APPENDIX

APPENDIX 1

Reading Comprehension Pre Test

Read the following text to answer questions number 1 to 5.

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

1. What happened to the writer's dad when he rode an elephant?

    A. He felt a thrill   B. He felt fun   C. He fell off   D. He failed

2. The underlined word in "....I went to the zoo to see the elephant..." in paragraph 1 is closest in meaning to.....

    A. Want   B. Look   C. Walk   D. Run

3. "Yesterday my family and I went to the zoo to see the elephant", What is the generic structure of this Sentence?

A. Orientation   B. Sequent of event   C. Reorientation   D. Resolution

4. ... our family felt tired after visiting the zoo, we were still happy.

A. Since   B. Because   C. Although   D. Nevertheless

5. When did the writer give fed to animal in the zoo?

A. In the morning   B. in the afternoon   C. in the night   D.   in   the   evening

Read the following text to answer questions number 6 to 11.

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

6. The text above tells us about ....

   A holiday at a friend's place   C. A picture of bird

   B. A big bird cage   D. A big garden

7. What is the last paragraph about?

   A. The writer went to flower garden   C. The writer's friend is a good swimmer

   B. The writer had a good time with his friend   D. There are a lot of flowers in Anto's house

8. Where did the writer spend his afternoon?

    A. Under a tree   C. Inside big bird cage

    B. In the flower garden   D. In the pool

9. From the text, we know that the writer ....

    A. Had gone and visited many places during his holiday

    B. Lived in the same village with his pen pal, Anto

    C. Liked butterflies and swimming very much

    D. Spent his holiday at friend's house

10. How was the writer feel at friend's house?

    A. He was fun and enjoy   C. He was tiring

    B. He was fun but tiring   D. He was fun but boring

11. What is the writer's purpose in writing the story?

    A. To tell about the writer spent holiday in the writer's pen pal house

    B. To describe about the writer's pen pal house

    C. Tell about writer friend's house

    D. To describe about the writer's the bird cage

Read the following text to answer questions number 12 to 18.

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office.
 The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father,"she said.

12. Who took Mrs. Damiri to the clinic?

A. Her son   B. Her husband   C. Her neighbour   D. Her children

13. The main idea of the second paragraph is ….

A. Mrs. Damiri got accident   C. Mr. Damiri was proud of his son

B. Yusuf asked his neighbour to help   D. Mr. Damiri and his other children had gone

14. How did the neighbour help Mrs. Damiri?

A. He called Mrs. Damiri's husband and ran to the kitchen

B. He called the fireman and put out the fire

C. He called the fireman and advised Mrs. Damiri to stay calm

D. He put out the fire and took Mrs. Damiri ot the clinic

15.The paragraph of 3 tells about …..

a. Orientation   b. Series of events   c. Reorientation   d. Resolution

16. The word _asked_ in 'he ran to the neighbour's house and asked his neighbor to come and help   his mother" in paragraph 2 is apposite meaning to...

    A. answered   B. wanted   C. lend   D. gave

17. What happened after Mr. Damiri came home and his wife told about his son?

    A. He was very proud of his son   C. he was happy

    B. He was sad   D. he was so proud and happy

18. Yusuf helped her mother by. . .

    A. ran to the neighbour's house and asked his neighbor to come and help his mother

    B. Call to his father to help his mother

    C. He help his mother by his self

    D. He did not do anything

Read the following text to answer questions number 19 to 25.

My experience met with Taufik Hidayat

Last sunday, there was Thomas cup badminton championship between Indonesa and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

19. With whom the writer did go there?

   A. His brother and Andi   B. his friends   C. his friend, Anto   D. His brother

20. When did the writer go to Istora Gelora Bung Karno?

   A. last Week   B. Last sunday   C. Last month   D. Last year

21. What is the main idea of paragraph 2?

   A. The writer could meet Taufik Hidayat and got his signature

   B. I found that Taufik Hidayat left from the bus

C. The writer entering Istora Gelora Bung Karno

D. He was my old friend when I was senior high school

22. From the story we knew that….

   A. there was Taufik Hidayat and friends

   B. there was Thomas cup badminton championship between Indonesa and China

   C. there was badminton championship

   D. there was Taufik Hidayat to be the winner

23. The paragraph of 3 tells about …..

   a. Orientation   b. Series of events   c. Reorientation   d. Resolusion

24. The word <u>looked</u> in "we looked the bus that took Indonesian badminton team players"

   in paragraph 2 is similar to...

   A. See   B. Saw   C. Seen   D. Seeing

25. What can we learn from the story?

   A. the writer' s experience met Taufik Hidayat

   B. the writer' s experience met his old friends

   C. the writer' s experience met Badminton player

D. the writer' s experience met Andri

a. **Answer Key and Scoring Guide**

No	Answer Key	No	Answer Key	No	Answer Key	No	Answer Key	No	Answer Key
1	C	6	A	11	A	16	D	21	C
2	B	7	A	12	C	17	A	22	B
3	C	8	D	13	B	18	A	23	C
4	C	9	D	14	D	19	A	24	B
5	B	10	A	15	B	20	B	25	A

Scoring guide : Each correct number is given a score of 1 (one)

$$NA = \frac{\text{Score obtained}}{\text{Max Score}} \times 100\%$$

Appendix 1.1

Reading Comprehension Post Test

Read the following text to answer questions number 1 to 8.
Text 1

Holiday In Malaysia

Last holiday, My family was on vacation. we went to Malaysia. We used travel agent to manage our holiday . We had booked two days tour in Malaysia. We went Malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta.

On the plane the cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, Garuda Indonesia had very complete fasilitaties to accompany passanger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite.

After that, the travel agent brought us to Petronas Tower and took some photos there. In the afternoon, we went to hotel to take a rest. The hotel was a well-known five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American,

African, Asian European food. They had variety of food. In the next day, we went to Sepang circuit to watch MotoGp race. I wanted to watch directly my idol Valentino Rossi and took photos with him.

During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the ending of the race, Rossi was the first rider who touched the finish line. I was so happy because he won. The two days in Malaysia went by fast.

At the end of the second day, we were quite tired but we felt very happy.

1. What is the main idea of paragraph 3?
a. During the race, I was surprise to watch the race
b. I was surprise to watch the race
c. Rosy was the first winner
d. The two days in Malaysia went by fast
2. " Last holiday, My family was on vacation. we went to Malaysia," What is the generic structure of this sentence?
a. Orientation   b. Sequent of events   c. Reorientation   d. Resolution

3. The word "pleasant" in par 3 has similar meaning as.....

a. Like   b. Happy   c. tired   d. comfortable

4. From the text we learn that the writer is ....

a. Explorer   b. seller   c. traveler   d. buyer

5. Why did the writer went to Sepang circuit to watch MotoGp race.?

  a. The writer wanted to watch directly his idol Valentino Rossi

  b. The writer took photos with Rossi

  c. A and B are true

  d. A and B are false

6. What can we learn from the story?

  a. We must prepare everything to be good traveler

  b. We must do our best with whatever we have

  c. We need to be rich before go to foreing country

  d. We must give our valuables to get what we want

7. What might happen if the writer did not go to serpang circuit to watch MotoGp race?

a. He meet his Idol

b. He took picture with his idol .

c. He wanted to watch directly his idol and took photo with him

d. He wanted to watch directly his idol

8. What is the writer's purpose in writing the next?

a. To tell his idol

c. To tell the writer exprience in Malaysia

b. To tell about his idol Rossi

d. To tell about moto GP

Text 2. Read the following text to answer questions number 9 to 15.

School Band

I have a personal experience that I got when I was in Senior high school. At that time I was a guitarist and I have a band. All of the members were the friends at school. We all were just amateur player and we made a band just for fun. We never wrote our own song so that we just rearranged some songs that we like to play.

All of the members of the band were man. We ran that band for about 6 mounts. During that time we had performed so many times at the cafe, festivals, or at school when there was farewell party.

One day, our vocalist was sick when we would have a performance. We only had a week to make a decision whether to continue the performance with another vocalist or

cancelled it. Fortunately, we found another vocalist who wanted to join us, a beautiful girl with beautiful voice. Her coming made our band great. With her voice and her appearance, we were looked like professional band. We were happy but at the same time sad. What about the previous vocalist? However, he had a great contribution in creating this band. And what would we decide for the future of the band? Our previous vocalist had recovered from his illness, and the new vocalist was still at our band.

At first we made a new formation using two vocalists and the result was not good. The quality of the vocal of both was so unequal. The girl had too beautiful voice. Those combinations made us like stupid band but what can we do, we could not fire one of those because of the spirit of the band, friendship forever. What we afraid had happened, our vocalists got into conflict and they had their own reason to be right. We could not do anything.

Finally, both of them leaved the band. I was so sad about it but what could I do? After that uncomfortable incident, we decided to break up the band.

Since that, we could still meet each other as a friend but we never talk about band anymore.

9. What is the main idea of paragraph 4?

   a. We made a new formation using two vocalists and the result was not good

a. we made a new formation using two vocalists and friendship forever

b. we made a new formation using two vocalists and vocalists liked to do it

c. we made a new formation using two vocalists and not problem in it

10. Where did the band have perform?

a. In the cafe   c. In festival

c . On the school farewel party   d. B and C are true

11. The paragraph of 2- 4 tell about …..

a. Orientation   b. Series of events   c. Reorientation   d. Resolution

12. After our vocalists got into conflict and they had their own reason to be right….

a. both of them leaved the band.   c. we could not fire one of those

c. friendship forever   d. uncomfortable incident

13. What does the text tell us about?

a. The writer experience at school band   c. Who the writer's vocalist

b. How to solve the problem   d. The writer's school

14. Why did the vocalist leaved the band?

a. The writer could not do anything

b. Our previous vocalist had recovered from his illness,

c. the new vocalist was still at our band

d. There are many conflict in it

15. If our vocalist was not sick when we would have a performance.

a. The school band did not job   c. The school band still ran well

b. The school band break up   d. Be friendship forever

Text : 3. Read the following text to answer questions number 16 to 19.

via threeplaygrounds.com

Last week I was visiting Borobudur temple. It was a great temple and one of the biggest Buddhist temples in the world. I had been there for several times and I still love to go there again and again. I know a little bit about the history of the restoration of the Borobudur Temple.

Borobudur temple was built in 9th-century in (now) Magelang city, Central Java, Indonesia. That temple was built during the reign of Sailendra Dynasty as the symbolic monument retelling the life of Buddha in which people can learn about Buddhist religion.The temple was design in Javanese Buddhist architecture as the acculturation of Indian and Javanese culture.

Some evidences and theories suggest that Borobudur temple was disappeared during the reign of Hindu kingdoms and Islam in java in 14th-century and the years after it. It was disappeared because of the eruption of Merapi Mountain that buried most of the surrounding area including Borobudur.

But because of that eruption then the temple was survived and untouchable until in 1814 during the British colonialization, Sir Thomas Stamford Raffles (the British ruler of Java at that time) got information that there was a hill with carved texture.

After that Thomas Stamford Raffles made a project to dig and clear that area and after 2 mounts working the Borobudur temple was appeared. But of course at that time the face of Borobudur was extremely different from it appearance today.

Since it was found the British government restored that temple and continued by the Dutch government. The largest restoration was undertaken by Indonesian government and UNESCO between 1975 until 1982.

Since that now we can enjoy and learn about the beauty of the Borobudur Temple.

16. How was the Borobudur Temple ?

   a. It was a great temple

   b. It was a great temple and one of the biggest Buddhist temples in the world.

   c. The biggest Buddhist temples in the world

   d. The smallest Buddhist temples in the world

17. The paragraph of 6-7 tells about …..

   a. Orientation   b. Series of events   c. Reorientation   d. Resolution

18. What we can we learn from the story above?

   a. We can learn about Buddist temple

   b. We can learn about the Borobudur temple

   c. We can learn about the historical of Borobudur temple

   d. We can learn about The buddist religion

19. What is the writer's purpose in writing the text?

   a. To tell about the writer's experience about the historical of Borobudur temple

   b. to tell about the writer's experience

   c. to tell about Borobudur temple

   d. to tell about The buddist religion

Text : 4 .Read the following text to answer questions number 20 to 25.

via pinterest.com

I was dreaming of being super hero when I was a teenager. I imagined myself as Spiderman.

One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would angry with me.

After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, eating, doing some activities and so on. I realized at the first time that I had a super power was when I was getting an accident. I rode a motor cycle and

suddenly there was a bus crashed me. I bounced out of the road and my motor cycle was totally broken.

But at that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high.

I jumped to the back of the bus and climbed it like a spider. I went to the front, stooped the bus and took the driver out of the bus door. I knew that I was no more normal human being. I did nothing more to the bus driver. I went back home and decided the next action to do after that.

I did nothing like the Spiderman at the movie that help people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hide my power from anybody else. I used my power only when I or my family and friends got into dangerous.

20. What is the topic of the text?

   a. Super hero   b. Dreaming to be super hero c. Bitten by a spider   d. An super hero

21. When did the subject start dreaming to be a superhero?

   a. In his childhood age   c. In his teenager age

   b. In his school time   d. Yesterday

22. Where was the subject bitten by a spider?

   a. At the canteen   b. At the bedroom   c. On the bus   d. At the river

23. How did the subject get his super power?

   a. After bitten by a spider   c. After dreaming

   b. After getting an accident   d. After watching the movie of Spiderman

24. When did the subject realize his super power?

a. After getting cold   c. After crashing

b. After fishing   d. After jumping on the bus

25. What did the text tell us about?

    a. the writer's experience in the teenager age   c. the writer's In his childhood age

    b. the writer's In his school time   d. the writer's experienc

Appendix 1.2

Lesson Plan Experiment group

LESSON PLAN CLASS A

Unit	**: SMP Negeri 1 Babat**
Subject	**: English**
Grade/Semester	**: VIII/ 2**
Topic	**: Recount Text**
Time Allocation	**: 4 x 40 minutes**

A. Core Competence :
1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actovely interact effectovely with social and natural environment in a range of socially and presence.
3. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena.
4. Processing, presentong, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creating) and abstract (writing, reading, calculating, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory.

B. Basic Competence and Indicator :

3.11.	Capturing contextual meaning related to social functoon, text structure, and language features of	3.11.1. Finding the main idea 3.11.2. Identifying detailed information 3.11.3. Determining the generic structure and the 3.11.4. meaning of words

| recount texts, spoken and written, short and simple, related to personal recount | 3.11.5. Determining the sequence of events
3.11.6. Making inference
3.11.7. Identifying cause and effect relatoonship
3.11.8. Drawing conclusion
3.11.9. Making prediction Determining writer's purpose or intention |

C. Learning Objectoves

3.11.1 Given a recount text, students are able to find the main idea

3.3.5 Given a recount text, students are able to identify detailed information

3.3.6 Given a recount text, students are able to determine the generic structure and the meaning of words

3.3.7 Given a recount text, students are able to determine the sequence of events

3.3.8 Given a recount text, students are able to make inference

3.3.9 Given a recount text, students are able to identify cause and effect relatoonship

3.3.10 Given a recount text, students are able to draw conclusion

3.3.11 Given a recount text, students are able to make prediction

3.11.9 Given a recount text, students are able to determine writer's purpose or intention

D. Learning Material

Short and simple recount text

Sosial Function

To Tell about experience in the past event, etc

Text Structue

(main idea and detailed information)

a. Introducing who, when, what and where (orientation)
b. Sequent of events.
c. Give reasons and evaluate comment (reorientation), optional.

Linguistic elements

a. Grammar : simple past tense, past continuous tense
b. Connective verb
c. Vocabularies related to past event or experience
d. First, them, after that, before, at last, finally, etc
e. Adverbs of time, prepositional phrase showing time last holiday, last month, last year in the morning, the next day, immediately, dsb.
f. Pronuncation, stress, intonation
g. Spelling and punctuation

Topic

Personal recount,Imagination recount , historical recount holiday, picnic, travelling etc

Remedial material

Simple past tense

Enrichment material

Retell about their spent holiday with own words

E. **Learning Strategies**

APBL (Authentic Problem- based learning)

F. Instructional Sequence (Steps of Learning Activities)
   Meeting 1-2

Introduction	Time
1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process 2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life. 3. Teacher explains the objectives or the learning process and the competence to be echieved 4. The teacher conveys the material coverage and activity description according to the syllabus. 5. Teacher explains the objective or the learning process and the competence to be achieved 6. Teacher assigns students into several groups so that the goups divide the roles to their members (*leader, clunk expert, announcer, encourager, reporter, and time keeper*). 7. Teacher ask the students to tell or discuss in the group about APBL their experience (recount text example: holiday, or unforgettable experience in teenager, childhood etc)	10 minutes

Main Activities	Time
A. Preview 1. Students observe and enjoy to watch the video of telling experience and at the beach .	

2. Teacher asks students what they know about the video and the story behind it as well as what they expect to learn
3. Teacher asks students to watch and read the text for 5 minutes and tell what the text is about. Teacher discusses different answers from each student
A. Click and cluck
    4. Teacher asks students to enjoy to watch video APBL(Recount text) and re read the text and asks them to monitor their understanding
    5. Stundents write the word/sentence they fail to understand and use the fix up strategis :
       a. Rereading the sentence without the word
       b. Rereading the sentence witth the clunk and the sentences before or after the clunk looking for clues
       c. Looking for a generic structure
       d. Breaking the word apart and look for smaller words they know	

B. Get the Gist
    6. Students restate the most important point the text using their own words to make sure whether they understood what they have read
C. Wrap Up
    7. Teacher asks student to make questions about the text
    8. Students ask questions about significant information in the text they have watch in the video or read and the other hand discuss with the group then answer them. They are also encouraged to make literal question as well as questions that need higher-level thinking skill. Teacher may add some questions.
    9. Each student answer it
	60 minutes

Closing	Time
1. Students and teacher reflect on the learning process and the advantages 2. Students pay attention to teacher's explanation about next meeting plan	10 minutes

Meeting 3-4

Introduction	Time
1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process 2. Teachers tells the stundets that they will still work in the same group, but they can change their roles. (*leader, clunk expert, announcer, encourager, reporter, and time keeper*). 3. Teachers tells the stundets APBL (recount text about a trip to the zoo and my experience met Taufik hidayat) 4. Teachers motivates students to learn and explain them the benefits and application of teaching materilas in real life 5. Teacher explains the objective or the learning process and the competence to be achieved 6. The teacher conveys the material coverage and astivity description according to the syllabus	10 minutes

Main Activities	Time

A. Preview
    1. Teacher show video about at the beach and telling holiday in English then illustrated the story
    2. Teacher asks students what they know about the video, the text and the story behind it as well as what they expect to learn
    3. Teacher asks students to read the text for 2 minutes and tell what the text is about. Teacher discusses different answer.	

B. Click and cluck	60 minutes
4. Teacher asks students to re read the text and asks them to monitor their understanding	
5. Stundents write the word/sentence they fail to understand and use the fix up strategis :	
a. Watch and Rereading the sentence without the word	
b. Rereading the sentence witth the clunk and the sentences before or after the clunk looking for clues	
c. Looking for a prefix or generic structure	
d. Breaking the word apart and look for smaller words they know	
B. Get the Gist	
6. Students restate the most important point the text using their own words to make sure whether they understood what they have watch and read	
C. Wrap Up	
7. Teacher asks student to make questions about the text	
8. Students ask questions about significant information in the text they have read and other students answer them. They are also encouraged to make literal question as well as questions that need higher-level thinking skill. Teacher may add some questions.	
9. Each their student can answer by their self	

Closing	Time
1. Students and teacher reflect on the learning process and the advantages 2. Students pay attention to teacher's explanation about next meeting plan	10 minutes

G. Assesment

    b. Assessment Technuque   : Written test

    c. Instrument   : Multiple choice question

Text 1

Holiday In Malaysia

Last holiday, My family was on vacation. we went to Malaysia. We used travel agent to manage our holiday . We had booked two days tour in Malaysia. We went Malaysia by plane. The travel agent had booked ticket for us. The flight was only one hour from Jakarta.

