APPENDICES

Appendix 1. Permission Letter

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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 : 1603/UN48.7.1/DT/2020   17 Juli 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Singaraja

di Singaraja

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

Nama	:	Made Trisna Cahyani
NIM	:	1612021043
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2020/2021
Judul	:	The Impact of Infographic towards EFL Learners' Reading Comprehension in Jigsaw Setting

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

a.n. Dekan,
Wakil Dekan I,

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

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

Appendix 2. Research Letter

PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 1 SINGARAJA
Jl. Pramuka No. 4 Singaraja, Telp. (0362) 22144, Fax (0362) 32193
http://smansasingaraja.sch.id Email: info@smansasingaraja.sch.id

SURAT KETERANGAN
No. 849/447/SMAN.1.SGR/2021

Yang Bertandatangan dibawah ini :

Nama	:	I Putu Eka Wilantara, M.Pd
NIP	:	19740718 1999031005
Jabatan	:	Kepala SMA Negeri 1 Singaraja

Menerangkan dengan sebenarnya bahwa nama dibawah ini :

Nama	:	Made Trisna Cahyani
NIM	:	1612021043
Fakultas	:	Bahasa dan Seni
Jurusan	:	Bahasa Asing
Program Studi	:	Bahasa Inggris
Fakultas	:	Bahasa dan Seni Undiksha
Judul Skripsi	:	*The Impact of Infographics towards EFL Learners' Reading Comprehension in an Online Jigsaw-Based Reading Instruction at SMA Negeri 1 Singaraja.*

Memang benar telah melakukan kegiatan penelitian pada tanggal 10 September s.d 27 Oktober 2020 di SMA Negeri 1 Singaraja.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagai mestinya.

Singaraja, 28 Januari 2021
Kepala SMA Negeri 1 Singaraja

I Putu Eka Wilantara, M.Pd
Pembina Tk I/IVa
NIP. 19740718 1999031005

Appendix 3. Blueprint Post Test before Try Out

BLUE PRINT

(INSTRUMENT)

Material   : Recount Text (Biography)

KD   :

3.7 Differentiating the social function, text structure, and language features of recount text about experience/event in the context of its use.

4.7 Catching the meaning contextually of written or spoken recount text about experience/event.

Techniques   : Multiple Choice-test

Level of Reading Comprehension/Cognitive Demands (Barret Taxonomy)	Skills	Items	Number of items	Percentage	L/H
Literal Comprehension	Recognition or recall of details	3, 6	12		L
	Recognition or recall of main ideas	1, 11			L
	Recognition or recall of sequence	4, 7			L
	Recognition or recall comparisons	13, 17			L
	Recognition or recall of cause-effect relationships	9, 14		36% LOTS Questions	L
	Recognition or recall of character traits	2, 8			L
Reorganization	Outlining	5, 12	5		L
	Summarizing	10, 15, 35			L
Inferential Comprehension	Inferring supporting details	18, 23	17		H
	Inferring main ideas	16, 24, 42			H

	Inferring sequence	29, 39			H
	Inferring comparisons	36, 43			H
	Inferring cause-effect relationships	37, 44			H
	Inferring character traits	25, 38			H
	Predicting outcomes	19, 41			H
	Interpreting figurative language	20, 40			H
Evaluation	Judgment of fact and opinion	22, 32, 46	9		H
	Judgment of adequacy and validity	21, 45			H
	Judgment of appropriateness	26, 30		64% HOTS Questions	H
	Judgment of worth, desirability, and acceptability	27, 31			H
Appreciation	Emotional response to the text	34, 47	4		H
	Identification with characters or incidents	28, 33			H
Total number of items			47		

Note:

L: Lower-order cognitive processes/Low order-thinking skill

H: Higher-order cognitive processes/High order thinking skill

Read the text carefully and answer questions for number 1-5!

Text 1

Queen Elizabeth II

Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries but lives in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds enormous power over her 129 million subjects, but rarely gets involved with politics. She is a hard-working Queen who has adapted to world changes over six decades.

Elizabeth was born in London in 1926. She was third in line to the throne and never expected to become queen. She was on safari in Kenya when she received news that her father had died and she was the new Queen. She was crowned in 1953 and soon after the ceremony she went on a six-month world tour to visit her people.

Elizabeth has many other positions besides being a monarch. She is Head of the Commonwealth (the collection of 16 nations), Supreme Governor of the Church of England, Chief of Fiji, and head of many parts of the UK armed forces. She married a Greek prince in 1947. Her husband is known as the Duke of Edinburgh.

Elizabeth has always taken her position as Queen extremely seriously. She has never given a press interview, and no one knows her political views. She has been the ultimate professional throughout her working life. Even her dress has stayed conservative. She is famous for her plain-colored coats. She continues to attend many cultural events as part of her public role.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/q/queen_elizabeth.html

1. What does the first paragraph tell about? **(Recalling main ideas)**

   a. the hard-working queen.

   b. the queen of sixteen countries.

   c. the head of the Commonwealth.

   d. the enormous queen with many positions.

   e. the well-known queen throughout the world.

2. Based on paragraph 1, what is Queen Elizabeth II's trait? **(Recalling character traits)**

   a. She is an embarrassing queen.

b. *She is a hardworking queen.*

c. She is an interesting queen.

d. She is a frightening queen.

e. She is an inspiring queen.

3. The following statement is **incorrect** about Queen Elizabeth II… **(Recalling details)**

a. She is the wife of the Duke of Edinburgh.

b. She is a supreme governor of England.

c. She is a queen of the Commonwealth.

d. She is the second in line to the throne.

e. She is the queen of sixteen countries.

4. What did happen after Queen Elizabeth knew that her father died? **(R. sequence)**

a. She became the new queen.

b. She married to Greek Prince.

c. She lived in the United Kingdom.

d. She went on safari in Kenya.

e. She did a press interview.

5. The text entitle "Queen Elizabeth II" has four paragraphs. Match the correct main idea (in the right side) with its corresponding paragraph (in the left side) and then choose one among a, b, c, d, or e! (**Outlining type 1**)

Paragraph	Main Idea
1st Paragraph…	1) Elizabeth II unpredictably became a queen.
2nd Paragraph…	2) She worked professionally as a queen.
3rd Paragraph…	3) She is famous for her plain-colored coats.
4th Paragraph…	4) Queen Elizabeth II is well known all over the world.
	5) She is not only being a queen but also occupying many positions.

a. 4-1-5-2

b. 4-1-3-5

c. 4-2-3-1

d. 4-3-2-5

e. 4-5-1-2

Read the text carefully and answer questions for number 6-10!

Text 2

Ellen Johnson Sirleaf

Ellen Johnson Sirleaf who was born in 1938, became President of Liberia in 2005. She was Africa's first-ever elected female head of state. She has the nickname "Iron Lady" because of her iron will and determination. She also actively campaigns for women's rights. Before taking office as president, she worked for the World Bank and was vice president of Citibank Africa.

Johnson Sirleaf went to the top schools in the Liberian capital Monrovia. She was a very bright and diligent student. Her family moved to the USA, where she got her Bachelor's degree in accounting. She had a head for figures. In 1971, she graduated from Harvard University with a Master's in Public Administration. She was now equipped to help her poor country.

Ellen returned to Liberia and worked hard in several government positions and soon became the Assistant Minister of Finance. In 1980, a coup forced Johnson Sirleaf into exile in Kenya. She returned home to run for the Senate in 1985. However, when she spoke out against the military regime, she was put in prison. After her release, she fled to America.
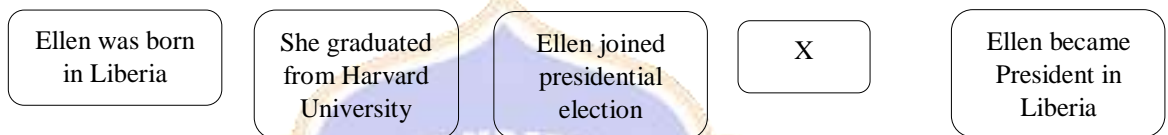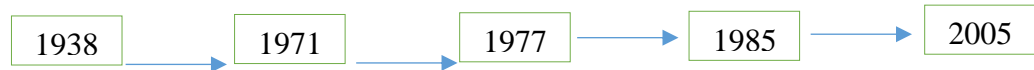
She returned to Liberia in 1997 to run in the presidential election. She got only 10% of the votes. She continued to play an active role in politics. She contested the 2005 elections and beat her rival, the soccer player George Weah. She wants Liberia to "become a brilliant beacon, an example to Africa and the world of what love of liberty can achieve".

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/e/ellen_johnson_sirleaf.html

6. Which one of the following statements is TRUE about Ellen Johnson Sirleaf? **(recalling details)**

   a. She was a teacher of a top school in Monrovia.

b. She worked as president of Citibank Africa.

c. She won the presidential election in 1997.

d. She has never lived in the United State.

e. *She was forced into exile in Kenya.*

7. Which of the following statement is suitable to fulfill the X below? **(recalling sequence)**

| 1938 | → | 1971 | → | 1977 | → | 1985 | → | 2005 |

| Ellen was born in Liberia | She graduated from Harvard University | Ellen joined presidential election | X | Ellen became President in Liberia |

a. She moved to USA with her family.

b. *She returned home from her exile.*

c. She worked in the world bank.

d. She studied accounting.

e. She was put in prison.

8. Based on the biography text above, how was Ellen when she was as a student in Harvard University? **(Recalling traits)**

a. She was lazy.

b. She was nice.

c. *She was diligent.*

d. She was powerful.

e. She was energetic.

9. Why Ellen Johnson Sirleaf got the nickname "Iron Lady"? **(Recalling cause and effect)**

a. because of her active role in politics

b. because of her achievement as a student

c. *because of her iron will and determination*

d. because of her campaign for women's rights

e. because of her status as the first female president

10. What is the biography above mainly about? (**Summarizing**)

a. *Ellen's life before she was elected as the President of Liberia.*

b. Ellen's effort to spoke out to the military regime.

c. Ellen's positions in some of her occupations.

d. Ellen's roles in the political field.

e. Ellen's educational background.

Read the biography text carefully and answer question number 11-15!

Text 3

William Henry Gates III

William Henry Gates III was born on October 28, 1955. He is one of the world's richest people and perhaps the most successful businessman ever. He co-founded the software giant Microsoft and turned it into the world's largest software company. He is the best-known entrepreneur of the PC revolution. He has also written two best-selling books and started his own charity with his wife.

Gates was fascinated with electronics from a young age. In 1975 he read about a small technology company. He contacted them to see if they were interested in a computer program he had written. This led to the creation of Microsoft. Gates later struck a deal with IBM that put Microsoft's Windows on IBM computers. This deal made Microsoft a major player in the IT industry.

Gates was in charge of Microsoft from 1975 until 2006. He was an active software developer at the beginning. He had a vision that computers could change everyone's life. He helped make this vision come true and developed many products that are now part of modern life. His management style has been studied and copied around the world.

Gates stepped down as Microsoft CEO in June 2008. He now spends his time with his wife, Melinda, focusing on their charitable foundation. They provide funds for global problems that are ignored by governments and other organizations. 'Time' magazine voted Gates as one of the biggest influences of the 20th Century. Scientists named the Bill Gates flower fly after him.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/b/bill_gates.html

11. What is the third paragraph mainly about? **(recalling main ideas)**

    a. *Gate's life from 1975 until 2006.*

    b. Gate's vision to change everyone's life.

    c. Gate's role as an active software developer.

    d. Gate's product that is a part of modern life.

    e. Gate's management style in managing Microsoft.

Question for no 12!

12. The text entitle "**William Henry Gates III**" has four paragraphs. Match the correct main ideas (in the right side) with its corresponding paragraph (in the left side) and then choose one among a, b, c, d, or e!

Paragraph	Main Idea
1st Paragraph…	1) Gate's life from 1975 until 2006.
2nd Paragraph…	2) Gate's activity after he stepped down as Microsoft CEO.
3rd Paragraph…	3) One of the richest people in the world.
4th Paragraph…	4) Gate's management style in managing Microsoft.
	5) The beginning of Microsoft's development.

    a. 3-1-2-4

    b. 3-1-5-4

    c. 3-2-4-5

    d. 3-4-1-2

    e. *3-5-1-2*

13. What is the difference between Gates' life before and after he stepped down as Microsoft CEO? **(recalling comparisons)**

    a. *Gates was fascinated with electronics before he stepped down as the CEO but he focused more on charity after he stepped down.*

    b. Gates was fascinated as a writer before he stepped down as the CEO but he focused more on creating computers after he stepped down.

    c. Gates was fascinated as an entrepreneur before he stepped down as the CEO but he focused more on selling his books after he stepped down.

    d. Gates was fascinated with technology before he stepped down as the CEO but he focused more on doing business after he stepped down.

    e. Gates was fascinated with the computer program before he stepped down as the CEO but he focused more on developing software after he stepped down.

14. Why did Gates contact a small technology company? **(recalling cause-effect relationships)**

    a. because he wanted to be a software developer at Microsoft

    b. because he wanted to sell the books he had written

    c. *because he wanted to offer his computer program*

    d. because he wanted to focus on his own charity

    e. because he wanted to develop many products

15. What does the text tell about? **(summarizing)**

    a. Bill Gates' books.

    b. *Bill Gates' career.*

    c. Bill Gates' programs.

    d. Bill Gates' charity.

    e. Bill Gates' wife.

Read the following biography text and answer questions from number 16-22!

Text 4

Sergey Mikhailovich Brin

Sergey Mikhailovich Brin is famous for revolutionizing the world of Internet search engines. He co-founded Google with his research partner Larry Page. The whole world knows about Google, but perhaps knows little about Sergey Brin. He is the President of Technology at Google and takes an active role in shaping the company's future. He is the fourth-youngest billionaire in the world.

Brin was born in Moscow in 1973. Both his mother and father were mathematicians, which might explain Sergey's genius for numbers and formula. Brin and his family immigrated to the United States when he was six. He attended a Montessori school and his father developed his interest in math. He graduated from university in 1993 with a degree in math and computer science.

Brin finished his master's degree in computer science at America's prestigious Stanford University. He started his Ph.D. on the processes and calculations that search engines use. He teamed up with Larry Page and they wrote a paper that became the blueprint for Google. He put his studies aside to focus on his new business project. Therefore, it made him quite well-off.

