



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI

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Nomor : 2594/UN48.7.1/DT/2019

11 Juli 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 2 Singaraja  
 di Buleleng

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

Nama	: NI NYOMAN ARSINTIA DEWI
NIM	: 1512021179
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: The Effect of Read, Encode, Annotate, Ponder (REAP) Strategy on Students' Reading Comprehension at the Ninth Grade Students of SMP Negeri 2 Singaraja

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



n. Dekan,  
 Wakil Dekan I,

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.  
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Tembusan:

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



**PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
SMP NEGERI 2 SINGARAJA**



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**SURAT KETERANGAN**

Nomor : 231 / 070 / SMP2 / 2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Singaraja :

Nama : NyomanPurnayasa, S.Pd., M.M  
NIP : 19641024 198902 1 002  
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama : Ni Nyoman Arsintia Dewi  
NIM : 1512021179  
Program Study : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Asing  
Jenjang : S1  
Tahun Akademik : 2019/ 2020

Memang benar mahasiswa di atas telah melakukan penelitian di SMP Negeri 2 Singaraja pada kelas IX.9 dan IX.11 yang dilaksanakan dari tanggal 13 Agustus 2019 sampai dengan 13 September 2019 yang berjudul "The Effect of Read, Encode, Annotate, Ponder (REAP) Strategy on Reading Comprehension of the Ninth Grade Students of SMP Negeri 2 Singaraja in Academic Year 2019/2020".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 13 Agustus 2019  
Kepala SMP Negeri 2 Singaraja

Nyoman Purnayasa, S.Pd., MM  
NIP. 19641024 198902 1 002



# APPENDICES

## APPENDIX 01 STUDENTS OF EXPERIMENTAL GROUP

### Class 9. 9

Number	Student	M/F
1	Student 01	M
2	Student 02	F
3	Student 03	F
4	Student 04	F
5	Student 05	M
6	Student 06	M
7	Student 07	F
8	Student 08	F
9	Student 09	M
10	Student 10	M
11	Student 11	M
12	Student 12	M
13	Student 13	M
14	Student 14	F
15	Student 15	F
16	Student 16	F
17	Student 17	F
18	Student 18	F
19	Student 19	M
20	Student 20	M
21	Student 21	M
22	Student 22	M
23	Student 23	M
24	Student 24	F
25	Student 25	M
26	Student 26	F
27	Student 27	M
28	Student 28	F
29	Student 29	M
30	Student 30	M

## APPENDIX 02 STUDENTS OF CONTROL GROUP

### Class 9.11

No	Student	M/F
1	Student 01	F
2	Student 02	M
3	Student 03	F
4	Student 04	M
5	Student 05	M
6	Student 06	M
7	Student 07	F
8	Student 08	M
9	Student 09	F
10	Student 10	M
11	Student 11	M
12	Student 12	F
13	Student 13	F
14	Student 14	F
15	Student 15	F
16	Student 16	F
17	Student 17	F
18	Student 18	M
19	Student 19	F
20	Student 20	F
21	Student 21	F
22	Student 22	F
23	Student 23	F
24	Student 24	F
25	Student 25	F
26	Student 26	F
27	Student 27	M
28	Student 28	F
29	Student 29	M
30	Student 30	F

**APPENDIX 03 STUDENTS' ENGLISH SCORE OF 9.9 CLASS**

<b>Number</b>	<b>Student</b>	<b>Score</b>
1	Student 01	84
2	Student 02	84
3	Student 03	84
4	Student 04	88
5	Student 05	80
6	Student 06	86
7	Student 07	90
8	Student 08	88
9	Student 09	82
10	Student 10	70
11	Student 11	70
12	Student 12	80
13	Student 13	86
14	Student 14	82
15	Student 15	82
16	Student 16	78
17	Student 17	78
18	Student 18	78
19	Student 19	70
20	Student 20	70
21	Student 21	72
22	Student 22	76
23	Student 23	76
24	Student 24	74
25	Student 25	72
26	Student 26	88
27	Student 27	72
28	Student 28	76
29	Student 29	74
30	Student 30	74

**APPENDIX 04 STUDENTS' ENGLISH SCORE OF 9.11 CLASS**

<b>Number</b>	<b>Student</b>	<b>Score</b>
1	Student 01	73
2	Student 02	70
3	Student 03	87
4	Student 04	77
5	Student 05	84
6	Student 06	71
7	Student 07	70
8	Student 08	85
9	Student 09	90
10	Student 10	74
11	Student 11	73
12	Student 12	80
13	Student 13	80
14	Student 14	79
15	Student 15	82
16	Student 16	81
17	Student 17	70
18	Student 18	84
19	Student 19	86
20	Student 20	76
21	Student 21	77
22	Student 22	83
23	Student 23	73
24	Student 24	78
25	Student 25	73
26	Student 26	75
27	Student 27	76
28	Student 28	76
29	Student 29	74
30	Student 30	72

**APPENDIX 05 NORMALITY, HOMOGENEITY AND T-TEST ANALYSIS  
OF STUDENTS' ENGLISH SCORE**

**Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score 9.9	,111	30	,200 <sup>*</sup>	,938	30	,082
9.11	,116	30	,200 <sup>*</sup>	,950	30	,168

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
.908	1	58	.345

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.908	.345	.762	58	.449	1.16667	1.53044	-1.89685	4.23018
	Equal variances not assumed			.762	57.181	.449	1.16667	1.53044	-1.89779	4.23112



