



Appendix 1. Research Permission Letter



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 : 2677/UN48.7.1/DT/2023

23 Agustus 2023

Perihal : Permohonan Izin Observasi

Yth. Kepala SMP Negeri 4 Sawan
di Buleleng

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

Nama : Desita Ahadia Winarti
NIM : 1912021176
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

Wakil Dekan,
Wakil Dekan I,


Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



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Lamar: fbs.undiksha.ac.id

Nomor : 2681/UN48.7.1/DT/2023

23 Agustus 2023

Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 4 Sawan
di Buleleng

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

Nama	: Desita Ahadia Winarti
NIM	: 1912021176
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Effect of Using Media Digital Comic Line Webtoon In Reading Comprehension

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Dr. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 4 SAWAN



Alamat : Jalan Nengah Teken, Desa Sangsit, Kec. Sawan, Kab. Buleleng, ☎ (0362) 3435935
Email: smpn4.sawan@yahoo.com .Kode Pos 81171

SURAT KETERANGAN

NO : 094.111/ SMPN4-SWN/P.1/XI / 2023

Yang bertanda tangan di bawah ini :

Nama : Nyoman Gelgel Subakat, S.Pd., M.Pd
NIP : 19661024 198804 1 002
Pangkat / Gol : Pembina TK I / IV b
Jabatan : Kepala SMP Negeri 4 Sawan

menerangkan bahwa mahasiswa Universitas Pendidikan Ganesha di bawah ini :

Nama : Desita Ahadia Winarti
NIM : 1912021176
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2023/2024

telah melakukan pengambilan data di sekolah kami sejak tanggal : 23 Agustus
2023 s/d 03 Nopember 2023

Demikian Surat Keterangan ini dibuat dengan sbenarnya untuk dapat
digunakan sebagaimana mestinya.

Sangsit, 03 Nopember 2023

Kepala SMP Negeri 4 Sawan



Nyoman Gelgel Subakat, S.Pd., M.Pd

NIP. 19661024 198804 1 002

Appendix 2 Expert Judgement

Expert 1

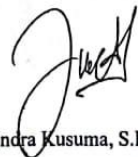
Expert Judgement (Pre-Posttest)

Expert 1 : I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

Affiliation : English Language Education

Items	Relevant/Irrelevant	Notes
1.	Relevant	spell out tsp
2.	Relevant	
3.	Irrelevant	change the question.
4.	Relevant	
5.	Relevant	
6.	Relevant	
7.	Relevant	
8.	irrelevant	
9.	irrelevant	students could guess it
10.	Relevant	
11.	Irrelevant	
12.	relevant	
13.	Relevant	
14.	Relevant	
15.	Relevant	
16.	Relevant	
17.	Relevant	But change the options BCD
18.	Irrelevant	
19.	Relevant	
20.	Relevant	

Singaraja, 14 September 2023.



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

NIP. 198701172014041001

Expert 2

Expert Judgement (Pre-Posttest)

Expert 2 : G.A.P. Suprianti, S.Pd., M.Pd.

Affiliation : English Language Education

Items	Relevant/Irrelevant		Notes
	Relevant	Irrelevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		
20.	✓		

General comment :

Check the text used for questions no. 4 & 15.

Singaraja, 14 September 2023.



G.A.P. Suprianti, S.Pd., M.Pd.

NIP. 199002242014042001

Appendix 3 Result of Content Validity Using Gregory's Formula Based on Expert (Expert Judges)

Butir	Expert 1	Expert 2
1	R	R
2	R	R
3	KR	R
4	R	R
5	R	R
6	R	R
7	R	R
8	KR	R
9	KR	R
10	R	R
11	KR	R
12	R	R
13	R	R
14	R	R
15	R	R
16	R	R
17	R	R
18	KR	R
19	R	R
20	R	R

$$V = \frac{D}{(A+B+C+D)}$$

A	Both Experts Disagreed
B	1st Expert Agreed, 2nd Expert Disagreed
C	1st Expert Disagreed, 2nd Expert Agreed
D	Both Experts Agreed

		EXPERT 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	0	0
	Relevant	3,8,9,11,18	15

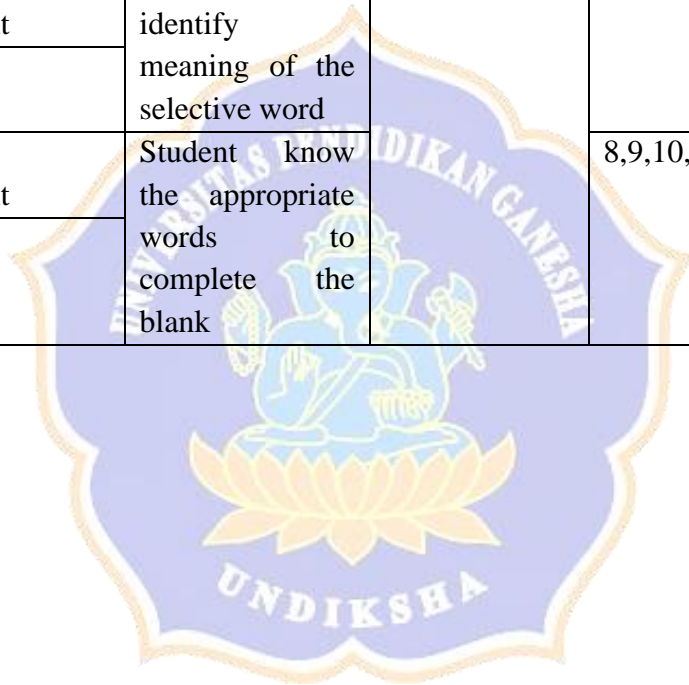
VC

0,75

Appendix 4 Blue Print of Reading: Vocabulary Development Post-Test

Blue print of reading sub skill vocabulary development test

Reading Aspect	Indicator	Kind of Item	Number of Item
Vocabulary Development	Student could identify synonyms of the words	Multiple choice	1,2,3,4,6
Meaning			
Vocabulary Development	Students could identify antonyms of the words		7,11,12,14,16
Meaning			
Vocabulary Development	Student could identify meaning of the selective word		5,13,15,17,18
Meaning			
Vocabulary Development	Student know the appropriate words to complete the blank		8,9,10,19,20
Use			



Appendix 5 Try-Out Test Revision

READING TRYOUT TEST

Read and understand the instructions in the below!

Instructions:

- Choose the options by crossing the letters a, b, c, or d.
- This is a reading test particularly in the field of vocabulary development. Therefore, you have to understand and read carefully.
- If there are things you do not understand, ask the teacher by rising your hand.
- You are given 60 minutes to complete the test.

Choose the best synonym for question number 1-4.

1. 

Source: *webtoon cooking comically ep. 3 – the peppers of destiny*

Put 2 Teaspoon Chili Powder, ½ Teaspoon Cumin, ¼ Teaspoon Cayenne, ¼ Teaspoon Oregano, Dash Paprika, ½ Teaspoon salt, and Dash Pepper in a small bowl and mix up the spices. The underad word, most nearly means...

- a. ingredients b. utensils c. doughs d. tools



Source: *webtoon cooking comically ep. 2 – toast of the French variety*

Plate your French toast when it is done cooking. Ideally you want a slightly crunchy outside and a slightly soft inside. The underad word, most nearly means....

- a. chewy b. mushy c. sticky d. hardly



3.

Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

Cover the rice with water and massage it to remove the starch. Then, drain, fill again and repeat at least 3 times until the water becomes clear. The underad word, most nearly means....

- a. rub b. brush c. cook d. boil



4.

Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

Now we’ve got clean rice. We do this because the excess starch on the outside of the rice could make the rice mush after it cooks. The underad word, most nearly means....

- a. create b. dense c. solid d. fluffy

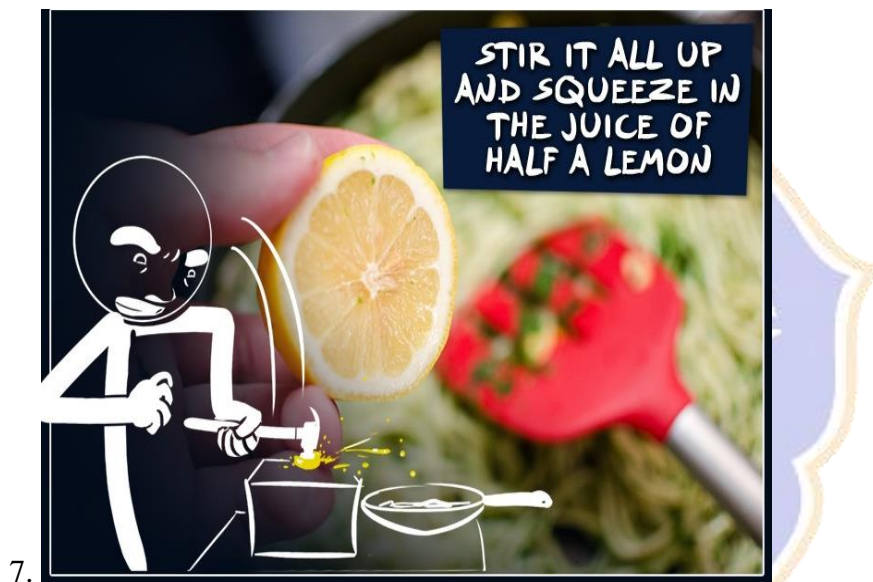
Questions 5, 6, and 7 are based on the following paragraph!

If you only have a microwave:

The first two bowls are still doable, just heat the water to a boil in the microwave then add the noodles and stir. Maybe give it a quick 2nd zap to keep the water hot and the ramen cooking, then add the ingredients as usual. You won't be able to boil eggs though, I would suggest lightly beating an egg and slowly pouring it in while the ramen is cooking, it should coat the eggs while it cooks and give you a nice extra bit of flavor.

Source: *webtoon cooking comically ep. 93 – ramen to the rescue*

5. The closest meaning of the underad word ingredients is....
- various foods, seasonings, and other items that are combined to make a dish
 - various utensils that could help people to make a dish
 - various materials that are combined to make a certain product
 - some specific instructions or step by step to make a dish
6. The underad word lightly beating, has the closest meaning to....
- aggressively pounding
 - aggressively whisking
 - softly stirring
 - forcefully whipping

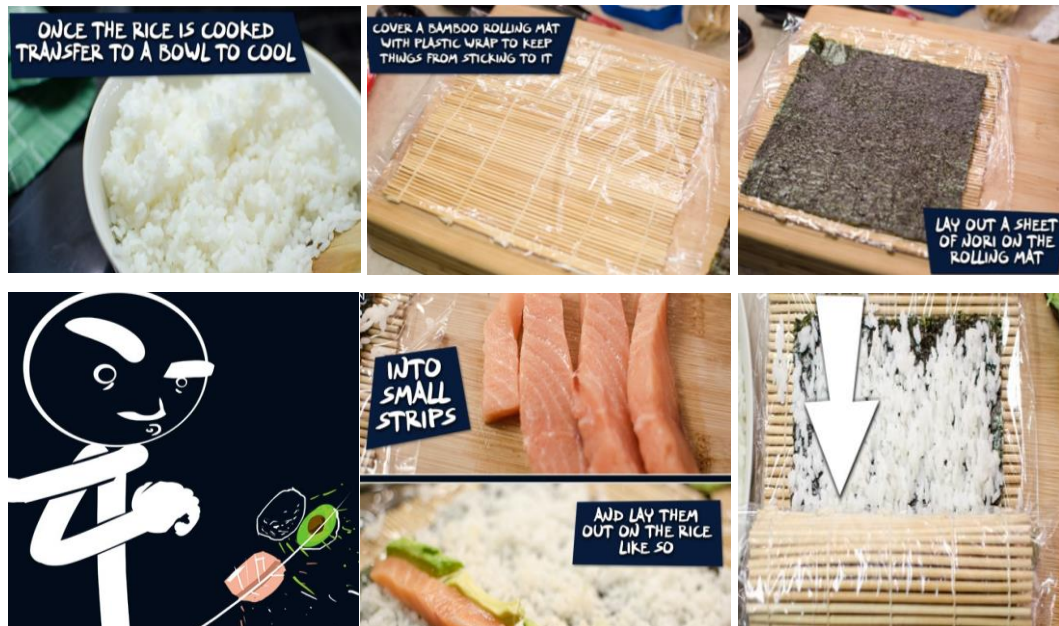


Source: webtoon cooking comically ep. 79 – pasta aglio e olio

Once your water is boiling, get that pasta in and cook to al dente. Prep your parsley by removing the leaves and discarding any large stems. Then, chop very finely. Add your olive oil to a pan on medium-high heat and let it go until the oil begins to shimmer. Drain your pasta and reserve a little pasta water for later. Once the oil is shimmering add in the garlic and cook just until it begins to brown. Then remove from heat, add the pepper flakes and stir. Then, the pasta goes in as well as the parsley. Stir it all up and squeeze in the juice half a lemon followed by a splash of the pasta water. Mix it all up well. Serve fancily and enjoy. The antonym of the underad word is....

- release
- stir
- compress
- pour

Questions number 8 and 9 are based on the following paragraph!



Once the rice is cooked, transfer to a bowl to cool. Cover a bamboo rolling mat with plastic wrap to keep things from sticking to it. Lay out a sheet of Nori on the rolling mat and cover evenly with a layer of rice. (8)_____, slice your salmon and avocado into small strips and lay them out on the rice. Roll and tuck tightly. (9)_____, roll using the mat and keep it as tight as possible and now you've got a sushi roll.

Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

8. What is the most appropriate conjunction for question number (8)?
- a. Last b. Then c. Firstly d. Finally
9. What is the most appropriate word for question number (9)?
- a. Last b. First c. Second d. Next
10. If you don't have a bamboo rolling mat don't be _____. You could use a folded-up kitchen towel and plastic wrap. It will be a little trickier, but it's perfectly _____.

Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

Which pair of words, if inserted into the blanks in sequence, makes the most sense in the context of the passage?

- a. deterred;doable
- b. fast;slow
- c. hard;soft
- d. dry;wet

Questions 11, 12, and 13 are based on the following paragraph!

My name is Mirai Nagasu. I've been skating since I was five years old. For me, there's nothing quite like the feeling I get when training to master a new jump. In 2018, I made history by becoming the first American to land the triple axel jump at the Olympics and while you might expect an Olympic skater to lead a life of glamour, it wasn't always bright lights and sparkly dresses for me.

Source: webtoon illuminated ep. 2 – mirai nagasu

11. The antonym of the underad word master is....

- a. beginner b. expert c. specialist d. ace

12. The antonym of the underad word glamour is....

- a. simplicity b. luxury c. magnificence d. elegance

13. The closest meaning of the underad word bright lights is....

- a. someone who has a happy life
b. someone who has a sad life
c. someone who has a struggle in their life
d. someone who has nice characters

Questions 14 and 15 are based on the following sentence!