Although Brin's 'official' salary is just over $43,000 a year, he has a personal fortune of $18.5 billion. He has expanded his business interests into other areas of technology and movie production. In 2008, he invested $5 million in a space tourism company. He is also an investor in Tesla Motors, which is developing a long-range electric car.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: https://famouspeoplelessons.com/s/sergey brin.html

16. What does the first paragraph mainly discuss? **(inferring main ideas)**

    a. the genius person in mathematics.

    b. the only one investor in Tesla Motors.

    c. the President of Technology at Google.

    d. the fourth-youngest billionaire in the world.

    e. *the famous person for revolutionizing search engines.*

17. What is the similarity between Brin and his father? **(Recalling comparisons)**

    a. Both of them are fascinated with business.

    b. Both of them are interested in technology.

    c. Both of them graduated from university.

    d. Both of them took a master's degree.

    e. Both of them mastered mathematics.

18. How is Brin's fortune compared to his annual official salary? **(inferring supporting details)**

    a. His fortune is 50 times greater than his official salary.

    b. His fortune is 200 times greater than his official salary.

    c. His fortune is 400 times greater than his official salary.

    d. His fortune is 800 times greater than his official salary.

    e. His fortune is 1000 times greater than his official salary.

19. What might have happened if Brin had not built Google? **(predicting outcomes)**

    a. He would have not met Larry Page.

    b. He would have not become a famous person.

    c. He would have not invented internet search engines.

    d. He would have not invested in technology business.

    e. He would have not become a billionaire at a young age.

20. "It made him quite well-off" (paragraph 3). What does the underlined word mean? **(figurative language)**

    a. *rich*

    b. lucky

    c. successful

    d. humble

    e. arrogant

21. Which of the following statement best describes that Brin is a genius person? **(judgment of adequacy and validity)**

    a. He received a personal fortune of $18.5 billion.

    b. He expanded his business into movie production.

    c. He created a blueprint for internet search engines.

    d. He became the investor in the electric car business.

    e. He invested $5 million in a space tourism company.

22. The following statements are fact about Brin, **except… (judgment of fact or opinion)**

    a. Both his mother and father were mathematicians.

    b. In 2008, he invested $5 million in a space tourism company.

    c. The whole world knows about Google, but perhaps knows little about Sergey Brin.

    d. He graduated from university in 1993 with a degree in math and computer science.

    e. Brin finished his master's degree in computer science at America's prestigious Stanford University.

Read the text carefully to answer questions number 23-28!

Text 5

Donald Trump

Donald John Trump is an American businessman and politician. He is also the 45th president of the United States of America. He was the chairman and president of The Trump Organization, which looks after his real estate and other business interests. He has built office towers, hotels, casinos, and golf courses all over the world. He has also hosted a reality TV show and owned beauty pageants.
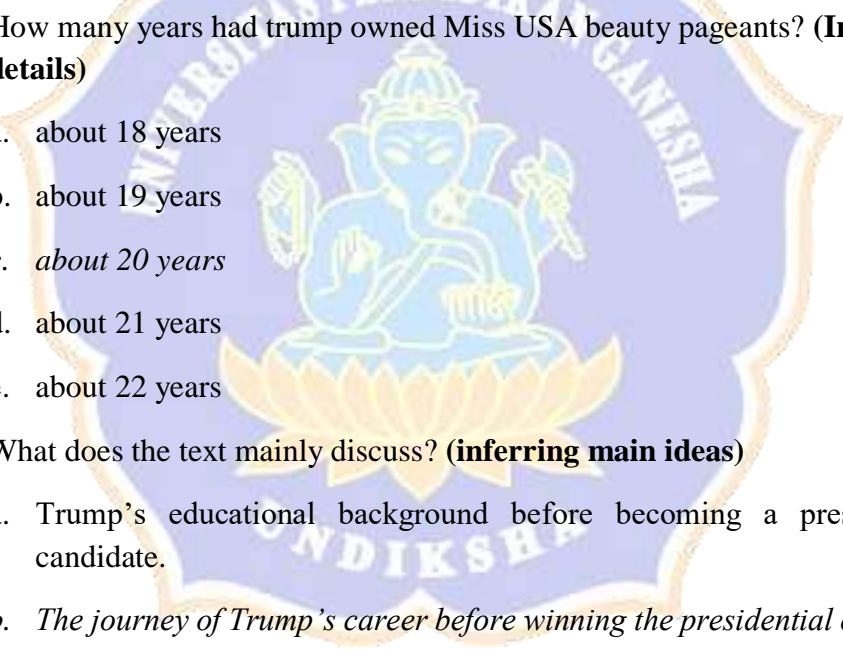
Donald J. Trump was born on June 14, 1946. He was raised in New York City, the second youngest child of five children. He studied at the University of Pennsylvania and received a bachelor's degree in economics. In 1971 he was given control of his father's real estate and construction firm and later renamed it The Trump Organization. His success as a businessman made him a billionaire.

Donald Trump has had a very varied career. He owned the Miss USA beauty pageants from 1996 to 2015. He has made cameo appearances in movies and

television series and hosted a reality TV show from 2004 to 2015. In 2016, the wealth and business magazine Forbes listed him as the 324th wealthiest person in the world.

In June 2015, Trump announced his candidacy for President. He defeated his rivals to become the Republican Party candidate and promised to "make America great again". He won the presidential election on November 8, 2016, defeating the Democratic candidate Hillary Clinton. He took office on January 20, 2017. At 70 years, 7 months, and 6 days, he was the oldest person to do so.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/d/donald-trump.html

23. How many years had trump owned Miss USA beauty pageants? (**Inferring details**)

    a. about 18 years

    b. about 19 years

    c. *about 20 years*

    d. about 21 years

    e. about 22 years

24. What does the text mainly discuss? (**inferring main ideas**)

    a. Trump's educational background before becoming a presidential candidate.

    b. *The journey of Trump's career before winning the presidential election.*

    c. The chronology when Trump defeated the Democratic candidate.

    d. Trump's journey as a businessman and politician.

    e. The list of Trump's fortune in the United States.

25. "He defeated his rivals to become the Republican Party candidate …" (Paragraph 4). What do you think about Trump? (**inferring character traits**)

    a. He is a hard-working person.

    b. He is a responsible person.

c. He is a disciplined person.

d. He is a persistent person.

e. *He is a powerful person.*

26. Which sentence of the text best describes Trump as a billionaire? **(judgment of appropriateness)**

    a. *He has built office towers, hotels, casinos, and golf courses in the world.*

    b. He has received a bachelor's degree at the University of Pennsylvania.

    c. He has defeated his rivals to become the Republican Party candidate.

    d. He has made cameo appearances in movies and television series.

    e. He has led America as a president at the age of 70 years old.

27. What value can you take from Trump's biography? **(judgment of worth)**

    a. Keep a low profile when you are having a good position.

    b. *Keep trying to always be productive until old age.*

    c. Keep trying to become a successful businessman.

    d. Treat others as one would like to be treated.

    e. Be proud of your achievements.

28. "He won the presidential election on November 8, 2016. At 70 years, 7 months, and 6 days, he was the oldest person to do so" (paragraph 4)

    What did you feel if you were in Trump's position? **(Identification with character or incidents)**

    a. *Proud*

    b. Aspiring

    c. Arrogant

    d. Ambitious

    e. Motivated

Read the following text and answer the questions for number 29-34!

Text 6

Barack Obama

Barack Obama is the 44th President of the United States of America. He is also the winner of the 2009 Nobel Peace Prize. He made history in 2008 when he won the U.S. presidential election. He is the first African American to be President. Obama's charisma, intelligence, and powerful speeches have made him extremely popular with many Americans. He has been very successful with his message for change.

Obama was born in Hawaii in 1961 to a black Kenyan father and white American mother. His parents divorced and his mother married an Indonesian man. Barack's family moved to Indonesia in 1967. He attended schools in Jakarta until he was ten years old when he returned to Hawaii. Obama majored in political science and international relations at Columbia University in New York.

After four years in New York, Obama moved to Chicago. There, he worked as the director of a community project from 1985 to 1988. He entered Harvard Law School and became the first black president of the Harvard Law Review. Obama taught law at the University of Chicago Law School for twelve years. He became an Illinois Senator in 1996.

In 2004, Obama was elected as a U.S. Senator. He supported legislation on conservation, energy, immigration, and honest leadership. Obama is currently battling with serious issues with the economy. He beat Mitt Romney to win a second term in office, despite a poor economy and high unemployment. He thanked voters by promising to spend his second term honoring their support, saying: "There's a lot more work to do."

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/b/barack_obama.html

29. Which one of the following statements is suitable to fulfill the blank space below? **(inferring sequence)**

1961	Obama was born
1967	Obama moved to Indonesia
1986	**(29)…**
2004	Obama was elected as Senator in the US
2008	Obama won the presidential election

a. Obama's parents decided to divorce.

b. Obama and his family moved to Chicago.

c. *Obama was a director of a community project.*

d. Obama studied political science and international relations.

e. Obama taught law at the University of Chicago Law School.

30. What qualification made Obama most appropriate as a President? **(judgment of appropriateness)**

a. His family background.

b. His charisma and powerful speeches.

c. His promise to make the U.S better than before.

d. His educational background at Harvard University.

e. *His experiences and participation as a senator in the U.S.*

31. What can you learn from Obama's life? **(judgment of worth)**

a. Stay focus on what you want.

b. Keep trying to be a nice person.

c. Be responsible for what you say and do.

d. Be humble and never think you are better than others.

e. *Never give up even we have a broken family background.*

32. Which one of the following statements refers to an opinion about Obama**? (judgment of fact or opinion)**

a. He made history in 2008 when he won the U.S. presidential election.

b. He worked as the director of a community project from 1985 to 1988.

c. Obama taught law at the University of Chicago Law School for twelve years.

d. Obama was born in Hawaii in 1961 to a black Kenyan father and white American mother.

e. *Obama's charisma, intelligence, and powerful speeches have made him extremely popular with many Americans.*

33. Which event told in the text made you feel empathy for Obama's life? **(identification of characters or incident)**

   a. When he won his second term in office.

   b. *When his parents decided to divorce.*

   c. When he became an Illinois Senator.

   d. When he was elected as president.

   e. When he moved to Indonesia.

34. Which part of the biography text above makes you feel proud of Obama? **(emotional response to the text)**

   a. The first sentence of paragraph 2

   b. The second sentence of paragraph 2

   c. The third sentence of paragraph 3

   d. *The fourth sentence of paragraph 4*

   e. The fifth sentence of paragraph 4

Read the following text and answer the questions from number 35-41!

Text 7

Mark Elliot Zuckerberg

Mark Elliot Zuckerberg was born on May 14th, 1984. He is the creator of the social media site Facebook. He was a star student at school, winning prizes in astronomy, maths, and physics. He also excelled in Classical studies. He studied Psychology and Computer Science at Harvard University, which is where he created Facebook. His invention led to his becoming Time magazine's Person Of The Year for 2010.

Zuckerberg excelled in everything he did in his youth. He was captain of the school fencing team, spoke many languages, and was a highly skilled computer programmer. While other kids played computer games, he designed them. He created his first network while in high school to connect all of the computers in his father's dental surgery. He also built a media player which attracted the interest of Microsoft and AOL.

Zuckerberg started at Harvard in September 2002. In his first year, he created Facemash, a Facebook predecessor, that let students select the college's best-looking people from a selection of photos. He launched Facebook from his Harvard

room in February 2004. It was the start of a rollercoaster ride that would connect half a billion people worldwide and make him the world's youngest billionaire.

Mark Zuckerberg is now one of the most influential people on the planet. He has dined with the president of the USA and regularly attends global economic summits and technology forums. He stated: "The thing I really care about is the mission, making the world open." In 2010, Zuckerberg signed a promise called the "Giving Pledge", in which he promised to donate at least half of his life wealth to charity.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved August 2, 2020, from Famous People: http://www.famouspeoplelessons.com/m/mark-zukerberg.html

35. What does the text tell about? **(summarizing)**

   a.   The success of Mark Zukerberg.

   b.   The invention of Facebook.

   c.   The reason why Facebook was created.

   d.   Mark Zuckerberg's invention.

   e.   *Mark Zuckerberg's wonderful life.*

36. What is the comparison between people's life before and after the launching of Facebook? **(Inferring comparisons)**

   a.   People communicated easily before the launching of Facebook but now a half of billion people are difficult to find information about an individual.

   b.   *People were limited to connect with each other before the launching of Facebook but now a half of billion people connect with each other easily.*

   c.   People were more addicted to social media before the launch of Facebook but now they use social media effectively.

   d.   People were more open to worldwide before the launching of Facebook but now people are more private.

   e.   People were more knowledgeable about technology before the launching of Facebook but now people are less awareness of technology.

37. The effect of the invention of Facebook are, **except**… **(inferring cause-effect)**

    a. Mark Zukerberg becomes one of the most influential people on the planet.

    b. People are easier to connect with each other around the world.

    c. People are more active in using social media.

    d. Mark Zukerberg becomes one of the youngest billionaires.

    e. *Students are less facilitated in selecting the college's best-looking people.*

38. "While other kids played computer games, he designed them" (paragraph 2)

    What can you infer about Mark Zukerberg from this sentence? **(Inferring character traits)**

    a. He is artistic.

    b. *He is creative.*

    c. He is individualistic.

    d. He is egoistic.

    e. He is selfish.

39. What did Mark Zukerberg do in 2003? **(inferring sequence)**

    a. He created a music media player.

    b. He signed a contract with Microsoft.

    c. *He designed Facebook completely.*

    d. He created his Facemash to the world.

    e. He finished his third year at Harvard University.

40. "It was the start of a rollercoaster ride that…" (paragraph 3). What does the idiom mean? **(figurative language)**

    a. An amusement park attraction that consists of a light railroad track.

    b. *A period of drastic changes that occur without warning.*

    c. A small railway at a fair that goes up and down.

    d. An experience of getting something good.

e. A type of railway with an open car.

41. What might have happened if Mark had not launched Facebook to the world? **(predicting outcomes)**

   a. *Half of billion people worldwide would have not connected each other.*

   b. He would have not donated half of his life wealth to charity.

   c. The president would have not invited him to dine together.

   d. Microsoft would have not been interested in his invention.

   e. He would have not studied at Harvard University.

Read the text carefully and answer questions number 42-47!

Text 8

President of Argentina

Cristina Kirchner (born February 19, 1953) is an Argentine lawyer and the current President of Argentina. She is the wife of former President Nestor Kirchner. Before she became president, she was a Senator for Buenos Aires and First Lady during her husband's term. She swept to power in October 2007. She crushed the other candidates, with a 22% lead over her nearest rival.

Kirchner briefly started out in politics in the 1970s. However, due to the authoritarian rule in her country, she dropped out to practice law. She re-entered politics in the late 1980s and in 1995, she became a senator. She was a guiding light behind her husband's successful presidential campaign in 2003. She gained a reputation for being a strong speaker and won many admirers.

