

## Appendix 1. Permission letter to conduct study at SMA N 1 Kintamani



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 : 303/UN48.7.1/DT/2022

31 Januari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Kintamani  
 di Kintamani, Bangli

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

Nama	: Ni Kadek Riska Widyari
NIM	: 1812021083
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: The Implementation of KWL Strategy on Student's Reading Comprehension in 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,  
  
 Dr. 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. Certificate of having carried out research at SMA N 1 Kintamani

**PEMERINTAH PROVINSI BALI**  
**DINAS PENDIDIKAN KEPENYUJANAAN DAN OLARAHAGA**  
**SEKOLAH MENENGAH ATAS NEGERI 1 KINTAMANI**  
 Jalan : Yudiistra, Bayunggede, Kintamani. ☎ (0366) 51634 ☎ 80652 Kintamani  
 Email: smensakta@yahoo.co.id Website www.sman1kintamani.com Fb: smensakta\_2014  
 NPSN: 50 10 25 78 NSS: 301 22 07 001

**SURAT KETERANGAN**

Nomor: 800/07606/SMAN 1 Kint/2022

Yang bertanda tangan di bawah ini ;

Nama : I Ketut Ada, S.Pd  
 NIP : 196510011986061001  
 Jabatan : Kepala SMA Negeri 1 Kintamani


Dengan ini menerangkan bahwa:

Nama : Ni Kadek Riska Widyari  
 NIM : 1812021083  
 Jurusan : Bahasa Asing  
 Program studi : Pedidikan Bahasa Inggris  
 Fakultas : Bahsa dan Seni

Memang benar mahasiswa tersebut di atas telah melakukan Penelitian dalam rangka Penyusunan Skripsi/Tugas Akhir dengan judul “The Implementation of KWL Strategy on Student’s Reading Comprehension in Senior High School” terhitung dari tanggal 22 Februari 2022 s/d 09 April 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagai mana mestinya.

Kintamani, 08 April 2022  
 Kepala SMA Negeri 1 Kintamani

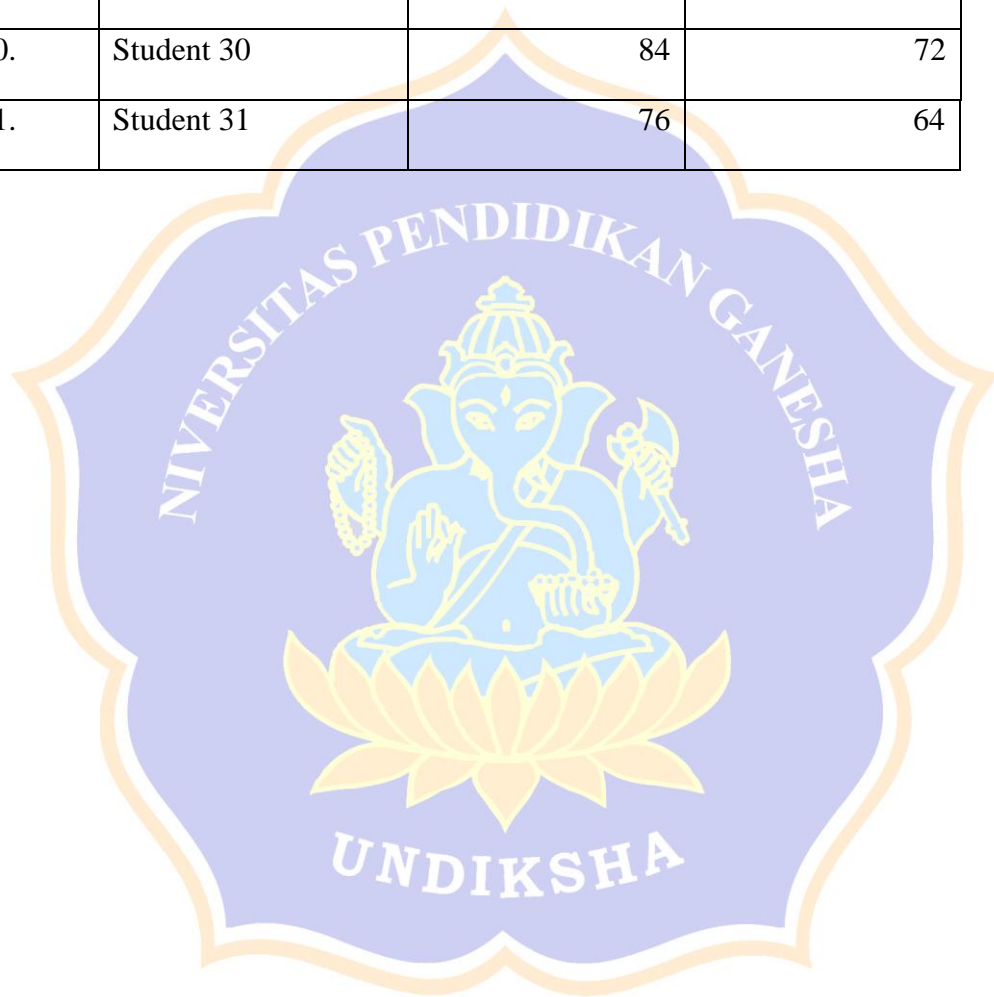


I Ketut Ada, S.Pd  
 Pembina TK I  
 NIP. 196510011986061001

**Appendix 3. The control group's score in pre-test and post-test**

No.	Students	Pre-Test	Post-Test
1.	Student 1	48	48
2.	Student 2	56	72
3.	Student 3	48	48
4.	Student 4	56	80
5.	Student 5	56	52
6.	Student 6	64	80
7.	Student 7	48	64
8.	Student 8	56	60
9.	Student 9	60	52
10.	Student 10	32	40
11.	Student 11	32	56
12.	Student 12	48	44
13.	Student 13	84	52
14.	Student 14	24	48
15.	Student 15	40	56
16.	Student 16	48	60
17.	Student 17	72	68
18.	Student 18	84	80
19.	Student 19	80	80
20.	Student 20	68	84
21.	Student 21	68	84
22.	Student 22	48	64
23.	Student 23	36	72

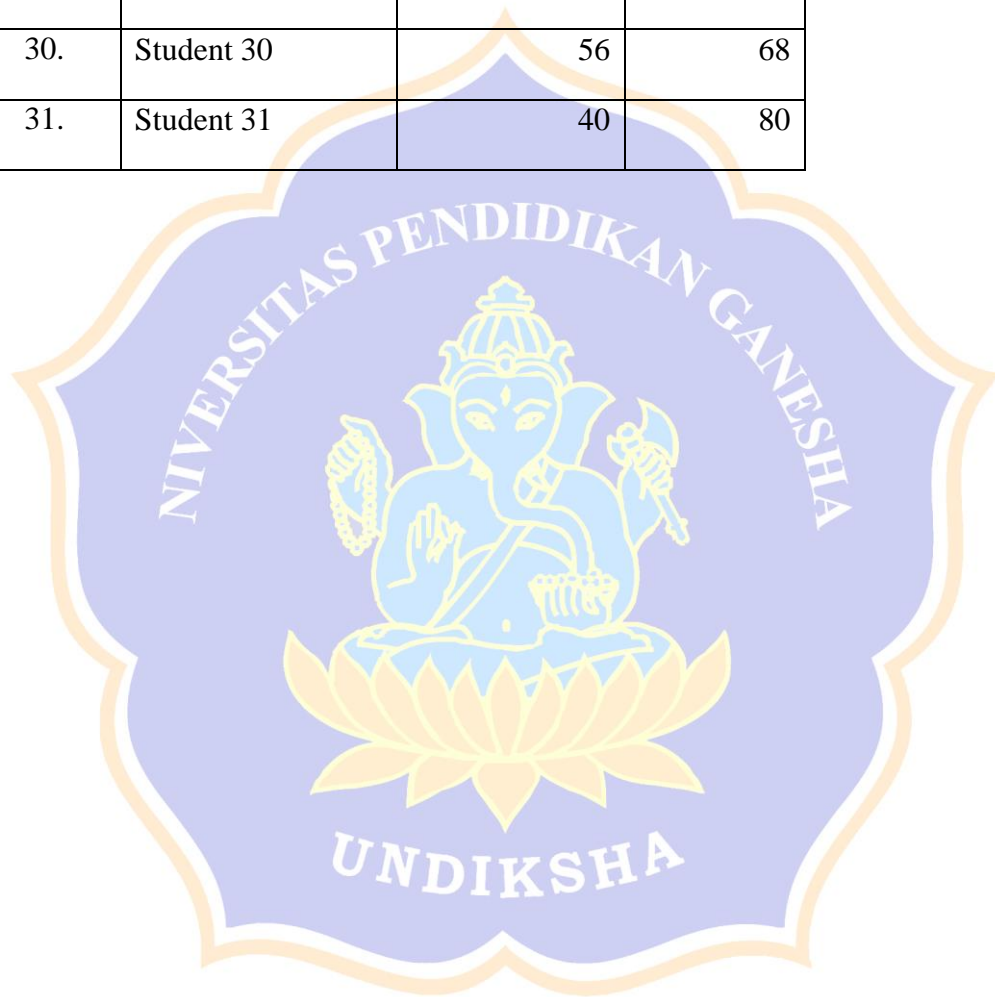
24.	Student 24	40	48
25.	Student 25	56	40
26.	Student 26	56	44
27.	Student 27	48	72
28.	Student 28	44	64
29.	Student 29	72	48
30.	Student 30	84	72
31.	Student 31	76	64



**Appendix 4. The experimental-group's score in pre-test and post-test**

No.	Students	Pre-Test	Post-Test
1.	Student 1	48	84
2.	Student 2	84	88
3.	Student 3	60	56
4.	Student 4	44	76
5.	Student 5	84	88
6.	Student 6	44	64
7.	Student 7	24	76
8.	Student 8	80	96
9.	Student 9	72	96
10.	Student 10	20	48
11.	Student 11	52	72
12.	Student 12	80	80
13.	Student 13	24	48
14.	Student 14	20	76
15.	Student 15	72	80
16.	Student 16	72	84
17.	Student 17	44	76
18.	Student 18	76	96
19.	Student 19	80	80
20.	Student 20	44	60
21.	Student 21	52	64
22.	Student 22	56	76
23.	Student 23	56	76

24.	Student 24	64	84
25.	Student 25	72	72
26.	Student 26	48	72
27.	Student 27	68	64
28.	Student 28	64	72
29.	Student 29	48	52
30.	Student 30	56	68
31.	Student 31	40	80





## Appendix 5. Teaching Scenario for Experimental Group

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Sekolah : SMA N 1 Kintamani

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : Explanation Text

Alokasi Waktu : 60 menit

Pertemuan ke : 1

#### A. Kompetensi Dasar

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terkandung di dalam teks berbentuk *explanation*

#### C. Media/Alat Bahan dan Sumber Belajar

Media : Power Point,

Alat/Bahan : Laptop, Zoom Application

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

#### D. Metode Pembelajaran : KWL

#### E. Kegiatan Pembelajaran

<b>Pertemuan 1</b>	
<b>Pendahuluan (10 menit)</b>	
1.	Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai pembelajaran, serta mengecek absensi siswa.
2.	Menghubungkan materi pembelajaran dengan kehidupan nyata (real) siswa
3.	Menyampaikan motivasi tentang apa yang akan diperoleh (tujuan & manfaat) dari materi yang akan dipelajari: <i>Explanation Text</i>
<b>Kegiatan Inti (40 menit)</b>	
1.	Guru memberikan penjelasan mengenai materi <i>explanation text</i>

**Tahap 1 “What do you know?”**

2. Guru memberikan judul teks *explanation* “The Spread of Covid-19”, lalu guru memberikan pertanyaan kepada siswa “What do you know about Covid-19?”, “What is Covid-19?”
3. Guru kemudian meminta siswa untuk menuliskan semua hal yang mereka ketahui tentang Covid-19 di kolom “K”

**Tahap 2 “What do you want to know?”**

4. Guru memberikan pertanyaan kepada siswa “What do want to know about the spread of Covid-19?”. Selain itu guru juga memberikan salah satu contoh pertanyaan yang mengindikasikan suatu hal yang ingin siswa ketahui mengenai judul teks *explanation* yang diberikan, seperti “How does Covid-19 spread?”
5. Guru kemudian meminta siswa untuk menuliskan apa yang ingin mereka ketahui lagi mengenai “The Spread of Covid-19” di kolom “W”

**Tahap 3 “What have you learned?”**

6. Setelah siswa mengisi kolom “K” dan “W”, guru memberikan teks *explanation* lengkap mengenai “The Spread of Covid-19” dan meminta siswa untuk membaca teks tersebut
7. Setelah siswa membaca teks secara keseluruhan, guru meminta siswa untuk menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W” pada kolom “L”
8. Selain menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W”, guru juga meminta siswa untuk menuliskan informasi tambahan yang mereka dapatkan dari teks *explanation* yang mereka baca di kolom “L”
9. Guru memberikan kuis dalam bentuk soal esai melalui *google form* kepada seluruh siswa terkait teks *explanation* yang sudah diberikan untuk mengukur pemahaman mereka terkait teks yang diberikan

**Penutup (10 menit)**

1. Guru menanyakan hal-hal sulit dalam pertemuan
2. Bersama-sama dengan siswa, guru menyimpulkan pembelajaran
3. Guru memberikan umpan balik terhadap proses pembelajaran

**F. Penilaian**

1. Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
2. Penilaian pengetahuan: Soal esai berbentuk kuis melalui *google formulir*

**1. Sikap**

- a. Teknik Penilaian: Observasi
- b. Bentuk instrument penilaian: Lembar observasi sikap siswa
- c. Rubrik penilaian sikap:  
Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16



Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa:  
16) x 100

<b>Lembar Observasi Sikap Siswa</b>					
<p><b>Indikator Penilaian sikap</b></p> <p><b>1. Disiplin</b></p> <ul style="list-style-type: none"> <li>a. Tertib mengikuti instruksi</li> <li>b. Tidak melakukan kegiatan yang tidak diminta</li> <li>c. Mengerjakan tugas tepat waktu</li> <li>d. Tidak membuat kondisi kelas menjadi tidak kondusif</li> </ul> <p><b>2. Jujur</b></p> <ul style="list-style-type: none"> <li>a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya</li> <li>b. Tidak menutupi kesalahan yang terjadi</li> <li>c. Tidak mencontek atau melihat pekerjaan orang lain</li> <li>d. Mengakui kesalahan yang dilakukan</li> </ul> <p><b>3. Tanggung Jawab</b></p> <ul style="list-style-type: none"> <li>a. Mengerjakan tugas dengan baik</li> <li>b. Berperan aktif dalam proses pembelajaran</li> <li>c. Tidak meninggalkan kelas saat jam pelajaran</li> <li>d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan</li> </ul> <p><b>4. Santun</b></p> <ul style="list-style-type: none"> <li>a. Berinteraksi dengan teman secara ramah</li> <li>b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan</li> <li>c. Menggunakan bahasa tubuh yang bersahabat</li> <li>d. Berperilaku sopan</li> </ul> <p><b>Keterangan</b>            Nilai 4: Jika empat indicator terlihat            Nilai 3: Jika tiga indicator terlihat            Nilai 2: Jika dua indicator terlihat            Nilai 1 : Jika satu indicator terlihat</p>					
No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

## 2. Pengetahuan

- a. Teknik penilaian: Tes tertulis melalui *google form*
- b. Bentuk soal: Essai

- c. Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan
- d. Jenis assessmen: *assessmen after the process of learning*
- e. Rubrik Penilaian:

Skor Maksimal:20

Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0

## Lampiran

### Teks Materi *Explanation 1*

#### The Spread of Covid-19

People in the world are shocked with the emergence of Covid-19. Covid-19 is first identified in Wuhan, China, in 2019 so it is given the name coronavirus disease 2019 (COVID-19). This virus becomes a pandemic which has contaminated people all around the world. Then, what is Covid-19? Coronavirus is a collection of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as the flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). How can it spread through humans?

Firstly, the virus primarily spread through droplets or splashes of saliva. Transmission of the virus through droplets belongs to direct transmission. When someone who is infected with Covid-19 performs activities such as coughing, sneezing, talking, singing, and spitting and if the droplets from the infected person enter the mouth, nose or eyes of people who are in close proximity then that person can be exposed to Covid-19. In addition, the direct spread of the virus can occur when having physical contact with people infected with Covid-19 such as shaking hands, hugging, and kissing. Secondly, Covid-19 transmits when people breathe in air that is contaminated by droplets and small airborne particles containing the virus. Based on the research, the virus can live in the air for three hours. Thirdly, the corona virus spreads through fomite transmission or transmission of surfaces contaminated with droplets that is infected with COVID-19. If someone touches the surface of an object that is exposed to droplets from infected person and then touches his/her nose, eyes, or mouth, this allows that person to contract to Covid-19. In Addition, Corona virus can live for two until three days on certain surfaces, such as plastic and stainless steel.

Covid-19 is a virus that is very easy to spread and even causes death; therefore we are encouraged to always apply health protocols such as always wearing masks, washing hands, maintaining distance, and so on to minimize the spread of Covid-19

**The questions based on the text**

1. Why Covid-19 is categorized as pandemic?
2. What is the main idea of the second paragraph?
3. Based on the text, how many ways Covid-19 spread? Please mention!
4. How does Covid-19 spread directly?
5. What is fomite transmission?



**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL GROUP**

Sekolah : SMA N 1 Kintamani

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : Explanation Text

Alokasi Waktu : 60 menit

Pertemuan ke : 2

**A. Kompetensi Dasar**

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

**B. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terdapat di dalam teks berbentuk *explanation*

**C. Media/Alat Bahan dan Sumber Belajar**

Media : Power Point,

Alat/Bahan : Laptop, Zoom Application

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

**D. Metode Pembelajaran** : KWL

**E. Kegiatan Pembelajaran**

<b>Pertemuan 2</b>
<b>Pendahuluan (10 menit)</b>
1. Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai pembelajaran, serta mengecek absensi siswa. 2. Menanyakan tentang materi <i>explanation</i> text pada pertemuan sebelumnya
<b>Kegiatan Inti (40 menit)</b>
<b>Tahap 1 “What do you know?”</b> 1. Guru memberikan judul teks <i>explanation</i> “How do Fish Breathe Underwater?”, lalu guru memberikan pertanyaan kepada siswa “What do you know about fish?” 2. Guru kemudian meminta siswa untuk menuliskan semua hal yang mereka ketahui tentang “Ikan” di kolom “K”



**Tahap 2 “What do you want to know?”**

3. Guru memberikan pertanyaan kepada siswa “What do you want to know about fish?”. Selain itu guru juga memberikan salah satu contoh pertanyaan yang mengindikasikan suatu hal yang ingin siswa ketahui mengenai judul teks *explanation* yang diberikan, seperti “Is the respiratory system of fish more complex than land animal because fish live underwater?”
4. Guru kemudian meminta siswa untuk menuliskan apa yang ingin mereka ketahui lagi mengenai “How do fish breath underwater?” di kolom “W”

**Tahap 3 “What have you learned?”**

5. Setelah siswa mengisi kolom “K” dan “W”, guru memberikan teks *explanation* lengkap mengenai “How do Fish Breathe Underwater? ” dan meminta siswa untuk membaca teks tersebut
6. Setelah siswa membaca teks secara keseluruhan, guru meminta siswa untuk menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W” pada kolom “L”
7. Selain menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W”, guru juga meminta siswa untuk menuliskan informasi tambahan yang mereka dapatkan dari teks *explanation* yang mereka baca di kolom “L”
8. Guru memberikan kuis dalam bentuk soal esai melalui *google form* kepada seluruh siswa terkait teks *explanation* yang sudah diberikan untuk mengukur pemahaman mereka terkait teks yang diberikan

**Penutup (10 menit)**

1. Guru menanyakan hal-hal sulit dalam pertemuan
2. Bersama-sama dengan siswa, guru menyimpulkan pembelajaran
3. Guru memberikan umpan balik terhadap proses pembelajaran

**F. Penilaian**

1. Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
2. Penilaian pengetahuan: Soal esai berbentuk kuis melalui *google formulir*

**1. Sikap**

- a. Teknik Penilaian: Observasi
- b. Bentuk instrument penilaian: Lembar observasi sikap siswa
- c. Rubrik penilaian sikap:

Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16

Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa: 16) x 100

### Lembar Observasi Sikap Siswa

#### Indikator Penilaian sikap

##### 1. Disiplin

- a. Tertib mengikuti instruksi
- b. Tidak melakukan kegiatan yang tidak diminta
- c. Mengerjakan tugas tepat waktu
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

##### 2. Jujur

- a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya
- b. Tidak menutupi kesalahan yang terjadi
- c. Tidak mencontek atau melihat pekerjaan orang lain
- d. Mengakui kesalahan yang dilakukan

##### 3. Tanggung Jawab

- a. Mengerjakan tugas dengan baik
- b. Berperan aktif dalam proses pembelajaran
- c. Tidak meninggalkan kelas saat jam pelajaran
- d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan

##### 4. Santun

- a. Berinteraksi dengan teman secara ramah
- b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

#### Keterangan

Nilai 4: Jika empat indikator terlihat

Nilai 3: Jika tiga indikator terlihat

Nilai 2: Jika dua indikator terlihat

Nilai 1 : Jika satu indikator terlihat

No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

#### 2. Pengetahuan

- a. Teknik penilaian: Tes tertulis melalui *google form*
- b. Bentuk soal: Essai
- c. Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan
- d. Jenis assessemen: *assessemen after the process of learning*
- e. Rubrik Penilaian:  
Skor Maksimal:20

Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0



## Lampiran

### Teks Materi *Explanation 2*

#### How do Fish Breathe Underwater?

Animals are living things just like humans need to breathe to survive. Animals on land breathe oxygen through their noses. After that, oxygen will be distributed by blood vessels throughout the body. Fish are one of the animals that live in water and just like other animals that live on land, fish also need oxygen and emit carbon to breathe. So how do fish breathe underwater?

