to the teacher</p>	2 minutes
Whilst-Activity	1. Observation	<p>The teacher give the reading text to the students on the PPT slide</p>	<ul style="list-style-type: none"> - The students pay attention to the teacher 	5 minutes
		<p>The teacher ask the students to read the texts by calling the students name.</p>	<ul style="list-style-type: none"> - The students read the text 	
		<p>The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts can you explain what is the content of the texts”</p>	<ul style="list-style-type: none"> - The students answer the teacher questions 	2 minutes
		<p>After all of students answer the question the teacher informs related to the assignment</p>		7 Minutes
		<p>The teacher give an explanation and direction for how to learning reading using POSSE through Google classroom</p>	<ul style="list-style-type: none"> - The students pay attention and listen it carefully 	6 Minutes

	<p>Questioning</p> <p>Exploring</p> <p>Associating</p>	<p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy through Google Classroom.</p> <p>Predict - the teacher given the key(some word) and picture then ask the students'</p> <p>Organiz - The teacher asked to organize their prediction in the concept map based on the categories in the text.</p> <p>Search - The teacher given text about "<i>The Philosophy of sufficiency Economy</i>" to the students</p> <p>Summarize - The teacher ask students to read the text to confirm their prediction and find the main ideas</p> <p>- The teacher ask students to write down the main ideas in several sentence and</p>	<ul style="list-style-type: none"> - The students ask about that - The students answer the teacher question - The students organize their prediction in the concept map - The students pay attention to the teacher - The students read the text and confirm the prediction and find the main ideas from the text - The students 	<p>5 Minutes</p>
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		<p>questions related main of the text on the Google class room “comment” feature</p> <p>Evaluate</p> <ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the Google class room “comment” feature 	<p>write down the main ideas on the Google Classroom</p> <ul style="list-style-type: none"> - The students compare their concept map and find the difficult word and phrase on Google Classroom 	
Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher’s question. ▪ The students conclude the material. 	3 Minutes

H. Assessment

Answer the questions. Use complete sentence

1. .What animal breeds quickly?
2. What dangerous animal may attack people?
3. What disease spreads easily?
4. What kinds of animals are dangerous if they escape?
5. What shiny pieces of jewelry do people wear?
6. What did the killer bees go after they left Central America?
7. What colors do killer bees like to attack?
8. What part of the body do killer bees try to attack?
9. How many times does each killer bees sting?
10. When did the first American die from killer bees?

LESSON PLAN III

(CONTROL GROUP)

School	: Khanaradsadonbamrung YALA
Subject / Skill	: English / Reading
Class / Semester	: XI/ B
Topic	: Honey
Time Allocation	: 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya, rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan pemahaman dalam membaca dan menulis Dan menyenangkan Mampu menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

HONEY

Killer bees started in Brazil in 1975. A scientist in Sao Paulo wanted bees to make more honey, so he put forty _ six African bees in with some Brazilian bees. The bees started to **breed** and make a new kind of bee. However, the new bees were a mistake. They did not want to make more honey; they wanted to **attack**. Then, by accident, twenty - six African bees **escaped** and bred with the Brazilian bees outside.

Scientists could not control the problem. The bees **spread**. They went from Brazil to Venezuela and then to Central America. Now they are in North America. They travel about 390 miles a year. This means that there will be one million new colonies in five years.

Killer bees are very dangerous, and people are right to be afraid of them. When killer bees attack people, they attack in great numbers and often seriously hurt or kill people. Four hundred bee stings can kill a person. A total of 8,000 bee stings is not unusual for a killer bee attack. In fact, a student in Costa Rica had 10,000 stings and died. Often, the bees attack for no reason. They may attack because of a strong smell that is good or bad or because a person is wearing a dark color, has dark hair, or is wearing some kind of **shiny** jewelry.

What can you do if you see killer bees coming toward you? The first thing you can do is run - as fast as you can. Killer bees do not move very fast, but they will follow you up to one mile. Then you must go into the nearest house or tent. Do not jump into water. The bees will wait for you to come out of the water. Killer bees will try to attack the head or the face, so cover your head with a handkerchief or a coat. You may even take off your shirt and cover your head. Stings to your chest and back are not as dangerous as stings to your head and face. However, if the bees sting you many times, you must get medical attention immediately.

How are killer bees different from normal honey bees? Killer bees are a little smaller than regular bee, but only an expert can **tell the difference**. Killer bees get angry more easily and attack more often than honey bees. Killer bees attack and sting in great numbers. Like honey bees, each killer bee can sting only one time, and the female bee dies after it stings. Killer bees also make honey, but a honey bee makes five times more honey than a killer bee

Up to now, killer bees have killed about 1,000 people and over 100,000 cows in the Americas. In the United States alone, five people have died from killer bee stings since 1990. The first American died from bee stings in Texas in 1993. From Texas, the bees moved to Nevada, New Mexico, Arizona, and then Southern California. Where will they go next?