Kirchner is Argentina's second female president. She is the first wife in any country's history to be elected to succeed her husband as a leader. She is often compared to Eva 'Evita' Peron but always rejects the comparisons. She once said the only similarity is "the hair in a bun and the clenched fist before a microphone".

Kirchner immediately faced some mighty challenges upon taking power. She had to tackle high inflation, unions demanding higher salaries, corruption, and a credit crisis. She introduced some very unpopular taxes and her popularity nosedived. A poll taken in April 2008 showed her disapproval rating was at 61.8%. She needs to dig deep to turn around her country's economy and her own political fortunes.

Source: Banville, S. (2008-2017). *Famous People*. Retrieved October 26, 2020, from Famous People: http://www.famouspeoplelessons.com/c/cristina_kirchner.html

42. What is the main idea of the second paragraph? (**Inferring main ideas**)

    a. *Cristina's participation in the political field.*

    b. Cristina's journey when becoming a Senator.

    c. Cristina's experiences in participating Senator.

    d. Cristina's authoritarian rule in the political field.

    e. Cristina's contribution to the success of her presidential campaign.

43. The similarity between Cristina Kirchner and her husband are, except… (**Inferring comparisons**)

    a. Both of them were the President of Argentina.

    b. Both of them were interested in politics.

    c. *Both of them were a lawyer.*

    d. Both of them were very popular.

    e. Both of them were influential in politics.

44. Why did a poll taken in April show a big disapproval (61.8%) towards Cristina? (**Inferring cause-effect**)

    a. Because she tried to tackle high inflation, unions demanding higher salaries, corruption, and a credit crisis.

    b. *Because she announced some very unpopular taxes to tackle the problem in Argentina.*

    c. Because she could handle all-economy problems that happened in Argentina.

    d. Because she helped her husband to win the presidential election.

    e. Because she was not good enough rather than Eva Evita Paron.

45. Which of the following statement best illustrates that Cristina Kirchner is a powerful woman? (**Judgment of adequacy**)

    a. *She is the first wife in any country's history to be elected to succeed her husband as a leader.*

    b. She got a poll in 2008 from the public at 61.8%. that showed her disapproval rating.

c. She is often compared to Eva 'Evita' Peron but always rejects the comparisons.

d. She dropped out to practice law due to the authoritarian rule in her country.

e. She introduced some very unpopular taxes and her popularity nosedived.

46. Which one of the following statements is an opinion about Cristina Kirchner? **(Judgement of fact and opinion)**

a. She is the wife of former President Nestor Kirchner.

b. Kirchner briefly started out in politics in the 1970s.

c. A poll taken in April 2008 showed her disapproval rating was at 61.8%.

d. She was a guiding light behind her husband's successful presidential campaign in 2003.

e. *She once said the only similarity with Eva Pevita is that "the hair in a bun and the clenched fist before a microphone".*

47. Which part of the text make you admire Cristina? **(Emotional response to the text)**

a. When Cristina introduced some very unpopular taxes to the public.

b. When Cristina's popularity nosedived due to the polling.

c. *When Cristina became the second female president.*

d. When Cristina was compared with Eva Evita Paron.

e. When Cristina decided to drop out to practice law.

Appendix 5. Content Validity and Reliability

a) Content Validity

Expert Judge Sheet

(Instrument Validation)

Expert Judge II : I Nyoman Pasek Hadisaputra, S. Pd., M. Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

20	✓		
21	✓		
22	✓		
23		✓	trump. Mistyped. Please revise.
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		
41	✓		
42	✓		

43	✓		
44	✓		
45	✓		
46	✓		
47	✓		
48			
49			
50			

Singaraja, 12 November 2020

Pembahas II

I Nyoman Pasek Hadisaputra, S. Pd., M. Pd.
NIP. 19780918 200604 1 001
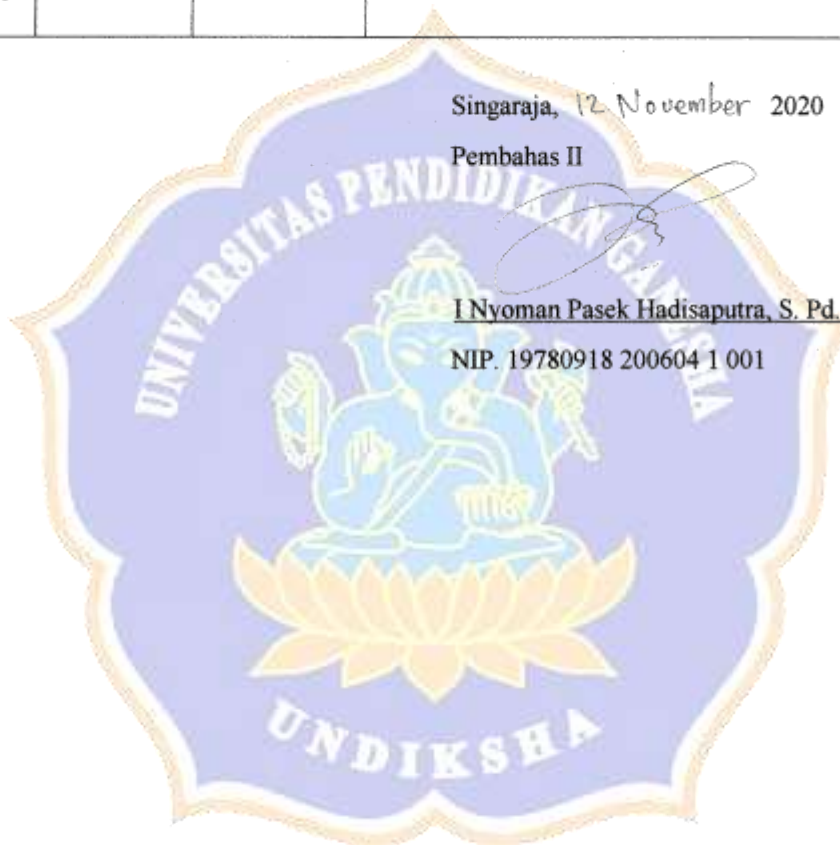
Expert Judge Sheet

(Instrument Validation)

Expert Judge I : I Putu Ngurah Wage Myartawan, S.Pd., M.Pd

No	Response			Comments
	Relevant	Irrelevant		
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			Change the position of the table
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			Paraphrase the option
12	✓			
13	✓			
14	✓			
15	✓			
16	✓			
17	✓			

18	✓			
19	✓			
20	✓			
21	✓			
22	✓			
23	✓			
24	✓			
25	✓			
26	✓			
27	✓			
28	✓			
29	✓			
30	✓			
31	✓			
32	✓			
33	✓			
34	✓			fix option B.
35	✓			
36	✓			

37	✓			
38	✓			
39	✓			
40	✓			Fix the option D
41	✓			
42	✓			
43	✓			
44	✓			
45	✓			
46	✓			
47	✓			
48				
49				
50				

Singaraja, 5 November 2020

Pembahas I

I Putu Ngurah Wage Myartawan, S.Pd., M.Pd

NIP. 19821005 200604 1 005

b) Reliability

Reliability test: 0.95

Table 2. Reliability Test in Anatez

No Item	Index of Discrimination	Index of Difficulty	Decision
1	0.30	Easy	Dropped
2	0.40	Easy	Accepted
3	0.80	Easy	Accepted
4	0.30	Very easy	Dropped
5	0.70	Intermediate	Accepted
6	0.80	Intermediate	Accepted
7	0.50	Easy	Accepted
8	0.20	Very easy	Dropped
9	0.10	Very easy	Dropped
10	0.30	Easy	Dropped
11	0.80	Intermediate	Accepted
12	0.60	Intermediate	Accepted
13	0.70	Easy	Accepted
14	0.80	Intermediate	Accepted
15	0.20	Very easy	Dropped
16	0.70	Intermediate	Accepted
17	0.60	Easy	Accepted
18	0.80	Hard	Accepted
19	0.50	Intermediate	Accepted
20	0.80	Intermediate	Accepted
21	0.70	Intermediate	Accepted
22	0.80	Intermediate	Accepted
23	0.40	Hard	Accepted
24	0.30	Intermediate	Dropped
25	0.70	Hard	Accepted
26	-0.10	Very easy	Dropped
27	0.80	Intermediate	Accepted
28	0.40	Easy	Accepted
29	0.50	Easy	Accepted
30	0.60	Intermediate	Accepted
31	0.40	Intermediate	Accepted
32	0.50	Easy	Accepted
33	0.40	Easy	Accepted
34	0.30	Intermediate	Dropped
35	0.80	Intermediate	Accepted
36	0.60	Easy	Accepted
37	0.70	Intermediate	Accepted
38	0.30	Very easy	Dropped
39	0.70	Intermediate	Accepted
40	0.40	Easy	Accepted
41	0.20	Very easy	Dropped

42	0.70	Intermediate	Accepted
43	0.50	Easy	Accepted
44	0.20	Easy	Dropped
45	0.40	Intermediate	Accepted
46	0.40	Very easy	Accepted
47	0.50	Intermediate	Accepted
		Total Dropped Item	**: 12 items**
		Total Accepted Item	**: 35 items**

Appendix 5. Blueprint Post Test after Try Out

BLUE PRINT INSTRUMENT

Material   : Recount Text

KD   :

3.7 Differentiating the social function, text structure, and language features of recount text about experience/event in the context of its use.

4.8 Catching the meaning contextually of written or spoken recount text about experience/event.

Level of Reading Comprehension/Cognitive Demands (Barret Taxonomy)	Skills	Items	Number of items	Percentage	L/H
Literal Comprehension	Recognition or recall of details	3, 6	8		L
	Recognition or recall of main ideas	11			L
	Recognition or recall of sequence	7			L
	Recognition or recall comparisons	13, 17			L
	Recognition or recall of cause-effect relationships	14		31% LOTS Questions	L
	Recognition or recall of character traits	2			L

Reorganization	Outlining	5, 12	3		L
	Summarizing	35			L
Inferential Comprehension	Inferring supporting details	18, 23	13		H
	Inferring main ideas	16, 42			H
	Inferring sequence	29, 39			H
	Inferring comparisons	36, 43			H
	Inferring cause-effect relationships	37			H
	Inferring character traits	25			H
	Predicting outcomes	19			H
	Interpreting figurative language	20, 40			H
Evaluation	Judgment of fact and opinion	22, 32, 46	8	69% HOTS Questions	H
	Judgment of adequacy and validity	21, 45			H
	Judgment of appropriateness	30			H

	Judgment of worth, desirability, and acceptability	27, 31			H
Appreciation	Emotional response to the text	47	3		H
	Identification with characters or incidents	28, 33			H
Total number of items			35		

Appendix 6. Lesson Plan Experimental and Control Group

Online Lesson Plan

(Experimental Group)

School	: SMA Negeri 1 Singaraja
Subject	: English
Class/Semester	: X/ I
Academic Year	: 2020/2021
Topic	: Recount Text (Biography)
Time Allocation	: 2 JP
Meeting	:1st meeting
Mode of Lesson	: E-Learning via Schoology
Lesson Structure	: Section Introduction, Section Discussion, Section Groups and Section Worksheet

A. Basic Competency

3.7 Differentiating the social function, text structure, and language features of recount text about experience/event in the context of its use.

4.8 Catching the meaning contextually of written or spoken recount text about experience/event.

B. Indicators

3.7.1   Identifying the social function, text structure, and language features of written recount text about experience/event in the context of its use. **(LOTS)**

4.8.1   Identifying explicit ideas of recount text in the form of biography. **(LOTS)**

4.8.2   Reorganizing ideas of recount text in the form of biography. **(LOTS)**

4.8.3   Inferring implicit ideas of recount text in the form of biography. **(HOTS)**

4.8.4   Making evaluative judgment of recount text in the form of biography. **(HOTS)**

4.8.5 Giving emotional and aesthetic response to the ideas of recount text in the form biography. **(HOTS)**

C. Learning Objectives

1. Through jigsaw I activity and making an infographic using *Canva* application, students are able to identify and reorganize explicit or implicit ideas of biography text.

2. Through answering worksheet individually, students are able to infer implicit idea, make an evaluative judgement, give emotional and aesthetic response to the ideas of biography text.

D. Learning Material

a) **Social Function** : to retell events for the purpose of informing and entertaining.

b) **Generic Structure** :

- **Orientation :**

  It gives information about who was involved, what happened, where it happened and when it happened.

- **Series of Event**

  A series of events ordered in a chronological sequence.

- **Re-orientation**

  A personal comment about the event or what happened in the end.

c) **Language Features**

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Adverbial of time such as a long time ago many years later, one day, etc.

E. Learning Method

Method of learning : Cooperative Learning

Strategy : Jigsaw

Media : Infographic

F. Teaching Media

Media : *Schoology, Canva, Worksheet*

Tools : Laptop/*Smartphone*

G. Learning Sources

Text Biography 1 : Biography of Diana, The Princes of Wales Taken from: Biography

online http://www.biographyonline.net/people/short-bio-princess-diana.html and adapted by Karol Meza

Text Biography 2 : Biography of Marthin Luther King Jr. adapted from https://en.islcollective.com/english-esl-worksheets/search/biography

H. Pre-Orientation of E-Learning Via Schoology Plaftform (DAY 0)

1. The students watch the tutorial of using schoology platform. The tutorial is uploaded through WhatsApp.

2. The students are invited to join the English course through access code.

3. There are several Section Folders in this course, e.i:

   a. Section Folder "Introduction". This section has three sub sections: Pre-Orientation, Introduction and Brainstorming.

   b. Section Folder "Discussion". This section has four sub sections: Division of HG, Division of GE, Text Material, Home Groups and Template.

   c. Section Groups. This section has several sub section: GE 1, GE 2, GE 3, GE 4 and GE 5.

   d. Section Folder "Worksheet". This section has two sub sections: Task 3 and Conclusion

4. When the students start the discussion in their expert group, the students move to Groups: Section GE. The section GE are divided into sub section GE 1, GE 2, GE 3, etc.

5. The students are asked to watch a tutorial about on how to use canva and make an infographic in canva application. The tutorial is uploaded through link in the sub section Pre-Orientation of Section Folder "Introduction".

6. The students are asked to make an infographic about education background. If they have questions, they can ask it in the comment section.

I. Learning Activities
Notes:

1. ⟹ to sign post the section folder in schoology which the learning teaching act are going to be conducted.

2. The teacher should activate chat mode in schoology to help the students, if they need some helps.

1st and 2nd Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME

⟹**(Go to Section Folder "Introduction")**
 	
 1. **Orientation (Sub Section: Introduction)**
   a. Introducing the material and the objective of the lesson to the students
   b. Asking the students to read the description "Introduction" section and explaining to them if they still do not understand it.
 	
