

SCHEDULE OF ACTION RESEARCH

Meeting	Topic	Activity
First	Sosialization	<ul style="list-style-type: none"> • Teacher identified the problem in class • Pre test
Second	How to keep phone calls short	<p>Pre reading</p> <ul style="list-style-type: none"> • Give the key word ‘Telephone’ asking to the students what they know about telephone • Give some new vocabularies according to the topic and sound of the words • Explain the structure <p>During reading:</p> <ul style="list-style-type: none"> • Directed silent reading Ask the students to read silently <p>Follow up phase</p> <ul style="list-style-type: none"> • Make sure the purpose of the reading achieved • Direct the students to discuss the content of the text • Give enrichments
Third	Vocational education must provide students with life skill	<p>Pre reading</p> <ul style="list-style-type: none"> • Give the key word ‘vocational school’ asking to the students what they know about it like : what ,who,when,where etc. • Give some new vocabularies according to the topic and the sound of the words • Explain the structure <p>During reading:</p>

		<ul style="list-style-type: none"> Directed silent reading Ask the students to read silently Follow up phase Make sure the purpose of the reading achieved Direct the students to discuss the content of the text Give enrichment
Fourth	Corporate culture in America	<p>Pre reading</p> <ul style="list-style-type: none"> Give the key word ‘corporate culture’ asking to the students what they know about it like : what ,who,when,where etc. Give some new vocabularies according to the topic and sound of the words <p>During reading:</p> <ul style="list-style-type: none"> Directed silent reading Ask the students to read silently <p>Follow up phase</p> <ul style="list-style-type: none"> Make sure the purpose of the reading achieved Direct the students to discuss the content of the text Give enrichment
fifth	How to be a good receptionist	<p>Pre reading</p> <ul style="list-style-type: none"> Give the key word ‘How to be a good receptionist’ asking to the students what they know about it like : what ,who,when,where etc. Give some new vocabularies and the sound of the words according to the topic Explain the structure <p>During reading:</p>

		<ul style="list-style-type: none"> Directed silent reading Ask the students to read silently <p>Follow up phase</p> <ul style="list-style-type: none"> Make sure the purpose of the reading achieved Direct the students to discuss the content of the text Give enrichment
sixth	Manners in the work place	<p>Pre reading</p> <ul style="list-style-type: none"> Give the key word ‘Manner in the work place’ asking to the students what they know about it like : what ,who,when,where etc. Give some new vocabularies according to the topic and the sound of the words Explain the structure <p>During reading:</p> <ul style="list-style-type: none"> Directed silent reading Ask the students to read silently <p>Follow up phase</p> <ul style="list-style-type: none"> Make sure the purpose of the reading achieved Direct the students to discuss the content of the text Give enrichment

Appendix 2

Pre test

Web master: A Challenging Job

Do you have any idea about webmaster? In this era of modern communications technology ,having a job as a webmaster can be a consideration.'A webmaster' can literally be defined as an expert in the field of webbing. A webmaster ia a person who not only creates ,but also maintains a website.a webmaster needs to update all information as well as the profile of the company or the organization which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing ,graphic designing ,web development, and web content editing. The expert in the first division is called web designer.He or she needs to design a website and be knowledge able, at least about hiper text mark up language(HTML) coding.In the graphic designing part, a graphic designer design the lay out and creates an attractive image. However , a graphic designer may not always be a web designer . A web developer is an expert in the web development .He or she creates the websites the website's programmes and deals with the input and the process.He or she needs to know a programming language like ASP .A web content editor is the one whose job is to provide information about the site.An editor doesnt need to be technologically literate, but to have knowledge about sentence structure.Although the job can be divided into several parts , a webmaster might work individually or in a team, depending on the website's scope.

To be a webmaster ,you do not have to major in computer science.If you have a relevant educational background.It will be a plus for you. However ,the main thing is that you are eager to learn.You can provide yourself with an internet connected computer ,take appropriate courses and starting practicing by creating a personal homepage. After that ,you can gain a lot of advantages from it.So, are you ready to be a web master? Prepare yourself now.

Questions

Questions

- 1..What does paragraph 1 talk about?
- 2..Mention four sub division of a web master !
- 3.What the expert in the web designing called?
- 4..What is the web designer should do?
5. Should a web master major in computer science?
- 6..Is A web master must work in a team?
- 7.What should you provide to be a web master!

Appendix 3

Post test

How to use Facsimile machine

Firstly, check the fax machine plug. After you check the fax machine power supply ,check to make sure that its telephone cord is plugged into a phone jack.

Then, insert the document that you want to fax into the ‘outgoing’ fax tray. Although the machine differs, there will usually be an icon or picture directing the user where to place the outgoing document. Most fax machines require the user to insert the documents face down ,but check your specific machine.

Next, dial the phone number to which you wish to send the document.In some office, you may need to dial a number such as “9” for an outside line.You may also need to include the area or country code.

After that, wait for the receiving fax machine to ‘answer ‘.You will hear a sound like a computer modem: a series of high-pitched squels and static –like noises.depending on your fax machine, you may have to press the ‘start’ button t o send your fax, or your model may automatically start sending the fax by itself.

Later, look at the fax machine display console .it shows if pages have gone through successfully or if you need to resend a fax due to an error .Generally , when a fax has gone through successfully, the machine will beep or display a “success” message.

The, stock your fax machine with plenty of paper in the ‘incoming’ fax tray.if you receive a fax, it instantly prints on the paper provided. Even if it is out of paper ,your fax machine will keep received faxes automatically .If you use one phone line for both your fax machine and a regular telephone, you may need to press ‘start’ to process an incoming fax. You can recognize an incoming fax easily .If you pick up the phone ,you will hear the same modem sounds as when you are sending a fax.

Questions

1. What do you have to do first when you want to use a fax machine?
2. Where do you insert the document you want to fax?
3. What does the paragraph 3 talk about?
4. Which part of the machine shows you whether the fax is successfully sent or not?
5. What should you do receiving an incoming fax if the fax machine and a regular telephone in a line?
6. What does the machine do when the document has been sent?
7. Why do you have to stock paper in the incoming fax tray?

Appendix 4

Lembar Observasi

Observer :Khoirul Huda S.Pd

Praktikan :Indah Hayati

Hari/Tanggal :.....

No	Activity of teaching	Cecklist (✓)
1.	Greeting	
2.	Asking questions related to the topic	
3.	Teacher provide some new words which are important to understand the text	
4.	Teacher give students time to read the passage	
5	Teacher checks students understanding	
6	Teacher give task to the students with enough time and answering questions	
7	Teacher discuss the material with the students	

Appendix 5

THE RESULT OF RESPONDENTS

NO	QUESTIONS	Yes	No	TOTAL
1	Do you like Reading activity by DRA strategy?	9	4	13
2	Do you want DRA strategy is continued in the next meeting in English lesson?	8	5	13
3	Does DRA strategy can help you in understanding English texts?	12	1	13
4	Does DRA Strategy motivate you to learn English especially in English reading activity?	10	3	13
5	Do you feel easier to learn English by using DRA strategy?	12	1	13

Appendix 6

Diary journal of the teacher

The diary journal is used to record all the things that happened in the classroom during the implementation of DRA (Directed reading activity) as the strategy to improve reading comprehension in expository text at the eleven grade of SMK Daruttaqwa Manyar. In the diary journal the researcher writes all problem and activity which is happened in the class during the researcher teaching learning. It is written in every meeting in the class. The first cycle started on 9th July 2012 to 16th July 2012. It was started of the meeting of giving pre test to the students, giving treatment in five meeting, giving post test and distributed the questionnaire. But before conducted first cycle, the pre and post item has tried out in another school . The class was in the 11th grade, SMK PGRI Gresik. This try out used to measure the validity of the test items.

Then, the pre test was delivered to the students of SMK Daruttaqwa. The result of recording of the pre test is described as follows:

I gave a pre test to the students of 9th July 2012. The number of students of 11th was 8. I came to the class for the first time. The class started on 09.30. I opened the class by greeting to the students and introduce myself to the students. Then, I told to the students what I mean came to the class. I brought some printed question into the class. The material of pre test was about expository text. The title was How to use Facsimile machine

The question was designed in 7 questions. They were essay questions form. They looked very enthusiasm because they never met me before.

Directly I distributed the question the students. I gave for about 30 minutes to do this assignment. During the testing time, the students looked confused. I asked to the students to do the test as they could do. After the time was over, I asked to the students to submit their work to me. Then, I told them that I would teach them expository text with a new strategy next meeting. I would conduct it in five meeting.

Here is the data of teacher observation during the implementation of DRA in improving reading comprehension in expository text. The observation was taken on 9th April – 16th April 2012. The result of the teacher's observation will be described below

Meeting 1 (10th July 2012)

In the first meeting when I came on the class, the classroom condition was condusive because the time when I taught English was the middle period. I opened the class by greeting to the student and said salam. Then, I checked the attendance list. At the day , all students come. Then, I told the students that I would teach them expository text with a new strategy. They were very silent. I told them that I will teach using DRA.

Teacher : Do you like English?

Students : Yes .Tapi kami enggak bisa Bahasa inggris bu.

Teacher : Why?

Students 1 : Karena susah.

Teacher : ok, Which Do you think difficult?