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During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the ending of the race, Rossi was the first rider who touched the finish line. I was so happy because he won. The two days in Malaysia went by fast.

At the end of the second day, we were quite tired but we felt very happy.

Text 2

School Band

I have a personal experience that I got when I was in Senior high school. At that time I was a guitarist and I have a band. All of the members were the friends at school. We all were just amateur player and we made a band just for fun. We never wrote our own song so that we just rearranged some songs that we like to play.

All of the members of the band were man. We ran that band for about 6 mounts. During that time we had performed so many times at the cafe, festivals, or at school when there was farewell party.

One day, our vocalist was sick when we would have a performance. We only had a week to make a decision whether to continue the performance with another vocalist or cancelled it. Fortunately, we found another vocalist who wanted to join us, a beautiful girl with beautiful voice. Her coming made our band great. With her voice and her appearance, we were looked like professional band. We were happy but at the same time sad. What about the previous vocalist? However, he had a great contribution in creating this band. And what would we decide for the future of the band? Our previous vocalist had recovered from his illness, and the new vocalist was still at our band.

At first we made a new formation using two vocalists and the result was not good. The quality of the vocal of both was so unequal. The girl had too beautiful voice. Those combinations made us like stupid band but what can we do, we could not fire one of those because of the spirit of the band, friendship forever. What we afraid had happened, our vocalists got into conflict and they had their own reason to be right. We could not do anything.

Finally, both of them leaved the band. I was so sad about it but what could I do? After that uncomfortable incident, we decided to break up the band.

Since that, we could still meet each other as a friend but we never talk about band anymore.

Text : 3.

via threeplaygrounds.com

Last week I was visiting Borobudur temple. It was a great temple and one of the biggest Buddhist temples in the world. I had been there for several times and I still love to go there again and again. I know a little bit about the history of the restoration of the Borobudur Temple.

Borobudur temple was built in 9th-century in (now) Magelang city, Central Java, Indonesia. That temple was built during the reign of Sailendra Dynasty as the symbolic monument retelling the life of Buddha in which people can learn about Buddhist religion.The temple was design in Javanese Buddhist architecture as the acculturation of Indian and Javanese culture.

Some evidences and theories suggest that Borobudur temple was disappeared during the reign of Hindu kingdoms and Islam in java in 14th-century and the years after it. It was disappeared because of the eruption of Merapi Mountain that buried most of the surrounding area including Borobudur.

But because of that eruption then the temple was survived and untouchable until in 1814 during the British colonialization, Sir Thomas Stamford Raffles (the British ruler of Java at that time) got information that there was a hill with carved texture.

 After that Thomas Stamford Raffles made a project to dig and clear that area and after 2 mounts working the Borobudur temple was appeared. But of course at that time the face of Borobudur was extremely different from it appearance today.

Since it was found the British government restored that temple and continued by the Dutch government. The largest restoration was undertaken by Indonesian government and UNESCO between 1975 until 1982.
Since that now we can enjoy and learn about the beauty of the Borobudur Temple.

Text : 4

via pinterest.com

   I was dreaming of being super hero when I was a teenager. I imagined myself as Spiderman.

   One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying. At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would angry with me.

   After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, eating, doing some activities and so on. I realized at the first time that I had a super power was when I was getting an accident. I rode a motor cycle and

suddenly there was a bus crashed me. I bounced out of the road and my motor cycle was totally broken.

   But at that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high.

I jumped to the back of the bus and climbed it like a spider. I went to the front, stooped the bus and took the driver out of the bus door. I knew that I was no more normal human being. I did nothing more to the bus driver. I went back home and decided the next action to do after that.

I did nothing like the Spiderman at the movie that help people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hide my power from anybody else. I used my power only when I or my family and friends got into dangerous.

4.7.1. Finding the main idea	1. (TI) what is the main idea of paragraph 3? a. During the race, I was surprise to watch the race b. I was surprise to watch the race c. Rosy was the first winner d. The two days in Malaysia went by fast 9. (T2)What is the main idea of paragraph 4? a. we made a new formation using two vocalists and the result was not good b. we made a new formation using two vocalists and friendship forever c. we made a new formation using two vocalists and vocalists liked to do it d. we made a new formation using two vocalists and not problem in it 20. (T4) What is the topic of the text? a. Super hero b. Dreaming to be super hero c. Bitten by a spider d. An super hero

4.7.2. Identifying detailed information	10.(T2) Where did the band have perform?
	
	  a. In the cafe
	  b. In festival
	  c. On the school forewel party
	  d. A,B and C are true
	16. (T3) How was the Borobudur Temple ?
	  a. It was a great temple
	  b. It was a great temple and one of the biggest Buddhist temples in the world.
	  c.The biggest Buddhist temples in the world
	  d.The smallest Buddhist temples in the World
	21. (T4)When did the subject start dreaming to be a superhero?
	  a. In his childhood age
	  b. In his school time
	  c. In his teenager age
	  d. Yesterday
	22. (T4) Where was the subject bitten by a spider?
	  a. At the canteen
	  b. At the bedroom
	  c. On the bus
	  d. At the river

4.7.3. Determining generic structure and the meaning of words	2. Last holiday, My family was on vacation. we went to Malaysia, What is the generic structure of this statement? a. Orientation c. Sequent of events b. Reorientation d. Resolution

	11. The paragraph of 2- 4 are tells about …..
	
	a. Orientation c. Series of events
	
	 b. Reorientation d. Resolusion
	
	17.The paragraph of 6-7 are tells about …..
	
	a. Orientation c. Series of events
	
	 b. Reorientation d. Resolution
	
	23. (T4) How did the subject get his super power?
	  a. After bitten by a spider
	  b. After getting an accident
	  c. After dreaming
	  d. After watching the movie of Spiderman

4.7.4. determining the sequence of events	2. (TI) What did the writer do before wacted the race?
	  a. The writer went to Petronas Tower and took some photos there
	  b. The writer went to hotel to take a rest
	  c. The writer have dinner at restaurant in hotel
	  d. The writer went to Sepang circuit
	
	12. (T2) After our vocalists got into conflict and
	
	   they had their own reason to be right…

	a. both of them leaved the band. b. we could not fire one of those c. friendship forever d. uncomfortable incident
4.7.5. Making inference	3. (TI)From the text we learn that the writer is .... a. explorer b. seller c. traveler d. buyer 13.(T2) what does the text tell us about? a. The writer experience at school band b. Who the writer's vocalist c. How to solve the problem d. The writer's school 25. (T4) What did the text tell us about? a. the writer's experience in the teenager age b. the writer's In his school time c. the writer's In his childhood age d. the writer's experience

4.7.6. Identifying cause and effect relationship	5. (TI) Why did the writer went to Sepang circuit to watch MotoGp race.?
	
	  a. The writer wanted to watch directly his idol Valentino Rossi
	  b. The writer took photos with Rossi
	  c. A and B are true
	  d. A and B are false
	14. (T2) Why did the vocalist leaved the band ?
	
	  a. There are many conflict in it
	  b. Our previous vocalist had recovered from his illness,
	  c. the new vocalist was still at our band
	  d. the writer could not do anything
	24. (T4) When did the subject realize his super power?
	  a. After getting cold
	  b. After fishing
	  c. After crashing
	  d. After jumping on the bus

4.7.7. Drawing conclusion	6. (TI) what can we learn from the story?
	
	  a. We must prepare everything to be good traveler
	  b. We must do our best with whatever we have
	  c. We need to be rich before go to foreing country

	d. We must give our valuables to get what we want 18. (T3) What we can we learn from the story above ? a. We can learn about Buddist temple b. We can learn about the Borobudur temple c. We can learn about the historical of Borobudur temple d. We learn about the buddist religion
4.7.8. Making prediction	7. (TI) What might happen if the writer did not to go serpang circuit to watch Moto Gp race? a. He meet his Idol b. He took picture with his idol . c. He wanted to watch directly his idol and took photo with him d. He wanted to watch directly his idol 15. (T2) If our vocalist was not sick when we would have a performance. a. The school band did not job b. The school band still ran well c. The school band break up d. Be friendship forever

4.7.9. Determining writer's purpose or intention	8.(T1) What is the writer's purpose in writing in next? a. To tell his idol b. To tell the writer exprience in Malaysia c. To tell about his idol Rossi d. To tell about moto GP 19. (T3) What is the writer's purpose in writing the text? a. To tell the writer's experience about the historical of Borobudur temple b. to tell about the writer's experience c. to tell about Borobudur temple d. to tell about The buddist religion

d. Answer Key and Scoring Guide

No	Answer Key	No	Answer Key	No	Answer Key	No	Answer Key	No	Answer Key
1	A	6	A	11	C	16	B	21	C
2	A	7	C	12	A	17	B	22	D

3	D	8	C	13	A	18	A	23	B
4	C	9	A	14	D	19	B	24	D
5	C	10	D	15	C	20	D	25	A

Scoring guide : Each correct number is given a score of 1 (one)

$$NA = \frac{Score\ obtained}{Max\ Score} \times 100\%$$

H. Learning Resources
Wachidah, Siti dkk, Bahasa Inggris : Think Globally Act Locally. Penerbit : Puskur dan Perbukuan, Balitbang. Kemdikbud

I. Leraning Media
Video. Picture, Graphic organizers, LCD, Whiteboard

Acknowledged   Babat,   Juli 2019
Principal   Teacher

Sujarno, S.Pd, M.Pd   Halimatus Sa'diyah, S.Pd
Pembina Utama Muda
NIP. 19670320 199003 1 010   NIP. 197404212003122002

LESSON PLAN CLASS B

Unit	: **SMP Negeri 1 Babat**
Subject	: **English**
Grade/Semester	: **VIII / 2**
Topic	: **Recount Text**
Time Alocation	: **8 x 40 minutes**

A. Core Competence :
1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actovely interact effectovely with social and natural environment in a range of socially and presence.
3. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena.
4. Processing, presentong, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creatong) and abstract (writong, reading, calculatong, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory.

B. Basic Competence and Indicator :

4.7.	Capturing contextual meaning related to social function, text structure, and language features of recount texts, spoken and	4.7.1.	Finding the main idea
		4.7.2.	Identifying detailed information
		4.7.3.	Determining the generic structure and the
		4.7.4.	meaning of words
		4.7.5.	Making inference
		4.7.6.	Identifying cause and effect relationship

written, short and simple,   4.7.7.   Drawing conclusion
related to fairytales   4.7.8.   Making predictoon
                                          Determining writer's purpose or intention

C. **Learning Objectoves**
4.7.1. Given a recount text, stunets are able to find the main idea
4.7.2. Given a recount text, stunets are able to identify detailed information
4.7.3. Given a recount text, stunets are able to determine the generic structure and meaning of words
4.7.4. Given a recount text, stunets are able to make inference
4.7.5. Given a recount text, stunets are able to identify cause and effect relationship
4.7.6. Given a recount text, stunets are able to draw conclusion
4.7.7. Given a recount text, stunets are able to make prediction
4.7.8. Given a recount text, stunets are able to dtermine writer's purpose or intention

D. **Learning Material**
Short and simple recount text

Sosial Function
Getting general d objectively and scientifically
Text Structue
a. Mentioning the group or species in which the object belong to
b. Describing the object including the name, parts, characteristics, and general behavior found or seen

Linguistic elements

a. Vocabularies about trip, holiday, vocation, travelling etc.
b. Generic structure, orientation, series of events and reorientation.
c. Verbs such as : *be, have, look, need, breed, etc*
d. Simple Present tense, or Simple Past tense if it is already extinct
e. Singular and plural nouns, with or without, *a, the, this, those, my, their*, etc, in noun phrase
f. Connective words : then, after, before, after that, while, firstly, secondly, finally etc.

Remedial material
Short and simple recount text
Enrichment material
Write short and simple recount text

E. **Learning Strategies**
   Pro reading – whilst reading – post reading
F. **Instructional Sequence (Steps of Learning Activities)**
   Meeting 1-2

Introduction	Time
1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process 2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life. 3. Teacher explains the objectives or the learning process and the competence to be echieved	10 minutes

4. The teacher conveys the material coverage and activity description according to the syllabus.	

Main Activities	**Time**

A. Pre reading
    5. Students observe the picture given by the teacher
    6. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn
B. Whilst reading
    7. Student read the text and find the generic structure and the meaning of difficult words/phrases/sentences
C. Post Reading
    8. Students answer the questions based on the text
    9. Teacher guides the students to discuss the answers to the questions
	60 minutes

Closing	**Time**
10. Students and teacher reflect on the learning process and the advantages 11. Students pay attention to teacher's explanation about next meeting plan	10 minutes

Meeting 3-4

Introduction	**Time**

1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process	10 minutes
2. Teachers motivates students to learn and explain them the benefits and application oof teaching materilas in everyday life	
3. Teacher explains the objective or the learning process and the competence to be achieved	
4. The teacher conveys the material coverage and astivity description according to the syllabus	

Main Activities	Time

A. Pre reading
   5. Students observe the picture given by the teacher
   6. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn
B. Whilst reading
   7. Student read the text and find the generic structure and the meaning of difficult words/phrases/sentences
C. Post Reading
   8. Students answer the questions based on the text
   9. Teacher guides the students to discuss the answers to the questions
	60 minutes

Closing	Time
10. Students and teacher reflect on the learning process and the advantages 11. Students pay attention to teacher's explanation about next meeting plan	10 minutes

G. Assesment
    a. Assessment Technuque   : Written test
    b. Instrument   : Multiple choice question

H. Leraning Media
    Picture, Graphic organizers, LCD, Whiteboard

Acknowledged   Babat,   Januari 2019
Principal   Teacher

Sujarno, S.Pd, M.Pd   Halimatus Sa'diyah, S.Pd
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STUDENT WORK SHEET

RECOUNT TEXT

Title : ……………………………

 The text is about …………………

Orientation
- Who
- When
- Where

Series of events
- First event
- Second event
- Third event

Reorientation
- Privet comment
- I was very happy…
- It's tiring but

Series of events
- First event
- Second event
- Third event

CLUNKS	
Unfamiliar words / Phrases	**Meaning**

Orientation
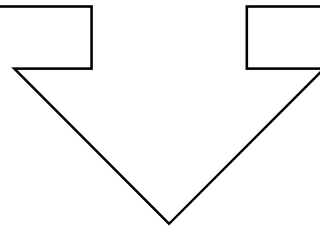
Write question about text . Use Wh - Questions

APPENDIX 2

Daftar Nilai Pre Test

KELAS 8 A

SMP N 1 Babat Lamongan   2019/2020

NO	NAMA	P/L	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	JML
																												Nomor Soal / Nilai
1	ALESSANDRA LISMI SASMIKA	P	4	0	0	4	0	0	4	4	0	4	4	4	4	4	4	0	4	0	4	4	4	4	4	4	4	72

2	ALIF LATIFA FATWA AULIA	P	4	4	0	4	0	4	4	4	4	0	4	0	4	4	4	0	0	0	4	0	4	0	4	0	4	60
3	ANANDA AYU MAULIDAN NABILA	P	4	0	0	0	0	4	4	0	0	4	4	4	0	4	4	4	0	0	4	4	4	4	4	0	0	56
4	ANGGUN EKA SEPTIANA	P	4	4	0	4	0	4	4	4	4	4	4	0	4	4	4	0	4	0	0	0	4	0	0	0	0	56
5	DAFFA PRATISENNA ATHAILLAH	L	0	0	4	4	4	0	0	0	4	4	4	4	4	4	4	4	4	4	4	0	0	0	4	0	0	60
6	DAFIN AZIEL KRISNA PRAYOGI	L	4	0	0	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	0	72
7	DARYELL ZUKHRUF HERMAWAN	L	0	0	0	4	4	4	4	0	4	4	4	4	0	0	0	4	4	0	4	4	0	4	4	0	0	56

No	Name	L/P																										Total
8	DEA SITI ROCHMAWATI SUBIANTO	P	4	0	0	0	0	0	0	0	0	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	56
9	DIRGANATA AHMAD RENALDI	L	4	0	0	0	0	0	0	0	0	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	56
10	ERLIN FRANSISKA CAHYANI	P	4	0	0	0	0	4	4	0	0	4	4	4	0	4	4	4	4	4	4	4	4	0	0	0	0	56
11	FEBRIO DI RIZQIO FURQON	L	4	0	4	4	4	4	0	0	0	0	4	4	0	4	4	4	0	4	0	0	0	4	4	0	0	52
12	IMELDA PUTRI HARIYANTO	P	4	4	4	4	4	4	4	0	4	4	0	4	4	4	4	0	0	4	4	4	0	4	0	0	4	72
13	IMELYA URIVATURROSIAH	P	4	0	0	4	0	0	0	0	0	4	4	4	4	4	4	0	4	4	4	0	4	4	4	0	4	60

No	Nama	L/P																											Total
14	INAYATUR ROHMAH	P	4	0	4	4	4	4	0	0	0	0	4	4	0	4	4	4	0	4	0	4	0	4	4	0	0	56
15	INTAN VEGA SARI	P	4	4	4	4	0	0	4	4	0	4	0	4	4	4	4	4	0	0	0	4	0	0	0	0	0	52
16	LABRYNA ALETHA KUSUMA	P	4	0	4	4	0	4	0	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
17	MOCH. ABIETAN ROYTASANI	L	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	0	0	4	4	0	0	0	0	0	68
18	MOCH. NAFIS SHALLAHUDIN	L	4	0	4	4	0	0	4	0	0	4	0	4	0	4	4	0	0	4	4	4	4	4	4	0	4	60
19	MOHAMMAD GHIFARI ATTARIANSYACH	L	4	0	4	4	4	4	0	0	0	0	4	4	0	4	4	4	0	4	0	4	0	0	4	0	0	52

No	Name	L/P																										Total
20	MOHAMMAD HUSEEIN ABDULLAH	L	0	4	0	4	0	0	0	0	0	0	0	4	4	0	4	4	0	4	4	0	4	0	4	4	4	48
21	MONICA GABRIELLA BATE	P	4	0	0	4	0	4	4	0	0	0	0	4	0	4	4	4	0	4	4	4	4	0	0	0	0	48
22	MUHAMMAD ADITYA RAMADHANI	L	4	4	0	4	0	0	0	0	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	4	72
23	MUHAMMAD BINTANG FITRAH AL QINDI	L	4	4	0	4	0	4	0	0	0	4	4	4	0	4	0	4	4	4	4	4	0	4	0	0	0	56
24	MUHAMMAD DHOBIT AKIL	L	4	0	0	4	0	0	4	4	4	4	4	0	4	4	0	4	4	4	0	0	0	4	4	0	4	60
25	MUHAMMAD FIRGIAN ADITYA RANGGA	L	4	0	0	4	0	0	4	4	4	4	4	0	4	4	0	4	4	4	0	0	0	4	4	0	4	60