## APPENDIX 06 STUDENTS OF TRY-OUT TEST

### Class 9.5

Number	Student	M/F
1	Student 01	M
2	Student 02	M
3	Student 03	F
4	Student 04	F
5	Student 05	F
6	Student 06	F
7	Student 07	M
8	Student 08	M
9	<del>Student 09</del>	<del>M</del>
10	Student 10	M
11	Student 11	F
12	Student 12	M
13	Student 13	M
14	Student 14	M
15	Student 15	F
16	Student 16	M
17	Student 17	F
18	Student 18	F
19	Student 19	F
20	Student 20	F
21	Student 21	M
22	<del>Student 22</del>	<del>M</del>
23	Student 23	F
24	Student 24	F
25	Student 25	F
26	Student 26	F
27	Student 27	F
28	Student 28	M
29	Student 29	F
30	Student 30	M
31	Student 31	M
32	Student 32	M

## Class 9.6

Number	Student	M/F
1	Student 01	M
2	<del>Student 02</del>	<del>F</del>
3	Student 03	M
4	Student 04	M
5	Student 05	M
6	Student 06	M
7	Student 07	M
<b>8</b>	<b>Student 08</b>	<b>M</b>
9	Student 09	M
10	Student 10	F
<del>11</del>	<del>Student 11</del>	<del>M</del>
12	Student 12	F
13	Student 13	M
14	Student 14	M
15	Student 15	F
<del>16</del>	<del>Student 16</del>	<del>M</del>
17	Student 17	M
18	Student 18	M
19	Student 19	M
20	Student 20	F
21	Student 21	F
22	Student 22	M
23	Student 23	M
<del>24</del>	<del>Student 24</del>	<del>M</del>
25	Student 25	F
26	Student 26	F
27	Student 27	F
28	Student 28	F
<del>29</del>	<del>Student 29</del>	<del>F</del>
30	Student 30	F
31	Student 31	F

## APPENDIX 07 BLUE-PRINT OF TRY-OUT TEST

No	Dimensions (REAP Strategy)	Basic Competency	Learning Material	Indicators of Questions	Level Cognitive Domain	
					C1	C2
1	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- Recall specific information of Label text.</li> </ul> <p><b>Encode</b></p> <ul style="list-style-type: none"> <li>- Infer main idea of Label text</li> <li>- Rephrase the word, phrase, sentence meaning and usage from Label text.</li> <li>- Interpret textual references of Label text.</li> </ul> <p><b>Annotate</b></p> <ul style="list-style-type: none"> <li>- Identify the structure of Label text.</li> </ul> <p><b>Ponder</b></p> <ul style="list-style-type: none"> <li>- Infer author's purpose in writing Label text.</li> </ul>	4.3 Comprehending the meaning contextually related to social function, generic structure and language feature of a short and simple specific text in the form of Label about drugs/ food/ beverage.	Label text entitled "Allure Green Tea Latte"	4.3.1 To infer the author's purpose in writing Label text.		2, 17, 39, 54
				4.3.2 To infer main idea of Label text.	1, 16, 38, 53	
			4.3.3 To recall specific information of Label text.	3, 8, 18, 22, 40, 44, 55, 60		
			4.3.4 To identify text structure of Label text.		4, 19, 41, 56	
			4.3.5 To interpret textual references of Label text.		6, 20, 43, 57	
			4.3.6 To rephrase the word, phrase, sentence meaning and usage from Label text.		5, 7, 21, 44, 58, 59, 60	
2	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- Recall specific information</li> </ul>	4.4 Comprehending the meaning contextually	Procedure text entitled "How to	4.4.1 To infer the author's purpose in		10, 24, 31, 47

<p>of Procedure text.</p> <p><b>Encode</b></p> <ul style="list-style-type: none"> <li>- Infer main idea of Procedure text</li> <li>- Rephrase the word, phrase, sentence meaning and usage from Procedure text.</li> <li>- Interpret textual references of Procedure text.</li> </ul> <p><b>Annotate</b></p> <ul style="list-style-type: none"> <li>- Identify the structure of Procedure text.</li> </ul> <p><b>Ponder</b></p> <ul style="list-style-type: none"> <li>- Infer author's purpose in writing Procedure text.</li> </ul>	<p>related to social function, text structure and language feature of a short and simple Procedure text in written and oral about recipe and manual.</p>	<p>Make Meatball”</p> <p>Procedure text entitled “How to Use Washing Machine”</p> <p>Procedure text entitled “How to Use Blender to Make Fruit Juice”</p> <p>Procedure text related with how to make beverage entitled “How to Make a Cup of Iced MILO milk”</p>	<p>writing Procedure text.</p> <p>4.4.2 To infer main idea of Procedure text.</p> <p>4.4.3 To recognize specific information of Procedure text.</p> <p>4.4.4 To identify text structure of Procedure text.</p> <p>4.4.5 To interpret textual references of Procedure text.</p> <p>4.4.6 To rephrase the word, phrase, sentence meaning and usage from Procedure text.</p>	<p>9, 23, 30, 46</p> <p>11, 15, 26, 33, 37, 48, 29, 52</p> <p>12, 25, 32, 49</p> <p>13, 28, 34, 50</p> <p>14, 27, 35, 36, 51</p>	
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## APPENDIX 08 TRY-OUT TEST

### TRY-OUT TEST

Time : 2 x 40 menit

Class/Semester : IX/ 1

Please choose the right best answer by choosing option A, B, C or D!

*This text is for questions number 1-8!*



Allure is made from a beautiful blend of selected Japanese green tea (matcha) and silky smooth skim milk.

A cup of allure's creamy, milky-mellow taste and its sweet aroma is perfect companion to your relaxing moments.

**Ingredients:**

Non Dairy Creamer, Sugar, Skimmed Milk Powder, Green Tea Powder (7, 9%), Tricalcium Orthophosphate.

**Preparation Instruction – Hot Serving:**

Open sachet. Pour contents into a 180ml (6oz) cup. Add 150ml of hot water (90°C). Stir and serve. Do not add too much water for the best Allure taste!

**Cold Serving:**

Open sachet. Pour contents into a 270ml (9oz) cup. Add 75ml of hot water (filling one third of the cup). Stir to completely dissolve. Add ice to fill the rest of the cup. Serve immediately.