My parents always supported me. When students supported me, I was not shuttling me to the rink, we had watched Michelle Kwan and Kristi Yamaguchi on tv together as a family.

Source: webtoon illuminated ep. 2 – mirai nagasu

14. The antonym of the underad word shuttling is....

- a. moving back and forth b. unmoving back and forth c. dynamic d. skip

15. What is the meaning of the underad word watched?

- a. looked at something attentively
b. listened something seriously
c. read something carefully
d. touched something slowly

Questions number 16, 17, 18, 19 and 20 are based on the following paragraph!

My name is Stephanie Poetri. You might know me from my hit song “I Love You 3000.” Believe it or not, I actually did not want to pursue music as a career until

recently. It is kind of a long story... I love my mom. But growing up in Indonesia, it often felt like all that mattered was, well... Stuff like that happened often. But recently, I have realized just how powerful music could be and how often people turn to it as a form of therapy. As I (19)_____older, I (20) _____ realized more and more that my goal in life is to help as many people as I can.

Source: webtoon illuminated ep. 3 – stephanie poetri

16. The antonym of the underad word pursue is....
- a. abandon b. discontinued c. receded d. chase
17. The closest meaning of the underad word career is....
- a. occupational positions over a significant span of time
b. someone who is looking for work
c. a position that has authority in all work activities
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18. The closest meaning of the underad word powerful is....
- a. having great strength
b. having great weakness
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d. not having an impact
19. What is the most appropriate word for question number (19)?
- a. get b. do c. make d. bring
20. What is the most appropriate word for question number (20)?
- a. has b. have c. is d. are

Answer of Try-Out Test

1. A

2. B

3. A

4. A

5. A

6. C

7. C

8. B

9. D

10. A

11. A

12. A

13. A

14. A

15. A

16. A

17. A

18. A

19. A

20. B



Appendix 6 Post-Test

READING POST-TEST

Read and understand the instructions in the below!

Instructions:

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Plate your French toast when it is done cooking. Ideally you want a slightly crunchy outside and a slightly soft inside. The underad word₂ most nearly means....

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Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

Cover the rice with water and massage it to remove the starch. Then, drain, fill again and repeat at least 3 times until the water becomes clear. The underad word, most nearly means....

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Source: *webtoon cooking comically ep. 100 – “anyway... sushi!”*

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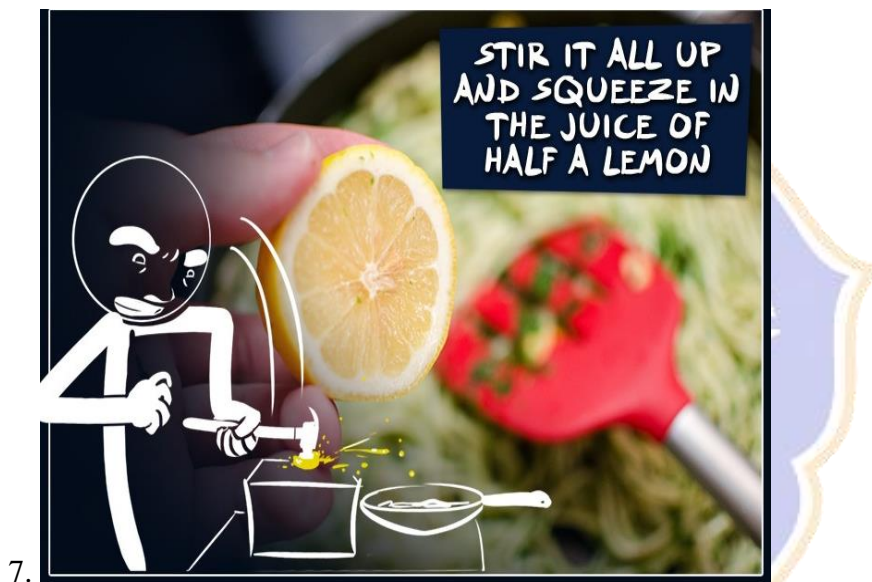
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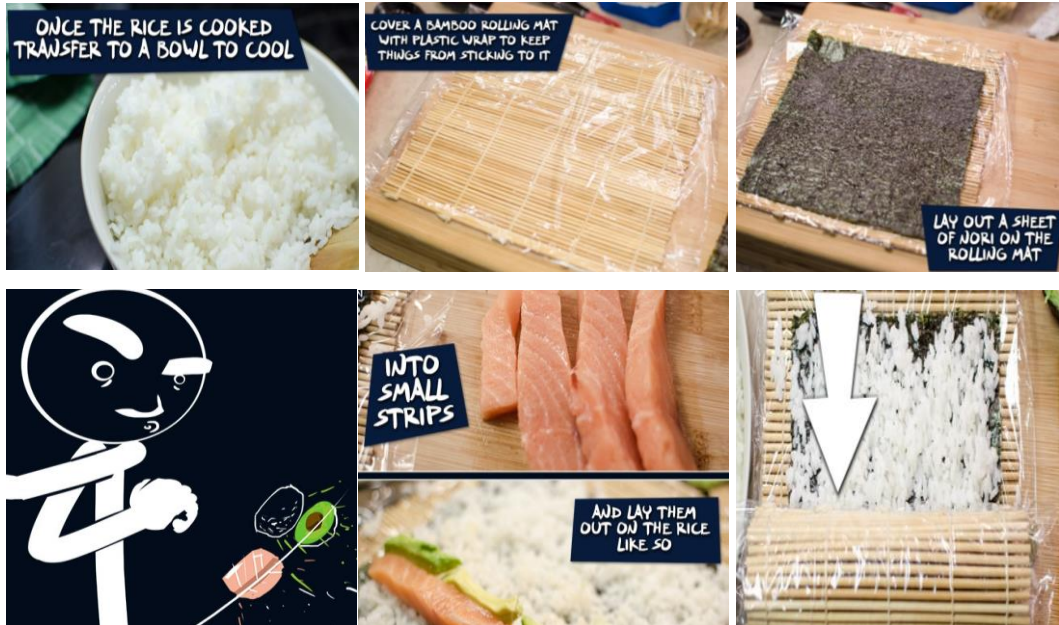


Source: webtoon cooking comically ep. 79 – pasta aglio e olio

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Source: webtoon illuminated ep. 2 – mirai nagasu

14. The antonym of the underad word shuttling is....

- a. moving back and forth b. unmoving back and forth c. dynamic d. skip

15. What is the meaning of the underad word watched?

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Source: webtoon illuminated ep. 3 – stephanie poetri

16. The antonym of the underad word pursue is....
- a. abandon b. discontinued c. receded d. chase
17. The closest meaning of the underad word career is....
- a. occupational positions over a significant span of time
b. someone who is looking for work
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18. The closest meaning of the underad word powerful is....
- a. having great strength
b. having great weakness
c. not having great effectiveness
d. not having an impact
19. What is the most appropriate word for question number (19)?
- a. get b. do c. make d. bring
20. What is the most appropriate word for question number (20)?
- a. has b. have c. is d. are

Answer of Post-Test

1. A

2. B

3. A

4. A

5. A

6. C

7. C

8. B

9. D

10. A

11. A

12. A

13. A

14. A

15. A

16. A

17. A

18. A

19. A

20. B



Appendix 7 Students' Name of Try Out Test

Class IX B of Try-Out

No	Students' Name	Gender
1	Gede Andra Mahaputra	Male
2	Gede Rio Ananda Pratama	Male
3	Gede Risna Purnama Yasa	Male
4	Gede Suardana	Male
5	I Komang Aria Pratama	Male
6	I Made Endra Tangkas Koriawan	Male
7	I Made Guptha Dwiadnyana	Male
8	Kadek Indra Yasa	Male
9	Kadek Kesya Rosalina	Female
10	Kadek Krisna Widiartama	Male
11	Kadek Melani	Female
12	Kadek Nanda Gova Priyatmajaya	Male
13	Kadek Sudiarsini	Female
14	Ketut Widiyasari	Female
15	Komang Arista Dewi	Female
16	Komang Ayu Susilawati	Female
17	Komang Dita Mertayasa	Female
18	Komang Regisya Agustiantini	Female
19	Komang Wahyu Parama Arta	Male
20	Komang Widiada	Male
21	Luh Bunga Asmarini	Female
22	Luh Oca Piani Putri	Female
23	Luh Okta Ariani	Female
24	Luh Putu Martini Pratama Utami	Female
25	Made Satria Utama	Male
26	Magfira	Female
27	Nengah Wardika	Male
28	Ni Ketut Anggarani Aprilianingsih	Female
29	Ni Komang Widianitari	Female
30	Putu Arya Saputra	Male
31	Putu Dika Antara	Male
32	Putu Gustia Putra	Male
33	Vania Azaria	Female

Class IX D of Try-Out

No	Students' Name	Gender
1	Gede Risky Aditya Restiadi	Male
2	Gede Widi Ardana	Male
3	Gede Yoga Adi Pratama	Male
4	I Gede Redy	Male

5	I Putu Rangga Pratama Putra Yasa	Male
6	Kadek Afandy Prayoga	Male
7	Kadek Ari Sumertama	Male
8	Kadek Dede Herawan	Male
9	Kadek Dina Mahadewi	Female
10	Kadek Liana Dewi	Female
11	Kadek Novix Setiawati	Female
12	Kadek Okta Aggrensia	Female
13	Kadek Widhi Raditia Saputra	Male
14	Kadek Widyastri	Female
15	Kadek Yoga Candra Dinanta	Male
16	Komang Adira Mulyana	Male
17	Komang Aditya Wijaya	Female
18	Komang Ani Purnamasari	Female
19	Luh Putu Citra Widiastini	Female
20	Luh Sudarmini	Female
21	Made Dwi Anggita Saraswati	Female
22	Made Rediani	Female
23	Ni Komang Mega Wahyuni	Female
24	Ni Komang Thania Lupita	Female
25	Ni Nyoman Sastha Triwijayanti	Female
26	Nyoman Sugi Harta	Male
27	Putu Carissa Apriandani	Female
28	Putu Desta Eva Dinata	Male
29	Putu Ega Santiasa	Male
30	Putu Ferdy Pratama Putra	Male
31	Putu Indra Merta Yasa	Male
32	Putu Suatiningsih	Female

Appendix 8 Students' Name of Experimental and Control Group

Class IX A of Experimental Group

No	Students' Name	Gender
1	Gede Arya Wijaya	Male
2	Gede Waridena	Male
3	Gusti Putu Widia Putra	Male
4	I Gede Bayu Andika Septiadi	Male
5	I Kadek Panji Kusuma Putra	Male
6	Kadek Agus Angga Pramanta	Male
7	Kadek Caesar Sastrawan	Male
8	Kadek Dedek Widiasih	Female
9	Kadek Dony Kusuma Dharmawan	Male
10	Kadek Dwik Januarta	Male
11	Kadek Noviantari	Female
12	Ketut Agus Santika	Male
13	Ketut Ananda Weda Sajuna	Male
14	Ketut Mas Arta Wijaya	Male
15	Komang Rawi Dipa	Male
16	Komang Ripa Diastari	Female
17	Komang Tia Surianingsih	Female
18	Komang Tri Gita Komala Dewi	Female
19	Komang Wina Sari Juni Artiwi	Female
20	Luh Ira Yuningsih	Female
21	Luh Novi Sukerni Ningsih	Female
22	Luh Putu Dewi Dila Lestari Asih	Female
23	Luh Widia	Female
24	Ni Luh Antari	Female
25	Ni Putu Yuli Sumar Dani	Female
26	Putu Arinita Agustini	Female
27	Putu Edy Sumerta	Male
28	Putu Kasih Aprilia	Female
29	Putu Nidia Cahaya Devi	Female
30	Putu Surya Ningsih	Male
31	Putu Ukiradita	Male

Class IX C of Control Group

No	Students' Name	Gender
1	Gede Angga Agus Suputra	Male
2	Gede Aris Budi Wiguna	Male
3	Gede Bintang Budi Utama	Male
4	Gede Evan Saputra	Male
5	Gede Giri Artha Putra	Male
6	Gede Subawa	Male

7	Gusti Ayu Dinda Damayanti	Male
8	I Putu Mahesa Arya Dhinata	Male
9	Kadek Agus Dwipa Anggayana	Male
10	Kadek Bhisma Prawira	Male
11	Kadek Diva Kirana	Female
12	Kadek Glessy Valencia Ditha Putri	Female
13	Kadek Sudiarsini	Female
14	Kadek Marshelia Tisnayuda Saputra	Female
15	Kadek Peradnya Ayu Saraswati	Female
16	Kadek Widhi Artana	Male
17	Komang Widi Arya Adnyana	Male
18	Kirana Fani	Female
19	Komang Cinta Wisma Dewi	Female
20	Komang Sariani	Female
21	Komang Sudarpa	Male
22	Komang Sumajaya	Male
23	Komang Teguh Wahyudi	Male
24	Komang Tirta Utama	Male
25	Luh Putri Yuliantini	Male
26	Luh Putu Caniasih	Female
27	Luh Putu Melyani	Female
28	NI Luh Selvi Febriani	Female
29	Putu Agus Sudarmawan	Male
30	Putu Dea Putri Paramitha	Female
31	Udkhulil Aufa Jannati	Female
32	Wayan Remrannantha Yana Putra	Male
33	Wayan Sudika	Male

**Appendix 9 Score of Reading (Vocabulary Development) Post-Test
Experimental Group**

Class IX A of Experimental Group

No	Students' Name	Correct	Incorrect	No Answer	Score
1	Gede Arya Wijaya	16	4	0	80
2	Gede Waridena	16	4	0	80
3	Gusti Putu Widia Putra	16	4	0	80
4	I Gede Bayu Andika Septiadi	17	3	0	85
5	I Kadek Panji Kusuma Putra	16	4	0	80
6	Kadek Agus Angga Pramanta	15	5	0	75
7	Kadek Caesar Sastrawan	17	3	0	85
8	Kadek Dedek Widiasih	16	4	0	80
9	Kadek Dony Kusuma Dharmawan	17	3	0	85
10	Kadek Dwik Januarta	17	3	0	85
11	Kadek Noviantari	16	4	0	80
12	Ketut Agus Santika	18	2	0	90
13	Ketut Ananda Weda Sajuna	15	5	0	65
14	Ketut Mas Arta Wijaya	17	3	0	85
15	Komang Rawi Dipa	16	4	0	80
16	Komang Ripa Diastari	15	5	0	75
17	Komang Tia Surianingsih	15	5	0	75
18	Komang Tri Gita Komala Dewi	16	4	0	80
19	Komang Wina Sari Juni Artiwi	17	3	0	85
20	Luh Ira Yuningsih	17	3	0	85
21	Luh Novi Sukerni Ningsih	18	2	0	90
22	Luh Putu Dewi Dila Lestari Asih	17	3	0	85
23	Luh Widia	16	4	0	80
24	Ni Luh Antari	16	4	0	80
25	Ni Putu Yuli Sumar Dani	17	3	0	85
26	Putu Arinita Agustini	16	4	0	80
27	Putu Edy Sumerta	15	5	0	75
28	Putu Kasih Aprilia	16	4	0	80
29	Putu Nidia Cahaya Devi	16	4	0	80
30	Putu Surya Ningsih	15	5	0	75
31	Putu Ukiradita	14	6	0	70

