

# APPENDICES

## Appendix 1



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

### UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 2385/UN48.7.1/DT/2021

3 September 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMAN 1 Baturiti  
di Baturiti, Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Putu Aprilliani  
NIM : 1812021085  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2021/2022  
Judul : The Implementation of Online Comic in Teaching English at Senior High School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2



**SURAT KETERANGAN**

Nomor : 422/106/SMA Negeri 1 Baturiti

Yang bertanda tangan dibawah ini :

Nama : Drs. I Wayan Wardana Yasa., M.Pd  
NIP : 19670727 199802 1 005  
Pangkat/Gol. : Pembina Tk.I / IVb  
Jabatan : Kepala SMA Negeri 1 Baturiti

Dengan ini menerangkan bahwa Mahasiswa tersebut di bawah ini telah melakukan Penelitian dalam rangka pengumpulan data untuk menyelesaikan Skripsi / Tugas Akhir di SMA N 1 Baturiti pada tanggal. 25 Januari 2022 s/d 22 Maret 2022

Nama : Ni Putu Aprilliani  
NIM : 1812021085  
Fakultas : Bahasa dan Seni  
Jurusan : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Pendidikan Ganesha  
Judul : The Implementation Of Online Comic In Teaching English At Senior High School.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

8 Maret 2022  
Kepala SMA Negeri 1 Baturiti  
  
**Drs. I Wayan Wardana Yasa., M.Pd**  
Pembina Tk.I  
NIP. 19670727 199802 1 005

### Appendix 3

Table the latest middle score of samples.

No.	Students' initial	L/P	Middle Test Score
1	AGPW	P	80
2	KYBK	L	53.3
3	MDBDS	L	69
4	PBRMD	L	46.7
5	PKP	L	69
6	WA	L	80
7	KA	L	60
8	KODP	L	73.3
9	KAWY	L	60
10	KAP	P	60
11	LPKS	P	73.3
12	KYS	P	70
13	KLA	P	70
14	KSA	P	70
15	KDS	P	70
16	KNMA	P	80
17	KTGD	P	70
18	LMIWS	P	70
19	LMPWP	P	73.3
20	LPAU	P	70
21	LPDL	P	70
22	MMDL	P	70
23	MPS	P	70
24	NST	P	70
25	NTS	P	80

26	NWL	P	70
27	PDS	P	70
28	PN	P	70
29	PSMP	P	70
30	PAMS	P	70

## Appendix 4

### SESSION 1 (Pre-Test)

School	: SMA Negeri 1 Baturiti
Subject	: English language
Class/Semester	: XI/2
Time Allotment	: 2x30 Minutes
<b>Instructional Activities</b>	
Pre-Activities (10 minutes)	<b>ORIENTATION</b> 1. Teacher greet the students 2. Praying 3. Checking students' attendance <b>APERCEPTION</b> 4. Teacher give the students Pre-Test in the beginning of study to check their knowledge. <b>MOTIVATION</b> 5. Teacher give the students motivation by giving them the purpose of why they should answer the test the teacher given in that meeting.
Whilst Activities (40 Minutes)	1. Teacher leads the students to ask question if they did not understand with the question. 2. Teacher gives them 40 minutes to answer 30 questions about asking and giving opinion in general which is create on Online Comic.
Closure (10 Minutes)	1. Teacher asks if they already done to do the test 2. The class end with praying together.

A test, was used to collect data for the research question 2. The research gave the multiple choices test in pre-test and post-test. There were 30 items in the test for pre-test and post-test, and it could be using the same question. The topic of the test is about asking and giving opinion, cause and effect, procedure text, and explanation text. The two instruments were validated by two expert judges. It will be done to obtain: reliability, and validity. Validity is the extent to measure what is supposed to measure. Meanwhile, reliability is a necessary characteristic of any good test, for it to be valid at all. A test must be reliable as measuring

test. Before the two instruments administered, they have been tried out to EFL students while the students have English class.

## Appendix 5

### SCENARIO

#### SESSION 2

##### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : Asking and Giving Opinion

Time Allotment: 2x30 Minutes

#### A. Core Competence (CC)

3. Comprehending, applying, analyzing, factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation which causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.
4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

#### B. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.2 Applying the social function, text structure, and language features of transactional interaction spoken and written text which involves the action of giving and asking information related to opinion that suitable to the context of use (Make on language feature of; I think, I suppose, and in my opinion).	<ol style="list-style-type: none"><li>1. Students are able to identify the social function of asking and giving opinion.</li><li>2. Students are able to identify asking and giving opinion from example given in a form of online comic.</li></ol>



<p>4.2 Arranging short and simple transactional interaction text spoken and written which involves the action of giving and asking information related to opinion, by noticing the social function, text structure, and language feature correctly that suitable to the context of use.</p>	<p>1. Students are able to make a dialog asking and giving opinion based on the context given.</p>
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**C. Objective**

1. After learning material on asking and giving opinion, students are able to identify the social function, language features, and expression of asking and giving opinion in English correctly
2. After learning material on asking and giving opinion, students are able to identify expressions of asking and giving opinion from example given in the form of online comic in English correctly.

**D. Learning Media (source)**

Media : Online Comic, Buku Pegangan siswa (LKS)

**E. Instructional Activities**

<p>Pre-Activities (10 minutes)</p>	<p><b>ORIENTATION</b></p> <ol style="list-style-type: none"> <li>1. Teacher greet the students</li> <li>2. Praying</li> <li>3. Checking students' attendance</li> </ol> <p><b>APERCEPTION</b></p> <ul style="list-style-type: none"> <li>- Teacher give the students Online comic in picture in the beginning of study to check their knowledge.</li> </ul> <p><b>MOTIVATION</b></p> <ul style="list-style-type: none"> <li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li> </ul>
<p>Whilst Activities (40 Minutes)</p>	<p><b>Stimulation</b></p> <ol style="list-style-type: none"> <li>1. Teacher invites students to read a certain text given in form of online comic and try to answer for the warming up section.</li> </ol> <p><b>Data Collection</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask the students to learn and comprehend the material in form of online comic given by teacher.</li> </ol>

	<ol style="list-style-type: none"> <li>2. The material will be share in WhatsApp group in form of Power point to make the students easier to read (the online comics are put in the power point)</li> <li>3. Students feel free to asking question if they do not understand about the material.</li> <li>4. Teacher ask the students to do some exercise in the Power point to fill the blank online comic in form of essay question related to the material.</li> <li>5. Teacher ask students that they finish to fill in the blank or not. Then ask them to peers sitting next to them and try to analyze whether friends' answer.</li> <li>6. Teacher ask the students to give the score for friend's work and give the worksheet back to the owner.</li> </ol>
<p>Closure (10 Minutes)</p>	<ol style="list-style-type: none"> <li>A. Teacher and students together reflect on what they have done during the lesson. <i>"What we have learned so far?"</i> And make a conclusion.</li> <li>B. Class end with praying together.</li> </ol>

**F. Evaluasi (Assessment Siswa)**

**Adapun penilaian pembelajaran yang dilakukan :**

- 1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulantugas.
- 2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

**Learning material**

**ASKING AND GIVING OPINION**

Can you guess what will we learn now?



### PURPOSE BY LEARNING THE MATERIAL:

The aims of learning asking and giving opinion is to understand about asking and giving information related to opinion and thought, know how to apply this in your real situation in a good way. Because we as a human being will always need someone help for giving or asking someone opinion.

In our daily life, we definitely have an opinion. This is can be about what we see, we hear, or what we feel. Opinion is text or dialog which contains of something different or in contradiction with other based on our point of view. If we want to give our opinion, it is important to give the reason to support our opinion. Such as agree (setuju), believe (percaya), reckon (memperhitungkan), doubt (meragukan), assume (berasumsi), don't agree (tidak setuju), think (rasa/piker).

### The expression of asking opinion and giving opinion

- In my opinion.....
- I think.....
- What I mean is.....
- Personally, I think.....
- In my experience.....
- According to me.....
- I strongly believe that.....
- As far as I am concerned.....
- From my point of view.....

- As I understand.....
- As I see it.....
- I reckon.....
- I am compelled to say.....
- By this I mean.....
- To my mind.....
- Would like to point out that.....
- In my humble opinion.....

### **Agreeing with an Opinion**

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so too.

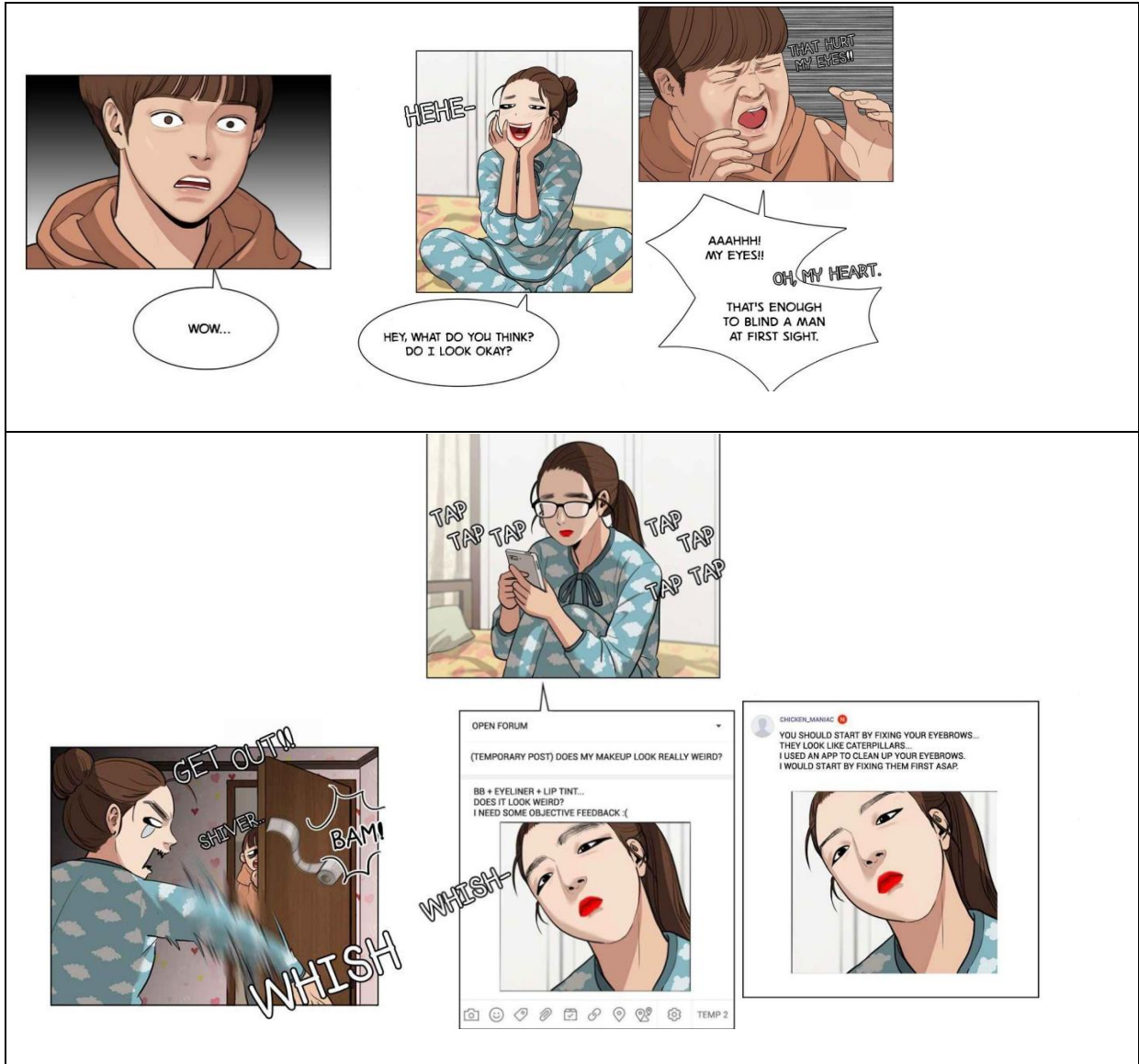
### **Disagreeing with an opinion**

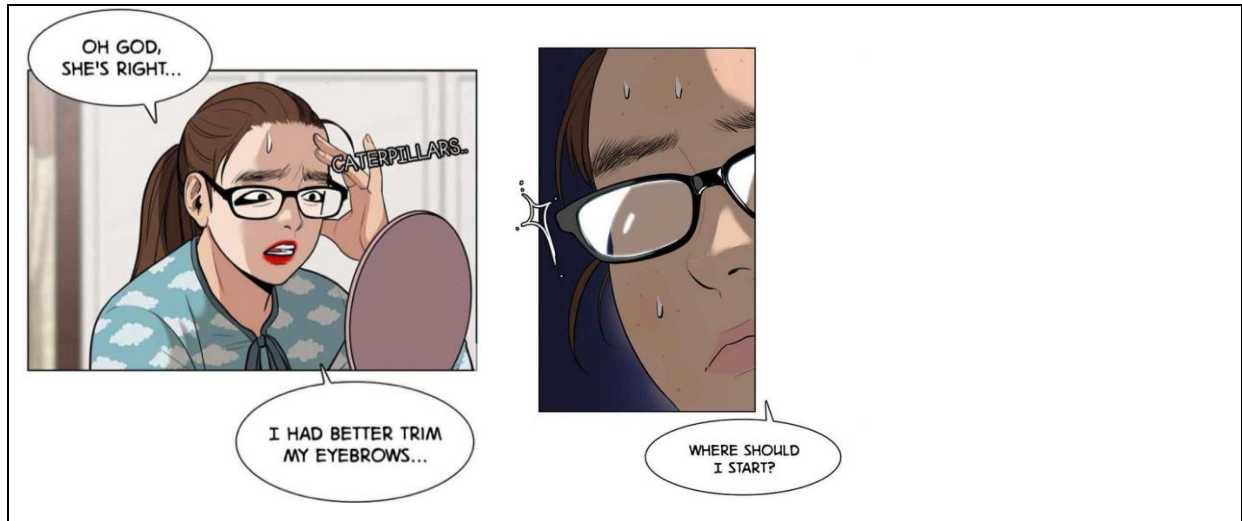
- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that.....

- I can't say I agree with this, and here's why.....

To make sure you already understand about the material please do the exercise below!

### EXERCISE ONLINE COMIC





Question:

1. What is the type of text in the comic above?
2. What is the girl want from the boy (keyword: What do you think?)
3. Can you mention the example of giving opinion from the comic?
4. Can you mention the example of asking opinion from the comic?
5. What kind of expression use in the last capture?

Key Answer:

1. Asking and Giving opinion
2. His opinion about the make up
3. You should start by fixing your eyebrow ...
4. What do you think? Do I look okay? And Does my makeup look really weird? Where should I start?
5. Asking opinion

Link Material in Power Point: [https://docs.google.com/presentation/d/1a16C-J5\\_9piJgUPo0c69DG-m8Oph9pft/edit?usp=sharing&oid=110858192578724522835&rtpof=true&sd=true](https://docs.google.com/presentation/d/1a16C-J5_9piJgUPo0c69DG-m8Oph9pft/edit?usp=sharing&oid=110858192578724522835&rtpof=true&sd=true)

## Appendix 6

### SESSION 3

#### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : Caused and effect

Time Allotment: 2x30 Minutes

#### A. Core Competence (CC)

3. Comprehending, applying, analyzing, factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation which causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.
4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

#### B. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.7 Applying the social function, text structure, and language feature of transactional interactional text, spoken and written which involves giving and asking for information related to the relation of cause and effect, suites to the context. (Focus on the language feature 'because of ..., due to ..., and thanks to ...)	<ol style="list-style-type: none"><li>1. Students are able to identify the social function of cause and effect.</li><li>2. Students are able to identify cause and effect from example given in a form of online comic.</li></ol>
4.7 Arranging spoken and written transactional interactional text which involves an action of giving and asking	<ol style="list-style-type: none"><li>1. Students are able to arranging written transaction interaction based on the context given.</li></ol>

information related to the relation of cause and effect, by focusing in social function, text structure, and right language feature and context.

**C. Objective**

1. After learning material on asking and giving opinion, students are able to identify the social function, language features, and expression of asking and giving opinion in English correctly
2. After learning material on asking and giving opinion, students are able to identify expressions of asking and giving opinion from example given in the form of online comic in English correctly.

**Learning Media**

Media : Online Comic, Power Point, Buku Pegangan siswa (LKS)

**3. Instructional Activities**

<p>Pre-Activities (10 minutes)</p>	<p>ORIENTATION</p> <ol style="list-style-type: none"> <li>1. Teacher greet the students</li> <li>2. Praying</li> <li>3. Checking students' attendance</li> </ol> <p>APERCEPTION</p> <ul style="list-style-type: none"> <li>- Teacher give the students Online comic in picture in the beginning of study to guess what they are going to learn and this is to check their knowledge.</li> </ul> <p>MOTIVATION</p> <ul style="list-style-type: none"> <li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li> </ul>
<p>Whilst Activities (40 Minutes)</p>	<ol style="list-style-type: none"> <li>1. Teacher ask to the students to learn and comprehend the material in form of online comic given by teacher that put in power point.</li> <li>2. Teacher explain about the material given after they are seeing the Power point and online comic on it.</li> <li>3. Students feel free to asking question if they are not understanding about the material.</li> <li>4. The Students check the exercise on power point and answer it in pairs or group (The freely to answer it with their classmate)/ discussion section</li> </ol>



Closure (10 Minutes)	<p>A. Teacher and students together reflect on what they have done during the lesson. <i>“What we have learned so far?”</i> And make a conclusion.</p> <p>B. The Teacher ask them to answer their assignment and will be discuss next week</p> <p>C. Class end with praying together.</p>
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#### 4. Evaluasi (Assessment Siswa)

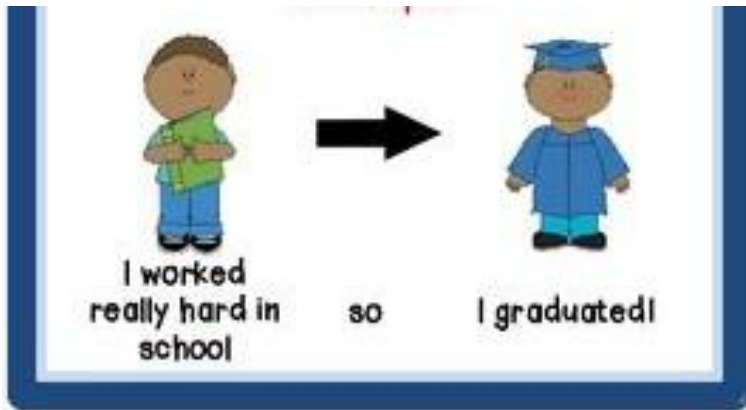
Adapun penilaian pembelajaran yang dilakukan :

- 1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulantugas.
- 2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

## Learning Material

### CAUSE AND EFFECT (SEBAB AKIBAT)

Apperception: HAVE YOU EVER HEARD THE WORDS “EVERY CAUSE HAS AN EFFECT?”



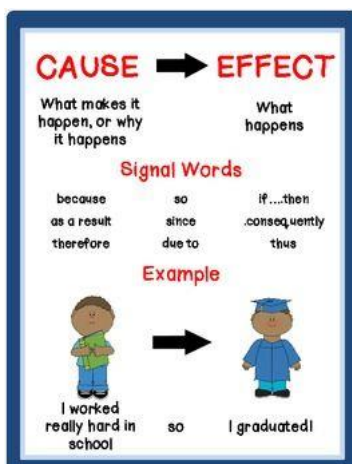
What does the picture mean?

This means that every action has an effect. For example: if you didn't study before test, so you cannot answer the test.

What the material that we will discuss?

THE PURPOSE:

To discuss the reasons why something occurs, to discuss the results of an event, feeling or action. When something happens that makes something else occur, a cause and effect take shape.