**Net Weight:** 336g (14 sachets @24 g)

**Storage Instruction:**

Store in cool & dry place

Adopted from: <https://www.alfacart.com/product/esprecielo-allure-green-tea-14s-440751>

*Choose the best answer based on the text above!*

1. What is the main idea of the text?
  - A. A label of Allure green tea cream product
  - B. A label of Japanese green tea (matcha) product
  - C. A label of Allure green tea latte product
  - D. A label of silky smooth green tea skim milk product

2. Why did the writer write the text?
  - A. To give detailed information to the readers about Allure green tea latte product
  - B. To persuade the readers to buy Allure green tea latte product
  - C. To describe Allure green tea latte product to the readers
  - D. To tell the readers about how to make Allure green tea latte product
  
3. What are the steps to process Allure green tea latte for hot serving?
  - A. Open sachet- Pour contents into a 180ml (6oz) cup- Add 75ml of hot water (90Oc) – Stir and serve – Do not add too much water for the best Allure taste!
  - B. Open sachet- Pour contents into a 180ml (6oz) cup- Add 150 ml of hot water (90Oc) – Stir and serve – Do not add too much water for the best Allure taste!
  - C. Open sachet- Pour contents into a 270ml (9oz) cup- Add 75 ml of hot water (filling one third of the cup) – Stir to completely dissolve – Add ice to fill the rest of the cup – serve immediately.
  - D. Open sachet- Pour contents into a 270ml (9oz) cup- Add 150ml of hot water (filling one third of the cup) – Stir to completely dissolve – Add ice to fill the rest of the cup – serve immediately.
  
4. What is the structure of the text above?
  - A. Presentation – Ingredients – Serving Directions
  - B. Description of the product – Identification of the product
  - C. Beverage label – detailed information of the product (include trade name of the product, description, ingredients, preparation instruction, volume, storage direction)
  - D. Detailed information of the product (include trade name of the product, description, ingredients, preparation instruction, volume, storage direction) – Beverage Label

5. “Allure is made from a beautiful blend of selected Japanese green tea (matcha). . . .” (line 1)

The underlined word has the closest meaning to. . .

- A. Fusion
- B. Division
- C. Group
- D. Separation

6. “A cup of Allure’s creamy, milky-mellow taste, and its sweet aroma is perfect companion to your relaxing moment.” (line 3)

The underlined word refers to. . . .

- A. A cup of Allure’s cream
- B. A cup of Allure’s milk
- C. A cup of Allure’s creamy, milky mellow taste
- D. A cup of Allure’s taste

7. “Stir to completely dissolve.” (line 13)

The underlined word in the sentence means. . . .

- A. Resolve
- B. Diffuse
- C. Integrate
- D. Unite

8. According to the text the following statements are TRUE, EXCEPT

- A. Allure is made from a beautiful blend of selected Japanese green tea (matcha)
- B. Every sachet of Allure green tea latte product contains 24g contents.
- C. Allure green tea latte can be prepared in hot or cold serving
- D. Allure green tea latte product can be stored in hot and dry place

*This paragraph is for questions number 9-14!*

### How to Make Meatballs

Ingredients:

- 1 kilo of very fine minced meat (chicken or beef)
- 1 teaspoon of white pepper
- 300 grams of tapioca-flour
- 2 teaspoons of salt
- 4-8 cloves of garlic
- 1 red onion
- 2 eggs

Steps of How to Make Meatballs (the soup is made separately):

- 1) Firstly, mix garlic, red onion, salt, and white pepper in a mortar or mixer.
- 2) Secondly, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
- 3) Then, add a cup of water into the mixture, use your fingers and keep on working until it feels soft.
- 4) After that, boil some water in a rather large pot, at least about 2 liters.
- 5) Next step, roll the mixture into small meatballs.
- 6) Finally, lower the meatballs into the boiling water. When they float up to the surface, they are ready to serve.

*Adapted from:* <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

*Choose the best answer based on the text above!*

9. What is the main idea of the text?
  - A. A procedure of making minced meat
  - B. A procedure of making chicken and beef
  - C. A procedure of making soup
  - D. A procedure of making meatballs
  
10. Why did the writer write the text?
  - A. To persuade the readers to make meatballs
  - B. To describe about meatballs to the readers



- C. To show the readers about the excitement of making meatballs  
D. To tell the readers about how to make meatballs
11. What do you need to do after mixing all the spices?  
A. Mix it with the eggs, the tapioca-flour and the minced meat  
B. Add a cup of water into the spice mixture  
C. Boil the spice mixture  
D. Roll the spice mixture into meatballs
12. What are the structure of the text?  
A. Goal – Equipment – Steps  
B. Goal – Materials – Resolution  
C. Goal – Ingredients – Steps  
D. Goal – Ingredients – Resolution
13. “When they float up to the surface, they are ready to serve.” (line 17)  
The underlined word refers to....  
A. Spice mixture  
B. Meatballs  
C. Water  
D. Minced meat
14. “Finally, lower the meatballs into the boiling water....” (line 17)  
The underlined word has similar meaning with. . .  
A. Drop  
B. Increase  
C. Soak  
D. Raise
15. According to the text the following statements are TRUE, EXCEPT  
A. You have to mix garlic, red onion, salt, and white pepper in a mortar or mixer.

- B. You need to boil some water in a rather large pot, at least about 2 liters.
- C. You need to roll the mixture into small meatballs.
- D. You need to lower the mixture into the cold water.

*This paragraph is for questions number 16-22!*



Chef Boyardee presents pasta with meatballs in tomato sauce. Chef Boyardee makes everyone in your family happy because Chef Boyardee makes good food that tastes great to kids. With Chef Boyardee, you can enjoy a meal that's nutritious and good for you. This Chef Boyardee product

contains no preservatives. So for lunch, instead of a sandwich, pizza or hot dog, serve Chef Boyardee – it's good food kids love – “Thank Goodness for Chef Boyardee”.