Student 2 : Reading miss... enggak tau artinya

Teacher : Ok, kebetulan disini saya akan menerapkan strategi untuk meningkatkan kemampuan pemahaman bacaan. Judul dari skripsi saya adalah increasing students' reading ability in understanding the expository text at the eleventh class smk daruttaqwa through directed reading activity (DRA).

Do you know expository text?

Students : (all the students just silent.)

Teacher : Expository text is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed. We can see it almost in all the text in your text book ,Effective Communication , an integrated course of English for vocational high school ,BSE (buku sekolah Elektronik) .Can you mention one?

Student 2 : Corporate culture in America

Student 3 : Manners in the workplace

Teacher : That 's all right,now have you heard DRA(Directed Reading Activity)?

Students : No...

Teacher : DRA is a strategy that provides students with instructional support before, during, and after reading. The teacher takes an active role as he or she prepares students to read the text by preteaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.

After the pre teaching , I conducted a DRA

Teacher : I bring some pictures. Can you mention one by one. What is this

Student 1 : Office, miss

Teacher : Yes, it is. And what about this?

Student 2 : Computer, miss?

Teacher : Do you know ,what computer for?

Student1 : to type

Student 2 : to play internet

Student 3 : to play game

Teacher : That's all right too. So, we can use computer to play internet, games and also type. How about this picture

Students : telephone

Teacher : ok, we use telephone for?..

Student : speak to friends ,mam

Teacher : yes,for communication ,right. Have you ever use telephone?

Student : Yes..

Teacher : What is the good thing in telephone for you?

Students : We can talk and share with our friends.

Teacher : Is there bad things in telephone?

Students : No...

Teacher : What do you think if you talk a lot of time in the phone?

Students : We will pay a lot of money.

Teacher : Good, so , to avoid we lose a lot of money,we have to avoid talking too much. But , How... read the text I gave to you .you will find the answer.

After that, I give students the text . I write some difficult vocabularies in the white board. Then, I read them loudly.

I asked them to read in silent. While they were reading I come around them. I asked them one by one. How they interpret the text. Half of them understand well. The rest are not quiet well

Later, I gave a worksheet to the students, this worksheet use to measure the students' understanding. The students must do the worksheet individually. I gave 20 minutes to finish their worksheet. Some students still asked to me about the difficult words. After finishing their work, they submitted to me.

Teacher : Do you think the texts easy or not?

Students : yes mam, after we know the meaning.at the beginning, we are confused.

Teacher : Do you mind if tomorrow we will meet to learn expository text again by DRA .

Students : yes, mam . Because we haven't learn like this before.

Teacher : Ok ,see you tomorrow.

Meeting 2 (11thJuly 2012)

The second meeting was conducted on 11thJuly 2012. I came in the class at 10.00. As a usual, I opened the class by greeting salam to the students. Then, I checked the students' attendance list. In this day, No one 's absent. Then I start my lesson.

Teacher : guys do you know what Vocational school is?

Students : No

Teacher : You are studying in vocational school

Students : ooooo

Teacher : Do you think what is the vocational school strength?

Student 1 : easy to work mam

Student 2 : Get a lot of skill like sewing

Teacher : Yes, by studying in SMK or vocational school ,you will learn the teory and also practice. And it will be usefull for your future. Here, I have a text that you will find some advantages studying in Vocational school. I hope you will get some point from this passage. You will know the importants things then you will do it in the reality life.

During the lesson time, I moved around the class and helped the students if the student got difficulties. Some of the students still opened their traditional and electrical dictionary.

After the silent reading time is over. I give them some questions , I write in the white board.I ask them to answer the questions.

In this last section,Then the teacher, asked them to give their work to the others student. They will correct their work together. Teacher ask students to answer one by one if their answer is wrong teacher will correct it. I gave students worksheet. The worksheet consists of five essays questions and 10 T/F questions.I gave 20 minutes to do the worksheet. Then, I asked to the students whether they had understood about the material or not. In this meeting I ask them the conclusion from the material.

Meeting 3 (12thJuly 2012)

The third meeting was held on 12thJuly 2012. This day was wednesday. I came in the class at 10.00. As a usual, I opened the class by greeting and said salam to the students. Then, I check the attendance list. In that day, there was no student absent. In this meeting, I directly gave a material to the students.

I started the class by reviewing the material in the previous meeting to know that the students still remembered what they had learned. I also asked what they had difficulty in previous meeting. Almost the students still remembered what they had learned in last meeting.

I wrote 'Culture' then :

Teacher : what is this means?

Student 1 : Budaya

Teacher : Can you define in sentence

Student : silent
 Teacher : it is a way of live in a community and passed away from a generation to next generation.
 Teacher wrote 'Corporate'
 Teacher : What it means?
 Student 2 : It like working together
 Teacher : right.so , what do you think if we merge these words. Corporate culture.
 Student 3 : The way of some people/group work together which passed away from a generation to next generation
 Teacher : Great

Teacher wrote some question related to the topic then I give the the text which title Corporate culture in America.Then, I moved around in the class and asked if they got difficulties. Like a previous meeting, the students asked me about difficult word. I also encouraged the students to more active and participate well in the class. .

After the silent reading over, I gave a worksheet to the students as a usual.After the time was over, I closed the class by greeting the student and said salam.

In this meeting, the students participate well in the classroom, because I asked to the student to come forward in front of the class. They can more active in the class. Mostly the students' answers were correct. So, I will use this way in the next meeting.

Meeting 4 (13July 2012)

This meeting was held on 13th April 2012. This was a Tuesday. I came in the class at 10.00. As a usual, I opened the class by greeting the students. In this meeting, all the students were present. I gave a material consist of reading passage. The process of teaching learning process was described as follows:

As a usual I opened the class by greeting the students and checking the attendance list. The condition is quiet and organized.

Teacher : Have you ever go the to hotel?
 Student : Yes
 Teacher : who is a person in hotel who receive and service guests?
 Student 2 : Receptionists mam.
 Teacher : what is a receptionists do?
 Student 1 : receive guests

Student 2 : receive telephone

Student 3 : give the key of room to the guests

Teacher : you are right. Now I will play a video about receptionists .You
can see what they do

Students are very interesting watching video.

After watching video I give them text and ask them to read silently and answer the
questions.

During the lesson, I still moved around the class. I gave attention to the
student. I asked what they had difficulties. In each meeting, all the students still
opened their dictionary. Some of students were serious in reading the text.

In the last section, I gave a worksheet to the students. I just reviewed
the material that learned that day. I asked to the students, whether they had
understood or not.

Meeting 5 (14th July 2012)

The fifth meeting was held on 14th July 2012. all the students were present.

As a usual I opened the class by greeting the student and checking the
attendance list. Then, I reviewed the material that learned in the previous meeting.
I asked the students if they had difficulties in the previous meeting.

Teacher : guys, today is the last meeting, we will study by using video for
pre teaching? Do you like it?

Student : Yes mam

Teacher : I will play two videos.I hope you can get the differences between
both of them.

Student 1 : Yes mam

After I play the video. I asked them what the differences between they both.

Teacher : ok, What is the differences

Student 1 : the first video is the good worker and the second is the bad
worker

Teacher : Why you said the first is good and the second is bad.

Student 2: : first person, H

. After that I distributed material which consists of reading passage entitled by *Manner in the work place* to each student. I also gave some questions by writing in the white board. The question consists of ten questions. I asked them to read silently then answer the questions. I also gave a student chance about the difficult word and then discuss in the class.

At the time, I moved around in the class. I asked to the students whether they had difficulties or not. All the students looked serious in the class. They tried to ask their friend in the group if they had difficulty. As a usual, some students opened their dictionary.

When the time was over, I asked to submit the worksheet. Before I closed the class, I reviewed the material that learned. All the students were interested and enjoyed the class. I gave some questions related to the material that learned during five meeting. The students can answer the question correctly.

In the last meeting, They can answer the question based the text easily. They more participate in the class. In the first time I still found that the student feel shy when they answer the question, but in this meeting they more active than before.

Appendix 7

Teacher partner observation sheet

The observation sheet was written by teacher partner to write down all the activities in the classroom. It also used for the teacher's partner to give comment and suggestion.

The teacher partner wrote this observation sheet when the teacher delivered the material to the students. Every time the teacher came in the classroom the teacher partner joined in the classroom to record all the activities in the class. The recording started on July 9th, 2012.

Before conducting a research, the researcher conducted a pre test. It was conducted on July 9th, 2012. The time allotment for students was 30 minutes.

I came in the class with the researcher. When I came in the class, the students were very interested. I greeted to the students and checked the attendance list. In that day, all students came. Then, I told them that, in this meeting I wouldn't teach them as a usual. I introduced the researcher to the student and I told them that the researcher would teach them for about 7 meetings. After that, I gave the class to researcher. Then, she told the students that she will give test to know about their ability in expository text.

Then, the researcher distributed the test to the students. Some of students were interested with the material. I looked the students were confused in doing the test. I thought they get difficulty in doing test. After the time was over, the researcher asked the students to submit their job.

Here is the data of teacher observation during the implementation of DRA in improving reading comprehension in expository text. The observation was taken on 9th July – 16th July 2012. The result of the teacher's observation will be described below

Meeting 1

In this meeting I came in the class at 10.00 with the researcher. I directly sit in the corner of the class. The situation when I come in the class was conducive. Then, the teacher opened the class by greeting and check students' attendance list. The teacher told to the students that I will accompany her during teaching learning process. Next, she told that in that day they will study about

expository text. She tried to check the students' background knowledge by giving some question related to the material to the students. There's no students answered. Expository is a new material for students. They have ever met this kind of text but they don't know what its kind. Then, she explained about DRA.