### Ciri-ciri cause

1. Merupakan sebuah alasan
2. Jawaban dari pertanyaan “mengapa hal tersebut terjadi?”
3. Terjadi di urutan pertama or it happen on the first step
4. Dalam Bahasa Indonesia biasanya diawali dengan kata “because (karena)”

### Ciri-ciri effect:

1. Merupakan sebuah hasil atau akibat dari suatu Tindakan
2. Jawaban dari pertanyaan “apa yang terjadi?”
3. Terjadi di urutan setelah cause

Different signal words can be used to indicate each, for example:

1. Cause (The Why):
  - a. Because
  - b. Because of
  - c. Since
  - d. As a result of
  - e. As a consequence of
  - f. Now that
2. Effect (The What):
  - a. So
  - b. Therefore
  - c. This resulted in
  - d. Consequently
  - e. Hence
  - f. Accordingly

### Exercise

***Identify if the underlined phrase is a cause or an effect!***



1. Dohyun and Nevan are good friends because they have many common hobbies (Effect)



2. Because he helps his mother, his sister was able to finish her homework quickly (Effect)



3. Our office is on the 10<sup>th</sup> floor, therefore we have a great view of the city (Effect)



4. We turn of the heat since it was getting cold (cause)



5. Garnet practices science during summer vacation, therefore he finds a good score. (cause)



6. You eat too much foods, thus you are getting fatter. (cause)





Happy Eating!

Thanks Ma, you always make us an healthy and delicious foods



So, that our family can always healthy



7. My family always does the healthy life, as a consequent we always healthy and have a good condition. (effect)

It's getting hot, so many animals die



8. Many animals died since the extreme dry season (effect)





9. She went to school by bus since her motorcycle in repairs (effect)



10. Because of the change in weather, we have decided not to go to the parade. (effect)

Link Material in Power Point:

<https://docs.google.com/presentation/d/1YW9OEvra0avK2iY9NcHlg8Bj8s1MR8vL/edit?usp=sharing&ouid=110858192578724522835&rtpof=true&sd=true>

## Appendix 7

### SESSION 4

#### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : Caused and effect

Time Allotment: 2x30 Minutes

#### D. Core Competence (CC)

5. Comprehending, applying, analyzing, factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation which causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.
6. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

#### E. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.7 Applying the social function, text structure, and language feature of transactional interactional text, spoken and written which involves giving and asking for information related to the relation of cause and effect, suites to the context. (Focus on the language feature 'because of ..., due to ..., and thanks to ...')	<ol style="list-style-type: none"><li>1. Students are able to identify the social function of cause and effect.</li><li>2. Students are able to identify cause and effect from example given in a form of online comic.</li></ol>
4.7 Arranging spoken and written transactional interactional text which involves an action of giving and asking	<ol style="list-style-type: none"><li>1. Students are able to arranging written transaction interaction based on the context given.</li></ol>

information related to the relation of cause and effect, by focusing in social function, text structure, and right language feature and context.

**F. Objective**

5. After learning material on asking and giving opinion, students are able to identify the social function, language features, and expression of asking and giving opinion in English correctly
6. After learning material on asking and giving opinion, students are able to identify expressions of asking and giving opinion from example given in the form of online comic in English correctly.

**Learning Media**

Media : Online Comic, Power Point, Buku Pegangan siswa (LKS)

**7. Instructional Activities**

<p>Pre-Activities (10 minutes)</p>	<p>ORIENTATION</p> <ul style="list-style-type: none"> <li>- Teacher greet the students</li> <li>- Praying</li> <li>- Checking students' attendance</li> </ul> <p>APERCEPTION</p> <ul style="list-style-type: none"> <li>- Teacher give the students Online comic and reminder them about what they are have been discussed in previous meeting.</li> </ul> <p>MOTIVATION</p> <ul style="list-style-type: none"> <li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li> </ul>
<p>Whilst Activities (40 Minutes)</p>	<ul style="list-style-type: none"> <li>- Teacher ask to the students to open the online comic in the power point the teacher have given.</li> <li>- Teacher ask about the assignment given after they are answering all the question in form of online comic and feel free to asking the question about the material, they have answer (Discussion section).</li> <li>- The students practice their speaking in front of class and read the dialog comic about the material in the practice section.</li> </ul>
<p>Closure (10 Minutes)</p>	<ul style="list-style-type: none"> <li>- Teacher and students together reflect on what they have done during the lesson. "<i>What we have learned so far?</i>" And make a conclusion.</li> <li>- Class end with praying together.</li> </ul>

**(11 Evaluasi (Assessment Siswa)**

**Adapun penilaian pembelajaran yang dilakukan :**

- 1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulantugas.
- 2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

**Learning Discussion**

**Cause and Effect**

**HOME ASSIGNMENT**

- Please make a group consist of 5 people
- Every group is making 1 comic about cause and effect (you can create a comic using application story board or drawing your own)
- Submitted your work in WhatsApp. Chat me personally (hanya perwakilan group)
- Due date on Tuesday, February 22th
- Good luck

**Result of students works**



hi utu, yesterday i watched a funny drama with bayu at renon field, do you know?



hi okik, i saw you guys sitting yesterday, but i didn't watch the drama because it was late, how was the drama?

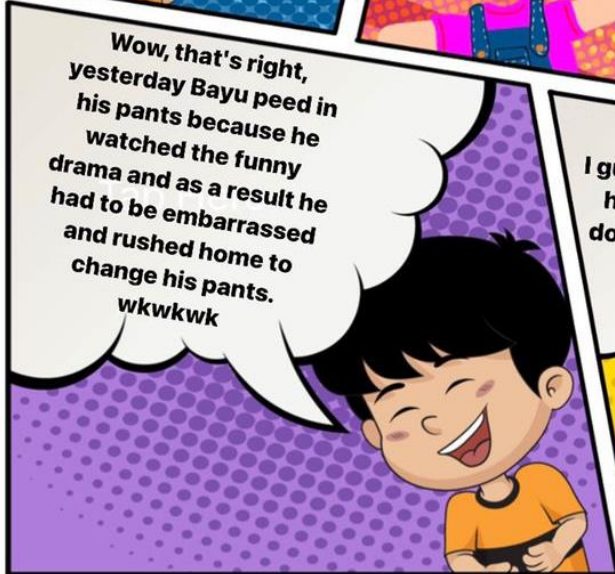


so good and so funny i brought tears to my eyes while watching

do you know? Bayu made a shameful act Utu



wow really, what is Bayu doing?, is he peeing in his pants? wkwkwkwk

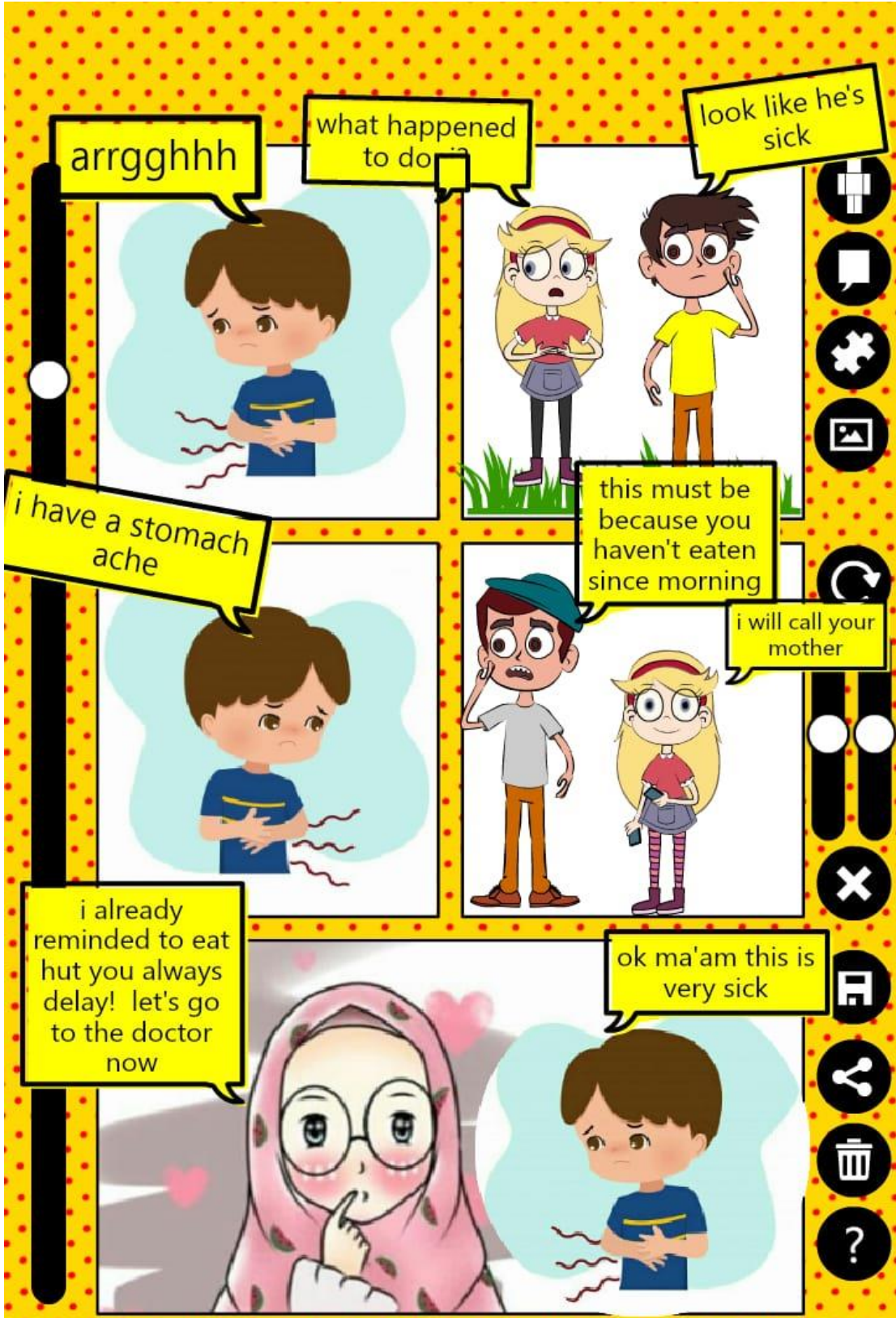


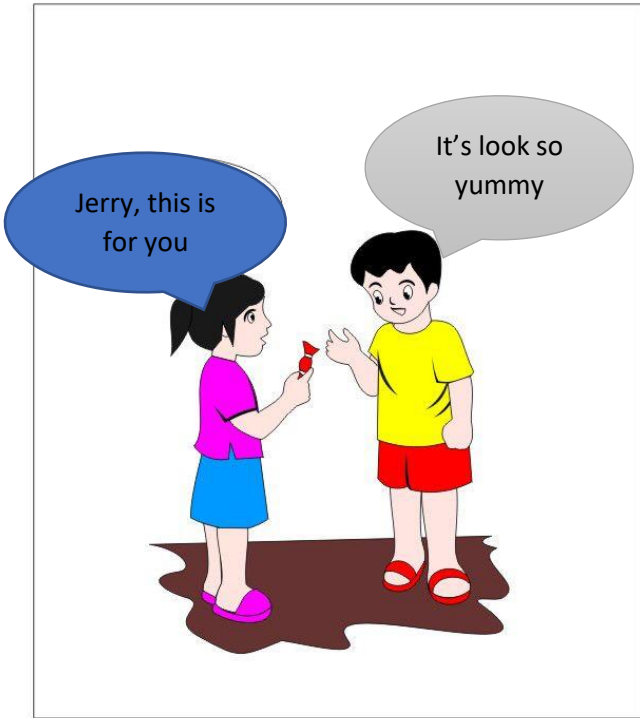
Wow, that's right, yesterday Bayu peed in his pants because he watched the funny drama and as a result he had to be embarrassed and rushed home to change his pants. wkwkwk



I guessed Bayu peed in his pants, I hope he doesn't do that again

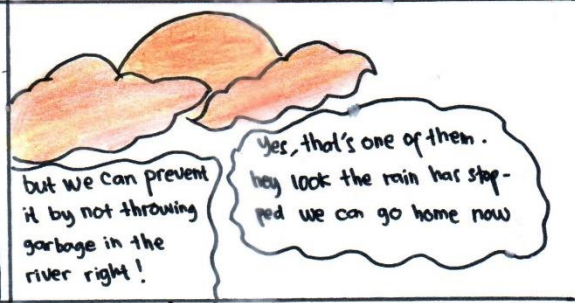
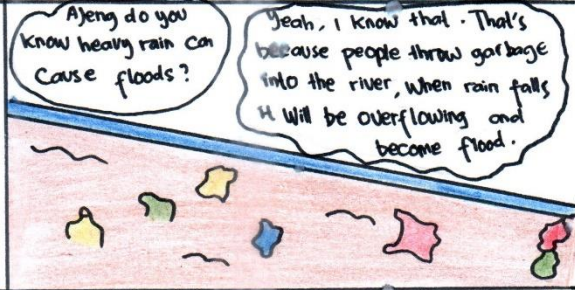








# FLOOD





# BULLYING



**Link Material in Power Point:**

<https://docs.google.com/presentation/d/1cHDKdJXAcGclxFnlx6xo0908aP3mgT32/edit?usp=sharing&ouid=110858192578724522835&rtpof=true&sd=true>

## Appendix 8

### SESSION 5

#### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : Procedure Text

Time Allotment: 2x30 Minutes

#### A. Core Competence (CC)

3. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, arts, culture related phenomena and the real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with the learned in school and from other sources in the same point of view or theory.

#### B. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.7 Applying text structure and linguistics elements to carry out the social functions of procedural text by stating and asking about recipes and manuals, short and simple, in accordance with the context of their use.	1. Identifying the structure of the procedural text by stating and asking about the recipe and manual, short and simple in form of online comic.
4. 7 Capturing the meaning of procedural texts, spoken and written, in the form of recipes and manual, short and simple.	1. Analyzing the language features of oral and written procedure text by providing and requesting information regarding food/ beverage recipes and manuals, short and simple, in accordance with the context of their use.

<p>4.8 Compiling procedural texts, oral and written, short and simple, in the form of recipes and manual, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p>	<p>1. Creating a procedural text in the form of an online comic or dialog simple in comic by providing and requesting information regarding food/beverage recipes and manuals, short and simple, in accordance with the context of its use.</p>
--	---

**C. Objective**

1. During the teaching learning process, students indicating responsibility, caring behavior, teamwork, and loving peace in doing functional communication which is getting consistent between the student and teacher and their friend.
2. When the students are given text about procedure text, they are able to find the social function, text structure, language features, and the meaning of procedure text contextually.
3. After students are finding the social function, text structure, language feature, and the meaning of procedure text they are able to write procedure text based on social function, text structure, and language feature correctly and contextually.

**D. Learning Media (source)**

Media : Online Comic, Buku Pegangan siswa (LKS)

**D. Instructional Activities**

<p>Pre-Activities (10 minutes)</p>	<p>ORIENTATION</p> <ul style="list-style-type: none"> <li>- Teacher greet the students</li> <li>- Praying</li> <li>- Checking students' attendance</li> </ul> <p>APERCEPTION</p> <ul style="list-style-type: none"> <li>- Teacher give the students Online comic in picture in the beginning of study to check their knowledge.</li> </ul> <p>MOTIVATION</p> <ul style="list-style-type: none"> <li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li> </ul>
<p>Whilst Activities (40 Minutes)</p>	<ul style="list-style-type: none"> <li>- Teacher ask to the students to learn and comprehend the material in form of online comic given by teacher that put in power point.</li> <li>- Teacher explain about the material given after they are seeing the Power point and online comic on it.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students feel free to asking question if they are not understanding about the material.</li> <li>- The Students check the exercise on power point and answer it in pairs or group (The freely to answer it with their classmate)/ discussion section</li> </ul>
Closure (10 Minutes)	<ul style="list-style-type: none"> <li>- Teacher and students together reflect on what they have done during the lesson. <i>"What we have learned so far?"</i> And make a conclusion.</li> <li>- Class end with praying together.</li> </ul>

**E. Evaluasi (Assessment Siswa)**

**Adapun penilaian pembelajaran yang dilakukan :**

- 1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulantugas.
- 2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

**Learning Material**

**PROCEDURE TEXT**



What material we will discuss?



the that

What is procedure text?

**What is  
Procedure  
Text?**

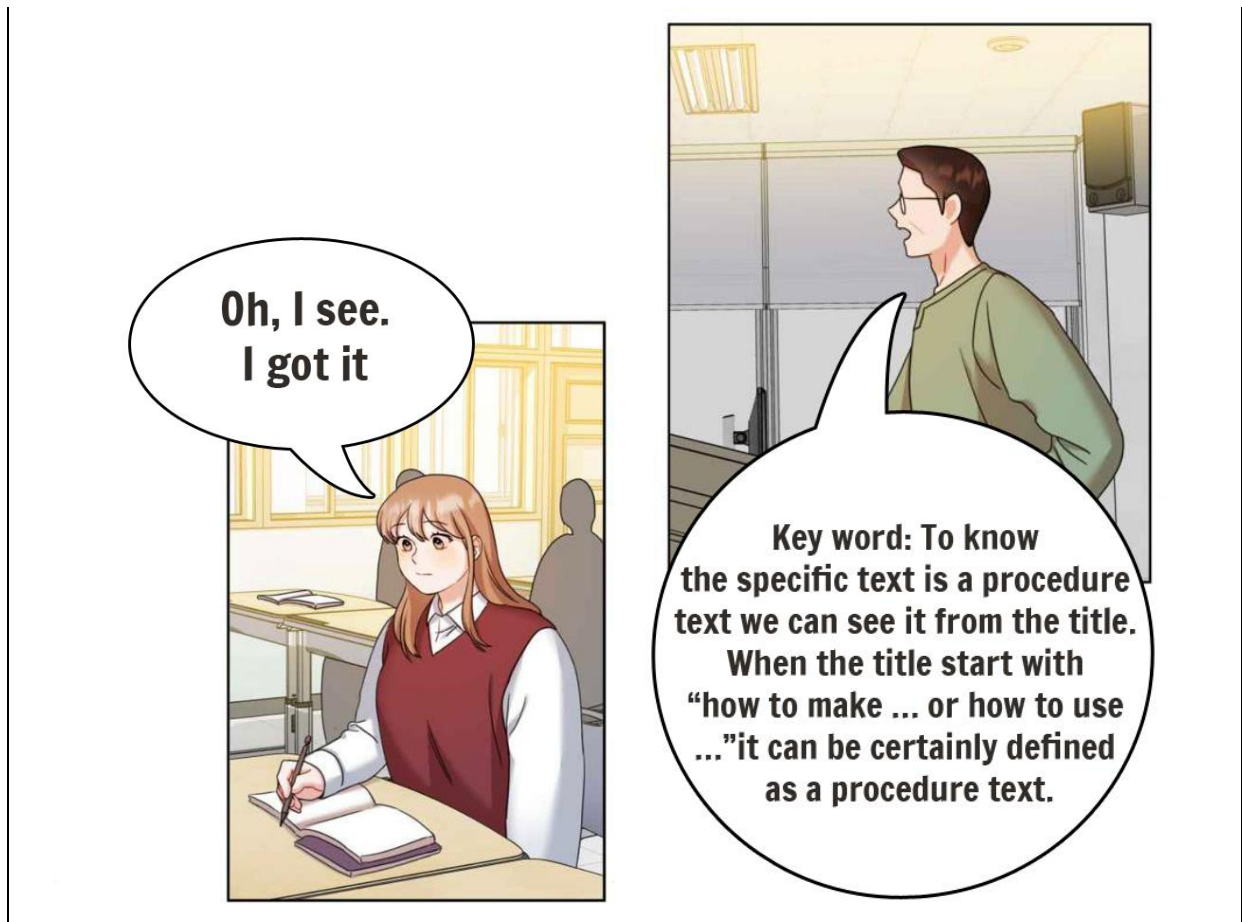


**Procedure text is a kind of text that explains us to easy to understand how to make or use something. The function of procedure text is to describe how something is completely done through the sequence or action steps.**

**Other definition:**

- 1. Texts that explain how something works or how to use instruction/operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax.**
- 2. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.**
- 3. Texts that deal with human behavior, e.g. how to live happily, how to succeed**





There are three generic structures in the procedure text:

1. Goals and purpose
2. The material or tools
3. Steps or methods

Key word: To know the specific text is a procedure text we can see it from the title. When the title starts with “how to make ... or how to use ...”it can be certainly defined as a procedure text.