Fish has another special body part that allows them to pull oxygen straight out of the water called gills. Gills have the ability to absorb oxygen in the water which the level of content or concentration is very small. The fish will open its mouth in order to take in the oxygen in the water so that water can enter. After the water enters the fish's mouth, the gills will filter the incoming water and catch the air bubbles. The air obtained from the results of filtering the water is oxygen which will then be circulated by a very small tube called a capillary to the fish's throughout body and water that enters through the mouth will be released back through gills.

The respiratory process of fish is more complicated than that of animals that live on land because there is less oxygen in the water than in the air. In addition, water is more viscous than air, so it requires more effort to move the oxygen in the water throughout the fish's body in the process of breathing.

#### **The questions based on the text**

1. What is the text about?
2. What is the function of the gills?
3. How the fish take the oxygen in the water?
4. What is the main idea of the second paragraph?
5. Why is the process of respiration in fish more complicated than in animals that live on land?

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL GROUP**

Sekolah : SMA N 1 Kintamani

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : *Explanation Text*

Alokasi Waktu : 60 menit

Metode Pembelajaran : KWL

Pertemuan ke : 3

**A. Kompetensi Dasar**

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

**B. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terdapat di dalam teks berbentuk *explanation*

**C. Media/Alat Bahan dan Sumber Belajar**

Media : Power Point,

Alat/Bahan : Laptop, Zoom Application

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

**D. Metode Pembelajaran** :KWL

**E. Kegiatan Pembelajaran**

<b>Pertemuan 3</b>
<b>Pendahuluan (10 menit)</b>
<ol style="list-style-type: none"> <li>1. Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai pembelajaran, serta mengecek absensi siswa.</li> <li>2. Menanyakan tentang materi <i>explanation text</i> pada pertemuan sebelumnya</li> </ol>
<b>Kegiatan Inti (40 menit)</b>
<p><b>Tahap 1 “What do you know?”</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan judul teks <i>explanation</i> “Why is There Day and Night?”, lalu guru memberikan pertanyaan kepada siswa “What do you know about Day and Night?”, “Do you know what make day and night happen?”</li> <li>2. Guru kemudian meminta siswa untuk menuliskan semua hal yang</li> </ol>



mereka ketahui tentang “The Proses of Heat Transfer involved in Boiling Water” di kolom “K”

### Tahap 2 “What do you want to know?”

3. Guru memberikan pertanyaan kepada siswa “What do want to know about the heat transfer in boiling water?”. Selain itu guru juga memberikan salah satu contoh pertanyaan yang mengindikasikan suatu hal yang ingin siswa ketahui mengenai judul teks *explanation* yang diberikan, seperti “How many processes of heat transfer involved in boiling water?”
4. Guru kemudian meminta siswa untuk menuliskan apa yang ingin mereka ketahui lagi mengenai “The Process of Heat Transfer in Boiling Water” di kolom “W”

### Tahap 3 “What have you learned?”

5. Setelah siswa mengisi kolom “K” dan “W”, guru memberikan teks *explanation* lengkap mengenai “Heat Transfer in Boiling Water” dan meminta siswa untuk membaca teks tersebut
6. Setelah siswa membaca secara keseluruhan, guru meminta siswa untuk menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W” pada kolom “L”
7. Selain menuliskan jawaban dari pertanyaan yang mereka tuliskan di kolom “W”, guru juga meminta siswa untuk menuliskan informasi tambahan yang mereka dapatkan dari teks eksplanasi yang mereka baca di kolom “L”
8. Guru memberikan kuis dalam bentuk soal esai melalui *google form* kepada seluruh siswa terkait teks *explanation* yang sudah diberikan untuk mengukur pemahaman mereka terkait teks yang diberikan

### Penutup (10 menit)

1. Guru menanyakan hal-hal sulit dalam pertemuan
2. Bersama-sama dengan siswa, guru menyimpulkan pembelajaran
3. Guru memberikan umpan balik terhadap proses pembelajaran

## F. Penilaian

1. Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
2. Penilaian pengetahuan: Tes tertulis berbentuk kuis melalui *google formulir*

### 1. Sikap

- a. Teknik Penilaian: Observasi
- b. Bentuk instrument penilaian: Lembar observasi sikap siswa
- c. Rubrik penilaian sikap:

Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16

Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa: 16) x 100

### Lembar Observasi Sikap Siswa

### Indikator Penilaian sikap

#### 1. Disiplin

- a. Tertib mengikuti instruksi
- b. Tidak melakukan kegiatan yang tidak diminta
- c. Mengerjakan tugas tepat waktu
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

#### 2. Jujur

- a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya
- b. Tidak menutupi kesalahan yang terjadi
- c. Tidak mencontek atau melihat pekerjaan orang lain
- d. Mengakui kesalahan yang dilakukan

#### 3. Tanggung Jawab

- a. Mengerjakan tugas dengan baik
- b. Berperan aktif dalam proses pembelajaran
- c. Tidak meninggalkan kelas saat jam pelajaran
- d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan

#### 4. Santun

- a. Berinteraksi dengan teman secara ramah
- b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

#### Keterangan

Nilai 4: Jika empat indicator terlihat

Nilai 3: Jika tiga indicator terlihat

Nilai 2: Jika dua indicator terlihat

Nilai 1 : Jika satu indicator terlihat

No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

### 2. Pengetahuan

- a. Teknik penilaian: Tes tertulis melalui *google form*
- b. Bentuk soal: Essai
- c. Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan
- d. Jenis assessmen: *assessmen after the process of learning*
- e. Rubrik Penilaian:
  - Skor Maksimal: 20
  - Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0



## Lampiran

### Teks Materi *Explanation 3*

#### Why is There Day and Night?

Every day, the earth has the day and night. Daytime is when we can see the sun shining brightly in the sky. Night is the time when we cannot see the sun, so the sky looks dark, and there is only a little light of the stars and the moon. Then what causes day and night?

The process of day and night often makes people think that the sun is moving around the earth. But in fact, the movement of the earth that causes the process of day and night. The movement of the earth that causes day and night is called as the Earth's rotation. The Earth's rotation is the rotation of the earth on its axis. Axis is an imaginary straight line passing through the center of the Earth from North Pole to South Pole. The Earth rotates from the west to east, so that is why the sun always appears to rise in the east and set in the west. In one Earth rotation, it takes about 24 hours or one day to make one complete rotation. When the Earth rotates from west to east, only half of the earth faces the Sun. The half that faces the Sun receives sunlight and experiences daytime, and the other half that does not face the Sun experiences night, since the sun's light and heat does not reach the earth, so it will be cool and dark. So that when the Earth rotates, day changes to night and night changes to day.

Besides that, the countries that are situated on opposite sides of the earth will experience different times of day and night, such as the United States and India. When it is daytime in the US, it will be night in India. On the other hand, if it is day in India, then in the United States it will be night.

#### **Pertanyaan berdasarkan text!**

1. What is the text about?
2. What causes day and time? Please explain briefly!
3. Based on text, what makes the sun appear to rise in the east and set in the west?
4. Why do India and the US have different time of day and night?

## Appendix 6. Teaching Scenario for Control Group

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### CONTROL GROUP

Sekolah : SMA N 1 Kintamani

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : Explanation Text

Alokasi Waktu : 60 menit

Pertemuan ke : 1

#### A. Kompetensi Dasar

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terdapat di dalam teks berbentuk *explanataion*

#### C. Media/Alat Bahan dan Sumber Belajar

Media : Power Point,

Alat/Bahan : Laptop, Zoom Application

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

D. Metode Pembelajaran : Three-phase technique

#### E. Kegiatan Pembelajaran

Pertemuan 1
<i>Pre-Activities (10 menit)</i>
<b>A. Eksplorasi</b>
1. Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai



<p>pembelajaran, serta mengecek absensi siswa.</p> <ol style="list-style-type: none"> <li>Menghubungkan materi pembelajaran dengan kehidupan nyata (real) siswa</li> <li>Menyampaikan motivasi tentang apa yang akan diperoleh (tujuan &amp; manfaat) dari materi yang akan dipelajari: <i>Explanation Text</i></li> </ol>
<b>Main Activities (40 menit)</b>
<b>B. Elaborasi</b>
<ol style="list-style-type: none"> <li>Guru memberikan penjelasan mengenai teks eksplanasi</li> <li>Guru meminta siswa untuk membaca teks explanation dengan judul “The Spread of Covid-19” secara keras dan bergantian</li> <li>Guru meminta siswa untuk menuliskan kata-kata yang sulit dalam teks explanation</li> <li>Guru meminta siswa untuk menjawab pertanyaan berdasarkan teks.</li> <li>Guru beserta siswa membahas jawaban siswa</li> </ol>
<b>Post Activities (10 menit)</b>
<b>C. Konfirmasi</b>
<ol style="list-style-type: none"> <li>Guru meminta salah satu siswa untuk menyimpulkan materi yang telah dipelajari</li> <li>Guru memberikan umpan balik positif terhadap siswa</li> <li>Guru menekankan kembali poin-poin penting materi</li> <li>Guru mengakhiri kelas</li> </ol>

## F. Penilaian

- Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
- Penilaian pengetahuan: Tes tertulis

### 1. Sikap

- Teknik Penilaian: Observasi
- Bentuk instrument penilaian: Lembar observasi sikap siswa
- Rubrik penilaian sikap:

Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16

Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa: 16) x 100

<b>Lembar Observasi Sikap Siswa</b>					
<p><b>Indikator Penilaian sikap</b></p> <p><b>1. Disiplin</b></p> <ol style="list-style-type: none"> <li>a. Tertib mengikuti instruksi</li> <li>b. Tidak melakukan kegiatan yang tidak diminta</li> <li>c. Mengerjakan tugas tepat waktu</li> <li>d. Tidak membuat kondisi kelas menjadi tidak kondusif</li> </ol> <p><b>2. Jujur</b></p> <ol style="list-style-type: none"> <li>a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya</li> <li>b. Tidak menutupi kesalahan yang terjadi</li> <li>c. Tidak mencontek atau melihat pekerjaan orang lain</li> <li>d. Mengakui kesalahan yang dilakukan</li> </ol> <p><b>3. Tanggung Jawab</b></p> <ol style="list-style-type: none"> <li>a. Mengerjakan tugas dengan baik</li> <li>b. Berperan aktif dalam proses pembelajaran</li> <li>c. Tidak meninggalkan kelas saat jam pelajaran</li> <li>d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan</li> </ol> <p><b>4. Santun</b></p> <ol style="list-style-type: none"> <li>a. Berinteraksi dengan teman secara ramah</li> <li>b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan</li> <li>c. Menggunakan bahasa tubuh yang bersahabat</li> <li>d. Berperilaku sopan</li> </ol> <p><b>Keterangan</b>            Nilai 4: Jika empat indicator terlihat            Nilai 3: Jika tiga indicator terlihat            Nilai 2: Jika dua indicator terlihat            Nilai 1 : Jika satu indicator terlihat</p>					
No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

## 2. Pengetahuan

- a. Teknik penilaian: Tes tertulis
- b. Bentuk soal: Essai
- c. Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan
- d. Jenis assessment: *assessment after the process of learning*
- e. Rubrik Penilaian:  
 Skor Maksimal: 20  
 Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0

## Lampiran

### Teks Materi Explanation 1

#### The Spread of Covid-19

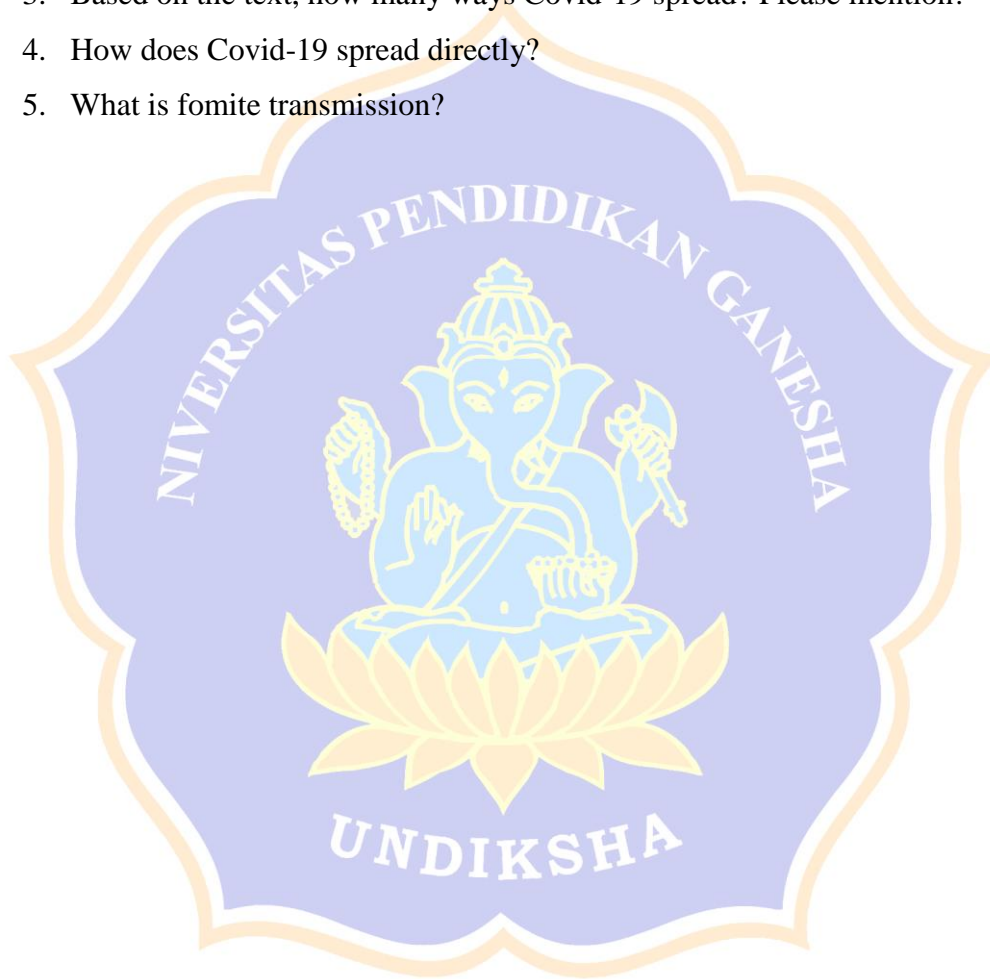
People in the world are shocked with the emergence of Covid-19. Covid-19 is first identified in Wuhan, China, in 2019 so it is given the name coronavirus disease 2019 (COVID-19). This virus becomes a pandemic which has contaminated people all around the world. Then, what is Covid-19? Coronavirus is a collection of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as the flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). How can it spread through humans?

Firstly, the virus primarily spread through droplets or splashes of saliva. Transmission of the virus through droplets belongs to direct transmission. When someone who is infected with Covid-19 performs activities such as coughing, sneezing, talking, singing, and spitting and if the droplets from the infected person enter the mouth, nose or eyes of people who are in close proximity then that person can be exposed to Covid-19. In addition, the direct spread of the virus can occur when having physical contact with people infected with Covid-19 such as shaking hands, hugging, and kissing. Secondly, Covid-19 transmits when people breathe in air contaminated by droplets and small airborne particles containing the virus. Based on the research, the virus can live in the air for three hours. Thirdly, the next way the corona virus spreads is through fomite transmission or transmission of surfaces contaminated with droplets produced when coughing or sneezing from people infected with COVID-19. If someone touches the surface of an object that is exposed to droplets from infected person and then touches his/her nose, eyes, or mouth, this allows that person to contract to Covid-19. In Addition, Corona virus can live for two until three days on certain surfaces, such as plastic and stainless steel.

Covid-19 is a virus that is very easy to spread and even causes death; therefore we are encouraged to always apply health protocols such as always wearing masks, washing hands, maintaining distance, and so on to minimize the spread of Covid-19

**The questions based on the text**

1. Why Covid-19 is categorized as pandemic?
2. What is the main idea of the second paragraph?
3. Based on the text, how many ways Covid-19 spread? Please mention!
4. How does Covid-19 spread directly?
5. What is fomite transmission?





## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### CONTROL GROUP

Sekolah : SMA N 1 Kintamani  
 Kelas/Semester : XI/2  
 Mata Pelajaran : Bahasa Inggris  
 Topik : Explanation Text  
 Alokasi Waktu : 60 menit  
 Pertemuan ke : 2

#### A. Kompetensi Dasar

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terdapat di dalam teks yang berbentuk *explanation*

#### C. Media/Alat Bahan dan Sumber Belajar

Media : Power Point,  
 Alat/Bahan : Laptop, Zoom Application  
 Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

#### D. Metode Pembelajaran : Three-phase technique

#### E. Kegiatan Pembelajaran

<b>Pertemuan 2</b>
<i>Pre-Activities (10 menit)</i>
<b>A. Eksplorasi</b>
<ol style="list-style-type: none"> <li>1. Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai pembelajaran, serta mengecek absensi siswa.</li> </ol>

2. Menanyakan tentang materi explanation text pada pertemuan sebelumnya
<b><i>Main Activities (40 menit)</i></b>
<b>B. Elaborasi</b>
<ol style="list-style-type: none"> <li>1. Guru memberikan penjelasan mengenai teks eksplanasi</li> <li>2. Guru meminta siswa untuk membaca teks explanation dengan judul “How do fish breathe underwater?” secara keras dan bergantian</li> <li>3. Guru meminta siswa untuk menuliskan kata-kata yang sulit dalam teks explanation</li> <li>4. Guru meminta siswa untuk menjawab pertanyaan berdasarkan teks.</li> <li>5. Guru beserta siswa membahas jawaban siswa</li> </ol>
<b><i>Post Activities (10 menit)</i></b>
<b>C. Konfirmasi</b>
<ol style="list-style-type: none"> <li>1. Guru meminta salah satu siswa untuk menyimpulkan materi yang telah dipelajari</li> <li>2. Guru memberikan umpan balik positif terhadap siswa</li> <li>3. Guru menekankan kembali poin-poin penting materi</li> <li>4. Guru mengakhiri kelas</li> </ol>

## F. Penilaian

1. Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
2. Penilaian pengetahuan: Tes tertulis

### 1. Sikap

- a. Teknik Penilaian: Observasi
- b. Bentuk instrument penilaian: Lembar observasi sikap siswa
- c. Rubrik penilaian sikap:
  - Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16
  - Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa: 16) x 100

### Lembar Observasi Sikap Siswa

#### Indikator Penilaian sikap

##### 1. Disiplin

- a. Tertib mengikuti instruksi
- b. Tidak melakukan kegiatan yang tidak diminta
- c. Mengerjakan tugas tepat waktu
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

##### 2. Jujur

- a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya
- b. Tidak menutupi kesalahan yang terjadi
- c. Tidak mencontek atau melihat pekerjaan orang lain
- d. Mengakui kesalahan yang dilakukan

##### 3. Tanggung Jawab

- a. Mengerjakan tugas dengan baik
- b. Berperan aktif dalam proses pembelajaran
- c. Tidak meninggalkan kelas saat jam pelajaran
- d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan

##### 4. Santun

- a. Berinteraksi dengan teman secara ramah
- b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

#### Keterangan

Nilai 4: Jika empat indikator terlihat

Nilai 3: Jika tiga indikator terlihat

Nilai 2: Jika dua indikator terlihat

Nilai 1 : Jika satu indikator terlihat

No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

#### 2. Pengetahuan

- a. Teknik penilaian: Tes tertulis
- b. Bentuk soal: Essai
- c. Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan
- d. Jenis assessemen: *assessemen after the process of learning*
- e. Rubrik Penilaian:  
Skor Maksimal: 20

Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0



## Lampiran

### Teks Materi Explanation 2

#### How do Fish Breathe Underwater?

Animals are living things just like humans need to breathe to survive. Animals on land breathe oxygen through their noses. After that, oxygen will be distributed by blood vessels throughout the body. Fish are one of the animals that live in water and just like other animals that live on land, fish also need oxygen and emit carbon to breathe. So how do fish breathe underwater?

Fish has another special body part that allows them to pull oxygen straight out of the water called gills. Gills have the ability to absorb oxygen in the water which the level of content or concentration is very small. The fish will open its mouth in order to take in the oxygen in the water so that water can enter. After the water enters the fish's mouth, the gills will filter the incoming water and catch the air bubbles. The air obtained from the results of filtering the water is oxygen which will then be circulated by a very small tube called a capillary to the fish's throughout body and water that enters through the mouth will be released back through gills.

The respiratory process of fish is more complicated than that of animals that live on land because there is less oxygen in the water than in the air. In addition, water is more viscous than air, so it requires more effort to move the oxygen in the water throughout the fish's body in the process of breathing.

#### The questions based on the text

1. What is the text about?
2. What is the function of the gills?
3. How the fish take the oxygen in the water?
4. What is the main idea of the second paragraph?
5. Why is the process of respiration in fish more complicated than in animals that live on land?



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### CONTROL GROUP

Sekolah : SMA N 1 Kintamani

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : Explanation Text

Alokasi Waktu : 60 menit

Pertemuan ke : 3

#### A. Kompetensi Dasar

4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, siswa diharapkan mampu:

1. Menjelaskan informasi yang terdapat di dalam teks berbentuk *explanation*

#### C. Media/Alat Bahan dan Sumber Belajar

Media : Power Point,

Alat/Bahan : Laptop, Zoom Application

Sumber Belajar : Buku Bahasa Inggris Siswa Kelas XI

**D. Metode Pembelajaran** : Three-phase technique

#### E. Kegiatan Pembelajaran

<b>Pertemuan 3</b>
<i>Pre-Activities (10 menit)</i>
<b>A. Eksplorasi</b>
<ol style="list-style-type: none"> <li>1. Memberikan salam pembuka, mengajak seluruh siswa untuk melakukan kegiatan doa terlebih dahulu sebelum memulai pembelajaran, serta mengecek absensi siswa.</li> <li>2. Menanyakan tentang materi explanation text pada pertemuan</li> </ol>

sebelumnya
<b><i>Main Activities (40 menit)</i></b>
<b>B. Elaborasi</b>
<ol style="list-style-type: none"> <li>1. Guru memberikan penjelasan mengenai teks <i>explanation</i></li> <li>2. Guru meminta siswa untuk membaca teks <i>explanation</i> dengan judul “Why is There day and Night?” secara keras dan bergantian</li> <li>3. Guru meminta siswa untuk menuliskan kata-kata yang sulit dalam teks <i>explanation</i></li> <li>4. Guru meminta siswa untuk menjawab pertanyaan berdasarkan teks.</li> <li>5. Guru beserta siswa membahas jawaban siswa</li> </ol>
<b><i>Post Activities (10 menit)</i></b>
<b>C. Konfirmasi</b>
<ol style="list-style-type: none"> <li>1. Guru meminta salah satu siswa untuk menyimpulkan materi yang telah dipelajari</li> <li>2. Guru memberikan umpan balik positif terhadap siswa</li> <li>3. Guru menekankan kembali poin-poin penting materi</li> <li>4. Guru mengakhiri kelas</li> </ol>

## **F. Penilaian**

1. Penilaian sikap: Observasi di kelas selama proses pembelajaran berlangsung
2. Penilaian pengetahuan: Tes tertulis

### **1. Sikap**

- a. Teknik Penilaian: Observasi
- b. Bentuk instrument penilaian: Lembar observasi sikap siswa
- c. Rubrik penilaian sikap:
  - Nilai maksimal seluruh aspek sikap siswa berdasarkan lembar observasi sikap: 16
  - Nilai sikap siswa: (Total nilai seluruh aspek sikap yang diperoleh siswa: 16) x 100

<b>Lembar Observasi Sikap Siswa</b>					
<p><b>Indikator Penilaian sikap</b></p> <p><b>1. Disiplin</b></p> <p>a. Tertib mengikuti instruksi b. Tidak melakukan kegiatan yang tidak diminta c. Mengerjakan tugas tepat waktu d. Tidak membuat kondisi kelas menjadi tidak kondusif</p> <p><b>2. Jujur</b></p> <p>a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya b. Tidak menutupi kesalahan yang terjadi c. Tidak mencontek atau melihat pekerjaan orang lain d. Mengakui kesalahan yang dilakukan</p> <p><b>3. Tanggung Jawab</b></p> <p>a. Mengerjakan tugas dengan baik b. Berperan aktif dalam proses pembelajaran c. Tidak meninggalkan kelas saat jam pelajaran d. Merapikan kembali ruang, alat dan peralatan belajar yang telah dipergunakan</p> <p><b>4. Santun</b></p> <p>a. Berinteraksi dengan teman secara ramah b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan c. Menggunakan bahasa tubuh yang bersahabat d. Berperilaku sopan</p> <p><b>Keterangan</b>            Nilai 4: Jika empat indicator terlihat            Nilai 3: Jika tiga indicator terlihat            Nilai 2: Jika dua indicator terlihat            Nilai 1 : Jika satu indicator terlihat</p>					
No.	Nama Siswa	Aspek			
		Disiplin	Jujur	Tanggung Jawab	Santun
1.					
2.					
3.					
dst.					

## 2. Pengetahuan

- Teknik penilaian: Tes tertulis
- Bentuk soal: Essai
- Instrumen penilaian: 5 soal esai berdasarkan teks yang diberikan

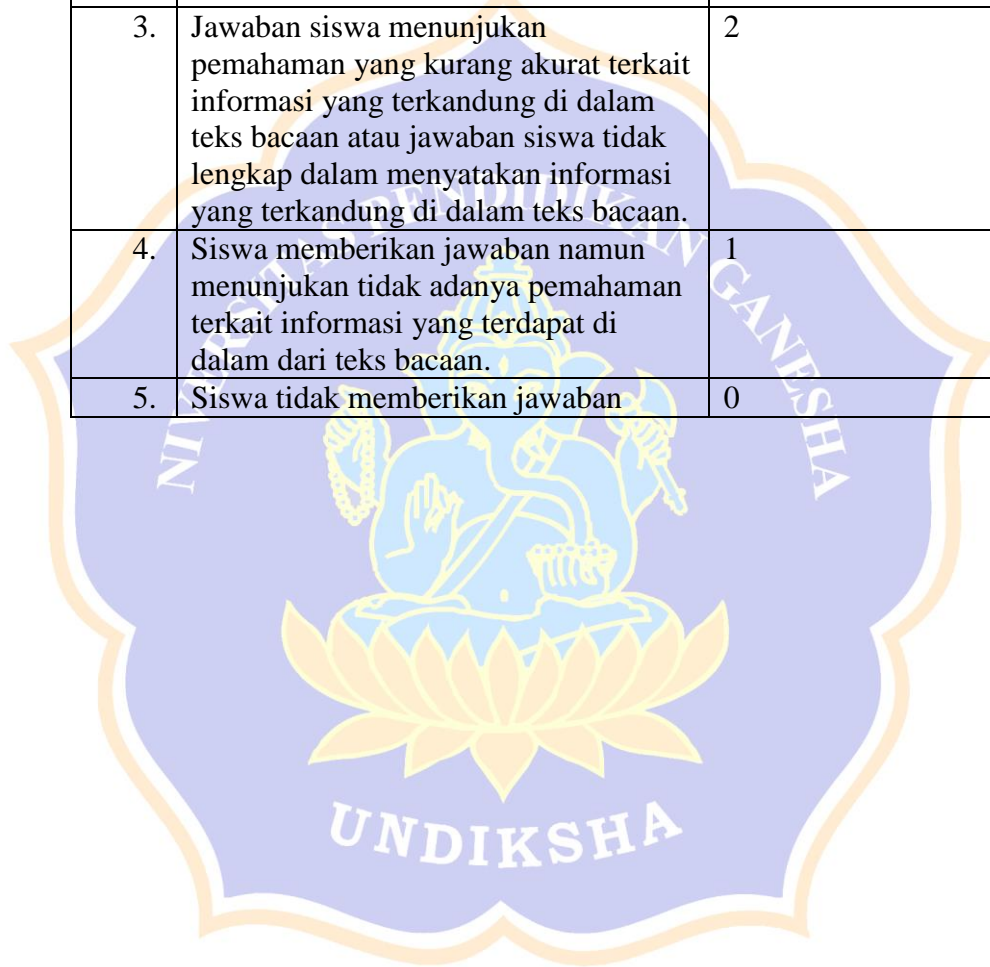
d. Jenis *assessmen*: *assessmen after the process of learning*

e. Rubrik Penilaian:

Skor Maksimal: 20

Nilai siswa: (Skor perolehan:2) x 10

No.	Kriteria	Skor
1.	Jawaban siswa menyatakan informasi yang terkandung di dalam teks bacaan dengan jelas	4
2.	Jawaban siswa menyatakan informasi yang terkandung dari teks bacaan	3
3.	Jawaban siswa menunjukkan pemahaman yang kurang akurat terkait informasi yang terkandung di dalam teks bacaan atau jawaban siswa tidak lengkap dalam menyatakan informasi yang terkandung di dalam teks bacaan.	2
4.	Siswa memberikan jawaban namun menunjukkan tidak adanya pemahaman terkait informasi yang terdapat di dalam dari teks bacaan.	1
5.	Siswa tidak memberikan jawaban	0



## Lampiran

### Teks Materi Explanation 3

#### Why is There Day and Night?

Every day, the earth has the day and night. Daytime is when we can see the sun shining brightly in the sky. Night is the time when we cannot see the sun, so the sky looks dark, and there is only a little light of the stars and the moon. Then what causes day and night?

The process of day and night often makes people think that the sun is moving around the earth. But in fact, the movement of the earth that causes the process of day and night. The movement of the earth that causes day and night is called as the Earth's rotation. The Earth's rotation is the rotation of the earth on its axis. Axis is an imaginary straight line passing through the center of the Earth from North Pole to South Pole. The Earth rotates from the west to east, so that is why the sun always appears to rise in the east and set in the west. In one Earth rotation, it takes about 24 hours or one day to make one complete rotation. When the Earth rotates from west to east, only half of the earth faces the Sun. The half that faces the Sun receives sunlight and experiences daytime, and the other half that does not face the Sun experiences night, since the sun's light and heat does not reach the earth, so it will be cool and dark. So that when the Earth rotates, day changes to night and night changes to day.

Besides that, the countries that are situated on opposite sides of the earth will experience different times of day and night, such as the United States and India. When it is daytime in the US, it will be night in India. On the other hand, if it is day in India, then in the United States it will be night.

#### Pertanyaan berdasarkan text!

1. What is the text about?
2. What causes day and time? Please explain briefly!
3. Based on text, what makes the sun appear to rise in the east and set in the west?



4. Why do India and the US have different time of day and night?
5. Based on the text, what are the effects of the Earth's rotation?



### Appendix 7. Blueprint for Pre-Test before try-out

#### Blue Print Pre-Test

Jenjang : SMA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator Soal	Level kognitif	Bentuk Soal	No Soal
1.	4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.	4.8.1 Menentukan <i>main idea</i> dari sebuah teks explanation 4.8.2 Menyimpulkan isi bacaan dari sebuah teks <i>explanation</i> 4.8.3 Menentukan fungsi social sebuah teks <i>explanation</i> 4.8.4 Menemukan informasi tersirat dan tersurat dari sebuah teks <i>explanation</i> 4.8.5 Menentukan makna/frasa dari sebuah teks	Explanation text	- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan <i>main idea</i> dari salah satu paragraph dari teks explanation yang diberikan	C2	PG	10, 25, 26
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan informasi tersirat di dalam teks <i>explanation</i>	C2	PG	13, 23, 30

		<i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan informasi yang benar atau salah terkait teks <i>explanation</i> yang diberikan	C2	PG	8, 12, 15
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu mengurutkan informasi berdasarkan teks yang diberikan/ menentukan peristiwa yang terjadi setelah peristiwa tertentu.	C1	PG	6, 20, 21
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan makna kata/frasa tertentu yang terdapat pada teks <i>explanation</i>	C2	PG	3, 14, 19, 28
				- Disajikan sebuah	C1	PG	4, 5,

				teks <i>explanation</i> , siswa diharapkan mampu menemukan informasi tersurat di dalam teks <i>explanation</i> yang diberikan			7, 11, 18, 22, 27, 29
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan fungsi social dari teks <i>explanation</i> yang diberikan	C2	PG	2, 9, 17
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan isi dari keseluruhan teks <i>explanation</i> yang diberikan	C2	PG	1, 16, 24

Note:

PG= Pilihan Ganda

**Appendix 8. Blueprint for Post-Test before try-out**

**Blue Print Post-Test**

Jenjang : SMA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator Soal	Level kognitif	Bentuk Soal	No Soal
1.	4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.	4.8.1 Menentukan <i>main idea</i> dari sebuah teks <i>explanation</i>	Explanati on text	- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan <i>main idea</i> dari salah satu paragraph dari teks <i>explanation</i> yang diberikan	C2	PG	3, 19, 25
		4.8.2 Menyimpulkan isi bacaan dari sebuah teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan informasi tersirat di dalam teks <i>explanation</i>	C2	PG	4, 15, 29, 30
		4.8.3 Menentukan					

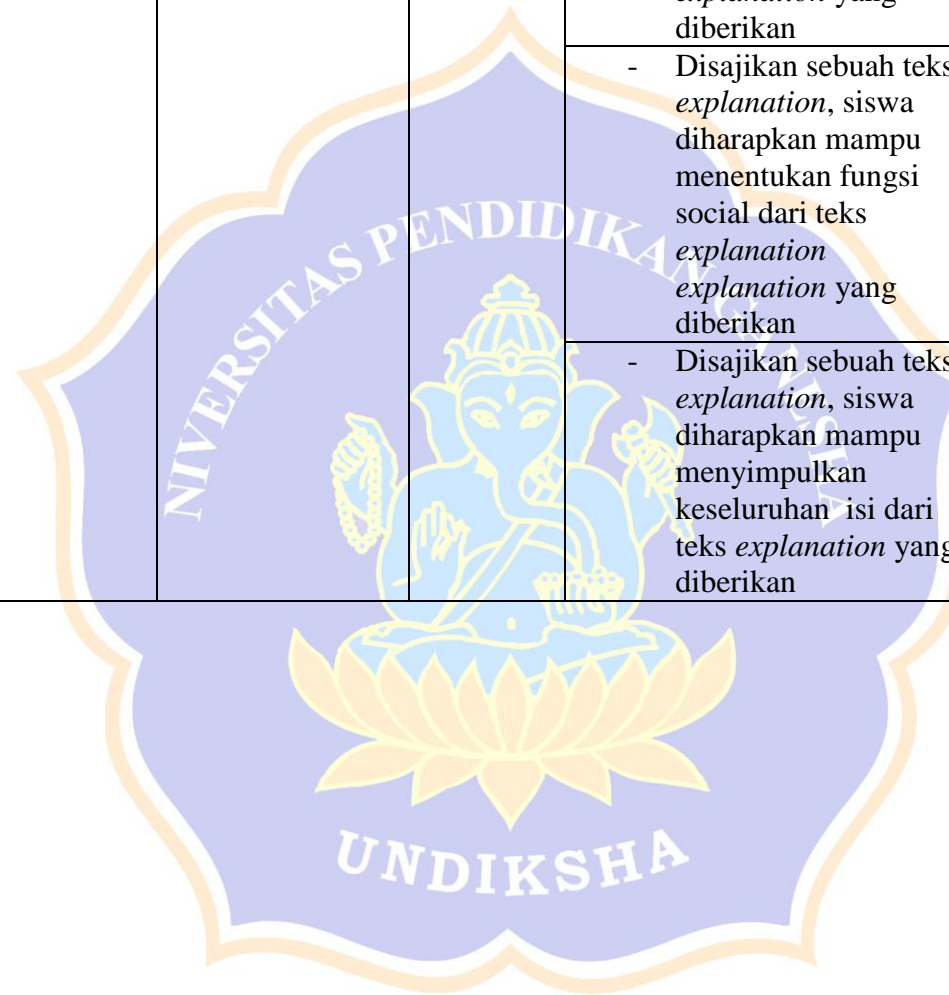


		an fungsi social dari teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan informasi yang benar atau salah terkait teks <i>explanation</i> yang diberikan	C2	PG	5, 10, 22, 23
		4.8.4 Menemukan informasi tersirat dan tersurat dari sebuah teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu mengurutkan informasi berdasarkan teks yang diberikan/ menentukan peristiwa yang terjadi setelah peristiwa tertentu	C1	PG	6, 7, 16
		4.8.5 Menentukan makna/frasa dari sebuah teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan makna kata/frasa tertentu yang terdapat pada teks <i>explanation</i>	C2	PG	8, 13, 14, 21, 28
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menemukan informasi tersurat di	C1	PG	9, 20, 24, 26, 27

				dalam teks <i>explanation</i> yang diberikan			
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan fungsi social dari teks <i>explanation</i> yang diberikan	C2	PG	2, 12, 18
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan keseluruhan isi dari teks <i>explanation</i> yang diberikan	C2	PG	1, 11, 17

Note:

PG= Pilihan Ganda



**Appendix 9. Reading Comprehension Test for Pre-Test before try-out****Multiple Choice Test for Pre-Test**

**Please read this text to answer the questions number 1-8!**

**How do Ovoviviparous Reproduce?**

Animals are living things that can reproduce. One way animals reproduce is in a generative way. Animals that reproduce generatively are divided into 3 namely, oviparous, viviparous and ovoviviparous animals. Oviparous animals are animals that reproduce by laying eggs. Viviparous animals are animals that reproduce by giving birth, while ovoviviparous animals are animals that reproduce by laying eggs and giving birth. Then how do ovoviviparous animals reproduce in two ways, namely by laying eggs and giving birth?