Appendix 10 Score of Reading (Vocabulary Development) Post-Test Control Group

Class IX C of Control Group

No	Students' Name	Correct	Incorrect	No Answer	Score
1	Gede Angga Agus Suputra	9	11	0	45
2	Gede Aris Budi Wiguna	11	9	0	55
3	Gede Bintang Budi Utama	12	8	0	60
4	Gede Evan Saputra	11	9	0	55
5	Gede Giri Artha Putra	11	9	0	55
6	Gede Subawa	11	9	0	55
7	Gusti Ayu Dinda Damayanti	7	13	0	35
8	I Putu Mahesa Arya Dhinata	11	9	0	55
9	Kadek Agus Dwipa Anggayana	14	6	0	70
10	Kadek Bhisma Prawira	14	6	0	70
11	Kadek Diva Kirana	10	10	0	50
12	Kadek Glessy Valencia Ditha Putri	15	5	0	75
13	Kadek Sudiarsini	13	7	0	65
14	Kadek Marshelia Tisnayuda Saputra	13	7	0	65
15	Kadek Peradnya Ayu Saraswati	6	14	0	30
16	Kadek Widhi Artana	13	7	0	65
17	Komang Widi Arya Adnyana	13	7	0	65
18	Kirana Fani	14	6	0	70
19	Komang Cinta Wisma Dewi	13	7	0	65
20	Komang Sariani	13	7	0	65
21	Komang Sudarpa	14	6	0	70
22	Komang Sumajaya	14	6	0	70
23	Komang Teguh Wahyudi	13	7	0	65
24	Komang Tirta Utama	13	7	0	65
25	Luh Putri Yuliantini	14	6	0	70
26	Luh Putu Caniasih	14	6	0	70
27	Luh Putu Melyani	13	7	0	65
28	NI Luh Selvi Febriani	10	10	0	50
29	Putu Agus Sudarmawan	14	6	0	70
30	Putu Dea Putri Paramitha	13	7	0	65
31	Udkhulil Aufa Jannati	13	7	0	65
32	Wayan Remrannantha Yana Putra	14	6	0	70
33	Wayan Sudika	12	8	0	60

Appendix 11 Lesson Plan for Experimental and Control Group

A. Lesson Plan for Experimental Group

Topic 1. This is How You Do It!

Lesson Plan

School Name	: SMP Negeri 4 Sawan
Subject	: English
Grade	: IX A (Junior High School)
Topic	: Procedure Text
Time Allotment	: 3 x 60 minutes
Teacher	: Desita Ahadia Winarti

A. Main Competency

1. Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
2. Processing, presenting and reasoning in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing).

B. Basic Competency

- 3.4 Compare the social function, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of use
- 4.4 Arrest contextual meaning related to social function, text structure, and linguistic elements of oral and written procedural texts

C. Learning Objectives

In the end of this chapter, students are able to:

- Students identify the social function of procedure text
- Student identify synonyms of the words
- Students identify antonyms of the words
- Student identify meaning of the selective word
- Student know the appropriate words to complete the blank

D. Learning Methods

- 1) Scientific learning approach
- 2) Questions, answers and discussion

E. Learning Media

- Whiteboard
- Markers
- Laptop
- Smartphone
- Internet
- LCD projector

F. Learning Resources

- Line Webtoon Cooking Comically
 - a. Toast of the French Variety
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-2-toast-of-the-french-variety/viewer?title_no=622&episode_no=2)
 - b. The Peppers of Destiny
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-3-the-peppers-of-destiny/viewer?title_no=622&episode_no=3)
 - c. “Anyway....Sushi”
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-100-anyway-sushi-/viewer?title_no=622&episode_no=100)
 - d. Meatballs
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-36-meatballs-/viewer?title_no=622&episode_no=36)
 - e. Ramen to the rescue
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-93-ramen-to-the-rescue/viewer?title_no=622&episode_no=93)
 - f. Pasta Aglio e Olio
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-79-pasta-aglio-e-olio-/viewer?title_no=622&episode_no=79)
 - g. The Smashed Burger
(https://www.webtoons.com/en/tiptoon/cooking-comically/ep-102-the-smashed-burger-/viewer?title_no=622&episode_no=102)

G. Procedures

Stages	Activities	Time Allocation
Pre-activity	<ul style="list-style-type: none"> a. Teacher greets students by saying “good morning students” b. Students pray to begin learning activities. c. Teachers check of student attendance in attendant list. d. The teacher provides an overview and enthusiasm for learning about the benefits of studying the material "This Is How You Do It!" e. The teacher gives a stimulus question as follows: <ul style="list-style-type: none"> 1. What types of dishes have you ever made? 2. How are the steps for making the dishes? 	5 Minutes
Learning Core	<p>(OBSERVING)</p> <ul style="list-style-type: none"> a. Teacher makes a vocabulary list about the material in the whiteboard before reading b. Teacher invites students to find out what new 	50 Minutes

	<p>vocabulary in the list that students found</p> <p>c. The teacher gives instructions to students to pay attention to the Webtoon that will be displayed and asks students to participate in learning.</p> <p>d. Students pay attention to the material in the Webtoon that displayed by the teacher.</p> <p>(QUESTIONING)</p> <p>e. Teachers could ask students questions to guide them to ask themselves. For example: “Okay students, you have read A Webtoon. Now, could you explain what do you see in the A Webtoon particularly in the comic of this chapter? (Toast of the French Variety, The Peppers of Destiny, “Anyway....Sushi”, Pasta Aglio e Olio, Meatballs, Ramen to the rescue, Pasta Aglio e Olio, The Smashed Burger”</p>	
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	<p>f. If there are no students want to ask questions, the teacher will ask the students. Here are some questions that will be asked to students according to the material from the chapter or episode on the comic of Webtoon:</p> <ol style="list-style-type: none">1. Have you ever read Comic like this?2. What kind of Comic is it?3. Could you guess it, what kind of topic will be studied today?4. Based on the picture on this comic, could you guess it, what kind of dishes/food/drink that the author will make based on this Comic?5. What is the purpose of this Comic?6. What is the title of this comic?7. Could you explain the ingredients and steps	
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which is found on this Comic?

8. Are there the same words in the vocabulary list previously written on the board? Please, mentioned it!

(EXPLORING)

g. Students explore each other's reactions to difficult words in the Comic of Webtoon.

h. Students identify the meaning of unknown words obtained in the Comic of Webtoon.

i. The teacher invites students to identify synonyms, antonyms and meaning of selective words for the words that is found in the comic of Webtoon.

(ASSOCIATING/ICE BREAKING)

j. The teacher invites students to come in front of the class to write the synonyms that students found in the comic of

	<p>Webtoon to the whiteboard.</p> <p>k. The teacher invites students to come in front of the class to write the antonyms that students found in the comic of A Webtoon to the whiteboard.</p> <p>l. The teacher invites students to come in front of the class to write the meaning of selective words for the words that is found in the comic of A Webtoon.</p> <p>(COMMUNICATING)</p> <p>m. Students re-explain how to make the food in the comic of A Webtoon in their own words.</p>	
Post-activity	<p>a. The teacher asks to the students about their feeling for the lesson of the activity</p> <p>b. Teacher invites the students to give conclusion about the lesson of the material that students have learned before</p>	5 Minutes

H. Material

TOAST OF THE FRENCH VARIETY

ANES1-6

A FEW SMALL STEPS MAKE A FRENCH TOAST

THE INGREDIENTS

Bread (French loaf) 1 slice	Eggs 2	Milk 2 Tbsp	Cinnamon 1 Tbsp	Acid 1 Tsp
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Eggs 2	Milk 2 Tbsp	Cinnamon 1 Tbsp	Acid 1 Tsp
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ADD ALL THESE TO A BOWL

AND WHISK WELL UNTIL IT'S ALL MIXED TOGETHER

GREASE A PAN (OR GRIDDLE IF YOU'VE GOT ONE) AND SET TO MEDIUM-HIGH HEAT

LIKE BEING STUFFED WITH DELICIOUS MEAT PRODUCTS AND EATEN.

THE PEPPERS OF DESTINY

SERIES 4

ALL THE GROCERIES

Red Peppers 4	Ground Beef 1/2 lb	White Rice 1 1/2 cups	Egg 1/2 small
Garlic 2 cloves	Tomato Sauce 7 oz	Bean Sauce 8 oz	Shredded Cheese 1/2 cup
Onion Powder 2 Tsp	Garlic 1/2 Tsp	Cumin 1/2 Tsp	Soy Sauce 1/2 Tsp
Paprika Dash	Salt 1/2 Tsp	Pepper Dash	

FIRST

THIS WILL HELP YOU GET THERE



PASTA AGLIO E OLIO

DIFFICULTY:  HAVING A SECOND BOUL OF THIS

INGREDIENTS ALL THE THINGS

BY FREEK CAMPS

INGREDIENTS

ALL THE THINGS

 230g 1/2 LB	 120ml 1/2 CUP	 ~9 CLOVES	 2.5g 1 TSP
 ~15g 1/2 CUP	 1/2 A LEMON'S WORTH	 TO TASTE	 TO TASTE

BEGIN

BY BRINGING SALTED WATER TO A BOIL



WE'RE GONNA GET THROUGH THIS

SPICY MEAT BALLS

DIFFICULTY:  ...

BALL CONTENTS

ALL THE STUFF

 2lb	 1	 1/2	 1/4 Cup
 2Tsp	 6 Dashes	 1/2 Cup	 1 Tsp
 1/2 Tsp	 1/2 Cup	ITALIAN SEASONING	
 1 Tsp	 1/2 Cup	 1/2 Cup	 1/2 Cup

FIRST OFF YOU'LL NOTICE I'M USING GROUND TURKEY HERE BUT I'M NOT CALLING THESE "TURKEY MEATBALLS"

THAT'S BECAUSE ANY MEAT WORKS FOR THESE BALLS

GROUND TURKEY, GROUND BEEF, A MIX OF GROUND BEEF AND GROUND PORK... JUST USE WHAT YOU LIKE

...

RAMEN TO THE RESCUE

DIFFICULTY:  ...

INGREDIENTS PER BOWL

INSTANT RAMEN NOODLES



AFFORDABLE	VALUE	DELUXE
 -1 TBSP	 1	 1 1/2 TBSP
 1/4 Packet	 1 TBSP	 1 TSP
 1 CLOVE	 A SPLASH	 UP TO YOU
 1/2 Packet	 UP TO YOU	 UP TO YOU



Topic 2. Everybody is always in the middle of something

Lesson Plan

School Name	: SMP Negeri 4 Sawan
Subject	: English
Grade	: IX A (Junior High School)
Topic	: Everybody is always in the middle of something (Tenses)
Time Allotment	: 2 x 60 minutes
Teacher	: Desita Ahadia Winarti

B. Main Competency

3. Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
4. Processing, presenting and reasoning in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing).

B. Basic Competency

3.5 Apply social functions, text structures and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to circumstances/actions/activities/events that are being carried out/occurring at the moment, in the past and in the future, according to with the context of its use.

4.5 Compile very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to the situation/action or event that is being carried out/occurring at the moment, in the past and in the future, taking into account the social function, structure of the text and linguistic elements that are correct and appropriate to the context.

C. Learning Objectives

In the end of this chapter, students are able to:

- Students identify present continuous tense in sentence
- Student identify synonyms of the words
- Students identify antonyms of the words
- Student identify meaning of the selective word
- Student know the appropriate words to complete the blank

D. Learning Methods

- 1) Scientific learning approach
- 2) Questions, answers and discussion

E. Learning Media

- Whiteboard
- Markers
- Laptop
- Smartphone
- Internet
- LCD projector

F. Learning Resources

- A Webtoon Illuminated
 - a. Mirai Nagasu
(https://www.webtoons.com/en/tiptoon/illuminated/ep-2-mirai-nagasu/viewer?title_no=2813&episode_no=2)

- b. Stephanie Poetri
 (https://www.webtoons.com/en/tiptoon/illuminated/ep-3-stephanie-poetri/viewer?title_no=2813&episode_no=3)

G. Procedures

Stages	Activities	Time Allocation
Pre-activity	a. Teacher greets students by saying “good morning students” b. Students pray to begin learning activities. c. Teachers check of student attendance in attendant list. d. The teacher provides an overview and enthusiasm for learning about the benefits of studying the material “Everybody is always in the middle of something” e. The teacher gives a stimulus question as follows: 1. Have you ever heard about Stephanie Poetri 2. Who is she?	5 Minutes
Learning Core	(OBSERVING) n. Teacher makes a vocabulary list about the material in the whiteboard before reading	50 Minutes