 2. **Apperception (Sub section: Brainstorming)**
   a. The students are given some questions to rebuild their prior knowledge about recount text. The questions are:
   Do you know Biography?
   Have you ever read a biography?
   Whose biography that have you read?
   What information that you get from a biography?
   b. Each students respond it through comment section.
	10 minutes

c. The students read the biography text entitled "**Diana, Princess of Wales**" d. The students try to identify **the social function, text structure and the language features** of the previous text through the discussion let by the teacher. e. The students are given an example of infographic related to the previous text based on main ideas and supporting details.	
Main Activities	Time
⇨ **(Go to Section : "Discussion Home Group 1 & 2")** **Step 1: Divide students into groups of 5 persons (Home Groups)** ▪ The students are divided into several groups consisting of 5 students. For example: The students number 1-5 become **Home Group A**. The students number 6-10 become **Home Group B**. etc ▪ The announcement related to the division of jigsaw group can be seen in the description of **Discussion Meeting 1 & 2 Section**. **Step 2: Appoint one student from each group as the leader** ▪ Each group are asked to choose one member as the leader. ▪ The representative of each group should inform the name of their leader in the comment section.	55 minutes

⇒ **(Go to Section : "Discussion Home Group Meeting 1 & 2")**

Step 3: Divide the teaching material into 5 segments

- In this section, the text entitled **Martin Luther King** is given as a teaching material.
- The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.**
- The segments of the text are labelled as paragraph respectively.

Step 4: Assign each student to learn one segment of the text

- Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group.

  For example:

  The student no 1 in Home Group will take paragraph 1. The next student with assigned number 2 will take paragraph 2.
- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

  (note: all instructions are given in the description of Sub Section Discussion Home Group Meeting 1 & 2)

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⇒ **(Go to Section Folder: "Groups", and go to the sub section Discussion**

Meeting 1 & 2)

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher. For example:

  Students no 1 (who get the 1st paragraph, go to the Section GE 1)

  Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⇒ **(Move to "Groups", go to the sub section Discussion**

  Meeting 1 & 2)

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**
- The discussion will be done through texting in the comment section of their breakout group.
- The teacher can enter in each breakout group to monitor the students.

⇒ **(Go to Section Folder "Discussion Home Group)**

  Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.
- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other to fully understand the whole text. (Text: Martin Luther King)
- The students are given an infographic template. The template of infographic can be accessed by clicking **Section Folder "Discussion", Sub Section Template.**
- The students are asked to make an infographic about the previous text through Canva Application. **(Task 2)**
- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to upload his/her infographic in the comment section by sharing the picture/screenshoot.
- The member of the other groups are asked to give comments to the other groups' infographic.
- The groups interact with each other through comments, questions and responses.

Rule: Each member of the groups must give comment to the at least 2 groups.

⟹ **(Go to Section Folder: "Exercise")**

Step 10: Give a quiz on the Biography text

- The students are given **Task 3** (the task consists of 5 multiple choice question and 5 essay test)

- There will be time limitation to answer the task. (10 minutes) - The students work individually to answer the task in their submission. - The students and the teacher discuss it with the whole class.	
Closing Activities	
⇨ **(Go to Section Folder: "Discussion Home Group Meeting 1 & 2")** **Generalization** - Conclude today's material - End the class.	3 minutes

3rd Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME

⇨**(Go to Schoology)**
 	
1. Orientation
  a. Asking students to open their Schoology
2. Apperception
  b. The students are asked to review the previous lesson.
	10 minutes

Main Activities	Time
⇨ **(Go to Section Folder: "Discussion Meeting 3')** **Step 1: Divide students into groups of 5 persons (Home Groups)**	

▪ The students are divided into several groups consisting of 5 students. For example: The students number 1-5 become **Home Group A**. The students number 6-10 become **Home Group B**. etc ▪ The announcement related to the division of jigsaw group can be seen in the description of **Discussion Section**. **Step 2: Appoint one student from each group as the leader** ▪ Each group are asked to choose one member as the leader. ▪ The representative of each group should inform the name of their leader in the comment section. ⇨ **(Go to Section Folder: "Discussion", sub section "Division of HG")** **Step 3: Divide the teaching material into 5 segments** ▪ In this section, the text entitled **Ian Flemming** is given as a teaching material. ▪ The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.** ▪ The segments of the text are labelled as paragraph respectively. **Step 4: Assign each student to learn one segment of the text** ▪ Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group. For example: The student no 1 in Home Group will take paragraph 1.	55 minutes

The next student with assigned number 2 will take paragraph 2.

- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⟹**(Go to Section : "Groups", and go to the sub section "Discussion**

Meeting 3")

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher. For example:
Students no 1 (who get the 1st paragraph, go to the Section GE 1)
Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⟹**(Move to "Groups", Section GE)**

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**
- The discussion will be done through texting in the comment section of their breakout group.
- The teacher can enter in each breakout group to monitor the students.

⟹   **(Go to Section Folder: "Discussion Meeting 3')**

Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.
- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other to fully understand the whole text. (Text: Ian Flemming)
- The students are asked to make an infographic about the previous text through Canva Application. **(Task 2)**
- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to upload his/her infographic in the comment section by sharing the picture/screenshot.
- The member of the other groups are asked to give comments to the other groups' infographic.
- The groups interact with each other through comments, questions and responses.

Rule: Each member of the groups must give comment to the at least 2 groups.

⟹ **(Go to Section Folder: "Exercise")**

Step 10: Give a quiz on the Biography text

- The students are given **Task 3** (the task consists of 5 multiple choice question and 5 essay test)

LEARNING ACTIVITIES	
▪ There will be time limitation to answer the task. (10 minutes) ▪ The students work individually to answer the task in their submission. ▪ The students and the teacher discuss it with the whole class.	
Closing Activities	
⇨ **(Go to Section Folder: "Discussion Meeting 3)** **Generalization** ▪ Conclude today's material ▪ End the class.	3 minutes

4ᵗʰ Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME

⇨**(Go to Schoology)**
 	
 1. **Orientation**
   a. Asking students to enroll in Schoology.
 2. **Apperception**
   b. The students are asked to review a bit about the previous lesson.
	10 minutes

Main Activities	Time
⇨ **(Go to Section : "Discussion Meeting 4")** **Step 1: Divide students into groups of 5 persons (Home Groups)** ▪ The students are divided into several groups consisting of 6 students. For example: The students number 1-6 become **Home Group A**.	

The students number 7-11 become **Home Group B**. etc

- The announcement related to the division of jigsaw group can be seen in the description of **Discussion Section**.

Step 2: Appoint one student from each group as the leader

55 minutes

- Each group are asked to choose one member as the leader.

- The representative of each group should inform the name of their leader in the comment section.

⇒ **(Go to Section : "Discussion Meeting 4")**

Step 3: Divide the teaching material into 5 segments

- In this section, the text entitled **Angela Merkel** is given as a teaching material.

- The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.**

- The segments of the text are labelled as paragraph respectively.

Step 4: Assign each student to learn one segment of the text

- Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group.

  For example:

  The student no 1 in Home Group will take paragraph 1.

  The next student with assigned number 2 will take parapgraph 2.

- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

(note: all instructions are given in WhatsApp before the lesson)

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⟹**(Go to Section Folder: "Discussion")**

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher. For example:
Students no 1 (who get the 1st paragraph, go to the Section GE 1)
Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⟹**(Move to "Groups", Section GE)**

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**
- The discussion will be done through texting in the comment section of their breakout group.
- The teacher can enter in each breakout group to monitor the students.

⟹ **(Go to Section Folder "Discussion Meeting 4")**

Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.
- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other to fully understand the whole text. (Text: Angela Merkel)
- The students are asked to make an infographic about the previous text through Canva Application. **(Task 2)**
- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to upload his/her infographic in the comment section by sharing the picture/screenshoot.
- The member of the other groups are asked to give comments to the other groups' infographic.
- The groups interact with each other through comments, questions and responses.

Rule: Each member of the groups must give comment to the at least 2 groups.

⇒ **(Go to Section Folder: "Excercise")**

Step 10: Give a quiz on the Biography text

- The students are given **Task 3** (the task consists of 10 multiple choice questions)

▪ There will be time limitation to answer the task. (10 minutes) ▪ The students work individually to answer the task in their submission. ▪ The students and the teacher discuss it with the whole class.	
Closing Activities	
⇨ **(Go to Section Folder: "Discussion Meeting 4)** **Generalization** ▪ Conclude today's material ▪ End the class.	3 minutes

J. Assessment

Technique   : Written test (multiple and essay test)

Form   : Reading Comprehension test

a) Reading Comprehension Rubric

   1) Multiple Choice

Total questions   : 5

Score of each question   : 5

Maximum score   : 100

Score   = $\frac{B}{N}$ x 100

Note: B : number of correct answers

N : number of questions

   2) Short Answer

Total questions   : 5

Score of each question   : 3

Maximum score   : 100

Score = $\frac{score\ total}{15}$ x 100

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Worksheet Meeting 1 & 2

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!

Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. The representative of each group should make an infographic about Martin Luther King Jr.

   The infographic should consist of:

   a. Title of the text
   b. Introduction
   c. Sequence of events
   d. Reorientation

3. The representative of each groups should upload the picture or screenshot of his/her group's infographic in the comment section.
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Worksheet

Biography Text 1

Diana, Princess of Wales

Diana Frances Mountbatten-Windsor; Born Spencer; 1 July 1961 – 31 August 1997. Princess Diana was an iconic figure of the late 20th century. She was admired for her groundbreaking charity work, in particular her work with AIDS patients. Married to Prince Charles in 1981, she received the title of "Her Royal Highness Princess Diana of Wales".

Diana was born to an aristocratic family who links to the Royal Family. Her father was Edward Spencer, Viscount Althorp. Edward Spencer was a direct descendent of Charles II. Her mother was Frances Viscountess Althorp. Diana grew up in the family home of Park House, before moving to Althorp in 1975. Diana did not shine as a student but did well in music and ballet. When she met her future husband, Diana was working as a part time assistant in a nursery school in London.

In 1981, Diana married Prince Charles. Diana was 20 and Charles by contrast was 33 at the time. The wedding was watched by over 1 billion people world-wide. During their marriage, they had two sons, Prince William and Prince Harry. However, in the mid-1980s, tensions started to appear in the marriage, and under much publicity the marriage broke up resulting into a divorce in 1992. During this period Diana is said to have suffered various health problems such as bulimia and depression.

In January 1997, she visited mine fields in Angola to inspect the clearing of landmines. Shortly before her death, June 18th Princess Diana met with Mother Teresa. Both admired each other. Lastly, Diana died on 31st August, 1997, in a car crash involving Dodi Al-Fayed. It was said they were being chased by paparazzi at the time the fatal accident occurred. The death of Diana had a profound impact on the British public and those in other countries. Over 1 million bouquets of flowers were laid at Buckingham Palace. Her funeral was watched by countless millions around the world and her final resting place was her family.

Read the text carefully and answer the question no 1-10!

Martin Luther King, Jr

Martin Luther King, Jr., (January 15, 1929-April 4, 1968) was born as Michael Luther King, Jr., but later he changed his name to Martin. His grandfather served as a pastor of the Ebenezer Baptist Church in Atlanta from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta. After three years of theological study at Crozer Theological Seminary in Pennsylvania he received B.D. in 1951. He received the doctorate in 1955 in Boston where he met and married Coretta Scott. Two sons and two daughters were born into the family.

In December 1955 Martin Luther King accepted the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott. The boycott lasted 382 days. During these days of boycott, Martin was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference. In period between 1957 and 1968, Martin traveled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action. Meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama. He was arrested upwards of twenty times and assaulted at least four times. Besides, he was awarded five honorary degrees; was named Man of the Year by *Time* magazine in 1963. He became not only the symbolic leader of American blacks but also a world figure.

At the age of thirty-five, Martin was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of $54,123 to the furtherance of the civil rights movement.

On the evening of April 4, 1968, while standing on the balcony of his motel room in Memphis, Tennessee, where he was to lead a protest march in sympathy with striking garbage workers of that city, he was assassinated. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.

Source: https://en.islcollective.com/english-esl-worksheets/search/biography

Choose A, B, C, D or E to answer the questions number 1-5!

1. When was Martin Luther King born?
   a. On December 4, 1955

      b. On January 15, 1957

      c. On January 15, 1929

      d. On April 4, 1968

      e. On April 4, 1963

2. Which paragraph tells the second event of the story?
    a. Paragraph 1
    b. Paragraph 2
    c. Paragraph 3
    d. Paragraph 4
    e. Paragraph 5

3. What does the paragraph 3 tell about? (inferring main ideas)
    a. Martin emerged as a Negro leader of the first rank in 1955
    b. Martin's carrier were up and down from 1957 until 1968
    c. Martin received a Nobel Peace Prize in his 35 years
    d. Martin was elected president of the SCLC in 1957
    e. Martin was assassinated in his motel room in 1968

4. According to the text, what is the cause of Martin Luther King's death? (inferring cause and effect)
    a. He was assassinated
    b. He was assaulted
    c. He was bombed
    d. He was arrested
    e. He was abused

5. Which of the following statements closely relates to Martin Luther King? (inferring supporting details)
    a. Martin Luther King was accepted noble prize for three times
    b. Martin Luther King was arrested in his age of 29 years old
    c. Martin Luther King was elected the leader for two times
    d. Martin Luther King was died in his age of 39 years old
    e. Martin Luther King was born in his family as a Pastor

Essay Test

Answer the following questions correctly!

1. People think that Martin Luther King is a nice person. Which sentence that proves that statement? (judgment of adequacy and validity)
2. Which of the statement belongs to a fact about Martin Luther King?
3. What attitude of Martin that can we do in the real life?
4. "Martin was arrested, his home was bombed, he was subjected to personal abuse". If you were in Martin situation, what did you feel?
5. Which parts of the text make you feel excited? Why?