26	NAZHIFAH ATHIRAH PUTRI	P	4	0	4	4	4	0	4	0	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	0	72
27	NOVIANTY ARTIKA ASIH PUSPITASARI	P	0	4	0	4	0	4	0	0	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	0	0	52
28	PUSPITA MEI MAULINA	P	4	4	4	4	4	4	4	0	0	4	0	4	4	4	4	0	0	4	0	4	4	0	4	4	4	72
29	SEIA PUTRA NIRWANA	L	4	0	4	4	4	0	4	0	0	4	4	0	4	4	0	4	0	0	4	4	4	4	0	0	0	56
30	YENI SHETY NORONHA	P	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	0	4	0	4	0	0	0	4	4	4	72
31	YUDHISTIRA PRANATA NUSA	L	4	0	4	4	4	4	0	0	0	0	4	4	0	4	4	4	0	4	0	4	0	4	4	0	0	56

| 32 | YUNITA AYU SETIAWATI | P | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 0 | 56 |

Daftar Nilai Pre Test
KELAS 8 B
SMP N 1 Babat Lamongan   2019/2020

NO	NAMA	P/L	Nomor Soal / Nilai																									JML
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ABABIEL RIVARLENSI NASIR	L	0	4	0	0	0	0	4	0	0	0	4	4	4	0	4	4	0	4	0	4	4	4	0	4	4	52
2	ABDULLAH AHSANUN NI'AM	L	4	4	0	0	4	4	0	0	0	4	0	0	4	4	4	4	0	4	4	0	4	4	0	0	0	52
3	AMELIA NUR INDARTININGTYAS	P	4	4	0	0	0	4	4	0	4	4	4	0	4	4	4	4	0	4	4	0	4	0	0	0	0	56
4	ANINDITA FARADILA	P	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	4	0	4	0	4	4	4	0	0	68
5	AUFA NUUR RAFIF	L	4	4	0	4	4	4	0	4	0	4	0	4	4	0	4	0	4	0	4	0	4	0	0	0	0	52
6	AULIA NUR SHAHIRA	P	4	4	0	0	0	0	4	0	4	4	0	0	0	4	4	4	4	4	0	4	4	0	0	4	0	52
7	AZAHRA APRINANDITA	P	0	4	0	0	0	4	4	0	0	4	4	0	4	4	4	0	0	4	4	4	4	4	4	4	4	64
8	BAGUS PRASTYO	L	4	4	0	0	4	0	4	0	0	4	0	4	4	4	4	0	0	0	0	0	0	0	0	0	0	36
9	CELLINE NABILA	P	4	4	0	4	0	0	0	0	0	0	4	0	4	0	4	0	0	4	0	4	4	4	4	4	4	48
10	DHILLA AVRYLIA UTOMO	P	0	4	4	4	4	0	4	0	0	4	0	0	0	4	0	4	4	4	4	4	4	4	4	4	0	64
11	DIKA MAURELINA MAHARANI	P	4	4	4	4	0	4	4	0	0	4	0	4	4	0	4	4	4	4	4	4	4	0	0	0	0	64
12	DINI AYU FAJARANI	P	0	0	0	0	4	0	4	0	0	0	0	0	0	0	4	4	0	4	0	4	4	4	0	0	4	36
13	FADHIL DANIYAL RABBANY	L	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	4	0	4	0	4	4	4	0	0	68

No	Name	L/P																										Total
14	FAJAR DWI SEPTIAWAN	L	0	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	4	0	4	0	4	4	4	0	0	64
15	FARIKHATUN NIHLAH	P	4	4	0	4	0	4	4	0	4	4	0	4	4	0	4	0	4	4	0	0	4	4	0	0	0	56
16	FATIN NISRINA ATHIRAH	P	0	4	0	4	0	0	0	4	4	0	4	0	0	4	0	4	0	0	4	0	4	4	4	4	4	52
17	FITRI JULIA HASANAH	P	4	0	0	0	4	0	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	72
18	FIZA RAHMATUS SHOLIKHA	P	4	4	4	4	0	0	4	4	0	4	0	4	0	4	0	4	4	4	4	4	4	4	4	4	4	76
19	GHAITSA ZAHIRA SHOFA	P	4	4	0	4	0	0	0	4	0	0	4	0	0	4	0	4	0	0	4	0	4	4	4	4	4	52
20	GUSTI KAREBET DAMAR PANULUH	L	4	4	4	4	0	0	4	0	0	4	0	4	4	0	4	4	4	4	4	4	0	4	0	0	0	60
21	INTAN ANFANANTA NABILAH	P	4	4	0	4	0	4	4	4	0	4	0	4	4	4	0	0	0	4	0	4	4	0	0	0	0	56
22	JEMYMA NAURA AYU TAVIV	L	0	4	4	4	0	4	0	0	0	4	0	0	4	0	4	4	0	4	4	0	4	4	0	4	0	52
23	M. NABIL NAILUDDIN SALIM	L	4	4	0	4	0	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	4	0	4	0	4	76
24	MABRURY SYAHDAN LU AY DIMASKI	L	4	4	0	4	0	4	0	4	4	4	0	4	4	4	4	0	0	4	0	0	4	4	4	4	0	64
25	MELKISEDEK HABEL EKLESIA SCHALWYK	L	0	0	0	0	0	0	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	64
26	MOHAMMAD CHELSEA K	L	4	0	0	0	0	0	4	4	4	4	4	4	0	0	4	4	4	4	0	4	4	4	0	0	4	60
27	NABILA AYU NOVIA PUTRI SURDA	P	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	0	0	0	4	0	4	0	0	0	0	60
28	ROBBI TRI ANUGRAH ALVIANSYAH	L	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	4	0	4	0	4	4	4	0	0	68
29	SALMA NABILA RAHMA	P	4	4	0	4	0	4	4	0	0	4	0	4	4	4	4	4	0	4	4	4	4	4	0	0	0	64

No	Name	L																											Total
30	SUKMO AMONGROGO	L	4	0	0	0	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	72
31	SYIHAN FIKRIY FIRMANSYAH	L	4	4	0	4	0	0	0	0	0	0	4	0	0	4	0	4	0	0	4	0	4	4	4	4	4	48
32	ZAKI ANDHIKA RAFIF	L	0	0	0	0	0	0	0	0	0	0	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	52
33	STEVINO ADI NUGROHO	L	0	4	0	4	0	4	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	72
34	YOGA PRANADHA	L	0	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	4	0	4	4	4	4	4	0	0	68

Daftar Nilai Post Test

KELAS 8 A

SMP N 1 Babat Lamongan   2019/2020

N O	NAMA	P/ L	Nomor Soal / Nilai																								JM L
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ALESSANDRA LISMI SASMIKA	P	4	4	4	4	4	4	0	0	0	4	4	4	4	4	4	4	4	0	0	4	4	4	4	0	4	76
2	ALIF LATIFA FATWA AULIA	P	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	84
3	ANANDA AYU MAULIDAN NABILA	P	4	4	4	4	4	4	4	0	0	4	4	4	4	4	4	4	4	0	4	4	4	0	0	0	0	72
4	ANGGUN EKA SEPTIANA	P	4	4	0	4	0	4	4	0	4	4	0	0	4	4	4	4	4	4	0	4	4	4	4	4	4	76
5	DAFFA PRATISENNA ATHAILLAH	L	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	0	4	4	0	0	0	0	72
6	DAFIN AZIEL KRISNA PRAYOGI	L	4	4	4	4	0	4	0	0	0	4	0	4	4	4	4	4	4	4	4	4	0	4	4	0	0	68

No	Name	L/P																										Score
7	DARYELL ZUKHRUF HERMAWAN	L	4	4	4	4	4	4	0	0	0	4	4	4	4	0	4	4	4	0	4	4	4	4	4	0	0	72
8	DEA SITI ROCHMAWATI SUBIANTO	P	4	4	4	0	4	0	0	0	0	4	0	4	0	4	4	4	0	4	4	0	4	4	4	4	4	64
9	DIRGANATA AHMAD RENALDI	L	4	4	0	4	0	4	4	0	0	4	4	0	4	4	4	4	4	0	4	0	0	0	4	4	4	64
10	ERLIN FRANSISKA CAHYANI	P	4	4	4	4	0	4	0	0	0	4	4	4	4	4	4	0	4	4	0	0	4	0	4	4	4	68
11	FEBRIO DI RIZQIO FURQON	L	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	0	72
12	IMELDA PUTRI HARIYANTO	P	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	92
13	IMELYA URIVATURROSIAH	P	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	0	0	0	4	0	4	0	0	68
14	INAYATUR ROHMAH	P	4	4	4	4	0	4	4	0	0	4	4	4	4	4	4	4	4	4	0	4	4	0	0	4	0	72
15	INTAN VEGA SARI	P	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	0	0	4	4		84

No	Name																												Score
16	LABRYNA ALETHA KUSUMA	P	4	4	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
17	MOCH. ABIETAN ROYTASANI	L	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	0	4	4	4	4	0	4	0	4	80
18	MOCH. NAFIS SHALLAHUDIN	L	4	4	4	4	4	4	4	0	0	4	4	4	4	0	4	4	0	4	4	4	4	4	0	4	0	76
19	MOHAMMAD GHIFARI ATTARIANSYACH	L	4	4	4	4	4	4	4	0	0	4	4	4	4	4	4	4	4	4	0	4	4	0	4	0	0	76
20	MOHAMMAD HUSEEIN ABDULLAH	L	0	4	4	4	0	4	0	4	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	72
21	MONICA GABRIELLA BATE	P	4	0	4	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	0	0	76
22	MUHAMMAD ADITYA RAMADHANI	L	4	4	4	4	4	4	4	4	4	4	0	0	4	4	4	4	0	0	4	4	0	4	4	4	4	80
23	MUHAMMAD BINTANG FITRAH AL QINDI	L	4	4	0	4	4	4	4	0	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	84
24	MUHAMMAD DHOBIT AKIL	L	4	4	4	4	0	4	4	4	4	4	4	0	4	4	0	4	0	4	0	4	4	4	4	4	0	76

25	MUHAMMAD FIRGIAN ADITYA RANGGA	L	0	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	0	4	4	4	4	76
26	NAZHIFAH ATHIRAH PUTRI	P	4	0	4	0	4	4	4	0	0	4	4	4	4	4	4	0	0	4	4	4	4	4	4	0	0	68
27	NOVIANTY ARTIKA ASIH PUSPITASARI	P	4	4	0	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	0	4	4	4	4	0	0	72
28	PUSPITA MEI MAULINA	P	4	4	4	0	4	0	4	4	0	4	0	4	4	4	4	0	0	4	4	4	4	0	4	4	4	72
29	SEIA PUTRA NIRWANA	L	4	4	4	4	4	4	4	0	0	4	4	0	4	4	0	4	0	0	4	4	4	4	4	0	4	72
30	YENI SHETY NORONHA	P	4	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	0	4	4	0	4	0	4	0	4	76
31	YUDHISTIRA PRANATA NUSA	L	4	4	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	88
32	YUNITA AYU SETIAWATI	P	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	88

Daftar Nilai Post Test

KELAS 8 B

SMP N 1 Babat Lamongan   2019/2020

NO	NAMA	P/L	Nomor Soal / Nilai																									JML
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ABABIEL RIVARLENSI NASIR	L	4	0	4	4	4	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	68
2	ABDULLAH AHSANUN NI'AM	L	4	4	0	0	4	4	0	0	0	4	4	4	4	4	4	4	0	4	0	4	4	4	0	0	4	64
3	AMELIA NUR INDARTININGTYAS	P	4	4	4	4	4	0	4	0	0	4	0	0	4	4	4	4	0	0	4	4	4	0	0	4	0	60
4	ANINDITA FARADILA	P	4	4	0	4	4	0	4	4	4	4	0	4	4	4	4	4	0	4	4	0	0	0	0	0	0	60
5	AUFA NUUR RAFIF	L	4	4	0	4	4	0	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	80
6	AULIA NUR SHAHIRA	P	4	4	4	4	4	4	4	0	4	4	0	0	0	4	4	4	0	0	0	0	4	0	4	0	0	56
7	AZAHRA APRINANDITA	P	4	4	4	4	4	4	4	0	0	4	4	4	4	4	4	0	0	0	4	4	4	0	4	0	0	68
8	BAGUS PRASTYO	L	4	4	4	4	4	0	4	0	0	4	4	4	4	4	4	0	0	0	4	0	4	0	4	0	0	60
9	CELLINE NABILA	P	4	4	0	4	4	0	0	4	0	4	4	4	4	4	4	4	0	0	0	4	4	0	4	4	4	68
10	DHILLA AVRYLIA UTOMO	P	4	4	4	4	4	0	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	0	4	76
11	DIKA MAURELINA MAHARANI	P	4	4	0	4	0	4	4	0	0	4	0	4	4	0	4	4	4	4	4	4	4	0	0	0	4	68
12	DINI AYU FAJARANI	P	4	0	0	4	4	4	4	0	4	0	4	4	4	0	4	4	4	4	4	4	4	4	0	4	0	72
13	FADHIL DANIYAL RABBANY	L	0	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	0	4	4	0	0	4	4	0	72
14	FAJAR DWI SEPTIAWAN	L	4	4	0	4	4	4	4	0	0	4	0	4	4	4	4	0	4	4	4	0	4	4	4	4	0	72
15	FARIKHATUN NIHLAH	P	4	4	0	4	0	4	4	0	0	4	4	4	4	0	4	4	4	0	4	4	4	4	0	0	4	68
16	FATIN NISRINA ATHIRAH	P	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	0	4	4	4	88

No	Name	L/P																										Total
17	FITRI JULIA HASANAH	P	4	0	4	4	4	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	68
18	FIZA RAHMATUS SHOLIKHA	P	4	4	4	4	0	4	0	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	80
19	GHAITSA ZAHIRA SHOFA	P	4	0	0	0	4	4	4	4	0	0	4	0	4	4	4	4	4	4	4	4	4	0	4	4		72
20	GUSTI KAREBET DAMAR PANULUH	L	4	4	4	4	0	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	0	0	0	76
21	INTAN ANFANANTA NABILAH	P	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	0	4	4	0	0	0	68
22	JEMYMA NAURA AYU TAVIV	L	4	4	0	4	0	0	4	0	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	4	72
23	M. NABIL NAILUDDIN SALIM	L	4	4	0	4	4	4	4	0	0	4	0	4	4	4	4	0	4	4	4	0	4	4	4	4	0	72
24	MABRURY SYAHDAN LU AY DIMASKI	L	4	4	4	4	0	4	0	0	4	4	4	4	4	4	4	0	0	4	0	0	4	4	4	0	4	68
25	MELKISEDEK HABEL EKLESIA SCHALWYK	L	4	0	4	4	4	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	68
26	MOHAMMAD CHELSEA K	L	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	0	0	0	4	0	0	4	0	4	0	64
27	NABILA AYU NOVIA PUTRI SURDA	P	4	4	4	4	4	0	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	0	80
28	ROBBI TRI ANUGRAH ALVIANSYAH	L	4	0	4	4	4	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	68
29	SALMA NABILA RAHMA	P	4	4	0	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	0	4	0	80
30	SUKMO AMONGROGO	L	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	0	4	4	0	4	0	4	0	4	0	76
31	SYIHAN FIKRIY FIRMANSYAH	L	4	0	4	4	4	4	4	0	0	4	0	4	0	0	4	4	4	4	4	0	4	4	4	0	4	68
32	ZAKI ANDHIKA RAFIF	L	4	4	4	0	4	4	0	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	80
33	STEVINO ADI NUGROHO	L	4	4	0	4	0	0	4	0	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	4	72
34	YOGA PRANADHA	L	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	0	4	0	4	0	4	4	4	4	0	72

APPENDIX 3

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14
item15 item16 item17 item18 item19 item20 item21 item22 item23 item24 item25
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability Pretest Class Eksperimental (VIII A)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excludedª	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,847	25

Item Statistics

	Mean	Std. Deviation	N
item1	3,38	1,476	32
item2	1,13	1,827	32
item3	1,75	2,016	32
item4	3,00	1,760	32
item5	1,63	1,996	32
item6	2,00	2,032	32
item7	2,13	2,028	32
item8	1,13	1,827	32
item9	1,38	1,930	32
item10	3,00	1,760	32
item11	2,75	1,884	32
item12	3,13	1,680	32
item13	1,88	2,028	32
item14	3,50	1,344	32
item15	3,00	1,760	32
item16	2,88	1,827	32
item17	1,75	2,016	32
item18	2,50	1,967	32
item19	2,75	1,884	32
item20	2,75	1,884	32
item21	2,00	2,032	32

item22	2,50	1,967	32
item23	2,75	1,884	32
item24	1,13	1,827	32
item25	1,50	1,967	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	53,88	426,306	,650	,834
item2	56,13	444,371	,264	,846
item3	55,50	439,484	,290	,845
item4	54,25	428,323	,503	,838
item5	55,63	441,145	,274	,846
item6	55,25	442,258	,254	,847
item7	55,13	445,661	,214	,848
item8	56,13	434,048	,403	,841
item9	55,88	443,339	,258	,846
item10	54,25	422,129	,592	,835
item11	54,50	439,484	,317	,844
item12	54,13	425,274	,577	,836
item13	55,38	430,565	,397	,841
item14	53,75	425,226	,740	,833
item15	54,25	425,226	,548	,836
item16	54,38	443,726	,273	,845

item17	55,50	433,290	,366	,842
item18	54,75	438,129	,316	,844
item19	54,50	427,097	,481	,838
item20	54,50	436,387	,357	,843
item21	55,25	437,097	,316	,844
item22	54,75	431,935	,394	,841
item23	54,50	427,097	,481	,838
item24	56,13	434,048	,403	,841
item25	55,75	431,419	,401	,841

APPENDIX 4

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability Pretest Class Control (VIII B)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	34	100,0
	Excluded^a	0	,0
	Total	34	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,884	25

Item Statistics

	Mean	Std. Deviation	N
item1	2,59	1,940	34
item2	3,18	1,642	34
item3	,82	1,642	34
item4	2,47	1,973	34
item5	1,06	1,791	34
item6	2,12	2,027	34
item7	2,59	1,940	34
item8	1,76	2,016	34
item9	1,88	2,027	34
item10	3,06	1,722	34
item11	1,41	1,940	34
item12	2,47	1,973	34
item13	2,59	1,940	34
item14	2,82	1,850	34
item15	2,94	1,791	34
item16	2,12	2,027	34
item17	2,12	2,027	34
item18	2,12	2,027	34
item19	2,82	1,850	34
item20	1,88	2,027	34
item21	3,29	1,548	34
item22	2,71	1,899	34

item23	1,76	2,016	34
item24	1,76	2,016	34
item25	1,18	1,850	34

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	52,94	562,481	,356	,882
item2	52,35	555,023	,534	,878
item3	54,71	568,941	,350	,882
item4	53,06	548,178	,508	,878
item5	54,47	566,317	,346	,882
item6	53,41	551,643	,455	,880
item7	52,94	552,784	,466	,879
item8	53,76	556,791	,401	,881
item9	53,65	555,750	,410	,881
item10	52,47	541,832	,677	,874
item11	54,12	569,440	,279	,884
item12	53,06	552,057	,465	,879
item13	52,94	553,754	,455	,880
item14	52,71	549,305	,534	,878
item15	52,59	551,886	,522	,878
item16	53,41	562,310	,339	,883
item17	53,41	543,886	,540	,877

item18	53,41	556,492	,402	,881
item19	52,71	542,517	,616	,876
item20	53,65	549,932	,473	,879
item21	52,24	542,973	,744	,874
item22	52,82	546,695	,549	,877
item23	53,76	555,822	,412	,881
item24	53,76	561,640	,349	,882
item25	54,35	570,296	,287	,884