#### INGREDIENTS

Tomatoes, water, beef, enriched macaroni product (semolina enriched with niacin), iron, thiamine mononitrate (vitamin B1) and riboflavin (vitamin B2), high fructose corn syrup, crackermeal (wheat flour enriched with niacin, iron, thiamine mononitrate (vitamin B1), riboflavin (vitamin B2) and ammonium bicarbonate), salt, enriched wheat, flour (wheat flour enriched with niacin, iron, thiamine mononitrate (vitamin B1), and riboflavin (vitamin B2), modified food starch, soy protein isolate, enzyme modified cheese, cheddar cheese (pasteurized, milk, cultures, salt, enzymes) and annatto (color), onions, caramel, coloring, oleoresin paprika and flavorings. \*Adds a trivial amount of fat and cholesterol.

#### COOKING DIRECTIONS

Stove Top: Empty contents into saucepan. Place over low heat. Stir occasionally until hot. Microwave: Empty contents into 1 quart microwave-safe dish. Cover. Microwave on HIGH 3 minutes or until hot, stirring once during heating. Stir before serving. NET WT. 15 OZ. 425 g.

Adopted from: <https://www.flickr.com/photos/jasonliebigstuff/4987018950/in/photostream/>

*Choose the best answer based on the text above!*

16. What is the main idea of the text?
- A. A label of Chef BOYARDEE pasta with meatballs in tomato sauce product
  - B. A label of X-MEN pasta
  - C. A label of Chef BOYARDEE Meatball in tomato sauce
  - D. A label of MARVEL comics X-MEN
17. Why did the writer write the text?
- A. To give detailed information to the readers about pasta product named Chef Boyardee
  - B. To persuade the readers to buy pasta product named Chef Boyardee
  - C. To entertain the readers about pasta product named Chef Boyardee
  - D. To tell the readers about how to make pasta product named Chef Boyardee
18. What do you need to do if you want to process the pasta using microwave?
- A. Empty contents into saucepan. – Place over low heat. – Stir occasionally until hot.
  - B. Empty contents into saucepan. – Cover – Place over strong heat.- Stir before serving
  - C. Empty contents into 1 quart microwave-safe dish. – Cover. – Microwave on HIGH 3 minutes or until hot, stirring once during heating. – Stir before serving.
  - E. Empty contents into 1 quart microwave safe dish. – Uncover. Microwave on HIGH 3 minutes or until hot. - Stir occasionally until hot.
19. What is the structure of the text?
- A. Presentation – Ingredients – Cooking Directions
  - B. Food label – detailed information (include, trade name of the product, description, ingredients, nutrition facts, volume, cooking directions)
  - C. Identification of the product – Description of the product
  - D. Goal – Ingredients – Cooking Directions

20. "it's good food kids love." (line 10)  
The underlined word refers to....
- A. Sandwich
  - B. Pizza
  - C. Hot dog
  - D. Chef Boyardee pasta
21. "Stir occasionally until hot." (line 22)  
The underlined word has closest meaning with....
- A. Immediately
  - B. Periodically
  - C. Frequently
  - D. Slowly
22. Which of the following statements is NOT TRUE according to the text?
- A. Chef Boyardee products contains preservatives
  - B. Chef Boyardee products gives a trivial amount of fat and cholesterol
  - C. Chef Boyardee products contains vitamins
  - D. Chef Boyardee products uses flavoring and coloring

*This paragraph is for questions number 23-28!*

### How to Use Washing Machine

#### Materials:

- A unit of washing machine
- Clothes
- Detergent
- Water

#### Steps:

1. First, separate your clothing into three categories, such as whites, dark, and bright colors clothes.

2. Second, read the labels to make sure nothing is dry-clean only or hand wash only. If you find it, just separate these items and do not wash them using washing machine.
3. Third, read the label on the detergent to put the correct measure into the machine.
4. Next, add the water and wait the tub until full enough.
5. After that, close the lid and set the speed of your machine or you can choose regular speed for most clothing. To get the best result, use hot water for white clothing, cold for dark clothes, and warm for bright colors.
6. Turn on the washing machine and allow it to run until finished.
7. After the process of washing has finished, let the clothes drain through the drain hose.
8. After that, see the knob of the wash timer again, set up for three minutes more.
9. Do this twice for a good rinsing.
10. Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off.
11. Your clothes are clean and ready for the drying for a few minutes.

*Adapted from:* <https://www.kuliahbahasainggris.com/procedure-text-how-to-use-washing-machine-dalam-bahasa-inggris/>

*Choose the best answer based on the text above!*

23. What is the main idea of the text?
  - A. A procedure of separating clothes
  - B. A procedure of washing clothes
  - C. A procedure of drying clothes
  - D. A procedure of using washing machine
  
24. Why did the writer write the text?
  - A. To persuade the readers to buy washing machine
  - B. To describe about the washing machine
  - C. To explain the readers about the use of washing machine
  - D. To tell the readers about how to use washing machine

25. Below are parts of the structure of the text above, EXCEPT
- A. Goal
  - B. Materials
  - C. Steps
  - D. Ingredients
26. What should you do if the clothing are dry-clean only or hand wash only?
- A. Dry them using the washing machine
  - B. Wash them using washing machine
  - C. Hand wash them in the washing machine
  - D. Do not wash them using the washing machine
27. "...set the speed of your machine or you can choose regular speed for most clothing." (line 16)
- The underlined word has the closest meaning to . . .
- A. Standard
  - B. Slow
  - C. Irregular
  - D. Rapid
28. "Turn on the washing machine and allow it to run until finished." (line 18)
- The underlined word refers to . . .
- A. Clothing
  - B. Washing Machine
  - C. Water
  - D. Drain hose
29. Which of the following statements is NOT TRUE according to the text?
- A. You have to separate your clothes based on their color before washing them using washing machine.
  - B. You need to read the label on the detergent to put the correct measure into the machine.