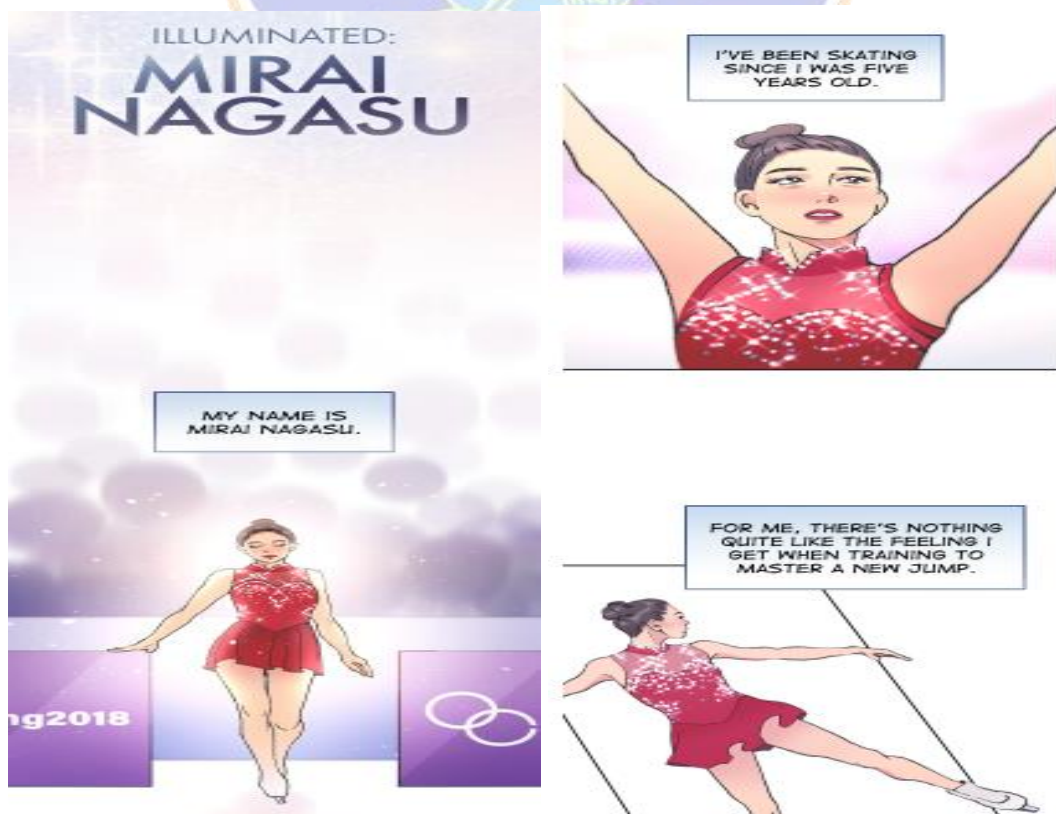
	<p>o. Teacher invites students to find out what new vocabulary in the list that students found</p> <p>p. The teacher gives instructions to students to pay attention to the A Webtoon that will be displayed and asks students to participate in learning.</p> <p>q. Students pay attention to the material in the A Webtoon that displayed by the teacher.</p> <p>(QUESTIONING)</p> <p>r. Teachers could ask students questions to guide them to ask themselves. For example: “Okay students, you have read Webtoon. Now, could you explain what do you see in the Webtoon particularly in the comic of this chapter?”</p> <p>s. Teacher will be asked to students according to the material from the chapter or episode on the comic of A Webtoon:</p>	
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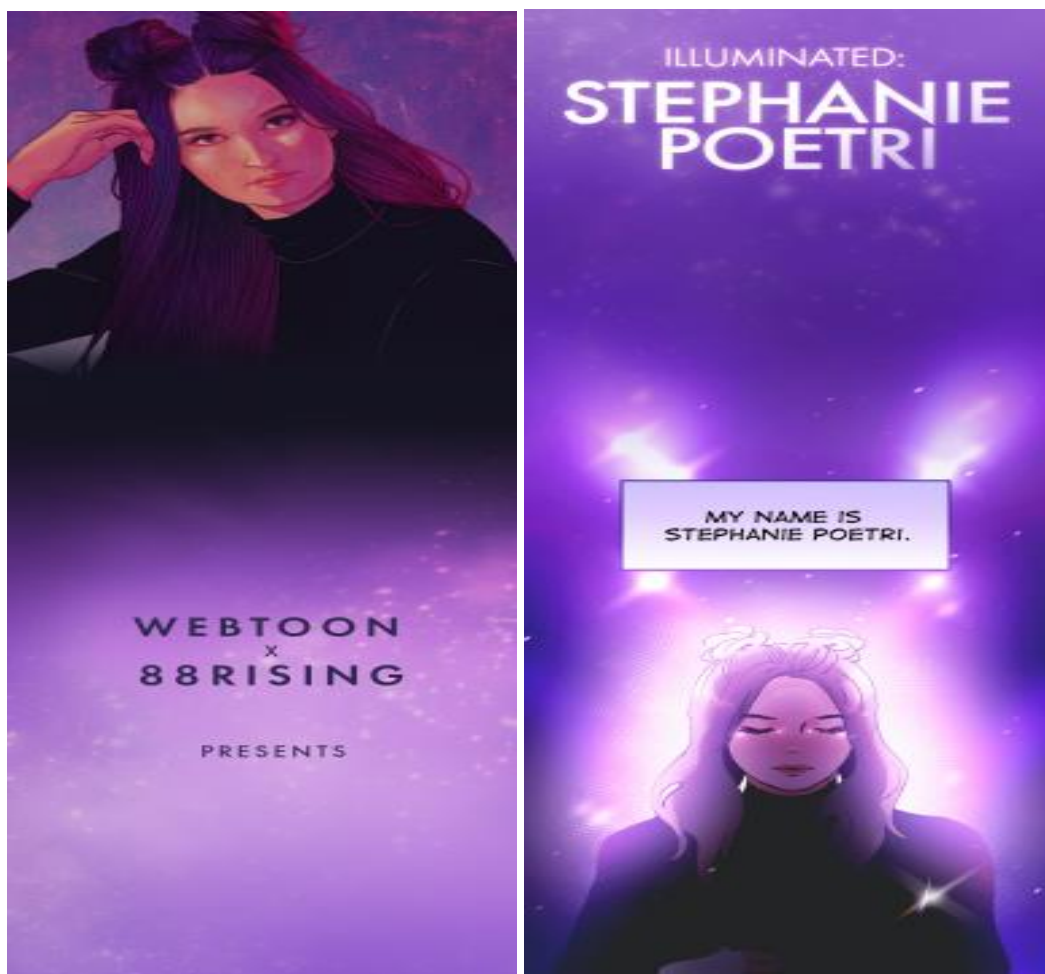
	<p>9. Have you ever read Comic like this?</p> <p>10. What kind of Comic is it?</p> <p>11. Could you guess it, what kind of topic will be studied today?</p> <p>12. Based on the picture on this comic, could you guess it, what kind of story that we can discussed?</p> <p>13. What is the purpose of this Comic?</p> <p>14. What is the title of this comic?</p> <p>15. Could you explain the character which is found on this Comic?</p> <p>16. Are there the same words in the vocabulary list previously written on the board? Please, mentioned it!</p> <p>(EXPLORING)</p> <p>t. Students explore each other's reactions to difficult words in the Comic of Webtoon.</p> <p>u. Students identify the meaning of unknown</p>	
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	<p>words obtained in the Comic of Webtoon.</p> <p>v. The teacher invites students to identify synonyms, antonyms and meaning of selective words for the words that is found in the comic of Webtoon.</p> <p>(ASSOCIATING/ICE BREAKING)</p> <p>w. The teacher invites students to come in front of the class to write the synonyms that students found in the comic of A Webtoon to the whiteboard.</p> <p>x. The teacher invites students to come in front of the class to write the antonyms that students found in the comic of A Webtoon to the whiteboard.</p> <p>y. The teacher invites students to come in front of the class to write the meaning of selective words for the words that is found in the comic of A Webtoon.</p>	
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	(COMMUNICATING) z. Students re-explain the story in the comic of A Webtoon in their own words.	
Post-activity	c. The teacher asks to the students about their feeling for the lesson of the activity d. Teacher invites the students to give conclusion about the lesson of the material that students have learned before	5 Minutes

H. Material





B. Lesson Plan for Control Group

Topic 1. This is How You Do It!

Lesson Plan

School Name	: SMP Negeri 4 Sawan
Subject	: English
Grade	: IX A (Junior High School)
Topic	: Procedure Text
Time Allotment	: 3 x 60 minutes
Teacher	: Desita Ahadia Winarti

A. Main Competency

1. Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

2. Processing, presenting and reasoning in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing).

B. Basic Competency

3.4 Compare the social function, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of use

4.4 Arrest contextual meaning related to social function, text structure, and linguistic elements of oral and written procedural texts

C. Learning Objectives

In the end of this chapter, students are able to:

- Students identify the social function of procedure text
- Student identify synonyms of the words
- Students identify antonyms of the words
- Student identify meaning of the selective word
- Student know the appropriate words to complete the blank

I. Learning Methods

- 1) Scientific learning approach
- 2) Questions, answers and discussion

J. Learning Media

- Whiteboard
- Markers
- Laptop
- Smartphone
- Internet
- LCD projector

K. Learning Resources

- Website Blog
 - a. Creamy Carbonara
(<https://www.bbcgoodfood.com/recipes/learn-to-make-spaghetti-carbonara>)
 - b. Nasi Goreng (Indonesian stir-fried rice)

- (<https://www.bbcgoodfood.com/recipes/nasi-goreng-indonesian-stir-fried-rice>)
- c. Simple Sushi
(<https://www.bbcgoodfood.com/recipes/simple-sushi>)
 - d. Meatballs
(<https://www.myfoodandfamily.com/recipe/166296/easy-meatballs-recipe>)
 - e. Cheat’s Ramen Noodle Soup
(<https://www.bbcgoodfood.com/recipes/japanese-ramen-noodle-soup>)
 - f. Easy Teriyaki Chicken
(<https://www.bbcgoodfood.com/recipes/easy-teriyaki-chicken>)
 - g. Homemade Beef Burger
(<https://www.bbcgoodfood.com/recipes/beef-burgers-learn-make>)

L. Procedures

Stages	Activities	Time Allocation
Pre-activity	<ul style="list-style-type: none"> a. Teacher greets students by saying “good morning students” b. Students pray to begin learning activities. c. Teachers check of student attendance in attendant list. d. The teacher provides an overview and enthusiasm for learning about the benefits of studying the material "This Is How You Do It!” e. The teacher gives a stimulus question as follows: <ul style="list-style-type: none"> 1. What types of dishes have you ever made? 	5 Minutes

	2. How are the steps for making the dishes?	
Learning Core	<p>(OBSERVING)</p> <p>a. Teacher makes a vocabulary list about the material in the whiteboard before reading</p> <p>b. Teacher invites students to find out what new vocabulary in the list that students found</p> <p>c. The teacher gives instructions to students to pay attention to the Website blog that will be displayed and asks students to participate in learning.</p> <p>d. Students pay attention to the material in the Website blog that displayed by the teacher.</p> <p>(QUESTIONING)</p> <p>e. Teachers could ask students questions to guide them to ask themselves. For example: “Okay students, you have read Website blog. Now, could you explain what do</p>	50 Minutes

	<p>you see in the Website blog?</p> <p>f. If there are no students want to ask questions, the teacher will ask the students. Here are some questions that will be asked to students according to the material</p> <ol style="list-style-type: none"> 1. Could you guess it, what kind of topic will be studied today? <ol style="list-style-type: none"> 1. What is the purpose? 2. What is the title? 3. Could you explain the ingredients and steps which is found? 4. Are there the same words in the vocabulary list previously written on the board? Please, mentioned it! <p>(EXPLORING)</p> <p>g. Students explore each other's reactions to difficult words in the Website blog .</p> <p>h. Students identify the meaning of unknown words obtained in Website blog.</p>	
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	<p>i. The teacher invites students to identify synonyms, antonyms and meaning of selective words for the words that is found in Website blog.</p> <p>(ASSOCIATING/ICE BREAKING)</p> <p>j. The teacher invites students to come in front of the class to write the synonyms that students found.</p> <p>k. The teacher invites students to come in front of the class to write the antonyms that students found in Website blog.</p> <p>l. The teacher invites students to come in front of the class to write the meaning of selective words for the words that is found</p> <p>(COMMUNICATING)</p> <p>m. Students re-explain how to make the food in their own words.</p>	
Post-activity	n. The teacher asks to the students about their feeling for the lesson of the activity	5 Minutes

	<p>o. Teacher invites the students to give conclusion about the lesson of the material that students have learned before</p>	
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M. Material

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Homemade beef burgers

[Good Food team](#)

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Prep: 17 mins **Easy** **Serves 4**
Cook: 13 mins
 Plus chilling time

Learn how to make succulent beef burgers with just four ingredients. An easy recipe for perfect homemade patties with beef mince.

[Dairy-free](#) [Low sugar](#) [Nut-free](#)

Nutrition:

kcal	fat	saturates	carbs	sugars	fibre	protein	low in salt
562	28g	10g	41g	3g	2g	35g	1.47g

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Ingredients

- 1 small [onion](#), diced
- 500g [good-quality beef mince](#)
- 1 [egg](#)
- 1 tbsp vegetable oil
- 4 burger buns
- All or any of the following to serve: sliced tomato, beetroot, horseradish sauce, mayonnaise, ketchup, handful iceberg lettuce, rocket, watercress

Method

- STEP 1**
Tip 500g beef mince into a bowl with 1 small diced onion and 1 egg, then mix.
- STEP 2**
Divide the mixture into four. Lightly wet your hands. Carefully roll the mixture into balls, each about the size of a tennis ball.
- STEP 3**
Set in the palm of your hand and gently squeeze down to flatten into patties about 3cm thick. Make sure all the burgers are the same thickness so that they will cook

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STEP 5
Heat the [barbecue](#) to medium hot (there will be white ash over the red hot coals – about 40 mins after lighting). Lightly [brush](#) one side of each burger with vegetable oil.

STEP 6
Place the burgers, oil-side down, on the barbecue. Cook for 5 mins until the meat is lightly charred. Don't move them around or they may stick.

STEP 7
Oil the other side, then turn over using tongs. Don't press down on the meat, as that will squeeze out the juices.

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Creamy carbonara

[Good Food team](#)

★★★★☆ 86 ratings [Rate](#) [66 comments](#)

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⌚ Prep: 5 mins 👤 Easy 🍴 Serves 4
🕒 Cook: 20 mins

Learn how to make this spaghetti dish featuring pancetta, eggs and a touch of double cream. Ready in under half an hour, it's a midweek meal saviour.

Nutrition: per serving

kcal	fat	saturates	carbs	sugars	fibre	protein	salt
734	36g	15g	75g	4g	3g	33g	3g

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Ingredients

- 400g spaghetti
- 1 tbsp [olive oil](#)
- 200g [smoked pancetta](#) cubes or streaky bacon, chopped
- 2 [garlic cloves](#), crushed
- 3 [eggs](#)
- 75ml [double cream](#)
- 50g [Grana padano or parmesan](#), finely grated, plus extra to serve

Method

STEP 1

Bring a large, deep [pan](#) of salted water to the boil. Plunge the spaghetti into the water, stir well and cook, following pack instructions. Aim for 'al dente': cooked, but retaining some bite in the middle. Take a few strands out of the water with a spaghetti spoon or tongs 1-2 mins before the end of the cooking time and bite into it. Repeat until you think it is properly cooked.

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STEP 2

Meanwhile, heat the olive oil in a frying pan. When hot, tip in the pancetta. Fry over a medium heat until the fat in the

STEP 3

Crack two of the eggs into a [mixing bowl](#). Separate the yolk from the third egg: gently crack the side of the shell and, using both hands, slowly open it into two halves over a separate bowl - you want to keep the yolk in one of the halves. Tip the yolk from one shell half to the other and repeat until all the egg white has fallen into the bowl below, taking care not to crack the yolk on any rough shell edges. Tip the yolk in with the other eggs and beat together, along with the double cream, parmesan and some seasoning.

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STEP 4

Add the garlic to the pancetta and return



Nasi goreng (Indonesian stir-fried rice)

Jack Stein

★★★★★ 27 ratings [Rate](#) [9 comments](#)

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⌚ Prep: 25 mins 👤 Easy 🍴 Serves 4 - 6
🕒 Cook: 25 mins

This fragrant rice dish with chicken, prawns and shredded omelette is the ultimate comfort food for spice lovers.