After that, the teacher conducted a DRA. Teacher start pre teaching bring a picture to students. Teacher try to elicit their prior knowledge. Then, teacher gave them a text and asked them to read silent. While students reading, teacher come to the student's chair one by one ask them some question related to the text. Then, teacher wrote some question in the white board.

Then, the teacher asked the students whether they had difficulty or not. Most of them asked about difficult word. During the discussion time the teacher moved around the class. She asked them to be silent. In this time, I saw some of students looked very seriously read the text, some of them open their dictionary. They looked very enjoyed the class.

In the last section, she gave a worksheet to the students. The students must do the worksheet individually. She gave several minutes to finish their worksheet. Some students still asked to the teacher about the difficult word. Then the teacher, asked them to give their work to the others student. They will correct their work together. Teacher ask students to answer one by one if their answer is wrong teacher will correct it. The teacher closed the class by greeting salam to the students.

Meeting 2

The second meeting was conducted on 11th July 2012. I came in the class with the teacher at 10.00. As a usual, the teacher opened the class by greeting salam to the students. Then, she checked the students' attendance list

Then, the teacher asked the students whether they had difficulty in previous meeting.

Teacher start the pre teaching by ask them about SMK/vocational school .Students answer actively. After that gave them text to read in silent.

During the lesson time, she moved around the class and helped the students if the student got difficulties. Some of the students still opened their traditional and electrical dictionary.

After the silent reading time is over. she gave them some questions , I write in the white board.she ask them to answer the questions.

In this last section,Then the teacher, asked them to give their work to the others student. They will correct their work together. Teacher ask students to answer one by one if their answer is wrong teacher will correct it. she gave students worksheet. The worksheet consists of five essays questions and 10 T/F questions.I gave 20 minutes to do the worksheet. Then, she asked to the students whether they had understood about the material or not. In this meeting she ask them the conclusion from the material.

Meeting 3

The third meeting was held on 12th July 2012. We came in the class at 10.00. As a usual, she opened the class by greeting to the students. Then, she checked the attendance list. In that day, there was no student absent. In this meeting, I directly gave a material to the students.

She started the class by reviewing the material in the previous meeting to know that the students still remembered what they had learned. I also asked what they had difficulty in previous meeting. Almost the students still remembered what they had learned in last meeting

Teacher asked them about the title.then asked them to read a text in silent.Teacher wrote some question related to the topic then gave the the text .Then, she moved around in the class and asked if they got difficulties. Like a previous meeting, the students asked me about difficult word. I also encouraged the students to more active and participate well in the class.

After the silent reading over, she gave a worksheet to the students as a usual.After the time was over, she closed the class by greeting the student

Meeting 4

As a usual, the researcher opened the class by greeting the student and checking the attendance list. After that the researcher reviewed the material in the previous meeting to know that the students still remembered what they had learned. She also asked what they had difficulty in previous meeting.

Teacher start by playing video, students look interesting.. Then, teacher gave some questions according the video.

After that teacher gave text and students read in silent. Teacher moved around to ask them one by one.

In the last section, the students give worksheet as a usual. The worksheet was related with the material that learned that day. Then, the teacher reviewed the material. In the last, the teacher closed the class by greeting salam.

Meeting 5

In this meeting ,students looked happy. They wanted to see video like yesterday.They enjoyed it. Then teacher started by greeting and asking the attendance list.

Then, she played video.This time she played two video.After the video over., teacher asked some questions related to the video.

Teacher asked students to read a text in silent like usual.

The researcher gave opportunity the students to ask the difficult word like usual. During the lesson, the researcher still moved around the class. She gave attention to the student. In each meeting, all the students still opened their dictionary. Some like interested with learning process.

In this last section, the researcher gave a worksheet to the students.She asked them to answer then submit to her. She reviewed the material that learned that day. She asked to the students, whether they understood or not.

Appendix 8

LESSON PLAN

SMK : SMK DARUTTAQWA
LESSON : English
CLASS / PROGRAM : XI / TATA BUSANA
SEMESTER : One
Allocation of Time : 2 x 45 minutes

Meeting to: 1

I. Competency Standards

A. Communicate with the English language level equivalent to intermediate

II. Basic Competencies

1.1. Understanding the use of manual equipment

III. Indicator

1.1.1. Students are able to describe the work process and the functioning of a device or expressed correctly

1.2.2. Students are able to express necessity to use a thing appropriately

IV. Learning Objectives

- At the end of the lesson students can:

A. Describe the work process and the functioning of a device or property

2. Students are able to express necessity to use the appropriate

V. Teaching Materials

(Attached)

VI. Learning Methods

-Directed Reading Activity (DRA)

VII. Sources :

Effective Communication , an integrated course of English for vocational high school

BSE (buku sekolah Elektronik)

VIII. Learning activities

Introduction (15 minutes)

Teacher activities	Students' activity
The first steps: -Greeting -Motivation -apperception	Students answer and respond

The core activity

Teacher's activity	Students' activity
exploration pre reading: Give a picture of office and the properties ex. Telephone , computer. -Ask the students what these objects, where the object we see, to what the	Students answer and respond

object is and how it is used. -provide a new vocabularies related to the topic -Teacher wrote some questions related to text on the white board.	
elaboration: Whilst reading -The teacher gives the text titled How to keep phone calls short -Teacher explains the purpose and functions so that students know how to use fax. -Teachers ask / discuss with students individually at their seats over to students to ensure students understand the content of the text in turn.	Students read silently after considering the purpose/goal of the reading teacher who has written on the blackboard
confirmation: Post reading -The teacher asks students to discuss answers to questions that have been written at the beginning of teachers' learning.	Students are actively discussing answered questions posed
Ending activity	
Teacher's activity	Student's activity
The teacher asks the conclusion of the topic	Students answer actively

IX. MATERIAL

How to keep phone calls short

Telephoning is one of the methods by which people are mostly like to speak. Unfortunately, we do not always have much time to spend on the phone. However, what we can do to face "a long-winded talker"-a person who makes us impossible to say goodbye?

Here is some advice we may try to overcome such a problem. First, we should never ask questions like "what's new?" they give the impression that we have time to chat. After "hello," we ought to get right to the significant part of the call. We should offer brief responses without prodding for further information.

Then, we should time our call intelligently. It is important to set a time limit. Start with, "Hi, I've only got a few minutes, but I wanted to talk to you about....." or "Sorry, I'd love to talk more but I only have a couple minutes before I have to run errands."

Further, as soon as we finish conducting business, interrupt when the caller pauses or in mid-sentence if necessary-and indicate we have another call coming in which we need to take. Then, offer a pleasantry saying, "Thanks for sharing the information with me." "I appreciate your letting me know." "It has been great talking with you".

Other wise we might offer another means of communications for further contact, such as "if there is something else you need, please call my secretary/fax me a note/send me an email." The caller will feel he is well informed about our preferred communication method, leaving us to respond at our leisure. Finally, end the conversation. However, it is going to be a wise alternative to use an answering machine or a voicemail box to screen the calls rather than avoid the phone completely.

Answer the following questions. One has been done as an example.

1. Based on the article, what is the first thing we do to keep the conversation short on the phone?
2. Why you should we never ask questions like "what's new?"
3. What is the better thing to do after saying "Hello"?
4. Why do we have to set a time limit?
5. Mention some expressions in the article that indicate a time limit?
6. When may we interrupt the caller's talk?
7. What does the writer mean by "a long-winded talker"?
8. What might we say to offer the future contact to the caller?

9. What is meant by "well-informed"?
10. What advice do you find in the article?

X. Assessment :

Writing test

XI. Assessment guidelines

- Correct number in each number is 10

XII. Rubric Assessment:

No	Description	Score
1-10	Each correct answer, correct sentence's structure and spelling	10
	Each correct answer, less sentence's structure, correct spelling	8
	Each answer was correct, incorrect sentence's structure, spelling correctly	6
	Each answer was correct, incorrect sentence's structure and spelling	4
	Each answer is wrong, wrong sentence's structure and spelling	2
	No answer	0

Gresik, July 5th, 2012

Official's Teacher

Teacher

Khoirul Huda, S.Pd.