Fertilization of eggs in ovoviviparous animals occurs internally due to mating between male and female sexual organs. This fertilization process will form a zygote which then grows into an embryo in the egg. Since ovoviviparous animals do not have an umbilical cord or placental appendage that connects the mother to the embryo for nutritional needs or gas exchange, the main source of food or oxygen for the developing embryo lies in the yolk content of the egg sac. In addition, the egg will not be removed from the mother's body. The egg will hatch in the mother's body. However, when the eggs are hatched inside the mother's body, they still tend to remain in the oviducts for a certain period until they are fully ready to be laid outside, matured, and developed to survive in the external environment. When their development is complete, the young are born. Some examples of ovoviviparous animals are sharks, rays, seahorses, guppies, platypuses, lizards, and etc.

1. What is the text about?
  - A. reproduction in animals
  - B. the growth of ovoviviparous animals
  - C. oviparous, viviparous, and ovoviviparous animals
  - D. the process of reproduction in ovoviviparous animals
2. The social function of the text above is....
  - A. to entertain the readers about how ovoviviparous animals reproduce
  - B. to explain the readers about how ovoviviparous animals reproduce
  - C. to persuade the reader to treat ovoviviparous animals well
  - D. to describe the ovoviviparous animals

3. "...ovoviviparous animals are animals that reproduce by laying eggs and **giving birth.**" (Paragraph 1). The bolded phrase has the closest meaning with ....
- keep
  - live
  - bear
  - die
4. In ovoviviparous animals, from where do the embryo get the nutrition?
- from its mother through placental appendage
  - from the yolk content of the egg sac
  - from the umbilical cord
  - from the internal environment
5. Please look at the animals below!
- Platypus
  - Chicken
  - Shark
  - Lizard
  - Lion
- Which animals that belong to ovoviviparous animals?
- 1 and 2
  - 1 and 5
  - 3 and 5
  - 3 and 4
6. Please look at the following statements!
- The egg will hatch in the mother's body
  - From the fertilization process a zygote is formed then grows into an embryo in the egg.
  - Egg fertilization occurs internally due to meeting between male and female sexual organs.
  - When they are ready to face the external environment they will be born
  - After the eggs hatch inside the mother's body, they will remain in the oviduct
- The best arrangement that indicates how ovoviviparous animals reproduce is....
- 3-2-1-5-4
  - 3-1-2-4-5
  - 3-4-5-2-1
  - 3-2-1-4-5
7. Why after the egg hatch in the mother's body, the embryo of ovoviviparous animals is still in the oviduct of the mother?
- because waiting for them to grow up and ready to face and survive in the external environment

- B. because they cannot find their own food and get it from their mother through placental appendage
  - C. because they are afraid to compete with animals in the external environment
  - D. because they only can get the nutrition from the yolk content of the egg sac
8. Based on the above, which of the following is **NOT TRUE**?
- A. There are three types of generative reproduction in animal.
  - B. Ovoviviparous animals have an umbilical cord or placental appendage.
  - C. Shark, guppies, and lizard are the example of ovoviviparous animals.
  - D. Ovoviviparous animals are animals that reproduce by laying eggs and giving birth.

**Please read this text to answer the questions number 9-15!**

### **Why do Bats Sleep Upside Down?**

Bats are the only mammals that can fly, and belong to a group of nocturnal animals or animals that are active at night to hunt insects and other small animals. But during the day, they barely move at all. One of the interesting facts about this animal is that bats sleep all day upside down. Why do bats sleep upside down?

There are some reasons why bats sleep upside down. First, upside down sleeping position makes it easier for bats to fly. Before gaining enough momentum to fly, bats usually drop their bodies from a height first. This upside down position makes the bats easier to start flying. Unlike birds, bats have trouble with takeoff from the ground. Their wings are not as strong as those of birds and they cannot run fast enough to build up flight speed. Second, the upside down sleeping position hides bats from predators and danger. As nocturnal animal, during the day bats actually fill their time by resting to sleep. The upside down sleeping position can only be done in a high place. Therefore, by sleeping in a high place, allows the bats to avoid attacks by the other predators which difficult for them to reach. Third, the upside down sleeping position can save bats' energy. The anatomy shape of bats is very unique. This kind of position actually makes bats' energy more efficient because the tendons in the lower leg of the bats will automatically be pulled by the bats' body weight according to gravity load. These pulled leg muscles allow bats to grip firmly on twigs or the space they are hanging from.

9. What is the social function of the text?
- A. to describe the characteristics of bats



- B. to explain the reasons why the bats sleep upside down  
 C. to persuade the readers to treat the bats well  
 D. to entertain the readers about the uniqueness of the bats
10. What is the main idea of the second paragraph?
- A. the characteristics of the bats  
 B. the reasons why the bats are active at night  
 C. the uniqueness of the bats  
 D. the reasons why the bats sleep upside down
11. What is nocturnal animal?
- A. Animals that do their activities at night and sleep during the day.  
 B. Animal that sleeps and hangs upside down in the high place.  
 C. Animals that can fly upside down.  
 D. Animals that eat insects.
12. Which of following is **NOT** a reason why the bats sleep upside down?
- A. It can accelerate their blood circulation.  
 B. It can make it easier for them to fly.  
 C. It can hide them from predators.  
 D. It can save their energy.
13. Based on the text, we can infer that....
- A. bird have wings that are stronger than bats  
 B. bats are active during the day and rest at night  
 C. bats are independent animals  
 D. bat are carnivore animals
14. "...bats have trouble with **takeoff** from the ground" (**Paragraph 2**). The bolded word has the closest meaning with....
- A. leaving  
 B. staying  
 C. running  
 D. visiting
15. Please look at these statements
1. Bats are mammals
  2. Bats are nocturnal animals
  3. Bats live on land and water
  4. Bats are hardworking animals
- Based on the statements above which statements are **TRUE**?
- A. 2 and 3  
 B. 3 and 4  
 C. 1 and 2  
 D. 1 and 3

**Please read this text to answer the questions number 16-23!**

### How do Rain Occur?

Rain is water that falls from the sky. We may often wonder how can water fall from the sky and wet the earth. In fact, rain does not just fall; there is a long process that causes water to fall to the earth.

The process of rain begins with the heat of the sun causing the evaporation process. Evaporation is the process of changing molecules of a liquid into a gas or water vapor. When the sun shines on the water surfaces such as seas, rivers, and other water sources, the heat of the sun warms the water and turning it into an invisible gas called water vapor. Then the water vapor will rise to the atmosphere. Furthermore, when the water vapor reaches up in the sky and away from the Earth's surface, the temperature is getting colder. So, in the sky the water vapor cools and it turns into tiny droplets of water. The water droplets along with various gases and dust particles come together to form clouds. This process is known as condensation. Furthermore, when the water condenses too much, the water droplets in the clouds become large and heavy. This makes the cloud color gray because a lot of particles are carried. When the clouds are no longer able to hold water, the water droplets will fall to the earth's surface as raindrops. This process is known as precipitation.

The process of rain is considered as cycle because the whole process keeps happening again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants, animals, and people to survive.

16. What is the text about?
- the processes that cause rain
  - disasters caused by rain
  - the benefits of rain
  - rain as a season
17. What is the social function of the text?
- to entertain the readers about the process of rain
  - to persuade the readers to keep the water of the rain
  - to explain the reader the processes that cause rain
  - to describe the characteristics of water droplet of the rain
18. Please read these statements carefully!
- The sun warms the water surfaces and turns it into water vapor
  - In the sky, the water vapor cools and it turns into tiny droplets of water.

3. The process of changing molecules of a liquid into a gas or water vapor
4. The clouds hold water too much and the water will fall to the earth's surface

Based on the statements above, which statements belong to the process of evaporation?

- A. 1 and 3
- B. 1 and 4
- C. 2 and 4
- D. 2 and 3

19. "...in the sky the water vapor cools and **it** turns into tiny droplets of water." (Paragraph 2). The bolded word refers to ....

- A. the sky
- B. the water vapor
- C. tiny droplet of water
- D. the atmosphere

20. Please read these statements!

1. Clouds cannot hold the water droplets, so the water droplets will fall as rain.
2. The sun warms the water and turns it into water vapor.
3. In the sky, the water vapor will turn into water droplets and the water droplets will combine and form clouds.
4. The water droplets in the clouds will grow bigger and heavier

The best arrangements of the sentences that indicate the process of the rain is ....

- A. 3-2-4-1
- B. 2-3-4-1
- C. 3-4-1-2
- D. 2-1-4-3

21. The process that occurs after the clouds cannot hold the water droplet is ....
- the water droplet will fall as raindrops
  - the sun warms the water surface and turns it into water droplet
  - the water vapor cools and it turns into tiny droplets of water
  - the water droplets come together and form clouds
22. When it is going to rain, we often see the clouds become cloudy or gray in color. What caused this to happen?
- It is because the sun warms the water surface in the Earth.
  - It is because the temperature in the air very high.
  - It is because the clouds carry a lot of particles.
  - It is because the water vapors gather together forms cloud.
23. From the text, we can infer that....
- the clouds can hold the water droplet for three days before it fall as raindrops
  - evaporation occurs when the sun warms the ground on earth
  - precipitation is the most complex process that causes rain
  - there are three processes that cause rain

**Please read this text to answer the questions number 24-30!**

### UNDIKSHA Flood

Flood is a natural event where an area or land that is usually dry becomes submerged in water. Floods can disrupt human activities. Then how does the flood happen?

The process of flooding can occur naturally and non-naturally. Floods occur naturally due to heavy rain which produces a lot of water. Rainwater that falls will be absorbed by the soil and retained by plants. However, soils with small absorbency are usually not able to hold much rainwater. Thus, the rainwater will flow to low places and cause flooding. The small absorption capacity of the soil can be influenced by the lack of green areas overgrown with trees. The roots of the tree help to loosen the soil so it can absorb more water. In non-naturally,



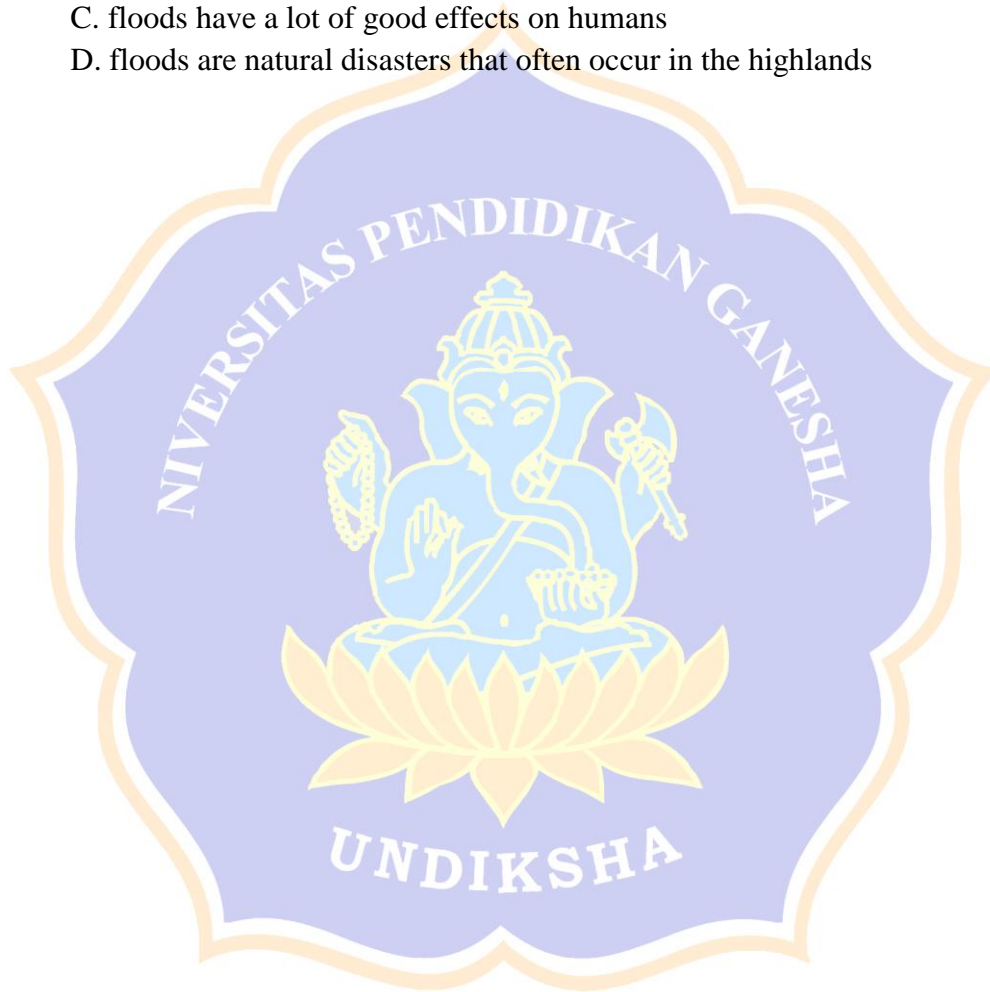
floods are caused by human activities, such as littering. In this case, indiscriminate disposal of garbage can block the flow of water and cause the water pressure to increase so the volume of water will also increase. If not handled, this condition can cause garbage and water to overflow, resulting in flooding.

Flood is a disaster that certainly has an impact on living things, especially humans. Floods cause the emergence of health problems such as germs and bacterial infections, hypothermia, tetanus, dengue fever, and etc. In addition, floods also cause economic losses due to damage of houses and other items, difficulty accessing clean water, and of course hampering community activities. Not only that, flooding can also take lives, if the water current is very large it can cause humans and other living things to be dragged by the current and unexpected overflows of water can drown humans.

24. What is the text about?
- the process of flooding and its impact
  - the benefits of flooding
  - the effect of flooding on human
  - the loss due to floods
25. What is the main idea of second paragraph?
- the process of natural and non-natural flooding
  - the effect of natural and non-natural flooding
  - the general facts about flooding
  - the effect of flooding
26. What is the main idea of the third paragraph?
- the process of natural and non-natural flooding
  - the effect of flooding
  - the general fact of flooding
  - the benefits of flooding
27. Based on the text, what causes the soil to have a small absorption capacity?
- the lack of green areas overgrown with trees
  - the area is prone to landslide
  - the area is full of garbage
  - the area is converted into a building
28. “The roots of the tree help to loosen the soil so **it** can absorb more water” (**Paragraph 2**). The bolded word refers to ....
- the root
  - the tree
  - the soil
  - loosen



29. Littering can cause flooding. Because....
- A. garbage blocks the water flow and makes water overflow
  - B. garbage causes water to gather together
  - C. littering can make the other people do the same thing
  - D. garbage can go to the river
30. From the text we can infer that....
- A. disposing of garbage in its place can prevent flooding
  - B. soil that has a high absorption capacity can increase the possibility of flooding
  - C. floods have a lot of good effects on humans
  - D. floods are natural disasters that often occur in the highlands



**Appendix 10. The Judgment from Expert Judge 1 for Reading Comprehension Test for Pre-Test**

**Expert Judge Sheet 1**

**Instrument: Reading Multiple Choice Test for Second Grade of Senior High School**

**Expert Judge: Prof. Dr. Ni Made Ratminingsih, M.A.**

The Number of Question	Expert Response		Comments
	Relevant	Irrelevant	
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.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 15 Februari 2022



Prof. Dr. Ni Made Ratminingsih, M.A.

UNDIKSHA

**Appendix 11. The Judgment from Expert Judge 2 for Reading Comprehension Test for Pre-Test**

**Expert Judge Sheet 2**

**Instrument: Reading Multiple Choice Test for Second Grade of Senior High School**

**Expert Judge: I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.**

The Number of Question	Expert Response		Comments
	Relevant	Irrelevant	
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.	✓		
26.	✓		
27.	✓		
28.	✓		
29.	✓		
30.	✓		





## Appendix 12. Reading Comprehension Test for Post-Test before Try-Out

### Multiple Choice Test for Post-Test

Please read this text to answer the questions number 1-10!

#### Digestion of Human

Every day, we need energy to do the activities. Energy can be obtained by consuming food and drinks which will be processed into energy by our bodies. The process of converting food into energy is known as digestion. The digestive system is a process carried out by the digestive organ system to process food so that nutrients can be absorbed and converted into energy.

The food first enters through the mouth. In the mouth, there is a mechanical digestion process where food is digested by the teeth to be converted into small and smooth parts. Then after becoming a small and smooth part, it will be continued into the esophagus. In the esophagus, the food will be pushed to the stomach through peristalsis. After that, in the stomach there is also a mechanical digestion process where the food will be smoothed again by the movement of the stomach muscles. In the stomach, there is also a chemical digestion process through enzymes. Food that has been processed in the stomach then goes to the small intestine. The small intestine will complete the work of the stomach, namely breaking down food with enzymes produced by the pancreas, bile, and liver. In the small intestine, food nutrients will be absorbed into the bloodstream. After the nutrients are absorbed in the small intestine, the remains of food undergo decay in the large intestine. In addition, water is absorbed in the large intestine so that the remains foods are ready to be converted into feces (stool). Finally, feces will be stored in the rectum before being expelled through the anus.

1. What is the text about?
  - A. the organs in digestive system
  - B. the process of digestion in human
  - C. the transfer of energy
  - D. the benefits of food
2. What is the social function of the text above?
  - A. to entertain the readers about digestive system processes in humans
  - B. to persuade the readers to consume healthy food
  - C. to explain about digestive system processes in humans
  - D. to describe how healthy food is made
3. What is the main idea of the second paragraph?
  - A. the process of the digestive system

- B. digestive system inhibitory factor  
C. the food substance  
D. the food nutrients
4. From the text, we can infer that mechanical digestion process is ....  
A. the process of converted the food into feces  
B. the process of breaking down food with enzymes  
C. the process of converting food into energy used to do the activity  
D. the process of converting food into smaller and smoother parts
5. Based on the text above, which statement is **WRONG** regarding the stomach in the digestive system?  
A. In the stomach, peristaltic occurs.  
B. In the stomach, there is chemical and mechanical digestion processes.  
C. In the stomach, the chemical digestion process occurs through enzymes.  
D. In the stomach, mechanical digestion process occurs through stomach muscle movement.
6. The correct order of organs in the digestive system is ....  
A. mouth-stomach-small intestine-esophagus-large intestine-anus  
B. mouth-anus-esophagus-small intestine-large intestine-stomach  
C. mouth-esophagus-stomach-small intestine-large intestine-anus  
D. mouth-small intestine-large intestine-esophagus-anus-stomach
7. The process that occurs after the food nutrition is absorbed in small intestine is....  
A. the food is converted into small and smooth parts by teeth  
B. the food will undergo to esophagus through peristaltic  
C. the remains food will decay and undergo to large intestine  
D. the feces is being expelled through the anus
8. "... we need **energy** to do the activities" (**Paragraph 1, First Sentence**).  
The bolded word has the closest meaning to ....  
A. weak  
B. feeble  
C. power  
D. faint
9. What is the function of anus in digestion system?  
A. as an organ to expel feces from the digestive tract  
B. as an organ to store the feces  
C. as an organ to make the food into smaller parts  
D. as an organ to convert the food into energy
10. Which of the following is **TRUE** based on the text above?  
A. Mechanical digestion processes occur in the mouth and stomach.  
B. In the stomach only occurs mechanical digestion process.  
C. Energy is obtained through working.