- C. You need to add the water to the tub until full enough.
- D. You can use cold water for white clothing, cold for dark clothes, and hot for bright colors to get the best result.

*This paragraph is for questions number 30-37!*

### How to Use Blender to Make Fruit Juice

#### The Materials:

- A unit blender
- Fruit as desired
- A glass of water
- A big glass
- A spoon
- Milk and Ice cube

#### The Steps:

- 1) First, make sure the blender is properly installed, clean and in good condition.
- 2) Second, after the blender is ready, plug the cable into electricity.
- 3) Then, put the fruits that you have prepared to the blender.
- 4) After all the fruits are in the blender, add a little of water into the blender to make it easier for mixing.
- 5) Close the lid and hold the cover tightly with your hands so that the fruit do not get out the blender.
- 6) Select and press the ON button located on the holder speed blender. Use a blender at medium speed so that the juice tasted better. If the blenders' knife does not run well, check the blender and the holder whether they are put appropriately.
- 7) After a while, turn off the blender to add milk and ice into the juice and then turn it on again.
- 8) After that, turn off the blender by pressing the off button and pour the juice into a large glass. Stir again using a spoon.

- 9) Finally, clean the blender by washing it slowly. To be cleaner, release the first blade, with the tube of the blender. Then wipe with a soft cloth so it will not damage the surface of the tube. Never wash the holder of your blender!
- 10) Enjoy your juice.

*Adapted:* <https://www.kuliahbahasainggris.com/contoh-procedure-text-how-to-use-blender-to-make-juice/>

*Choose the best answer based on the text above!*

30. What is the main idea of the text?
- A procedure of making fruit juice
  - A procedure of installing blender properly
  - A procedure of using blender to make fruit juice
  - A procedure of cleaning blender
31. Why did the writer write the text?
- To persuade the readers to use blender to make fruit juice
  - To tell the readers about how to use blender to make fruit juice
  - To describe about the blender used for making fruit juice
  - To explain the readers about the use of blender in making fruit juice
32. Parts of the structure of the text are...., EXCEPT
- Steps
  - Materials
  - Goal
  - Identification
33. What should you do to avoid the fruits get out of the blender?
- Close the lid and hold the cover of the blender tightly with your hands
  - Add a little of water into the blender
  - Select and press the ON button located on the holder speed blender
  - Check the blender and the holder whether they are put appropriately



34. “Check the blender and the holder whether they are put appropriately....”  
(line 19)  
The underlined word refers to....
- A. The blender’s knife and the holder
  - B. The blender and the holder
  - C. The tube and the blender’s blade
  - D. The lid and the blender
35. “Finally, clean the blender by washing it slowly....” (line 25)  
The underlined word has the closest meaning to. . .
- A. Gently
  - B. Quickly
  - C. Casually
  - D. Rapidly
36. “Then wipe with a soft cloth so it will not damage the surface of the tube....”  
(line 27)  
The underlined word has closest meaning with....
- A. Crack
  - B. Hurt
  - C. Protect
  - D. Repair
37. Which of the following statements is NOT TRUE according to the text?
- A. You can clean the blender by washing it slowly.
  - B. You can release the first blade with the tube of the blender.
  - C. You can wipe the surface of the tube with a soft cloth
  - D. You can wash the holder of the blender

*This paragraph is for questions number 38-42!*

### RED MISO RICE RAMEN NOODLE SOUP



We're giving the traditional Asian cup of noodles a modern twist with whole grain never-fried organic brown rice noodles and classic flavors like Red Miso, a mouth-watering blend of red miso, chilies, ginger and wakame seaweed. It is perfect for lunch, a quick meal or as a snack.

NET WT 2 OZ (57g)

#### Ingredients:

Organic brown rice flour, red miso powder (cultured soybeans, rice, salt), tamari powder (soybeans, sea salt), salt, onion powder, wakame, garlic powder, ginger powder, sugar, dried parsley, chill flakes, chili powder, contains soy.

#### How to Make:

**Boiling water:** Remove lid halfway, empty soup packet into cup, add boiling water to fill-line inside cup. Re-cover and wait 3 minutes. Stir and enjoy!

**Microwave:** Completely remove cover, add soup packet, and pour room temperature water to inside fill line. Microwave for 3 minutes and enjoy!

**Caution:** Soup will be very HOT. Please handle with care.

*Adopted from:* <https://www.cpsc.gov/Recalls/2018/lotus-foods-recalls-ramen-noodle-soup-cups-due-to-fire-and-burn-hazards#>

*Choose the best answer based on the text above!*

38. What is the main idea of the text?
- A label of Organic brown rice noodles product
  - A label of Red Miso Rice Ramen Noodle Soup product
  - A label of veggies, spices & noodles product
  - A label of Lotus foods product
39. Why did the writer write the text?
- To persuade the readers to consume Red Miso Rice Ramen Noodle Soup

- B. To tell the readers about how to make Red Miso Rice Ramen Noodle Soup
- C. To describe about Red Miso Rice Ramen Noodle Soup product
- D. To give detailed information to the readers about Red Miso Rice Ramen Noodle Soup
40. This product contains of .... Red Miso Rice Ramen Noodle Soup.
- A. 2 g
- B. 57 oz
- C. 57 g
- D. 257 oz
41. What is the structure of the text?
- A. Presentation – Ingredients – Cooking Directions
- B. Food label – detailed information (include, trade name of the product, description, ingredients, nutrition facts, volume, cooking directions)
- C. Identification of the product – Description of the product
- D. Goal – Ingredients – Cooking Directions
42. What should you do to make the Red Miso Rice Ramen Noodle Soup using boiling water?
- A. Remove lid completely - empty soup packet into cup - add boiling water to fill -line inside cup- re-cover and wait 3 minutes- stir and enjoy!
- B. Remove lid halfway - empty soup packet into cup- add boiling water to fill-line inside cup- re-cover and wait 3 minutes- stir and enjoy!
- C. Completely remove cover – add soup packet- and pour room temperature water to inside fill line- microwave for 3 minutes and enjoy!
- D. Completely remove cover- empty soup packet into cup - add boiling water to fill -line inside cup- microwave for 3 minutes and enjoy!
43. “It is perfect for lunch, a quick meal or as a snack.” (line 6)  
The underlined word refers to....
- A. Asian cup of noodles