Indah Hayati

LESSON PLAN

SMK : SMK DARUTTAQWA
 LESSON : English
 CLASS / PROGRAM : XI / TATA CLOTHING
 SEMESTER : One
 Allocation of Time : 2 x 45 minutes
 Meeting to: 2
 Competency Standards
 A. Communicate with elementary-level English language equivalent
 II. Basic Competencies
 a. Understand simple instructions
 III. Indicator
 1.1.1. Students are able to describe the purpose of a work process
 1.1.2. Students are able to identify sentences in terms of foreign
 IV. Learning Objectives
 - At the end of the lesson, students can:
 1. Understand the contents of a simple sentence in the text.
 2. understand the meaning of foreign terms
 V. Teaching Materials
 (Attached)
 VI. Learning Methods
 Directed Reading Activity
 VII. Source of Learning:
 Effective Communication, an integrated course of English for vocational high school
 BSE (Electronic textbook)
 VIII. Learning activities
 Introduction (15 minutes)

Teacher's activity	Student's activity
-Greeting -Motivasi -Apersepsi	Students answer and give respond

Core activity (60 minutes)

Teacher activities	Student activities
Exploration pre reading: -Bring a picture of a vocational school / Vocational School -Ask the students what the meaning is, -Have students ever heard / seen the word. -Ask the students the advantages of vocational education / Vocational education - Provide a new vocabulary-the vocabulary	Students answer actively

related to the topic Teacher wrote some questions related to text reading dipapan write and read in front of the class. Students to answer and respond	
Elaboration: Whilst reading - The teacher gives a text entitled: Vocational Education Must Provide students with life skills - The teacher gives the purpose of reading. So that students know the advantages of vocational school or Vocational school. - Teachers ask / discuss with students individually at their seats over to students to ensure students understand the content of the text in turn. - Students read silently after considering the intent of the reading teacher had written on the blackboard	Students reads silently after considering the purpose/goal of the reading teacher who has written on the blackboard
Confirmation: Post reading - The teacher asks students to discuss answers to questions that have been written at the beginning teachers' learning.	Students are actively discussing answered questions

Ending (15 minutes)

Teacher's activity	Students' activity
The teacher asks the conclusion	Students active response to the topic.

IX. MATERIAL

Vocational Education must provide students with life skill

The issues of teaching life skills have recently drawn the attention of educators. The schools even vocational schools—throughout the country have not provided students with competitive life skills. It is high time for education planner in this country to redefine vocational education in a comprehensive way. Labour and vocational problems are now largely dependent on global forces. There must be integrative life planning bringing together many aspect of people's lives, their communities and large society.

First of all, vocational planning should accommodate the changing global content. Vocational school students should know various jobs in the local and global settings. So, the vocational school curriculum should incorporate skills to enable students to work overseas, such as midwifery, international communication services and computer and language skills for vocational purposes.

Second. Vocational planning should put lives into a meaningful whole. usually, it is believed that people need to work to live. However, work alone cannot provide us with all that we want. Instead, we want a balance between work and other life functions. Students should be advised to prioritize work

according to their unique individual , family,work,and community needs and values.

Third, Vocational planning should value pluralism.As a nation with ethnic,racial,religious and geographic, diversity, we need an educational system that promotes an understanding of differences.Expatriates and foreign business circles in Indonesia should have an informed awaereness of the sense of spirituality.It will strengthen the employees commitment to their work.

Fourth, Vocational planning should manage personal transitions and organizational changes. The most salient characteristic of globalization is change at workplace. They should also be taught how to manage the process. Different companies develop their own company culture so that students should be made familiar with those cultures .It will help them prepare themselves to successfully manage organizational change .

In summary, above guidelines are translations of the modern approach to career development. Vocational schooling and vocational training for graduates need to be redefined in a comprehensive and interdisciplinary way.Variou dimensions of life are pieces that when put together make a whole.So, they must be taken into consideration.

Vocabulary lists

Mid wifery : Kebidanan

Incorporate : menggabungkan

Recently : Akhir-akhir ini

Redefine : mendefinisikan ulang

A.Questions

1. What is the main idea of the paragraph 1?
2. Why should vocational planning value pluralism?
3. Why do we need an educational system that promotes an understanding of differences?
4. Why should the vocational school curriculum incorporate skills to enable students to work overseas?
5. Why do vocational schooling and vocational training for graduates need to be redefined in a comprehensive and interdisciplinary way?

B.Check your comprehension by examining which statement is true (T) and FALSE(F)

No	Statements	T / F	Evidence
1	Vocational school students are prepared with competitive life skills		
2	Interactive life planning separates the aspects of people's life		

3	Vocational planning has accommodated the changing global context		
4	Students have to be familiar with companies culture		
5	Indonesian workers are able to compete with those from other countries		
6	We want a balance between work and other life functions		
7	Vocational schooling and vocational training for graduates need to be redefined in a comprehensive and interdisciplinary way		
8	The sense of spirituality is not considered in business		
9	Knowing and observing what is going on in other companies or non-business institutions is important		
10	Vocational school students should not be exposed to various jobs in the local and global settings		

X. Assesment

Writing test

XI. Assessment guidelines

- A. Correct number in each number is 10
- B. Correct number in each number is 5

XII. Rubric of assesment

No.	Uraian	Nilai
A.	Correct answer, correct grammar, correct word choice	10
	Correct answer , less correct grammar, correct word choice	8
	Correct answer, correct grammar, incorrect word choices	6
	Wrong answers, less grammatically correct, incorrect word choices	2
	Not answered	0
B	Correct choice of (T / F), the reason is right	5
	Correct choice of (T / F), the reason is wrong	3
	Wrong Choice of (T / F) and reason	0

Gresik, July 5th , 2012

Official's Teacher

Khoirul Huda,S.Pd.

Teacher

Indah Hayati

LESSON PLAN

SMK : SMK DARUTTAQWA
 LESSON : English
 CLASS / PROGRAM : XI / TATA BUSANA
 SEMESTER : One
 Allocation of Time : 2 x 45 minutes

Meeting to: 3

I. Competency Standards

A. Communicate with the English language level equivalent to Elementary

II. Basic Competencies

b. Understand words and foreign terms and simple sentences

iii. indicator

1.1.1. Students are able to identify a sentence using the term foreign

1.1.2 Students are able to understand foreign terms.

IV. Learning Objectives

- At the end of the lesson students can:

A. Understand the contents of a simple sentence in the text.

2. understand the meaning of foreign terms

V. Teaching Materials

(Attached)

VI. Learning methods

Directed Reading Activity

VII. Source of Learning:

Effective Communication, an integrated course of English for vocational high school

BSE (Electronic textbook)

VIII. Learning activities

Introduction (15 minutes)

Teacher's activity	Student's activity
-Greeting -Motivasi -Apersepsi	Students answer and give respond

Core activity

Teacher's activity	Student's activity
Exploration pre reading: -Write down the word 'Culture' -Ask the students what the meaning is, -Have students ever heard / seen the word. Writing again, 'Corporate'	Students answer and give respond

<p>-Ask the students the meaning of Corporate -Have students ever heard or seen the word 'Corporate' - Provide a new vocabulary-the vocabulary related to the topic Teacher wrote some questions related to text reading dipapan write and read in front of the class.</p>	
<p>elaboration: Whilst reading - The teacher gives the text entitled 'Corporate Culture in America'. - Teachers ask / discuss with students individually at their seats over to students to ensure students understand the content of the text in turn.</p>	<p>Students reads silently after considering the intent of the reading teacher had written on the blackboard</p>
<p>Konfirmasi : Post reading - Guru meminta siswa-siswa mendiskusikan jawaban dari pertanyaan yang sudah dituliskan guru di awal pembelajaran.</p>	<p>Students are actively discussing answered questions posed</p>

Closing(15minutes)

Teacher's activity	Students' activity
The teacher asks the conclusion	active response to the topic

Vocabulary lists

Appearance	: Penampilan
Appreciate	: Menghargai
Attend	: menghadiri
Attitude	: sikap
Cubicle	: ruang kecil
Etiquette	: tata cara
Fetch	: mengantar
Impression	: kesan
Manner	: Tata cara

Odorous	: berbau
Personality	: kepribadian
Possess	: memiliki
Snort	: mendengus
Spill the beans	: membocorkan rahasia
Spit	: meludah
Spouse	: pasangan
Stock	: persediaan barang

MATERIAL

Corporate culture in America

- a. Americans use the business card as a source of future information and tend to exchange cards casually
- b. Americans prefer directness in communication. When Americans say “yes” or “no” they mean precisely that “maybe” really does mean “it might happen”. It does not mean “no”
- c. Americans are often uncomfortable with silence. Silence is avoided in social or business meetings.
- d. Americans put a great deal of value on the written word. American law almost always requires contracts to be written out. Verbal contracts are rarely legally binding. Make sure you read the fine print.
- e. It is very important in written communication to spell names correctly and have correct spelling and title
- f. Keep appointments once they are made. You may not get a second chance if you do not.
- g. When you are doing business in the United States, you must be on time. Americans view someone being late as rude, showing a lack of respect and having sloppy, undisciplined personal habits. Being ‘on time’ in business situations generally means being about five minutes early. Five minutes late is acceptable with a brief apology. Ten to fifteen minutes late requires a phone call to warn of the delay and to apologize.
- h. It is very important to meet deadlines. If you tell someone that you will have a report to them by a certain date, or that you will fax something to them immediately, they will take you at your word. People who miss deadlines are viewed as irresponsible and undependable
- i. Meetings are generally informal and relaxed in manner, but serious in content. Often an agenda will be distributed before meeting, so the participants will be prepared to discuss certain topics. A successful meeting is short and to the point. Be prepared to begin business immediately, with little or no prior small talk.
- j. Participation is expected in meetings. A quiet person may be viewed as not prepared or as having nothing important to contribute

- k. Meetings often and with a summary and an action plan for the participants to execute . A meeting is only considered successful if something concrete is decided.