Exercise:

**Please write the answer correctly!**

***Comic 1 is to answer question 1 to 3!***

1. What are they making in the comic above?
2. Please mention the first step in making egg roll?
3. What are the materials that they need?
4. Is the text in comics can be seen as procedure text?
5. Does the comics easy to understand? If yes/no give the reason!



Comic 1

1 Today is November 12th. It's Father's Day. So, Ellie and Ed want to cook their dad's favourite dish, egg rolls.

I've got five eggs. Should I crack them now?

Wait, firstly, chop the carrot. I'm going to chop the onion and green onion.

Alright.

2 5 minutes later

I think now I have to crack the eggs, right?

Yes. Add a tablespoon of milk and salt, please. Whisk.

3

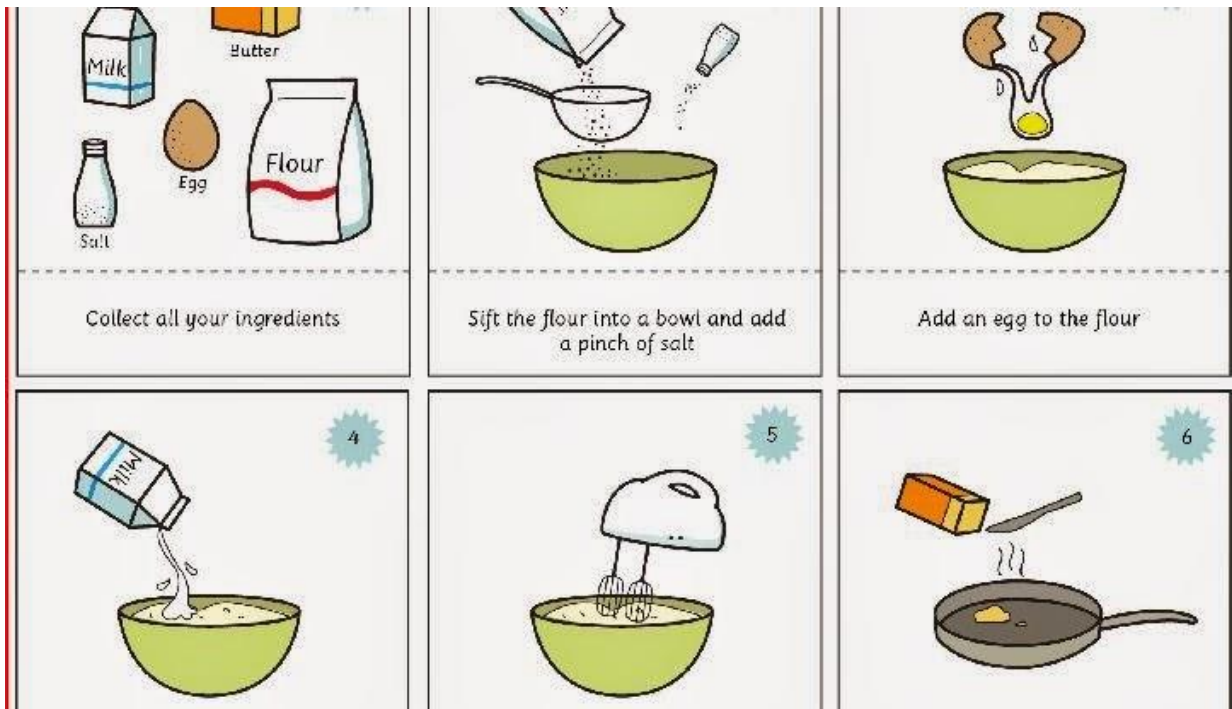
Ed : Okay. Then?  
Ellie : Then, let me add in the carrot, onion, leek, and a sprinkle of pepper. Stir it, please. I'm going to grease the frying pan.  
Ed : Heat it lightly, Ellie, otherwise it will get burnt.  
Ellie : Don't worry, Ed. I know.

4 They then fry and roll the egg carefully.

Okay, done! Now, let's invite dad and mom to our dining room!

Comic 2 (Comic 2 is to answer the question 4-5)





**Link Material in Power point:**

<https://docs.google.com/presentation/d/13BTD8oz6RtS6WqzxhnULe4gEHTKbb6Xg/edit?usp=sharing&ouid=110858192578724522835&rtpof=true&sd=true>

## Appendix 9

### SESSION 6

#### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : Explanation Text

Time Allotment : 2x30 Minutes

#### A. Core Competence (CC)

3. Comprehending, applying, analyzing, factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation which causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.
4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

#### B. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.8 Differentiate the social function, text structure, and language feature of several spoken and written explanation text by giving an asking information related to natural or social phenomenon which is included another subject in the class, appropriate to the using context.	1. Students are able to identify the social function, text structure, and language feature of explanation text.
4.8 Capturing the meaning contextually related to the social function, text structure, and language feature of explanation text, spoken and written related to the natural or social	1. Creating an explanation text in the form of a short and simple online comic, in accordance with the context of its use.

phenomenon which is included in another subject of grade 11.

**C. Objective**

1. After learning material on explanation text, students are able to identify the social function, language features, about explanation text English correctly
2. After learning material on explanation text, students are able to identify the text of explanation text from example given in the form of online comic in English correctly.

**D. Learning Media (source)**

Media : Online Comic, Buku Pegangan siswa (LKS)

**E. Instructional Activities**

Pre-Activities (10 minutes)	<p>ORIENTATION</p> <ul style="list-style-type: none"> <li>- Teacher greet the students</li> <li>- Praying</li> <li>- Checking students' attendance</li> </ul> <p>APERCEPTION</p> <ul style="list-style-type: none"> <li>- Teacher give the students Online comic in picture in the beginning of study to check their knowledge.</li> </ul> <p>MOTIVATION</p> <ul style="list-style-type: none"> <li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li> </ul>
Whilst Activities (40 Minutes)	<ul style="list-style-type: none"> <li>- The teacher gives the students material about explanation text in form of online comic and put it in the power point.</li> <li>- The students observe the material given in form of online comic.</li> <li>- The teacher asks the students to analyze the online comic and answer some questions.</li> <li>- The discussion section, after they have done to answer all the question given, the teacher asks the students to answer it one by one from their seat.</li> </ul>
Closure (10 Minutes)	<p>A. Teacher and students together reflect on what they have done during the lesson. <i>"What we have learned so far?"</i> And make a conclusion.</p> <p>B. Class end with praying together.</p>

**F. Evaluasi (Assessment Siswa)**

**Adapun penilaian pembelajaran yang dilakukan :**

**1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulan tugas.

**2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

## Learning Material

### EXPLANATION TEXT

What is the picture about?



So student  
What do you know  
about Explanation  
text?



Oh my god,  
I'm so bored



Okay, Donna  
Please explain it  
in front of class



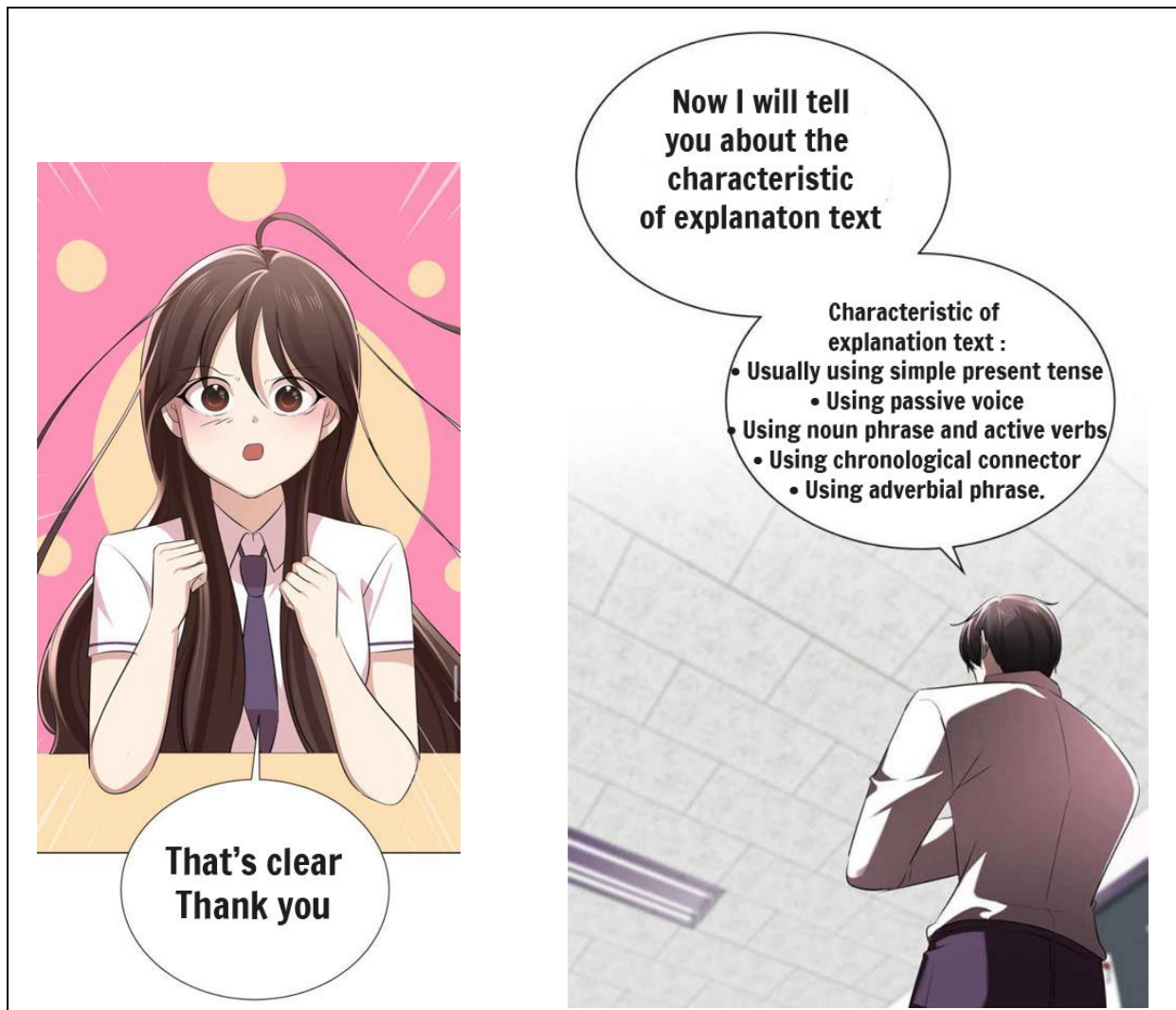
AH?





Uh c'mon, everyone already know you're a genius. Just shut up!





## HOME ASSIGNMENT

PLEASE CREATE GROUP CONSIST OF 6 PEOPLE

- MAKE ONE COMIC FOR ONE GROUP ABOUT EXPLANATION TEXT
- DUE DATE ON TUESDAY NEXT WEEK
- GOOD LUCK

Link material in Power Point:

<https://docs.google.com/presentation/d/1QhX1wQPKFV8I92qYNcpKUYZDOcHgvsTn/edit?usp=sharing&ouid=110858192578724522835&rtpof=true&sd=true>

Students' work

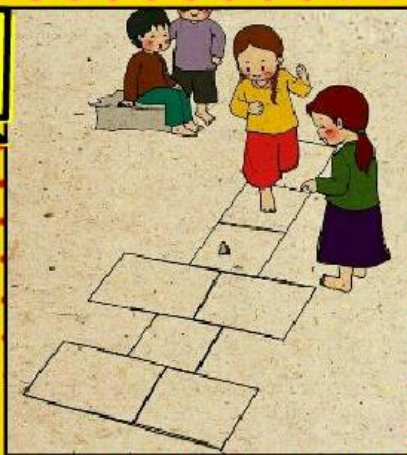
Theme: Volcanic eruption natural disaster



lush and serene countryside



children playing happily



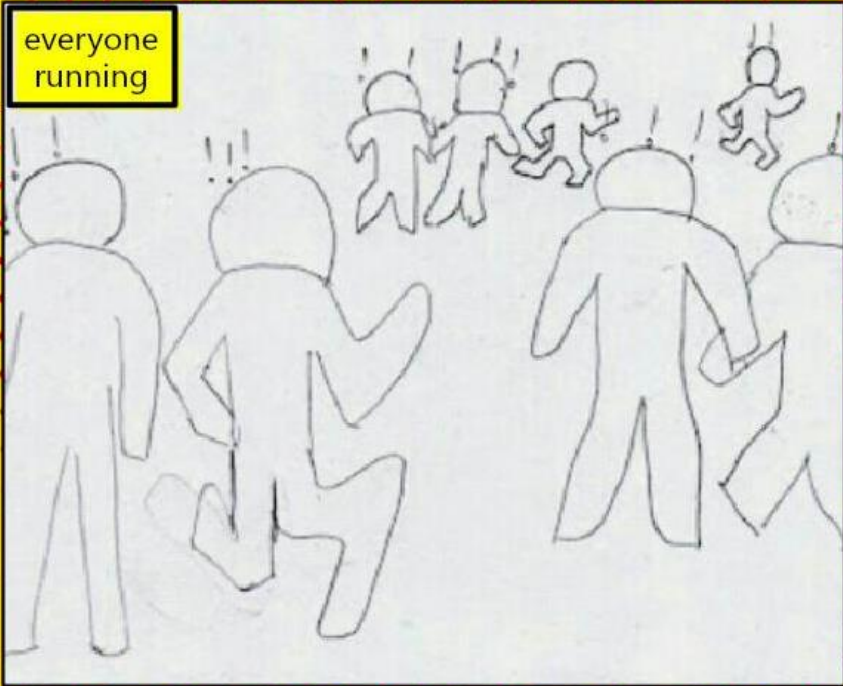
suddenly the mountain rumbles

that's definitely the first sign the mountain will erupt

we have to give a warning to the citizens







Theme : Holiday

It means you could save your money to book a hotel because you stayed in your grand mother's home. (Alhira)

How about your holiday, Alfino? (Alfino)

I went to Yogyakarta to visit my grand mother's home. (Alhira)

Yes, I did. I went to Yogyakarta. (Alfino)

Did you go to Malioboro? (Alhira)

Yes, I did. I bought some souvenirs there. (Alfino)

Yes, I did. I went to Malioboro. (Alfino)

Free stayed here or long if I went. (Alhira)

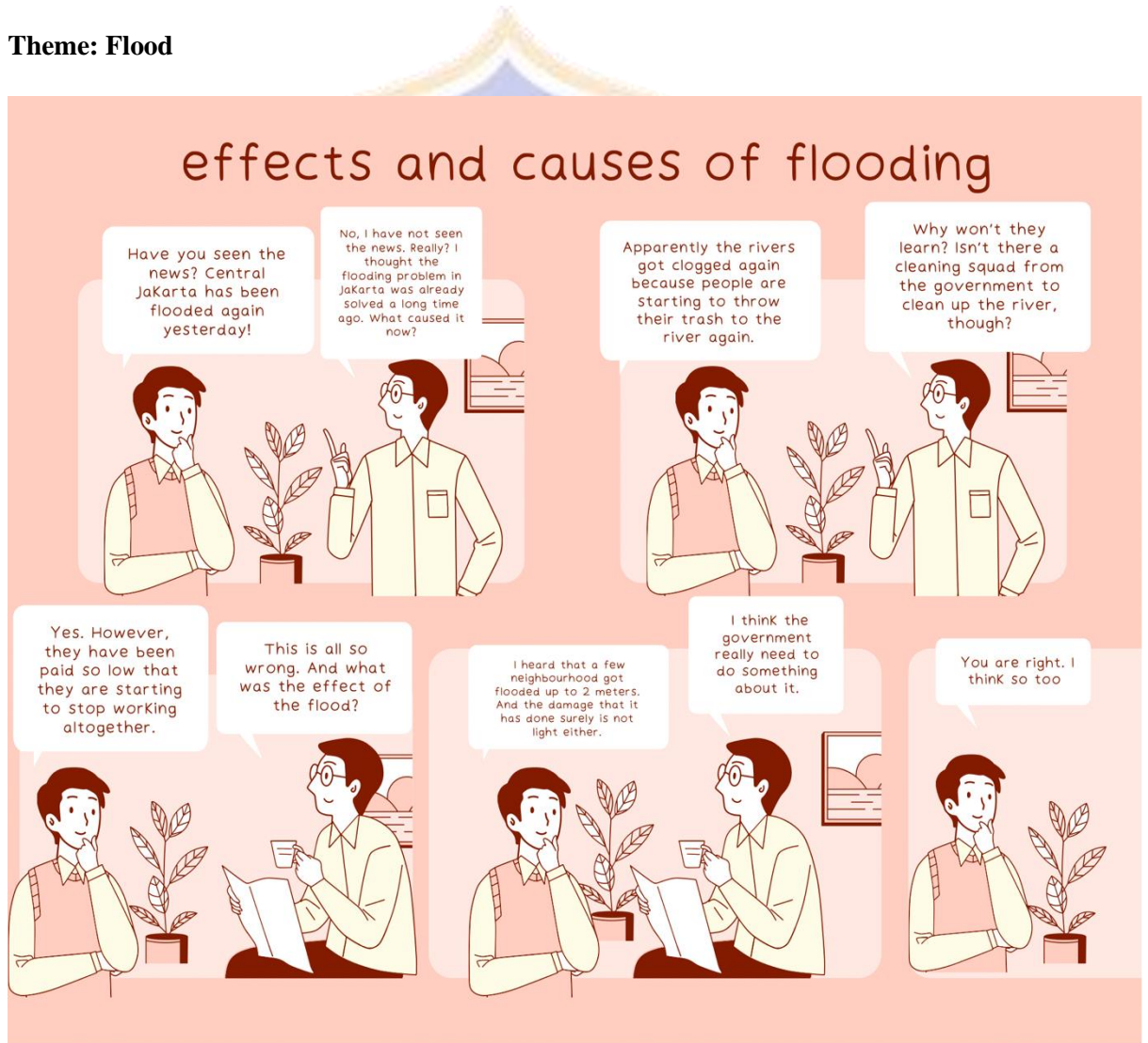
Yes, I did. I bought some souvenirs there. (Alfino)

**Bahasa Inggris**

Nama Kelompok	
Ul Pufo Alwin	(28)
Lain Pufo Estuningsih	(11)
K. Afdiawati Darmas	(07)
Kadek Ayu Dunita Putri	(08)
I Pufo Ahyu Padua Muliya Darmas	(04)

Home Assignment : 22 Februari 2022

**Theme: Flood**

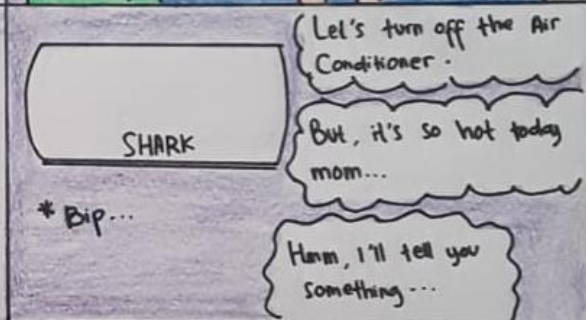




**Theme : Global Warming**



# WHY IS IT SO HOT?



When using air conditioning it will produce a gas called CFC, this gas plays a role in global warming process.