Keywords

I. Multiple Choice Test

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

II Short answer test

Prediction keywords

1. Martin Luther acted as co-pastor/ Martin was appearing wherever there was injustice, protest, and action.
2. In 1957 he was elected president of the Southern Christian Leadership Conference **(or another fact of Martin)**
3. Martin's attitude when he was always appearing in injustice situation.
4. I felt frightened
5. Paragraph 4 because Martin Luther King accepted Nobel prize
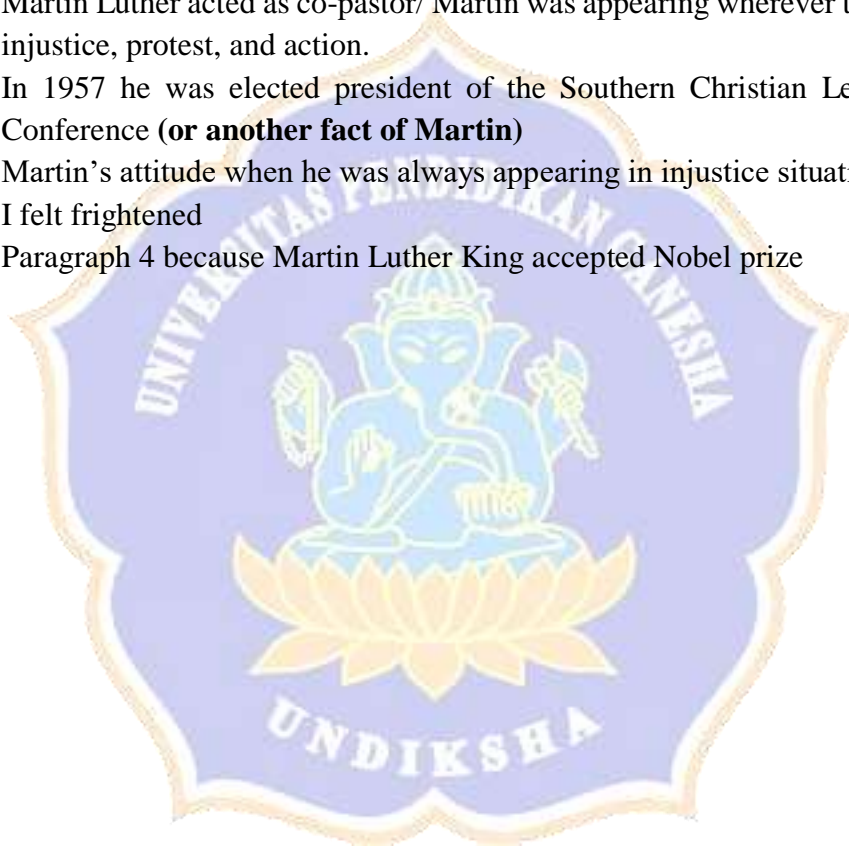
Worksheet Meeting 3

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!

Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. The representative of each group should make an infographic about Ian Flemming

   The infographic should consist of:
   e. Title of the text
   f. Introduction
   g. Sequence of events
   h. Reorientation
3. The representative of each groups should upload the picture or screenshot of his/her group's infographic in the comment section.
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Exercise of Meeting 3

IAN FLEMMING

Ian Fleming, the creator of James Bond, was much like his fictional character. Fleming was born on May 28, 1908 in Mayfair, London. Fleming was a spy, a notorious womanizer and he liked his martinis shaken, not stirred. Part of the British aristocracy, he was a journalist, a banker and a military man, who finally wrote his first novel in 1951.

His wife was Evelyn Stev Croix Fleming. Ian was the younger brother of travel writer Peter Fleming and the older brother of Michael and Richard Fleming. He also had an illegitimate half-sister, the cellist Amaryllis Fleming. He was educated at Eton before going on to the Royal Military Academy at Sandhurst. After an early departure from the prestigious officer training school, he opted to study languages at a private school in Austria.

Following an unsuccessful application to join the Foreign Office, Fleming worked as a sub-editor and journalist for the Reuters news agency. Then as a stockbroker in the City of London. On the eve of World War II, Fleming was recruited into naval intelligence. He was a personal assistant to Admiral John H. Godfrey, who served as the model for James Bond's commanding officer, "M". Fleming was put in charge of a special commando unit.

He left naval intelligence after the war. Indeed, Fleming's intelligence work provided the background for his spy novels. In 1953, he published his first novel, 'Casino Royale'. In it, he introduced secret agent James Bond, also famously known by his code number, 007 - which gave him a "license to kill". It is believed that, in this initial story, he based the female character "Vesper Lynd" on real life SOE agent, Christine Granville.

In 1961, he sold the film rights as well as future James Bond novels and short stories to Harry Saltzman, who, with Albert R. "Cubby" Broccoli, co-produced the film version of 'Dr. No' (1962). For the cast, Fleming suggested friend and neighbour Noël Coward as the villain Dr. Julius No, and David Niven or Roger Moore as James Bond. Both were rejected in favor of Sean Connery, who was both Broccoli and Saltzman's choice. Lastly, Fleming died of a heart attack in Kent in August 1964. He was only 56. His widow, Ann Geraldine Mary Fleming (1913-1981), and son Caspar Robert Fleming (1952–1975), are buried next to him.

(Sources: Lifetime TV. http://www.lifetimetv.co.uk/biography/biography-ian-fleming)

Comprehension exercise

After you have read the text, answer the following comprehension questions:

1. What is the second paragraph mainly about?
   a. Ian was much like his fictional character.
   b. Ian had a complete family and good educational background.
   c. Ian sold the film rights as well as future James Bond novels.
   d. Ian did several jobs after his unsuccessful application job.
   e. Ian left naval intelligence after the war.
2. How old was Ian Flemming when he wrote his first novel?
   a. 30 years old
   b. 35 years old
   c. 37 years old
   d. 43 years old
   e. 46 years old
3. What does the paragraph 3 call?
   a. Introduction
   b. Event 1
   c. Event 2
   d. Event 3
   e. Re-orientation
4. What did Ian do after his job application was rejected?
   a. He studied the Royal Military Academy at Sandhurst.
   b. He wrote and published his first novel.
   c. He became a sub-editor and journalist.
   d. He wrote several novel and short stories.
   e. He continue his education in a private school, Austria.
5. Which of the following statement is NOT TRUE about Ian Flemming?
   a. Ian was died because of his cancer.
   b. Ian have been worked in naval intelligence.
   c. Ian sold his films and novels to Harry Saltzman.
   d. Ian wrote his first novel entitled Casino Royal.
   e. Ian had three brothers and one sister.

   Essay
   1. Which statement of the text that belongs to a FACT about Ian Flemming?
   2. Which paragraph that make you feel amazed to Ian Flemming?
   3. Which sentence of Ian's life that proves him as a military man?
   4. If you were Ian Flemming when he was rejected in Foreign Office, what do you feel?
   5. Mention one personality of Ian Flemming that you can learn from the text!

Worksheet Meeting 4

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!

Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. The representative of each group should make an infographic about Angela Merkel

   The infographic should consist of:
   i. Title of the text
   j. Introduction
   k. Sequence of events
   l. Reorientation
3. The representative of each groups should upload the picture or screenshot of his/her group's infographic in the comment section.
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Exercise Meeting 4

Angela Merkel

Angela Merkel was born in Hamburg in 1954. She became Germany's first female Chancellor and the first from communist East Germany in 2005. 'Forbes' magazine listed her as the most powerful woman in the world in 2006 and 2007. Western media often dub her the "Iron Lady" because of her no-nonsense approach to her work and reputation as a tough negotiator.

Merkel grew up in the former German Democratic Republic. She was a member of the socialist youth movement and participated in many communist-led activities. She speaks Russian fluently. She studied physics at the University of Leipzig in the 1970s and physical chemistry in Berlin in the 1980s. She earned a Ph.D. based on her research on quantum chemistry.

After the fall of the Berlin Wall in 1989, Merkel became involved in the growing democracy movement. She won a seat in the unified German parliament in 1990 and was appointed Minister for Women and Youth. In 1994, she was made Minister for the Environment.

As the chancellor, one of her priorities was to strengthen transatlantic economic relations, which culminated in her signing the agreement for the 'Transatlantic Economic Council' in 2007. Merkel played an important role in strengthening the relations between Germany and India when she made a 'Joint Declaration' in 2006 with the then Prime Minister of India Manmohan Singh. The declaration was made to focus on future co-operation between the two countries in the fields of energy, science and technology, and defense.

Merkel was honored with the 'Vision for Europe Award' in 2006. From 2006 to 2009, she ranked first in Forbes' list of The World's 100 Most Powerful Women. In 2011, she was honored by the Indian government with the prestigious 'Jawaharlal Nehru Award'. In 2013, she was honored by the Indian government with the 'Indira Gandhi Peace Prize. In 2017, the 'United States Holocaust Memorial Museum' honored her with the 'Elie Wiesel Award.'

QUESTIONS

Choose A, B, C, D or E to answer the questions below!

1. What is the main idea of the second paragraph?

   a. She grew up in the former German Democratic Republic.

   b. She was a member of the Socialist Youth Movement

   c. She speaks Russian fluently.

   d. She had a good educational background.

   e. She earned a Ph.D. based on her research on quantum chemistry.

2. Which of the following statements is incorrect about Angela Merkel?

   a. She got two awards from Indian Government.

   b. She studied physics in two famous universities.

   c. She won The World's 100 Most Powerful Women for twice.

   d. She signed the agreement for the 'Transatlantic Economic Council'.

   e. She made an agreement with Prime Minister of India Manmohan Singh.

3. The following statements are fact about Angela Merkel, except…

   a. She speaks Russian very fluently.

   b. She was elected Chancellor in November 2005.

   c. She won the 'Vision for Europe Award' in 2006.

   d. She was the Minister for the Environment in 1994.

   e. She listed as the most powerful woman in the world 'Forbes' magazine.

4. The following statements are adequate to describe Angela Merkel as "Iron Lady", except…

   a. She made an agreement with Prime Minister of India Manmohan Singh.

   b. She was the first female who became Chancellor in German.

   c. She won many awards from the government.

   d. She got two degrees in physics major.

   e. She grew up in the former German Democratic Republic.

5. What is the main idea of the fourth paragraph?

   a. As the Chancellor, one of her priorities was to strengthen transatlantic economic relations.

b. She had several important roles because of her role as Chancellor of German

c. She had many agreements to achieve her goals as Chancellor.

d. She decided to join several agreement to strengthen her positions.

e. She focused on future co-operation between the two countries in the fields of energy, science and technology, and defense.

6. Which of the following sentences is suitable to fulfil the blank space?

1954   She was born

1970   She studied physics in University of Leipzig

1980   She studied physics in Berlin

2005   She was elected as Chancellor of German

2017   She was given an award as the 'Elie Wiesel Award

2018   (X)…

a. She was the topped list of The Most Powerful Woman in Forbe Magazine.

b. She was signing the declaration with the Prime Minister of India.

c. She was appointed as the Minister of Environment.

d. She won a seat in the unified German parliament.

e. She was joining as a member of the Socialist Youth Movement.

7. "…she was honored by the Indian government with the <u>prestigious</u>…." What does the underline mean?

a. Important

b. Famous

c. Great

d. Powerful

e. Enormous

8. Why did Angela Merkel win an award from Forbe's magazine?

a. because of her famous as the first woman as a Chancellor

b. because of her capability in negotiating something

c. because of her agreement with the Prime Minister

d. because of her educational degrees

e. because of her declaration

9. What does the biography tell about?

    a. Angela's educational background

    b. Angela's journey as Chancellor

    c. Angela's participations in communist led activities

    d. Angela's life achievements

    e. Angela's responsibility as Chancellor

10. Which part of the event told in the story that made you most exciting about Angela Merkel?

    a. Paragraph 1 sentence 1

    b. Paragraph 2 sentence 1

    c. Paragraph 3 sentence 4

    d. Paragraph 4 sentence 5

    e. Paragraph 5 sentence 5

Key Answer Exercise Meeting 4

1. C
2. C
3. A
4. E
5. B
6. A
7. B
8. A
9. D
10. E

Lesson Plan

(Control Group)

School : SMA Negeri 1 Singaraja

Subject : English

Class/Semester : X/ I

Academic Year : 2020/2021

Topic : Recount Text (Biography)

Time Allocation : 2 JP

Mode of Lesson : E-Learning via Schoology

Lesson Structure : Section Introduction, Section Discussion, Section Groups and Section Worksheet

A. Basic Competency

3.8 Differentiating the social function, text structure, and language features of recount text about experience/event in the context of its use.

4.9 Catching the meaning contextually of written or spoken recount text about experience/event.

B. Indicators

3.8.1 Identifying the social function, text structure, and language features of written recount text about experience/event in the context of its use.

4.9.1 Identifying explicit ideas of recount text related to biography. **(LOTS)**

4.9.2 Reorganizing the information of recount text related to biography. **(LOTS)**

4.9.3 Inferring the implicit ideas of recount text related to biography. **(HOTS)**

4.9.4 Making the evaluative judgment of ideas in the recount text related to biography. **(HOTS)**

4.9.5 Giving emotional and aesthetic response to the ideas in the recount text related to biography. **(HOTS)**

C. Learning Objectives

1. Through discussion activity and taking note, students are able to identify and organize explicit or implicit ideas of biography text.

2. Through answering worksheet in a group, students are able to infer implicit idea, make an evaluative judgement, give emotional and aesthetic response to the ideas of biography text.

D. Learning Material

a) **Social Function** : to retell events for the purpose of informing and entertaining.

b) **Generic Structure** :

- **Orientation :**

    It gives information about who was involved, what happened, where it happened and when it happened.

- **Series of Event**

    A series of events ordered in a chronological sequence.

- **Re-orientation**

    A personal comment about the event or what happened in the end.

c) **Language Features**

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- Adverbial of time such as a long time ago many years later, one day, etc.

E. Learning Method

Method of learning   : Cooperative Learning

Strategy   : Jigsaw

F. Teaching Media

Media   : *Schoology, Worksheet*

Tools   : Laptop/*Smartphone*

G. Learning Sources

Text Biography 1   : Biography of Diana, The Princes of Wales Taken from:
Biography

online   http://www.biographyonline.net/people/short-bio-princess-diana.html and adapted by Karol Meza

Text Biography 2   : Biography of Marthin Luther King Jr. adapted from
https://en.islcollective.com/english-esl-worksheets/search/biography

H. Pre-Orientation of E-Learning Via Schoology Plaftform

1. The students are invited to join the course through access code.
2. There are several Section Folders in this course, e.i:
   a. Section Folder "Introduction". This section has three sub sections: Pre-Orientation, Introduction and Brainstorming.
   b. Section Folder "Discussion". Section Groups. This section has several sub section: GE 1, GE 2, GE 3, GE 4 and GE 5.
   c. Section Folder "Excercise". This section has two sub sections: Task 3 and Conclusion
3. When the students start the discussion in their expert group, the students move to Groups: Section GE. The section GE are divided into sub section GE 1, GE 2, GE 3, etc.

I. Learning Activities
Notes:

1. ⟹ to sign post the section folder in schoology which the learning teaching act are going to be conducted.
2. The teacher should activate chat mode in schoology to help the students, if they need some helps.