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Teaching – Activities	Students’ Activities	Allotment Time
<p>Pre – Teaching:</p> <ul style="list-style-type: none"> - Greeting - Do absence - Tells the learning objective 	<ul style="list-style-type: none"> - Answer greeting - Pay attention 	3’
<p>Whilst – teaching:</p> <ul style="list-style-type: none"> • Pre –reading <ul style="list-style-type: none"> - The teacher give text before we meeting in the class - The teacher gives explanation about - The teacher explanation about POSSE strategy - the teacher given the key(some word) and picture then ask the students’ <p>Predict</p> <p>Organiz</p> <ul style="list-style-type: none"> • Whilst – reading <p>Search</p>	<ul style="list-style-type: none"> - The student pay attention - The student are given POSSE strategy sheet - The students’ write down their ideas related to the key(some word) and picture - The students’ are asked to organize their prediction in the concept map based on the categories in the text. - The students’ is given the text about <i>"The Philosophy of sufficiency Economy"</i> - The students’ read the text to confirm 	40’

<p>Summarize</p> <ul style="list-style-type: none"> • Post-reading <p>Evaluate</p>	<p>their prediction and find the main ideas</p> <ul style="list-style-type: none"> - The students write down the main ideas in several sentence and questions related main of the text - The students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase 	
<p>Post – Teaching:</p> <ul style="list-style-type: none"> - The teacher conclude the materials - Paying and greeting 	<ul style="list-style-type: none"> - The students' answer the question 	<p>2'</p>

H. Assessment

Answer the questions. Use complete sentence

1. .What animal breeds quickly?
2. What dangerous animal may attack people?
3. What disease spreads easily?
4. What kinds of animals are dangerous if they escape?
5. What shiny pieces of jewelry do people wear?
6. What did the killer bees go after they left Central America?
7. What colors do killer bees like to attack?
8. What part of the body do killer bees try to attack?
9. How many times does each killer bees sting?
10. When did the first American die from killer bees?



LESSON PLAN IV
EXPERIMENTAL GROUP

School	: Khanaradsadonbamrung YALA
Subject / Skill	: English / Reading
Class / Semester	: XI/ A (Experiment Class)
Topic	: Baan Tai Soh
Time Allocation	: 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai
Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya,
rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan
pemahaman dalam membaca dan menulis Dan menyenangkan Mampu
menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat
untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan
tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang
menggunakan ragam bahasa tulis secara akurat, lances dan bertrima dalam
kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi
secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

Baan Tai Soh

Baan Tai Soh village is a fisherman village situated on Yor Island, and major island of Songkhla Province. Songkla is a land of culture that has its history laid back to thousands of years. The Yor Island has seas on the 2 coasts, Songkla Lake and Gulf of Thailand and it can be reached by Tinsulanonda Bridge. The majority of Taisoh villagers are fisherman and fruit growers.

The fish farming can be done on the coast, especially the white snapper that are fed in the floating basket. It is said that white snapper from Yor Island is the best in Thailand because they are cultured in brackish water, the best conditions and environment for white snapper. There are various kinds of fruits that are grown around this area such as coconut, Rambutan, Jackfruit and Jampada, the native fruit that can only be grew here. Jampada is similar to jackfruit but it has a milder odor. Since Baan Taisho is settled right next to Songkla Lake, it has such exceptional scenery. The villager turn their watching huts into home stay that are so special as they are located in Songkla Lake, visitors must use the boat to get to the home stay. The people applied the self - sufficient theory to be used for their ways of livings.

F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Activity	Description of Activities		Time Allocation
	Teacher's Activity	Student's Activity	

Pre-Activity		<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher asks students to guess the material to be learned 	<p>The students pay attention</p> <p>The students pay attention to the teacher</p>	2 minutes
Whilst-Activity	1. Observation	<p>The teacher give the reading text to the students on the PPT slide</p> <p>The teacher ask the students to read the texts by calling the students name.</p> <p>The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts can you explain what is the content of the texts”</p> <p>After all of students answer the question the teacher informs related to the assignment</p> <p>The teacher give an explanation and direction for how to learning reading using POSSE through Google classroom</p> <p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy through Google Classroom.</p>	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text - The students answer the teacher questions - The students pay attention and listen it carefully - The students 	5 minutes
				2 minutes
				7 Minutes
			Questioning		6 Minutes
				5 Minutes

	<p>Exploring</p> <p>Associating</p>	<p>Predict</p> <ul style="list-style-type: none"> - the teacher given the key(some word) and picture then ask the students’ <p>Organiz</p> <ul style="list-style-type: none"> - The teacher asked to organize their prediction in the concept map based on the categories in the text. <p>Search</p> <ul style="list-style-type: none"> - The teacher given text about "<i>The Philosophy of sufficiency Economy</i>" to the students <p>Summarize</p> <ul style="list-style-type: none"> - The teacher ask students to read the text to confirm their prediction and find the main ideas - The teacher ask students to write down the main ideas in several sentence and questions related main of the text on the Google class room “comment” feature <p>Evaluate</p>	<p>ask about that</p> <ul style="list-style-type: none"> - The students answer the teacher question - The students organize their prediction in the concept map - The students pay attention to the teacher - The students read the text and confirm the prediction and find the main ideas from the text - The students write down the main 	
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		<ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the Google class room “comment” feature - 	<p>ideas on the Google Classroom</p> <ul style="list-style-type: none"> - The students compare their concept map and find the difficult word and phrase on Google Classroom 	
Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher’s question. ▪ The students conclude the material. 	3 Minutes