APPENDIX 5

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability Posttest Class Eksperimental (VIII A)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,874	25

Item Statistics

	Mean	Std. Deviation	N
item1	3,75	,984	32
item2	3,50	1,344	32
item3	3,13	1,680	32
item4	3,00	1,760	32
item5	2,88	1,827	32
item6	3,50	1,344	32
item7	2,88	1,827	32
item8	1,88	2,028	32
item9	1,88	2,028	32
item10	3,75	,984	32
item11	3,25	1,586	32
item12	3,13	1,680	32
item13	3,13	1,680	32
item14	3,50	1,344	32
item15	3,50	1,344	32
item16	3,13	1,680	32
item17	2,50	1,967	32
item18	2,75	1,884	32
item19	2,50	1,967	32
item20	3,13	1,680	32
item21	3,25	1,586	32

item22	2,25	2,016	32
item23	2,88	1,827	32
item24	2,13	2,028	32
item25	2,13	2,028	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	69,50	416,774	,893	,863
item2	69,75	416,968	,635	,865
item3	70,13	421,145	,430	,869
item4	70,25	419,032	,437	,869
item5	70,38	423,081	,362	,871
item6	69,75	414,903	,674	,864
item7	70,38	424,113	,348	,872
item8	71,38	422,306	,326	,873
item9	71,38	424,371	,301	,874
item10	69,50	416,774	,893	,863
item11	70,00	418,065	,509	,867
item12	70,13	420,113	,445	,869
item13	70,13	423,210	,399	,870
item14	69,75	415,935	,654	,864
item15	69,75	419,032	,596	,866
item16	70,13	415,984	,508	,867

item17	70,75	424,710	,309	,873
item18	70,50	417,806	,419	,869
item19	70,75	422,645	,335	,872
item20	70,13	411,855	,571	,865
item21	70,00	420,129	,476	,868
item22	71,00	419,097	,369	,871
item23	70,38	426,177	,319	,872
item24	71,13	427,081	,267	,875
item25	71,13	425,016	,293	,874

APPENDIX 6

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability Posttest Class Control (VIII B)

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	34	100,0
	Excluded[a]	0	,0
	Total	34	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,891	25

Item Statistics

	Mean	Std. Deviation	N
item1	3,53	1,308	34
item2	3,06	1,722	34
item3	2,24	2,016	34
item4	3,29	1,548	34
item5	2,59	1,940	34
item6	2,71	1,899	34
item7	2,94	1,791	34
item8	1,18	1,850	34
item9	1,88	2,027	34
item10	3,29	1,548	34
item11	2,47	1,973	34
item12	3,18	1,642	34
item13	2,94	1,791	34
item14	2,71	1,899	34
item15	3,53	1,308	34
item16	2,94	1,791	34
item17	2,82	1,850	34
item18	2,59	1,940	34
item19	3,06	1,722	34
item20	2,47	1,973	34
item21	3,41	1,438	34

item22	2,82	1,850	34
item23	2,35	1,998	34
item24	1,76	2,016	34
item25	2,00	2,030	34

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	64,24	518,731	,752	,883
item2	64,71	521,184	,523	,886
item3	65,53	531,408	,321	,891
item4	64,47	521,469	,586	,885
item5	65,18	530,938	,342	,890
item6	65,06	525,875	,411	,889
item7	64,82	527,301	,423	,888
item8	66,59	532,250	,347	,890
item9	65,88	522,895	,413	,889
item10	64,47	523,408	,557	,885
item11	65,29	522,396	,432	,888
item12	64,59	516,977	,611	,884
item13	64,82	524,392	,459	,887
item14	65,06	524,906	,422	,888
item15	64,24	519,701	,735	,883
item16	64,82	521,483	,496	,886

item17	64,94	512,057	,595	,884
item18	65,18	517,362	,500	,886
item19	64,71	517,305	,574	,885
item20	65,29	522,396	,432	,888
item21	64,35	521,084	,642	,884
item22	64,94	518,845	,510	,886
item23	65,41	531,280	,326	,891
item24	66,00	526,788	,372	,890
item25	65,76	530,610	,327	,891

APPENDIX 7

ANALISIS ANGKET MOTIVASI SISWA

Materi   : Bahasa Inggris "*Recount text*"

Kelas   : VIII A (Kelompok Eksperimen)

Sekolah   : SMP Negeri 1 Babat-Lamongan

No	Nama	Jawaban Item Pertanyaan									
		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item 10
		1	2	3	4	5	6	7	8	9	10
1	ALESSANDRA LISMI SASMIKA	5	4	5	5	5	5	5	4	5	4
2	ALIF LATIFA FATWA AULIA	5	4	4	4	4	4	4	4	4	4
3	ANANDA AYU MAULIDAN NABILA	5	4	4	4	4	4	5	4	5	4
4	ANGGUN EKA SEPTIANA	5	4	4	4	5	5	5	4	5	2
5	DAFFA PRATISENNA ATHAILLAH	5	4	4	4	4	4	5	4	4	4
6	DAFIN AZIEL KRISNA PRAYOGI	3	3	3	3	3	4	3	3	3	3
7	DARYELL ZUKHRUF HERMAWAN	5	4	4	4	4	4	5	4	4	4
8	DEA SITI ROCHMAWATI SUBIANTO	4	3	3	3	4	4	4	3	4	4

No	Name										
9	DIRGANATA AHMAD RENALDI	5	4	4	4	5	5	5	4	5	4
10	ERLIN FRANSISKA CAHYANI	4	4	4	3	3	4	5	4	5	3
11	FEBRIO DI RIZQIO FURQON	4	3	3	3	3	4	3	3	3	3
12	IMELDA PUTRI HARIYANTO	4	4	4	4	4	4	4	4	4	4
13	IMELYA URIVATURROSIAH	4	3	4	4	4	3	4	3	4	4
14	INAYATUR ROHMAH	3	3	3	5	2	4	4	4	2	2
15	INTAN VEGA SARI	5	4	4	4	5	5	5	4	4	2
16	LABRYNA ALETHA KUSUMA	5	4	5	5	5	5	5	5	5	4
17	MOCH. ABIETAN ROYTASANI	4	4	4	4	4	4	4	4	4	4
18	MOCH. NAFIS SHALLAHUDIN	5	4	4	4	4	5	5	4	4	4
19	MOHAMMAD GHIFARI ATTARIANSYACH	4	2	4	2	2	4	4	2	2	2
20	MOHAMMAD HUSEEIN ABDULLAH	5	3	4	4	4	4	5	3	4	3
21	MONICA GABRIELLA BATE	4	3	3	3	3	4	4	3	3	3
22	MUHAMMAD ADITYA RAMADHANI	5	4	4	4	4	4	5	4	5	2
23	MUHAMMAD BINTANG FITRAH AL QINDI	4	4	3	4	2	4	2	4	5	4
24	MUHAMMAD DHOBIT AKIL	4	2	4	4	4	5	5	4	5	4
25	MUHAMMAD FIRGIAN ADITYA RANGGA	5	4	4	4	4	4	5	4	4	4
26	NAZHIFAH ATHIRAH PUTRI	5	4	4	4	5	5	5	4	5	4
27	NOVIANTY ARTIKA ASIH PUSPITASARI	5	4	4	4	5	5	5	4	5	4

28	PUSPITA MEI MAULINA	4	4	4	3	3	4	5	4	5	3
29	SEIA PUTRA NIRWANA	4	3	3	3	3	4	3	3	3	3
30	YENI SHETY NORONHA	5	4	5	5	5	5	5	5	5	4
31	YUDHISTIRA PRANATA NUSA	5	4	4	4	4	5	5	4	5	2
32	YUNITA AYU SETIAWATI	5	4	4	4	4	4	4	4	4	4

No	Nama	Jawaban Item Pertanyaan										Total
		Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18	Item19	Item20	
		11	12	13	14	15	16	17	18	19	20	
1	ALESSANDRA LISMI SASMIKA	5	4	4	4	4	4	4	4	4	4	88
2	ALIF LATIFA FATWA AULIA	4	4	4	4	4	4	4	4	4	4	81
3	ANANDA AYU MAULIDAN NABILA	5	4	4	4	4	4	4	4	4	4	84
4	ANGGUN EKA SEPTIANA	2	4	4	4	4	4	4	4	4	4	81
5	DAFFA PRATISENNA ATHAILLAH	4	4	4	4	4	4	4	4	4	4	82
6	DAFIN AZIEL KRISNA PRAYOGI	3	3	3	3	3	3	3	3	3	3	61
7	DARYELL ZUKHRUF HERMAWAN	4	4	4	4	4	4	4	4	4	4	82
8	DEA SITI ROCHMAWATI SUBIANTO	4	4	4	4	3	4	3	3	3	4	72
9	DIRGANATA AHMAD RENALDI	2	4	4	4	4	4	4	4	4	4	83
10	ERLIN FRANSISKA CAHYANI	3	4	4	4	4	3	4	3	4	4	76
11	FEBRIO DI RIZQIO FURQON	3	3	3	3	3	3	3	3	3	3	62
12	IMELDA PUTRI HARIYANTO	4	4	4	4	4	4	4	4	4	4	80
13	IMELYA URIVATURROSIAH	2	4	4	3	4	4	5	4	4	4	75

14	INAYATUR ROHMAH	2	4	4	2	2	2	4	2	3	4	61
15	INTAN VEGA SARI	2	4	4	4	4	2	4	2	2	4	74
16	LABRYNA ALETHA KUSUMA	2	4	4	4	4	4	5	5	5	4	89
17	MOCH. ABIETAN ROYTASANI	4	4	4	4	4	4	4	4	4	4	80
18	MOCH. NAFIS SHALLAHUDIN	4	4	4	4	4	4	4	4	4	4	83
19	MOHAMMAD GHIFARI ATTARIANSYACH	2	3	4	4	4	3	3	3	3	4	61
20	MOHAMMAD HUSEEIN ABDULLAH	3	4	4	4	4	4	4	3	4	4	77
21	MONICA GABRIELLA BATE	3	3	3	3	3	3	3	3	3	3	63
22	MUHAMMAD ADITYA RAMADHANI	2	4	4	4	4	4	4	4	4	4	79
23	MUHAMMAD BINTANG FITRAH AL QINDI	2	4	3	3	4	2	4	2	2	3	65
24	MUHAMMAD DHOBIT AKIL	4	4	4	4	4	4	4	4	4	4	81
25	MUHAMMAD FIRGIAN ADITYA RANGGA	4	4	4	4	4	4	4	4	4	4	82
26	NAZHIFAH ATHIRAH PUTRI	5	4	4	4	4	4	4	4	4	4	86
27	NOVIANTY ARTIKA ASIH PUSPITASARI	3	4	4	4	4	4	4	4	4	4	84
28	PUSPITA MEI MAULINA	3	4	4	4	4	3	4	3	4	4	76
29	SEIA PUTRA NIRWANA	3	3	3	3	3	3	3	3	3	3	62
30	YENI SHETY NORONHA	2	4	4	4	4	4	5	5	5	4	89
31	YUDHISTIRA PRANATA NUSA	2	4	4	4	4	2	5	2	5	4	78
32	YUNITA AYU SETIAWATI	4	4	4	4	4	4	4	4	4	4	81

APPENDIX 8

```
FREQUENCIES VARIABLES=JK Usia
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN SUM
  /ORDER=ANALYSIS.
```

The Frequencies of the Gender and Age of the Students of Class VIII A (Experiment)

Statistics

		The Gender of Students Class VIII A	Age of Students Class VIII A
N	Valid	32	32
	Missing	0	0
Mean		1,53	1,78
Std. Error of Mean		,090	,074
Std. Deviation		,507	,420
Minimum		1	1
Maximum		2	2
Sum		49	57

Frequency Table

The Gender of Students Class VIII A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	15	46,9	46,9	46,9
	Women	17	53,1	53,1	100,0
	Total	32	100,0	100,0	

Age of Students Class VIII A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 years	7	21,9	21,9	21,9
	14 years	25	78,1	78,1	100,0
	Total	32	100,0	100,0	

APPENDIX 9

```
FREQUENCIES VARIABLES=JK Usia
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN SUM
  /ORDER=ANALYSIS.
```

The Frequencies of the Gender and Age of the Students of Class VIII B (Control)

Statistics

		The Gender of Students Class VIII B	Age of Students Class VIII B
N	Valid	34	34
	Missing	0	0
Mean		1,47	1,88
Std. Error of Mean		,087	,056
Std. Deviation		,507	,327
Minimum		1	1
Maximum		2	2
Sum		50	64

Frequency Table

The Gender of Students Class VIII B

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	18	52,9	52,9	52,9
	Women	16	47,1	47,1	100,0
	Total	34	100,0	100,0	

Age of Students Class VIII B

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 years	4	11,8	11,8	11,8
	14 years	30	88,2	88,2	100,0
	Total	34	100,0	100,0	