When the sun shines on earth the heat is absorbed by the earth and a half of it is reflected back onto the atmosphere.

But the heat is trapped by the gases in the atmosphere such as CFC, Carbon dioxide, Sulfur dioxide and others.



## Appendix 10

### SESSION 7

#### LESSON PLAN

(RPP)

School : SMA Negeri 1 Baturiti

Subject : English language

Class/Semester : XI/2

Topic : A Song for You

Time Allotment: 2x30 Minutes

#### A. Core Competence (CC)

3. Comprehending, applying, analyzing, factual, conceptual, procedural knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation which causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.
4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

#### B. Basic Competencies and Competency Achievement Indicators

Basic Competencies 3 and 4	Competency Achievement Indicators
3.9 Interpret the social function and language feature related to SMA/MA.	1. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Asking and Giving Opinion dengan benar.
4.9 Capturing the meaning contextually related to the social function and language feature of song lyrics related to teenager's life to SMA/MA.	1. Menuliskan dialog Asking and Giving Opinion dengan benar.



### C. Objective

- After learning material on explanation text, students are able to identify the social function, language features, about explanation text English correctly
- After learning material on explanation text, students are able to identify the text of explanation text from example given in the form of online comic in English correctly.

### D. Learning Media (source)

Media : Online Comic, Padlet, Buku Pegangan siswa (LKS)

### G. Instructional Activities

<p>Pre- Activities (10 minutes)</p>	<p>ORIENTATION</p> <ul style="list-style-type: none"><li>- Teacher greet the students</li><li>- Praying</li><li>- Checking students' attendance</li></ul> <p>APERCEPTION</p> <ul style="list-style-type: none"><li>- Teacher give the students Online comic in picture in the beginning of study to check their knowledge.</li></ul> <p>MOTIVATION</p> <ul style="list-style-type: none"><li>- Teacher give the students motivation by giving them the purpose of why they should learn about the material.</li></ul>
<p>Whilst Activities (40 minutes)</p>	<ul style="list-style-type: none"><li>- Teacher ask the students to learn and comprehend the material in form of online comic given by teacher that put in power point.</li><li>- The students freely to ask question to the teacher if they do not understand about the material</li><li>- The teacher asks the students to do listening exercise by completing fill in the blank question given in form comic.</li><li>- The class sing the song together after completing the song</li><li>- The exercise can be two times.</li></ul>



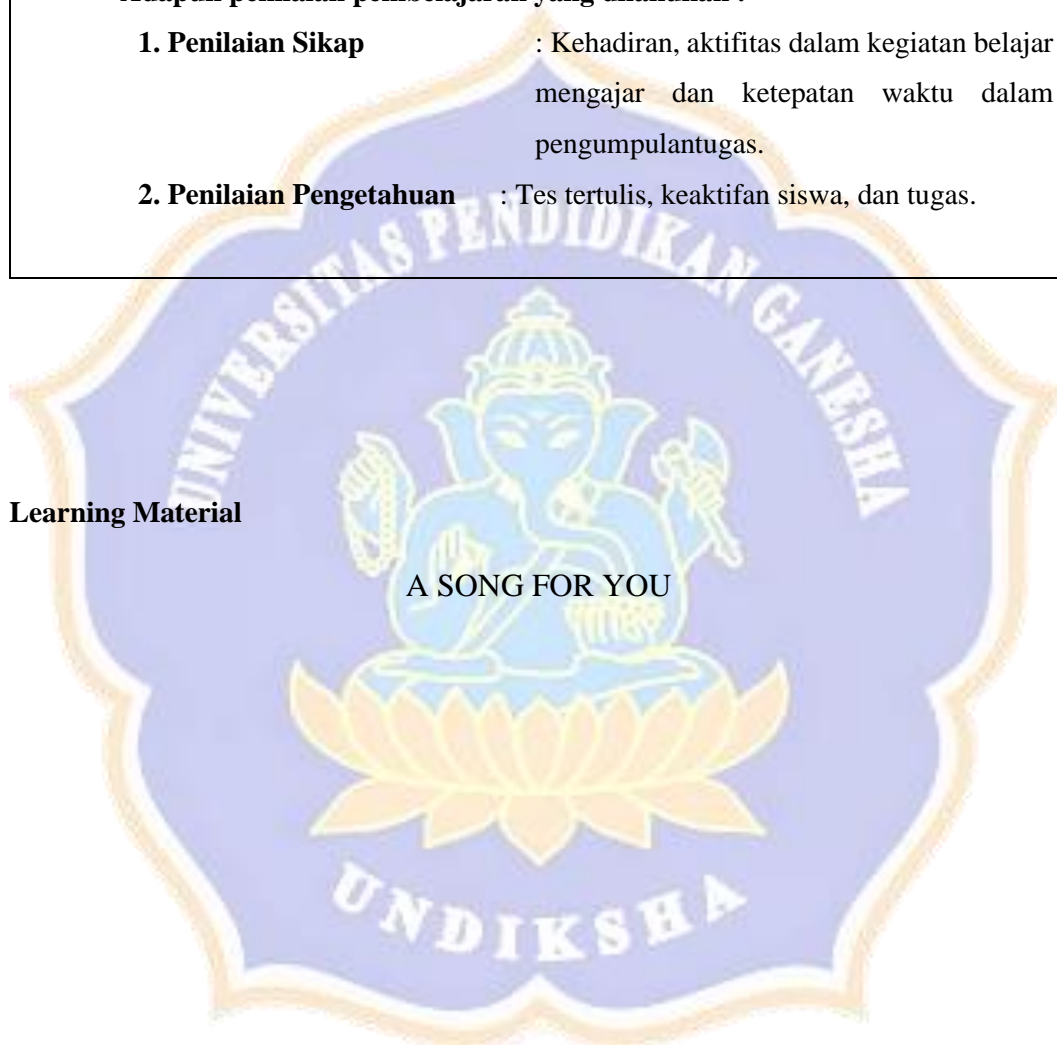
<p>Closure (10 Minutes)</p>	<p>A. Teacher and students together reflect on what they have done during the lesson. <i>“What we have learned so far?”</i> And make a conclusion.</p> <p>B. Class end with praying together.</p>
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**F. Evaluasi (Assessment Siswa)**

**Adapun penilaian pembelajaran yang dilakukan :**

- 1. Penilaian Sikap** : Kehadiran, aktifitas dalam kegiatan belajar mengajar dan ketepatan waktu dalam pengumpulantugas.
- 2. Penilaian Pengetahuan** : Tes tertulis, keaktifan siswa, dan tugas.

**Learning Material**



A SONG FOR YOU

What is the picture about?

What the material we will discuss?

Purpose: A song is a composition made up of lyrics and music, with the intent of the lyrics being sung, for the purpose of **producing a proportionate feeling or emotion in relation to a particular matter.**

Apperception

- Do you have favorite song?
- Do you memorize the lyric of that song?



- Do you understand the lyric of the song?
- Can you tell me what kind of song do you like?

What the benefit of learning this material?

The benefit in learning this material is to know about the kinds of figurative language use in the song.

### FIGURATIVE LANGUAGE

Figurative language is a way to expressing someone feelings that doesn't use a word's strict or realistic meaning.

Kind of figurative language:

#### 1. Alliteration

Alliteration helps the writers punch points home by repeating the same sound (usually consonant) of the first or second letter in a series of words. it tends to catch the reader's eye.

Example of song: *"Whisper words of wisdom, let it be"* (Let It Be- The Beatles)

The three W's repeated at the start of the lyrics add to the tone of overall song.

## 2. Hyperbole

Hyperbole is a typically when the writer exaggerates something in humorous way.

Example of song: "*Near, far, wherever you are*" (My heart will go on- Celine Dion)

The song writer exaggerates the way to illustrate the main character's presence to the listeners.

## 3. Metaphor

Metaphor is the kinds of figurative language that is a comparison between two things. They don't necessarily have to be alike but make a link I the reader's mind.

Example of song: "*Do you ever feel, feel so paper thin*" (Fire Work- katy Perry)

Here the singer is trying to compare the weak-minded persons to a thin paper or a tissue paper.

## 4. Personification

This personification is when something non-human is given human-like qualities.

Example of song: "*The snow glows white on the mountain tonight*" (Let It Go- Idina Menzel)

In the fact is the snow doesn't glow

## 5. Simile

A simile is direct comparison between two things, using like or as.

Example of song: "*Do you ever like a plastic bag*" (Fire Work-Katy Perry)

Here the singer compares a person to a plastic bag which shed to store things or perhaps a garbage cover.

## 6. Symbolism

Symbolism occurs when something that has one meaning is used to represent something entirely different.

Example of song: “*You shoot me down but I won’t fall, I am titanium*” (Titanium-David Guetta)

In this song, the word ‘Titanium’ is used as a symbol for toughness. The singer expresses the others’ negative opinions will not bother him because he is as strong as titanium.

#### 7. Assonance

Assonance occurs when you repeat a vowel sound in phrase.

Example of song: “*Say hey, good lookin’. Whatcha got cookin’?*” (Hey Good Lookin’- Hank Williams, Jr.)

#### 8. Idiom

Idiom is an expression used to people with the meaning that can only be understood though common usage (many idioms are also considered clichés)

Example of song: “*Easy come, easy go*” (Grenade-Bruno Mars)

This idiom to tell about a person who doesn’t take the relationship seriously.

### EXERCISE

#### THE SONG:

IT’S ALL COMING BACK TO ME NOW (MAKE THE COMIC IN FORM OF  
FILL IN THE BLANK)

IT’S ALL COMING BACK TO ME NOW – Celine Dion

There were night when the wind was so (cold)

That my body (froze) in bed

If I just (listened) to it right outside the (window)

There were days when the sun was so cruel

That all the (tears) turned to dust  
And I just knew my eyes were (drying) up forever  
I (finished crying) in the instant that you left  
And I can't (remember) where or when or how  
And I banished every (memory) you and I had  
ever made  
But when you (touch) me like this  
And you hold me like that  
I just have to (admit)  
That it's all (coming) back to me  
When I touch you like this  
And I hold you like that  
It's so (hard) to believe but  
It's all coming back to me  
It's all coming back  
It's all coming back to me now  
There were (moments) of gold  
And there were (flashes) of light  
There were things I'd never do again  
But then they'd always (seemed) right  
There were nights of (endless) pleasure  
It was more than any laws allow  
Baby, baby

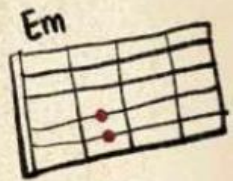
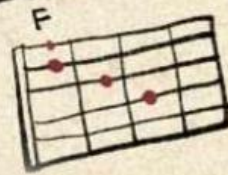
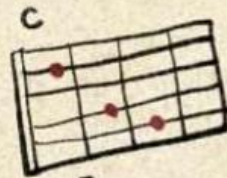
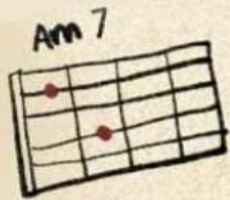


If I (kiss) you like this  
And if you (whisper) like that  
It was (lost) long ago  
But it's all coming back to me  
If you want me like this  
And if you need me like that  
It was dead long ago  
But it's all coming back to me  
It's so hard to resist  
And it's all coming  
to me  
I can barely (recall)  
But it's all coming  
to me now  
Link Power Point:



<https://docs.google.com/presentation/d/1pzToaX7MG-Px7IcUriDPMjeYKdTbIDpt/edit?usp=sharing&oid=110858192578724522835&rtpof=true&sd=true>





---

There were night when  
the wind was so \_\_\_\_\_  
That my body \_\_\_\_\_ in bed  
If I just \_\_\_\_\_ to it  
right outside the \_\_\_\_\_  
There were days when the sun was so cruel  
That all the \_\_\_\_\_ turned to dust



And I just knew  
my eyes were \_\_\_\_ up forever  
I \_\_\_\_\_ in the instant  
that you left  
And I can't \_\_\_\_\_  
where or when or how  
And I banished every \_\_\_\_\_  
you and I had ever made



But when you \_\_\_\_\_ me like this  
And you hold me like that  
I just have to \_\_\_\_\_  
That it's all \_\_\_\_\_ back to me  
When I touch you like this  
And I hold you like that  
It's so \_\_\_\_\_ to believe but  
It's all coming back to me  
It's all coming back  
It's all coming back to me now



There were \_\_\_\_\_  
of gold  
And there were \_\_\_\_\_  
or light  
There were things  
I'd never do again  
But then  
they'd always \_\_\_\_\_ right  
There were nights of  
\_\_\_\_\_ pleasure  
It was more than  
any laws allow





**Baby, baby**  
**If I \_\_\_\_\_ you like this**  
**And if you \_\_\_\_\_ like that**  
**It was \_\_\_\_\_ long ago**  
**But it's all coming back to me**  
**If you want me like this**  
**And if you need me like that**  
**It was dead long ago**  
**But it's all coming back to me**  
**It's so hard to resist**  
**And it's all coming back to me**  
**I can barely \_\_\_\_\_**  
**But it's all coming back to me now**



## Appendix 11

### SESSION 8 (Post-Test)

School	: SMA Negeri 1 Baturiti
Subject	: English language
Class/Semester	: XI/2
Time Allotment	: 2x30 Minutes
<b>Instructional Activities</b>	
Pre-Activities (10 minutes)	<p>ORIENTATION</p> <ol style="list-style-type: none"><li>1. Teacher greet the students</li><li>2. Praying</li><li>3. Checking students' attendance</li></ol> <p>APERCEPTION</p> <ul style="list-style-type: none"><li>- Teacher give the students Pre-Test in the beginning of study to check their knowledge.</li></ul> <p>MOTIVATION</p> <ul style="list-style-type: none"><li>- Teacher give the students motivation by giving them the purpose of why they should answer the test the teacher given in that meeting.</li></ul>
Whilst Activities (40 Minutes)	<ol style="list-style-type: none"><li>1. Teacher leads the students to ask question if they did not understand with the question.</li><li>2. Teacher give them 40 minutes to answer 30 questions about asking and giving opinion in general which is create on Online Comic.</li></ol>
Closure (10 Minutes)	<ol style="list-style-type: none"><li>3. Teacher ask if they already done to do the test</li><li>4. The class end with praying together.</li></ol>

## Appendix 12

### TEST

#### PLEASE CHOOSE THE CORRECT ANSWER!

##### *Text for questions number 1 to 3*

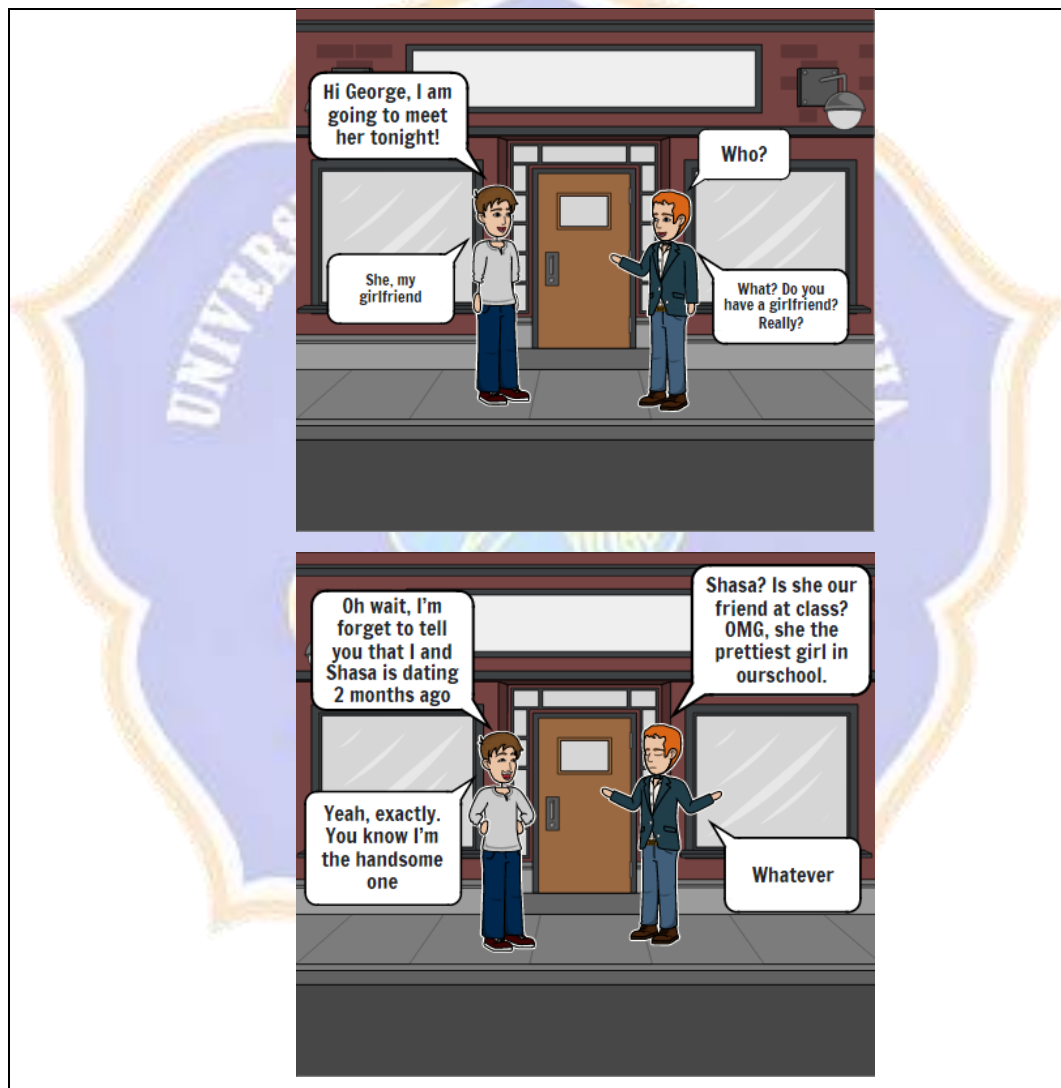
Drought during 2011 has caused many problems. First, the people lack of clean water to either take a bath, wash clothes or drink. Consequently, the government has to spend more expenditure in social welfare. And then, many breeders do not find grass for their cattle, sheep, and goats. As result, their animals get thinner day after day due to lack of enough food. Then, many farmers who depend on rainfall can't cultivates their land. Consequently, they do not get regular income from agribusiness. This is also causes the farmer labors of losing their jobs. Therefore, poverty rate gets increased this year. Finally, the drought has a great impact on the water reservoir: dams, lake, canal. Their water levels go down of even totally dry. All of those conditions are clearly due to mono cause that is long drought in our country.

1. How many problems cause by the drought during 2011 are mention in the text?
  - a. 3
  - b. 4**
  - c. 5
  - d. 6
  - e. 7
2. What is the consequent of the scarcity of clean water?
  - a. The government has to import some food from another country
  - b. The government needed to fill the water reservoir
  - c. The government can't cultivate their land
  - d. The government has to spend more expenditure in social welfare**
  - e. The government can't find grass for their cattle, sheep, and goats
3. How can the drought impact the water reservoir?