QUESTIONS

- 1.What the business cards use for Americans?
- 2.What is Directness in Communication for Americans?
- 3.Are Americans enjoyed silence in social or business meetings?
- 4.What is the importance in written communication ?
- 5.What will American do if you don't keep appointment ?
- 6.What is Americans view for someone who's being late ?
- 7.What 'meet deadlines' means?
- 8.What Americans think for someone who miss deadline?
- 9.Why American thinks participation is expected in meetings?
- 10.What is the results of every Americans' meeting

X.Assesment

Writing test

XI.Assessmentguidelines

Correct number in each number is 10

XII.Rubric of assesment

No.	Uraian	Nilai
A.	Correct answer, correct grammar, correct word choice	10
	Correct answer , less correct grammar, correct word choice	8
	Correct answer, correct grammar, incorrect word choices	6
	Wrong answers, less grammatically correct, incorrect word choices	2
	Not answered	0

Gresik, July 5th , 2012

Official's Teacher

Teacher

Khoirul Huda,S.Pd.

Indah Hayati

LESSON PLAN

SMK : SMK DARUTTAQWA
 LESSON : English
 CLASS / PROGRAM : XI / TATA BUSANA
 SEMESTER : One
 Allocation of Time : 2 x 45 minutes

Meeting to: 4

I. Competency Standards

A. Communicate with the English language level equivalent to intermediate

II. Basic Competencies

a. Understanding the limited conversations with native speakers

iii. indicator

1.1.1. Students are able to describe a conversation with native speakers

1.1.2. Students are able to identify sentences in terms of foreign

IV. Learning Objectives

- At the end of the lesson students can:

A. Understand the contents of a simple sentence in Expository Text.

2. understand the meaning of foreign terms

V. Teaching Materials

(Attached)

VI. Learning methods

Directed Reading Activity

VII. Source of Learning:

Effective Communication, an integrated course of English for vocational high school

BSE (Electronic textbook)

VIII. Learning activities

Introduction (15 minutes)

Teacher's activity	Student's activity
-Greeting -Motivasi -Apersepsi	Students answer and response

Core activity

Teacher's activity	Student's activity
exploration pre reading: -Displaying a video about the activities of a receptionist. -Ask the students what the receptionist -What are the tasks to be undertaken	Students answer and respond

by a receptionist - Where can we meet receptionist - provide a new vocabulary-the vocabulary related to the topic Teacher wrote some questions related to text reading dipapan write and read in front of the class.	
elaboration: Whilst reading - The teacher gives a text entitled: How to be a good receptionist - Teachers ask / discuss with students individually at their seats over to students to ensure students understand the content of the text in turn.	Students reads silently after considering the intent of the reading teacher had written on the blackboard
confirmation: Post reading - The teacher asks students to discuss answers to questions that have been written at the beginning teachers' learning.	Students are actively discussing answered questions posed

Closing(15minutes)

teacher's activity	Student's activity
The teacher asks the conclusion	Students are active response to the topic

IX.MATERIAL:

How to be a good receptionist

Ring...ring.....

Receptionist : Marketing section

Caller : May I speak to Mr.Handoyo?

Receptionist : Who is calling, please?

Caller : Mr.Wiratmoko

Receptionist : Mr.Handoyo is busy right now
 Would you like to call back later?

Caller : Could I wait for a few minutes?

Receptionist : That's up to you

Caller : Haaahhh.....?

What would you say if you were Mr.Wiratmoko? You would be disappointed and may be angry. The impolite answer is not appreciated.

The above illustration is an example of what often happens at an office.

Because the receptionist was not courteous, Mr.Handoyo lost a chance to sell his company's products.

The telephone is an office or company's gate. It means that information comes through the telephone. Even for big companies, the telephone is the main means of communication. A rude and discourteous receptionist will damage the image of a company.

According to a research done by the Rockefeller Foundation in America, 68% of business partners stopped their relationship because of negative phone treatment. The conclusion is that the effects on the phone are important.

Someone who calls to an office during working-hours, of course hopes that his/her call will be answered well.

The caller doesn't want to be treated impolitely or wait long. Answer like "you can call him/her back tomorrow" or "this is not our office", sound cold.

Your office staff may be kind and polite, but the business makes them impolite. Because of this, the one who receives the phone calls must govern the situation.

Receptionist and secretaries should be equipped with instructions to overcome special problems. For example: they need to know how to select the caller or guests and how to refuse people whom they don't want to appear in the office. But they must treat them politely and kindly. Receptionists and secretaries are the door keepers for their managers/bosses.

It is impolite to ask the caller's name without knowing whether the one he is calling is in. It would be best to say, "please wait for a moment. I will try to find him/her. With whom am I speaking?"

If the manager/boss doesn't want to be disturbed, the secretary should answer, "Mr. Handoyo is not in. Would you like to leave a message?" or "Mr. Handoyo has gone home" (the time is 13.00) the caller will be confused.

The best way to prevent hurting feelings, losing business partners, and hurting the company image is to follow this key.

1. Try to answer every call immediately.

Don't let the phone ring too long. When the one who is wanted on the phone is not around, the caller should not be asked to wait too long.

2. Mention the company's name

"Good morning, Pesona Hasana Corporation. Can I help you?"

The answer notifies the caller that they have reached the correct place. Then, if the receptionist has connected the caller to the person he/she wants, the person should answer immediately, "Handoyo, marketing section."

By doing this, the caller knows that he has found the one or section he is looking for.

3. Use the caller's name

For example: "Mr. Adriono, Mr. Handoyo is here, you can speak to him now." The words are kind.

4. Be polite

On the phone, the two speakers cannot see each other. Because of that, you should use the words like: "I am sorry", please, and thank you. They are polite words.

5. Don't give an impression of "I don't care"

It may be that the caller has phoned twice, or three times and failed to speak with you. Because of that, she/he may be disappointed and angry.

Your image and your company's image will be restored with polite, kind words.

Even though the message may have to be negative, if it is spoken kindly and politely, others' feelings won't be hurt. The most important thing is not the news but how the news is explained.

(Adapted

from "hello" magazine)

Questions

A.1. What is the main idea of the first paragraph?

- a. Receptionist and secretaries should be equipped with instruction to overcome special problems.
 - b. Receptionist and secretaries need to know how to select the callers or guests.
 - c. Receptionist and secretaries must treat the callers or guests politely.
 - d. Receptionist and secretaries are the door keepers for their managers.
1. The manager is very busy with his work. Suddenly, there is someone who wants to speak with him. The receptionist or secretary should say
- a. The manager is busy. Don't disturb him.
 - b. Sorry you come to the wrong place.
 - c. It's lunch time, you know.
 - d. I'm sorry, he is busy. Would you call back later?
2. What must a receptionist or secretary do if there is a call?
- a. Try to answer immediately.
 - b. Mention the company's name.
 - c. Use the caller's name.
 - d. Be polite.
3. Receptionist and secretaries must mention the company's name in order that
- a. The caller can call back later.
 - b. It sounds polite.
 - c. It notifies that the caller has reached the right place.
 - d. The caller can write it down.
4. Receptionist and secretaries must be polite because
- a. They will get more friends.
 - b. They will get good salary from the boss.
 - c. They represent the image of the company.
 - d. That is what they must do.

5. The police words
- Go away!
 - I am sorry, he is not in
 - It's none of your business
 - Don't disturb it
6. If the receptionist or secretaries don't care with the callers or guests. they will feel.....
- pleased
 - sad
 - dissaponted
 - satisfied
8. The answer notifies that the caller has reached the correct place. The underlined word means.....
- Indicates
 - Shows
 - Informs
 - guides

B.Retell the text by using your own words

X.Assesment

Writing test

XI.Assessmentguidelines

A. Correct number in each number is 10

B. Correct answer is 50

XII.Rubric of assesment

No.	Uraian	Nilai
A.	Correct answer	10
	Wrong answer	0
B	Correct answer, correct sentence structure, correct words' choice	50
	Correct answer, less sentence structur, correct words' choice	40
	Correct answer, less sentence structur, wrong words' choice	30
	Wrong answer	10

Gresik, July 5th , 2012

Official's Teacher

Teacher

Khoirul Huda,S.Pd.

Indah Hayati

LESSON PLAN

SMK : SMK DARUTTAQWA
 LESSON : English
 CLASS / PROGRAM : XI / TATA BUSANA
 SEMESTER : One
 Allocation of Time : 2 x 45 minutes

Meeting to: 5

I. Competency Standards

A. Communicate with the English language level equivalent to Elementary

II. Basic Competencies

1.2. Understand simple instructions

iii. indicator

1.1.1. Students are able to describe the work process

1.2.2. Students are able to express necessity and obligation to use the appropriate

IV. Learning Objectives

- At the end of the lesson students can:

2. Describe the process / work rules put forward by the right

3. declare the necessity and obligation to use the appropriate

V. Teaching Materials

(Attached)

VI. Learning methods

Directed Reading Activity

VII. Source of Learning:

Effective Communication, an integrated course of English for vocational high school

BSE (Electronic textbook)

VIII. Learning activities

Introduction (15 minutes)

Teacher's activity	Student's activity
-Greeting -Motivasi -Apersepsi	Students answer and response

Core activity

Teacher's activity	Student's activity
exploration pre reading: Bring a short-duration video about the situation in the workplace. -Ask the students what they know related to the video, -provide a new vocabulary- vocabulary related to the topic	Students to answer and respond

<p>Whilst reading</p> <p>elaboration:</p> <ul style="list-style-type: none"> - The teacher gives the text entitled "Manners in the workplace '. - The teacher writes the students know the purpose membaca. Agar attitudes in the workplace is good. 	<p>Students reads silently after considering the purpose/goal of the reading teacher who has written on the blackboard</p>
<p>Confirmation:</p> <ul style="list-style-type: none"> - Teachers ask / discuss with students individually at their seats over to students to ensure students understand the content of readings are alternately <p>Post reading</p> <ul style="list-style-type: none"> - The teacher asks students to discuss answers to questions that have been written at the beginning teachers' learning. 	<p>Students are actively discussing answered questions posed</p>
<p>Closing (15 minutes)</p>	
<p>Teacher's activity</p> <p>The teacher asks the conclusion</p>	<p>Student's activity</p> <p>students active response to the topic</p>

IX. MATERIAL:

Vocabulary lists

Appearance	: penampilan:
Attitude	: sikap
Cubicle	: ruang kecil
Etiquette	: etika
Impressions	: kesan
Manner	: Cara
Odorous	: harum
Personality	: kepribadian
Picking	: memilih
Possess	: memiliki
Snorting	: mendengus
Spill the beans	: membuka rahasia dengan tidak sengaja
Spitting	: meludah
Spouse	: pasangan

Manners in the workplace.