APPENDIX 10

```
CORRELATIONS
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25 Itemtotal
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations Pretest Class Eksperimental (VIII A)

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13
item1	Pearson Correlation	1	,269	,206	,348	,005	,258	,286	,269	-,051	,348	,267	,397*	,232
	Sig. (2-tailed)		,136	,258	,051	,976	,154	,113	,136	,782	,051	,140	,025	,202
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,269	1	,289	,361*	,190	,348	,309	,227	,425*	,201	-,178	,163	,248
	Sig. (2-tailed)	,136		,109	,042	,297	,051	,085	,211	,015	,271	,330	,373	,171
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,206	,289	1	,509**	,681**	,252	,197	,009	,025	,073	-,085	,314	,181
	Sig. (2-tailed)	,258	,109		,003	,000	,164	,279	,962	,893	,692	,644	,080	,320
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,348	,361*	,509**	1	,478**	,289	,325	-,120	,418*	,167	,078	,218	,542**

	Sig. (2-tailed)	,051	,042	,003		,006	,109	,069	,512	,017	,362	,672	,230	,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,005	,190	,681**	,478**	1	,445*	,139	-,093	,339	,037	,009	,284	,116
	Sig. (2-tailed)	,976	,297	,000	,006		,011	,447	,613	,058	,842	,963	,115	,529
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item6	Pearson Correlation	,258	,348	,252	,289	,445*	1	,188	-,070	,197	-,144	0,000	,378*	-,188
	Sig. (2-tailed)	,154	,051	,164	,109	,011		,303	,705	,279	,431	1,000	,033	,303
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,286	,309	,197	,325	,139	,188	1	-,109	,284	,325	-,093	-,043	,255
	Sig. (2-tailed)	,113	,085	,279	,069	,447	,303		,553	,115	,069	,613	,817	,159
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,269	,227	,009	-,120	-,093	-,070	-,109	1	-,014	,361*	,122	,331	,109
	Sig. (2-tailed)	,136	,211	,962	,512	,613	,705	,553		,941	,042	,507	,064	,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	-,051	,425*	,025	,418*	,339	,197	,284	-,014	1	,266	,062	-,094	,375*
	Sig. (2-tailed)	,782	,015	,893	,017	,058	,279	,115	,941		,141	,736	,607	,034
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	,348	,201	,073	,167	,037	-,144	,325	,361*	,266	1	,234	,393*	,398*
	Sig. (2-tailed)	,051	,271	,692	,362	,842	,431	,069	,042	,141		,198	,026	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	,267	-,178	-,085	,078	,009	0,000	-,093	,122	,062	,234	1	,133	,093
	Sig. (2-tailed)	,140	,330	,644	,672	,963	1,000	,613	,507	,736	,198		,470	,613

	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item12	Pearson Correlation	,397*	,163	,314	,218	,284	,378*	-,043	,331	-,094	,393*	,133	1	-,109
	Sig. (2-tailed)	,025	,373	,080	,230	,115	,033	,817	,064	,607	,026	,470		,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item13	Pearson Correlation	,232	,248	,181	,542**	,116	-,188	,255	,109	,375*	,398*	,093	-,109	1
	Sig. (2-tailed)	,202	,171	,320	,001	,529	,303	,159	,553	,034	,024	,613	,553	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	,878**	,236	,333	,436*	,120	,189	,213	,236	,075	,436*	,357*	,486**	,355*
	Sig. (2-tailed)	,000	,193	,062	,013	,512	,300	,242	,193	,685	,013	,045	,005	,046
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,547**	,201	,364*	,167	,184	,289	,036	,361*	-,038	,167	,078	,742**	,108
	Sig. (2-tailed)	,001	,271	,041	,362	,314	,109	,844	,042	,836	,362	,672	,000	,555
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,305	-,227	-,009	,120	,093	,070	-,170	-,072	,014	,281	,628**	,342	,030
	Sig. (2-tailed)	,090	,211	,962	,512	,613	,705	,353	,693	,941	,119	,000	,056	,869
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	,033	,009	-,143	,364*	,040	0,000	,071	,149	,423*	,509**	,323	,162	,434*
	Sig. (2-tailed)	,860	,962	,435	,041	,828	1,000	,699	,416	,016	,003	,072	,376	,013
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,378*	-,233	,163	,149	,115	,129	-,210	,054	-,119	,149	,174	,371*	,081
	Sig. (2-tailed)	,033	,199	,374	,415	,531	,481	,248	,770	,517	,415	,341	,037	,660
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

item19	Pearson Correlation	,267	,122	-,085	,078	,009	,135	,177	,272	,204	,545**	,273	,459**	,093
	Sig. (2-tailed)	,140	,507	,644	,672	,963	,462	,332	,132	,263	,001	,131	,008	,613
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,453**	,122	,187	,078	,146	,405*	,042	,272	-,222	,234	,127	,622**	-,177
	Sig. (2-tailed)	,009	,507	,306	,672	,426	,022	,819	,132	,222	,198	,488	,000	,332
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item21	Pearson Correlation	,430*	-,209	-,126	-,144	-,191	0,000	,188	,348	-,329	,289	,135	,227	,188
	Sig. (2-tailed)	,014	,252	,492	,431	,295	1,000	,303	,051	,066	,109	,462	,212	,303
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item22	Pearson Correlation	,378*	-,233	-,098	,149	-,016	-,129	-,081	,197	,017	,447*	,453**	,215	,210
	Sig. (2-tailed)	,033	,199	,595	,415	,929	,481	,660	,279	,926	,010	,009	,238	,248
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item23	Pearson Correlation	,267	-,178	,051	,234	,146	0,000	-,093	,422*	,204	,234	,418*	,296	,228
	Sig. (2-tailed)	,140	,330	,782	,198	,426	1,000	,613	,016	,263	,198	,017	,100	,209
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item24	Pearson Correlation	,269	,227	,009	-,120	-,093	-,070	-,109	1,000**	-,014	,361*	,122	,331	,109
	Sig. (2-tailed)	,136	,211	,962	,512	,613	,705	,553	0,000	,941	,042	,507	,064	,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item25	Pearson Correlation	,333	,377*	,098	,447*	-,115	0,000	,340	,377*	,391*	,298	-,035	-,059	,566**
	Sig. (2-tailed)	,062	,033	,595	,010	,531	1,000	,057	,033	,027	,097	,850	,750	,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
Itemtotal	Pearson Correlation	,696**	,359*	,378*	,610**	,374*	,356*	,353*	,399*	,394*	,637**	,386*	,591**	,503**

	item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
Sig. (2-tailed)	,000	,044	,033	,000	,035	,045	,047	,024	,025	,000	,029	,000	,003
N	32	32	32	32	32	32	32	32	32	32	32	32	32

Correlations

		item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
item1	Pearson Correlation	,878**	,547**	,305	,033	,378*	,267	,453**	,430*	,378*	,267	,269	,333	,696**
	Sig. (2-tailed)	,000	,001	,090	,860	,033	,140	,009	,014	,033	,140	,136	,062	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,236	,201	-,227	,009	-,233	,122	,122	-,209	-,233	-,178	,227	,377*	,359*
	Sig. (2-tailed)	,193	,271	,211	,962	,199	,507	,507	,252	,199	,330	,211	,033	,044
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,333	,364*	-,009	-,143	,163	-,085	,187	-,126	-,098	,051	,009	,098	,378*
	Sig. (2-tailed)	,062	,041	,962	,435	,374	,644	,306	,492	,595	,782	,962	,595	,033
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,436*	,167	,120	,364*	,149	,078	,078	-,144	,149	,234	-,120	,447*	,610**
	Sig. (2-tailed)	,013	,362	,512	,041	,415	,672	,672	,431	,415	,198	,512	,010	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,120	,184	,093	,040	,115	,009	,146	-,191	-,016	,146	-,093	-,115	,374*
	Sig. (2-tailed)	,512	,314	,613	,828	,531	,963	,426	,295	,929	,426	,613	,531	,035
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

item6	Pearson Correlation	,189	,289	,070	0,000	,129	,135	,405*	0,000	-,129	0,000	-,070	0,000	,356*
	Sig. (2-tailed)	,300	,109	,705	1,000	,481	,462	,022	1,000	,481	1,000	,705	1,000	,045
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,213	,036	-,170	,071	-,210	,177	,042	,188	-,081	-,093	-,109	,340	,353*
	Sig. (2-tailed)	,242	,844	,353	,699	,248	,332	,819	,303	,660	,613	,553	,057	,047
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,236	,361*	-,072	,149	,054	,272	,272	,348	,197	,422*	1,000**	,377*	,399*
	Sig. (2-tailed)	,193	,042	,693	,416	,770	,132	,132	,051	,279	,016	0,000	,033	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	,075	-,038	,014	,423*	-,119	,204	-,222	-,329	,017	,204	-,014	,391*	,394*
	Sig. (2-tailed)	,685	,836	,941	,016	,517	,263	,222	,066	,926	,263	,941	,027	,025
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	,436*	,167	,281	,509**	,149	,545**	,234	,289	,447*	,234	,361*	,298	,637**
	Sig. (2-tailed)	,013	,362	,119	,003	,415	,001	,198	,109	,010	,198	,042	,097	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	,357*	,078	,628**	,323	,174	,273	,127	,135	,453**	,418*	,122	-,035	,386*
	Sig. (2-tailed)	,045	,672	,000	,072	,341	,131	,488	,462	,009	,017	,507	,850	,029
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item12	Pearson Correlation	,486**	,742**	,342	,162	,371*	,459**	,622**	,227	,215	,296	,331	-,059	,591**
	Sig. (2-tailed)	,005	,000	,056	,376	,037	,008	,000	,212	,238	,100	,064	,750	,000

	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item13	Pearson Correlation	,355*	,108	,030	,434*	,081	,093	-,177	,188	,210	,228	,109	,566**	,503**
	Sig. (2-tailed)	,046	,555	,869	,013	,660	,613	,332	,303	,248	,209	,553	,001	,003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	1	,655**	,394*	,143	,488**	,357*	,357*	,378*	,293	,357*	,236	,293	,776**
	Sig. (2-tailed)		,000	,026	,435	,005	,045	,045	,033	,104	,045	,193	,104	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,655**	1	,120	-,073	,298	,389*	,389*	,433*	0,000	,389*	,361*	,149	,583**
	Sig. (2-tailed)	,000		,512	,692	,097	,028	,028	,013	1,000	,028	,042	,415	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,394*	,120	1	,271	,377*	,178	,328	,070	,377*	,178	-,072	-,377*	,354*
	Sig. (2-tailed)	,026	,512		,133	,033	,330	,067	,705	,033	,330	,693	,033	,047
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	,143	-,073	,271	1	,163	,323	-,221	0,000	,293	,323	,149	,358*	,462**
	Sig. (2-tailed)	,435	,692	,133		,374	,072	,224	1,000	,104	,072	,416	,044	,008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,488**	,298	,377*	,163	1	,035	,174	,258	,333	,313	,054	,067	,377*
	Sig. (2-tailed)	,005	,097	,033	,374		,850	,341	,154	,062	,081	,770	,717	,033
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item19	Pearson Correlation	,357*	,389*	,178	,323	,035	1	,273	,539**	,313	,127	,272	,104	,527**

	Sig. (2-tailed)	,045	,028	,330	,072	,850		,131	,001	,081	,488	,132	,569	,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,357*	,389*	,328	-,221	,174	,273	1	,270	,313	-,018	,272	-,174	,399*
	Sig. (2-tailed)	,045	,028	,067	,224	,341	,131		,136	,081	,921	,132	,341	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item21	Pearson Correlation	,378*	,433*	,070	0,000	,258	,539**	,270	1	,258	,270	,348	,129	,368*
	Sig. (2-tailed)	,033	,013	,705	1,000	,154	,001	,136		,154	,136	,051	,481	,038
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item22	Pearson Correlation	,293	0,000	,377*	,293	,333	,313	,313	,258	1	,453**	,197	,200	,451**
	Sig. (2-tailed)	,104	1,000	,033	,104	,062	,081	,081	,154		,009	,279	,272	,010
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item23	Pearson Correlation	,357*	,389*	,178	,323	,313	,127	-,018	,270	,453**	1	,422*	,383*	,527**
	Sig. (2-tailed)	,045	,028	,330	,072	,081	,488	,921	,136	,009		,016	,031	,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item24	Pearson Correlation	,236	,361*	-,072	,149	,054	,272	,272	,348	,197	,422*	1	,377*	,399*
	Sig. (2-tailed)	,193	,042	,693	,416	,770	,132	,132	,051	,279	,016		,033	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item25	Pearson Correlation	,293	,149	-,377*	,358*	,067	,104	-,174	,129	,200	,383*	,377*	1	,481**
	Sig. (2-tailed)	,104	,415	,033	,044	,717	,569	,341	,481	,272	,031	,033		,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

Itemtotal	Pearson Correlation	,776**	,583**	,354*	,462**	,377*	,527**	,399*	,368*	,451**	,527**	,399*	,481**		1
	Sig. (2-tailed)	,000	,000	,047	,008	,033	,002	,024	,038	,010	,002	,024	,005		
	N	32	32	32	32	32	32	32	32	32	32	32	32		32

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

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

APPENDIX 11

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CORRELATIONS
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25 Itemtotal
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
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Correlations Pretest Class Control (VIII B)

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13
item1	Pearson Correlation	1	,385*	,224	,305	,025	,290	,356*	,160	,080	,461**	,030	,305	,227
	Sig. (2-tailed)		,025	,203	,079	,890	,096	,039	,365	,654	,006	,865	,079	,196
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item2	Pearson Correlation	,385*	1	,259	,647**	,141	,540**	,385*	,159	,043	,403*	-,081	,348*	,385*
	Sig. (2-tailed)	,025		,139	,000	,428	,001	,025	,368	,810	,018	,651	,044	,025
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item3	Pearson Correlation	,224	,259	1	,401*	,354*	,043	,376*	-,013	-,043	,282	,081	,251	-,081
	Sig. (2-tailed)	,203	,139		,019	,040	,810	,028	,942	,810	,106	,651	,152	,651
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item4	Pearson Correlation	,305	,647**	,401*	1	,198	,471**	,179	,455**	,136	,277	-,052	,502**	,179
	Sig. (2-tailed)	,079	,000	,019		,262	,005	,312	,007	,445	,113	,770	,002	,312
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

item5	Pearson Correlation	,025	,141	,354*	,198	1	,299	,025	,004	,236	,333	,254	,061	,164
	Sig. (2-tailed)	,890	,428	,040	,262		,086	,890	,982	,180	,054	,147	,734	,354
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item6	Pearson Correlation	,290	,540**	,043	,471**	,299	1	,290	,244	,299	,588**	-,044	,471**	,660**
	Sig. (2-tailed)	,096	,001	,810	,005	,086		,096	,164	,086	,000	,807	,005	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item7	Pearson Correlation	,356*	,385*	,376*	,179	,025	,290	1	,036	,203	,606**	-,098	,432*	,356*
	Sig. (2-tailed)	,039	,025	,028	,312	,890	,096		,838	,249	,000	,579	,011	,039
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item8	Pearson Correlation	,160	,159	-,013	,455**	,004	,244	,036	1	,349*	,214	,087	,455**	,160
	Sig. (2-tailed)	,365	,368	,942	,007	,982	,164	,838		,043	,225	,623	,007	,365
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item9	Pearson Correlation	,080	,043	-,043	,136	,236	,299	,203	,349*	1	,384*	,413*	,257	,203
	Sig. (2-tailed)	,654	,810	,810	,445	,180	,086	,249	,043		,025	,015	,143	,249
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item10	Pearson Correlation	,461**	,403*	,282	,277	,333	,588**	,606**	,214	,384*	1	-,026	,562**	,606**
	Sig. (2-tailed)	,006	,018	,106	,113	,054	,000	,000	,225	,025		,886	,001	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item11	Pearson Correlation	,030	-,081	,081	-,052	,254	-,044	-,098	,087	,413*	-,026	1	-,179	-,098
	Sig. (2-tailed)	,865	,651	,651	,770	,147	,807	,579	,623	,015	,886		,312	,579
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item12	Pearson Correlation	,305	,348*	,251	,502**	,061	,471**	,432*	,455**	,257	,562**	-,179	1	,559**

	Sig. (2-tailed)	,079	,044	,152	,002	,734	,005	,011	,007	,143	,001	,312		,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item13	Pearson Correlation	,227	,385*	-,081	,179	,164	,660**	,356*	,160	,203	,606**	-,098	,559**	1
	Sig. (2-tailed)	,196	,025	,651	,312	,354	,000	,039	,365	,249	,000	,579	,001	
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item14	Pearson Correlation	,199	,470**	,009	,289	,241	,297	,199	,314	,350*	,403*	,342*	,023	,199
	Sig. (2-tailed)	,260	,005	,958	,097	,170	,088	,260	,071	,042	,018	,048	,895	,260
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item15	Pearson Correlation	,394*	,354*	-,024	,077	,209	,636**	,533**	,130	,432*	,767**	,025	,625**	,812**
	Sig. (2-tailed)	,021	,040	,892	,667	,236	,000	,001	,463	,011	,000	,890	,000	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item16	Pearson Correlation	,290	,249	,334	,107	,165	-,181	,167	-,112	-,056	,033	,326	-,136	-,080
	Sig. (2-tailed)	,096	,156	,053	,547	,351	,307	,346	,529	,755	,854	,060	,445	,654
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item17	Pearson Correlation	,167	,103	,334	,350*	,299	,174	,413*	,363*	,417*	,588**	-,044	,471**	,290
	Sig. (2-tailed)	,346	,563	,053	,043	,086	,326	,015	,035	,014	,000	,807	,005	,096
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item18	Pearson Correlation	,167	,249	,334	-,014	,031	,174	,290	-,112	,063	,449**	,080	,228	,290
	Sig. (2-tailed)	,346	,156	,053	,936	,860	,326	,096	,529	,725	,008	,654	,194	,096
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item19	Pearson Correlation	,199	,470**	,329	,555**	,387*	,426*	,199	,314	,091	,403*	,342*	,156	,334
	Sig. (2-tailed)	,260	,005	,058	,001	,024	,012	,260	,071	,608	,018	,048	,377	,054

	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item20	Pearson Correlation	-,044	,043	,394*	,014	,236	-,056	,450**	-,007	,056	,384*	,167	,257	,203
	Sig. (2-tailed)	,807	,810	,021	,936	,180	,755	,008	,969	,755	,025	,346	,143	,249
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item21	Pearson Correlation	,304	,528**	,045	,430*	,278	,491**	,304	,411*	,436**	,471**	,342*	,271	,304
	Sig. (2-tailed)	,081	,001	,801	,011	,112	,003	,081	,016	,010	,005	,048	,121	,081
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item22	Pearson Correlation	,147	,425*	,041	,491**	,130	,230	,279	,361*	,148	,209	,116	,232	,279
	Sig. (2-tailed)	,407	,012	,817	,003	,464	,191	,111	,036	,403	,235	,513	,187	,111
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item23	Pearson Correlation	-,087	,159	,134	,333	,138	,007	,036	,523**	,349*	,074	,335	-,032	,036
	Sig. (2-tailed)	,623	,368	,451	,054	,436	,969	,838	,002	,043	,678	,052	,856	,838
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item24	Pearson Correlation	-,087	,159	,134	,090	,138	-,230	-,087	,165	,112	-,066	,459**	-,154	-,087
	Sig. (2-tailed)	,623	,368	,451	,614	,436	,190	,623	,351	,529	,712	,006	,384	,623
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item25	Pearson Correlation	,072	-,150	,150	-,023	,052	-,297	-,064	,336	,167	-,098	,739**	-,156	-,199
	Sig. (2-tailed)	,688	,396	,396	,895	,772	,088	,721	,052	,344	,580	,000	,377	,260
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
Itemtotal	Pearson Correlation	,430*	,586**	,407*	,563**	,409*	,516**	,533**	,467**	,475**	,720**	,349*	,533**	,522**
	Sig. (2-tailed)	,011	,000	,017	,001	,016	,002	,001	,005	,005	,000	,043	,001	,002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

Correlations

		item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
item1	Pearson Correlation	,199	,394*	,290	,167	,167	,199	-,044	,304	,147	-,087	-,087	,072	,430*
	Sig. (2-tailed)	,260	,021	,096	,346	,346	,260	,807	,081	,407	,623	,623	,688	,011
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item2	Pearson Correlation	,470**	,354*	,249	,103	,249	,470**	,043	,528**	,425*	,159	,159	-,150	,586**
	Sig. (2-tailed)	,005	,040	,156	,563	,156	,005	,810	,001	,012	,368	,368	,396	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item3	Pearson Correlation	,009	-,024	,334	,334	,334	,329	,394*	,045	,041	,134	,134	,150	,407*
	Sig. (2-tailed)	,958	,892	,053	,053	,053	,058	,021	,801	,817	,451	,451	,396	,017
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item4	Pearson Correlation	,289	,077	,107	,350*	-,014	,555**	,014	,430*	,491**	,333	,090	-,023	,563**
	Sig. (2-tailed)	,097	,667	,547	,043	,936	,001	,936	,011	,003	,054	,614	,895	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item5	Pearson Correlation	,241	,209	,165	,299	,031	,387*	,236	,278	,130	,138	,138	,052	,409*
	Sig. (2-tailed)	,170	,236	,351	,086	,860	,024	,180	,112	,464	,436	,436	,772	,016
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item6	Pearson Correlation	,297	,636**	-,181	,174	,174	,426*	-,056	,491**	,230	,007	-,230	-,297	,516**
	Sig. (2-tailed)	,088	,000	,307	,326	,326	,012	,755	,003	,191	,969	,190	,088	,002

	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item7	Pearson Correlation	,199	,533**	,167	,413*	,290	,199	,450**	,304	,279	,036	-,087	-,064	,533**
	Sig. (2-tailed)	,260	,001	,346	,015	,096	,260	,008	,081	,111	,838	,623	,721	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item8	Pearson Correlation	,314	,130	-,112	,363*	-,112	,314	-,007	,411*	,361*	,523**	,165	,336	,467**
	Sig. (2-tailed)	,071	,463	,529	,035	,529	,071	,969	,016	,036	,002	,351	,052	,005
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item9	Pearson Correlation	,350*	,432*	-,056	,417*	,063	,091	,056	,436**	,148	,349*	,112	,167	,475**
	Sig. (2-tailed)	,042	,011	,755	,014	,725	,608	,755	,010	,403	,043	,529	,344	,005
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item10	Pearson Correlation	,403*	,767**	,033	,588**	,449**	,403*	,384*	,471**	,209	,074	-,066	-,098	,720**
	Sig. (2-tailed)	,018	,000	,854	,000	,008	,018	,025	,005	,235	,678	,712	,580	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item11	Pearson Correlation	,342*	,025	,326	-,044	,080	,342*	,167	,342*	,116	,335	,459**	,739**	,349*
	Sig. (2-tailed)	,048	,890	,060	,807	,654	,048	,346	,048	,513	,052	,006	,000	,043
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item12	Pearson Correlation	,023	,625**	-,136	,471**	,228	,156	,257	,271	,232	-,032	-,154	-,156	,533**
	Sig. (2-tailed)	,895	,000	,445	,005	,194	,377	,143	,121	,187	,856	,384	,377	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item13	Pearson Correlation	,199	,812**	-,080	,290	,290	,334	,203	,304	,279	,036	-,087	-,199	,522**

	Sig. (2-tailed)	,260	,000	,654	,096	,096	,054	,249	,081	,111	,838	,623	,260	,002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item14	Pearson Correlation	1	,198	,167	,038	,038	,575**	,091	,548**	,381*	,574**	,444**	,275	,593**
	Sig. (2-tailed)		,262	,344	,831	,831	,000	,608	,001	,026	,000	,009	,115	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item15	Pearson Correlation	,198	1	-,031	,369*	,369*	,198	,299	,422*	,155	-,138	-,138	-,198	,580**
	Sig. (2-tailed)	,262		,860	,032	,032	,262	,086	,013	,381	,436	,436	,262	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item16	Pearson Correlation	,167	-,031	1	,174	,528**	,297	,535**	,336	,356*	,007	,482**	,350*	,408*
	Sig. (2-tailed)	,344	,860		,326	,001	,088	,001	,052	,039	,969	,004	,042	,017
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item17	Pearson Correlation	,038	,369*	,174	1	,292	,297	,535**	,336	,230	,244	,126	,091	,595**
	Sig. (2-tailed)	,831	,032	,326		,094	,088	,001	,052	,191	,164	,479	,608	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item18	Pearson Correlation	,038	,369*	,528**	,292	1	,038	,653**	,336	,230	-,112	,363*	,091	,467**
	Sig. (2-tailed)	,831	,032	,001	,094		,831	,000	,052	,191	,529	,035	,608	,005
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item19	Pearson Correlation	,575**	,198	,297	,297	,038	1	,221	,548**	,381*	,444**	,184	,275	,657**
	Sig. (2-tailed)	,000	,262	,088	,088	,831		,210	,001	,026	,009	,299	,115	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

item20	Pearson Correlation	,091	,299	,535**	,535**	,653**	,221	1	,282	,274	,112	,468**	,297	,534**
	Sig. (2-tailed)	,608	,086	,001	,001	,000	,210		,106	,117	,529	,005	,088	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item21	Pearson Correlation	,548**	,422*	,336	,336	,336	,548**	,282	1	,504**	,411*	,411*	,299	,764**
	Sig. (2-tailed)	,001	,013	,052	,052	,052	,001	,106		,002	,016	,016	,086	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item22	Pearson Correlation	,381*	,155	,356*	,230	,230	,381*	,274	,504**	1	,488**	,361*	,308	,597**
	Sig. (2-tailed)	,026	,381	,039	,191	,191	,026	,117	,002		,003	,036	,076	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item23	Pearson Correlation	,574**	-,138	,007	,244	-,112	,444**	,112	,411*	,488**	1	,523**	,596**	,477**
	Sig. (2-tailed)	,000	,436	,969	,164	,529	,009	,529	,016	,003		,002	,000	,004
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item24	Pearson Correlation	,444**	-,138	,482**	,126	,363*	,184	,468**	,411*	,361*	,523**	1	,596**	,418*
	Sig. (2-tailed)	,009	,436	,004	,479	,035	,299	,005	,016	,036	,002		,000	,014
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item25	Pearson Correlation	,275	-,198	,350*	,091	,091	,275	,297	,299	,308	,596**	,596**	1	,354*
	Sig. (2-tailed)	,115	,262	,042	,608	,608	,115	,088	,086	,076	,000	,000		,040
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
Itemtotal	Pearson Correlation	,593**	,580**	,408*	,595**	,467**	,657**	,534**	,764**	,597**	,477**	,418*	,354*	1
	Sig. (2-tailed)	,000	,000	,017	,000	,005	,000	,001	,000	,000	,004	,014	,040	

N	34	34	34	34	34	34	34	34	34	34	34	34	34

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

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

APPENDIX 12

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CORRELATIONS
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25 Itemtotal
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
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Correlations Posttest Class Eksperimental (VIII A)

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13
item1	Pearson Correlation	1	,683**	,488**	,447*	,413*	,683**	,413*	,243	,243	1,000**	,537**	,488**	,488**
	Sig. (2-tailed)		,000	,005	,010	,019	,000	,019	,181	,181	0,000	,002	,005	,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,683**	1	,257	,655**	,184	,429*	,184	,166	,166	,683**	,303	,257	,486**
	Sig. (2-tailed)	,000		,155	,000	,314	,014	,314	,365	,365	,000	,092	,155	,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,488**	,257	1	,044	,342	,257	,005	,346	,194	,488**	,327	,451**	,269
	Sig. (2-tailed)	,005	,155		,813	,056	,155	,977	,053	,287	,005	,068	,010	,137
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,447*	,655**	,044	1	-,040	,655**	,120	,108	,108	,447*	,462**	,044	,393*
	Sig. (2-tailed)	,010	,000	,813		,827	,000	,512	,555	,555	,010	,008	,813	,026

	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,413*	,184	,342	-,040	1	,184	,227	,170	,170	,413*	,234	,510**	,173
	Sig. (2-tailed)	,019	,314	,056	,827		,314	,211	,353	,353	,019	,198	,003	,343
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item6	Pearson Correlation	,683**	,429*	,257	,655**	,184	1	,394*	,166	,355*	,683**	,787**	,257	,486**
	Sig. (2-tailed)	,000	,014	,155	,000	,314		,026	,365	,046	,000	,000	,155	,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,413*	,184	,005	,120	,227	,394*	1	,170	,309	,413*	,234	,005	,342
	Sig. (2-tailed)	,019	,314	,977	,512	,211	,026		,353	,085	,019	,198	,977	,056
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,243	,166	,346	,108	,170	,166	,170	1	,498**	,243	,130	,194	,043
	Sig. (2-tailed)	,181	,365	,053	,555	,353	,365	,353		,004	,181	,477	,287	,817
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	,243	,166	,194	,108	,170	,355*	,309	,498**	1	,243	,130	,043	-,109
	Sig. (2-tailed)	,181	,365	,287	,555	,353	,046	,085	,004		,181	,477	,817	,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	1,000**	,683**	,488**	,447*	,413*	,683**	,413*	,243	,243	1	,537**	,488**	,488**
	Sig. (2-tailed)	0,000	,000	,005	,010	,019	,000	,019	,181	,181		,002	,005	,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	,537**	,303	,327	,462**	,234	,787**	,234	,130	,130	,537**	1	,520**	,327
	Sig. (2-tailed)	,002	,092	,068	,008	,198	,000	,198	,477	,477	,002		,002	,068
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

item12	Pearson Correlation	,488**	,257	,451**	,044	,510**	,257	,005	,194	,043	,488**	,520**	1	,086
	Sig. (2-tailed)	,005	,155	,010	,813	,003	,155	,977	,287	,817	,005	,002		,641
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item13	Pearson Correlation	,488**	,486**	,269	,393*	,173	,486**	,342	,043	-,109	,488**	,327	,086	1
	Sig. (2-tailed)	,005	,005	,137	,026	,343	,005	,056	,817	,553	,005	,068	,641	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	,683**	,429*	,257	,218	,184	,429*	,394*	,166	,166	,683**	,303	,257	,257
	Sig. (2-tailed)	,000	,014	,155	,230	,314	,014	,026	,365	,365	,000	,092	,155	,155
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,683**	,429*	,257	,218	,394*	,429*	,184	,166	,166	,683**	,303	,714**	,257
	Sig. (2-tailed)	,000	,014	,155	,230	,026	,014	,314	,365	,365	,000	,092	,000	,155
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,488**	,486**	,086	,393*	,173	,486**	,173	,043	,194	,488**	,327	,086	,269
	Sig. (2-tailed)	,005	,005	,641	,026	,343	,005	,343	,817	,287	,005	,068	,641	,137
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	,333	,293	,215	,298	-,054	,488**	-,054	-,049	,081	,333	,455**	,371*	,371*
	Sig. (2-tailed)	,062	,104	,238	,097	,770	,005	,770	,792	,660	,062	,009	,037	,037
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,383*	,153	,133	-,078	,028	,153	,328	,228	,228	,383*	,194	,459**	-,031
	Sig. (2-tailed)	,031	,403	,470	,672	,879	,403	,067	,209	,209	,031	,287	,008	,868
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item19	Pearson Correlation	,333	,098	,215	-,149	,377*	,098	,233	,210	-,049	,333	,124	,215	,059

	Sig. (2-tailed)	,062	,595	,238	,415	,033	,595	,199	,248	,792	,062	,499	,238	,750
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,488**	,257	,451**	,218	,342	,486**	,342	,194	,346	,488**	,327	,269	,269
	Sig. (2-tailed)	,005	,155	,010	,230	,056	,005	,056	,287	,053	,005	,068	,137	,137
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item21	Pearson Correlation	,537**	,303	,520**	,277	,234	,303	,056	,291	,130	,537**	,385*	,520**	,133
	Sig. (2-tailed)	,002	,092	,002	,124	,198	,092	,762	,106	,477	,002	,030	,002	,468
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item22	Pearson Correlation	,293	,048	,143	,073	,149	,238	,009	,071	,197	,293	,061	-,010	-,010
	Sig. (2-tailed)	,104	,796	,435	,692	,416	,189	,962	,699	,279	,104	,742	,959	,959
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item23	Pearson Correlation	,413*	,394*	,005	,281	,072	,184	,072	,170	-,109	,413*	,056	,005	,173
	Sig. (2-tailed)	,019	,026	,977	,119	,693	,314	,693	,353	,553	,019	,762	,977	,343
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item24	Pearson Correlation	,275	,402*	-,043	,325	-,170	,024	,109	,004	,129	,275	-,130	-,194	,109
	Sig. (2-tailed)	,128	,022	,817	,069	,353	,898	,553	,983	,480	,128	,477	,287	,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item25	Pearson Correlation	,275	,402*	-,043	,325	,109	,024	-,030	,129	,004	,275	-,130	-,043	,109
	Sig. (2-tailed)	,128	,022	,817	,069	,553	,898	,869	,480	,983	,128	,477	,817	,553
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
Itemtotal	Pearson Correlation	,903**	,672**	,494**	,504**	,437*	,708**	,424*	,407*	,383*	,903**	,564**	,502**	,466**
	Sig. (2-tailed)	,000	,000	,004	,003	,012	,000	,016	,021	,030	,000	,001	,003	,007

		item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

Correlations

		item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
item1	Pearson Correlation	,683**	,683**	,488**	,333	,383*	,333	,488**	,537**	,293	,413*	,275	,275	,903**
	Sig. (2-tailed)	,000	,000	,005	,062	,031	,062	,005	,002	,104	,019	,128	,128	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,429*	,429*	,486**	,293	,153	,098	,257	,303	,048	,394*	,402*	,402*	,672**
	Sig. (2-tailed)	,014	,014	,005	,104	,403	,595	,155	,092	,796	,026	,022	,022	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,257	,257	,086	,215	,133	,215	,451**	,520**	,143	,005	-,043	-,043	,494**
	Sig. (2-tailed)	,155	,155	,641	,238	,470	,238	,010	,002	,435	,977	,817	,817	,004
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,218	,218	,393*	,298	-,078	-,149	,218	,277	,073	,281	,325	,325	,504**
	Sig. (2-tailed)	,230	,230	,026	,097	,672	,415	,230	,124	,692	,119	,069	,069	,003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,184	,394*	,173	-,054	,028	,377*	,342	,234	,149	,072	-,170	,109	,437*
	Sig. (2-tailed)	,314	,026	,343	,770	,879	,033	,056	,198	,416	,693	,353	,553	,012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item6	Pearson Correlation	,429*	,429*	,486**	,488**	,153	,098	,486**	,303	,238	,184	,024	,024	,708**

	Sig. (2-tailed)	,014	,014	,005	,005	,403	,595	,005	,092	,189	,314	,898	,898	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,394*	,184	,173	-,054	,328	,233	,342	,056	,009	,072	,109	-,030	,424*
	Sig. (2-tailed)	,026	,314	,343	,770	,067	,199	,056	,762	,962	,693	,553	,869	,016
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,166	,166	,043	-,049	,228	,210	,194	,291	,071	,170	,004	,129	,407*
	Sig. (2-tailed)	,365	,365	,817	,792	,209	,248	,287	,106	,699	,353	,983	,480	,021
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	,166	,166	,194	,081	,228	-,049	,346	,130	,197	-,109	,129	,004	,383*
	Sig. (2-tailed)	,365	,365	,287	,660	,209	,792	,053	,477	,279	,553	,480	,983	,030
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	,683**	,683**	,488**	,333	,383*	,333	,488**	,537**	,293	,413*	,275	,275	,903**
	Sig. (2-tailed)	,000	,000	,005	,062	,031	,062	,005	,002	,104	,019	,128	,128	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	,303	,303	,327	,455**	,194	,124	,327	,385*	,061	,056	-,130	-,130	,564**
	Sig. (2-tailed)	,092	,092	,068	,009	,287	,499	,068	,030	,742	,762	,477	,477	,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item12	Pearson Correlation	,257	,714**	,086	,371*	,459**	,215	,269	,520**	-,010	,005	-,194	-,043	,502**
	Sig. (2-tailed)	,155	,000	,641	,037	,008	,238	,137	,002	,959	,977	,287	,817	,003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32

item13	Pearson Correlation	,257	,257	,269	,371*	-,031	,059	,269	,133	-,010	,173	,109	,109	,466**
	Sig. (2-tailed)	,155	,155	,137	,037	,868	,750	,137	,468	,959	,343	,553	,553	,007
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	1	,429*	,486**	,098	,561**	,293	,486**	,303	,238	,184	,402*	,402*	,690**
	Sig. (2-tailed)		,014	,005	,595	,001	,104	,005	,092	,189	,314	,022	,022	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,429*	1	,257	,488**	,357*	,293	,257	,303	,048	,184	,024	,213	,627**
	Sig. (2-tailed)	,014		,155	,005	,045	,104	,155	,092	,796	,314	,898	,242	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,486**	,257	1	,371*	,133	,215	,451**	,133	,448*	,005	,260	,109	,567**
	Sig. (2-tailed)	,005	,155		,037	,470	,238	,010	,468	,010	,977	,150	,553	,001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	,098	,488**	,371*	1	,035	,067	,215	,124	,098	-,054	-,081	-,081	,387*
	Sig. (2-tailed)	,595	,005	,037		,850	,717	,238	,499	,595	,770	,660	,660	,029
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,561**	,357*	,133	,035	1	,174	,296	,367*	,221	,178	,312	,177	,486**
	Sig. (2-tailed)	,001	,045	,470	,850		,341	,100	,039	,224	,330	,082	,332	,005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item19	Pearson Correlation	,293	,293	,215	,067	,174	1	,215	-,041	,358*	,233	,049	,307	,418*
	Sig. (2-tailed)	,104	,104	,238	,717	,341		,238	,822	,044	,199	,792	,087	,017

	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,486**	,257	,451**	,215	,296	,215	1	,327	,448*	,005	,109	-,043	,624**
	Sig. (2-tailed)	,005	,155	,010	,238	,100	,238		,068	,010	,977	,553	,817	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item21	Pearson Correlation	,303	,303	,133	,124	,367*	-,041	,327	1	,222	,234	,030	,030	,534**
	Sig. (2-tailed)	,092	,092	,468	,499	,039	,822	,068		,222	,198	,870	,870	,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item22	Pearson Correlation	,238	,048	,448*	,098	,221	,358*	,448*	,222	1	,429*	,308	,181	,452**
	Sig. (2-tailed)	,189	,796	,010	,595	,224	,044	,010	,222		,014	,087	,320	,009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item23	Pearson Correlation	,184	,184	,005	-,054	,178	,233	,005	,234	,429*	1	,248	,387*	,397*
	Sig. (2-tailed)	,314	,314	,977	,770	,330	,199	,977	,198	,014		,171	,028	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item24	Pearson Correlation	,402*	,024	,260	-,081	,312	,049	,109	,030	,308	,248	1	,624**	,357*
	Sig. (2-tailed)	,022	,898	,150	,660	,082	,792	,553	,870	,087	,171		,000	,045
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
item25	Pearson Correlation	,402*	,213	,109	-,081	,177	,307	-,043	,030	,181	,387*	,624**	1	,381*
	Sig. (2-tailed)	,022	,242	,553	,660	,332	,087	,817	,870	,320	,028	,000		,031
	N	32	32	32	32	32	32	32	32	32	32	32	32	32
Itemtotal	Pearson Correlation	,690**	,627**	,567**	,387*	,486**	,418*	,624**	,534**	,452**	,397*	,357*	,381*	1

Sig. (2-tailed)	,000	,000	,001	,029	,005	,017	,000	,002	,009	,024	,045	,031	
N	32	32	32	32	32	32	32	32	32	32	32	32	32

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

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

APPENDIX 13

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CORRELATIONS
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 item21 item22 item23 item24 item25 Itemtotal
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
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Correlations Posttest Class Control (VIII B)

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13
item1	Pearson Correlation	1	,443**	,227	,549**	,494**	,333	,402*	,236	,161	,549**	,276	,491**	,402*
	Sig. (2-tailed)		,009	,196	,001	,003	,054	,019	,180	,362	,001	,114	,003	,019
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item2	Pearson Correlation	,443**	1	,205	,471**	,026	,061	,139	,206	,384*	,653**	,420*	,403*	,610**
	Sig. (2-tailed)	,009		,244	,005	,886	,732	,434	,243	,025	,000	,013	,018	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item3	Pearson Correlation	,227	,205	1	,366*	,335	,272	,272	,054	,363*	,366*	,154	,134	-,130
	Sig. (2-tailed)	,196	,244		,033	,052	,120	,119	,764	,035	,033	,384	,451	,463
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item4	Pearson Correlation	,549**	,471**	,366*	1	,142	,175	,597**	,129	,282	,798**	,112	,528**	,247
	Sig. (2-tailed)	,001	,005	,033		,422	,323	,000	,465	,106	,000	,528	,001	,159
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

item5	Pearson Correlation	,494**	,026	,335	,142	1	,147	,254	,072	,080	,142	,052	,081	-,025
	Sig. (2-tailed)	,003	,886	,052	,422		,407	,147	,688	,654	,422	,770	,651	,890
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item6	Pearson Correlation	,333	,061	,272	,175	,147	1	,298	,308	,274	,175	,103	,270	,155
	Sig. (2-tailed)	,054	,732	,120	,323	,407		,087	,076	,117	,323	,563	,123	,381
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item7	Pearson Correlation	,402*	,139	,272	,597**	,254	,298	1	,241	,031	,422*	-,061	,189	,093
	Sig. (2-tailed)	,019	,434	,119	,000	,147	,087		,170	,860	,013	,734	,284	,600
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item8	Pearson Correlation	,236	,206	,054	,129	,072	,308	,241	1	,297	,129	,242	,009	,241
	Sig. (2-tailed)	,180	,243	,764	,465	,688	,076	,170		,088	,465	,168	,958	,170
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item9	Pearson Correlation	,161	,384*	,363*	,282	,080	,274	,031	,297	1	,127	,257	,189	,165
	Sig. (2-tailed)	,362	,025	,035	,106	,654	,117	,860	,088		,473	,143	,285	,351
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item10	Pearson Correlation	,549**	,653**	,366*	,798**	,142	,175	,422*	,129	,127	1	,112	,528**	,247
	Sig. (2-tailed)	,001	,000	,033	,000	,422	,323	,013	,465	,473		,528	,001	,159
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item11	Pearson Correlation	,276	,420*	,154	,112	,052	,103	-,061	,242	,257	,112	1	,348*	,488**
	Sig. (2-tailed)	,114	,013	,384	,528	,770	,563	,734	,168	,143	,528		,044	,003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item12	Pearson Correlation	,491**	,403*	,134	,528**	,081	,270	,189	,009	,189	,528**	,348*	1	,354*

	Sig. (2-tailed)	,003	,018	,451	,001	,651	,123	,284	,958	,285	,001	,044		,040
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item13	Pearson Correlation	,402*	,610**	-,130	,247	-,025	,155	,093	,241	,165	,247	,488**	,354*	1
	Sig. (2-tailed)	,019	,000	,463	,159	,890	,381	,600	,170	,351	,159	,003	,040	
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item14	Pearson Correlation	,333	,654**	,272	,175	,410*	,194	,013	,308	,526**	,340*	,232	,114	,440**
	Sig. (2-tailed)	,054	,000	,120	,323	,016	,272	,944	,076	,001	,049	,187	,520	,009
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item15	Pearson Correlation	,717**	,443**	,227	,549**	,303	,528**	,402*	,236	,161	,549**	,464**	,491**	,402*
	Sig. (2-tailed)	,000	,009	,196	,001	,081	,001	,019	,180	,362	,001	,006	,003	,019
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item16	Pearson Correlation	,402*	,139	,138	,247	,115	,155	,244	,241	,299	,247	,214	,354*	,093
	Sig. (2-tailed)	,019	,434	,436	,159	,518	,381	,164	,170	,086	,159	,225	,040	,600
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item17	Pearson Correlation	,365*	,098	,076	,378*	,064	,381*	,491**	,275	,350*	,209	,156	,470**	,198
	Sig. (2-tailed)	,034	,580	,667	,027	,721	,026	,003	,115	,042	,235	,377	,005	,262
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item18	Pearson Correlation	,494**	,026	,087	,142	,356*	,279	,254	,207	,203	,142	,179	,385*	,115
	Sig. (2-tailed)	,003	,886	,623	,422	,039	,111	,147	,241	,249	,422	,312	,025	,518
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item19	Pearson Correlation	,443**	,183	,205	,471**	,171	,209	,610**	,054	,106	,289	,134	,575**	,296
	Sig. (2-tailed)	,009	,301	,244	,005	,334	,235	,000	,763	,550	,098	,449	,000	,089

	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item20	Pearson Correlation	,276	,420*	,032	,112	,052	-,027	,077	,242	,257	,112	,626**	,198	,625**
	Sig. (2-tailed)	,114	,013	,856	,528	,770	,881	,667	,168	,143	,528	,000	,261	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item21	Pearson Correlation	,879**	,357*	,133	,461**	,388*	,245	,316	,086	,059	,461**	,186	,610**	,316
	Sig. (2-tailed)	,000	,038	,454	,006	,023	,162	,069	,630	,741	,006	,292	,000	,069
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item22	Pearson Correlation	,566**	,098	-,054	,209	,064	,381*	,198	,133	,221	,209	,156	,470**	,344*
	Sig. (2-tailed)	,000	,580	,764	,235	,721	,026	,262	,452	,210	,235	,377	,005	,046
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item23	Pearson Correlation	,251	,240	,340*	,553**	,257	,060	,175	-,116	,070	,553**	,203	,461**	-,096
	Sig. (2-tailed)	,152	,171	,049	,001	,142	,736	,321	,515	,692	,001	,251	,006	,591
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item24	Pearson Correlation	,141	,214	,074	,101	,284	,361*	,130	,466**	,349*	-,055	,212	,013	,399*
	Sig. (2-tailed)	,428	,225	,679	,572	,103	,036	,463	,005	,043	,758	,230	,942	,019
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item25	Pearson Correlation	,365*	0,000	,059	0,000	,246	,063	-,067	,129	,000	,154	,303	,364*	,067
	Sig. (2-tailed)	,034	1,000	,739	1,000	,160	,724	,708	,467	1,000	,384	,082	,034	,708
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
Itemtotal	Pearson Correlation	,776**	,575**	,396*	,628**	,413*	,476**	,484**	,414*	,482**	,601**	,499**	,653**	,518**
	Sig. (2-tailed)	,000	,000	,021	,000	,015	,004	,004	,015	,004	,000	,003	,000	,002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

Correlations

		item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	Itemtotal
item1	Pearson Correlation	,333	,717**	,402*	,365*	,494**	,443**	,276	,879**	,566**	,251	,141	,365*	,776**
	Sig. (2-tailed)	,054	,000	,019	,034	,003	,009	,114	,000	,000	,152	,428	,034	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item2	Pearson Correlation	,654**	,443**	,139	,098	,026	,183	,420*	,357*	,098	,240	,214	0,000	,575**
	Sig. (2-tailed)	,000	,009	,434	,580	,886	,301	,013	,038	,580	,171	,225	1,000	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item3	Pearson Correlation	,272	,227	,138	,076	,087	,205	,032	,133	-,054	,340*	,074	,059	,396*
	Sig. (2-tailed)	,120	,196	,436	,667	,623	,244	,856	,454	,764	,049	,679	,739	,021
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item4	Pearson Correlation	,175	,549**	,247	,378*	,142	,471**	,112	,461**	,209	,553**	,101	0,000	,628**
	Sig. (2-tailed)	,323	,001	,159	,027	,422	,005	,528	,006	,235	,001	,572	1,000	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item5	Pearson Correlation	,410*	,303	,115	,064	,356*	,171	,052	,388*	,064	,257	,284	,246	,413*
	Sig. (2-tailed)	,016	,081	,518	,721	,039	,334	,770	,023	,721	,142	,103	,160	,015
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item6	Pearson Correlation	,194	,528**	,155	,381*	,279	,209	-,027	,245	,381*	,060	,361*	,063	,476**
	Sig. (2-tailed)	,272	,001	,381	,026	,111	,235	,881	,162	,026	,736	,036	,724	,004

	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item7	Pearson Correlation	,013	,402*	,244	,491**	,254	,610**	,077	,316	,198	,175	,130	-,067	,484**
	Sig. (2-tailed)	,944	,019	,164	,003	,147	,000	,667	,069	,262	,321	,463	,708	,004
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item8	Pearson Correlation	,308	,236	,241	,275	,207	,054	,242	,086	,133	-,116	,466**	,129	,414*
	Sig. (2-tailed)	,076	,180	,170	,115	,241	,763	,168	,630	,452	,515	,005	,467	,015
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item9	Pearson Correlation	,526**	,161	,299	,350*	,203	,106	,257	,059	,221	,070	,349*	,000	,482**
	Sig. (2-tailed)	,001	,362	,086	,042	,249	,550	,143	,741	,210	,692	,043	1,000	,004
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item10	Pearson Correlation	,340*	,549**	,247	,209	,142	,289	,112	,461**	,209	,553**	-,055	,154	,601**
	Sig. (2-tailed)	,049	,001	,159	,235	,422	,098	,528	,006	,235	,001	,758	,384	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item11	Pearson Correlation	,232	,464**	,214	,156	,179	,134	,626**	,186	,156	,203	,212	,303	,499**
	Sig. (2-tailed)	,187	,006	,225	,377	,312	,449	,000	,292	,377	,251	,230	,082	,003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item12	Pearson Correlation	,114	,491**	,354*	,470**	,385*	,575**	,198	,610**	,470**	,461**	,013	,364*	,653**
	Sig. (2-tailed)	,520	,003	,040	,005	,025	,000	,261	,000	,005	,006	,942	,034	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item13	Pearson Correlation	,440**	,402*	,093	,198	,115	,296	,625**	,316	,344*	-,096	,399*	,067	,518**

	Sig. (2-tailed)	,009	,019	,600	,262	,518	,089	,000	,069	,046	,591	,019	,708	,002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item14	Pearson Correlation	1	,333	,013	-,032	,015	,061	,232	,245	-,032	,188	,488**	-,063	,487**
	Sig. (2-tailed)		,054	,944	,855	,931	,732	,187	,162	,855	,287	,003	,724	,003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item15	Pearson Correlation	,333	1	,402*	,365*	,303	,443**	,276	,622**	,365*	,436**	,324	,183	,760**
	Sig. (2-tailed)	,054		,019	,034	,081	,009	,114	,000	,034	,010	,061	,301	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item16	Pearson Correlation	,013	,402*	1	,491**	,254	,453**	,488**	,504**	,344*	,040	,130	,467**	,552**
	Sig. (2-tailed)	,944	,019		,003	,147	,007	,003	,002	,046	,823	,463	,005	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item17	Pearson Correlation	-,032	,365*	,491**	1	,604**	,707**	,289	,279	,717**	,116	,314	,258	,644**
	Sig. (2-tailed)	,855	,034	,003		,000	,000	,097	,110	,000	,515	,071	,140	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item18	Pearson Correlation	,015	,303	,254	,604**	1	,316	,179	,388*	,739**	,132	,160	,492**	,560**
	Sig. (2-tailed)	,931	,081	,147	,000		,069	,312	,023	,000	,455	,365	,003	,001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item19	Pearson Correlation	,061	,443**	,453**	,707**	,316	1	,277	,553**	,403*	,240	,214	,139	,622**
	Sig. (2-tailed)	,732	,009	,007	,000	,069		,113	,001	,018	,171	,225	,434	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34

item20	Pearson Correlation	,232	,276	,488**	,289	,179	,277	1	,186	,289	-,166	,333	,182	,499**
	Sig. (2-tailed)	,187	,114	,003	,097	,312	,113		,292	,097	,347	,054	,304	,003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item21	Pearson Correlation	,245	,622**	,504**	,279	,388*	,553**	,186	1	,461**	,328	,034	,415*	,677**
	Sig. (2-tailed)	,162	,000	,002	,110	,023	,001	,292		,006	,059	,847	,015	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item22	Pearson Correlation	-,032	,365*	,344*	,717**	,739**	,403*	,289	,461**	1	-,015	,054	,387*	,567**
	Sig. (2-tailed)	,855	,034	,046	,000	,000	,018	,097	,006		,931	,764	,024	,000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item23	Pearson Correlation	,188	,436**	,040	,116	,132	,240	-,166	,328	-,015	1	,021	,239	,400*
	Sig. (2-tailed)	,287	,010	,823	,515	,455	,171	,347	,059	,931		,905	,173	,019
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item24	Pearson Correlation	,488**	,324	,130	,314	,160	,214	,333	,034	,054	,021	1	-,059	,444**
	Sig. (2-tailed)	,003	,061	,463	,071	,365	,225	,054	,847	,764	,905		,739	,009
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
item25	Pearson Correlation	-,063	,183	,467**	,258	,492**	,139	,182	,415*	,387*	,239	-,059	1	,402*
	Sig. (2-tailed)	,724	,301	,005	,140	,003	,434	,304	,015	,024	,173	,739		,018
	N	34	34	34	34	34	34	34	34	34	34	34	34	34
Itemtotal	Pearson Correlation	,487**	,760**	,552**	,644**	,560**	,622**	,499**	,677**	,567**	,400*	,444**	,402*	1
	Sig. (2-tailed)	,003	,000	,001	,000	,001	,000	,003	,000	,000	,019	,009	,018	

N	34	34	34	34	34	34	34	34	34	34	34	34	34

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

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

APPENDIX 14