- B. Chilies, ginger and wakame seaweed
- C. Red Miso Rice Ramen Noodle Soup
- D. Organic brown rice noodles

44. "... a mouth-watering blend of red miso..." (line 4)

The underlined phrase has the closest meaning to . . .

- A. Distasteful
  - B. Delicious
  - C. Disgusting
  - D. Displeasing
45. Which of the following statements is NOT TRUE according to the text?
- A. Red Miso Rice Ramen Noodle Soup can be processed using boiling water and microwave.
  - B. Red Miso Rice Ramen Noodle Soup is an organic brown rice noodles.
  - C. Red Miso Rice Ramen Noodle Soup will be very cold and should be handled with care.
  - D. Red Miso Rice Ramen Noodle Soup is made with chilies, ginger and wakame seaweed.

*This paragraph is for questions number 46-53!*

#### How to Make a Cup of Iced MILO Milk

Ingredients:

- Powdered MILO
- Hot Water
- Sweetened Condensed Milk
- Fresh Milk / Pasteurized Milk
- Ice cube

Instructions:

1. First, put in about 4 tablespoons of Powdered MILO into a cup.
2. Second, add hot water until it reaches about 3/4 of the cup.
3. Third, stir and make sure all of the Powdered MILO is dissolved.

4. Next, add in 3 tablespoons of Sweetened Condensed Milk and stir.
5. Then, add in some Fresh Milk / Pasteurized Milk around 1/10 of the cup.
6. Add a little more hot water until nearly full and stir once more.
7. Finally, add the ice cube into the cup of MILO milk.

*Adapted from:* <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

46. What is the main idea of the text?
- A. A procedure of making a cup of iced MILO milk
  - B. A procedure of making powdered MILO
  - C. A procedure of making sweetened condensed milk
  - D. A procedure of making pasteurized milk
47. Why did the writer write the text?
- A. To describe about MILO milk
  - B. To persuade the readers to make MILO milk
  - C. To entertain the readers by telling the excitement of making MILO milk
  - D. To tell the readers about how to make a cup of iced MILO milk
48. How much powdered MILO do you need to make a cup of iced MILO milk?
- A. 1/10 tablespoons
  - B. 3 tablespoons
  - C. 3/4 tablespoons
  - D. 4 tablespoons
49. Parts of the structure of the text above are...., EXCEPT
- A. Introduction
  - B. Goal
  - C. Ingredients
  - D. Instruction
50. “Second, add hot water until it reaches about 3/4 of the cup.” (line 9)  
The underlined word refers to....

- A. Powdered MILO
- B. Hot water
- C. Cup
- D. Sweetened condensed milk

51. “Finally, add a little more hot water until nearly full and stir once more.” (line 13)

The underlined word has the closest meaning to. . .

- A. Almost
- B. Completely
- C. Distantly
- D. Entirely

52. Which one of the following statements is NOT TRUE according to the text?

- A. Powdered MILO needs to be mixed with hot water
- B. Powdered MILO needs to be mixed with sweetened condensed milk
- C. Powdered MILO needs to be mixed with fresh milk/ pasteurized milk
- D. Powdered MILO needs to be mixed with creamer

*This paragraph is for questions number 53-60!*

#### MEIJER IODINE TOPICAL SOLUTION



#### ACTIVE INGREDIENT

Povidone Iodine, 10% w/v (equivalent to 1% titratable iodine)

PURPOSE - Antiseptic

USE -First aid antiseptic to help prevent the risk of infection in minor cuts, scrapes and burns

WARNINGS - It is for external use only.

#### DIRECTIONS

- Clean the affected area
- Apply a small amount of Meijer iodine to the area 1-3 times daily

- May be covered with a sterile bandage
- If bandaged, let dry first

OTHER INFORMATION - Store at room temperature 15° - 30° C (59° - 86° F)

*Adapted from:* <https://www.drugs.com/otc/100643/iodine-topical-solution.html>

53. What is the main idea of the text?
- A. A label of Meijer product
  - B. A label of Meijer Iodine Topical Solution product
  - C. A label of Antiseptic product
  - D. A label of Povidone Iodine USP product
54. Why did the writer write the text?
- A. To give detailed information to the readers about Meijer Iodine Topical Solution product
  - B. To persuade the readers to buy Meijer Iodine Topical Solution product
  - C. To describe about Meijer Iodine Topical Solution product to the readers
  - D. To tell the readers about how to use Meijer Iodine Topical Solution product
55. In which room temperature do you need to store the product?
- A. 15° - 30° C
  - B. 15° - 30° F
  - C. 15° - 59° F
  - D. 59° - 86° C
56. What is the structure of the text?
- A. Presentation – Ingredients – Use
  - B. Description of the product – Identification of the product
  - C. Drug label – detailed information of the product (include trade name of the product, ingredients, purpose, warnings, direction, other information)
  - D. Detailed information of the product (include trade name of the product, ingredients, purpose, warnings, direction, other

information) – Drug Label

57. “It is for external use only.” (line 7)

The underlined word refers to....

- A. Meijer Iodine Topical Solution
- B. Antiseptic
- C. Area
- D. Sterile bandage

58. “First aid antiseptic to help prevent the risk of infection in minor cuts, scrapes and burns.” (line 5)

The underlined word has the same meaning with the word. . . .