1ˢᵗ and 2ⁿᵈ Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME

⇒**(Go to Section Folder "Introduction")**
 	
1. **Orientation (Sub Section: Introduction)**
    a. Introducing the material and the objective of the lesson to the students
    b. Asking the students to read the description "Introduction" section and explaining to them if they still do not understand it.
2. **Aperception (Sub section: Brainstorming)**
    a. The students are given some questions to rebuild their prior knowledge about recount text. The questions are:
    Do you know Biography?
    Have you ever read a biography?
    Whose biography that have you read?
    What information that you get from a biography?
    b. Each students respond it through comment section.
    c. The students read the biography text entitled "**Diana, Princess of Wales**"
    d. The students try to identify **the social function, text structure and the language features** of the previous text through the discussion let by the teacher.
    e. The students are given an example of infographic related to the previous text based on main ideas and supporting details.
	10 minutes

Main Activities	Time

⇒ **(Go to Section : "Discussion Home Group 1 & 2")**

Step 1: Divide students into groups of 5 persons (Home Groups)

- The students are divided into several groups consisting of 5 students.
  For example:
  The students number 1-5 become **Home Group A**.
  The students number 6-10 become **Home Group B**. etc
- The announcement related to the division of jigsaw group can be seen in the description of **Discussion Meeting 1 & 2 Section**.

Step 2: Appoint one student from each group as the leader

- Each group are asked to choose one member as the leader.
- The representative of each group should inform the name of their leader in the comment section.

⇒ **(Go to Section : "Discussion Home Group Meeting 1 & 2")**

Step 3: Divide the teaching material into 5 segments

- In this section, the text entitled **Martin Luther King** is given as a teaching material.
- The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.**
- The segments of the text are labelled as paragraph respectively.

Step 4: Assign each student to learn one segment of the text

55 minutes

- Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group.

  For example:

  The student no 1 in Home Group will take paragraph 1.

  The next student with assigned number 2 will take parapgraph 2.

- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

  (note: all instructions are given in the description of Sub Section Discussion Home Group Meeting 1 & 2)

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⇨**(Go to Section Folder: "Groups", and go to the sub section Discussion**

Meeting 1 & 2)

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher. For example:

  Students no 1 (who get the 1st paragraph, go to the Section GE 1)

  Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⇨**(Move to "Groups", go to the sub section Discussion**

Meeting 1 & 2)

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**
- The discussion will be done through texting in the comment section of their breakout group.
- The teacher can enter in each breakout group to monitor the students.

⇒ **(Go to Section Folder "Discussion Home Group)**

Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.
- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other through comment section to fully understand the whole text. (Text: Martin Luther King)
- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to share his/her discussion result related to text structure, main

ideas, and supporting details of the whole segments in the comment section. **(Task 2)** ▪ The groups interact with each other through comments, questions and responses. **Rule:** Each member of the groups must give comment to the at least 2 groups. ⇒ **(Go to Section Folder: "Exercise")** **Step 10: Give a quiz on the Biography text** ▪ The students are given **Task 3** (the task consists of 5 multiple choice question and 5 essay test) ▪ There will be time limitation to answer the task. (10 minutes) ▪ The students work individually to answer the task in their submission. ▪ The students and the teacher discuss it with the whole class.	
Closing Activities	
⇒ **(Go to Section Folder: "Discussion Home Group Meeting 1 & 2")** **Generalization** ▪ Conclude today's material ▪ End the class.	3 minutes

3rd Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME

⟹ **(Go to Schoology)**
 	
 1. **Orientation**
   a. Asking students to open their Schoology
 2. **Apperception**
   b. The students are asked to review the previous lesson.
	10 minutes

Main Activities	Time
⟹ **(Go to Section Folder: "Discussion Meeting 3')** **Step 1: Divide students into groups of 5 persons (Home Groups)** ▪ The students are divided into several groups consisting of 5 students. For example: The students number 1-5 become **Home Group A**. The students number 6-10 become **Home Group B**. etc ▪ The announcement related to the division of jigsaw group can be seen in the description of **Discussion Section**. **Step 2: Appoint one student from each group as the leader** ▪ Each group are asked to choose one member as the leader. ▪ The representative of each group should inform the name of their leader in the comment section. ⟹ **(Go to Section Folder: "Discussion", sub section "Division of HG")** **Step 3: Divide the teaching material into 5 segments**	55 minutes

- In this section, the text entitled **Ian Flemming** is given as a teaching material.
- The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.**
- The segments of the text are labelled as paragraph respectively.

Step 4: Assign each student to learn one segment of the text

- Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group.
  For example:
  The student no 1 in Home Group will take paragraph 1.
  The next student with assigned number 2 will take paragraph 2.
- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⇒**(Go to Section : "Groups", and go to the sub section "Discussion**

Meeting 3")

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher.
  For example:
  Students no 1 (who get the 1st paragraph, go to the Section GE 1)

Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⇒ **(Move to "Groups", Section GE)**

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**
- The discussion will be done through texting in the comment section of their breakout group.
- The teacher can enter in each breakout group to monitor the students.

⇒ **(Go to Section Folder: "Discussion Meeting 3')**

Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.
- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other through comment section to fully understand the whole text. (Text: Ian Flemming)
- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to share his/her discussion result related to text structure, main

ideas, and supporting details of the whole segments in the comment section. **(Task 2)** ▪ The member of the other groups are asked to give comments to the other groups work ▪ The groups interact with each other through comments, questions and responses. **Rule:** Each member of the groups must give comment to the at least 2 groups. ⇒ **(Go to Section Folder: "Excercise")** **Step 10: Give a quiz on the Biography text** ▪ The students are given **Task 3** (the task consists of 5 multiple choice question and 5 essay test) ▪ There will be time limitation to answer the task. (10 minutes) ▪ The students work individually to answer the task in their submission. ▪ The students and the teacher discuss it with the whole class.	
Closing Activities	
⇒ **(Go to Section Folder: "Discussion Meeting 3)** **Generalization** ▪ Conclude today's material ▪ End the class.	3 minutes

4ᵗʰ Meeting

LEARNING ACTIVITIES	
Pre-Activities	TIME
⇒ **(Go to Schoology)** 1. **Orientation**	10 minutes

a. Asking students to enroll in Schoology.	
2. Apperception	
b. The students are asked to review a bit about the previous lesson.	
Main Activities	Time
⇨ **(Go to Section : "Discussion Meeting 4")** **Step 1: Divide students into groups of 5 persons (Home Groups)** ▪ The students are divided into several groups consisting of 6 students. For example: The students number 1-6 become **Home Group A**. The students number 7-11 become **Home Group B**. etc ▪ The announcement related to the division of jigsaw group can be seen in the description of **Discussion Section**. **Step 2: Appoint one student from each group as the leader** ▪ Each group are asked to choose one member as the leader. ▪ The representative of each group should inform the name of their leader in the comment section. ⇨ **(Go to Section : "Discussion Meeting 4")** **Step 3: Divide the teaching material into 5 segments** ▪ In this section, the text entitled **Angela Merkel** is given as a teaching material. ▪ The text has been divided into 5 segments and has been uploaded in the sub section **Text Material.** ▪ The segments of the text are labelled as paragraph respectively.	55 minutes

Step 4: Assign each student to learn one segment of the text

- Each student in each of **Home Group** is assigned one segment of the text with the same number as his/her number in the group.

  For example:

  The student no 1 in Home Group will take paragraph 1.

  The next student with assigned number 2 will take paragraph 2.

- The students number 1 in each jigsaw group get the first paragraph, the student number 2 get the second paragraph, etc.

  (note: all instructions are given in WhatsApp before the lesson)

Step 5: Give students time to read over their segment

- The students are asked to read the paragraph that they get carefully around 5 minutes.

⇒ **(Go to Section Folder: "Discussion")**

Step 6: Form temporary "Expert Group"

- The students with the same number are reassigned to a new group by using the access code given by the teacher.

  For example:

  Students no 1 (who get the 1st paragraph, go to the Section GE 1)

  Students no 2 (who get the 2nd paragraph, go to the Section GE 2), and etc.

⇒ **(Move to "Groups", Section GE)**

- The students in their new groups are asked to discuss the paragraphs that they have read with each other until they understand. (the discussions are about main idea and supporting details) **(Task 1)**

- The discussion will be done through texting in the comment section of their breakout group.

- The teacher can enter in each breakout group to monitor the students.

⇒ **(Go to Section Folder "Discussion Meeting 4")**

Step 7: Bring the students back into their Home Group

- The students return to their home groups after the discussion in the expert group.

- The teacher asked the students by clicking the Section Home Group

Step 8: Ask each students to present their segment in their Home Group

- The students in each home group share their knowledge according to the segment that they have got to each other through comment section to fully understand the whole text. (Text: Angela Merkel)

- The teacher enters each home group to monitor and help them.

Step 9: Float from group to group observing the process

- The representative of each group is asked to share his/her discussion result related to text structure, main

ideas, and supporting details of the whole segments in the comment section. **(Task 2)** ▪ The member of the other groups are asked to give comments to the other groups work ▪ The groups interact with each other through comments, questions and responses. **Rule:** Each member of the groups must give comment to the at least 2 groups. ⟹ **(Go to Section Folder: "Exercise")** **Step 10: Give a quiz on the Biography text** ▪ The students are given **Task 3** (the task consists of 10 multiple choice questions) ▪ There will be time limitation to answer the task. (10 minutes) ▪ The students work individually to answer the task in their submission. ▪ The students and the teacher discuss it with the whole class.	
Closing Activities	
⟹ **(Go to Section Folder: "Discussion Meeting 4)** **Generalization** ▪ Conclude today's material ▪ End the class.	3 minutes

K. Assessment

Technique   : Written test (multiple and essay test)

Form   : Reading Comprehension test

a) **Reading Comprehension Rubric**

1) **Multiple Choice**

Total questions   : 5

Score of each question   : 5

Maximum score   : 100

Score   = $\underline{B}$ x 100

                N

Note: B : number of correct answers

       N : number of questions

2) **Short Answer**

Total questions   : 5

Score of each question   : 3

Maximum score   : 100

Score = $\underline{\text{score total}}$ x 100

             15

No	Description	Score
1	Accurate grammar and content	3
2	Accurate content, inaccurate grammar	2
3	Inaccurate grammar and content	1
4	No response	0

Worksheet Meeting 1 & 2

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!

Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. The representative of each group should make an infographic about Martin Luther King Jr.

   The infographic should consist of:

   m. Title of the text

   n. Introduction

   o. Sequence of events

   p. Reorientation

3. The representative of each groups should upload the picture or screenshot of his/her group's infographic in the comment section.
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Worksheet

Biography Text 1

Diana, Princess of Wales

Diana Frances Mountbatten-Windsor; Born Spencer; 1 July 1961 – 31 August 1997. Princess Diana was an iconic figure of the late 20th century. She was admired for her groundbreaking charity work, in particular her work with AIDS patients. Married to Prince Charles in 1981, she received the title of "Her Royal Highness Princess Diana of Wales".

Diana was born to an aristocratic family who links to the Royal Family. Her father was Edward Spencer, Viscount Althorp. Edward Spencer was a direct descendent of Charles II. Her mother was Frances Viscountess Althorp. Diana grew up in the family home of Park House, before moving to Althorp in 1975. Diana did not shine as a student but did well in music and ballet. When she met her future husband, Diana was working as a part time assistant in a nursery school in London.

In 1981, Diana married Prince Charles. Diana was 20 and Charles by contrast was 33 at the time. The wedding was watched by over 1 billion people world-wide. During their marriage, they had two sons, Prince William and Prince Harry. However, in the mid-1980s, tensions started to appear in the marriage, and under much publicity the marriage broke up resulting into a divorce in 1992. During this period Diana is said to have suffered various health problems such as bulimia and depression.

In January 1997, she visited mine fields in Angola to inspect the clearing of landmines. Shortly before her death, June 18th Princess Diana met with Mother Teresa. Both admired each other. Lastly, Diana died on 31st August, 1997, in a car crash involving Dodi Al-Fayed. It was said they were being chased by paparazzi at the time the fatal accident occurred. The death of Diana had a profound impact on the British public and those in other countries. Over 1 million bouquets of flowers were laid at Buckingham Palace. Her funeral was watched by countless millions around the world and her final resting place was her family.

Taken from: Biography Online http://www.biographyonline.net/people/short-bio-princess-diana.html and adapted by Karol Meza

Read the text carefully and answer the question no 1-10!

Martin Luther King, Jr

Martin Luther King, Jr., (January 15, 1929-April 4, 1968) was born as Michael Luther King, Jr., but later he changed his name to Martin. His grandfather served as a pastor of the Ebenezer Baptist Church in Atlanta from 1914 to 1931; his father has served from then until the present, and from 1960 until his death Martin Luther acted as co-pastor. Martin Luther attended segregated public schools in Georgia, graduating from high school at the age of fifteen; he received the B. A. degree in 1948 from Morehouse College, a distinguished Negro institution of Atlanta. After three years of theological study at Crozer Theological Seminary in Pennsylvania he received B.D. in 1951. He received the doctorate in 1955 in Boston where he met and married Coretta Scott. Two sons and two daughters were born into the family.

In December 1955 Martin Luther King accepted the leadership of the first great Negro nonviolent demonstration of contemporary times in the United States, the bus boycott. The boycott lasted 382 days. During these days of boycott, Martin was arrested, his home was bombed, he was subjected to personal abuse, but at the same time he emerged as a Negro leader of the first rank.

In 1957 he was elected president of the Southern Christian Leadership Conference. In period between 1957 and 1968, Martin traveled over six million miles and spoke over twenty-five hundred times, appearing wherever there was injustice, protest, and action. Meanwhile he wrote five books as well as numerous articles. In these years, he led a massive protest in Birmingham, Alabama. He was arrested upwards of twenty times and assaulted at least four times. Besides, he was awarded five honorary degrees; was named Man of the Year by *Time* magazine in 1963. He became not only the symbolic leader of American blacks but also a world figure.

At the age of thirty-five, Martin was the youngest man to have received the Nobel Peace Prize. When notified of his selection, he announced that he would turn over the prize money of $54,123 to the furtherance of the civil rights movement.

On the evening of April 4, 1968, while standing on the balcony of his motel room in Memphis, Tennessee, where he was to lead a protest march in sympathy with striking garbage workers of that city, he was assassinated. We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.

Source: https://en.islcollective.com/english-esl-worksheets/search/biography

Choose A, B, C, D or E to answer the questions number 1-5!