LESSON PLAN IV

(CONTROL GROUP)

School	: Khanaradsadonbamrung YALA
Subject / Skill	: English / Reading
Class / Semester	: XI/ B
Topic	: Baan Tai Soh
Time Allocation	: 1 x 45 minutes

A. Standard Competence

Memahami makna teks dan teks cerita pendek yang esai dan esai Kemudian gambarkan makna kosa kata rujuk kata-kata, tangkap pentingnya, rangkum interpretasi dalam sehari Untuk mendapatkan pengetahuan dan pemahaman dalam membaca dan menulis Dan menyenangkan Mampu menggunakan bahasa untuk menerima dan berkomunikasi dengan tepat untuk tingkat pribadi dan tepat waktu Kejujuran, disiplin, pembelajaran dan tekad dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat

B. Basic Competence

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancer dan bertrima dalam kontek bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

C. Indicators

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi .
3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.

D. Learning Objectives

1. Mengidentifikasi ide pokok atau topik suatu teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
2. Mengidentifikasi tujuan pembelajaran teks bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.

3. Mengidentifikasi generic structure teks dalam bekerja Jalani hidup sesuai dengan filosofi kecukupan ekonomi secara tepat.
4. Memahami makna kata-kata sulit berdasarkan konteks, dengan tepat
5. Mengidentifikasi nilai moral yang terkandung dalam teks.dengan tepat.

E. Learning Materials

Baan Tai Soh

Baan Tai Soh village is a fisherman village situated on Yor Island, and major island of Songkhla Province. Songkla is a land of culture that has its history laid back to thousands of years. The Yor Island has seas on the 2 coasts, Songkla Lake and Gulf of Thailand and it can be reached by Tinsulanonda Bridge. The majority of Taisoh villagers are fisherman and fruit growers.

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F. Teaching Method

Method : Three – stages of reading (pre, while and post reading)

Strategy : POSSE strategy

G. Learning Activities

Activity	Description of Activities		Time Allocation
	Teacher's Activity	Student's Activity	
Pre-Activity	<ul style="list-style-type: none"> - The teacher giving brainstorming to the students by showing the picture on the LCD projector - The teacher review the material in the previous meeting by asking some questions : 	<p>The students pay attention</p> <p>The students pay attention and answer the question by the teacher</p>	2 minutes

		<i>“Do you still remember, what material you learn in previous meeting?”</i>		
Whilst-Activity	1. Observation	<ul style="list-style-type: none"> ▪ After the students answer The teacher give the reading text to the students on the PPT slide ▪ The teacher ask the students to read the texts by calling the students name. ▪ The teacher ask the student to analyze the contents of the text by starting to ask question: “after you read the texts can you explain what is the content of the texts” ▪ After all of students answer the question the teacher informs related to the assignment 	<ul style="list-style-type: none"> - The students pay attention to the teacher - The students read the text - The students answer the teacher questions 	5 minutes
		<p>The teacher give an explanation and direction for how to learning reading using POSSE</p>	<ul style="list-style-type: none"> - The students pay attention and listen it carefully 	2 minutes
	Questioning	<p>The teacher provides an opportunity for students to asks about the task related to learning reading by using POSSE strategy</p>	<ul style="list-style-type: none"> - The students ask about that 	7 Minutes
	Exploring	<p>Predict - the teacher given the key(some word) and picture then ask the students’</p>	<ul style="list-style-type: none"> - The students answer the teacher question 	6 Minutes
				5 Minutes

	Associating	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> Organiz </div> <ul style="list-style-type: none"> - The teacher asked to organize their prediction in the concept map based on the categories in the text. <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> Search </div> <ul style="list-style-type: none"> - The teacher given text about "<i>The Philosophy of sufficiency Economy</i>" to the students <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"> Summarize </div> <ul style="list-style-type: none"> - The teacher ask students to read the text to confirm their prediction and find the main ideas - The teacher ask students to write down the main ideas in several sentence and questions related main of the text on the paper <div style="border: 1px solid black; padding: 2px;"> Evaluate </div> <ul style="list-style-type: none"> - The teacher ask students to compare their concept map (organize step) with concept map (search step); clarify the difficult word and phrase on the paper 	<ul style="list-style-type: none"> - The students organize their prediction in the concept map <ul style="list-style-type: none"> - The students pay attention to the teacher <ul style="list-style-type: none"> - The students read the text and confirm the prediction and find the main ideas from the text - The students write down the main ideas on the paper <ul style="list-style-type: none"> - The students compare their concept map and find the difficult word and phrase on the paper 	
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Post-activity	Communicating	<ol style="list-style-type: none"> 1. The teacher ask the students whether they understand about the material. 2. The teacher ask the students to conclude the material that they have gotten. 	<ul style="list-style-type: none"> ▪ The students answer the teacher's question. ▪ The students conclude the material. 	3 Minutes
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