- A. Major
- B. Serious
- C. Safe
- D. Insignificant

59. “First aid antiseptic to help prevent the risk of infection in minor cuts, scrapes and burns” (line 5)

The underlined word has the closest meaning to....

- A. Assistance
- B. Assistant
- C. Aide
- D. Hindrance

60. Which one of the following statements is NOT TRUE according to the text?

- A. Meijer Iodine Topical Solution is an antiseptic for minor cuts
- B. Meijer Iodine Topical Solution is an antiseptic for scrapes
- C. Meijer Iodine Topical Solution is an antiseptic for burns
- D. Meijer Iodine Topical Solution is an antiseptic for internal use



## APPENDIX 09 EXPERT JUDGEMENT

### Judge I

#### EXPERT JUDGEMENT SHEET

Type of research instrument : Post Test

Purpose of collecting data : To know the effect of REAP Strategy on Students' Reading Comprehension

Grand theory (ies) : - Five Aspects of Reading Comprehension (Wulandari, 2019)  
- Three Language Skills (Nuttal, 2005)  
- Permendikbud No. 68 Tahun 2013 about reading material

Subject : Students

Expert Judge : Kadek Sonia Piscayanti, S.Pd., M.Pd

Item Number	Response		Suggestion
	Relevant	Irrelevant	
1	✓		C1
2	✓		C1
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		C1
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		

15	✓		
16	✓		C1
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✗	✓	C1, too easy
30	✓		
31		✓	C2 social function.
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		C1
39	✓		
40	✓		
41	✓		
42	✓		
43	✓		

44	✓		
45	✓		
46	✓		
47	✓		
48	✓		
49	✓		
50	✓		
51	✓		
52	✓		
53	✓		C1.
54	✓		
55	✓		
56	✓		
57	✓		
58	✓		
59	✓		
60	✓		

Good, but need to consider:

1. the C1 C2 level of difficulties
2. the positive + negative dems.
3. the grammar

Judge,



Kadek Sonia Piscayanti, S.Pd., M.Pd

Singaraja, 31 Juli 2019

**Judge II****EXPERT JUDGEMENT SHEET**

**Type of research instrument** : Post Test

**Purpose of collecting data** : To know the significant difference of students' reading comprehension in ninth grade in SMP Negeri 2 Singaraja who are taught by using Read, Encode, Annotate, Ponder (REAP) strategy and conventional strategy

**Grand theory (ies)** : - Five Aspects of Reading Comprehension (Wulandari, 2019)  
- Three Language Skills (Nuttal, 2005)  
- Permendikbud No. 68 Tahun 2013 about reading material

**Subject** : Students

**Expert Judge** : I Ketut Trika Adi Ana, S.Pd., M.Pd

Item Number	Response		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		/
6	✓		
7	✓		
8	✓		grammar
9	✓		
10	✓		
11	✓		

12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		grammar

41	✓		
42	✓		
43	✓		
44	✓		
45	✓		
46	✓		gamar
47	✓		
48	✓		
49	✓		
50	✓		
51	✓		
52	✓		
53	✓		
54	✓		
55	✓		
56	✓		
57	✓		
58	✓		
59	✓		
60	✓		

Singaraja, 2 Agustus 2019

Judge,



I Ketut Trika Adi Ana, S.Pd., M.Pd

## APPENDIX 10 THE ANALYSIS OF CONTENT VALIDITY

The results of expert judgments were calculated using Gregory Formula. The following is the result of the content validity.

		Judge I	
Judge II	Irrelevant	A (0)	B(0)
	Relevant	C(2)	D(58)

$$\begin{aligned}
 \text{Content Validity} &= \frac{D}{A+B+C+D} \\
 &= \frac{58}{0+0+2+58} \\
 &= 0.97
 \end{aligned}$$

From the results of Gregory's formula, it can be said that the content validity of the test was 0.97, which was belong to very high category based on the qualification of content validity.

## APPENDIX 11 THE ANALYSIS OF TRY-OUT TEST

### REKAP ANALISIS BUTIR

Rata2= 29.74

Simpang Baku= 13.88

KorelasiXY= 0.93

Reliabilitas Tes= 0.96

Butir Soal= 60

Jumlah Subyek= 54

Nama berkas: C:\USERS\USER\DESKTOP\THESIS\_STUDENTS TRY OUT RESULTS.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	66.67	Sedang	0.588	Sangat Signifikan
2	2	60.00	Sedang	0.510	Sangat Signifikan
3	3	66.67	Sedang	0.607	Sangat Signifikan
4	4	66.67	Sedang	0.511	Sangat Signifikan
5	5	73.33	Sedang	0.626	Sangat Signifikan
6	6	-13.33	Sangat Sukar	-0.267	-
7	7	-6.67	Sukar	-0.106	-
8	8	60.00	Mudah	0.505	Sangat Signifikan
9	9	53.33	Mudah	0.525	Sangat Signifikan
10	10	60.00	Mudah	0.551	Sangat Signifikan
11	11	-46.67	Sedang	-0.420	-
12	12	66.67	Sedang	0.524	Sangat Signifikan
13	13	46.67	Sukar	0.502	Sangat Signifikan
14	14	80.00	Sedang	0.693	Sangat Signifikan
15	15	60.00	Mudah	0.542	Sangat Signifikan
16	16	73.33	Sedang	0.597	Sangat Signifikan
17	17	60.00	Sedang	0.504	Sangat Signifikan