1. When was Martin Luther King born?
   a. On December 4, 1955

     b. On January 15, 1957

     c. On January 15, 1929

     d. On April 4, 1968

     e. On April 4, 1963

2. Which paragraph tells the second event of the story?
   - f. Paragraph 1
   - g. Paragraph 2
   - h. Paragraph 3
   - i. Paragraph 4
   - j. Paragraph 5

3. What does the paragraph 3 tell about? (inferring main ideas)
   - f. Martin emerged as a Negro leader of the first rank in 1955
   - g. Martin's carrier were up and down from 1957 until 1968
   - h. Martin received a Nobel Peace Prize in his 35 years
   - i. Martin was elected president of the SCLC in 1957
   - j. Martin was assassinated in his motel room in 1968

4. According to the text, what is the cause of Martin Luther King's death? (inferring cause and effect)
   - f. He was assassinated
   - g. He was assaulted
   - h. He was bombed
   - i. He was arrested
   - j. He was abused

5. Which of the following statements closely relates to Martin Luther King? (inferring supporting details)
   - f. Martin Luther King was accepted noble prize for three times
   - g. Martin Luther King was arrested in his age of 29 years old
   - h. Martin Luther King was elected the leader for two times
   - i. Martin Luther King was died in his age of 39 years old
   - j. Martin Luther King was born in his family as a Pastor

Essay Test

Answer the following questions correctly!

6. People think that Martin Luther King is a nice person. Which sentence that proves that statement? (judgment of adequacy and validity)
7. Which of the statement belongs to a fact about Martin Luther King?
8. What attitude of Martin that can we do in the real life?
9. "Martin was arrested, his home was bombed, he was subjected to personal abuse". If you were in Martin situation, what did you feel?
10. Which parts of the text make you feel excited? Why?
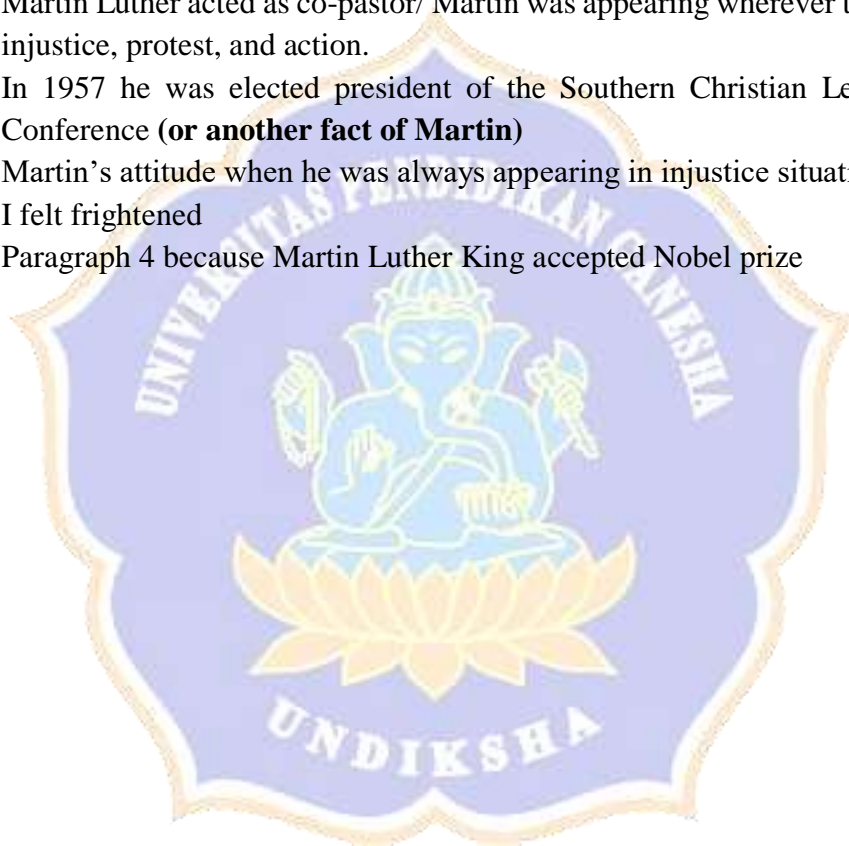
Keywords

I. Multiple Choice Test

6. C
7. C
8. B
9. A
10. D

II Short answer test

Prediction keywords

6. Martin Luther acted as co-pastor/ Martin was appearing wherever there was injustice, protest, and action.
7. In 1957 he was elected president of the Southern Christian Leadership Conference **(or another fact of Martin)**
8. Martin's attitude when he was always appearing in injustice situation.
9. I felt frightened
10. Paragraph 4 because Martin Luther King accepted Nobel prize

Worksheet Meeting 3

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!

Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. Analyze the main ideas, supporting details and structure of the text.
3. Share your group's answer in the comment section
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Exercise of Meeting 3

IAN FLEMMING

Ian Fleming, the creator of James Bond, was much like his fictional character. Fleming was born on May 28, 1908 in Mayfair, London. Fleming was a spy, a notorious womanizer and he liked his martinis shaken, not stirred. Part of the British aristocracy, he was a journalist, a banker and a military man, who finally wrote his first novel in 1951.

His wife was Evelyn Stev Croix Fleming. Ian was the younger brother of travel writer Peter Fleming and the older brother of Michael and Richard Fleming. He also had an illegitimate half-sister, the cellist Amaryllis Fleming. He was educated at Eton before going on to the Royal Military Academy at Sandhurst. After an early departure from the prestigious officer training school, he opted to study languages at a private school in Austria.

Following an unsuccessful application to join the Foreign Office, Fleming worked as a sub-editor and journalist for the Reuters news agency. Then as a stockbroker in the City of London. On the eve of World War II, Fleming was recruited into naval intelligence. He was a personal assistant to Admiral John H. Godfrey, who served as the model for James Bond's commanding officer, "M". Fleming was put in charge of a special commando unit.

He left naval intelligence after the war. Indeed, Fleming's intelligence work provided the background for his spy novels. In 1953, he published his first novel, 'Casino Royale'. In it, he introduced secret agent James Bond, also famously known by his code number, 007 - which gave him a "license to kill". It is believed that, in this initial story, he based the female character "Vesper Lynd" on real life SOE agent, Christine Granville.

In 1961, he sold the film rights as well as future James Bond novels and short stories to Harry Saltzman, who, with Albert R. "Cubby" Broccoli, co-produced the film version of 'Dr. No' (1962). For the cast, Fleming suggested friend and neighbour Noël Coward as the villain Dr. Julius No, and David Niven or Roger Moore as James Bond. Both were rejected in favor of Sean Connery, who was both Broccoli and Saltzman's choice. Lastly, Fleming died of a heart attack in Kent in August 1964. He was only 56. His widow, Ann Geraldine Mary Fleming (1913-1981), and son Caspar Robert Fleming (1952–1975), are buried next to him.

(Sources: Lifetime TV. http://www.lifetimetv.co.uk/biography/biography-ian-fleming)

Comprehension exercise

After you have read the text, answer the following comprehension questions:

1. What is the second paragraph mainly about?
   a. Ian was much like his fictional character.
   b. Ian had a complete family and good educational background.
   c. Ian sold the film rights as well as future James Bond novels.
   d. Ian did several jobs after his unsuccessful application job.
   e. Ian left naval intelligence after the war.
2. How old was Ian Flemming when he wrote his first novel?
   a. 30 years old
   b. 35 years old
   c. 37 years old
   d. 43 years old
   e. 46 years old
3. What does the paragraph 3 call?
   a. Introduction
   b. Event 1
   c. Event 2
   d. Event 3
   e. Re-orientation
4. What did Ian do after his job application was rejected?
   a. He studied the Royal Military Academy at Sandhurst.
   b. He wrote and published his first novel.
   c. He became a sub-editor and journalist.
   d. He wrote several novel and short stories.
   e. He continue his education in a private school, Austria.
5. Which of the following statement is NOT TRUE about Ian Flemming?
   a. Ian was died because of his cancer.
   b. Ian have been worked in naval intelligence.
   c. Ian sold his films and novels to Harry Saltzman.
   d. Ian wrote his first novel entitled Casino Royal.
   e. Ian had three brothers and one sister.

Essay
6. Which statement of the text that belongs to a FACT about Ian Flemming?
7. Which paragraph that make you feel amazed to Ian Flemming?
8. Which sentence of Ian's life that proves him as a military man?
9. If you were Ian Flemming when he was rejected in Foreign Office, what do you feel?
10. Mention one personality of Ian Flemming that you can learn from the text!

Worksheet Meeting 4

Task 1.

Read the paragraph that you get carefully and discuss the information related to main ideas and supporting details of the paragraph!
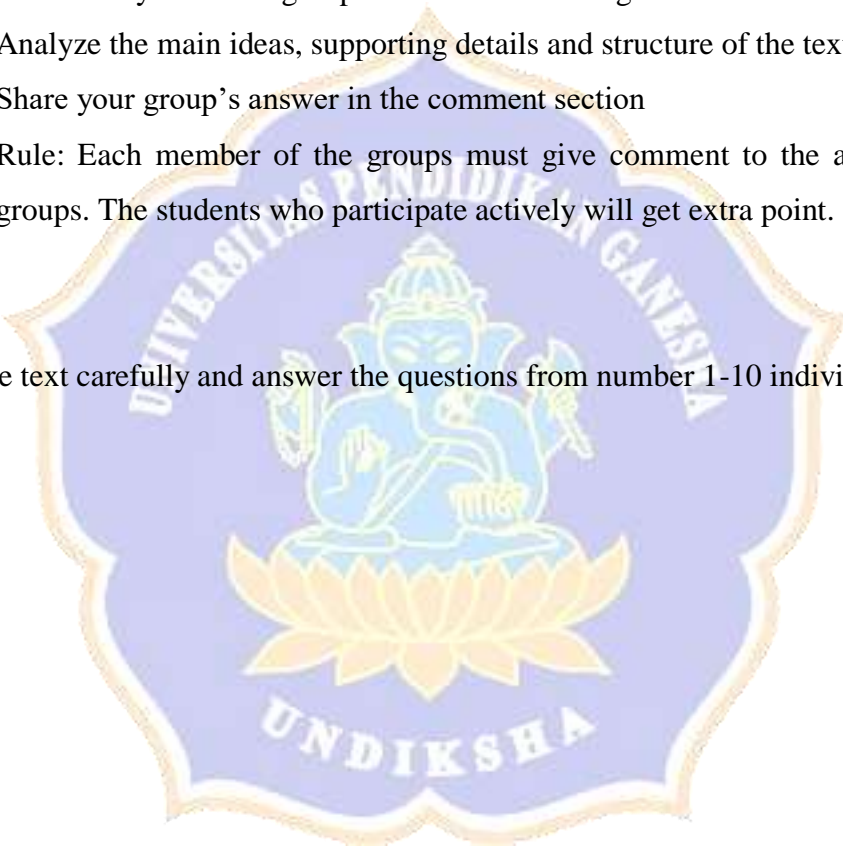
Task 2.

Instructions:

1. Discuss in your home groups about the whole segments.
2. Analyze the main ideas, supporting details and structure of the text.
3. Share your group's answer in the comment section
4. Rule: Each member of the groups must give comment to the at least 2 groups. The students who participate actively will get extra point.

Task 3.

Read the text carefully and answer the questions from number 1-10 individually!

Material and Exercise Meeting 4

<div align="center">

Angela Merkel

</div>

Angela Merkel was born in Hamburg in 1954. She became Germany's first female Chancellor and the first from communist East Germany in 2005. 'Forbes' magazine listed her as the most powerful woman in the world in 2006 and 2007. Western media often dub her the "Iron Lady" because of her no-nonsense approach to her work and reputation as a tough negotiator.

Merkel grew up in the former German Democratic Republic. She was a member of the socialist youth movement and participated in many communist-led activities. She speaks Russian fluently. She studied physics at the University of Leipzig in the 1970s and physical chemistry in Berlin in the 1980s. She earned a Ph.D. based on her research on quantum chemistry.

After the fall of the Berlin Wall in 1989, Merkel became involved in the growing democracy movement. She won a seat in the unified German parliament in 1990 and was appointed Minister for Women and Youth. In 1994, she was made Minister for the Environment.

As the chancellor, one of her priorities was to strengthen transatlantic economic relations, which culminated in her signing the agreement for the 'Transatlantic Economic Council' in 2007. Merkel played an important role in strengthening the relations between Germany and India when she made a 'Joint Declaration' in 2006 with the then Prime Minister of India Manmohan Singh. The declaration was made to focus on future co-operation between the two countries in the fields of energy, science and technology, and defense.

Merkel was honored with the 'Vision for Europe Award' in 2006. From 2006 to 2009, she ranked first in Forbes' list of The World's 100 Most Powerful Women. In 2011, she was honored by the Indian government with the prestigious 'Jawaharlal Nehru Award'. In 2013, she was honored by the Indian government with the 'Indira Gandhi Peace Prize. In 2017, the 'United States Holocaust Memorial Museum' honored her with the 'Elie Wiesel Award.'

QUESTIONS

Choose A, B, C, D or E to answer the questions below!

1. What is the main idea of the second paragraph?

   a. She grew up in the former German Democratic Republic.

   b. She was a member of the Socialist Youth Movement

   c. She speaks Russian fluently.

   d. She had a good educational background.

   e. She earned a Ph.D. based on her research on quantum chemistry.

2. Which of the following statements is incorrect about Angela Merkel?

   a. She got two awards from Indian Government.

   b. She studied physics in two famous universities.

   c. She won The World's 100 Most Powerful Women for twice.

   d. She signed the agreement for the 'Transatlantic Economic Council'.

   e. She made an agreement with Prime Minister of India Manmohan Singh.

3. The following statements are fact about Angela Merkel, except…

   a. She speaks Russian very fluently.

   b. She was elected Chancellor in November 2005.

   c. She won the 'Vision for Europe Award' in 2006.

   d. She was the Minister for the Environment in 1994.

   e. She listed as the most powerful woman in the world 'Forbes' magazine.

4. The following statements are adequate to describe Angela Merkel as "Iron Lady", except…

   a. She made an agreement with Prime Minister of India Manmohan Singh.

   b. She was the first female who became Chancellor in German.

   c. She won many awards from the government.

   d. She got two degrees in physics major.

   e. She grew up in the former German Democratic Republic.

5. What is the main idea of the fourth paragraph?

   a. As the Chancellor, one of her priorities was to strengthen transatlantic economic relations.

b. She had several important roles because of her role as Chancellor of German

c. She had many agreements to achieve her goals as Chancellor.

d. She decided to join several agreement to strengthen her positions.

e. She focused on future co-operation between the two countries in the fields of energy, science and technology, and defense.

6. Which of the following sentences is suitable to fulfil the blank space?

1954	She was born
1970	She studied physics in University of Leipzig
1980	She studied physics in Berlin
2005	She was elected as Chancellor of German
2017	She was given an award as the 'Elie Wiesel Award
2019	(X)…

a. She was the topped list of The Most Powerful Woman in Forbe Magazine.

b. She was signing the declaration with the Prime Minister of India.

c. She was appointed as the Minister of Environment.

d. She won a seat in the unified German parliament.

e. She was joining as a member of the Socialist Youth Movement.