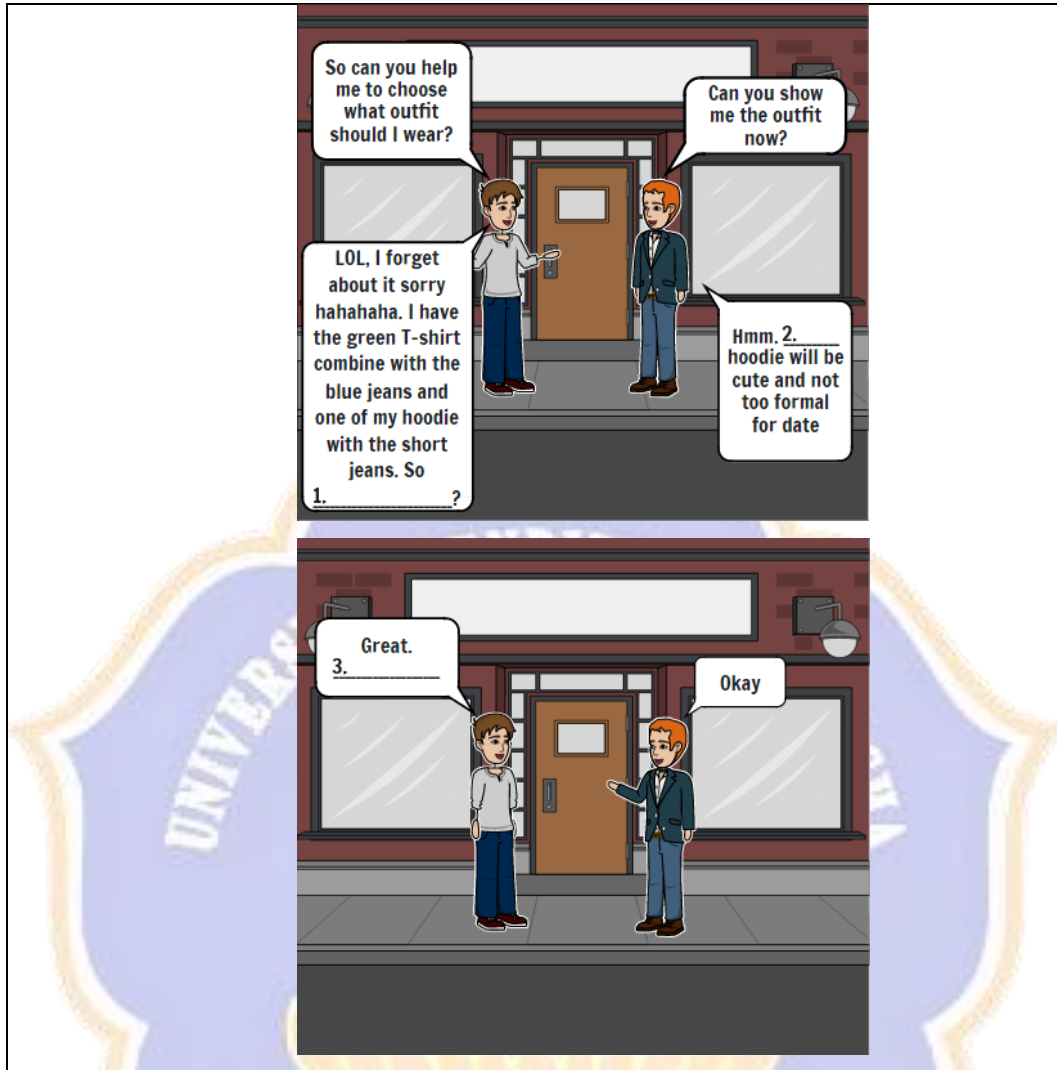
- a. Their water level go down or ever totally dry
- b. Farmers can't cultivate their land
- c. The drought is quickly gone
- d. Government spend more expenditure in social welfare
- e. People uses clean water to take a bath, wash clothes or drink

*Read the following comic 1 to answer question number 4 to 7.*

**COMIC 1**







4. What is the character in comic talk about?
  - a. They are talking about the prettiest girl
  - b. They are talking about dating with new girlfriend
  - c. They are talking about good outfit to dinner
  - d. They are talking about girlfriend name Shasa
  - e. **They are talking about Harry who need suggestion for his outfit**
  
5. How many characters in the comic above?
  - a. Four Characters
  - b. Just one Characters
  - c. Three Characters
  - d. More than one Characters

**e. Two Characters**

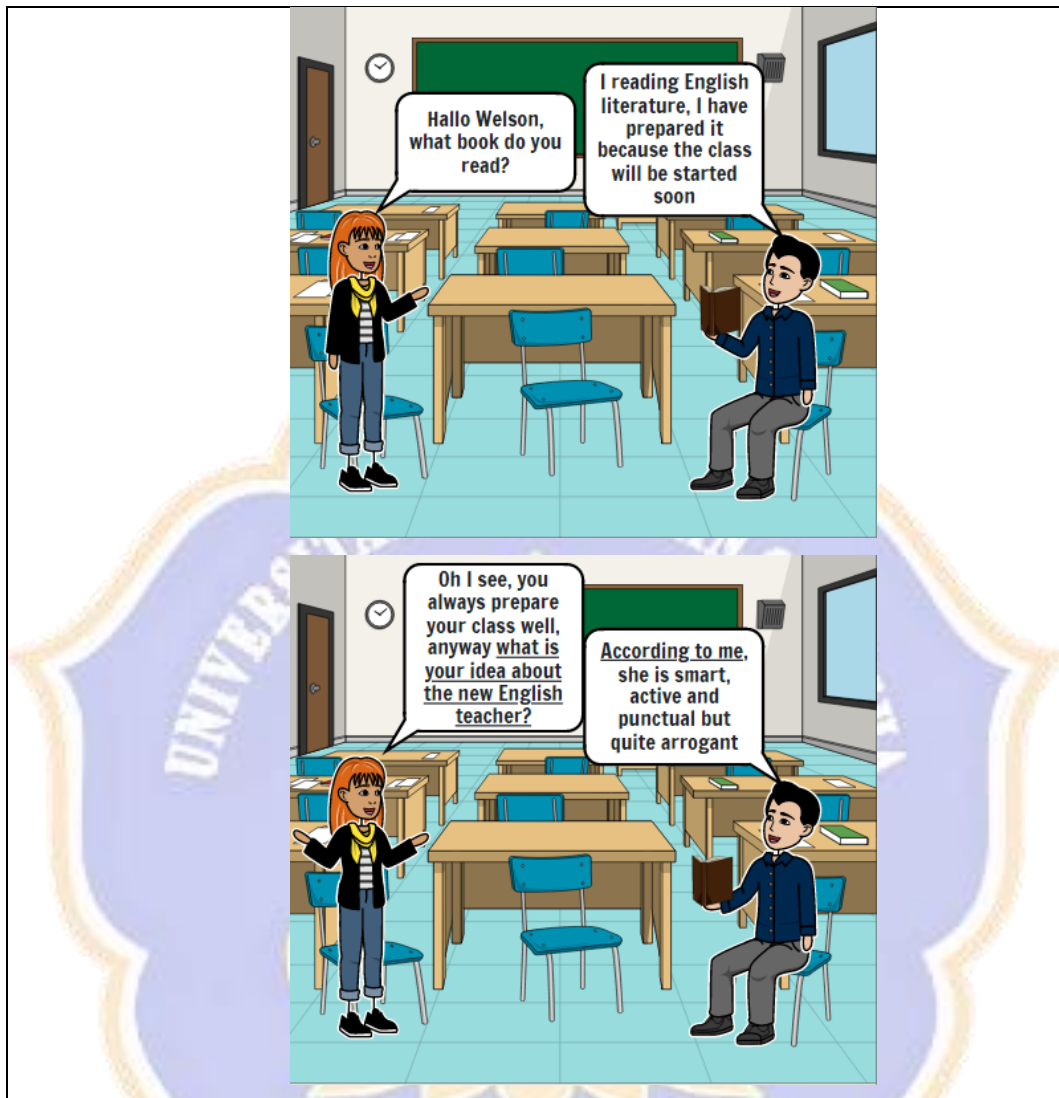
6. What is the appropriate expression to fill number 1 and 2 blank dialog above?
- a. What should I do? and I agree with you
  - b. What do you suggest? and I don't think so
  - c. What do you think? and I think**
  - d. Do you have any advice for me? and I know
  - e. Do you have any suggestion? and Yes it is
7. What is the suitable expression to complete number 3 blank dialog above?
- a. Dear, George
  - b. Alright, George
  - c. Thanks, George**
  - d. You're welcome, George
  - e. Dear, George
8. Jane : I like to stay in Bali. The air is fresh  
Sam : Yes, I think so

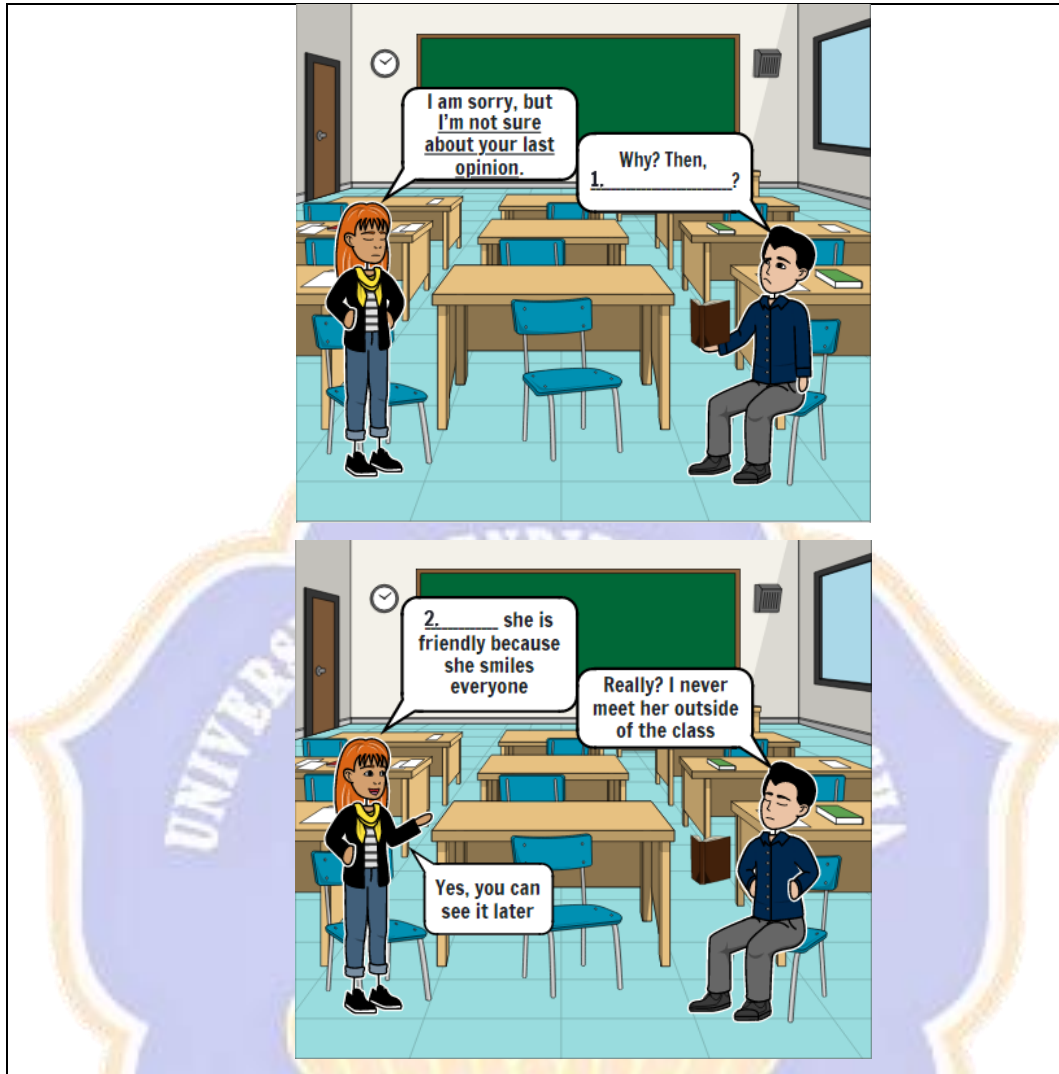
From the dialog above we can conclude that ...

- a. An Invitation
  - b. A Sympathy
  - c. An Apology
  - d. An Opinion**
  - e. An Agreement
9. The correct expression to give an opinion is ...
- a. How do I look?
  - b. I disagree with that ...
  - c. Do you have any idea?
  - d. My opinion is totally wrong
  - e. I think this pizza is delicious**

*Read the following comic 2 to answer questions number 10 to 15.*

COMIC 2





Question:

10. What kind of text in the comic above?

- a. Giving an idea
- b. Suggestion
- c. Narrative text
- d. **Asking and giving opinion**
- e. Procedure text

11. From the comic what do you think they are talking about?

- a. **Their opinion about the new English teacher**
- b. Reading literature books
- c. The women disagree about man opinion

- d. Some books they read
- e. Friendly English teacher

12. The underline sentence “What is your idea about the new English teacher?” is type of ... opinion

- a. An opinion
- b. Asking an opinion**
- c. An Agreement
- d. Disagreement
- e. Giving an Opinion

13. The underline sentence “According to me” is type of ... opinion

- a. An opinion**
- b. Disagreement
- c. An Agreement
- d. Asking an opinion
- e. Giving an Opinion

14. The underline sentence “I’m not sure about your last opinion” can be replace with ...

- a. I am agree with your last opinion
- b. I don’t think it’s a good idea about your last opinion
- c. I’m disagree about your last opinion**
- d. I’m totally agree about your last opinion
- e. You know that’s right about your last opinion

15. What is the suitable expression to complete number 1 and 2 blank dialog above?

- a. How and I agree
- b. What is it and Who are you
- c. What do you think about it and I think**
- d. How are you and I am agree with you
- e. How do you know that and I am not sure

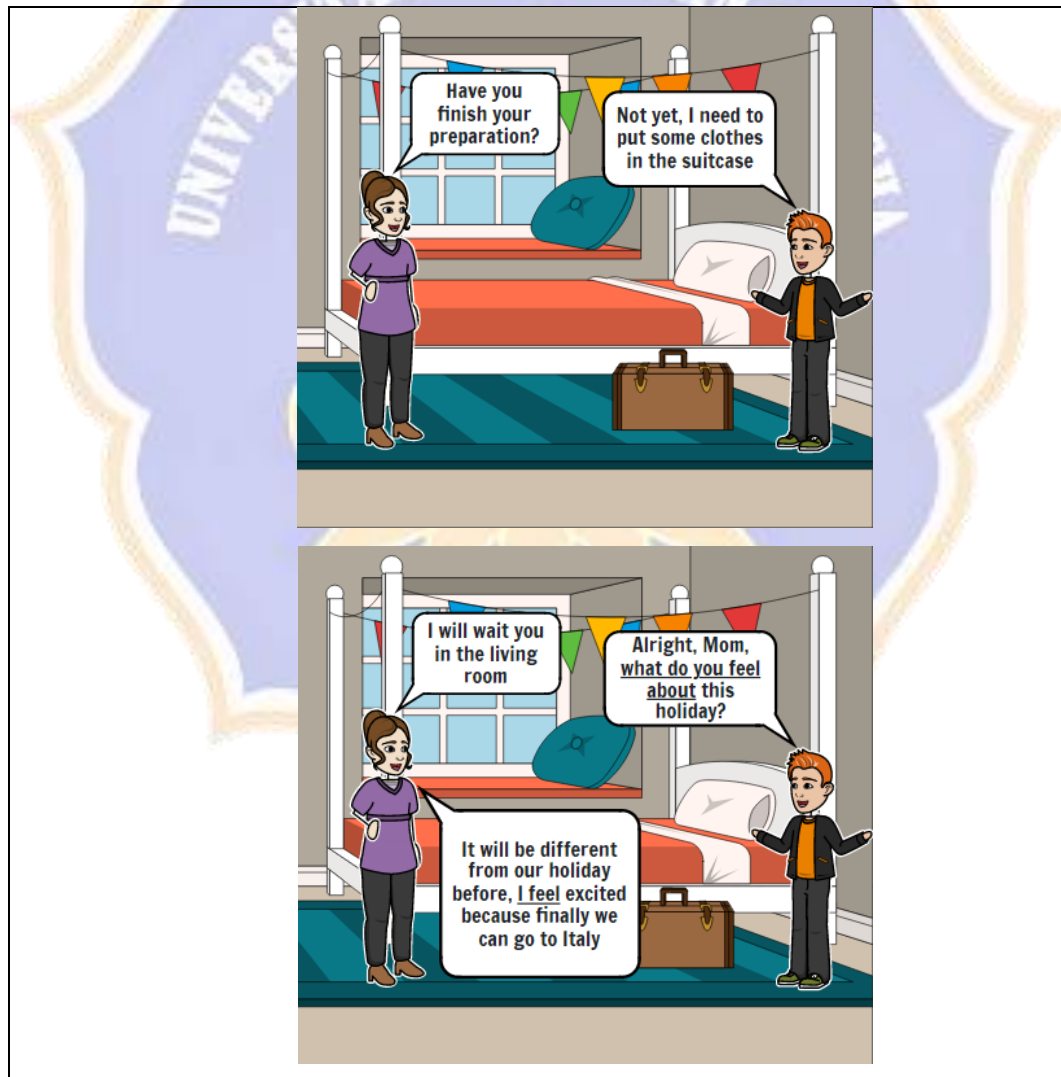
16. Mark : ...

Naoni : I love this place

- a. I love you
- b. What does it mean?
- c. What do you think?
- d. Isn't the place worse than before?
- e. **How do you think about this place?**

*Read the following comic 3 to answer questions number 17 to 19.*

**COMIC 3**







Question:

17. The underline sentence “What do you think about” is an expression about?

- a. Giving an idea
- b. Asking a solution
- c. Asking an opinion**
- d. Giving s solution
- e. Making appointment

18. What is the suitable expression to complete number 1 blank dialog above?

- a. I agree with your opinion, Mom**
- b. What do you think, Mom
- c. I disagree with your opinion, Mom
- d. What have you done, Mom
- e. What about this one, Mom

19. What is the expression given by the son in the last dialog?

- a. Sad
- b. Angry
- c. Hungry
- d. Happy**
- e. Cry

20. Alex : What is your opinion about this comic?

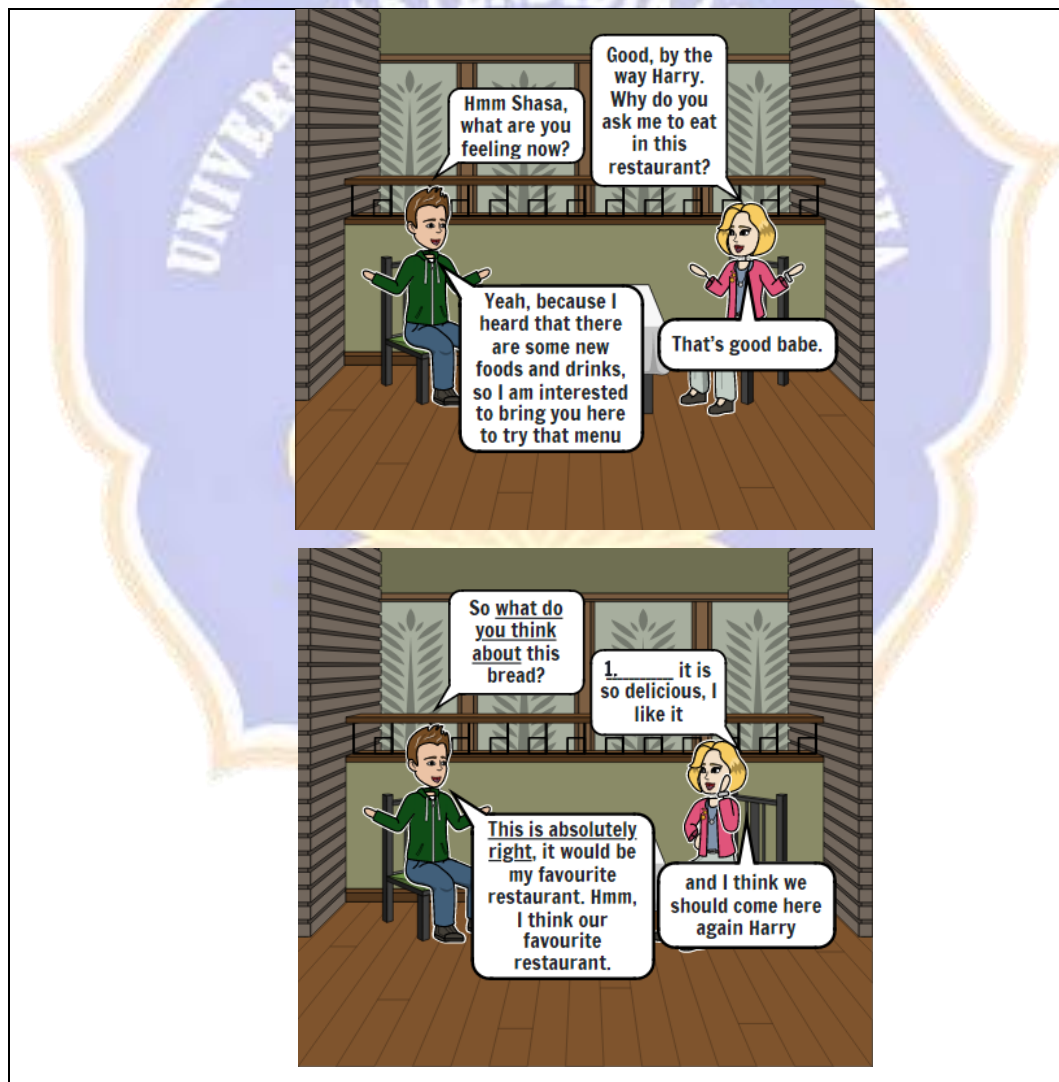
Jojo : I like it. It's great!