Being a professional ,you have to pay attention to etiquettes in your workplace. There is something you as professionals have to possess ,namely good manners. Good manners are shown from several aspects ,such as your physical appearance, attitudes, and personality.

It is important to dress in a manner consistent with company culture and make sure your clothes are always clean. Besides, it is good for you to keep yourself clean. Taking shower or bathing every day is a must. It can relax your mind ,lighten a little bit of your burden, make you feel fresh and be ready for your work. Brushing your teeth every morning after breakfast is important to keep your breath fresh.

Besides, you also have to be aware of your gesture . You have to stand up straight and sit with legs together to avoid displays. Your gesture will influence others' impression on you. A writing gesture will make a negative impression.

Then, you need to be careful with your attitude. Treat cubicle as if it has a door and a ceiling. Speak calmly and with an even cadence in a person and on the telephone . Personal telephone conversations should be kept to a minimum if you inhabit a cubicle. No one wants to hear your arguments with your spouse. Confidential business conversations should also be kept to a minimum if you're in a cubicle for similar reasons. You do not want to prematurely spill the beans on some important deal. You also have to avoid aggressive behavior such as leaning into people, pointing at others ,interrupting others, crowding others, using heavy perfume or cologne and bringing odorous food into the office . Snorting ,spitting or picking at any part of yourself is considered impolite.

Moreover, if you use an elevator, face forward in the elevator. If you are getting off near the top of the building ,move to the rear of the elevator. If you're getting off on a lower floor ,stand close to the front . Say "hello" or "good morning" to those you encounter in the morning and "goodnight" to those you encounter as you leave.

It can be concluded that being a professional needs a good package consisting of physical appearance , attitude, and personality. All aspects really influence your impression and help you get along with others, Especially your clients. Furthermore, of course, it will give a big effect to your career.

A. Questions

1. What do good manners consist of?
2. What should you do to your appearance?
3. Why is your gesture important?
4. What should not you do in a workplace?
5. Is a professional's personality important in his/her career?

B. Work in pairs decide whether the statement is true (T) or false (F)

Statements	T/F	Evidence
1. It is fine to wear any kind of dress we like as long as we are comfortable with that		

2.Keeping our body clean is one way to create a good impression in our workplace		
3.Gesture is also considered important for a professional		
4.Being over confident isnot allowed in a business conversations		
5.A pleasant personality is a plus for a professional		

X.Assesment
Writing test

XI.Assessmentguidelines

- Correct number in each number is 10

XII.RubricAssesment:

No.	Uraian	Nilai
A.	Correct answer, correct grammar, correct word choice	10
	Correct answer , less correct grammar, correct word choice	8
	Correct answer, correct grammar, incorrect word choices	6
	Wrong answers, less grammatically correct, incorrect word choices	2
	Not answered	0
B	Correct choice of (T / F), the reason is right	5
	Correct choice of (T / F), the reason is wrong	3
	Wrong Choice of (T / F) and reason	0

Gresik, July 5th , 2012

Official's Teacher

Khoirul Huda,S.Pd.

Teacher

Indah Hayati

Appendix 9

Developing and improvement test items for pre test

A. Physical analysis

1. Test identity, consist of:
 - subject test is English test
 - time duration : 30 minutes
 - font : times new roman
 - class : 11st grade
 - school : PGRI
 - tested on : try out for pre test for 1st semester
 - day / date : Tuesday / 19th June 2012
2. Instruction: Answer the question based on the text .
3. Item: there are 10 essays

THE TRY OUT OF PRE TEST

Subject :	English	Day/Data	: Tuesday, June 2012
Class :	XI	Time	: 30 minutes
Name :	Absent :

consideration.'A webmaster' can literally be defined as an expert in the field of webbing. A webmaster ia a person who not only creates ,but also maintains a website.a webmaster needs to update all information as well as the profile of the company or the organization which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing ,graphic designing ,web development, and web content editing. The expert in the first division is called web designer.He or she needs to design a website and be knowledge able, at least about hiper text mark up language(HTML) coding.In the graphic designing part, a graphic designer design the lay out and creates an attractive image. However , a graphic designer may not always be a web designer . A web developer is an expert in the web development .He or she creates the websites the website's programmes and deals with the input and the process.He or she needs to know a programming language like ASP .A web content editor is the one whose job is to provide information about the site.An editor doesnt need to be technologically literate, but to have knowledge about sentence structure.Although the job can be divided into several parts , a webmaster might work individually or in a team, depending on the website's scope.

To be a webmaster ,you do not have to major in computer science.If you have a relevant educational background.It will be a plus for you. However ,the main thing is that you are eager to learn.You can provide yourself with an internet connected computer ,take appropriate courses and starting practicing by creating

a personal homepage. After that ,you can gain a lot of advantages from it.So, are you ready to be a web master? Prepare yourself now.

Questions

- 1.What is the title of the text?
- 2.What does paragraph 1 talk about?
3. What does paragraph 2 talk about?
4. What does paragraph 3 talk about?
- 5.Mention four sub division of a web master !
- 6.What the expert in the web designing called?
- 7..What is the literal definition of “webmaster” ?
- 8.What is the web designer should do?
- 9.Should a web master major in computer science?
- 10.Is A web master must work in a team?
- 11.What is the main idea of paragraph 2?
- 12.What should you provide to be a web master!
- 13.Mention some jobs related to webbing
14. Are you interested in being web master? Give your reason.
- 15.What is HTML stands for?

B. ITEM ANALYSIS :LANGUAGE TESTING

Number of students	Number items															RS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
2	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
3	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
4	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
5	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
6	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
7	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
8	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
9	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
10	V	V	V	V	V	V	V	V	V	V	X	V	V	V	14	
11	V	X	V	X	X	X	V	V	V	V	V	V	V	V	X	10
12	V	X	V	V	V	V	V	V	V	V	V	V	V	X	X	12
13	V	X	V	V	V	V	V	V	V	V	V	V	V	V	V	13
14	V	X	V	V	X	V	X	X	V	X	V	V	V	V	X	9
15	V	V	V	V	V	V	V	V	V	V	X	V	V	V	V	14
16	X	V	V	X	X	X	V	X	V	V	V	V	V	V	X	9
17	V	V	V	X	V	V	X	V	V	X	V	X	V	X	V	10
18	V	V	V	V	V	V	X	X	V	X	V	V	V	X	V	11
19	V	V	V	V	V	V	V	V	X	V	V	V	V	V	V	13
20	V	V	V	X	V	V	X	X	X	X	V	V	V	V	V	10
21	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	9
22	V	V	V	V	V	V	X	V	V	V	V	V	V	V	V	12
23	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	13
24	V	V	V	V	V	V	V	X	V	V	V	V	V	V	V	10
25	V	V	V	V	V	V	V	X	X	X	X	X	X	X	V	8
26	V	X	V	X	X	X	V	X	V	V	V	X	X	X	V	7
27	X	X	X	V	X	V	V	V	X	X	V	V	V	V	X	8
28	V	V	V	V	V	X	X	X	V	X	X	X	V	X	V	8
29	V	V	X	V	V	V	X	V	V	V	X	X	X	X	X	8
30	V	V	X	X	X	X	V	V	X	V	X	X	V	V	V	8
31	V	V	V	V	X	X	V	V	V	X	X	V	V	X	X	7
32	X	X	V	X	V	V	V	X	V	V	V	X	X	X	V	8
33	X	V	X	V	X	X	V	V	X	V	V	V	X	X	V	8
34	V	V	V	V	V	X	V	X	X	V	X	X	X	X	V	8
CA	30	27	30	27	26	26	27	26	27	27	26	26	27	29		

Note:

CA : Correct Answer (every item)
= \sum students x 100%

R.S : Raw Score

Explanation of table

Number of item: it means there are 15 essays tests which will be given to students.

Number of students: it means, there are 34 students followed the test.

C.A: correct answer → mean how many students (34 students) in each item answer correctly.

For example: for item number 1, there are 31 students could answer correctly.

R.S: raw score → mean how many each student could answer all of items.

For example: for the first students, he/she could answer 15 item for 15 items (excellent). So the R.S should be 15, too.

Note : Before divide into groups, consist of low, medium, and high groups. We must count the groups with the pattern = \sum students x interval (for the interval between 25-30%).