Nutrition: per serving (6)

kcal	fat	saturates	carbs	sugars	fibre	protein	salt
442	15g	2g	45g	7g	5g	28g	1.3g

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Ingredients

- 300g [long-grain rice](#)
- 3 tbsp vegetable oil
- 4 [large eggs](#), beaten
- 100g fine green beans, cut in half
- 2 [chicken breasts](#), cut into small even chunks
- 180g [pack large raw peeled prawns](#), cut in half
- 200g [shallots](#), thinly sliced
- 20g [garlic](#), finely chopped
- 2 [medium-hot red chillies](#), deseeded and finely chopped

Method

STEP 1

Put the rice in a medium heavy-based saucepan and add 520ml water. Quickly bring to the boil, stir once and cover with a tight-fitting lid. Reduce the heat to low and cook for 10 mins. Uncover, fluff up with a fork and spread over a tray. Set aside to cool.

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STEP 2

Meanwhile, heat 1 tbsp oil in a large frying pan over a medium heat. Pour in the beaten egg and, as it begins to cook, use a spatula to bring large flakes of cooked egg into the middle of the

- 1 quantity Balinese spice paste (see recipe in 'goes well with')
- 1 tbsp tomato purée
- 1 tbsp [kecap manis](#) (Indonesian sweet soy sauce)
- 1 tbsp [light soy sauce](#)
- 8 [spring onions](#), thinly sliced

To serve

- ½ cucumber, sliced
- 2 [medium tomatoes](#), sliced
- 4 tbsp [crispy fried onions](#)
- prawn cracker

over and transfer to a plate to cool before cutting it into long, thin shreds.

STEP 3

Drop the beans into a pan of boiling salted water and cook for 3 mins. Drain, refresh under cold water and set aside.

STEP 4

Heat the remaining oil in a wok or large, deep frying pan until almost smoking. Add the chicken and prawns, and stir-fry for 1 min. Tip in the shallots, garlic, chillies and carrots, and stir-fry for a further 2 mins until the carrot is just tender. Add the spice paste and stir-fry for 1 min more. Add the tomato purée, kecap manis, cooked rice and green

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Simple sushi

[Barney Desmazery](#)

★★★★☆ 13 ratings [Rate](#) [8 comments](#)

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Prep: 40 mins

Easy

Cook: 15 mins

plus draining and 3 hrs cooling

Makes enough sushi for 6 as a main, or 4 with leftovers for lunchboxes

Kids can help with this Japanese dish. They can help cook the sticky rice and then roll and assemble the pieces with their preferred ingredients

Nutrition: per serving

kcal	fat	saturates	carbs	sugars	fibre	protein	salt
390	9g	1g	70g	11g	4g	8g	0.5g

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Ingredients

For the rice

300g sushi rice

100ml rice wine vinegar

2 tsp [golden caster sugar](#)

For the Japanese mayonnaise

3 tbsp mayonnaise

1 tsp rice wine vinegar

1 tsp [soy sauce](#)

For the sushi

25g bag nori (seaweed) sheets

choose from the following fillings:

Method

STEP 1

KIDS the writing in bold is for you. **ADULTS** the rest is for you. **TO MAKE SUSHI ROLLS:** **Pat out some rice.** Lay a nori sheet on the mat, shiny-side down. Dip your hands in the vinegared water, then pat handfuls of rice on top in a 1cm thick layer, leaving the furthest edge from you clear.

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STEP 2

Spread over some Japanese mayonnaise. Use a spoon to spread out a thin layer of mayonnaise down the middle of the rice.



1 tsp rice wine vinegar

1 tsp [soy sauce](#)

For the sushi

25g bag nori (seaweed) sheets

choose from the following fillings:

cucumber strips, smoked salmon, white crabmeat, canned tuna, red pepper, avocado, spring onion

To serve with all styles of sushi

[wasabi](#) (optional - and fiery!)

[pickled ginger](#)

[soy sauce](#)

STEP 2

Spread over some Japanese mayonnaise. Use a spoon to spread out a thin layer of mayonnaise down the middle of the rice.

STEP 3


Add the filling. Get your child to top the mayonnaise with a line of their favourite fillings – here we've used tuna and cucumber.

STEP 4

Roll it up. Lift the edge of the mat over the rice, applying a little pressure to keep everything in a tight roll.

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Easy teriyaki chicken

[Esther Clark](#)
★★★★☆ 236 ratings [Rate](#) [61 comments](#)


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🕒 **Prep:** 5 mins 🔄 **Easy** 🍴 **Serves 4**
🕒 **Cook:** 15 mins

Try this easy, sticky Asian-style teriyaki chicken for a speedy weeknight supper – it takes just 20 minutes to make! Serve it with sticky rice and steamed greens

Nutrition: Per serving

kcal	fat	saturates	carbs	sugars	fibre	protein	salt
243	14g	3g	11g	11g	1g	18g	1.23g

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Ingredients

- 2 tbsp toasted sesame oil
- 6 [skinless and boneless chicken thighs](#), sliced
- 2 [large garlic cloves](#), crushed
- 1 thumb-sized piece [ginger](#), grated
- 50g [runny honey](#)
- 30ml [light soy sauce](#)
- 1 tbsp rice wine vinegar
- 1 tbsp sesame seeds, to serve
- 4 [spring onions](#), shredded, to serve
- [sticky rice](#), to serve
- [steamed bok choy](#) or spring greens, to

Method


STEP 1
Heat the oil in a [non-stick pan](#) over a medium heat. Add the chicken and fry for 7 mins, or until golden. Add the garlic and ginger and fry for 2 mins. Stir in the honey, soy sauce, vinegar and 100ml water. Bring to the boil and cook for 2 - 5 mins over a medium heat until the chicken is sticky and coated in a thick sauce.

STEP 2
Scatter over the spring onions and sesame seeds, then serve the chicken with the rice and steamed veg.

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Cheat's ramen noodle soup

[Lina Croft](#)
★★★★★ 184 ratings [Rate](#) [73 comments](#)


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🕒 **Prep:** 20 mins 🔄 **Easy** 🍴 **Serves 4**
🕒 **Cook:** 20 mins

Use chicken, ramen noodles, spinach, sweetcorn and eggs to make this warming soup, ideal for when you crave something comforting yet light and wholesome.

Nutrition: Per serving

low in							
kcal	fat	saturates	carbs	sugars	fibre	protein	salt
629	12g	3g	75g	7g	6g	51g	4.9g

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Ingredients

- 700ml chicken stock
- 3 [garlic cloves](#), halved
- 4 tbsp [soy sauce](#), plus extra to season
- 1 tsp Worcestershire sauce
- thumb-sized piece of [ginger](#), sliced
- ½ tsp Chinese five spice
- pinch of [chilli powder](#)
- 1 tsp [white sugar](#) (optional)
- 375g ramen noodles
- 400g [sliced, cooked pork](#) or chicken breast
- 2 tsp sesame oil

Method

STEP 1
Mix 700ml chicken stock, 3 halved garlic cloves, 4 tbsp soy sauce, 1 tsp Worcestershire sauce, a sliced thumb-sized piece of ginger, ½ tsp Chinese five spice, pinch of chilli powder and 300ml water in a stockpot or large saucepan, bring to the boil, then reduce the heat and simmer for 5 mins.

STEP 2
Taste the stock – add 1 tsp white sugar or a little more soy sauce to make it sweeter or saltier to your liking.

STEP 3

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For the garnish

2 tsp sesame oil

For the garnish

100g [baby spinach](#)

4 tbsp [sweetcorn](#)

4 [boiled eggs](#), peeled and halved

1 sheet dried nori, finely shredded

[sliced green spring onions](#) or shallots

sprinkle of sesame seeds

STEP 3

Cook 375g ramen noodles following the pack instructions, then drain and set aside.

STEP 4

Slice 400g cooked pork or chicken, fry in 2 tsp sesame oil until just starting to brown, then set aside.

STEP 5

Divide the noodles between four bowls. Top each with a quarter of the meat, 25g spinach, 1 tbsp sweetcorn and two boiled egg halves each.

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All Recipes / Easy Meatballs Recipe

Recipes

Easy Meatballs Recipe

8 Servings | Dinners | 27 MIN

Share



Ingredients

- 2 lb extra-lean ground beef
- 1 pkg (6 oz.) [STOVE TOP Stuffing Mix for Chicken](#)
- 1 onion, finely chopped
- 1 cup water
- 2 eggs

Instructions

Step 1

Heat oven to 400°F.

Step 2

SPRAY 2 rimmed baking sheets with cooking spray.

Step 3

Mix ingredients just until blended; shape into 48 (1-1/2-inch) meatballs. Place on prepared baking sheets.

Step 4

Bake 12 min. or until done (160°F).

Topic 2. Everybody is always in the middle of something

Lesson Plan

School Name	: SMP Negeri 4 Sawan
Subject	: English
Grade	: IX C (Junior High School)
Topic	: Everybody is always in the middle of something (Tenses)
Time Allotment	: 2 x 60 minutes
Teacher	: Desita Ahadia Winarti

C. Main Competency

5. Understand and apply knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.
6. Processing, presenting and reasoning in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing).

B. Basic Competency

3.5 Apply social functions, text structures and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to circumstances/actions/activities/events that are being carried out/occurring at the moment, in the past and in the future, according to with the context of its use.

4.5 Compile very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to the situation/action or event that is being carried out/occurring at the moment, in the past and in the future, taking into account the social function, structure of the text and linguistic elements that are correct and appropriate to the context.

C. Learning Objectives

In the end of this chapter, students are able to:

- Students identify present continuous tense in sentence
- Student identify synonyms of the words
- Students identify antonyms of the words

- Student identify meaning of the selective word
- Student know the appropriate words to complete the blank

I. Learning Methods

- 1) Scientific learning approach
- 2) Questions, answers and discussion

J. Learning Media

- Whiteboard
- Markers
- Laptop
- Smartphone
- Internet
- LCD projector

K. Learning Resources

- c. Website Blog
<https://anyflip.com/jdckv/qvwm/basic>

L. Procedures

Stages	Activities	Time Allocation
Pre-activity	d. Teacher greets students by saying “good morning students” e. Students pray to begin learning activities. f. Teachers check of student attendance in attendant list. f. The teacher provides an overview and enthusiasm for learning about the benefits of studying the material "Everybody is	5 Minutes

	<p>always in the middle of something”</p> <p>g. The teacher gives a stimulus question</p>	
<p>Learning Core</p>	<p>(OBSERVING)</p> <p>aa. Teacher makes a vocabulary list about the material in the whiteboard before reading</p> <p>bb. Teacher invites students to find out what new vocabulary in the list that students found</p> <p>cc. The teacher gives instructions to students to pay attention to the Website blog that will be displayed and asks students to participate in learning.</p> <p>dd. Students pay attention to the material in the Website blog that displayed by the teacher.</p> <p>(QUESTIONING)</p> <p>ee. Teachers could ask students questions to guide them to ask themselves. For example: “Okay students, you have read Website. Now, could</p>	<p>50 Minutes</p>

	<p>you explain what do you see in Website blog?</p> <p>ff. Teacher will be asked to students according to the material fromn:</p> <p>17. Have you ever read this story?</p> <p>18. Could you guess it, what kind of topic will be studied today?</p> <p>19. Are there the same words in the vocabulary list previously written on the board? Please, mentioned it!</p> <p>(EXPLORING)</p> <p>gg. Students explore each other's reactions to difficult words in the Website blog.</p> <p>hh. Students identify the meaning of unknown words obtained in the Website blog.</p> <p>ii. The teacher invites students to identify synonyms, antonyms and meaning of selective words for the words that is found in the Website blog.</p>	
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	<p>(ASSOCIATING/ICE BREAKING)</p> <p>jj. The teacher invites students to come in front of the class to write the synonyms that students found in Website blog.</p> <p>kk. The teacher invites students to come in front of the class to write the antonyms that students found.</p> <p>ll. The teacher invites students to come in front of the class to write the meaning of selective words for the words that is found in Website blog.</p> <p>(COMMUNICATING)</p> <p>mm. Students re-explain the material.</p>	
Post-activity	<p>e. The teacher asks to the students about their feeling for the lesson of the activity</p> <p>f. Teacher invites the students to give conclusion about the lesson of the material that students have learned before</p>	5 Minutes

Appendix 12 Treatment Design

1. Treatment Design for The Experimental Group

Meetings	Materials	Treatment and Class Activities
1 st Meeting	Chapter 4 This is How You Do It: Procedure Text	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Webtoon Cooking Comically with the title: <ol style="list-style-type: none"> a. Toast of the French Variety (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-2-toast-of-the-french-variety/viewer?title_no=622&episode_no=2) b. The Peppers of Destiny (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-3-the-peppers-of-destiny/viewer?title_no=622&episode_no=3) c. “Anyway....Sushi” (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-100-anyway-sushi-viewer?title_no=622&episode_no=100) • Students read the material through Webtoon Cooking Comically with the title: <ol style="list-style-type: none"> a. Toast of the French Variety (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-2-toast-of-the-french-variety/viewer?title_no=622&episode_no=2) b. The Peppers of Destiny (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-3-the-peppers-of-destiny/viewer?title_no=622&episode_no=3) c. “Anyway....Sushi” (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-100-anyway-sushi-viewer?title_no=622&episode_no=100) • Teacher and students discuss reading material from Webtoon to identify and know synonyms, antonyms, and the meaning of selective words. • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
2 nd Meeting	Chapter 4 This is How You Do	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials

	It: Procedure Text	<ul style="list-style-type: none"> • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Webtoon Cooking Comically with the title: <ol style="list-style-type: none"> a. Meatballs (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-36-meatballs-/viewer?title_no=622&episode_no=36) b. Ramen to the rescue (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-93-ramen-to-the-rescue/viewer?title_no=622&episode_no=93) • Students read the material through Webtoon Cooking Comically with the title: <ol style="list-style-type: none"> a. Meatballs (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-36-meatballs-/viewer?title_no=622&episode_no=36) b. Ramen to the rescue (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-93-ramen-to-the-rescue/viewer?title_no=622&episode_no=93) • Teacher and students discuss reading material from A Webtoon to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
3th Meeting		<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Webtoon Cooking Comically with the title: <ol style="list-style-type: none"> a. Pasta Aglio e Olio (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-79-pasta-aglio-e-olio-/viewer?title_no=622&episode_no=79)