From the dialog above we can conclude that...

- a. Jojo disagree with Alex's opinion
- b. Alex is asking Jojo's opinion**
- c. They don't read the comic
- d. Jojo doesn't like the comic
- e. Alex is giving his opinion

*Read the following comic 4 to answer questions number 21 to 23.*

#### COMIC 4

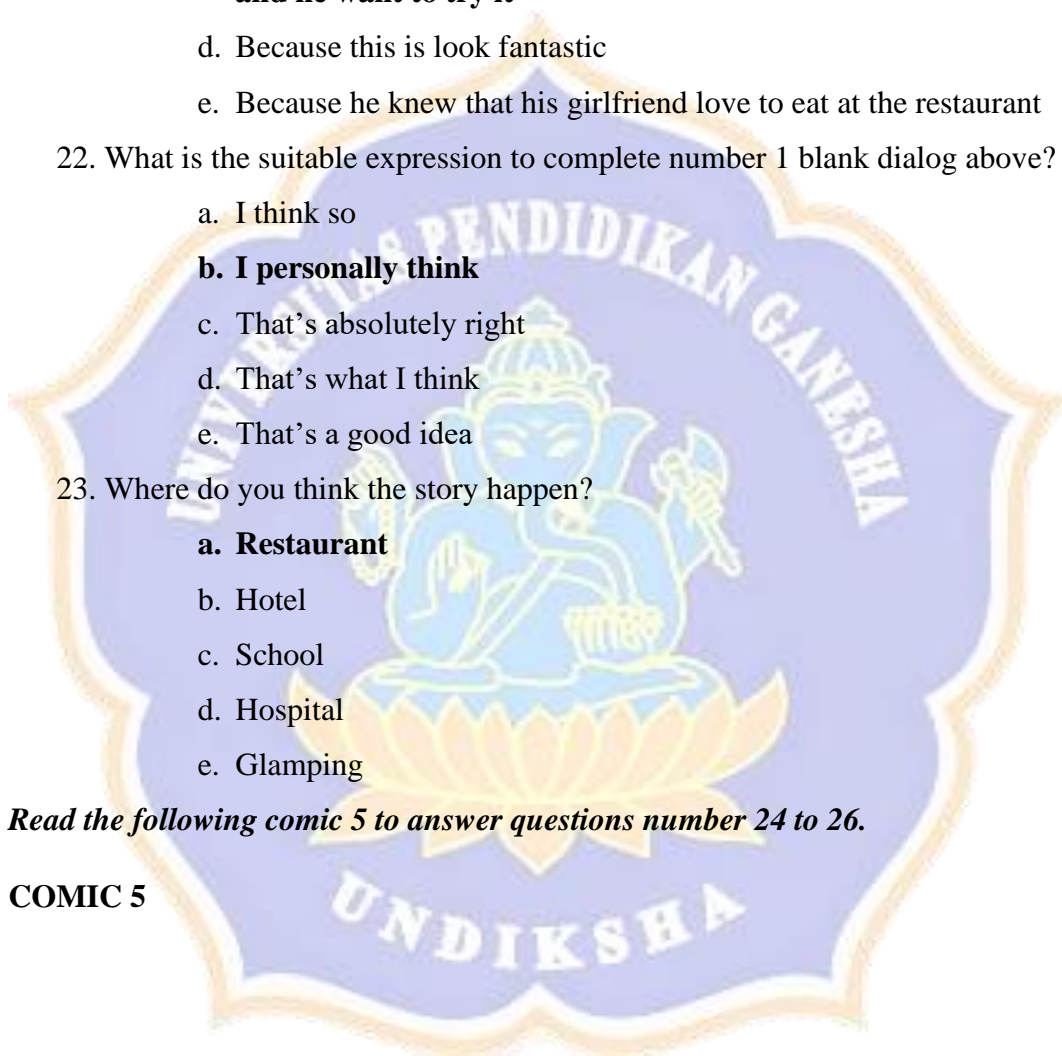


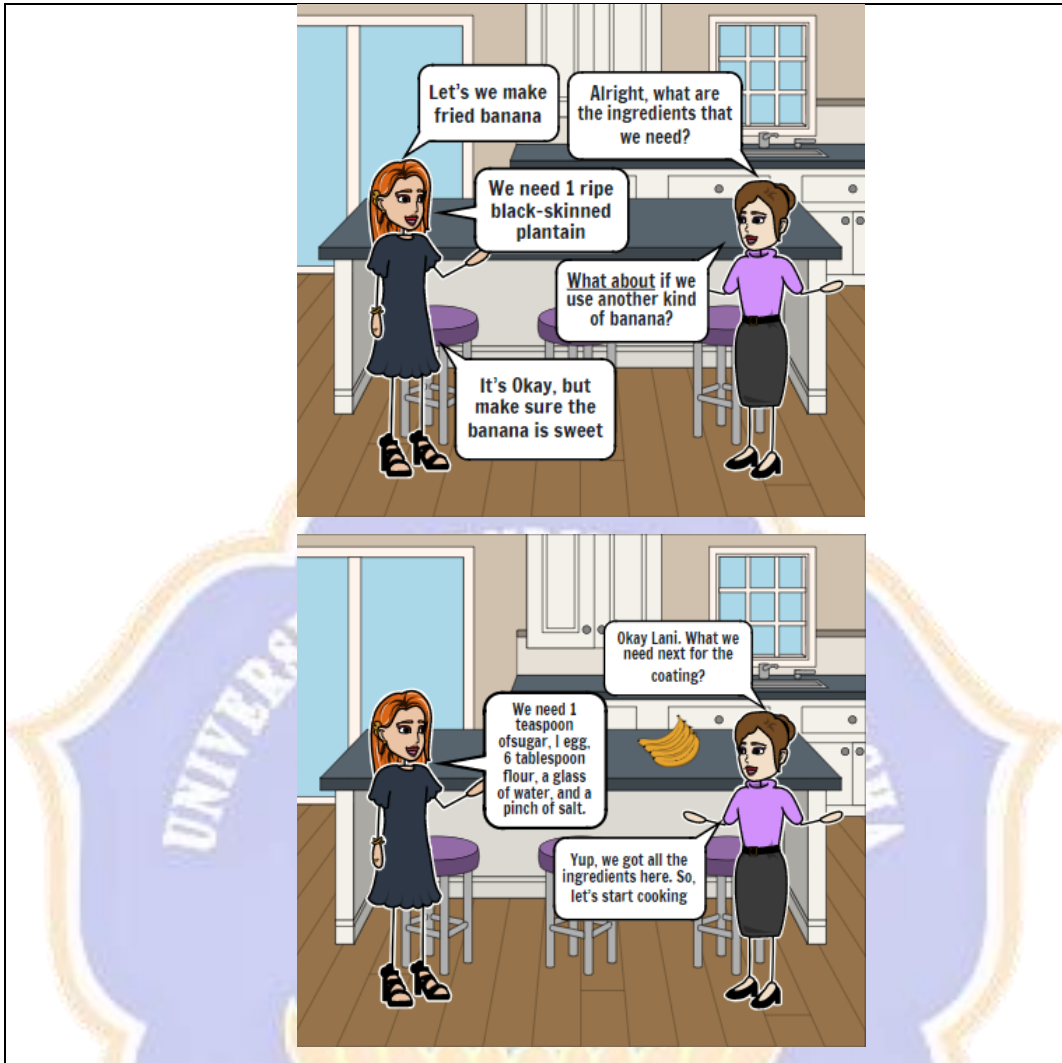
Question

21. Why Harry bring Shasa to this restaurant?
- a. Because he confused to choose the restaurant
  - b. Because he loved he so much
  - c. Because he heard that there are some new foods and drinks and he want to try it**
  - d. Because this is look fantastic
  - e. Because he knew that his girlfriend love to eat at the restaurant
22. What is the suitable expression to complete number 1 blank dialog above?
- a. I think so
  - b. I personally think**
  - c. That's absolutely right
  - d. That's what I think
  - e. That's a good idea
23. Where do you think the story happen?
- a. Restaurant**
  - b. Hotel
  - c. School
  - d. Hospital
  - e. Glamping

*Read the following comic 5 to answer questions number 24 to 26.*

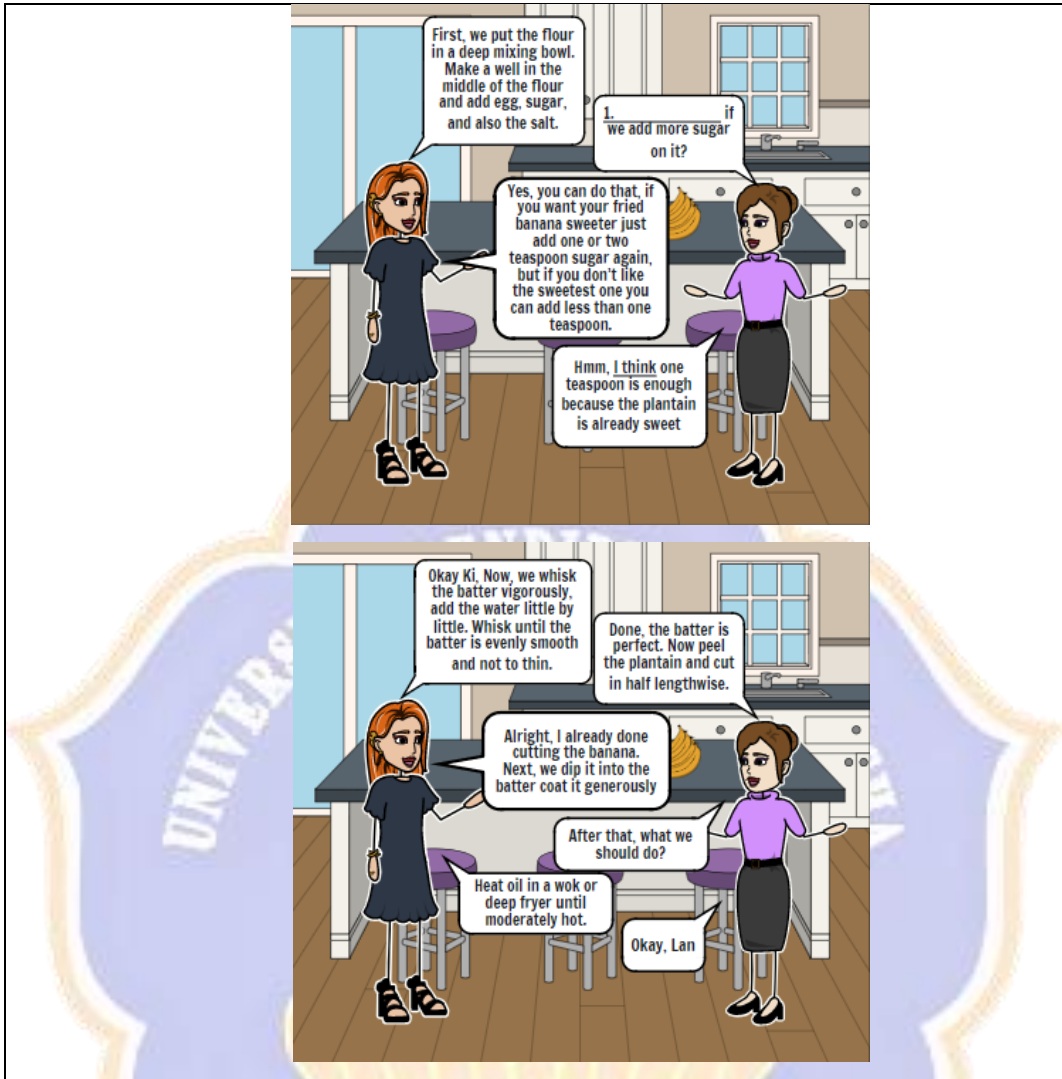
**COMIC 5**





UNIVERSITY

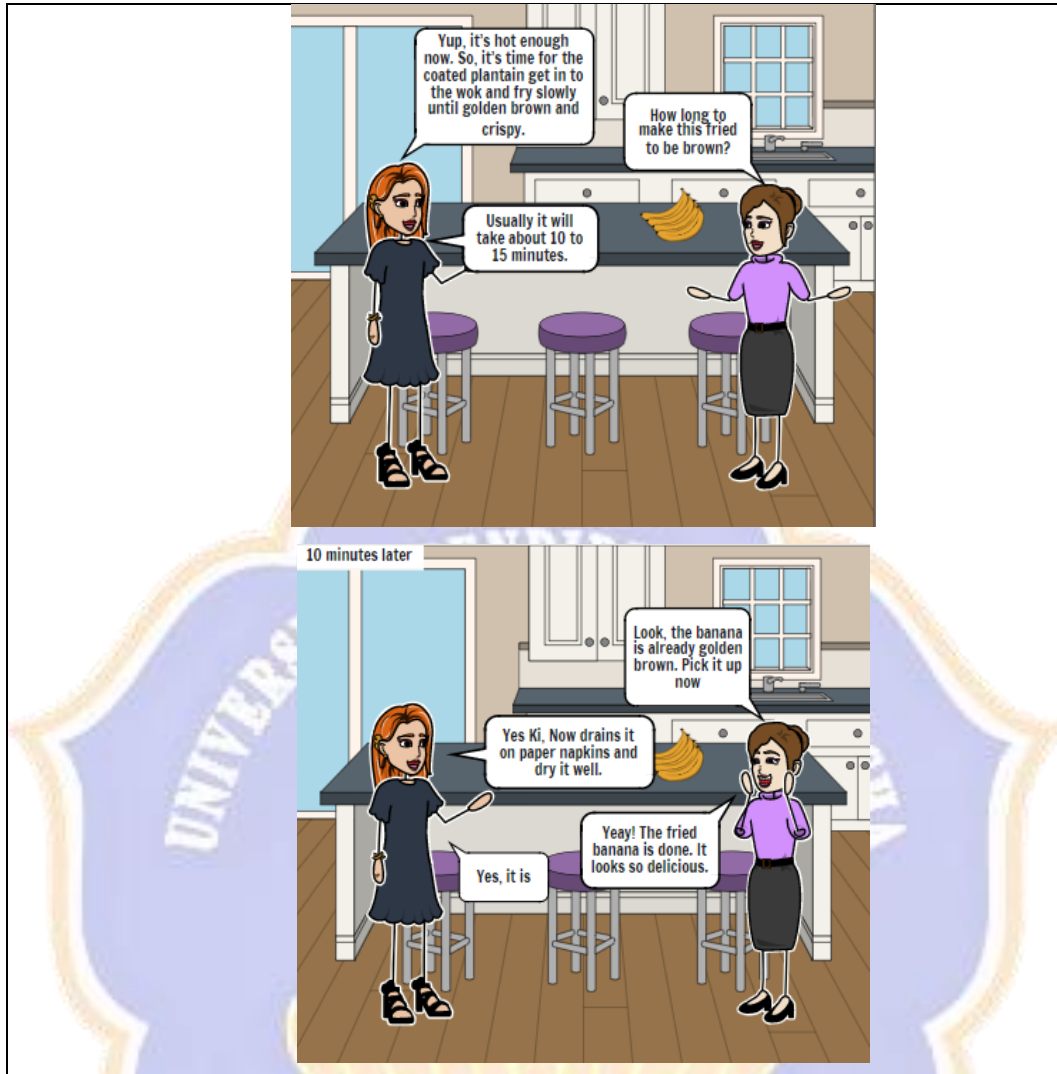
UNDIKSHA



UNIVERSITY

UNDIKSHA





QUESTION:

24. What is the suitable expression to complete number 1 blank dialog above?

- a. What do you think
- b. What are you views on
- c. What do you feel about
- d. What is your opinion
- e. Would you give more

25. What kind of text in the comic above?

- a. Narrative Text
- b. Descriptive Text
- c. Argumentative Text



**d. Procedure Text**

e. Expository Text

26. Where do you think the story happen?

- a. In Bathroom
- b. In the living room

**c. In the Kitchen**

- d. In the bedroom
- e. In the guest room

27. I really like stay in Bali. ... Bali is the best island in Indonesia

- a. I agree
- b. I disagree
- c. Because
- d. I don't think so

**e. In my opinion**

28. She spoke quietly ... she didn't want Catherine to hear

- a. Therefore
- b. Because**
- c. Because of
- d. Due to
- e. Thus

29. You eat unhealthy food. ... you are obese

- a. Since
- b. Therefore
- c. Thus**
- d. Moreover
- e. Because

30. He went to school by bus ... his motorcycle in repairs

- a. So that
- b. Since**
- c. Because
- d. Although

e. Because of

**POST-TEST WILL USE THE SAME TEST**



**Key answer**

1. B
2. D
3. A
4. E
5. E
6. C
7. C
8. D
9. E
10. D
11. A
12. B
13. A
14. C
15. C
16. E
17. C
18. A
19. D
20. B
21. C
22. B
23. A
24. A
25. D
26. C
27. E
28. B
29. C
30. B





## Appendix 13

### Result of Pre-test and Post-test

No.	Students' initial	Achievement before treatment using online comic (Pre-test score)	Achievement after treatment using online comic (Post-test score)
1	AGPW	70	76.7
2	KYBK	50	70
3	MDBDS	16.7	73.3
4	PBRMD	70	73.3
5	PKP	26.7	70
6	WA	30	73.3
7	KA	20	73.3
8	KODP	46.7	83.3
9	KAWY	56.7	66.7
10	KAP	60	73.3
11	LPKS	80	83.3
12	KYS	43.3	66.7
13	KLA	70	80
14	KSA	50	73.3
15	KDS	70	73.3
16	KNMA	70	73.3
17	KTGD	20	60
18	LMIWS	76.7	86.7
19	LMPWP	36.7	70
20	LPAU	26.7	70



21	LPDL	46.7	76.7
22	MMDL	53.3	73.3
23	MPS	50	83.3
24	NST	43.3	66.7
25	NTS	70	73.3
26	NWL	80	83.3
27	PDS	36.7	60
28	PN	50	70
29	PSMP	70	80
30	PAMS	73.3	76.7