D. Feces are stored in the anus.

**Please read this text to answer the questions number 11-16!**

### **How do Bees Make Honey?**

When we hear the word “bee”, we always relate it with “honey”. So how do these insects make honey?

Flower is the most important ingredient to make honey. Honey bees will work together as a team to decide where the best flowers are. They communicate with each other by using bumps, noises, and even dance moves which are known as waggle dance. In the process of making honey, each bee has a different role depending on their age. Worker honey bees will fly up to 5 km to find flowers and suck the flower nectar. Honey bees use a long straw-like tongue called a *proboscis* to suck up nectar from flower’s special nectar-making organ which is called as *nectary*. When the nectar reaches honeybee’s stomach, a process known as inversion occurs where the honeybee’s stomach will begin to break down the complex sugars of the nectar into simpler sugars that are resistant to crystallization or becoming solid. After the worker honey bees return to their colony, they pass on the nectar to the younger bees, also known as "house bees". (between 12-17 days old). House bees take nectar in the colony and pack it in hexagon-shaped beeswax honey cells. After that, they turn the nectar into honey by drying it using the warm breeze which is made by the flapping of their wings.

11. What is the text about?
  - A. how bees find the good flowers to make honey
  - B. how bees interact with the other bees
  - C. how nectar is obtained from flowers
  - A. how honey is made by bees
  
12. What is the social function of the text above?
  - A. to entertain the readers about how the bees make honey
  - B. to persuade the readers to keep the bees
  - C. to explain the readers how the bees make honey
  - D. to describe the characteristics of bees
  
13. “After the worker honey bees return to their colony, **they** pass on the nectar to the younger bees” (**Paragraph 2**). The bolded word refers to....
  - A. the worker bees
  - B. the younger bees

- C. the colony
- D. the nectar

14. “After the worker honey bees return to their colony, they **pass on** the nectar to the younger bees (Paragraph 2)”. The phrase “**pass on**” means....

- A. continue
- B. stop
- C. reject
- D. accept

15. From the text, we can infer honey bees are....

- A. independent animals
- B. responsible animals
- C. animals that need teamwork
- D. animals that like clean places

16. Please read these sentences carefully!

1. House bees pack the nectar into hexagon-shaped beeswax honey
2. Nectar reaches the bee’s stomach and a process called inversion will occur
3. Worker honey bees find flowers
4. House bees will turn the nectar into honey and dry it by flapping its wings
5. The worker honey bees return to their colony
6. Honey bees suck the nectar from the flower using *proboscis*
7. The worker honey bees pass the nectar to the house bees

The best arrangement of the sentences that indicate how bees make honey based on the text above is....

- A. 3-5-2-1-6-7-4
- B. 3-6-2-5- 7-1-4
- C. 3-2-1-5-6-7-4
- D. 3-6-5-1-2-7-4



**Please read this text to answer the questions number 17-24!**

### **Photosynthesis**

Photosynthesis is an important process that only occurs in plants. Like other living things, plants also need food. Food is important for plants to produce the energy in order to grow and reproduce. Animals depend on other living things to get food, but plants can produce their own food. Plants can "create" their own food which is known as photosynthesis. How does the process of photosynthesis occur?

There are four important things needed in the process of photosynthesis namely water or H<sub>2</sub>O, carbon dioxide or CO<sub>2</sub>, chlorophyll, and sunlight. Carbon dioxide in the air enters through the stomata in the leaves. Stomata are the sites of gas exchange in plants which are located on the underside of the leaves. Plant roots absorb water from the soil, and then carry it to the leaves. In the leaves, carbon dioxide and water are processed by sunlight and produce products in the form of glucose and oxygen. The oxygen produced by plants is then released through the stomata. This oxygen can be enjoyed by other living things such as humans and animals. Moreover, glucose will be distributed to all parts of the plant.

Plants can be a source of food for other living things. Herbivores and omnivores use plants as a source of both primary and secondary food. Then herbivorous animals became the staple food of carnivores and omnivores. If plants do not photosynthesize, the food chain will be disrupted and animals or other creatures will die due to lack of food.

17. What is the text about?
- A. the things that are needed in photosynthesis
  - B. the product of photosynthesis
  - C. how photosynthesis process occurs
  - D. the benefits of photosynthesis
18. What is the social function of the text?
- A. to entertain the readers about the products of photosynthesis
  - B. to persuade the readers to eat vegetables
  - C. to explain about how the plants carry out photosynthesis
  - D. to describe the characteristics of plants
19. What is the main idea of the second paragraph?
- A. the benefits of photosynthesis
  - B. the effect of photosynthesis
  - C. the importance of photosynthesis



- D. the process of photosynthesis
20. From the text above, we can infer photosynthesis is ....
- the process by which plant makes their own food with the help of sunlight
  - the process to gain food that needs the help of the other plants
  - the process of converting sunlight into carbon dioxide
  - the process of making energy with the help of oxygen
21. "Plants can **"create"** their own food which is known as photosynthesis" (**Paragraph 1**). The bolded word has the closest meaning with....
- use
  - apply
  - produce
  - consume
22. Which of the following is **NOT TRUE** about stomata?
- Stomata are located on the underside of the leaves.
  - Stomata are the site where the oxygen is released.
  - Stomata are the site where the carbon dioxide enters.
  - Stomata are the site where the water is absorbed.
23. Based on the text, which of the following is **TRUE**?
- Plants and animals can make their own food.
  - The process of photosynthesis can disrupt the food chain.
  - Glucose and oxygen are the products of photosynthesis.
  - Plants get the water from the leaves.
24. What would happen if plants did not carry out photosynthesis?
- It will disrupt the food chain and make animals and other creatures die.
  - It will make the animals and other creature produce their own food.
  - It will form a new food chain.
  - It will make the plants extinct.

**Please read this text to answer the questions number 25-30!**

### **The Sense of Taste**

The sense of taste is one part of the five senses. The tongue is the sense of taste that allows us to be able to recognize the taste of food. Generally, our tongue can taste four kinds of taste, namely sweet, sour, salty, and bitter. Then, how does the tongue work so that it can feel the taste of food?

On the surface of our tongue, there are small bumps called papillae and most of them contain taste buds. Taste buds are sensory organs that allow us to experience tastes that are sweet, salty, sour, and bitter. Moreover, taste buds have very sensitive microscopic hairs called microvilli. Moreover, these tiny hairs consists of sensory nerves that send messages to the brain about how food tastes whether it is salty, sweet, sour, or bitter.

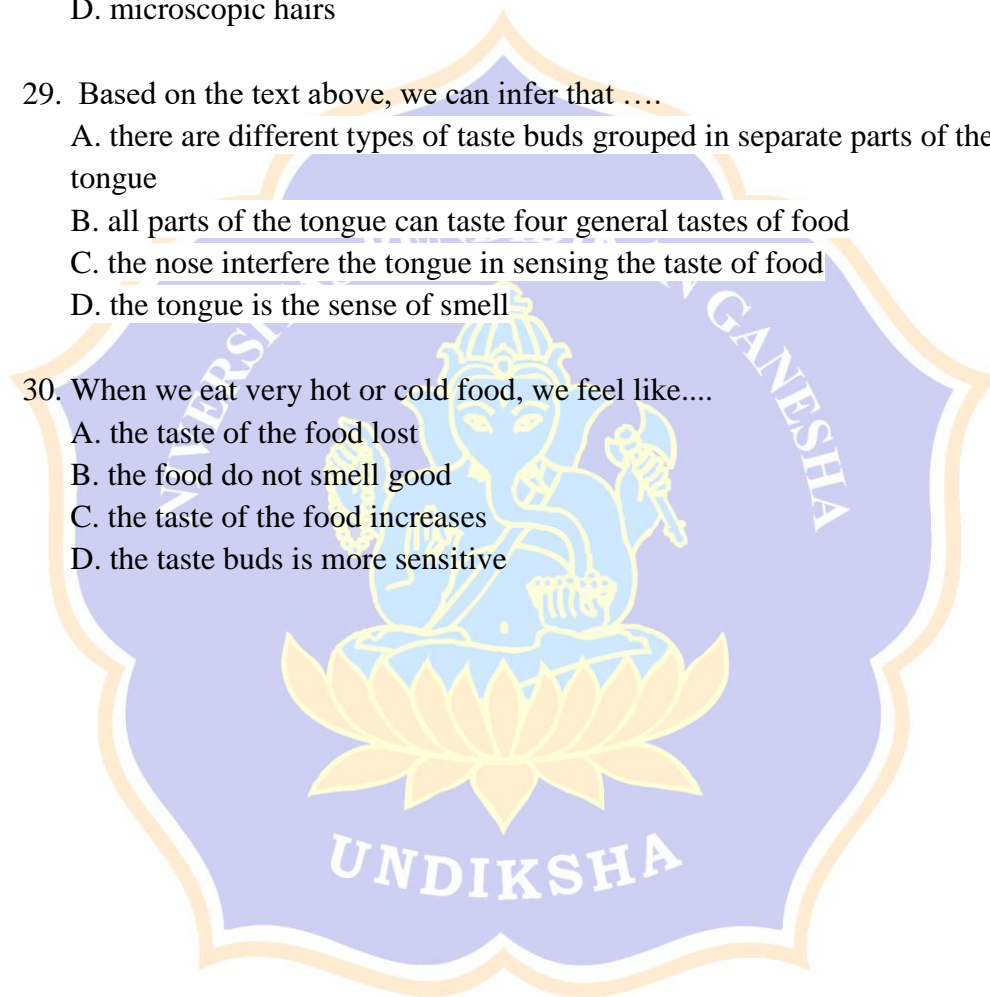
Moreover, we often hear that there are different types of taste buds grouped in separate parts of the tongue. The taste buds for sweet are on the tip of the tongue, the salt taste buds are on either of the tongue, the bitter taste buds are in the center of the back of the tongue near the throat, and the sour taste buds are located on both sides and lower part of the tongue. But in fact this is not true. The ability of the tongue to recognize taste is not limited to certain parts of the tongue. The taste receptors in the taste buds are scattered throughout the tongue and oral cavity. So that, any part of the tongue can taste sweet, salty, sour, and bitter. However, the tips and edges of the tongue that have more taste buds may be more sensitive to certain tastes.

However, the tongue does not work alone in recognizing the taste of food. The tongue is assisted by the nose to taste the food. At the uppermost of the nose, there are olfactory receptors that contain special cells to help us smell food. When we chew, chemical compounds from food will be released up to our nose. These chemicals then trigger the olfactory receptors inside the nose. The nose works together with our taste buds to create the true flavor of the food and send the information about the taste of food to the brain.

Very hot or cold sensation can make the taste-buds insensitive. Food that is too hot or too cold when placed in the mouth will have no tastes at all.

25. What is the main idea of the fourth paragraph?
- A. how the nose helps the tongue in recognizing the taste of the food
  - B. how the part of tongue can taste the specific taste of food
  - C. how the taste buds makes us able to taste food
  - D. how hot and cold foods make the taste-buds insensitive
26. We can taste food because of ....
- A. the taste-buds on tongue
  - B. the help of the nose
  - C. the tip of the tongue
  - D. the good smell of the food
27. The part of the tongue that sends the message about the taste of food to the brain is....

- A. taste-buds
  - B. microvilli
  - C. papillae
  - D. olfactory
28. "...**these** tiny hairs consists of sensory nerves that send messages to the brain" (**Paragraph 2**). The bolded word refers to....
- A. taste-buds
  - B. microvilli
  - C. sensory nerves
  - D. microscopic hairs
29. Based on the text above, we can infer that ....
- A. there are different types of taste buds grouped in separate parts of the tongue
  - B. all parts of the tongue can taste four general tastes of food
  - C. the nose interfere the tongue in sensing the taste of food
  - D. the tongue is the sense of smell
30. When we eat very hot or cold food, we feel like....
- A. the taste of the food lost
  - B. the food do not smell good
  - C. the taste of the food increases
  - D. the taste buds is more sensitive



**Appendix 13. The Judgment from Expert Judge 1 for Reading Comprehension Test for Post-Test**

**Expert Judge Sheet 1**

**Instrument: Reading Multiple Choice Test for Second Grade of Senior High School**

**Expert Judge: Prof. Dr. Ni Made Ratminingsih, M.A.**

The Number of Question	Expert Response		Comments
	Relevant	Irrelevant	
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.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 15 Februari 2022



Prof. Dr. Ni Made Ratminingsih, M.A.

UNDIKSHA



**Appendix 14. The Judgment from Expert Judge 2 for Reading Comprehension Test for Post-Test**

**Expert Judge Sheet 2**

**Instrument: Reading Multiple Choice Test for Second Grade of Senior High School**

**Expert Judge: I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.**

The Number of Question	Expert Response		Comments
	Relevant	Irrelevant	
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.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 15 Februari 2022



I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

### Appendix 15. The Blueprint for Pre-Test after Try-Out

#### Blue Print Pre-Test

Jenjang : SMA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator Soal	Level kognitif	Bentuk Soal	No Soal
1.	4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.	4.8.1 Menentukan <i>main idea</i> dari sebuah teks explanation 4.8.2 Menyimpulkan isi bacaan dari sebuah teks explanation 4.8.3 Menentukan fungsi social sebuah teks explanation 4.8.4 Menemukan informasi tersirat dan tersurat dari sebuah teks explanation 4.8.5 Menentukan makna/frasa dari sebuah teks explanation	Explanation text	- Disajikan sebuah teks explanation, siswa diharapkan mampu menentukan <i>main idea</i> dari salah satu paragraph dari teks explanation yang diberikan	C2	PG	10, 26
				- Disajikan sebuah	C2	PG	13, 30

				<p>teks          explanati          on, siswa          diharapka          n mampu          menyimp          ulkan          informasi          tersirat di          dalam          teks  <i>explanati          on</i></p>			
				<p>- Disajikan          sebuah          teks  <i>explanati          on</i>, siswa          diharapka          n mampu          menentuk          an          informasi          yang          benar          atau salah          terkait          teks  <i>explanati          on</i> yang</p>	C2	PG	8, 15

				diberikan			
				- Disajikan sebuah teks <i>explanati on</i> , siswa diharapkan mampu mengurutkan informasi berdasarkan teks yang diberikan / menentukan peristiwa yang terjadi setelah peristiwa tertentu.	C1	PG	6, 20, 21
				- Disajikan sebuah teks <i>explanati on</i> , siswa diharapkan	C2	PG	3, 14, 19



				n mampu menentukan makna kata/frasa tertentu yang terdapat pada teks <i>explanati on</i>			
				- Disajikan sebuah teks <i>explanati on</i> , siswa diharapkan mampu menemukan informasi tersurat di dalam teks <i>explanati on</i> yang diberikan	C1	PG	4, 5, 7, 11, 18, 22, 27, 29
				- Disajikan sebuah teks <i>explanati</i>	C2	PG	9, 17

				on, siswa diharapkan mampu menentukan fungsi social dari teks <i>explanati on</i> yang diberikan			
				- Disajikan sebuah teks <i>explanati on</i> , siswa diharapkan mampu menyimpulkan isi dari keseluruhan teks <i>explanati on</i> yang diberikan	C2	PG	1, 16, 24

Note:

PG= Pilihan Ganda

### Apendix 16. The Blueprint for Post Test after Try-Out

#### Blue Print Post-Test

Jenjang : SMA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/II

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Materi	Indikator Soal	Level kognitif	Bentuk Soal	No Soal
1.	4.8 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks <i>explanation</i> lisan dan tulis, terkait gejala alam atau social, sesuai dengan konteks penggunaannya.	4.8.1 Menentukan <i>main idea</i> dari sebuah teks <i>explanation</i>	Explanation text	- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan <i>main idea</i> dari salah satu paragraph dari teks <i>explanation</i> yang diberikan	C2	PG	3, 19, 25
		4.8.2 Menyimpulkan isi bacaan dari sebuah teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan informasi tersirat di dalam teks <i>explanation</i>	C2	PG	4, 15, 30
		4.8.3 Menentukan fungsi social dari teks <i>explanation</i>					
		4.8.4 Menemukan informasi tersirat dan tersurat dari sebuah teks <i>explanation</i>					

		4.8.5 Menentukan makna/frasa dari sebuah teks <i>explanation</i>		- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan informasi yang benar atau salah terkait teks <i>explanation</i> yang diberikan	C2	PG	5, 10, 22, 23
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu mengurutkan informasi berdasarkan teks yang diberikan/ menentukan peristiwa yang terjadi setelah peristiwa tertentu	C1	PG	6, 7, 16
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan makna kata/frasa tertentu yang terdapat pada teks	C2	PG	8, 13, 14, 21, 28

				<i>explanation</i>			
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menemukan informasi tersurat di dalam teks <i>explanation</i> yang diberikan	C1	PG	9, 20, 26, 27
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menentukan fungsi social dari teks <i>explanation</i> <i>explanation</i> yang diberikan	C2	PG	12
				- Disajikan sebuah teks <i>explanation</i> , siswa diharapkan mampu menyimpulkan keseluruhan isi dari teks <i>explanation</i> yang diberikan	C2	PG	1, 11

Note: PG= Pilihan Ganda



## Appendix 17. Reading Comprehension Test for Pre-Test after Try-Out

### Multiple Choice Test for Pre-Test

Please read this text to answer the questions number 1-7!

#### How do Ovoviviparous Reproduce?

Animals are living things that can reproduce. One way animals reproduce is in a generative way. Animals that reproduce generatively are divided into 3 namely, oviparous, viviparous and ovoviviparous animals. Oviparous animals are animals that reproduce by laying eggs. Viviparous animals are animals that reproduce by giving birth, while ovoviviparous animals are animals that reproduce by laying eggs and giving birth. Then how do ovoviviparous animals reproduce in two ways, namely by laying eggs and giving birth?

Fertilization of eggs in ovoviviparous animals occurs internally due to mating between male and female sexual organs. This fertilization process will form a zygote which then grows into an embryo in the egg. Since ovoviviparous animals do not have an umbilical cord or placental appendage that connects the mother to the embryo for nutritional needs or gas exchange, the main source of food or oxygen for the developing embryo lies in the yolk content of the egg sac. In addition, the egg will not be removed from the mother's body. The egg will hatch in the mother's body. However, when the eggs are hatched inside the mother's body, they still tend to remain in the oviducts for a certain period until they are fully ready to be laid outside, matured, and developed to survive in the external environment. When their development is complete, the young are born. Some examples of ovoviviparous animals are sharks, rays, seahorses, guppies, platypuses, lizards, and etc.

1. What is the text about?
  - A. reproduction in animals
  - B. the growth of ovoviviparous animals
  - C. oviparous, viviparous, and ovoviviparous animals
  - D. the process of reproduction in ovoviviparous animals
2. "...ovoviviparous animals are animals that reproduce by laying eggs and **giving birth.**" (Paragraph 1). The bolded phrase has the closest meaning with ....
  - A. keep
  - B. live
  - C. bear
  - D. die

3. In ovoviviparous animals, from where do the embryo get the nutrition?
  - A. from its mother through placental appendage
  - B. from the yolk content of the egg sac
  - C. from the umbilical cord
  - D. from the internal environment

4. Please look at the animals below!

1. Platypus
2. Chicken
3. Shark
4. Lizard
5. Lion

Which animals that belong to ovoviviparous animals?