= \sum students x 30 % (we decided to choose 25 % because look at the appropriate on the frequency of the students)

$$\begin{aligned} & \cdot \\ & = 34 \times 30 \% \\ & = 10 \end{aligned}$$

The result for table 1:

Scores of 34 students consists of 9 students have the best scores without false, 15 students have medium scores (2 students have 14 correct answers, 3 students have 13 correct answers, 2 students have 12 correct answer, 1 students have 11 correct answers, 4 students have 10 correct answers, 3 students have 9 correct answers) .10 students have low scores (7 students have 8 correct answers, 3 students have 7 correct answers).

Each groups differentiated by different colors. (High scores with purple, medium scores with green, and low scores with red color.)

After that, the result from counting the groups is **10**. So it should be divide the raw score in each groups with 10 frequency of students.

Frequency distribution of students score on try out test

Raw scores	F	Group
7	2	Low
8	8	
9	3	Medium
10	4	
11	1	
12	2	
13	3	
14	2	
15	9	High
Σstudents = 34		

This table describes about the frequencies of students on middle test. **Low** group consists of 10

frequency of students (8 student have 8 correct answers, 2 students have 7 correct answers=10 students), **Medium** group contains of 15students (3 students have 9 correct answers, 4 students have 10 correct answers, 1 students have 11 correct answers, 2 students have 12 correct answers, 3 students have 13 correct answers, 2 students have 14 correct answers = 21 students), **and the last is High** group consists of 9 students (9 students have 15 correct answers).

Item analysis based on the result of try out-test

Number of item	Correct answer	Wrong answer	HGC	LGC	IDL	IDP	CONCLUSION
1	30	4	9	7	0,89	0,15	discarded
2	27	7	9	5	0,79	0,3	accepted
3	30	4	9	7	0,88	0,15	discarded
4	27	7	9	7	0,79	0,15	Revised discarded
5	26	8	9	5	0,76	0,3	accepted
6	26	8	9	4	0,76	0,4	accepted
7	27	7	9	8	0,79	0,14	Revised discarded
8	26	8	9	5	0,76	0,3	Accepted
9	27	7	9	5	0,79	0,3	Accepted
10	27	7	9	4	0,79	0,4	accepted
11	27	7	9	4	0,79	0,4	accepted
12	26	8	9	3	0,76	0,5	Accepted
13	26	8	9	5	0,76	0,3	Accepted
14	27	7	9	2	0,79	0,6	Accepted
15	29	5	9	7	0,85	0,15	Discarded

Note:

HGC : high group correct

LGC : low group correct

IDL : index of difficult level

Correct answer: $\sum \text{students} \times 100\%$ (0, 2 - 0, 8) → accepted

IDP $\geq 0, 2$ (accepted)

HGC – LGC: ($\sum \text{students} \times 25\%$)

For HGC, it is from how many students in high group can answer correctly in each item.

For example : item number 1. There are 9 students in high group who can answer correctly. So it should be written **9** in HGC column.

For LGC, it is from how many students in low group can answer correctly in each item.

For example : item number 1. There are 7 students in low group who can answer correctly. So it should be written **7** in LGC column.

Describe about amount of correct answers and wrong answers. How many students from high group classified in HGC (high group correct) and also from LGC (low group correct). IDL, to know the difficulty levels of each item.

IDL (Index of difficult level) = Correct answer : $\sum \text{students} \times 100\%$ (0, 2 - 0, 8)
→ discarded

For example : item number 1 = C.A : $\sum \text{students} \times 100\%$
= 30 : 34 x 100%
= 0,88

IDP differentiate level of high scores and low scores. It comes from:

IDP $> 0, 2$ (accepted)

= HGC – LGC: ($\sum \text{students} \times 25\%$)

For example : item number 1 = HGC – LGC : ($\sum \text{students} \times 25\%$)
= 9– 7 : (34 x 25%)

IDP = 0,14

For conclusion,

- If IDL not accepted, but IDP accepted. So the conclusion (revised discarded)
- If IDL and IDP not accepted. So the conclusion (discarded)

- Reliability

X	F	F.X	$x = X - \text{rata}^2 \text{ F.X}$	x^2	$F.x^2$
7	2	14	-4.24	17.938	35.875
8	8	64	-3.24	10.467	83.737
9	3	27	-2.24	4.997	14.990
10	4	40	-1.24	1.526	6.104
11	1	11	-0.24	0.055	0.055
12	2	24	0.76	0.585	1.170
13	3	39	1.76	3.114	9.343
14	2	28	2.76	7.644	15.287
15	9	135	3.76	14.173	127.557
N(jumlah siswa)=	34			Jumlah F.x² :	294.118
	total F.X	382			
	rata² F.X	11.235			
S	2.985				
K(jumlah soal)=	15				
	Reliability :	0.73			

From this reliability, 0,73, means this test is reliable to be implemented

Note. 0,3 : can be used

0,5-1: Good

Key answer

Try out of PRE test on SMK PGRI Gresik 2011-2012

Class/semester: XI\ 2

Essays

1. Webmaster: A challenging Job
2. A webmaster is a person who not only creates but also maintains a website.
3. A webmaster has to master at least one of the four subdivisions, namely web designing ,graphic designing ,web development, and web content editing
4. To be a webmaster ,you do not have to major in computer science.If you have a relevant educational background.It will be a plus for you
5. web designing ,graphic designing ,web development, and web content editing.
6. web designer
7. an expert in the field of webbing
8. design a website and be knowledge able, at least about hiper text mark up language(HTML) coding
9. No, he shouldnot
10. No, he shouldnot
11. A webmaster has to master at least one of the four subdivisions, namely web designing ,graphic designing ,web development, and web content editing
12. an internet connected computer ,take appropriate courses and starting practicing by creating a personal homepage.
13. advertisement manager,news paper,magazine, website designer
14. Yes, I am.Because it is a challenging job
15. hiper text mark up language

SCORE OF TRY OUT

Number of students	True	False	Score
1	15	0	15
2	15	0	15
3	15	0	15
4	15	0	15
5	15	0	15
6	15	0	15
7	15	0	15
8	15	0	15
9	15	0	15
10	14	1	14
11	10	1	10
12	12	1	12
13	13	2	13
14	9	3	9
15	14	4	14
16	9	5	9
17	10	6	10
18	11	6	11
19	13	6	13
20	10	7	10
21	9	8	9
22	12	10	12
23	13	10	13
24	10	11	10
25	8	11	8
26	7	11	7
27	8	12	8
28	8	12	8
29	8	12	8
30	8	13	8
31	7	14	7
32	8	14	8
33	8	14	8
34	8	15	8

Appendix 10

Developing and improvement test items for Post test

A. Physical analysis

1. Test identity, consist of:
 - subject test is English test
 - time duration : 30 minutes
 - font : times new roman
 - class : 11st grade
 - school : SMK PGRI Gresik
 - tested on : try out for pre test
 - day / date : Wednesday / 20th June 2012
2. Instruction: Answer the question based on the text .
3. Item: there are 15 essays

THE TRY OUT OF POST TEST

Subject :	English	Day/Data	: Wednesday, June 20 ,2012
Class :	XI	Time	: 30 minutes
Name :	Absent :

P
jack.

Then, insert the document that you want to fax into the ‘outgoing’ fax tray. Although the machine differs, there will usually be an icon or picture directing the user where to place the outgoing document. Most fax machines require the user to insert the documents face down ,but check your specific machine.

Next, dial the phone number to which you wish to send the document. In some office, you may need to dial a number such as “9” for an outside line. You may also need to include the area or country code.

After that, wait for the receiving fax machine to ‘answer ‘. You will hear a sound like a computer modem: a series of high-pitched squels and static –like noises. depending on your fax machine, you may have to press the ‘start’ button to send your fax, or your model may automatically start sending the fax by itself.

Later, look at the fax machine display console .it shows if pages have gone through successfully or if you need to resend a fax due to an error .Generally , when a fax has gone through successfully, the machine will beep or display a “success” message.

The, stock your fax machine with plenty of paper in the ‘incoming’ fax tray. if you receive a fax, it instantly prints on the paper provided. Even if it is out of paper ,your fax machine will keep received faxes automatically .If you use one phone line for both your fax machine and a regular telephone, you may need to

press 'start' to process an incoming fax. You can recognize an incoming fax easily. If you pick up the phone, you will hear the same modem sounds as when you are sending a fax.

Questions

1. What is the title of the text!
2. Where are we find faximile machine?
3. What do you have to do first when you want to use a fax machine?
4. Where do you insert the document you want to fax?
5. What do you do after you insert the document?
6. Should you always press the start button to send your fax?
7. What does the paragraph 3 talk about?
8. Which part of the machine shows you whether the fax is successfully sent or not?
9. What should you do receiving an incoming fax if the fax machine and a regular telephone in a line?
10. What does the machine do when the document has been sent?
11. Why do you have to stock paper in the incoming fax tray?
12. Will you lose your received fax if the machine is out of paper?
13. Which kind of machine receives faxes automatically?
14. How do you recognize an incoming fax?
15. Is a faximile and email same? Give your reason!