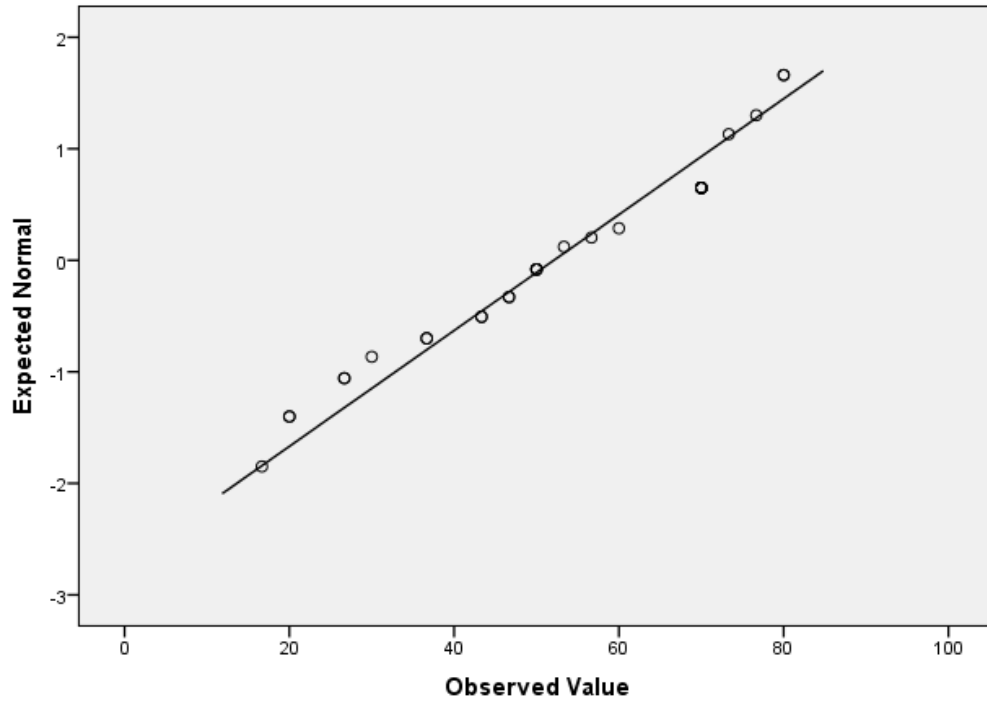


## Appendix 14

### Diagram Descriptive Variable Result

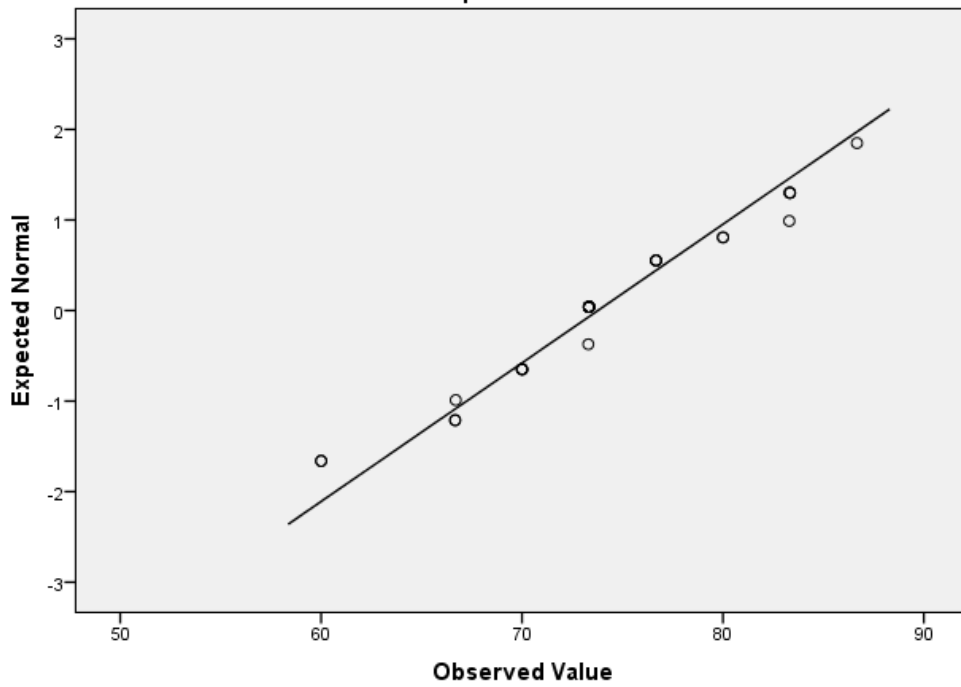
Normal Q-Q Plot of Result of pre-test and post-test

for Class= Pre-test result



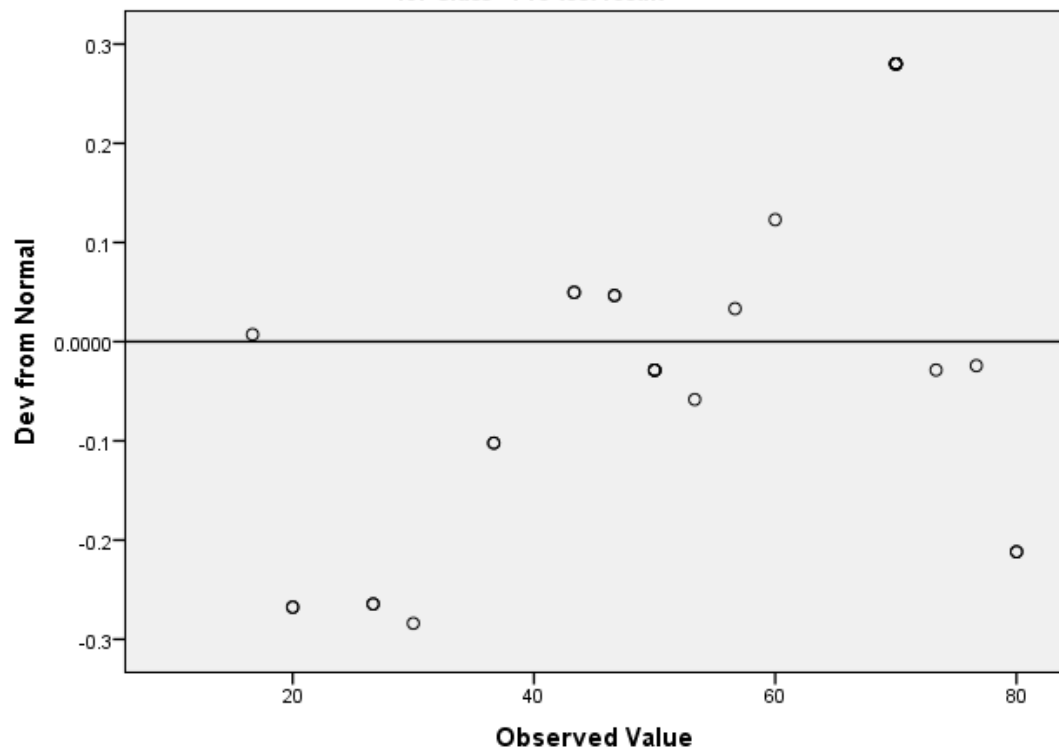
Normal Q-Q Plot of Result of pre-test and post-test

for Class= post-test result

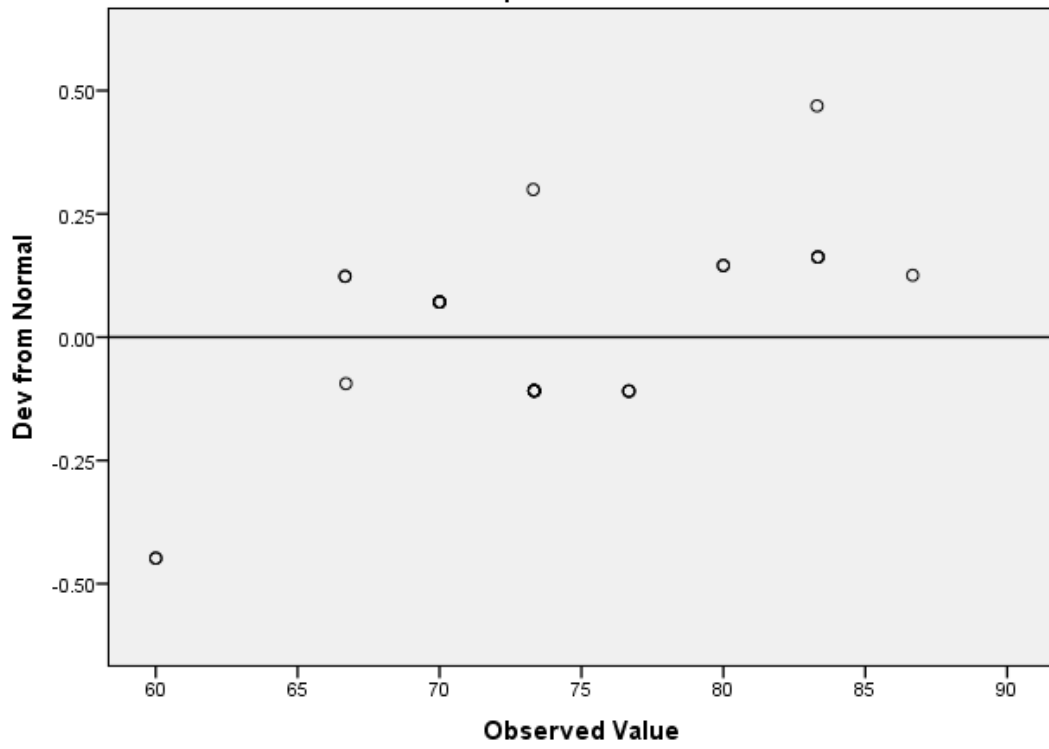


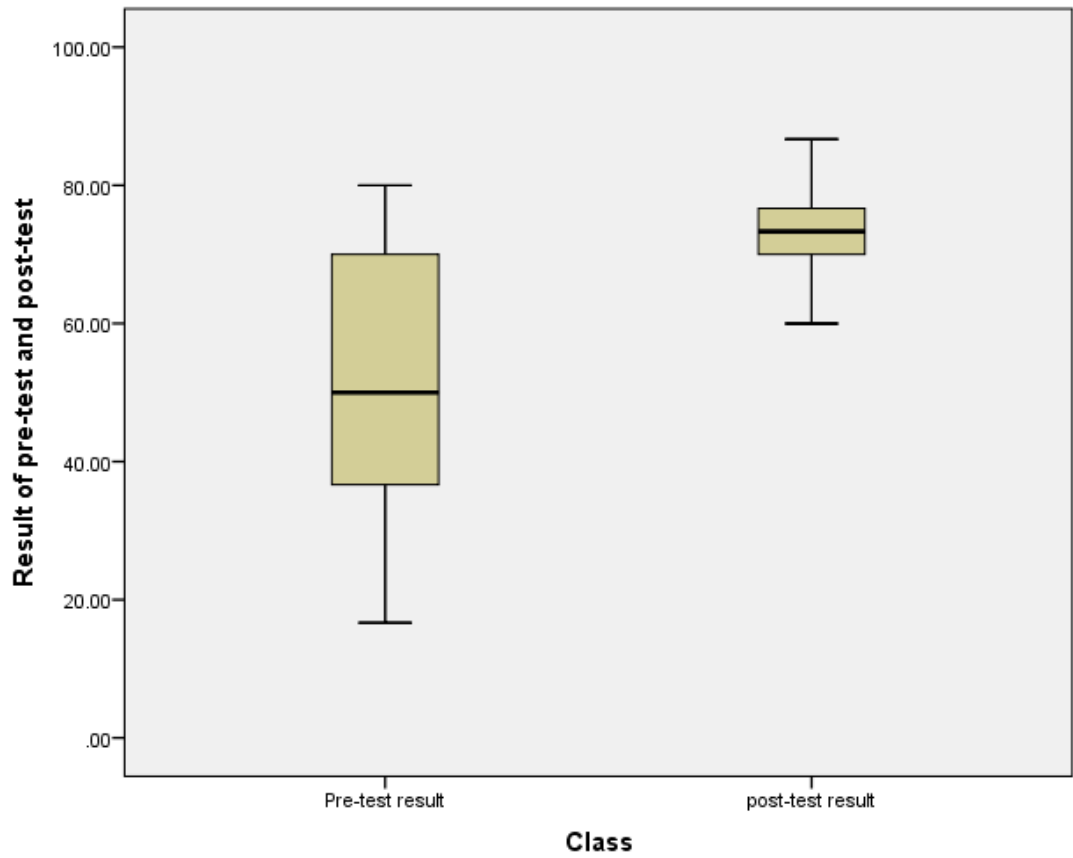
Detrended Normal Q-Q Plot of Result of pre-test and post-test

for Class= Pre-test result



Detrended Normal Q-Q Plot of Result of pre-test and post-test  
for Class= post-test result







## Appendix 15

### Result of Validity Test

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10
X01	Pearson Correlation	1	0,265	-0,145	0,166	0,215	0,177	0,338	0,230	-0,230	-0,099
	Sig. (2-tailed)		0,150	0,436	0,373	0,246	0,341	0,063	0,214	0,214	0,598
	N	31	31	31	31	31	31	31	31	31	31
X02	Pearson Correlation	0,265	1	0,302	0,349	0,253	0,254	.453*	0,018	0,123	0,122
	Sig. (2-tailed)	0,150		0,099	0,054	0,170	0,168	0,011	0,922	0,508	0,512
	N	31	31	31	31	31	31	31	31	31	31
X03	Pearson Correlation	-0,145	0,302	1	0,189	0,264	.372*	0,204	-0,224	0,088	0,046
	Sig. (2-tailed)	0,436	0,099		0,309	0,151	0,039	0,270	0,226	0,639	0,806
	N	31	31	31	31	31	31	31	31	31	31
X04	Pearson Correlation	0,166	0,349	0,189	1	0,114	0,029	0,180	0,056	-0,189	0,180
	Sig. (2-tailed)	0,373	0,054	0,309		0,540	0,876	0,332	0,766	0,309	0,332
	N	31	31	31	31	31	31	31	31	31	31
X05	Pearson Correlation	0,215	0,253	0,264	0,114	1	0,169	0,323	-0,004	0,004	0,323
	Sig. (2-tailed)	0,246	0,170	0,151	0,540		0,364	0,077	0,982	0,982	0,077
	N	31	31	31	31	31	31	31	31	31	31
X06	Pearson Correlation	0,177	0,254	.372*	0,029	0,169	1	0,214	-0,291	0,026	-0,095
	Sig. (2-tailed)	0,341	0,168	0,039	0,876	0,364		0,247	0,113	0,891	0,613
	N	31	31	31	31	31	31	31	31	31	31
X07	Pearson Correlation	0,338	.453*	0,204	0,189	0,323	0,214	1	0,046	-0,046	0,107
	Sig. (2-tailed)	0,063	0,011	0,270	0,332	0,077	0,247		0,806	0,806	0,566
	N	31	31	31	31	31	31	31	31	31	31
X08	Pearson Correlation	0,230	0,018	-0,224	0,056	-0,004	-0,291	0,046	1	.360*	0,204
	Sig. (2-tailed)	0,214	0,922	0,226	0,766	0,982	0,113	0,806		0,047	0,270
	N	31	31	31	31	31	31	31	31	31	31
X09	Pearson Correlation	-0,230	0,123	0,088	-0,189	0,004	0,026	-0,046	.360*	1	0,271





	Sig. (2-tailed)	0,436	0,390	0,321	0,766	0,486	0,567	0,547	0,079	0,005	0,003
	N	31	31	31	31	31	31	31	31	31	31
X29	Pearson Correlation	-0,246	0,354	0,036	0,131	0,053	0,044	0,083	0,174	.380*	0,083
	Sig. (2-tailed)	0,182	0,051	0,849	0,482	0,778	0,816	0,656	0,349	0,035	0,656
	N	31	31	31	31	31	31	31	31	31	31
X30	Pearson Correlation	0,080	-0,073	-0,012	0,131	0,017	0,102	0,027	0,349	0,012	0,237
	Sig. (2-tailed)	0,669	0,698	0,951	0,483	0,927	0,585	0,885	0,055	0,951	0,200
	N	31	31	31	31	31	31	31	31	31	31
X31	Pearson Correlation	-0,112	0,203	.361*	0,188	0,246	0,227	-0,016	0,325	.477*	.753*
	Sig. (2-tailed)	0,548	0,274	0,046	0,310	0,182	0,219	0,932	0,074	0,007	0,000
	N	31	31	31	31	31	31	31	31	31	31

		X11	X12	X13	X14	X15	X16	X17	X18	X19	X20
X01	Pearson Correlation	-0,155	-0,117	-0,285	-0,162	-0,201	-0,080	-0,135	-0,089	-0,080	-0,089
	Sig. (2-tailed)	0,405	0,532	0,120	0,391	0,278	0,669	0,468	0,632	0,669	0,632
	N	31	31	31	30	31	31	31	31	31	31
X02	Pearson Correlation	-0,307	-0,289	0,137	.523**	0,072	0,073	-0,079	0,011	0,073	0,011
	Sig. (2-tailed)	0,093	0,114	0,461	0,003	0,702	0,698	0,672	0,952	0,698	0,952
	N	31	31	31	30	31	31	31	31	31	31
X03	Pearson Correlation	-0,139	-0,071	.362*	0,110	0,189	0,192	0,103	-0,054	.372*	0,114
	Sig. (2-tailed)	0,457	0,706	0,045	0,563	0,309	0,302	0,582	0,773	0,039	0,543
	N	31	31	31	30	31	31	31	31	31	31
X04	Pearson Correlation	-0,148	0,009	-0,009	0,144	-0,303	0,222	-0,275	0,116	0,222	0,116
	Sig. (2-tailed)	0,426	0,961	0,961	0,448	0,098	0,231	0,134	0,533	0,231	0,533
	N	31	31	31	30	31	31	31	31	31	31



X05	Pearson Correlation	-0,192	-0,256	0,111	0,186	0,114	0,161	-.357*	.411*	0,161	0,080
	Sig. (2-tailed)	0,300	0,165	0,550	0,326	0,540	0,388	0,049	0,022	0,388	0,669
	N	31	31	31	30	31	31	31	31	31	31
X06	Pearson Correlation	-0,093	-0,092	-0,050	0,202	0,159	0,249	-0,091	0,148	0,074	-0,016
	Sig. (2-tailed)	0,619	0,624	0,787	0,285	0,393	0,177	0,625	0,428	0,694	0,933
	N	31	31	31	30	31	31	31	31	31	31
X07	Pearson Correlation	-.459**	-.345	-.164	0,313	0,025	-.237	-.239	-.265	-.027	-.069
	Sig. (2-tailed)	0,009	0,057	0,377	0,092	0,894	0,200	0,195	0,150	0,885	0,711
	N	31	31	31	30	31	31	31	31	31	31
X08	Pearson Correlation	.398*	.367*	-.221	-.247	0,056	0,012	.380*	-.054	0,012	0,281
	Sig. (2-tailed)	0,026	0,042	0,232	0,189	0,766	0,951	0,035	0,773	0,951	0,125
	N	31	31	31	30	31	31	31	31	31	31
X09	Pearson Correlation	.407*	0,216	0,221	0,165	0,343	-.012	.451*	0,222	-.012	0,054
	Sig. (2-tailed)	0,023	0,242	0,232	0,384	0,059	0,951	0,011	0,231	0,951	0,773
	N	31	31	31	30	31	31	31	31	31	31
X10	Pearson Correlation	.479**	0,334	0,175	0,154	0,335	.602**	0,083	.712**	.602**	.712**
	Sig. (2-tailed)	0,006	0,066	0,345	0,417	0,065	0,000	0,656	0,000	0,000	0,000
	N	31	31	31	30	31	31	31	31	31	31
X11	Pearson Correlation	1	.609**	0,111	-.302	.377*	.516**	.599**	.411*	0,338	.411*
	Sig. (2-tailed)		0,000	0,550	0,105	0,036	0,003	0,000	0,022	0,063	0,022
	N	31	31	31	30	31	31	31	31	31	31
X12	Pearson Correlation	.609**	1	0,253	-.279	0,295	0,299	0,268	0,226	0,106	.406*
	Sig. (2-tailed)	0,000		0,171	0,136	0,107	0,102	0,144	0,221	0,570	0,023
	N	31	31	31	30	31	31	31	31	31	31