- A. 1 and 2
- B. 1 and 5
- C. 3 and 5
- D. 3 and 4

5. Please look at the following statements!

1. The egg will hatch in the mother's body
2. From the fertilization process a zygote is formed then grows into an embryo in the egg.
3. Egg fertilization occurs internally due to meeting between male and female sexual organs.
4. When they are ready to face the external environment they will be born
5. After the eggs hatch inside the mother's body, they will remain in the oviduct

The best arrangement that indicates how ovoviviparous animals reproduce is....

- A. 3-2-1-5-4
- B. 3-1-2-4-5
- C. 3-4-5-2-1
- D. 3-2-1-4-5

6. Why after the egg hatch in the mother's body, the embryo of ovoviviparous animals is still in the oviduct of the mother?

- A. because waiting for them to grow up and ready to face and survive in the external environment
- B. because they cannot find their own food and get it from their mother through placental appendage
- C. because they are afraid to compete with animals in the external environment
- D. because they only can get the nutrition from the yolk content of the egg sac

7. Based on the above, which of the following is **NOT TRUE**?

- A. There are three types of generative reproduction in animal.
- B. Ovoviviparous animals have an umbilical cord or placental appendage.
- C. Shark, guppies, and lizard are the example of ovoviviparous animals.
- D. Ovoviviparous animals are animals that reproduce by laying eggs and giving birth.

**Please read this text to answer the questions number 8-13!**

### **Why do Bats Sleep Upside Down?**

Bats are the only mammals that can fly, and belong to a group of nocturnal animals or animals that are active at night to hunt insects and other small animals. But during the day, they barely move at all. One of the interesting facts about this animal is that bats sleep all day upside down. Why do bats sleep upside down?

There are some reasons why bats sleep upside down. First, upside down sleeping position makes it easier for bats to fly. Before gaining enough momentum to fly, bats usually drop their bodies from a height first. This upside down position makes the bats easier to start flying. Unlike birds, bats have trouble with takeoff from the ground. Their wings are not as strong as those of birds and they cannot run fast enough to build up flight speed. Second, the upside down sleeping position hides bats from predators and danger. As nocturnal animal, during the day bats actually fill their time by resting to sleep. The upside down sleeping position can only be done in a high place. Therefore, by sleeping in a high place, allows the bats to avoid attacks by the other predators which difficult for them to reach. Third, the upside down sleeping position can save bats' energy. The anatomy shape of bats is very unique. This kind of position actually makes bats' energy more efficient because the tendons in the lower leg of the bats will automatically be pulled by the bats' body weight according to gravity load. These pulled leg muscles allow bats to grip firmly on twigs or the space they are hanging from.

8. What is the social function of the text?
  - A. to describe the characteristics of bats
  - B. to explain the reasons why the bats sleep upside down
  - C. to persuade the readers to treat the bats well
  - D. to entertain the readers about the uniqueness of the bats
9. What is the main idea of the second paragraph?
  - A. the characteristics of the bats
  - B. the reasons why the bats are active at night
  - C. the uniqueness of the bats

- D. the reasons why the bats sleep upside down
10. What is nocturnal animal?
- Animals that do their activities at night and sleep during the day.
  - Animal that sleeps and hangs upside down in the high place.
  - Animals that can fly upside down.
  - Animals that eat insects.
11. Based on the text, we can infer that....
- bird have wings that are stronger than bats
  - bats are active during the day and rest at night
  - bats are independent animals
  - bat are carnivore animals
12. "...bats have trouble with **takeoff** from the ground" (Paragraph 2). The bolded word has the closest meaning with....
- leaving
  - staying
  - running
  - visiting
13. Please look at these statements
- Bats are mammals
  - Bats are nocturnal animals
  - Bats live on land and water
  - Bats are hardworking animals
- Based on the statements above which statements are **TRUE**?
- 2 and 3
  - 3 and 4
  - 1 and 2
  - 1 and 3

**Please read this text to answer the questions number 14-20!**

### **How do Rain Occur?**

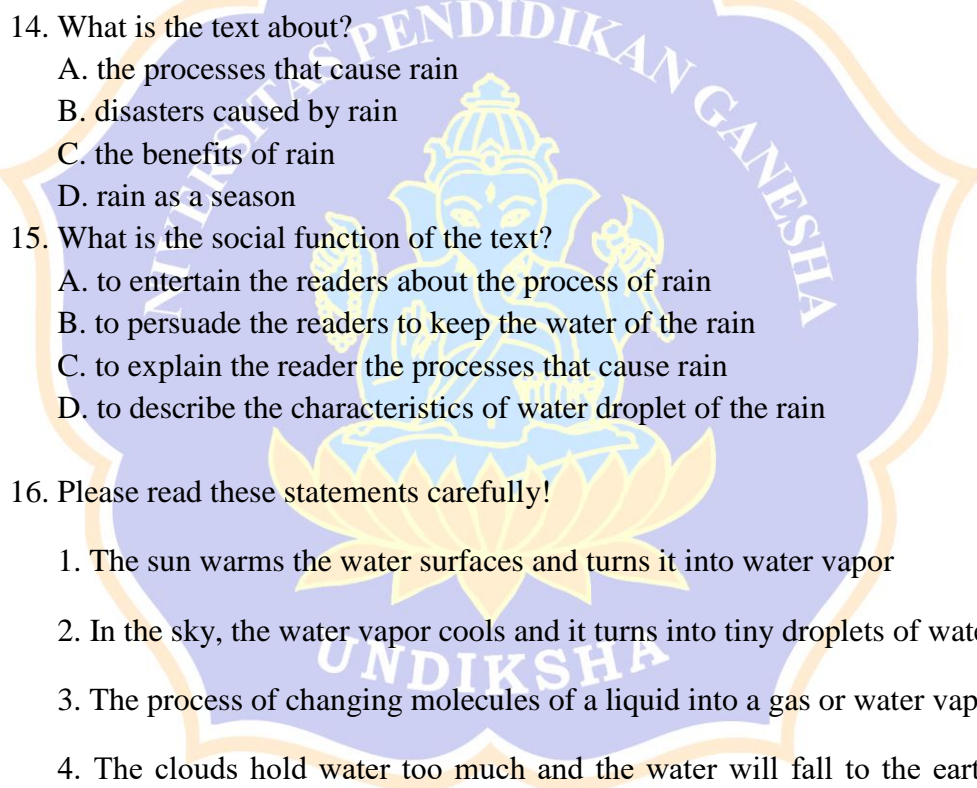
Rain is water that falls from the sky. We may often wonder how can water fall from the sky and wet the earth. In fact, rain does not just fall; there is a long process that causes water to fall to the earth.

The process of rain begins with the heat of the sun causing the evaporation process. Evaporation is the process of changing molecules of a liquid into a gas or water vapor. When the sun shines on the water surfaces such as seas, rivers, and other water sources, the heat of the sun warms the water and turning it into an invisible gas called water vapor. Then the water vapor will rise to the atmosphere.



Furthermore, when the water vapor reaches up in the sky and away from the Earth's surface, the temperature is getting colder. So, in the sky the water vapor cools and it turns into tiny droplets of water. The water droplets along with various gases and dust particles come together to form clouds. This process is known as condensation. Furthermore, when the water condenses too much, the water droplets in the clouds become large and heavy. This makes the cloud color gray because a lot of particles are carried. When the clouds are no longer able to hold water, the water droplets will fall to the earth's surface as raindrops. This process is known as precipitation.

The process of rain is considered as cycle because the whole process keeps happening again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants, animals, and people to survive.

- 
14. What is the text about?
- the processes that cause rain
  - disasters caused by rain
  - the benefits of rain
  - rain as a season
15. What is the social function of the text?
- to entertain the readers about the process of rain
  - to persuade the readers to keep the water of the rain
  - to explain the reader the processes that cause rain
  - to describe the characteristics of water droplet of the rain
16. Please read these statements carefully!
- The sun warms the water surfaces and turns it into water vapor
  - In the sky, the water vapor cools and it turns into tiny droplets of water.
  - The process of changing molecules of a liquid into a gas or water vapor
  - The clouds hold water too much and the water will fall to the earth's surface

Based on the statements above, which statements belong to the process of evaporation?

- 1 and 3
- 1 and 4
- 2 and 4



D. 2 and 3

17. "...in the sky the water vapor cools and **it** turns into tiny droplets of water." (Paragraph 2). The bolded word refers to ....

- A. the sky
- B. the water vapor
- C. tiny droplet of water
- D. the atmosphere

18. Please read these statements!

1. Clouds cannot hold the water droplets, so the water droplets will fall as rain.
2. The sun warms the water and turns it into water vapor.
3. In the sky, the water vapor will turn into water droplets and the water droplets will combine and form clouds.
4. The water droplets in the clouds will grow bigger and heavier

The best arrangements of the sentences that indicate the process of the rain is ....

- A. 3-2-4-1
- B. 2-3-4-1
- C. 3-4-1-2
- D. 2-1-4-3

19. The process that occurs after the clouds cannot hold the water droplet is ....

- A. the water droplet will fall as raindrops
- B. the sun warms the water surface and turns it into water droplet
- C. the water vapor cools and it turns into tiny droplets of water
- D. the water droplets come together and form clouds

20. When it is going to rain, we often see the clouds become cloudy or gray in color. What caused this to happen?

- A. It is because the sun warms the water surface in the Earth.

- B. It is because the temperature in the air very high.
- C. It is because the clouds carry a lot of particles.
- D. It is because the water vapors gather together forms cloud.

**Please read this text to answer the questions number 21-25!**

### **Flood**

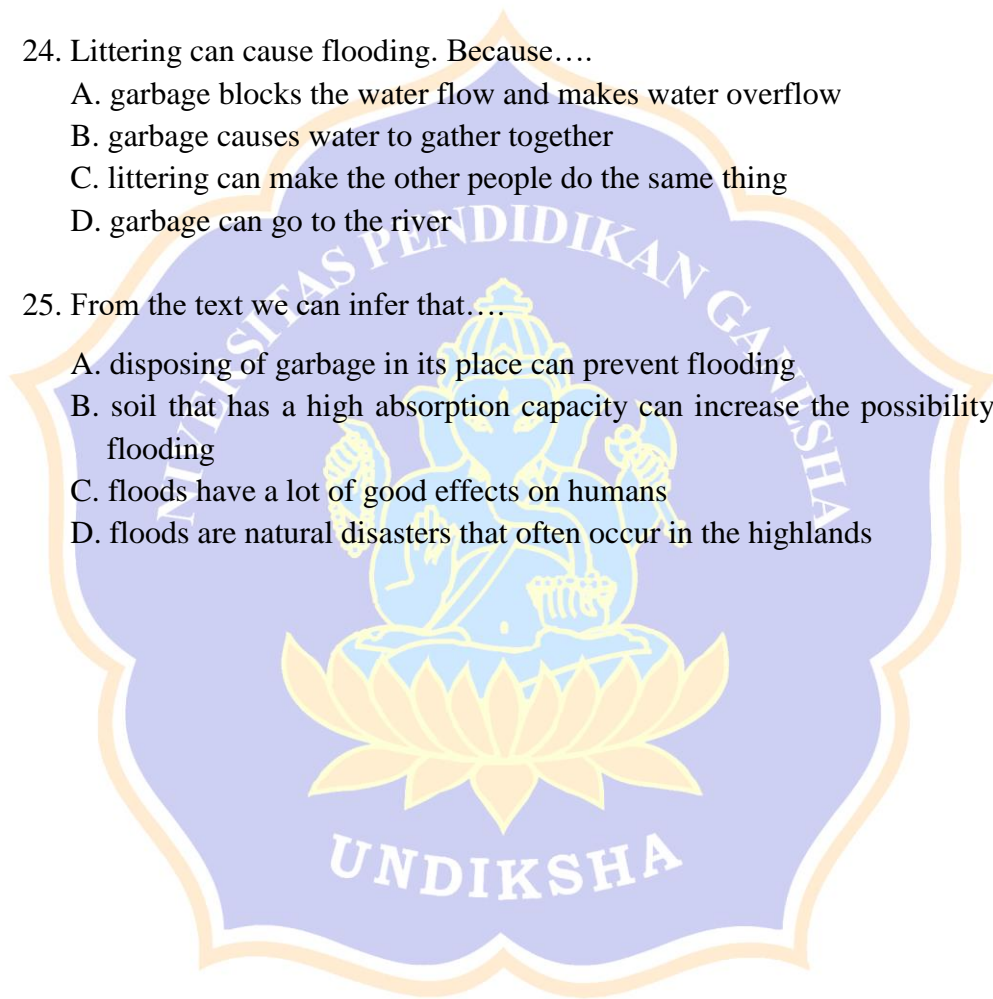
Flood is a natural event where an area or land that is usually dry becomes submerged in water. Floods can disrupt human activities. Then how does the flood happen?

The process of flooding can occur naturally and non-naturally. Floods occur naturally due to heavy rain which produces a lot of water. Rainwater that falls will be absorbed by the soil and retained by plants. However, soils with small absorbency are usually not able to hold much rainwater. Thus, the rainwater will flow to low places and cause flooding. The small absorption capacity of the soil can be influenced by the lack of green areas overgrown with trees. The roots of the tree help to loosen the soil so it can absorb more water. In non-naturally, floods are caused by human activities, such as littering. In this case, indiscriminate disposal of garbage can block the flow of water and cause the water pressure to increase so the volume of water will also increase. If not handled, this condition can cause garbage and water to overflow, resulting in flooding.

Flood is a disaster that certainly has an impact on living things, especially humans. Floods cause the emergence of health problems such as germs and bacterial infections, hypothermia, tetanus, dengue fever, and etc. In addition, floods also cause economic losses due to damage of houses and other items, difficulty accessing clean water, and of course hampering community activities. Not only that, flooding can also take lives, if the water current is very large it can cause humans and other living things to be dragged by the current and unexpected overflows of water can drown humans.

21. What is the text about?
- A. the process of flooding and its impact
  - B. the benefits of flooding
  - C. the effect of flooding on human
  - D. the loss due to floods
22. What is the main idea of the third paragraph?
- A. the process of natural and non-natural flooding

- B. the effect of flooding
  - C. the general fact of flooding
  - D. the benefits of flooding
23. Based on the text, what causes the soil to have a small absorption capacity?
- A. the lack of green areas overgrown with trees
  - B. the area is prone to landslide
  - C. the area is full of garbage
  - D. the area is converted into a building
24. Littering can cause flooding. Because....
- A. garbage blocks the water flow and makes water overflow
  - B. garbage causes water to gather together
  - C. littering can make the other people do the same thing
  - D. garbage can go to the river
25. From the text we can infer that....
- A. disposing of garbage in its place can prevent flooding
  - B. soil that has a high absorption capacity can increase the possibility of flooding
  - C. floods have a lot of good effects on humans
  - D. floods are natural disasters that often occur in the highlands



## Appendix 18. Reading Comprehension Test for Post-Test after Try-Out

### Multiple Choice Test for Post-Test

Please read this text to answer the questions number 1-9!

#### Digestion of Human

Every day, we need energy to do the activities. Energy can be obtained by consuming food and drinks which will be processed into energy by our bodies. The process of converting food into energy is known as digestion. The digestive system is a process carried out by the digestive organ system to process food so that nutrients can be absorbed and converted into energy.

The food first enters through the mouth. In the mouth, there is a mechanical digestion process where food is digested by the teeth to be converted into small and smooth parts. Then after becoming a small and smooth part, it will be continued into the esophagus. In the esophagus, the food will be pushed to the stomach through peristalsis. After that, in the stomach there is also a mechanical digestion process where the food will be smoothed again by the movement of the stomach muscles. In the stomach, there is also a chemical digestion process through enzymes. Food that has been processed in the stomach then goes to the small intestine. The small intestine will complete the work of the stomach, namely breaking down food with enzymes produced by the pancreas, bile, and liver. In the small intestine, food nutrients will be absorbed into the bloodstream. After the nutrients are absorbed in the small intestine, the remains of food undergo decay in the large intestine. In addition, water is absorbed in the large intestine so that the remains foods are ready to be converted into feces (stool). Finally, feces will be stored in the rectum before being expelled through the anus.

1. What is the text about?
  - A. the organs in digestive system
  - B. the process of digestion in human
  - C. the transfer of energy
  - D. the benefits of food
  
2. What is the main idea of the second paragraph?
  - A. the process of the digestive system
  - B. digestive system inhibitory factor
  - C. the food substance
  - D. the food nutrients



3. From the text, we can infer that mechanical digestion process is ....
  - A. the process of converted the food into feces
  - B. the process of breaking down food with enzymes
  - C. the process of converting food into energy used to do the activity
  - D. the process of converting food into smaller and smoother parts
  
4. Based on the text above, which statement is **WRONG** regarding the stomach in the digestive system?
  - A. In the stomach, peristaltic occurs.
  - B. In the stomach, there is chemical and mechanical digestion processes.
  - C. In the stomach, the chemical digestion process occurs through enzymes.
  - D. In the stomach, mechanical digestion process occurs through stomach muscle movement.
  
5. The correct order of organs in the digestive system is ....
  - A. mouth-stomach-small intestine-esophagus-large intestine-anus
  - B. mouth-anus-esophagus-small intestine-large intestine-stomach
  - C. mouth-esophagus-stomach-small intestine-large intestine-anus
  - D. mouth-small intestine-large intestine-esophagus-anus-stomach
  
6. The process that occurs after the food nutrition is absorbed in small intestine is....
  - A. the food is converted into small and smooth parts by teeth
  - B. the food will undergo to esophagus through peristaltic
  - C. the remains food will decay and undergo to large intestine
  - D. the feces is being expelled through the anus
  
7. "... we need **energy** to do the activities" (**Paragraph 1, First Sentence**). The bolded word has the closest meaning to ....
  - A. weak
  - B. feeble
  - C. power
  - D. faint
  
8. What is the function of anus in digestion system?
  - A. as an organ to expel feces from the digestive tract
  - B. as an organ to store the feces
  - C. as an organ to make the food into smaller parts
  - D. as an organ to convert the food into energy
  
9. Which of the following is **TRUE** based on the text above?
  - A. Mechanical digestion processes occur in the mouth and stomach.



- B. In the stomach only occurs mechanical digestion process.
- C. Energy is obtained through working.
- D. Feces are stored in the anus.

**Please read this text to answer the questions number 10-15!**

### **How do Bees Make Honey?**

When we hear the word “bee”, we always relate it with “honey”. So how do these insects make honey?

Flower is the most important ingredient to make honey. Honey bees will work together as a team to decide where the best flowers are. They communicate with each other by using bumps, noises, and even dance moves which are known as waggle dance. In the process of making honey, each bee has a different role depending on their age. Worker honey bees will fly up to 5 km to find flowers and suck the flower nectar. Honey bees use a long straw-like tongue called a *proboscis* to suck up nectar from flower’s special nectar-making organ which is called as *nectary*. When the nectar reaches honeybee’s stomach, a process known as inversion occurs where the honeybee’s stomach will begin to break down the complex sugars of the nectar into simpler sugars that are resistant to crystallization or becoming solid. After the worker honey bees return to their colony, they pass on the nectar to the younger bees, also known as "house bees". (between 12-17 days old). House bees take nectar in the colony and pack it in hexagon-shaped beeswax honey cells. After that, they turn the nectar into honey by drying it using the warm breeze which is made by the flapping of their wings.

10. What is the text about?
  - A. how bees find the good flowers to make honey
  - B. how bees interact with the other bees
  - C. how nectar is obtained from flowers
  - D. how honey is made by bees
11. What is the social function of the text above?
  - A. to entertain the readers about how the bees make honey
  - B. to persuade the readers to keep the bees
  - C. to explain the readers how the bees make honey
  - D. to describe the characteristics of bees
12. “After the worker honey bees return to their colony, **they** pass on the nectar to the younger bees” (**Paragraph 2**). The bolded word refers to....
  - A. the worker bees
  - B. the younger bees

- C. the colony
- D. the nectar

13. “After the worker honey bees return to their colony, they **pass on** the nectar to the younger bees (Paragraph 2)”. The phrase “**pass on**” means....