```
FREQUENCIES VARIABLES=Pretest1 Posttest1
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN SUM
  /ORDER=ANALYSIS.
```

Frequencies The value of pretest and posttest of the experimental class (VIII A)

Statistics

		The value of pretest experimental class (VIII A)	The value of posttest experimental class (VIII A)
N	Valid	32	32
	Missing	0	0
Mean		60,38	75,88
Std. Error of Mean		1,485	1,314
Std. Deviation		8,400	7,430
Minimum		48	64
Maximum		80	92
Sum		1932	2428

Frequency Table

The value of pretest experimental class (VIII A)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	6,3	6,3	6,3
	52	4	12,5	12,5	18,8
	56	11	34,4	34,4	53,1
	60	6	18,8	18,8	71,9
	68	1	3,1	3,1	75,0
	72	7	21,9	21,9	96,9
	80	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

The value of posttest experimental class (VIII A)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	6,3	6,3	6,3
	68	4	12,5	12,5	18,8
	72	9	28,1	28,1	46,9
	76	8	25,0	25,0	71,9
	80	2	6,3	6,3	78,1
	84	3	9,4	9,4	87,5
	88	2	6,3	6,3	93,8
	92	2	6,3	6,3	100,0

	Total		32	100,0	100,0	

APPENDIX 15