N	31	31	31	30	31	31	31	31	31	31
X13 Pearson Correlation	0,111	0,253	1	0,071	0,134	0,280	0,029	0,133	0,280	0,133
Sig. (2-tailed)	0,550	0,171		0,709	0,474	0,126	0,878	0,474	0,126	0,474
N	31	31	31	30	31	31	31	31	31	31
X14 Pearson Correlation	-0,302	-0,279	0,071	1	-0,050	0,150	-0,190	0,235	0,150	0,067
Sig. (2-tailed)	0,105	0,136	0,709		0,794	0,428	0,314	0,210	0,428	0,724
N	30	30	30	30	30	30	30	30	30	30
X15 Pearson Correlation	.377*	0,295	0,134	-0,050	1	0,222	.402*	0,281	0,222	0,281
Sig. (2-tailed)	0,036	0,107	0,474	0,794		0,231	0,025	0,126	0,231	0,126
N	31	31	31	30	31	31	31	31	31	31
X16 Pearson Correlation	.516**	0,299	0,280	0,150	0,222	1	0,041	.673**	.762**	.673**
Sig. (2-tailed)	0,003	0,102	0,126	0,428	0,231		0,825	0,000	0,000	0,000
N	31	31	31	30	31	31	31	31	31	31
X17 Pearson Correlation	.599**	0,268	0,029	-0,190	.402*	0,041	1	-0,193	0,225	0,149
Sig. (2-tailed)	0,000	0,144	0,878	0,314	0,025	0,825		0,299	0,224	0,425
N	31	31	31	30	31	31	31	31	31	31
X18 Pearson Correlation	.411*	0,226	0,133	0,235	0,281	.673**	-0,193	1	.451*	.380*
Sig. (2-tailed)	0,022	0,221	0,474	0,210	0,126	0,000	0,299		0,011	0,035
N	31	31	31	30	31	31	31	31	31	31
X19 Pearson Correlation	0,338	0,106	0,280	0,150	0,222	.762**	0,225	.451*	1	.673**
Sig. (2-tailed)	0,063	0,570	0,126	0,428	0,231	0,000	0,224	0,011		0,000
N	31	31	31	30	31	31	31	31	31	31
X20 Pearson Correlation	.411*	.406*	0,133	0,067	0,281	.673**	0,149	.380*	.673**	1

	Sig. (2-tailed)	0,022	0,023	0,474	0,724	0,126	0,000	0,425	0,035	0,000	
	N	31	31	31	30	31	31	31	31	31	31
X21	Pearson Correlation	.453*	0,178	0,034	0,053	0,156	.616**	0,117	.542**	0,354	0,299
	Sig. (2-tailed)	0,011	0,339	0,855	0,782	0,402	0,000	0,532	0,002	0,050	0,103
	N	31	31	31	30	31	31	31	31	31	31
X22	Pearson Correlation	.640**	.580**	.419*	-0,321	.609**	.398*	.538**	0,281	.398*	.445*
	Sig. (2-tailed)	0,000	0,001	0,019	0,083	0,000	0,027	0,002	0,126	0,027	0,012
	N	31	31	31	30	31	31	31	31	31	31
X23	Pearson Correlation	0,338	0,299	0,280	0,331	0,222	.762**	0,041	.673**	.762**	.673**
	Sig. (2-tailed)	0,063	0,102	0,126	0,074	0,231	0,000	0,825	0,000	0,000	0,000
	N	31	31	31	30	31	31	31	31	31	31
X24	Pearson Correlation	.542**	.419*	0,009	-0,279	.433*	0,131	.411*	0,048	0,131	0,048
	Sig. (2-tailed)	0,002	0,019	0,961	0,136	0,015	0,483	0,022	0,799	0,483	0,799
	N	31	31	31	30	31	31	31	31	31	31
X25	Pearson Correlation	.463**	0,268	-0,120	0,095	0,131	.591**	0,295	.490**	.591**	.661**
	Sig. (2-tailed)	0,009	0,144	0,521	0,617	0,482	0,000	0,107	0,005	0,000	0,000
	N	31	31	31	30	31	31	31	31	31	31
X26	Pearson Correlation	0,309	.411*	0,168	0,036	-0,026	.599**	-0,195	.536**	.599**	.536**
	Sig. (2-tailed)	0,091	0,022	0,366	0,850	0,892	0,000	0,294	0,002	0,000	0,002
	N	31	31	31	30	31	31	31	31	31	31
X27	Pearson Correlation	0,256	.409*	0,061	-0,081	.562**	0,280	0,177	0,313	0,280	0,313
	Sig. (2-tailed)	0,165	0,022	0,746	0,670	0,001	0,126	0,340	0,086	0,126	0,086
	N	31	31	31	30	31	31	31	31	31	31



	N	31	31	31	31	31	31	31	31	31	31	31
X06	Pearson Correlation	0,180	-0,100	0,074	-0,029	0,178	-0,008	0,092	0,107	-0,044	0,102	0,227
	Sig. (2-tailed)	0,332	0,591	0,694	0,876	0,337	0,964	0,624	0,567	0,816	0,585	0,219
	N	31	31	31	31	31	31	31	31	31	31	31
X07	Pearson Correlation	-0,208	-0,285	-0,027	-0,180	-0,239	-0,142	0,005	-0,112	-0,083	0,027	-0,016
	Sig. (2-tailed)	0,262	0,120	0,885	0,332	0,195	0,447	0,977	0,547	0,656	0,885	0,932
	N	31	31	31	31	31	31	31	31	31	31	31
X08	Pearson Correlation	0,287	0,189	0,192	0,077	0,241	0,061	-0,075	0,320	0,174	0,349	0,325
	Sig. (2-tailed)	0,118	0,309	0,302	0,679	0,191	0,745	0,687	0,079	0,349	0,055	0,074
	N	31	31	31	31	31	31	31	31	31	31	31
X09	Pearson Correlation	0,306	0,343	0,168	0,189	0,174	-0,061	0,075	.496**	.380*	0,012	.477**
	Sig. (2-tailed)	0,094	0,059	0,365	0,309	0,349	0,745	0,687	0,005	0,035	0,951	0,007
	N	31	31	31	31	31	31	31	31	31	31	31
X10	Pearson Correlation	.483**	.490**	.812**	0,130	.567**	.486**	0,345	.521**	-0,083	0,237	.753**
	Sig. (2-tailed)	0,006	0,005	0,000	0,486	0,001	0,006	0,057	0,003	0,656	0,200	0,000
	N	31	31	31	31	31	31	31	31	31	31	31
X11	Pearson Correlation	.453*	.640**	0,338	.542**	.463**	0,309	0,256	.533**	0,220	.373*	.630**
	Sig. (2-tailed)	0,011	0,000	0,063	0,002	0,009	0,091	0,165	0,002	0,234	0,039	0,000
	N	31	31	31	31	31	31	31	31	31	31	31
X12	Pearson Correlation	0,178	.580**	0,299	.419*	0,268	.411*	.409*	.367*	0,177	0,280	.493**
	Sig. (2-tailed)	0,339	0,001	0,102	0,019	0,144	0,022	0,022	0,042	0,340	0,126	0,005
	N	31	31	31	31	31	31	31	31	31	31	31
X13	Pearson Correlation	0,034	.419*	0,280	0,009	-0,120	0,168	0,061	0,071	0,120	-0,280	0,279
	Sig. (2-tailed)	0,855	0,019	0,126	0,961	0,521	0,366	0,746	0,706	0,521	0,126	0,128
	N	31	31	31	31	31	31	31	31	31	31	31
X14	Pearson Correlation	0,053	-0,321	0,331	-0,279	0,095	0,036	-0,081	0,033	-0,172	-0,150	0,141
	Sig. (2-tailed)	0,782	0,083	0,074	0,136	0,617	0,850	0,670	0,864	0,363	0,428	0,459
	N	30	30	30	30	30	30	30	30	30	30	30
X15	Pearson Correlation	0,156	.609**	0,222	.433*	0,131	-0,026	.562**	.588**	0,004	-0,045	.546**
	Sig. (2-tailed)	0,402	0,000	0,231	0,015	0,482	0,892	0,001	0,001	0,981	0,808	0,001
	N	31	31	31	31	31	31	31	31	31	31	31
X16	Pearson Correlation	.616**	.398*	.762**	0,131	.591**	.599**	0,280	0,192	-0,041	0,192	.699**
	Sig. (2-tailed)	0,000	0,027	0,000	0,483	0,000	0,000	0,126	0,302	0,825	0,300	0,000
	N	31	31	31	31	31	31	31	31	31	31	31
X17	Pearson Correlation	0,117	.538**	0,041	.411*	0,295	-0,195	0,177	.518**	.409*	0,142	.409*







X29	Pearson Correlation	0,084	0,140	-0,041	0,267	0,268	-0,080	-0,029	0,036	1	0,041	0,192
	Sig. (2-tailed)	0,652	0,453	0,825	0,147	0,145	0,670	0,878	0,849		0,825	0,302
	N	31	31	31	31	31	31	31	31	31	31	31
X30	Pearson Correlation	0,169	-0,045	0,192	0,222	0,325	0,115	0,299	0,168	0,041	1	0,332
	Sig. (2-tailed)	0,364	0,808	0,300	0,231	0,074	0,537	0,102	0,365	0,825		0,068
	N	31	31	31	31	31	31	31	31	31	31	31
X31	Pearson Correlation	.603**	.639**	.792**	0,343	.649**	.423*	.456**	.667**	0,192	0,332	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,059	0,000	0,018	0,010	0,000	0,302	0,068	
	N	31	31	31	31	31	31	31	31	31	31	31

## Appendix 16

### DOCUMENTATION

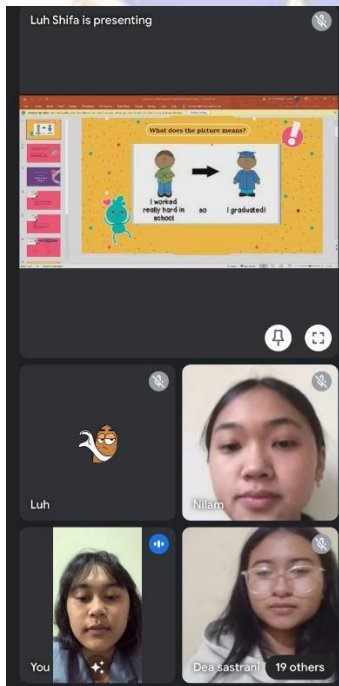
1. SESSION 1 (PRE-TEST) OFFLINE LEARNING PROCESS (25<sup>TH</sup> JANUARY 2022)



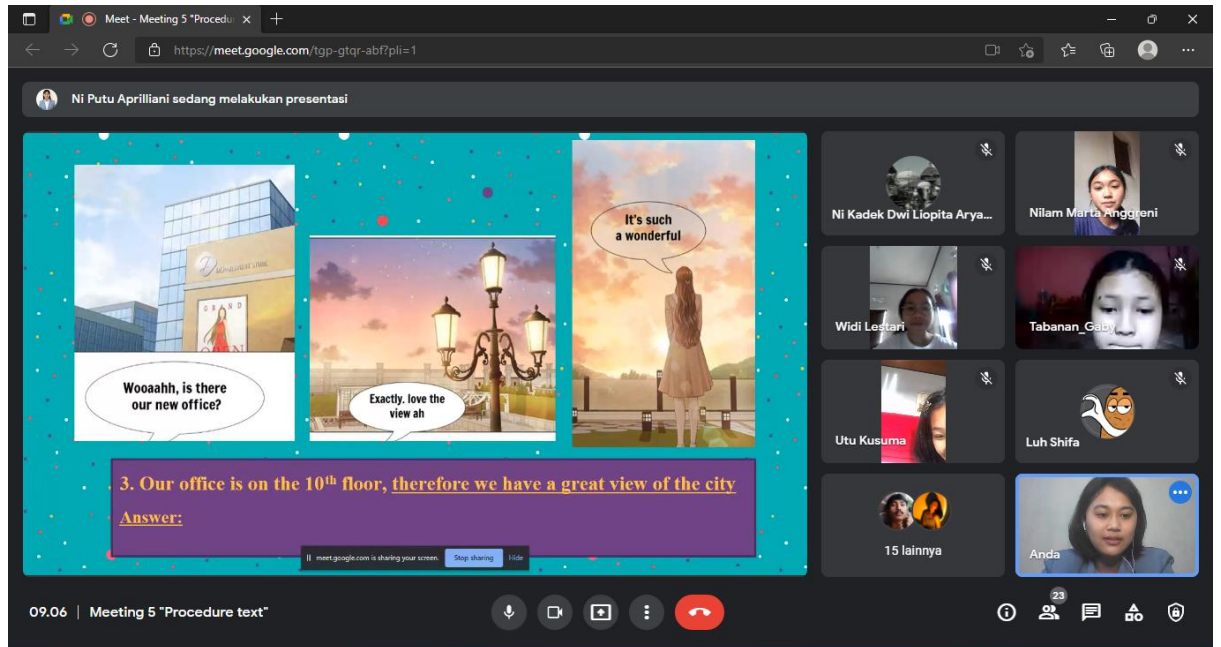
2. SESSION 2 (TEACHING AND LEARNING PROCESS THROUGH ONLINE/GOOGLE MEET) 8<sup>TH</sup> JANUARY 2022



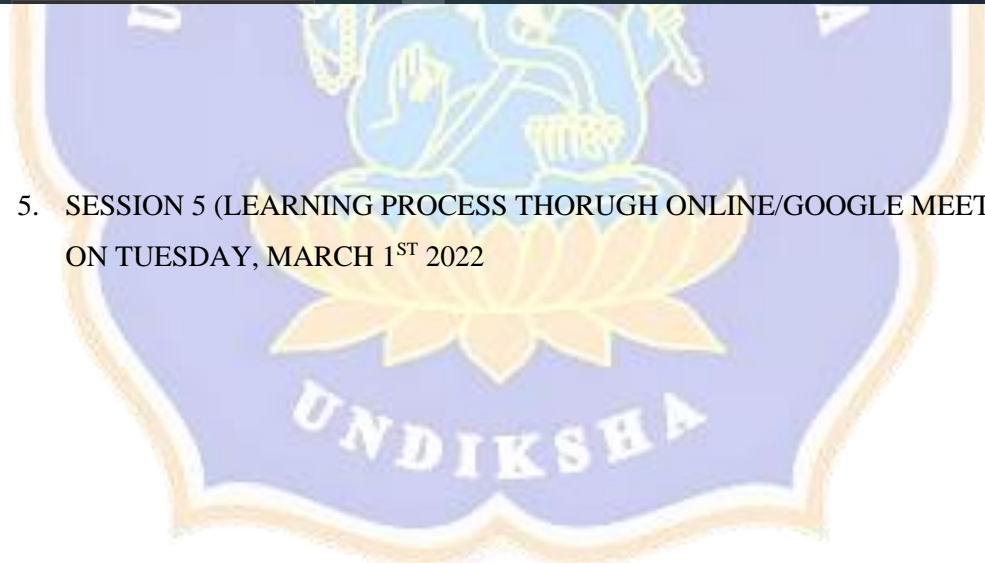
3. SESSION 3 (LEARNING PROCESS THROUGH ONLINE/GOOGLE MEET)  
FEBRUARY, 15<sup>TH</sup> 2022



4. SESSION 4 (LEARNING PROCESS THROUGH ONLINE/GOOGLE MEET)  
ON TUESDAY, FEBRUARY 22TH 2022.



5. SESSION 5 (LEARNING PROCESS THORUGH ONLINE/GOOGLE MEET)  
ON TUESDAY, MARCH 1<sup>ST</sup> 2022



Meet - Meeting 5 "Procedu... x +

https://meet.google.com/tgp-gtqr-abf?pli=1

Ni Putu Aprilliani sedang melakukan presentasi 00:35:06

### Exercise!

Please write the answer correctly!

Comic 1 is to answer question 1 to 3!

1. What are they making in the comic above?
2. Please mention the first step in making egg roll?
3. What are the materials that they need?

1 Today is November 12th. It's Father's Day. So, Ellie and Ed want to cook their dad's favourite dish, egg rolls.

2 5 minutes later

3

4 They then fry and roll the egg carefully.

Ed : Okay. Then?  
 Ellie : Then, let me add in the carrot, onion, leek, and a sprinkle of pepper. Stir it, please. I'm going to grease the frying pan.  
 Ed : Heat it lightly, Ellie, otherwise it will get

08.29 | Meeting 5 "Procedure text"

## 6. SESSION 6 (LEARNING PROCESS THORUGH ONLINE/GOOGLE MEET) ON TUESDAY, MARCH 8<sup>TH</sup> 2022

Putu Aprilliani sedang melakukan presentasi

08:17

EXPLANATION TEXT.pptx

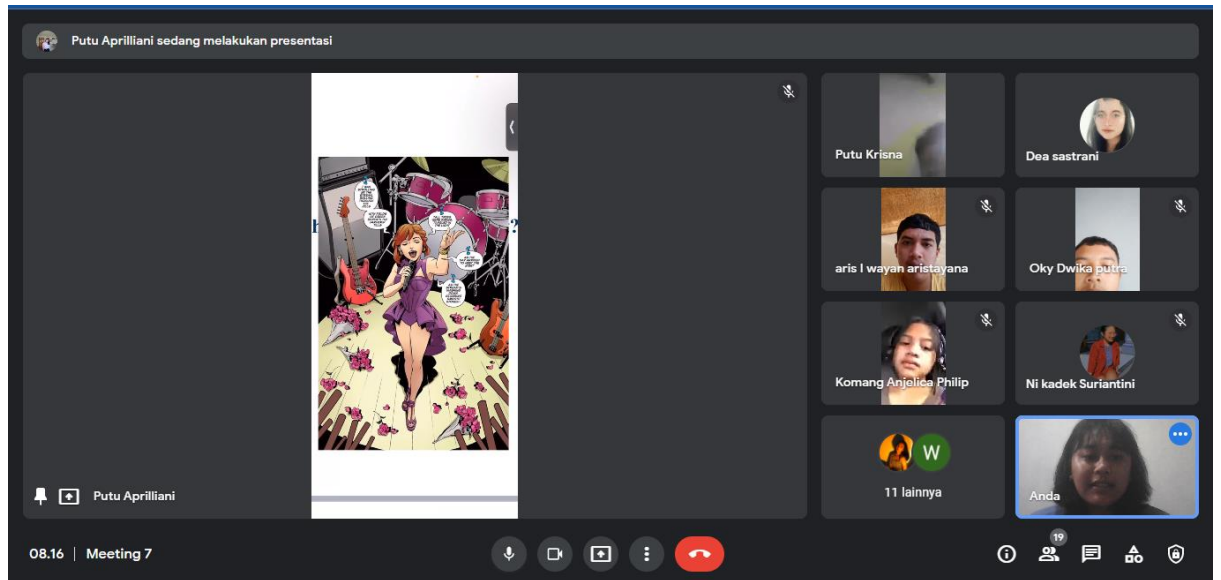
EXPLANATION TEXT!

Putu Aprilliani

08.17 | Meeting 7



7. SESSION 7 (LEARNING PROCESS THORUGH ONLINE/GOOGLE MEET)  
ON TUESDAY, MARCH 15<sup>TH</sup> 2022



8. SESSION 8 (POST-TEST/ ONLINE LEARNING PROCESS THROUGH  
GOOGLE MEET) ON TUESDAY, MARCH 22<sup>TH</sup> 2022.