- A. continue
- B. stop
- C. reject
- D. accept

14. From the text, we can infer honey bees are....

- A. independent animals
- B. responsible animals
- C. animals that need teamwork
- D. animals that like clean places

15. Please read these sentences carefully!

1. House bees pack the nectar into hexagon-shaped beeswax honey
2. Nectar reaches the bee’s stomach and a process called inversion will occur
3. Worker honey bees find flowers
4. House bees will turn the nectar into honey and dry it by flapping its wings
5. The worker honey bees return to their colony
6. Honey bees suck the nectar from the flower using *proboscis*
7. The worker honey bees pass the nectar to the house bees

The best arrangement of the sentences that indicate how bees make honey based on the text above is....

- A. 3-5-2-1-6-7-4
- B. 3-6-2-5- 7-1-4
- C. 3-2-1-5-6-7-4
- D. 3-6-5-1-2-7-4

**Please read this text to answer the questions number 16-20!**

### **Photosynthesis**

Photosynthesis is an important process that only occurs in plants. Like other living things, plants also need food. Food is important for plants to produce the energy in order to grow and reproduce. Animals depend on other living things to get food, but plants can produce their own food. Plants can "create" their own food which is known as photosynthesis. How does the process of photosynthesis occur?

There are four important things needed in the process of photosynthesis namely water or H<sub>2</sub>O, carbon dioxide or CO<sub>2</sub>, chlorophyll, and sunlight. Carbon dioxide in the air enters through the stomata in the leaves. Stomata are the sites of gas exchange in plants which are located on the underside of the leaves. Plant roots absorb water from the soil, and then carry it to the leaves. In the leaves, carbon dioxide and water are processed by sunlight and produce products in the form of glucose and oxygen. The oxygen produced by plants is then released through the stomata. This oxygen can be enjoyed by other living things such as humans and animals. Moreover, glucose will be distributed to all parts of the plant.

Plants can be a source of food for other living things. Herbivores and omnivores use plants as a source of both primary and secondary food. Then herbivorous animals became the staple food of carnivores and omnivores. If plants do not photosynthesize, the food chain will be disrupted and animals or other creatures will die due to lack of food.

16. What is the main idea of the second paragraph?
- the benefits of photosynthesis
  - the effect of photosynthesis
  - the importance of photosynthesis
  - the process of photosynthesis
17. From the text above, we can infer photosynthesis is ....
- the process by which plant makes their own food with the help of sunlight
  - the process to gain food that needs the help of the other plants
  - the process of converting sunlight into carbon dioxide
  - the process of making energy with the help of oxygen
18. "Plants can **"create"** their own food which is known as photosynthesis"  
(**Paragraph 1**). The bolded word has the closest meaning with....
- use

- B. apply
- C. produce
- D. consume

19. Which of the following is **NOT TRUE** about stomata?

- A. Stomata are located on the underside of the leaves.
- B. Stomata are the site where the oxygen is released.
- C. Stomata are the site where the carbon dioxide enters.
- D. Stomata are the site where the water is absorbed.

20. Based on the text, which of the following is **TRUE**?

- A. Plants and animals can make their own food.
- B. The process of photosynthesis can disrupt the food chain.
- C. Glucose and oxygen are the products of photosynthesis.
- D. Plants get the water from the leaves.

**Please read this text to answer the questions number 21-25!**

### **The Sense of Taste**

The sense of taste is one part of the five senses. The tongue is the sense of taste that allows us to be able to recognize the taste of food. Generally, our tongue can taste four kinds of taste, namely sweet, sour, salty, and bitter. Then, how does the tongue work so that it can feel the taste of food?

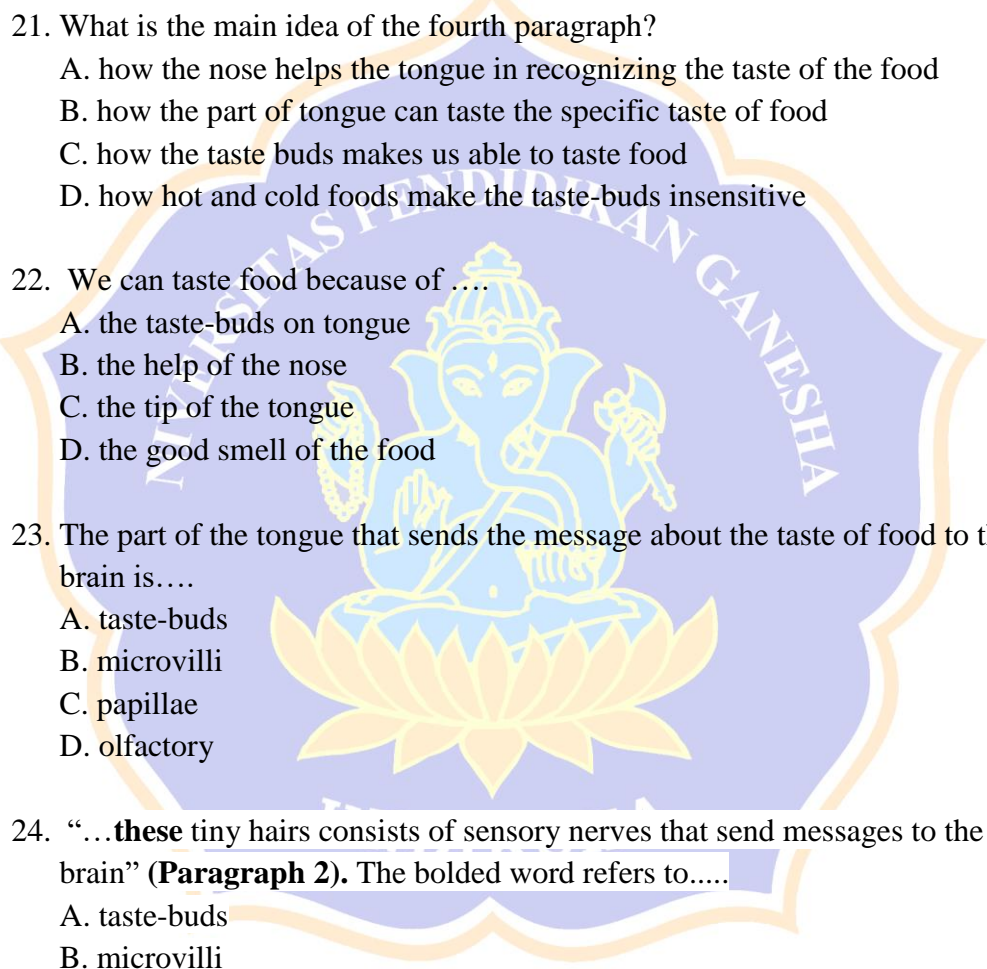
On the surface of our tongue, there are small bumps called papillae and most of them contain taste buds. Taste buds are sensory organs that allow us to experience tastes that are sweet, salty, sour, and bitter. Moreover, taste buds have very sensitive microscopic hairs called microvilli. Moreover, these tiny hairs consists of sensory nerves that send messages to the brain about how food tastes whether it is salty, sweet, sour, or bitter.

Moreover, we often hear that there are different types of taste buds grouped in separate parts of the tongue. The taste buds for sweet are on the tip of the tongue, the salt taste buds are on either of the tongue, the bitter taste buds are in the center of the back of the tongue near the throat, and the sour taste buds are located on both sides and lower part of the tongue. But in fact this is not true. The ability of the tongue to recognize taste is not limited to certain parts of the tongue. The taste receptors in the taste buds are scattered throughout the tongue and oral cavity. So that, any part of the tongue can taste sweet, salty, sour, and bitter. However, the tips and edges of the tongue that have more taste buds may be more sensitive to certain tastes.



However, the tongue does not work alone in recognizing the taste of food. The tongue is assisted by the nose to taste the food. At the uppermost of the nose, there are olfactory receptors that contain special cells to help us smell food. When we chew, chemical compounds from food will be released up to our nose. These chemicals then trigger the olfactory receptors inside the nose. The nose works together with our taste buds to create the true flavor of the food and send the information about the taste of food to the brain.

Very hot or cold sensation can make the taste-buds insensitive. Food that is too hot or too cold when placed in the mouth will have no tastes at all.

- 
21. What is the main idea of the fourth paragraph?
- how the nose helps the tongue in recognizing the taste of the food
  - how the part of tongue can taste the specific taste of food
  - how the taste buds makes us able to taste food
  - how hot and cold foods make the taste-buds insensitive
22. We can taste food because of .....
- the taste-buds on tongue
  - the help of the nose
  - the tip of the tongue
  - the good smell of the food
23. The part of the tongue that sends the message about the taste of food to the brain is.....
- taste-buds
  - microvilli
  - papillae
  - olfactory
24. "...**these** tiny hairs consists of sensory nerves that send messages to the brain" (**Paragraph 2**). The bolded word refers to.....
- taste-buds
  - microvilli
  - sensory nerves
  - microscopic hairs
25. When we eat very hot or cold food, we feel like....
- the taste of the food lost
  - the food do not smell good
  - the taste of the food increases
  - the taste buds is more sensitive



## Appendix 19. The Result of Try-Out for Pre-Test

### RELIABILITAS TES

=====

Rata2= 18.04

Simpang Baku= 6.81

KorelasiXY= 0.83

Reliabilitas Tes= 0.91

### DAYA PEMBEDA

=====

Jumlah Subyek= 25

Klp atas/bawah(n)= 7

Butir Soal= 30

Nama berkas: D:\A. UP PROPOSAL\HASIL ANA TEST\HASIL TRY  
OUT.ANA

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	7	2	5	71.43
2	7	3	4	57.14
3	3	0	3	42.86
4	7	2	5	71.43
5	7	3	4	57.14
6	7	1	6	85.71
7	6	0	6	85.71
8	7	2	5	71.43

9	6	1	5	71.43
10	6	2	4	57.14
11	7	4	3	42.86
12	6	6	0	0.00
13	4	0	4	57.14
14	4	1	3	42.86
15	7	4	3	42.86
16	7	3	4	57.14
17	7	3	4	57.14
18	7	2	5	71.43
19	4	1	3	42.86
20	7	2	5	71.43
21	7	1	6	85.71
22	6	1	5	71.43
23	1	0	1	14.29
24	7	4	3	42.86
25	7	5	2	28.57
26	6	3	3	42.86
27	7	2	5	71.43
28	1	0	1	14.29
29	7	2	5	71.43
30	6	3	3	42.86

TINGKAT KESUKARAN

=====

Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: D:\A. UP PROPOSAL\HASIL ANA TEST\HASIL TRY  
OUT.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	17	68.00	Sedang
2	20	80.00	Mudah
3	3	12.00	Sangat Sukar
4	19	76.00	Mudah
5	19	76.00	Mudah
6	18	72.00	Mudah
7	11	44.00	Sedang
8	16	64.00	Sedang
9	11	44.00	Sedang
10	15	60.00	Sedang
11	22	88.00	Sangat Mudah
12	18	72.00	Mudah
13	5	20.00	Sukar
14	11	44.00	Sedang
15	21	84.00	Mudah
16	21	84.00	Mudah
17	19	76.00	Mudah
18	13	52.00	Sedang
19	8	32.00	Sedang
20	19	76.00	Mudah
21	18	72.00	Mudah

22	14	56.00	Sedang
23	3	12.00	Sangat Sukar
24	21	84.00	Mudah
25	21	84.00	Mudah
26	14	56.00	Sedang
27	18	72.00	Mudah
28	3	12.00	Sangat Sukar
29	18	72.00	Mudah
30	15	60.00	Sedang



## Appendix 20. The Result of Try-Out for Post-Test

### SKOR DATA DIBOBOT

=====

Jumlah Subyek = 25

Jumlah butir = 30

Bobot jwb benar = 1

Bobot jwb salah = 0

### RELIABILITAS TES

=====

Rata2= 16.88

Simpang Baku= 6.83

KorelasiXY= 0.71

Reliabilitas Tes= 0.83

### DAYA PEMBEDA

=====

Jumlah Subyek= 25

Klp atas/bawah(n)= 7

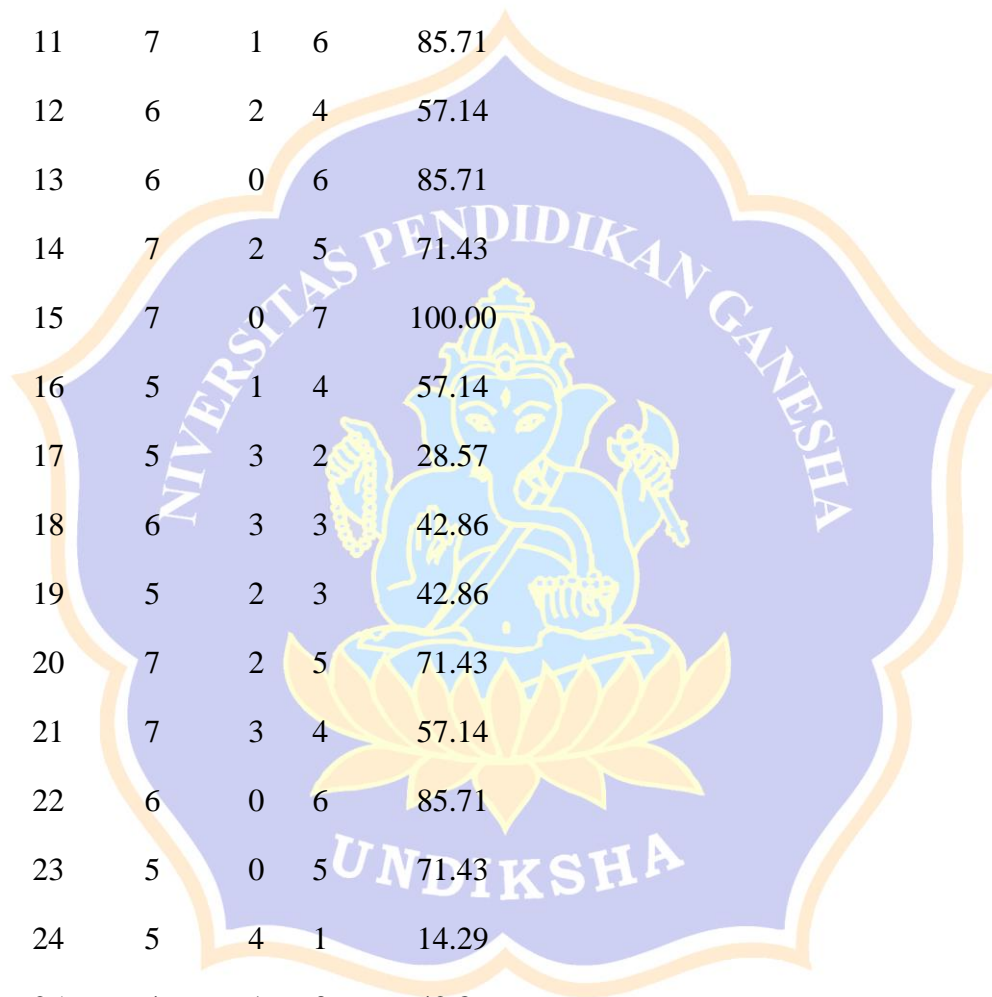
Butir Soal= 30

No Butir Kel. Atas Kel. Bawah Beda Indeks DP (%)

1	7	4	3	42.86
2	7	4	3	42.86
3	7	4	3	42.86
4	6	3	3	42.86



5	6	1	5	71.43
6	7	1	6	85.71
7	7	4	3	42.86
8	7	4	3	42.86
9	7	0	7	100.00
10	5	1	4	57.14
11	7	1	6	85.71
12	6	2	4	57.14
13	6	0	6	85.71
14	7	2	5	71.43
15	7	0	7	100.00
16	5	1	4	57.14
17	5	3	2	28.57
18	6	3	3	42.86
19	5	2	3	42.86
20	7	2	5	71.43
21	7	3	4	57.14
22	6	0	6	85.71
23	5	0	5	71.43
24	5	4	1	14.29
25	4	1	3	42.86
26	6	2	4	57.14
27	4	1	3	42.86
28	4	1	3	42.86
29	0	6	-6	-85.71
30	6	2	4	57.14



## TINGKAT KESUKARAN

=====

Jumlah Subyek= 25

Butir Soal= 30

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	21	84.00	Mudah
2	20	80.00	Mudah
3	21	84.00	Mudah
4	14	56.00	Sedang
5	14	56.00	Sedang
6	14	56.00	Sedang
7	19	76.00	Mudah
8	19	76.00	Mudah
9	10	40.00	Sedang
10	13	52.00	Sedang
11	13	52.00	Sedang
12	15	60.00	Sedang
13	12	48.00	Sedang
14	15	60.00	Sedang
15	10	40.00	Sedang
16	13	52.00	Sedang
17	15	60.00	Sedang
18	14	56.00	Sedang

19	15	60.00	Sedang
20	16	64.00	Sedang
21	18	72.00	Mudah
22	11	44.00	Sedang
23	13	52.00	Sedang
24	15	60.00	Sedang
25	9	36.00	Sedang
26	17	68.00	Sedang
27	7	28.00	Sukar
28	7	28.00	Sukar
29	8	32.00	Sedang
30	14	56.00	Sedang



## Appendix 21. Documentation

### The first meeting in Control Group

**What is Explanation Text?**

Explanation text is one kind of text that tell about a process **HOW** and **WHY something** is happened.

**Something** (represented by a cloud icon) leads to:

- Natural Phenomenon**  
Example: how is rainbow formed, how earthquake occurs, etc.
- Social Phenomenon**  
Example: how does corruption occur, how does poverty happen, etc.

**Social Function** (represented by a blue circle) leads to:

**To explain how and why something happened**

Windows watermark: Activate Windows. Go to Settings to activate Windows.

**Let's read the text**

**The Spread of Covid-19**

People in the world are shocked with the emergence of Covid-19. Covid-19 is first identified in Wuhan, China, in 2019 so it is given the name coronavirus disease 2019 (COVID-19). This virus becomes a pandemic which has contaminated people all around the world. Then, what is Covid-19? Coronavirus is a collection of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). How can it spread through humans?

Firstly, the virus primarily spread through droplets or splashes of saliva. Transmission of the virus through droplets belongs to direct transmission. When someone who is infected with Covid-19 performs activities such as coughing, sneezing, talking, singing, and spitting and if the droplets from the infected person enter the mouth, nose or eyes of people who are in close proximity then that person can be exposed to Covid-19. In addition, the direct spread of the virus can occur when having physical contact with people infected with Covid-19 such as shaking hands, hugging, and kissing. Secondly, Covid-19 transmits when people breathe in air that is contaminated by droplets and small airborne particles containing the virus. Based on the research, the virus can live in the air for three hours. Thirdly, the corona virus spreads through fomite transmission or transmission of surfaces contaminated with droplets that is infected with COVID-19. If someone touches the surface of an object that is exposed to droplets from infected person and then touches his/her nose, eyes, or mouth, this allows that person to contract to Covid-19. In Addition, Corona virus can live for two until three days on certain surfaces, such as plastic and stainless steel.

Covid-19 is a virus that is very easy to spread and even causes death; therefore we are encouraged to always apply health protocols such as always wearing masks, washing hands, maintaining distance, and so on to minimize the spread of Covid-19

Windows watermark: Activate Windows. Go to Settings to activate Windows.