		<ul style="list-style-type: none"> b. The Smashed Burger (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-102-the-smashed-burger-viewer?title_no=622&episode_no=102) • Students read the material through A Webtoon Cooking Comically with the title: <ul style="list-style-type: none"> a. Pasta Aglio e Olio (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-79-pasta-aglio-e-olio-viewer?title_no=622&episode_no=79) b. The Smashed Burger (https://www.webtoons.com/en/tiptoon/cooking-comically/ep-102-the-smashed-burger-viewer?title_no=622&episode_no=102) • Teacher and students discuss reading material from Webtoon to identify and know synonyms, antonyms, and the meaning of selective words. • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
4 th Meeting	Chapter 5: Everybody is always in the middle of something	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Webtoon Illuminated: Mirai Nagasu • Students read the material through A Webtoon Illuminated: Mirai Nagasu (https://www.webtoons.com/en/tiptoon/illuminated/ep-2-mirai-nagasu/viewer?title_no=2813&episode_no=2) • Teacher and students discuss reading material from Webtoon to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material that students have studied
5 th Meeting	Chapter 5: Everybody is always in the	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading

	middle of something	<ul style="list-style-type: none"> • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Webtoon Illuminated: Stephanie Poetri • Stephanie Poetri (https://www.webtoons.com/en/tiptoon/illuminated/ep-3-stephanie-poetri/viewer?title_no=2813&episode_no=3) • Students read the material through A Webtoon Illuminated: Stephanie Poetri • Teacher and students discuss reading material from Webtoon to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material that students have studied
6 th Meeting	-	<ul style="list-style-type: none"> • Teacher gives post-test for students

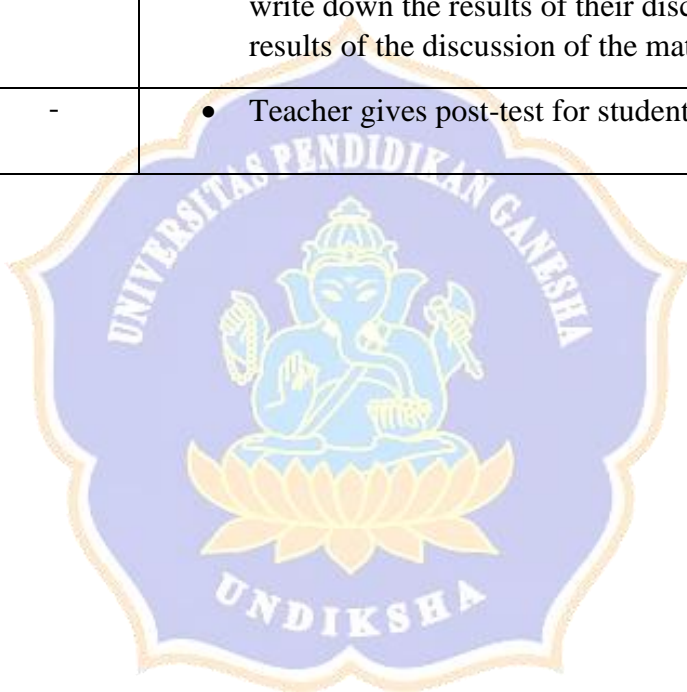
2. Treatment Design for The Control Group

Meetings	Materials	Treatment and Class Activities
1 st Meeting	-	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Nasi Goreng (Indonesian stir-fried rice) (https://www.bbcgoodfood.com/recipes/nasi-goreng-indonesian-stir-fried-rice) b. Easy Teriyaki Chicken (https://www.bbcgoodfood.com/recipes/easy-teriyaki-chicken) c. Simple Sushi (https://www.bbcgoodfood.com/recipes/simple-sushi) • Students read the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Nasi Goreng (Indonesian stir-fried rice) (https://www.bbcgoodfood.com/recipes/nasi-goreng-indonesian-stir-fried-rice) b. Easy Teriyaki Chicken (https://www.bbcgoodfood.com/recipes/easy-teriyaki-chicken)

		<p>c. Simple Sushi (https://www.bbcgoodfood.com/recipes/simple-sushi)</p> <ul style="list-style-type: none"> • Teacher and students discuss reading material from website blog or blog site to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material that students have studied
2 nd Meeting	Chapter 4 This is How You Do It: Procedure Text	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Meatballs (https://www.myfoodandfamily.com/recipe/166296/easy-meatballs-recipe) b. Cheat's Ramen Noodle Soup (https://www.bbcgoodfood.com/recipes/japanese-ramen-noodle-soup) • Students read the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Meatballs (https://www.myfoodandfamily.com/recipe/166296/easy-meatballs-recipe) b. Cheat's Ramen Noodle Soup (https://www.bbcgoodfood.com/recipes/japanese-ramen-noodle-soup) • Teacher and students discuss reading material from website blog or blog site to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material that students have studied
3 rd Meeting	Chapter 4 This is How You Do It:	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading

	Procedure Text	<ul style="list-style-type: none"> • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Creamy Carbonara (https://www.bbcgoodfood.com/recipes/learn-to-make-spaghetti-carbonara) b. Homemade Beef Burger (https://www.bbcgoodfood.com/recipes/beef-burgers-learn-make) • Students read the material about procedure text through Website blog or blog site: <ul style="list-style-type: none"> a. Creamy Carbonara (https://www.bbcgoodfood.com/recipes/learn-to-make-spaghetti-carbonara) b. Homemade Beef Burger (https://www.bbcgoodfood.com/recipes/beef-burgers-learn-make) • Teacher and students discuss reading material from website blog or blog site to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
4 th Meeting	Chapter 5: Everybody is always in the middle of something	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Website blog or blog site Link (https://anyflip.com/jdckv/qvwm/basic) • Students read the material through Website blog or blog site Link (https://anyflip.com/jdckv/qvwm/basic) • Teacher and students discuss reading material from website blog or blog site to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
5 th Meeting	Chapter 5: Everybody	<ul style="list-style-type: none"> • Students review the materials before class • Teacher and students discuss the materials

	is always in the middle of something	<ul style="list-style-type: none"> • Teacher makes a vocabulary list about the material in the whiteboard before reading • Teacher invites students to find out what new vocabulary in the list that students found • Teacher share example the material through Website blog or blog site: Link (https://anyflip.com/jdckv/qvwm/basic) • Students read the material through Website blog or blog site: Link (https://anyflip.com/jdckv/qvwm/basic) • Teacher and students discuss reading material from website blog or blog site to identify and know synonyms, antonyms, and the meaning of selective words • The teacher gives instructions and invites several students to write down the results of their discussion regarding the results of the discussion of the material students have studied
6 th Meeting	-	<ul style="list-style-type: none"> • Teacher gives post-test for students



Appendix 13 ANATES (Reliability Test)

SKOR DATA DIBOBOT

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Jumlah Subyek = 65

Jumlah butir = 20

Bobot jwb benar = 1

Bobot jwb salah = 0

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No	Kode>Nama	Benar	Salah	Kosong	Skr Asli	Skr Bobot
1	Gede Andra...	9	11	0	9	9
2	Gede Rio A...	8	12	0	8	8
3	Gede Risna...	9	11	0	9	9
4	Gede Suardana	11	9	0	11	11
5	I Komang A...	7	13	0	7	7
6	I Made End...	13	7	0	13	13
7	I Made Gup...	14	6	0	14	14
8	Kadek Indr...	8	12	0	8	8
9	Kadek Kesy...	10	10	0	10	10
10	Kadek Kris...	7	13	0	7	7
11	Kadek Melani	7	13	0	7	7
12	Kadek Nand...	7	13	0	7	7
13	Kadek Sudi...	5	15	0	5	5
14	Ketut Widi...	4	16	0	4	4
15	Komang Ari...	7	13	0	7	7
16	Komang Ayu...	12	8	0	12	12
17	Komang Dit...	12	8	0	12	12
18	Komang Reg...	13	7	0	13	13
19	Komang Wah...	13	7	0	13	13
20	Komang Wid...	8	12	0	8	8
21	Luh Bunga ...	8	12	0	8	8
22	Luh Oca Pi...	9	11	0	9	9
23	Luh Okta A...	9	11	0	9	9
24	Luh Putu M...	11	9	0	11	11
25	Made Satri...	11	9	0	11	11
26	Magfira	9	11	0	9	9
27	Nengah War...	4	16	0	4	4
28	Ni Ketut A...	11	9	0	11	11
29	Ni Komang ...	9	11	0	9	9
30	Putu Arya ...	9	11	0	9	9
31	Putu Dika ...	10	10	0	10	10
32	Putu Gusti...	10	10	0	10	10
33	Vania Azaria	10	10	0	10	10
34	Gede Risky...	8	12	0	8	8
35	Gede Widi ...	11	9	0	11	11
36	Gede Yoga ...	17	3	0	17	17
37	I Gede Redy	7	13	0	7	7
38	I Putu Ran...	6	14	0	6	6
39	Kadek Afan...	9	11	0	9	9
40	Kadek Ari ...	5	15	0	5	5

41	Kadek Dede...	4	16	0	4	4
42	Kadek Dina...	6	14	0	6	6
43	Kadek Lian...	10	10	0	10	10
44	Kadek Novi...	7	13	0	7	7
45	Kadek Okta...	18	2	0	18	18
46	Kadek Widh...	12	8	0	12	12
47	Kadek Widy...	12	8	0	12	12
48	Kadek Yoga...	12	8	0	12	12
49	Komang Adi...	11	9	0	11	11
50	Komang Adi...	7	13	0	7	7
51	Komang Ani...	4	16	0	4	4
52	Luh Putu C...	7	13	0	7	7
53	Luh Sudarm...	7	13	0	7	7
54	Made Dwi A...	19	1	0	19	19
55	Made Rediani	6	14	0	6	6
56	Ni Komang ...	12	8	0	12	12
57	Ni Komang ...	11	9	0	11	11
58	Ni Nyoman ...	16	4	0	16	16
59	Nyoman Sug...	11	9	0	11	11
60	Putu Caris...	11	9	0	11	11
61	Putu Desta...	9	11	0	9	9
62	Putu Ega S...	10	10	0	10	10
63	Putu Ferdy...	10	10	0	10	10
64	Putu Indra...	16	4	0	16	16
65	Putu Suati...	17	3	0	17	17



RELIABILITAS TES

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Rata2= 9,72

Simpang Baku= 3,42

KorelasiXY= 0,51

Reliabilitas Tes= 0,67

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No.Urut	Kode>Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Gede Andra Ma...	4	5	9
2	Gede Rio Anan...	4	4	8
3	Gede Risna Pu...	4	4	8
4	Gede Suardana	5	5	10
5	I Komang Aria...	4	2	6
6	I Made Endra ...	7	6	13
7	I Made Guptha...	6	8	14
8	Kadek Indra Y...	3	5	8
9	Kadek Kesya R...	5	5	10
10	Kadek Krisna ...	4	3	7
11	Kadek Melani	3	4	7
12	Kadek Nanda G...	3	3	6
13	Kadek Sudiars...	4	1	5
14	Ketut Widiyas...	2	2	4
15	Komang Arista...	2	4	6
16	Komang Ayu Su...	5	7	12
17	Komang Dita M...	5	7	12
18	Komang Regisy...	6	7	13
19	Komang Wahyu ...	7	6	13
20	Komang Widiada	2	6	8
21	Luh Bunga Asm...	3	4	7
22	Luh Oca Piani...	3	6	9
23	Luh Okta Ariani	3	6	9
24	Luh Putu Mart...	3	8	11
25	Made Satria U...	3	8	11

26	Magfira	1	8	9
27	Nengah Wardika	2	2	4
28	Ni Ketut Angg...	5	5	10
29	Ni Komang Wid...	4	5	9
30	Putu Arya Sap...	4	5	9
31	Putu Dika Antara	5	5	10
32	Putu Gustia P...	4	6	10
33	Vania Azaria	4	5	9
34	Gede Risky Ad...	4	4	8
35	Gede Widi Ard...	4	6	10
36	Gede Yoga Adi...	8	8	16
37	I Gede Redy	2	4	6
38	I Putu Rangga...	2	3	5
39	Kadek Afandy ...	4	5	9
40	Kadek Ari Sum...	1	4	5
41	Kadek Dede He...	1	3	4
42	Kadek Dina Ma...	2	3	5
43	Kadek Liana D...	2	7	9
44	Kadek Novix S...	2	4	6
45	Kadek Okta Ag...	9	9	18
46	Kadek Widhi R...	4	7	11
47	Kadek Widyastri	6	5	11
48	Kadek Yoga Ca...	6	5	11
49	Komang Adira ...	5	6	11
50	Komang Aditya...	3	4	7
51	Komang Ani Pu...	0	4	4
52	Luh Putu Citr...	1	6	7
53	Luh Sudarmini	1	6	7
54	Made Dwi Angg...	8	10	18
55	Made Rediani	3	3	6
56	Ni Komang Meg...	5	7	12
57	Ni Komang Tha...	3	8	11
58	Ni Nyoman Sas...	7	8	15
59	Nyoman Sugi H...	5	6	11
60	Putu Carissa ...	5	6	11
61	Putu Desta Ev...	5	3	8
62	Putu Ega Sant...	4	6	10
63	Putu Ferdy Pr...	4	6	10
64	Putu Indra Me...	7	8	15
65	Putu Suatinin...	8	9	17

Kel Unggul & Asor

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Kelompok Unggul

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No.Urut	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7	8	9	10	11
1	Made Dwi Angg...	19	1	1	1	1	1	1	1	1	1	1	1
2	Kadek Okta Ag...	18	1	1	1	1	1	1	1	1	1	1	1
3	Gede Yoga Adi...	17	1	1	1	1	1	1	1	1	1	1	1
4	Putu Suatinin...	17	-	-	1	1	1	1	1	1	1	1	1
5	Ni Nyoman Sas...	16	1	-	1	1	1	1	-	1	-	1	1
6	Putu Indra Me...	16	1	1	1	1	1	1	1	-	-	1	1
7	I Made Guptha...	14	1	-	-	1	1	1	1	1	-	1	1
8	I Made Endra ...	13	1	1	-	1	1	1	-	1	-	1	1
9	Komang Regisy...	13	1	1	-	1	1	1	-	1	1	-	1
10	Komang Wahyu ...	13	1	1	-	1	1	1	-	1	1	1	1
11	Komang Ayu Su...	12	1	1	-	1	1	1	-	1	1	-	1
12	Komang Dita M...	12	1	1	-	1	1	-	-	1	1	-	1
13	Kadek Widhi R...	12	1	1	-	1	1	-	1	1	-	-	1
14	Kadek Widyastri	12	1	1	-	1	-	1	1	1	-	1	1
15	Kadek Yoga Ca...	12	1	1	-	1	-	1	1	1	-	1	1
16	Ni Komang Meg...	12	1	-	-	1	1	-	1	1	-	1	1
17	Gede Suardana	11	-	1	1	1	-	1	-	-	1	-	1
18	Luh Putu Mart...	11	1	-	-	1	1	1	-	-	1	-	1
	Jml Jwb Benar		16	13	7	18	15	15	10	15	10	12	18