7. "…she was honored by the Indian government with the <u>prestigious</u>…." What does the underline mean?

a. Important

b. Famous

c. Great

d. Powerful

e. Enormous

8. Why did Angela Merkel win an award from Forbe's magazine?

a. because of her famous as the first woman as a Chancellor

b. because of her capability in negotiating something

c. because of her agreement with the Prime Minister

d. because of her educational degrees

     e.   because of her declaration

9. What does the biography tell about?

     a.   Angela's educational background

     b.   Angela's journey as Chancellor

     c.   Angela's participations in communist led activities

     d.   Angela's life achievements

     e.   Angela's responsibility as Chancellor

10. Which part of the event told in the story that made you most exciting about Angela Merkel?

     a.   Paragraph 1 sentence 1

     b.   Paragraph 2 sentence 1

     c.   Paragraph 3 sentence 4

     d.   Paragraph 4 sentence 5

     e.   Paragraph 5 sentence 5

Key Answer Exercise Meeting 4

  11. C

  12. C

  13. A

  14. E

  15. B

  16. A

  17. B

  18. A

  19. D

  20. E

Appendix 7. Pre Test Score before Treatment

No	Experimental Group Gender	Score	No	Control Group Gender	Score
1	Male	56	1	Female	44
2	Male	72	2	Male	64
3	Male	44	3	Male	76
4	Male	68	4	Male	72
5	Male	64	5	Male	76
6	Male	72	6	Female	76
7	Male	72	7	Male	68
8	Male	68	8	Male	72
9	Male	60	9	Male	68
10	Male	40	10	Male	68
11	Female	72	11	Male	72
12	Female	40	12	Male	68
13	Male	92	13	Male	56
14	Male	60	14	Male	52
15	Male	64	15	Male	56
16	Male	84	16	Female	56
17	Female	60	17	Female	68
18	Male	88	18	Male	70
19	Female	72	19	Male	48
20	Male	64	20	Female	72
21	Male	76	21	Male	88
22	Male	76	22	Female	64
23	Female	72	23	Male	60
24	Female	40	24	Female	68
25	Female	40	25	Female	80
26	Male	72	26	Female	74
27	Male	72	27	Female	56
28	Male	40	28	Male	66
29	Male	88	29	Male	56
30	Female	76	30	Male	52
31	Female	64	31	Female	52
32	Female	52	32	Female	62

Appendix 8. Post-test Score of the Students

	Experimental Group			Control Group	
No	Gender	Score	No	Gender	Score
1	Male	80	1	Female	74
2	Male	94	2	Male	91
3	Male	100	3	Male	77
4	Male	97	4	Male	83
5	Male	91	5	Male	97
6	Male	86	6	Female	97
7	Male	83	7	Male	77
8	Male	91	8	Male	74
9	Male	94	9	Male	77
10	Male	94	10	Male	86
11	Female	80	11	Male	83
12	Female	100	12	Male	74
13	Male	80	13	Male	86
14	Male	80	14	Male	83
15	Male	86	15	Male	83
16	Male	83	16	Female	80
17	Female	89	17	Female	91
18	Male	83	18	Male	86
19	Female	89	19	Male	91
20	Male	86	20	Female	91
21	Male	83	21	Male	97
22	Male	86	22	Female	80
23	Female	91	23	Male	74
24	Female	86	24	Female	91
25	Female	83	25	Female	71
26	Male	94	26	Female	89
27	Male	100	27	Female	83
28	Male	86	28	Male	89
29	Male	86	29	Male	89
30	Female	97	30	Male	74
31	Female	83	31	Female	80
32	Female	97	32	Female	83

Appendix 9. The Results of Analysis before Treatment
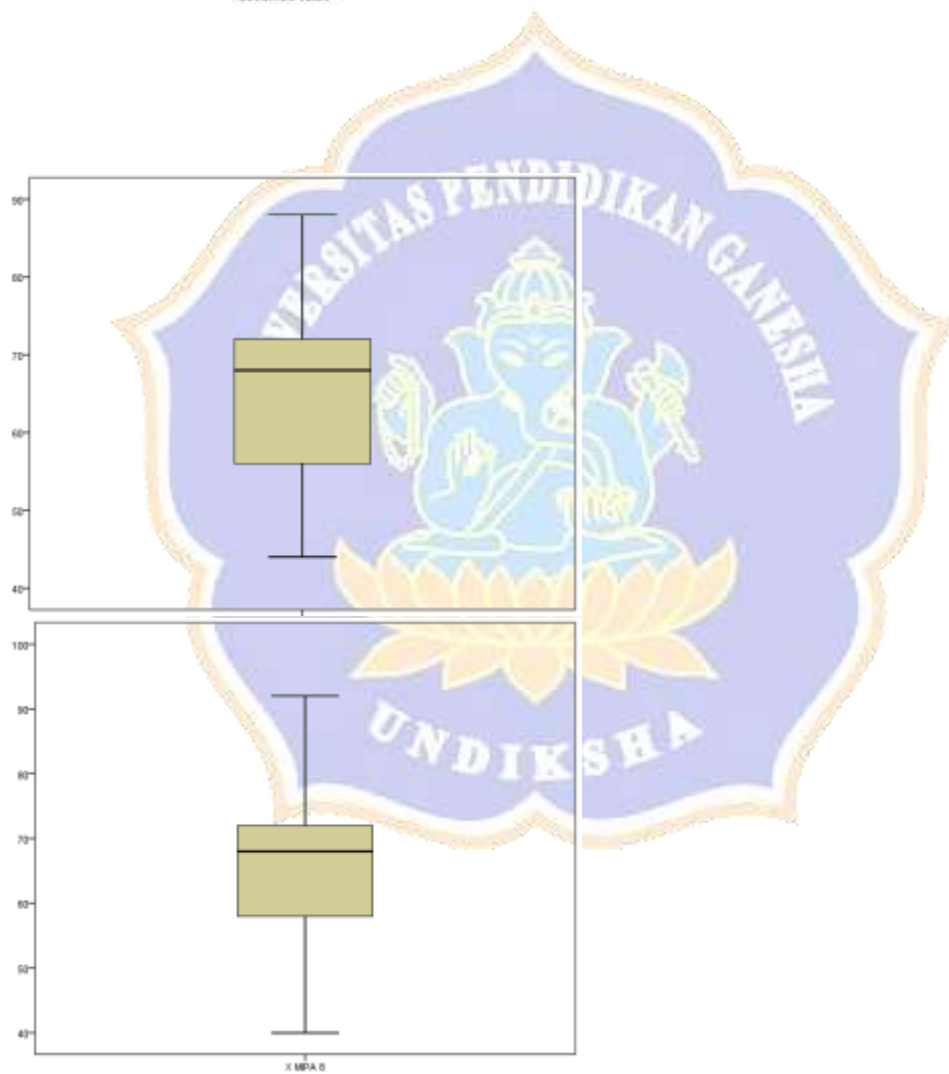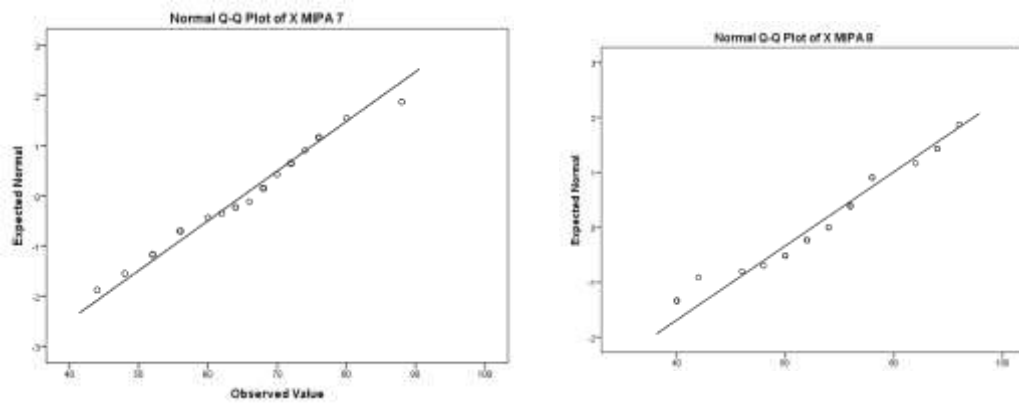
Appendix 10. The Results of Descriptive Analysis after Treatment
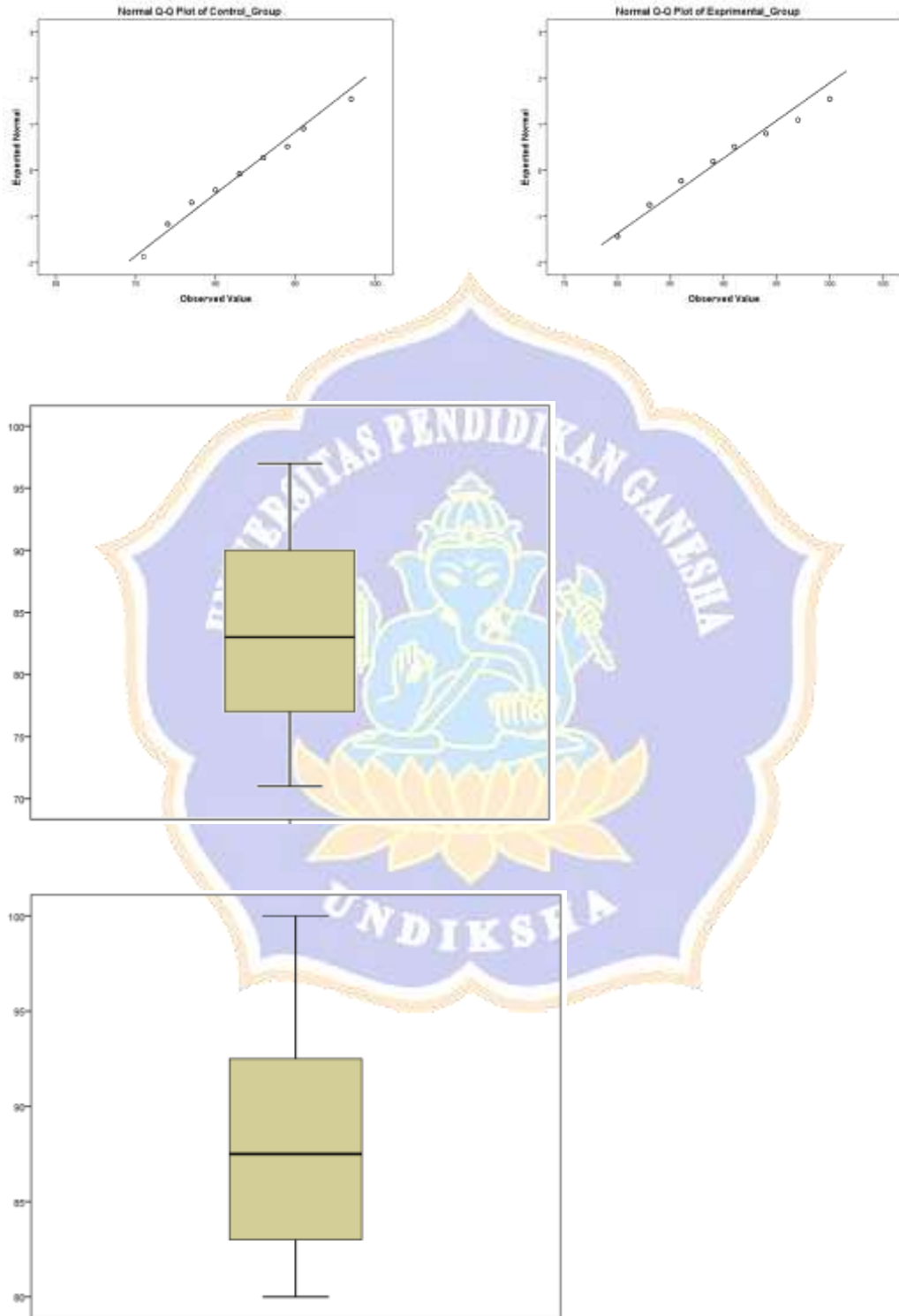
Appendix 11. The Results of Inferential Analysis after Treatment

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental Group	32	88.38	6.116	1.081
	Control Group	32	83.78	7.422	1.312

Independent Samples Test

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.462	
	Sig.	.231	
t-test for Equality of Means	t	2.702	2.702
	df	62	59.815
	Sig. (2-tailed)	.009	.009
	Mean Difference	4.594	4.594
	Std. Error Difference	1.700	1.700
	95% Confidence Interval of the Difference — Lower	1.195	1.193
	95% Confidence Interval of the Difference — Upper	7.992	7.995

Appendix 12. Sample of Students' Infographics

ANGELA MERKEL

WHO IS ANGELA MERKEL?

Germany's first female Chancellor and the first from communist East Germany in 2005. The most powerful women in the world in 2006 and 2007 in 'Forbes' magazine. Getting nickname 'Iron Lady'

ANGELA ACTIVITIES & EDUCATION

Grew up in the former German Democratic Republic.

A member of the Socialist Youth Movement & participated in many communist-led activities.

Speaks Russian fluently.

Studied physics at the University of Leipzig in 1970 & physical chemistry in Berlin in 1980

ROLE AS GERMANY'S CHANCELLOR

To strengthen transatlantic economic relations.
To strengthen the relations between Germany and India

CAREER

In 1989
Involving the growing democracy movement.

In 1990
Winning a seat in the unified German parliament & becoming Minister for Women and Youth.

In 1994
She was made Minister for the Environment.

In November 2005
She was elected Chancellor.

ANGELA MERKEL'S ACHIEVEMENT

2006 The 'Vision for Europe Award'

2006 to 2009
Forbes' list of The World's 100 Most Powerful Women

2011 Jawaharlal Nehru Award

2013 Indira Gandhi Peace Prize

2017 The Wiesel Award

ANGELA MERKEL

THE POWERFUL WOMAN

ANGELA'S BACKGROUND

PRIORITIES AS POLITICIAN

HER CAREER HISTORY

In 1989
Involving the growing democracy movement.

In 1990
Winning a seat in the unified German parliament & becoming Minister for Women and Youth.

In 1994
She was made Minister for the Environment.

In November 2005
She was elected Chancellor.

AWARDS AND ACHIEVEMENT

2006
The 'Vision for Europe Award'

2006 to 2009
Forbes' list of The World's 100 Most Powerful Women

2011
Jawaharlal Nehru Award

2013
Indira Gandhi Peace Prize

2017
The Wiesel Award

Appendix 13. Documentations