The first meeting in experimental group

Recording... You are viewing Riska's screen View Options

KWL Strategy

K (Know)	W (Want to Know)	L (Learned)

Participants: XI IPS 2.1 Kadek Rafi, Zoom Education, I Wayan Edi Sug..., I Wayan Edi Sugita 11..., Dsk.Md.Erni Um..., Dsk.Md.Erni Umitasan, 16. I Komang dedi, 16. I Komang dedi, Riska

The Spread of Covid-19

1. What is the picture about?
2. What do you know about the picture?

Participants: Zoom Education, I Wayan Edi Sug..., I Wayan Edi Sugita 11..., Dsk.Md.Erni Um..., Dsk.Md.Erni Umitasan, 16. I Komang dedi, 16. I Komang dedi, Riska

Let's read the text

The Spread of Covid-19

People in the world are shocked with the emergence of Covid-19. Covid-19 is first identified in Wuhan, China, in 2019 so it is given the name coronavirus disease 2019 (COVID-19). This virus became a pandemic which has contaminated people all around the world. Then, what is Covid-19? Coronavirus is a collection of viruses that infect the respiratory system. In most cases, this virus causes only mild respiratory infections, such as flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). How can it spread through humans?

Firstly, the virus primarily spread through droplets or splashes of saliva. Transmission of the virus through droplets belongs to direct transmission. When someone who is infected with Covid-19 perform activities such as coughing, sneezing, talking, singing, and gabbing and if the droplets from the infected person enter the mouth, nose or eyes of people who are in close proximity then that person can be exposed to Covid-19. In addition, the direct spread of the virus can occur when having physical contact with people infected with Covid-19 such as shaking hands, hugging, and kissing. Secondly, Covid-19 transmits when people breathe in air that is contaminated by droplets and small airborne particles containing the virus. Based on the research, the virus can live in the air for three hours. Thirdly, the corona virus spreads through fomite transmission or transmission of surfaces contaminated with droplets that is infected with COVID-19. If someone touches the surface of an object that is exposed to droplets from infected person and then touches his/her nose, eyes, or mouth, this allows that person to contract to Covid-19. In Addition, Corona virus can live for two until three days on certain surfaces, such as plastic and stainless steel.

Covid-19 is a virus that is very easy to spread and even causes death; therefore we are encouraged to always apply health protocols such as always wearing masks, washing hands, maintaining distance, and so on to minimize the spread of Covid-19.

Participants: Zoom Education, I Wayan Edi Sug..., I Wayan Edi Sugita 11..., Dsk.Md.Erni Um..., Dsk.Md.Erni Umitasan, 16. I Komang dedi, 16. I Komang dedi, Riska



### The Second Meeting in Control Group

**Respiratory System in Fish**

Animals are living things, just like humans, which need to breathe to survive. Animals on land breathe oxygen through their noses. After that, oxygen will be distributed by blood vessels throughout the body. Fish are one of the animals that live in water and just like other animals that live on land, fish also need oxygen and emit carbon dioxide to breathe. So how do fish breathe underwater?

Fish has another special body part that allows them to pull oxygen straight out of the water called gills. Gills have the ability to absorb oxygen in the water which the level of content or concentration is very small. The fish will open its mouth in order to take in the oxygen in the water so that water can enter. After the water enters the fish's mouth, the gills will filter the incoming water and catch the air bubbles. The air obtained from the results of filtering the water is oxygen which will then be circulated by a very small tube called a capillary to the fish's throughout body and water that enters through the mouth will be released back through gills.

The respiratory process of fish is more complicated than that of animals that live on land because there is less oxygen in the water than in the air. In addition, water is more viscous than air, so it requires more effort to move the oxygen in the water throughout the fish's body in the process of breathing.

**Participants:** Riska, Adelia, Aditya XI IPS 1 (04), Parta yoga kdk

### The Second Meeting in Experimental Group

**Respiratory System in Fish**

1. What is the picture about?  
 2. What do you know about the picture?  
 3. What do you want to know more about fish?

**Participants:** Rizki Komang deid, Zozoe Education, Dsk.MdErn Umhara, I Wayan Edi Sugita, IP22, Riska

This screenshot shows a Zoom meeting interface. The main content is a slide titled "Respiratory System in Fish" with three paragraphs of text. The first paragraph explains that animals need oxygen to breathe and that fish breathe underwater. The second paragraph describes the function of gills. The third paragraph notes that the respiratory process in fish is more complex than in land animals. On the right side, there is a vertical list of participants, including Riska, Dsk.Md.Emri Um..., Ni Putu Meri Op..., and others. At the bottom right, there is a watermark for "XIPSA" and a message: "Activate Windows. Go to Settings to activate Windows."

**Respiratory System in Fish**

Animals are living things, just like humans, which need to breathe to survive. Animals on land breathe oxygen through their noses. After that, oxygen will be distributed by blood vessels throughout the body. Fish are one of the animals that live in water and just like other animals that live on land, fish also need oxygen and emit carbon dioxide to breathe. So how do fish breathe underwater?

Fish has another special body part that allows them to pull oxygen straight out of the water called gills. Gills have the ability to absorb oxygen in the water which the level of content or concentration is very small. The fish will open its mouth in order to take in the oxygen in the water so that water can enter. After the water enters the fish's mouth, the gills will filter the incoming water and catch the air bubbles. The air obtained from the results of filtering the water is oxygen which will then be circulated by a very small tube called a capillary to the fish's throughout body and water that enters through the mouth will be released back through gills.

The respiratory process of fish is more complicated than that of animals that live on land because there is less oxygen in the water than in the air. In addition, water is more viscous than air, so it requires more effort to move the oxygen in the water throughout the fish's body in the process of breathing.

Participants: Riska, Dsk.Md.Emri Um..., Ni Putu Meri Op..., (8)komang sumi..., (8)komang sumika ad..., XIPSA, Kadek Rafi...

Activate Windows. Go to Settings to activate Windows.

### The Third Meeting in Control Group

This screenshot shows a Zoom meeting interface. The main content is a slide titled "Why is There Day and Night?" with three paragraphs of text. The first paragraph asks why there is day and night. The second paragraph explains that day and night are caused by the Earth's rotation. The third paragraph mentions that different parts of the Earth experience different times of day and night. On the right side, there is a vertical list of participants, including Sinye Dex220, Zoom Education, Tooi Sebastian, and Achsa. At the bottom right, there is a watermark for "XIPSA" and a message: "Activate Windows. Go to Settings to activate Windows."

**Why is There Day and Night?**

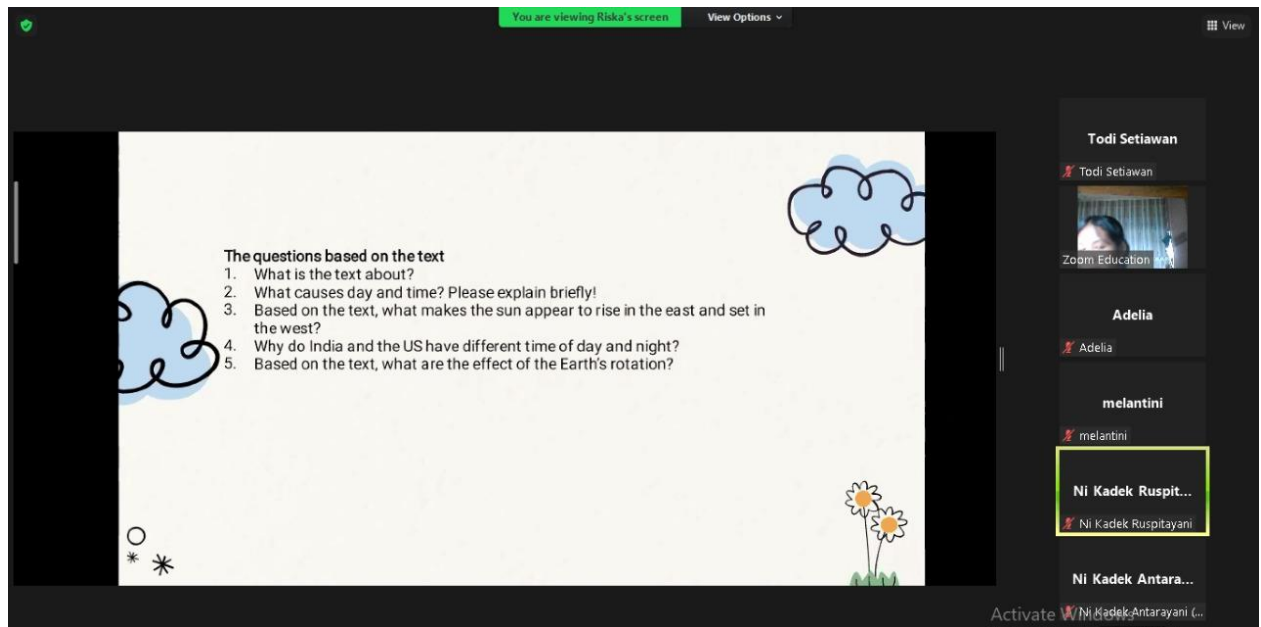
Every day, the earth has the day and night. Daytime is when we can see the sun shining brightly in the sky. Night is the time when we cannot see the sun, so the sky looks dark, and there is only a little light of the stars and the moon. Then what causes day and night?

The process of day and night often makes people think that the sun is moving around the earth. But in fact, the movement of the earth that causes the process of day and night. The movement of the earth that causes day and night is called as the Earth's rotation. The Earth's rotation is the rotation of the earth on its axis. Axis is an imaginary straight line passing through the center of the Earth from North Pole to South Pole. The Earth rotates from the west to east, so that is why the sun always appears to rise in the east and set in the west. In one Earth rotation, it takes about 24 hours or one day to make one complete rotation. When the Earth rotates from west to east, only half of the earth faces the Sun. The half that faces the Sun receives sunlight and experiences daytime, and the other half that does not face the Sun experiences night, since the sun's light and heat does not reach the earth, so it will be cool and dark. So that when the Earth rotates, day changes to night and night changes to day.

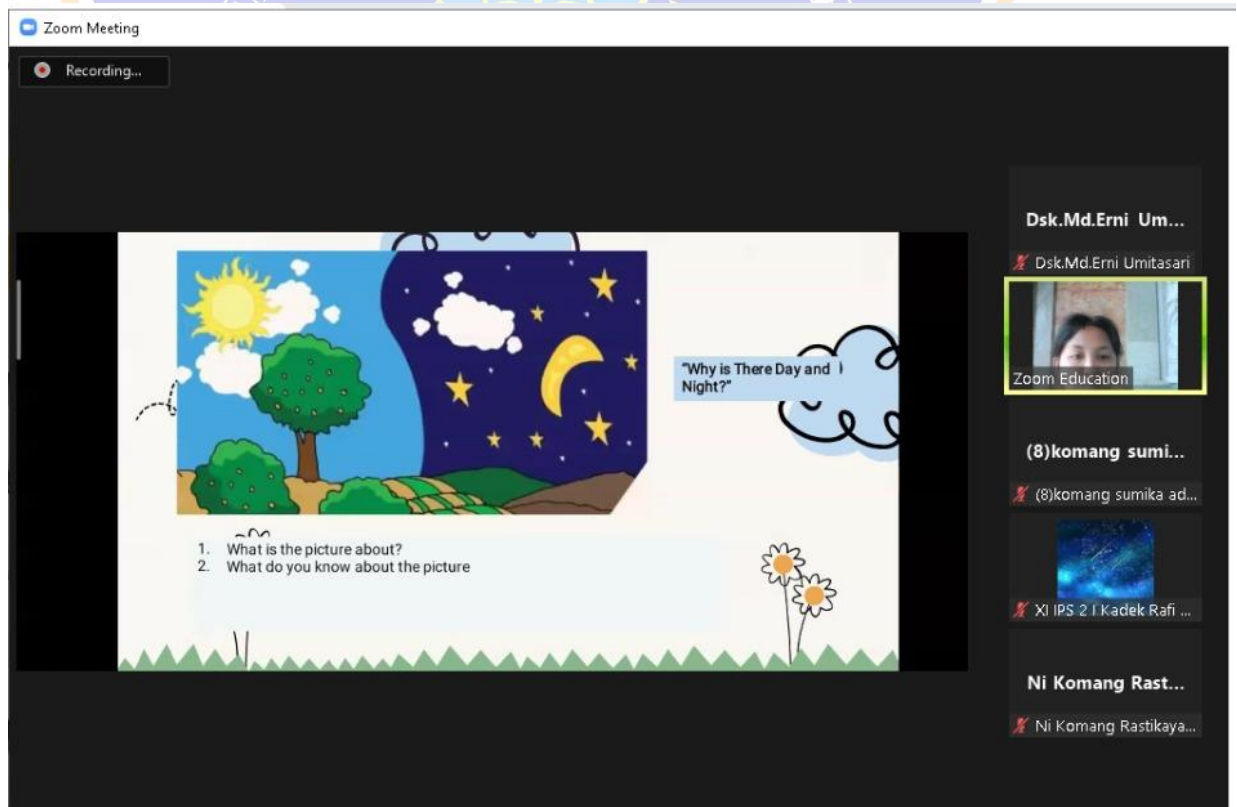
Besides that, the countries that are situated on opposite sides of the earth will experience different times of day and night, such as the United States and India. When it is daytime in the US, it will be night in India. On the other hand, if it is day in India, then in the United States it will be night.

Participants: Sinye Dex220, Zoom Education, Tooi Sebastian, Achsa, XIPSA, Kadek Rafi...

Activate Windows. Go to Settings to activate Windows.



### The Third Meeting in Experimental Group



**Why is There Day and Night?**

Every day, the earth has the day and night. Daytime is when we can see the sun shining brightly in the sky. Night is the time when we cannot see the sun, so the sky looks dark, and there is only a little light of the stars and the moon. Then what causes day and night?

The process of day and night often makes people think that the sun is moving around the earth. But in fact, the movement of the earth that causes the process of day and night. The movement of the earth that causes day and night is called as the Earth's rotation. The Earth's rotation is the rotation of the earth on its axis. Axis is an imaginary straight line passing through the center of the Earth from North Pole to South Pole. The Earth rotates from the west to east, so that is why the sun always appears to rise in the east and set in the west. In one Earth rotation, it takes about 24 hours or one day to make one complete rotation. When the Earth rotates from west to east, only half of the earth faces the Sun. The half that faces the Sun receives sunlight and experiences daytime, and the other half that does not face the Sun experiences night, since the sun's light and heat does not reach the earth, so it will be cool and dark. So that when the Earth rotates, day changes to night and night changes to day.

Besides that, the countries that are situated on opposite sides of the earth will experience different times of day and night, such as the United States and India. When it is daytime in the US, it will be night in India. On the other hand, if it is day in India, then in the United States it will be night.

**Zoom Meeting Participants:**

- Dsk.Md.Erni Um...
- Dsk.Md.Erni Umitasari
- Zoom Education
- Saniari
- Ni Komang Rast...
- Ni Komang Rastkaya...
- XI IPS 2 / Kadek Rafi ...
- Riska

Activate Windows  
Go to Settings to activate Windows





## Appendix 22. The Students' KWL Chart

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Nama : Ni wayan dharigani  
No : 28  
Kls : XI IPS 2

KWL strategy

K (know)	W (want to know)	L (learned)
what I know about the corona virus or covid-19 is that the corona virus causes disease in humans where this group of viruses causes outbreaks of deadly respiratory infection of flu.	How did the corona virus or covid-19 start?	covid-19 is first identified in wuhan, china, in 2019 so it is given the name coronavirus disease 2019 (COVID-19). This virus becomes a pandemic which has contaminated people all around the world.



## Ni Kadek Ariadi (19)

KWL strategy

K (know)	W (want to know)	L (learned)
<ul style="list-style-type: none"> <li>- covid is a dangerous virus</li> <li>- covid is harming many people</li> </ul>	<ul style="list-style-type: none"> <li>- how the virus can spread</li> </ul>	<ul style="list-style-type: none"> <li>- the virus primarily spread through droplets or sprashes of saliva</li> <li>- transmits when people breathe in air that is contaminated by droplets and small airborne particles</li> <li>- the corona virus spreads through fomite transmission or transmission of surfaces contaminated with droplets that is infected with covid-19</li> </ul>

No. \_\_\_\_\_  
Date: \_\_\_\_\_

Nama : Ni Putu Meri Opiani  
No : 27  
KIS : XI IPS<sup>2</sup>

know (k)	went to know (w)	learned (c)
<p>- covid-19 is a virus that emerged the <del>the</del> spread of <del>it</del> in 2019 in human, china</p> <p>- covid 19 is a very dangerous virus that has been claimed many lives</p> <p>- covid 19 is an infectious disease caused by the corona virus</p>	<p>- How to prevent covid 19</p> <p>- How can covid 19 spread</p>	<p>- wear mask</p> <p>Washing hands</p> <p>keep a safe distance and limit mobility</p> <p>Do vaccination.</p> <p>- The main spread of covid 19 is through droplet produced when people talk, cough or sneeze, which enter the body <del>the</del> through the eyes, nose or mouth. Even so, we can apply safer ways of consuming food so that we <del>it</del> can avoid disease transmission.</p>

K (know)	W (want to know)	L (learned)
<p>1</p> <p><del>What is the function of fish gills?</del></p> <p>Fish breath using gills. The gills are organs that are usually located on the side of the fish's body</p>	<p>What is the function of fish respiration?</p>	<p>Fish has another special body part that allows them to pull oxygen straight out of the water called gills. Gills have the ability to absorb oxygen in the water which the level of content or concentration is very small</p>

Nama: | Kadek Rafi Yoga Triantara

Kelas: XI IPS 2

Absen: 5



Tgl 23 Maret 2022

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Khomang Sunika Atinata.

Kls : XI IPS 2

No : 8

Mapel : BHS Inggris.

No	K (know)	W (Want to know)	L (Learned)
1	* Fish breathe using <del>gills</del> gills	Why Fish can live in water	The reason Fish can survive in
2	* Fish live in water		Water is because
3	* Fish only have a backbone		Fish breathe with gills, not with lungs
4	* Fish also have scales and a tail		(gills are respiratory organs that Function in water.



No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Ni Putu Muri (Pianu)

No : 27

KIS : XI IPS 2

K (know)	W (want to know)	L (Learned)
<p>When a fish inhales its gills oxygen then enters through the mouth to the gills which is then absorbed by the blood vessels in the gills. When the gills valves open, the fish will release carbon dioxide and water</p>	<p>• <del>How</del> Do fish have lungs?</p>	<p>Fish do not have lungs. Fish breathe using gills.</p>



Norma : Ni Radet Ariadi  
 kelas : XI IPS 2  
 No : 19

K (know)	will want to know	L (learned)
during the day there is the sun and at night there is the moon and stars	why can it there day and night	-movement of the earth that causes the process of day and night. the movement of the earth that causes day and night is called the rotation of the earth



## RIWAYAT HIDUP



Ni Kadek Riska Widyari lahir di Batur Utara pada tanggal 15 Oktober 1999. Penulis lahir dari pasangan suami istri Bapak I Nyoman Dayuh dan Ibu Ni Ketut Sujani. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Br. Dana Petapan, Desa Batur Utara, Kecamatan Kintamani, Kabupaten Bangli, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Batur dan lulus pada tahun 2012. Kemudian penulis melanjutkan pendidikan menengah pertama di SMP Negeri 1 Kintamani dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA N 1 Kintamani jurusan IPA dan melanjutkan ke Strata 1 (S1) Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022 penulis telah menyelesaikan tugas akhir skripsi yang berjudul “The Implementation of KWL Strategy on Student’s Reading Comprehension at SMA N 1 Kintamani in Online Learning.” Selanjutnya, mulai tahun 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris.

UNDIKSHA