No.Urut	Kode>Nama Subyek	12	13	14	15	16	17	18	19	20
1	Made Dwi Angg...	1	1	1	1	-	1	1	1	1
2	Kadek Okta Ag...	1	1	1	1	1	1	1	-	-
3	Gede Yoga Adi...	1	1	1	-	1	-	-	1	1
4	Putu Suatinin...	1	1	1	1	1	1	1	1	-
5	Ni Nyoman Sas...	1	1	-	1	1	1	1	1	1
6	Putu Indra Me...	1	1	1	1	1	-	-	1	1
7	I Made Guptha...	1	1	-	1	-	1	1	1	-
8	I Made Endra ...	1	-	-	1	-	1	1	1	-
9	Komang Regisy...	1	-	-	1	-	1	1	1	-
10	Komang Wahyu ...	1	-	-	-	-	1	1	1	-
11	Komang Ayu Su...	-	-	-	1	-	1	1	1	-
12	Komang Dita M...	-	-	-	1	1	1	1	1	-
13	Kadek Widhi R...	-	1	-	1	-	-	1	1	1
14	Kadek Widyastri	-	-	-	1	-	-	1	1	1
15	Kadek Yoga Ca...	-	-	-	1	-	-	1	1	1
16	Ni Komang Meg...	-	1	1	1	-	1	1	-	-
17	Gede Suardana	-	1	1	-	-	-	1	1	1
18	Luh Putu Mart...	-	1	-	1	-	1	1	1	-
	Jml Jwb Benar	10	11	7	15	6	12	16	16	8

Kelompok Asor

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No.Urut	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7	8	9	10	11
1	Kadek Krisna ...	7	1	-	-	1	-	-	-	1	-	-	1
2	Kadek Melani	7	-	1	-	1	1	1	1	-	1	-	-
3	Kadek Nanda G...	7	1	1	-	-	-	-	-	1	-	-	-
4	Komang Arista...	7	-	-	-	-	1	1	1	1	-	-	-
5	I Gede Redy	7	-	1	-	-	1	-	-	-	1	1	-
6	Kadek Novix S...	7	1	1	-	-	1	-	-	-	1	-	-
7	Komang Aditya...	7	-	-	-	1	1	-	-	1	-	-	1
8	Luh Putu Citr...	7	1	-	-	1	1	-	1	-	1	-	-
9	Luh Sudarmini	7	1	-	-	1	1	-	1	-	1	-	-
10	I Putu Rangga...	6	-	-	-	1	1	-	-	-	-	-	-
11	Kadek Dina Ma...	6	1	1	1	1	-	-	-	-	1	-	-
12	Made Rediani	6	-	1	-	-	-	-	-	-	1	1	-
13	Kadek Sudians...	5	-	1	-	1	-	-	-	-	1	-	-
14	Kadek Ari Sum...	5	1	-	-	-	1	-	-	-	-	-	1
15	Ketut Widiyas...	4	-	-	-	-	-	1	-	-	1	-	-
16	Nengah Wardika	4	-	1	-	1	-	-	-	-	-	-	1
17	Kadek Dede He...	4	1	-	-	-	-	-	-	-	-	-	1
18	Komang Ani Pu...	4	-	-	-	-	1	-	-	-	1	-	-
	Jml Jwb Benar		8	8	1	9	10	3	4	4	10	2	5



No.Urut	Kode>Nama Subyek	12	13	14	15	16	17	18	19	20
1	Kadek Krisna ...	-	-	1	1	-	-	1	-	-
2	Kadek Melani	-	-	-	1	-	-	-	-	-
3	Kadek Nanda G...	-	1	-	-	-	-	1	1	1
4	Komang Arista...	-	1	-	-	-	1	-	-	1
5	I Gede Redy	-	1	-	-	-	1	-	-	1
6	Kadek Novix S...	-	-	1	-	-	1	-	-	1
7	Komang Aditya...	-	-	-	1	-	1	1	-	-
8	Luh Putu Citr...	-	1	-	-	-	1	-	-	-
9	Luh Sudarmini	-	1	-	-	-	1	-	-	-
10	I Putu Rangga...	-	1	-	-	1	1	-	-	1
11	Kadek Dina Ma...	-	-	-	-	-	-	-	-	1
12	Made Rediani	-	1	-	-	1	1	-	-	-
13	Kadek Sudians...	-	-	1	-	1	-	-	-	-
14	Kadek Ari Sum...	-	-	1	-	-	1	-	-	-
15	Ketut Widiyas...	-	-	1	-	-	-	-	1	-
16	Nengah Wardika	-	-	-	-	-	1	-	-	-
17	Kadek Dede He...	-	1	-	-	1	-	-	-	-
18	Komang Ani Pu...	-	1	-	-	-	-	-	1	-
	Jml Jwb Benar	0	9	5	3	4	10	3	3	6

DAYA PEMBEDA

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Jumlah Subyek= 65

Klp atas/bawah(n)= 18

Butir Soal= 20

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI]

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	16	8	8	44,44
2	13	8	5	27,78
3	7	1	6	33,33
4	18	9	9	50,00
5	15	10	5	27,78
6	15	3	12	66,67
7	10	4	6	33,33
8	15	4	11	61,11
9	10	10	0	0,00
10	12	2	10	55,56
11	18	5	13	72,22
12	10	0	10	55,56
13	11	9	2	11,11
14	7	5	2	11,11
15	15	3	12	66,67
16	6	4	2	11,11
17	12	10	2	11,11
18	16	3	13	72,22
19	16	3	13	72,22
20	8	6	2	11,11



TINGKAT KESUKARAN

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Jumlah Subyek= 65

Butir Soal= 20

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	44	67,69	Sedang
2	46	70,77	Sangat Mudah
3	15	23,08	Sukar
4	47	72,31	Mudah
5	42	64,62	Sedang
6	28	43,08	Sedang
7	22	33,85	Sedang
8	26	40,00	Sedang
9	33	50,77	Sedang
10	25	38,46	Sedang
11	46	70,77	Sangat Mudah
12	13	20,00	Sukar
13	36	55,38	Sedang
14	20	30,77	Sangat Mudah
15	35	53,85	Sedang
16	14	21,54	Sukar
17	43	66,15	Sedang
18	41	63,08	Sedang
19	34	52,31	Sedang
20	22	33,85	Sedang

KORELASI SKOR BUTIR DG SKOR TOTAL

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Jumlah Subyek= 65

Butir Soal= 20

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No Butir	Korelasi	Signifikansi
1	0,390	-
2	0,217	-
3	0,443	Signifikan
4	0,406	-
5	0,357	-
6	0,502	Signifikan
7	0,432	Signifikan
8	0,548	Signifikan
9	0,001	-
10	0,512	Signifikan
11	0,496	Signifikan
12	0,688	Sangat Signifikan
13	0,191	-
14	0,172	-
15	0,552	Sangat Signifikan
16	0,208	-
17	0,191	-
18	0,436	Signifikan
19	0,376	-
20	0,154	-

Catatan: Batas signifikansi koefisien korelasi sebagai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

KUALITAS PENGECOH

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Jumlah Subyek= 65

Butir Soal= 20

Nama berkas: D:\ANATES UJI SOAL\KELAS 9B DAN 9D FIX SKRIPSI.ANA

No Butir	a	b	c	d	*
1	44**	4+	12-	5+	0
2	9+	46**	7++	3-	0
3	15**	23+	25+	2--	0
4	47**	10-	3-	5++	0
5	42**	4+	10+	9++	0
6	11++	14++	28**	12++	0
7	17++	14++	22**	12++	0
8	24--	26**	13++	2--	0
9	25---	4-	3-	33**	0
10	25**	17+	15++	8+	0
11	46**	13---	4+	2-	0
12	13**	16++	5-	31--	0
13	36**	5+	13+	11++	0
14	20**	22+	17++	6-	0
15	35**	16-	8++	6+	0
16	14**	9+	28-	14++	0
17	43**	2-	11+	9++	0
18	41**	18---	4-	2--	0
19	34**	4-	13+	14+	0
20	26--	22**	11++	6-	0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk

Appendix 14 Result of SPSS

Kelas

Case Processing Summary

	Kelas	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Kelas 9A	31	100,0%	0	0,0%	31	100,0%
	Kelas 9C	33	100,0%	0	0,0%	33	100,0%

Descriptives

	Kelas	Statistic	Std. Error		
Hasil Belajar Siswa	Kelas 9A	Mean	80,65	,920	
		95 % Confidence Interval for Mean	Lower Bound	78,77	
			Upper Bound	82,52	
		5 % Trimmed Mean	80,62		
		Median	80,00		
		Variance	26,237		
		Std. Deviation	5,122		
		Minimum	70		
		Maximum	90		
		Range	20		
		Interquartile Range	10		
		Skewness	,124	,421	
		Kurtosis	-,555	,821	
			Kelas 9C	Mean	61,36
95 % Confidence Interval for Mean	Lower Bound			57,70	
	Upper Bound			65,03	
5 % Trimmed Mean	62,35				
Median	65,00				
Variance	106,676				
Std. Deviation	10,328				
Minimum	30				
Maximum	75				
Range	45				
Interquartile Range	15				
Skewness	-1,477			,409	
Kurtosis	2,165			,798	

Case Processing Summary

	Kelas	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Kelas 9A	31	100,0%	0	0,0%	31	100,0%
	Kelas 9C	33	100,0%	0	0,0%	33	100,0%

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Kelas 9A	,195	31	,004	,912	31	,014
	Kelas 9C	,274	33	,000	,835	33	,001

a. Lilliefors Significance Correction

Hasil Belajar Siswa

Stem-and-Leaf Plots



```

1,00      7 . 0
8,00      7 . 55555555
11,00     8 . 00000000000
8,00      8 . 55555555
3,00      9 . 000
  
```

Stemwidth 10
Each leaf 1 case(s)

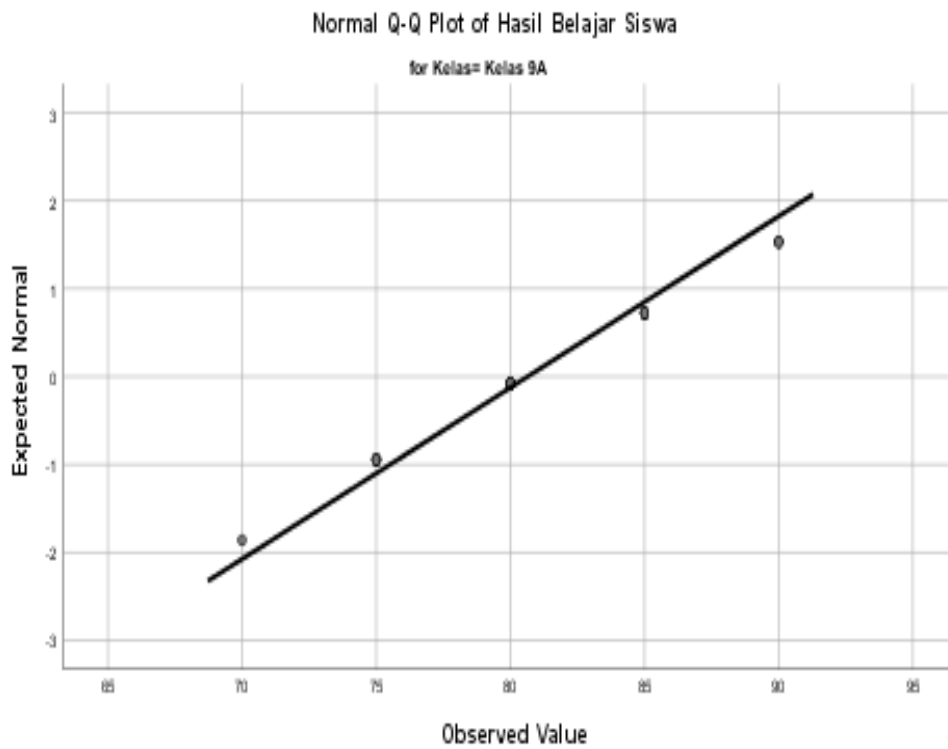
Hasil Belajar Siswa Stem-and-Leaf Plot for
Kelas= Kelas 9C