```
FREQUENCIES VARIABLES=Pretest2 Posttest2
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN SUM
  /ORDER=ANALYSIS.
```

Frequencies The value of pretest and posttest of the control class (VIII B)

Statistics

	The value of pretest control class (VIII B)	The value of posttest control class (VIII B)
N Valid	34	34
Missing	0	0
Mean	59,41	70,71
Std. Error of Mean	1,715	1,179
Std. Deviation	10,000	6,873
Minimum	36	56
Maximum	76	88
Sum	2020	2404

Frequency Table

The value of pretest control class (VIII B)

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	5,9	5,9	5,9
	48	2	5,9	5,9	11,8
	52	8	23,5	23,5	35,3
	56	3	8,8	8,8	44,1
	60	3	8,8	8,8	52,9
	64	7	20,6	20,6	73,5
	68	4	11,8	11,8	85,3
	72	3	8,8	8,8	94,1
	76	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

The value of posttest control class (VIII B)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2,9	2,9	2,9
	60	3	8,8	8,8	11,8
	64	2	5,9	5,9	17,6
	68	11	32,4	32,4	50,0
	72	8	23,5	23,5	73,5
	76	3	8,8	8,8	82,4
	80	5	14,7	14,7	97,1

| | | 88 | 1 | 2,9 | 2,9 | 100,0 |
| | Total | | 34 | 100,0 | 100,0 | |

APPENDIX 16

```
DATASET ACTIVATE DataSet4.
ONEWAY Nilai1 BY Kelas
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway Value of Pretest Experiment Class (VIII A) and Control Class (VIII B)

Descriptives

Pretest Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Class Experimental (VIII A)	32	60,38	8,400	1,485	57,35	63,40	48	80
Class Control (VIII B)	34	59,41	10,000	1,715	55,92	62,90	36	76
Total	66	59,88	9,201	1,133	57,62	62,14	36	80

Test of Homogeneity of Variances

Pretest Value

Levene Statistic	df1	df2	Sig.
1,189	1	64	,280

ANOVA

Pretest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15,295	1	15,295	,178	,674
Within Groups	5487,735	64	85,746		
Total	5503,030	65			

APPENDIX 17

```
ONEWAY Nilai2 BY Kelas
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway Value of Posttest Experiment Class (VIII A) and Control Class (VIII B)

Descriptives

Posttest Value

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Class Experimental (VIII A)	32	75,88	7,430	1,314	73,20	78,55	64	92
Class Control (VIII B)	34	70,71	6,873	1,179	68,31	73,10	56	88
Total	66	73,21	7,556	,930	71,35	75,07	56	92

Test of Homogeneity of Variances

Posttest Value

Levene Statistic	df1	df2	Sig.
,093	1	64	,761

ANOVA

Posttest Value

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	440,471	1	440,471	8,619	,005
Within Groups	3270,559	64	51,102		
Total	3711,030	65			

APPENDIX 18

```
ONEWAY Kelas BY Nilai_Test
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway Value of The Pretest and Posttest Between The Experimental Class (VIII A)

Descriptives

Class Experimental (VIII-A)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Posttest Value	32	75,88	7,430	1,314	73,20	78,55	64	92
Pretest Value	32	60,38	8,400	1,485	57,35	63,40	48	80
Total	64	68,13	11,086	1,386	65,36	70,89	48	92

Test of Homogeneity of Variances

Class Experimental (VIII-A)

Levene Statistic	df1	df2	Sig.
,941	1	62	,336

ANOVA

Class Experimental (VIII-A)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3844,000	1	3844,000	61,125	,000
Within Groups	3899,000	62	62,887		
Total	7743,000	63			

APPENDIX 19

```
ONEWAY Kelas BY Nilai_Test
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway Value of The Pretest and Posttest Between The Control Class (VIII B)

Descriptives

Class Control (VIII B)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Posttest Value	34	70,71	6,873	1,179	68,31	73,10	56	88
Pretest Value	34	59,41	10,000	1,715	55,92	62,90	36	76
Total	68	65,06	10,242	1,242	62,58	67,54	36	88

Test of Homogeneity of Variances

Class Control (VIII B)

Levene Statistic	df1	df2	Sig.
5,769	1	66	,191

ANOVA

Class Control (VIII B)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2168,471	1	2168,471	29,453	,000
Within Groups	4859,294	66	73,626		
Total	7027,765	67			

APPENDIX 20

```
T-TEST GROUPS=Kelas(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Nilai1
  /CRITERIA=CI(.95).
```

T-Test The value of the Pretest between the experimental class (VIII A) and control class (VIII B)

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest Value	Class Experimental (VIII A)	32	60,38	8,400	1,485
	Class Control (VIII B)	34	59,41	10,000	1,715

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
							Std. Error Differenc e	95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e		Lower	Upper

Pretest Value	Equal variances assumed	1,189	,280	,422	64	,674	,963	2,281	-3,593	5,519
	Equal variances not assumed			,425	63,209	,673	,963	2,269	-3,570	5,496

APPENDIX 21

```
T-TEST GROUPS=Kelas(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Nilai2
  /CRITERIA=CI(.95).
```

T-Test The value of the Posttest between the experimental class (VIII A) and control class (VIII B)

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Value	Class Experimental (VIII A)	32	75,88	7,430	1,314
	Class Control (VIII B)	34	70,71	6,873	1,179

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Value	Equal variances assumed	,093	,761	2,936	64	,005	5,169	1,761	1,652	8,686

Equal variances not assumed			2,929	62,785	,005	5,169	1,765	1,642	8,696

APPENDIX 22

```
DATASET ACTIVATE DataSet1.
T-TEST GROUPS=Nilai_Test(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Kelas
  /CRITERIA=CI(.95).
```

T-Test The value of the Posttest and Pretest between the experimental class (VIII A)

Group Statistics

	Nilai Test	N	Mean	Std. Deviation	Std. Error Mean
Class Experimental (VIII-A)	Posttest Value	32	75,88	7,430	1,314
	Pretest Value	32	60,38	8,400	1,485

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
						Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper

Class Experimental (VIII-A)	Equal variances assumed	,941	,336	7,818	62	,000	15,500	1,983	11,537	19,463
	Equal variances not assumed			7,818	61,090	,000	15,500	1,983	11,536	19,464

APPENDIX 23

```
T-TEST GROUPS=Nilai_Test(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Kelas
  /CRITERIA=CI(.95).
```

T-Test The value of the Posttest and Pretest between the control class (VIII B)

Group Statistics

	Nilai Test	N	Mean	Std. Deviation	Std. Error Mean
Class Control (VIII B)	Posttest Value	34	70,71	6,873	1,179
	Pretest Value	34	59,41	10,000	1,715

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
							Std. Error Differen ce	95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differe nce		Lower	Upper

Class Control (VIII B)	Equal variances assumed	5,769	,191	5,427	66	,000	11,294	2,081	7,139	15,449
	Equal variances not assumed			5,427	58,490	,000	11,294	2,081	7,129	15,459

APPENDIX 24

```
CORRELATIONS
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20 Skortotal
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

The validity of the variables of the questionnaire the use of Autentic Material Using Problem Based Learning in the experimental VIII A

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10
item1	Pearson Correlation	1	,596**	,656**	,421*	,743**	,485**	,648**	,469**	,579**	,228
	Sig. (2-tailed)		,000	,000	,016	,000	,005	,000	,007	,001	,210
	N	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,596**	1	,431*	,479**	,496**	,272	,347	,729**	,606**	,257
	Sig. (2-tailed)	,000		,014	,006	,004	,132	,051	,000	,000	,155
	N	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,656**	,431*	1	,549**	,675**	,463**	,710**	,587**	,569**	,265
	Sig. (2-tailed)	,000	,014		,001	,000	,008	,000	,000	,001	,143
	N	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,421*	,479**	,549**	1	,545**	,406*	,368*	,776**	,422*	,300

	Sig. (2-tailed)	,016	,006	,001		,001	,021	,038	,000	,016	,095
	N	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,743**	,496**	,675**	,545**	1	,615**	,655**	,534**	,625**	,340
	Sig. (2-tailed)	,000	,004	,000	,001		,000	,000	,002	,000	,057
	N	32	32	32	32	32	32	32	32	32	32
item6	Pearson Correlation	,485**	,272	,463**	,406*	,615**	1	,499**	,514**	,480**	-,005
	Sig. (2-tailed)	,005	,132	,008	,021	,000		,004	,003	,005	,980
	N	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,648**	,347	,710**	,368*	,655**	,499**	1	,468**	,512**	,016
	Sig. (2-tailed)	,000	,051	,000	,038	,000	,004		,007	,003	,932
	N	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,469**	,729**	,587**	,776**	,534**	,514**	,468**	1	,670**	,322
	Sig. (2-tailed)	,007	,000	,000	,000	,002	,003	,007		,000	,072
	N	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	,579**	,606**	,569**	,422*	,625**	,480**	,512**	,670**	1	,341
	Sig. (2-tailed)	,001	,000	,001	,016	,000	,005	,003	,000		,056
	N	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	,228	,257	,265	,300	,340	-,005	,016	,322	,341	1
	Sig. (2-tailed)	,210	,155	,143	,095	,057	,980	,932	,072	,056	
	N	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	,178	,149	,093	,037	,196	-,033	,151	,057	,108	,594**
	Sig. (2-tailed)	,330	,415	,613	,843	,282	,857	,410	,757	,556	,000