LANGUAGE TESTING

Number of students	Number items															RS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
2	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
3	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
4	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
5	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
6	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
7	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
8	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
9	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	15
10	V	V	V	V	V	X	V	V	V	V	V	V	V	V	V	14
11	V	V	V	X	V	V	V	V	V	V	V	V	V	V	X	13
12	V	X	V	V	V	V	V	V	X	V	V	V	V	V	X	12
13	V	X	X	V	V	V	V	V	V	V	V	V	V	V	V	13
14	V	X	X	V	X	V	X	V	V	V	V	V	V	V	V	12
15	V	V	X	V	V	V	V	V	V	V	V	V	V	V	V	14
16	V	V	X	X	X	X	V	X	V	V	X	V	V	V	V	9
17	V	V	V	X	V	V	X	V	V	V	V	V	V	X	V	10
18	V	V	X	V	V	V	X	X	V	V	V	V	V	X	V	11
19	V	V	X	V	V	V	V	V	X	V	V	V	V	V	V	13
20	V	V	V	X	V	V	X	X	X	V	V	V	V	V	V	11
21	V	V	X	X	V	V	V	V	V	V	V	V	V	V	V	13
22	V	V	V	V	V	V	X	V	V	V	V	V	V	V	V	14
23	V	V	V	X	V	V	V	V	V	V	V	V	V	V	V	14
24	X	V	X	V	V	V	V	X	V	V	V	V	V	V	V	12
25	V	V	V	V	V	V	V	X	X	X	X	X	X	X	V	8
26	V	X	V	X	V	X	V	X	V	V	V	X	X	X	X	7
27	X	X	X	V	X	V	V	X	X	X	V	V	V	V	V	8
28	V	V	V	V	V	X	X	V	V	X	X	X	V	V	V	8
29	V	V	X	V	V	V	X	V	V	V	X	X	X	X	X	8
30	V	V	V	X	X	X	V	V	X	V	X	X	V	V	X	8
31	V	X	V	V	V	X	V	X	V	X	X	X	X	X	V	7
32	X	V	V	X	V	V	V	V	V	X	V	V	V	V	V	8
33	X	V	X	V	V	X	V	V	X	X	V	V	X	X	X	8
34	V	V	V	V	V	X	V	X	X	X	X	V	V	X	X	8
CA	30	27	30	27	26	26	27	26	2	27	27	26	26	27	29	

Note:

CA : Correct Answer (every item)
 $= \sum \text{students} \times 100\%$

R.S : Raw Score

Explanation of table

Number of item: it means there are 15 essays tests which will be given to students.

Number of students: it means, there are 34 students followed the test.

C.A: correct answer → mean how many students (34 students) in each item answer correctly.

For example: for item number 1, there are 30 students could answer correctly.

R.S: raw score → mean how many each student could answer all of items.

For example: for the first students, he/she could answer 15 item for 15 items (excellent). So the R.S should be 15, too.

Note : Before divide into groups, consist of low, medium, and high groups. We must count the groups with the pattern = \sum students x interval (for the interval between 25-30%).

= \sum students x 30 % (we decided to choose 25 % because look at the appropriate on the frequency of the students)

$$= 34 \times 30 \% \\ = 10$$

The result for table 1:

Scores of 34 students consists of 9 students have the best scores without false, 15 students have medium scores (4 students have 14 correct answers, 4 students have 13 correct answers, 3 students have 12 correct answer, 2 students have 11 correct answers, 1 students have 10 correct answers, 1 students have 9 correct answers) .10 students have low scores (8 students have 8 correct answers, 2 students have 7 correct answers).

Each groups differentiated by different colors. (High scores with purple, medium scores with green, and low scores with red color.)

After that, the result from counting the groups is **10**. So it should be divide the raw score in each groups with 10 frequency of students.

Frequency distribution of students score on try out test

Raw scores	F	Group
7	2	Low
8	8	
9	1	Medium
10	1	
11	2	
12	3	
13	4	
14	4	
15	9	High
\sumstudents = 34		

This table describes about the frequencies of students on middle test. **Low** group consists of 10

frequency of students (8 student have 8 correct answers, 2 students have 7 correct answers=10 students), **Medium** group contains of 15students (1 students have 9 correct answers, 1 students have 10 correct answers, 2 students have 11 correct answers, 3 students have 12 correct answers, 4 students have 13 correct answers, 4 students have 14 correct answers = 21 students), **and the last is High** group consists of 9 students (9 students have 15 correct answers).

Item analysis based on the result of try out-test

Number of item	Correct answer	Wrong answer	HGC	LGC	IDL	IDP	CONCLUSION
1	30	4	9	7	0,89	0,15	discarded
2	28	6	9	7	0,82	0,15	discarded
3	23	11	9	7	0,67	0,15	accepted
4	25	9	9	7	0,74	0,15	accepted
5	30	4	9	8	0,89	0,1	discarded
6	24	10	9	4	0,7	0,4	accepted
7	24	10	9	8	0,7	0,1	accepted
8	25	9	9	5	0,74	0,3	Accepted
9	26	8	9	5	0,76	0,3	Accepted
10	25	7	9	4	0,74	0,4	accepted
11	25	7	9	4	0,74	0,4	accepted
12	28	6	9	5	0,82	0,3	Revised discarded
13	29	5	9	5	0,85	0,3	Revised discarded
14	26	8	9	4	0,76	0,4	Accepted
15	26	8	9	5	0,76	0,3	accepted

Note:

HGC : high group correct

LGC : low group correct

IDL : index of difficult level

Correct answer: $\sum \text{students} \times 100\%$ (0, 2 - 0, 8) \rightarrow accepted

IDP $\geq 0, 2$ (accepted)

HGC – LGC: ($\sum \text{students} \times 25\%$)

For HGC, it is from how many students in high group can answer correctly in each item.

For example : item number 1. There are 9 students in high group who can answer correctly. So it should be written **9** in HGC column.

For LGC, it is from how many students in low group can answer correctly in each item.

For example : item number 1. There are 7 students in low group who can answer correctly. So it should be written 7 in LGC column.

Describe about amount of correct answers and wrong answers. How many students from high group classified in HGC (high group correct) and also from LGC (low group correct). IDL, to know the difficulty levels of each item.

IDL(Index of difficult level) = Correct answer : \sum students x 100% (0, 2 - 0, 8)

→discarded

$$\begin{aligned} \text{For example : item number 1} &= \text{C.A} : \sum \text{students} \times 100\% \\ &= 31 : 34 \times 100\% \\ &= 0,88 \end{aligned}$$

IDP differentiate level of high scores and low scores. It comes from:

IDP > 0, 2 (accepted)

= HGC – LGC: (\sum students x 25%)

For example : item number 1 = HGC – LGC : (\sum students x 25%)

$$= 9 - 7 : (34 \times 25\%)$$

$$\text{IDP} = 0,14$$

For conclusion,

- If IDL not accepted, but IDP accepted. So the conclusion (revised discarded)
- If IDL and IDP not accepted. So the conclusion(discarded)

-Reliability

X	F	F.X	$x = X - \frac{\text{rata}^2}{F.X}$	x^2	$F.x^2$
7	2	14	-4.71	22.145	44.291
8	8	64	-3.71	13.734	109.869
9	1	9	-2.71	7.322	7.322
10	1	10	-1.71	2.910	2.910
11	2	22	-0.71	0.498	0.997
12	3	36	0.29	0.087	0.260
13	4	52	1.29	1.675	6.699
14	4	56	2.29	5.263	21.052
15	9	135	3.29	10.851	97.661
n =	34			Jumlah F.x² :	291.059
	total F.X	398			
	rata² F.X	11.706			
S	2.970				
K	15				
reliability :		0.76			

From this reliability 0,76, means this test is reliable to be implemented

Note. 0,3 : can be used

0,5-1: Good

Key answer

Try out of Post test on SMK PGRI Gresik 2011-2012 Class/semester: XI\ 2

Essays

1. How to use Facsimile machine
2. In office
3. check the fax machine power supply ,check to make sure that its telephone cord is plugged into a phone jack
4. the 'outgoing' fax tray
5. dial the phone number to which you wish to send the document
6. No, it is not. your model may automatically start sending the fax by itself
7. dial the phone number to which you wish to send the document
8. at the fax machine display console
9. you may need to press 'start' to process an incoming fax
10. If you pick up the phone ,you will hear the same modem sounds as when you are sending a fax.
11. it instantly prints on the paper provided
12. No, we/i will not
13. Automatic faximile
14. ,your fax machine will keep received faxes automatically .
15. No, it isnot the same.

SCORE OF TRY OUT

Number of students	True	False	Score
1	15	0	15
2	15	0	15
3	15	0	15
4	15	0	15
5	15	0	15
6	15	0	15
7	15	0	15
8	15	0	15
9	15	0	15
10	14	1	14
11	13	2	13
12	12	3	12
13	13	2	13
14	12	3	12
15	14	1	14
16	9	6	9
17	10	5	10
18	11	4	11
19	13	2	13
20	11	4	11
21	13	2	13
22	14	1	14
23	14	1	14
24	12	3	12
25	8	7	8
26	7	8	7
27	8	7	8
28	8	7	8
29	8	7	8
30	8	7	8
31	7	8	7
32	8	7	8
33	8	7	8
34	8	7	8

Appendix 10

The result of pretest and post test :

Nama	Pre test	Post test
Aizu Niswarin	70	85
Amirotul A'imah	75	100
Ana Silfiatus	30	85
Chumaidah	35	100
Enjelita Dewi	85	85
Faridatul Khasanah	75	100
Hajar Fitriyah	40	85
Lutfiyah Noervi	30	85
Mazro'atul Akhiroh	45	100
Nur aini	75	100
Puji Lestari Dewi	30	85
Sayyidatul Mahfudah	30	100
Zahidatul Ulfah	45	100