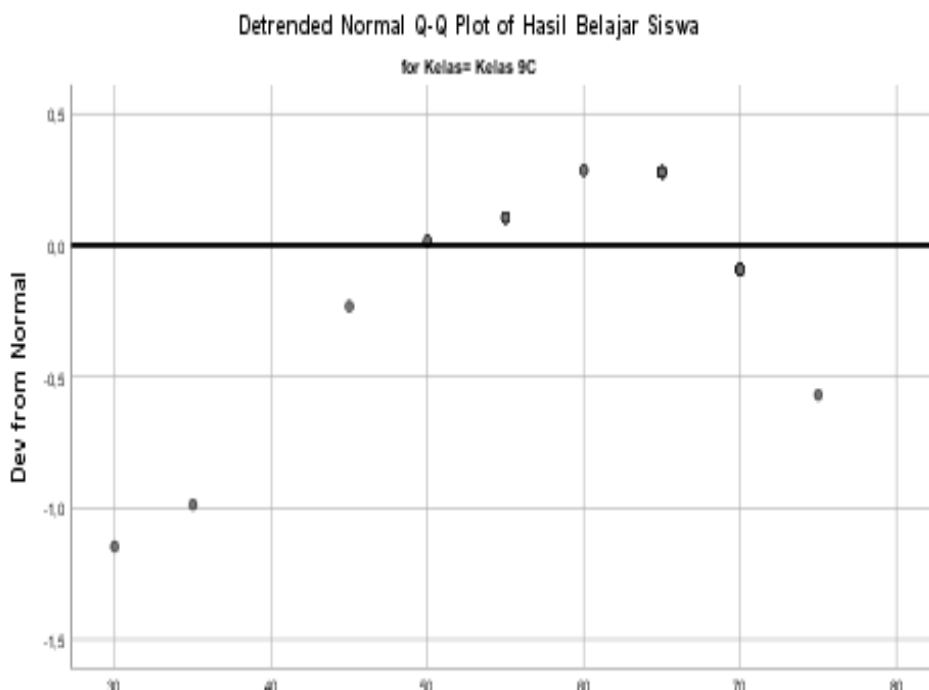
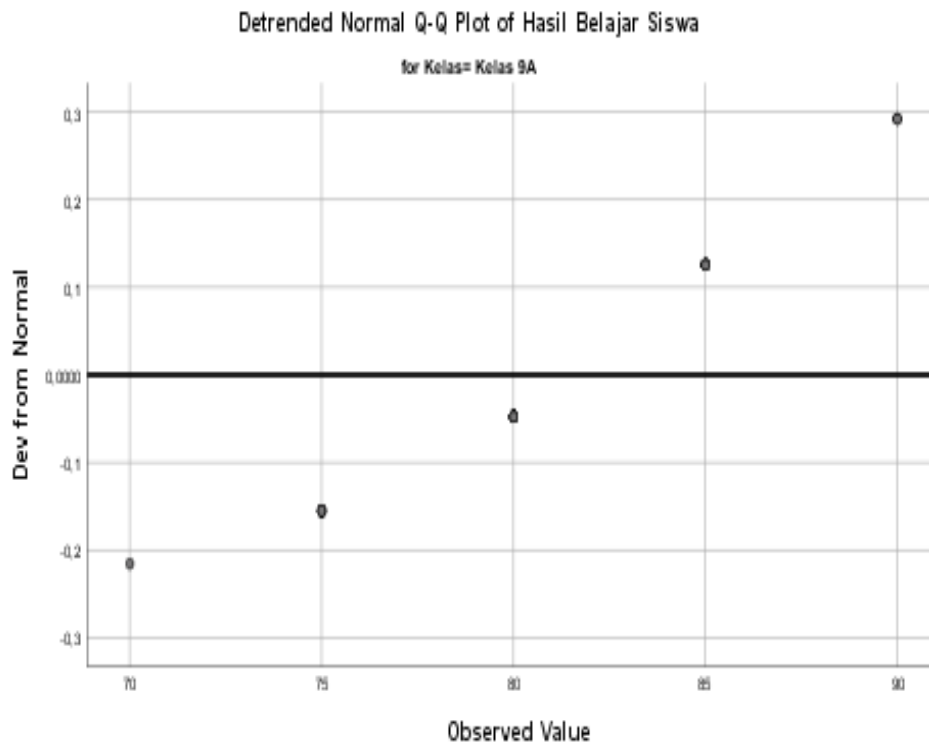
```

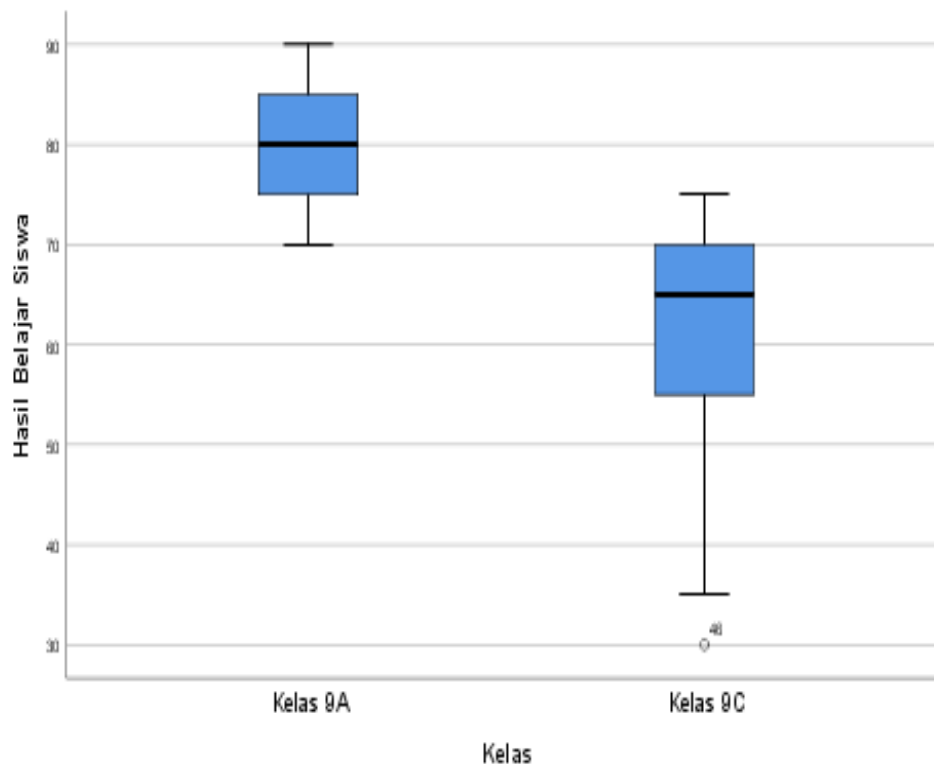
Frequency    Stem & Leaf
1,00    1,00    3 .
1,00    1,00    3 . 5
1,00    1,00    4 .
1,00    1,00    4 . 5
2,00    2,00    5 . 00
5,00    2,00    5 . 55555
2,00    2,00    6 . 00
11,00   2,00    6 . 55555555555
9,00    3,00    7 . 000000000
1,00    3,00    7 . 5
  
```

Stem width: 10
Each leaf: 1 case(s)

Normal Q-Q Plots







```

ONEWAYHasilBY Kelas
  /STATISTIC:HOMOGENEITY
  /MISSINGANALYSIS

```

Oneway

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	9,445	1	62	,003
	Based on Median	3,685	1	62	,060
	Based on Median and with adjusted df	3,685	1	41,287	,062
	Based on trimmed mean	7,423	1	62	,008

ANOVA

Hasil Belajar Siswa

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5942,626	1	5942,626	87,709	,001
Within Groups	4200,733	62	67,754		
Total	10143,359	63			

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

T-Test

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Kelas 9A	31	80,65	5,122	,920
	Kelas 9C	33	61,36	10,328	1,798

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hasil Belajar Siswa	Equal variances assumed	9,445	,003	9,365	62
	Equal variances not assumed			9,547	47,478

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hasil Belajar Siswa	Equal variances assumed	,000	19,282	2,059
	Equal variances not assumed	,000	19,282	2,020

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	15,166	23,397
	Equal variances not assumed	15,220	23,343

```

FREQUENCIES VARIABLE=Hasil
/STATISTICS=STDDEVVARIANCERANGEMINIMUMMAXIMUMMEANMEDIANMODE
/ORDER=ANALYSIS
    
```

Frequencies

Statistics

Hasil Belajar Siswa

N	Valid	64
	Missing	0
Mean		70,70
Median		70,00
Mode		65 ^a
Std. Deviation		12,689
Variance		161,006
Range		60
Minimum		30
Maximum		90

a. Multiple modes exist. The smallest value is shown

Hasil Belajar Siswa

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	30	1	1,6	1,6	1,6	
	35	1	1,6	1,6	3,1	
	45	1	1,6	1,6	4,7	
	50	2	3,1	3,1	7,8	
	55	5	7,8	7,8	15,6	
	60	2	3,1	3,1	18,8	
	65	11	17,2	17,2	35,9	
	70	10	15,6	15,6	51,6	
	75	9	14,1	14,1	65,6	
	80	11	17,2	17,2	82,8	
	85	8	12,5	12,5	95,3	
	90	3	4,7	4,7	100,0	
	Total		64	100,0	100,0	

NPar Tests

Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Siswa	Kelas 9A	31	48,69	1509,50
	Kelas 9C	33	17,29	570,50
	Total	64		

Test Statistics^a

	Hasil Belajar Siswa
Mann-Whitney U	9,500
Wilcoxon W	570,500
Z	-6,809
Asymp. Sig. (2-tailed)	,001

a. Grouping Variable: Kelas

GET

```
FILE='D:\Seminar Proposal Skripsi\Data Skripsi Kelas 9A dan 9C.sav'.  
DATASET NAME DataSet1 WINDOW=FRONT.  
DESCRIPTIVES VARIABLES=Hasil Kelas  
  /STATISTICS=MEAN STDDEV VARIANCE RANGE MIN MAX SEMEAN.
```

Descriptives

[DataSet1] D:\Seminar Proposal Skripsi\Data Skripsi Kelas 9A dan 9C.sav

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean	
					Statistic	Std. Error
Hasil Belajar Siswa	64	60	30	90	70,70	1,586
Kelas	64	1	1	2	1,52	,063
Valid N (listwise)	64					

Descriptive Statistics

	Std. Deviation	Variance
	Statistic	Statistic
Hasil Belajar Siswa	12,689	161,006
Kelas	,504	,254
Valid N (listwise)		

```
EXAMINE VARIABLES=Hasil BY Kelas  
  /PLOT BOXPLOT STEMLEAF  
  /COMPARE GROUPS  
  /STATISTICS DESCRIPTIVES  
  /CINTERVAL 95  
  /MISSING LISTWISE  
  /NOTOTAL.
```

Appendix 15 Research Note

RESEARCH NOTE SMP NEGERI 4 SAWAN

DATE	WEEK	ACTIVITIES	NOTE
Rabu, 23 Agustus 2023	Minggu 1	Meminta izin kepada kepala sekolah	<ol style="list-style-type: none"> 1. Meminta izin kepada kepala sekolah SMP N 4 Sawan terkait dengan pelaksanaan penelitian 2. Menyerahkan surat permohonan izin penelitian 3. Menyerahkan surat izin observasi 4. Meminta izin kepada Waka Kurikulum SMP N 4 Sawan untuk di berikan guru pamong
Kamis, 24 Agustus 2023	Minggu 1	Mendatangi guru pamong	<ol style="list-style-type: none"> 1. Meminta izin terkait pelaksanaan penelitian yang dilakukan 2. Mendiskusikan jadwal mengajar beserta materi yang akan diajarkan sesuai kecocokan topik penelitian dengan materi siswa
Jumat, 25 Agustus 2023	Minggu 1	Melaksanakan observasi mengenai data sekolah	<ol style="list-style-type: none"> 1. Meminta izin melaksanakan observasi kepada petugas TU SMP N4 Sawan terkait dengan data sekolah. (Jumlah ruangan, jumlah siswa dan data lainnya)
Selasa, 29 Agustus 2023	Minggu 2	Melaksanakan pengenalan di kelas VII A dan B	<ol style="list-style-type: none"> 1. Melaksanakanperkenalan terhadap para siswa IX A dan IX B terkait dengan kegiatan penelitian yang akan dilaksanakan/pendekatan diri kepada siswa 2. Mencari tau seberapa banyak siswa memiliki HP 3. Memilih kelas yang akan dijadikan kelas eksperiment dan kelas control grup

PELAKSANAAN PENELITIAN				
DATE	WEEK	MATERIAL	PIHAK YANG TERLIBAT	NOTE
Rabu, 20 September 2023	Minggu 3	Melaksanakan Uji Try Out Soal Reading Post-Test	Students of class IX B	Kegiatan dilakukan dengan kondusif
Senin, 25 September 2023	Minggu 4	This is how you do it! Procedure Text	Students of class IX A	<p>Menjelaskan kepada siswa mengenai materi yang akan dipelajari</p> <p>Mengajak siswa berdiskusi mengenai materi yang di pelajari</p> <p>Menanyakan kepada siswa apakah siswa pernah menggunakan media sebagai penunjang pembelajaran</p> <p>Menjelaskan sedikit mengenai Webtoon</p> <p>Mengajak siswa menggunakan Webtoon untuk menunjang pembelajaran mengenai materi procedure text</p> <p>Respon siswa sangat antusias</p>
Selasa	Minggu 4	This is how you do it!	Students of class IX C	Menjelaskan kepada siswa mengenai

26 September 2023		Procedure Text		<p>materi yang akan di pelajari</p> <p>Mengajak siswa berdiskusi mengenai materi yang di pelajari</p> <p>Mengajak siswa membuka Website blog sesuai dengan materi</p> <p>Respon belajar siswa terlihat seperti biasa</p>
Jumat 29 September 2023	Minggu 4	This is how you do it! Procedure Text	Students of class IX A	<p>Di pertemuan ke dua siswa sangat antusias belajar menggunakan A Webtoon, banyak siswa mempelajari,</p> <p>Siswa aktif maju kedepan kelas untuk menuliskan kosa kata yang mereka temukan beserta synonym dan antonymnya, fill the blank</p>
Jumat 29 September 2023	Minggu 4	This is how you do it! Procedure Text	Students of class IX C	Respon siswa terlihat bosan ketika baru memulai pembelajaran
Senin 2 Oktober 2023	Minggu 5	This is how you do it! Procedure Text	Students of class IX A	Respon siswa cukup aktif ketika melakukan pembelajaran

Selasa 3 Oktober 2023	Minggu 5	This is how you do it! Procedure Text	Students of class IX C	Respon siswa sedikit pasif dan pembelajaran kurang kondusif
9 Oktober – 14 Oktober 2023	Minggu 6	Jeda Semester		
Senin 16 Oktober 2023	Minggu 7	Everybody is always in the middle of something	Students of class IX A	Siswa banyak bertanya dan aktif di kelas
Selasa 17 Oktober 2023	Minggu 7	Everybody is always in the middle of something	Students of class IX C	Siswa kurang antusias dengan pembelajaran
Selasa 17 Oktober 2023	Minggu 7	Melaksanakan Uji Try Out Soal Reading Post-Test	Students of class IX D	Kegiatan dilakukan dengan kondusif
Jumat 20 Oktober 2023	Minggu 7	Everybody is always in the middle of something	Students of class IX A	Siswa cukup antusias dengan pembelajaran
Jumat 20 Oktober 2023	Minggu 7	Everybody is always in the middle of something	Students of class IX C	Siswa kurang antusias dikarenakan sedikit membosankan dan berada di jam akhir
23 Oktober – 28 Oktober	Minggu 8	Kegiatan Bulan Bahasa		
Senin 30 Oktober 2023	Minggu 9	Melaksanakan Post Test di kelas IX A	Students of class IX A	Kegiatan dilakukan

				dengan kondusif
Selasa 31 Oktober 2023	Minggu 9	Melaksanakan Post Test di kelas IX C	Students of class IX C	Kegiatan dilakukan dengan kondusif
Rabu 8 November 2023	Minggu 12	Melaksanakan Perpisahan	Kepala Sekolah dan Guru Pamong	Melakukan pamitan dan mengucapkan terimakasih atas kesempatan yang telah di berikan untuk melaksanakan penelitian



DOCUMENTATION



Documentation of Experimental Class





Documentation of Control Class





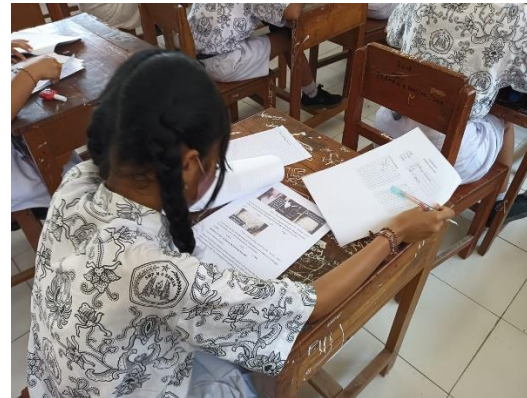
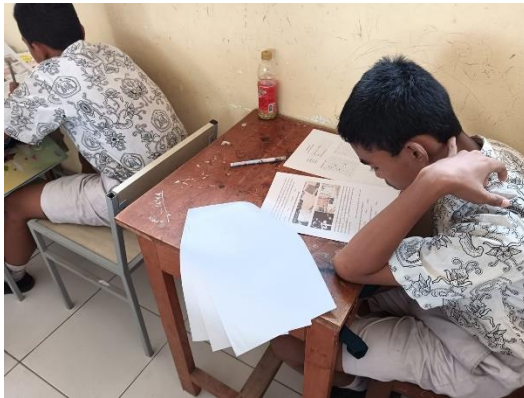
Documentation of Post Test Activities of Experimental Class



Documentation of Post Test Activities of Control Class



Documentation of Try-Out Activities Grade IX B



Documentation of Try-Out Activities Grade IX D