	N	32	32	32	32	32	32	32	32	32	32
item12	Pearson Correlation	,492**	,592**	,533**	,674**	,518**	,255	,567**	,705**	,677**	,332
	Sig. (2-tailed)	,004	,000	,002	,000	,002	,158	,001	,000	,000	,063
	N	32	32	32	32	32	32	32	32	32	32
item13	Pearson Correlation	,492**	,305	,691**	,416*	,518**	,255	,785**	,418*	,384*	,113
	Sig. (2-tailed)	,004	,090	,000	,018	,002	,158	,000	,017	,030	,538
	N	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	,714**	,417*	,688**	,070	,630**	,415*	,674**	,339	,603**	,259
	Sig. (2-tailed)	,000	,018	,000	,702	,000	,018	,000	,057	,000	,153
	N	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,687**	,472**	,727**	,185	,516**	,269	,498**	,375*	,683**	,317
	Sig. (2-tailed)	,000	,006	,000	,311	,002	,137	,004	,035	,000	,077
	N	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,470**	,175	,497**	,243	,601**	,058	,424*	,201	,342	,625**
	Sig. (2-tailed)	,007	,337	,004	,181	,000	,754	,015	,270	,056	,000
	N	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	,459**	,493**	,697**	,733**	,488**	,280	,491**	,711**	,598**	,202
	Sig. (2-tailed)	,008	,004	,000	,000	,005	,120	,004	,000	,000	,269
	N	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,485**	,289	,663**	,395*	,626**	,202	,430*	,444*	,395*	,609**
	Sig. (2-tailed)	,005	,109	,000	,025	,000	,268	,014	,011	,025	,000
	N	32	32	32	32	32	32	32	32	32	32

item19	Pearson Correlation	,505**	,369*	,730**	,448*	,545**	,294	,645**	,535**	,526**	,296
	Sig. (2-tailed)	,003	,038	,000	,010	,001	,103	,000	,002	,002	,101
	N	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,492**	,305	,691**	,416*	,518**	,255	,785**	,418*	,384*	,113
	Sig. (2-tailed)	,004	,090	,000	,018	,002	,158	,000	,017	,030	,538
	N	32	32	32	32	32	32	32	32	32	32
Skortotal	Pearson Correlation	,775**	,628**	,839**	,631**	,834**	,497**	,746**	,731**	,759**	,524**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,004	,000	,000	,000	,002
	N	32	32	32	32	32	32	32	32	32	32

Correlations

		item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	Skortotal
item1	Pearson Correlation	,178	,492**	,492**	,714**	,687**	,470**	,459**	,485**	,505**	,492**	,775**
	Sig. (2-tailed)	,330	,004	,004	,000	,000	,007	,008	,005	,003	,004	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item2	Pearson Correlation	,149	,592**	,305	,417*	,472**	,175	,493**	,289	,369*	,305	,628**
	Sig. (2-tailed)	,415	,000	,090	,018	,006	,337	,004	,109	,038	,090	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item3	Pearson Correlation	,093	,533**	,691**	,688**	,727**	,497**	,697**	,663**	,730**	,691**	,839**

	Sig. (2-tailed)	,613	,002	,000	,000	,000	,004	,000	,000	,000	,000	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item4	Pearson Correlation	,037	,674**	,416*	,070	,185	,243	,733**	,395*	,448*	,416*	,631**
	Sig. (2-tailed)	,843	,000	,018	,702	,311	,181	,000	,025	,010	,018	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item5	Pearson Correlation	,196	,518**	,518**	,630**	,516**	,601**	,488**	,626**	,545**	,518**	,834**
	Sig. (2-tailed)	,282	,002	,002	,000	,002	,000	,005	,000	,001	,002	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item6	Pearson Correlation	-,033	,255	,255	,415*	,269	,058	,280	,202	,294	,255	,497**
	Sig. (2-tailed)	,857	,158	,158	,018	,137	,754	,120	,268	,103	,158	,004
	N	32	32	32	32	32	32	32	32	32	32	32
item7	Pearson Correlation	,151	,567**	,785**	,674**	,498**	,424*	,491**	,430*	,645**	,785**	,746**
	Sig. (2-tailed)	,410	,001	,000	,000	,004	,015	,004	,014	,000	,000	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item8	Pearson Correlation	,057	,705**	,418*	,339	,375*	,201	,711**	,444*	,535**	,418*	,731**
	Sig. (2-tailed)	,757	,000	,017	,057	,035	,270	,000	,011	,002	,017	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item9	Pearson Correlation	,108	,677**	,384*	,603**	,683**	,342	,598**	,395*	,526**	,384*	,759**

	Sig. (2-tailed)	,556	,000	,030	,000	,000	,056	,000	,025	,002	,030	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item10	Pearson Correlation	,594**	,332	,113	,259	,317	,625**	,202	,609**	,296	,113	,524**
	Sig. (2-tailed)	,000	,063	,538	,153	,077	,000	,269	,000	,101	,538	,002
	N	32	32	32	32	32	32	32	32	32	32	32
item11	Pearson Correlation	1	,153	,153	,327	,135	,500**	-,207	,329	,143	,153	,362*
	Sig. (2-tailed)		,404	,404	,068	,461	,004	,256	,066	,434	,404	,042
	N	32	32	32	32	32	32	32	32	32	32	32
item12	Pearson Correlation	,153	1	,763**	,473**	,518**	,324	,726**	,289	,456**	,763**	,743**
	Sig. (2-tailed)	,404		,000	,006	,002	,071	,000	,108	,009	,000	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item13	Pearson Correlation	,153	,763**	1	,645**	,518**	,445*	,571**	,398*	,578**	1,000**	,703**
	Sig. (2-tailed)	,404	,000		,000	,002	,011	,001	,024	,001	0,000	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item14	Pearson Correlation	,327	,473**	,645**	1	,809**	,553**	,281	,494**	,530**	,645**	,751**
	Sig. (2-tailed)	,068	,006	,000		,000	,001	,119	,004	,002	,000	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item15	Pearson Correlation	,135	,518**	,518**	,809**	1	,432*	,531**	,468**	,480**	,518**	,712**

	Sig. (2-tailed)	,461	,002	,002	,000		,014	,002	,007	,005	,002	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item16	Pearson Correlation	,500**	,324	,445*	,553**	,432*	1	,164	,894**	,579**	,445*	,688**
	Sig. (2-tailed)	,004	,071	,011	,001	,014		,369	,000	,001	,011	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item17	Pearson Correlation	-,207	,726**	,571**	,281	,531**	,164	1	,361*	,676**	,571**	,670**
	Sig. (2-tailed)	,256	,000	,001	,119	,002	,369		,043	,000	,001	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item18	Pearson Correlation	,329	,289	,398*	,494**	,468**	,894**	,361*	1	,685**	,398*	,747**
	Sig. (2-tailed)	,066	,108	,024	,004	,007	,000	,043		,000	,024	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item19	Pearson Correlation	,143	,456**	,578**	,530**	,480**	,579**	,676**	,685**	1	,578**	,765**
	Sig. (2-tailed)	,434	,009	,001	,002	,005	,001	,000	,000		,001	,000
	N	32	32	32	32	32	32	32	32	32	32	32
item20	Pearson Correlation	,153	,763**	1,000**	,645**	,518**	,445*	,571**	,398*	,578**	1	,703**
	Sig. (2-tailed)	,404	,000	0,000	,000	,002	,011	,001	,024	,001		,000
	N	32	32	32	32	32	32	32	32	32	32	32
Skortotal	Pearson Correlation	,362*	,743**	,703**	,751**	,712**	,688**	,670**	,747**	,765**	,703**	1

	Sig. (2-tailed)	,042	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	32	32	32	32	32	32	32	32	32	32	32

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

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

APPENDIX 25

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14 item15
item16 item17 item18 item19 item20
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE
  /SUMMARY=TOTAL.
```

Reliability

The reliability of the variables of the questionnaire the use of Autentic Material Using Problem Based Learning in the experimental VIII A

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,931	20

Item Statistics

	Mean	Std. Deviation	N
item1	4,50	,622	32
item2	3,63	,609	32
item3	3,88	,554	32
item4	3,84	,677	32
item5	3,88	,907	32
item6	4,31	,535	32
item7	4,44	,801	32
item8	3,78	,608	32
item9	4,19	,896	32
item10	3,41	,798	32
item11	3,16	1,019	32
item12	3,84	,369	32
item13	3,84	,369	32
item14	3,75	,508	32
item15	3,78	,491	32

item16	3,53	,718	32
item17	3,94	,564	32
item18	3,53	,803	32
item19	3,75	,718	32
item20	3,84	,369	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	72,31	69,899	,744	,925
item2	73,19	71,641	,583	,928
item3	72,94	70,125	,819	,924
item4	72,97	70,934	,582	,928
item5	72,94	65,480	,799	,923
item6	72,50	73,613	,450	,930
item7	72,38	68,113	,702	,926
item8	73,03	70,547	,696	,926
item9	72,63	66,823	,710	,926
item10	73,41	71,281	,454	,931
item11	73,66	72,555	,255	,939
item12	72,97	73,322	,723	,928
item13	72,97	73,580	,681	,928
item14	73,06	71,544	,724	,926

item15	73,03	72,096	,683	,927
item16	73,28	69,822	,641	,927
item17	72,88	71,661	,633	,927
item18	73,28	68,080	,703	,926
item19	73,06	68,835	,728	,925
item20	72,97	73,580	,681	,928

APPENDIX 26

```
FREQUENCIES VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12 item13 item14
item15 item16 item17 item18 item19 item20
  /STATISTICS=STDDEV MINIMUM MAXIMUM SEMEAN MEAN SUM
  /ORDER=ANALYSIS.
```

Frequencies Angket Motivasi Experimental Class VIII A

Statistics

		Using authentic problem based learning (APBL) in English text makes me easier in learning English reading	I am more interested to read English text using authentic problem based learning (APBL)	Using authentic problem based learning (APBL) in reading English text makes me difficult in learning Reading.	I am not interested to read English text after being taught using authentic problem based learning (APBL) in reading English text.	After watching the video – discuss about Apbl, I am more confident and brave answer the question reading comprehension in front of teachers and friends.
N	Valid	32	32	32	32	32
	Missing	0	0	0	0	0
Mean		4,50	3,63	3,88	3,84	3,88
Std. Error of Mean		,110	,108	,098	,120	,160
Std. Deviation		,622	,609	,554	,677	,907
Minimum		3	2	3	2	2
Maximum		5	4	5	5	5

Sum		144	116	124	123	124

Statistics

		I prefer the teacher using authentic problem based learning (APBL) in English text in the class.	The APBL(video-discuss) keeps me challenged to be able to understand in reading text	I would discuss and share our knowledge in group if there is material that I don't understand from the video in recount text (travelling, holiday or vocation).	I would discuss and share our knowledge about our expirience to solve the problem in group if there is material that I don't understand from the video in recount text (travelling, holiday or vocation) in reading text.	I feel there is progress on my ability to read English after watching several times the video – discuss about APBL in the text.
N	Valid	32	32	32	32	32
	Missing	0	0	0	0	0
Mean		4,31	4,44	3,78	4,19	3,41
Std. Error of Mean		,095	,142	,108	,158	,141
Std. Deviation		,535	,801	,608	,896	,798
Minimum		3	2	2	2	2
Maximum		5	5	5	5	4
Sum		138	142	121	134	109

Statistics

	I feel lazy when reading comprehension passage after watching the video- discuss	I feel bored when the teacher showing the video - discuss	I prefer to play and chat with friends if the teacher using authentic problem based learning (APBL) in reading English text	I feel confused and struggling to understand the material English, especially reading comprehension while watching the video- discuss.	I feel reading Apbl in reading comprehension is just a waste of time.
N Valid	32	32	32	32	32
Missing	0	0	0	0	0
Mean	3,16	3,84	3,84	3,75	3,78
Std. Error of Mean	,180	,065	,065	,090	,087
Std. Deviation	1,019	,369	,369	,508	,491
Minimum	2	3	3	2	2
Maximum	5	4	4	4	4
Sum	101	123	123	120	121

Statistics

		I hope the teacher closes the meeting as soon as possible when using authentic problem based learning (APBL) in reading English text.	I hope the teacher closes the meeting as soon as possible when using authentic problem based learning (APBL) in reading English text.	It is easy to remember vocabularies using authentic problem based learning (APBL) in reading English text by using video-discuss.	I become enjoy and happy to follow English subject since aired APBL	I think the material APBL improve my motivation to read more on the 'real' English text.
N	Valid	32	32	32	32	32
	Missing	0	0	0	0	0
Mean		3,53	3,94	3,53	3,75	3,84
Std. Error of Mean		,127	,100	,142	,127	,065
Std. Deviation		,718	,564	,803	,718	,369
Minimum		2	3	2	2	3
Maximum		4	5	5	5	4
Sum		113	126	113	120	123

Frequency Table

Using authentic problem based learning (APBL) in English text makes me easier in learning

English reading

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	2	6,3	6,3	6,3
	Agree	12	37,5	37,5	43,8
	Full agreed	18	56,3	56,3	100,0
	Total	32	100,0	100,0	

I am more interested to read English text using authentic problem based learning (APBL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	2	6,3	6,3	6,3
	Abstain	8	25,0	25,0	31,3
	Agree	22	68,8	68,8	100,0
	Total	32	100,0	100,0	

Using authentic problem based learning (APBL) in reading English text makes me difficult in learning Reading.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	7	21,9	21,9	21,9
	Agree	22	68,8	68,8	90,6
	Full agreed	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

I am not interested to read English text after being taught using authentic problem based learning (APBL) in reading English text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	3,1	3,1	3,1
	Abstain	7	21,9	21,9	25,0
	To disagree	20	62,5	62,5	87,5
	Highly disagree	4	12,5	12,5	100,0
	Total	32	100,0	100,0	

After watching the video – discuss about Apbl, I am more confident and brave answer the question reading comprehension in front of teachers and friends.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	3	9,4	9,4	9,4
	Abstain	6	18,8	18,8	28,1
	Agree	15	46,9	46,9	75,0
	Full agreed	8	25,0	25,0	100,0
	Total	32	100,0	100,0	

I prefer the teacher using authentic problem based learning (APBL) in English text in the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	1	3,1	3,1	3,1
	Agree	20	62,5	62,5	65,6
	Full agreed	11	34,4	34,4	100,0
	Total	32	100,0	100,0	

The APBL(video-discuss) keeps me challenged to be able to understand in reading text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	1	3,1	3,1	3,1
	Abstain	3	9,4	9,4	12,5
	Agree	9	28,1	28,1	40,6
	Full agreed	19	59,4	59,4	100,0
	Total	32	100,0	100,0	

I would discuss and share our knowledge in group if there is material that I don't understand from the video in recount text (travelling, holiday or vocation).

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	To disagree	1	3,1	3,1	3,1
	Abstain	7	21,9	21,9	25,0
	Agree	22	68,8	68,8	93,8
	Full agreed	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

I would discuss and share our knowledge about our expirience to solve the problem in group if there is material that I don't understand from the video in recount text (travelling, holiday or vocation) in reading text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	2	6,3	6,3	6,3
	Abstain	4	12,5	12,5	18,8
	Agree	12	37,5	37,5	56,3
	Full agreed	14	43,8	43,8	100,0
	Total	32	100,0	100,0	

I feel there is progress on my ability to read English after watching several times the video – discuss about APBL in the text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	6	18,8	18,8	18,8

Abstain	7	21,9	21,9	40,6
Agree	19	59,4	59,4	100,0
Total	32	100,0	100,0	

I feel lazy when reading comprehension passage after watching the video- discuss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	34,4	34,4	34,4
	Abstain	8	25,0	25,0	59,4
	To disagree	10	31,3	31,3	90,6
	Highly disagree	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

I feel bored when the teacher showing the video - discuss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	5	15,6	15,6	15,6
	To disagree	27	84,4	84,4	100,0
	Total	32	100,0	100,0	

I prefer to play and chat with friends if the teacher using authentic problem based learning (APBL) in reading English text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	5	15,6	15,6	15,6
	To disagree	27	84,4	84,4	100,0
	Total	32	100,0	100,0	

I feel confused and struggling to understand the material English, especially reading comprehension while watching the video- discuss.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	3,1	3,1	3,1
	Abstain	6	18,8	18,8	21,9
	To disagree	25	78,1	78,1	100,0
	Total	32	100,0	100,0	

I feel reading Apbl in reading comprehension is just a waste of time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	3,1	3,1	3,1
	Abstain	5	15,6	15,6	18,8
	To disagree	26	81,3	81,3	100,0
	Total	32	100,0	100,0	

I hope the teacher closes the meeting as soon as possible when using authentic problem

based learning (APBL) in reading English text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	12,5	12,5	12,5
	Abstain	7	21,9	21,9	34,4
	To disagree	21	65,6	65,6	100,0
	Total	32	100,0	100,0	

I hope the teacher closes the meeting as soon as possible when using authentic problem based

learning (APBL) in reading English text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	6	18,8	18,8	18,8
	To disagree	22	68,8	68,8	87,5
	Highly disagree	4	12,5	12,5	100,0
	Total	32	100,0	100,0	

It is easy to remember vocabularies using authentic problem based learning (APBL) in

reading English text by using video- discuss.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	4	12,5	12,5	12,5
	Abstain	9	28,1	28,1	40,6
	Agree	17	53,1	53,1	93,8
	Full agreed	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

I become enjoy and happy to follow English subject since aired APBL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To disagree	2	6,3	6,3	6,3
	Abstain	7	21,9	21,9	28,1
	Agree	20	62,5	62,5	90,6
	Full agreed	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

I think the material APBL improve my motivation to read more on the 'real' English text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Abstain	5	15,6	15,6	15,6
	Agree	27	84,4	84,4	100,0

	Total	32	100,0	100,0	

APPENDIX 27

```
NPAR TESTS
  /K-S(POISSON)=PretestA PretestB PosttestA PosttestB
  /MISSING ANALYSIS.
```

NPar Tests Normalitas Pretest-Posttest Class Experimental (VIII A) and class Control (VIII B).

One-Sample Kolmogorov-Smirnov Test

		Authentic Problem Based Learning (Pre test)	Conventional Learning (Pre test)	Authentic Problem Based Learning (Post test)	Conventional Learning (Post test)
N		32	34	32	34
Poisson Parameter[a,b]	Mean	60,38	59,41	75,88	70,71
Most Extreme Differences	Absolute	,217	,178	,183	,181
	Positive	,217	,167	,183	,143
	Negative	-,171	-,178	-,125	-,181
Kolmogorov-Smirnov Z		1,225	1,038	1,033	1,058
Asymp. Sig. (2-tailed)		,100	,231	,236	,213

a. Test distribution is Poisson.

b. Calculated from data.

APPENDIX 28

```
NPAR TESTS
  /K-S(POISSON)=Angket
  /MISSING ANALYSIS.
```

NPar Tests Normalitas Angket Motivasi Class Experimental (VIII A)

One-Sample Kolmogorov-Smirnov Test

		Penggunaan Autentic Material Using Problem Based Learning Pada Siswa Kelas VIII A
N		32
Poisson Parameter[a,b]	Mean	76,81
Most Extreme Differences	Absolute	,158
	Positive	,127
	Negative	-,158
Kolmogorov-Smirnov Z		,895
Asymp. Sig. (2-tailed)		,400

a. Test distribution is Poisson.

b. Calculated from data.