18	18	60.00	Sukar	0.602	Sangat Signifikan
19	19	0.00	Sedang	-0.005	-
20	20	53.33	Sangat Mudah	0.523	Sangat Signifikan
21	21	93.33	Sedang	0.814	Sangat Signifikan
22	22	0.00	Sangat Sukar	0.001	-
23	23	93.33	Sedang	0.790	Sangat Signifikan
24	24	93.33	Sedang	0.719	Sangat Signifikan
25	25	86.67	Sedang	0.723	Sangat Signifikan
26	26	66.67	Sedang	0.527	Sangat Signifikan
27	27	66.67	Sedang	0.539	Sangat Signifikan
28	28	60.00	Mudah	0.503	Sangat Signifikan
29	29	53.33	Mudah	0.478	Sangat Signifikan
30	30	53.33	Sukar	0.556	Sangat Signifikan
31	31	66.67	Sedang	0.540	Sangat Signifikan
32	32	60.00	Sedang	0.540	Sangat Signifikan
33	33	93.33	Sedang	0.696	Sangat Signifikan
34	34	66.67	Sedang	0.520	Sangat Signifikan
35	35	73.33	Sedang	0.538	Sangat Signifikan
36	36	-33.33	Sedang	-0.342	-
37	37	86.67	Sedang	0.709	Sangat Signifikan
38	38	20.00	Sangat Mudah	0.261	Signifikan
39	39	80.00	Sedang	0.604	Sangat Signifikan
40	40	13.33	Sangat Mudah	0.232	-
41	41	53.33	Sukar	0.571	Sangat Signifikan
42	42	66.67	Sedang	0.512	Sangat Signifikan
43	43	53.33	Sukar	0.549	Sangat Signifikan
44	44	66.67	Sedang	0.510	Sangat Signifikan
45	45	53.33	Sukar	0.571	Sangat Signifikan
46	46	60.00	Sedang	0.516	Sangat Signifikan
47	47	93.33	Sedang	0.685	Sangat Signifikan
48	48	60.00	Sedang	0.504	Sangat Signifikan
49	49	80.00	Sedang	0.620	Sangat Signifikan

50	50	60.00	Mudah	0.473 Sangat Signifikan
51	51	60.00	Sukar	0.601 Sangat Signifikan
52	52	46.67	Sangat Mudah	0.324 Signifikan
53	53	66.67	Sedang	0.447 Sangat Signifikan
54	54	46.67	Sedang	0.413 Sangat Signifikan
55	55	60.00	Sedang	0.571 Sangat Signifikan
56	56	53.33	Sedang	0.522 Sangat Signifikan
57	57	73.33	Sedang	0.634 Sangat Signifikan
58	58	86.67	Sedang	0.601 Sangat Signifikan
59	59	93.33	Sedang	0.773 Sangat Signifikan
60	60	66.67	Sedang	0.594 Sangat Signifikan



## APPENDIX 12 BLUE PRINT OF POST-TEST

Basic Competency	: 4.3 Comprehending the meaning contextually related to social function, text structure and language feature of a short and simple specific text in the form of Label about drugs/ food/ beverage.
	4.3 Comprehending the meaning contextually related to social function, text structure and language feature of a short and simple Procedure text in written and oral about recipe and manual.
Indicators	: 4.3.1 To infer the author's purpose in writing Label text. 4.3.2 To infer main idea of Label text. 4.3.3 To recall specific information of Label text. 4.3.4 To identify text structure of Label text. 4.3.5 To interpret textual reference of Label text. 4.3.6 To rephrase the word, phrase, sentence meaning and usage from the Label Text. 4.4.1 To infer the author's purpose in writing Procedure text. 4.4.2 To infer main idea of Procedure text. 4.4.3 To recall specific information of Procedure text. 4.4.4 To identify text structure of Procedure text. 4.4.5 To interpret textual reference of Procedure text. 4.4.6 To rephrase the word, phrase, sentence meaning and usage from Procedure Text.
Material	: Label Text and Procedure Text
Number of Questions	: 40
Score	: 100

No	Dimensions (REAP Strategy)	Basic Competency	Learning Material	Indicators of Questions	Level Cognitive Domain	
					C1	C2
1	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- Recall specific information of Label text.</li> </ul> <p><b>Encode</b></p> <ul style="list-style-type: none"> <li>- Infer main idea of Label text</li> <li>- Rephrase the word, phrase, sentence meaning and usage from Label text.</li> <li>- Interpret textual references of Label text.</li> </ul> <p><b>Annotate</b></p> <ul style="list-style-type: none"> <li>- Identify the structure of Label text.</li> </ul> <p><b>Ponder</b></p> <ul style="list-style-type: none"> <li>- Infer author's purpose in writing Label text.</li> </ul>	4.3 Comprehending the meaning contextually related to social function, generic structure and language feature of a short and simple specific text in the form of Label about drugs/ food/ beverage.	Label text entitled "Allure Green Tea Latte"	4.3.1 To infer the author's purpose in writing Label text.		2, 23, 35
				4.3.2 To infer main idea of Label text.	1, 34,	
			Label text entitled "MEIJER IODINE TOPICAL SOLUTION"	4.3.3 To recognize specific information of Label text.	3, 8, 24, 27, 36, 40	
				4.3.4 To identify text structure of Label text.		4, 37
			4.3.5 To interpret textual references of Label text.		25, 38	
			4.3.6 To rephrase the word, phrase, sentence meaning and usage from Label text.		5, 26, 39	
2	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>- Recall specific information of</li> </ul>	4.4 Comprehending the meaning contextually related to social	Procedure text entitled "How to Make Meatball"	4.4.1 To identify the author's purpose in		8, 14, 29,

<p>Procedure text.</p> <p><b>Encode</b></p> <ul style="list-style-type: none"> <li>- Infer main idea of Procedure text</li> <li>- Rephrase the word, phrase, sentence meaning and usage from Procedure text.</li> <li>- Interpret textual references of Procedure text.</li> </ul> <p><b>Annotate</b></p> <ul style="list-style-type: none"> <li>- Identify the Generic structure of Procedure text.</li> </ul> <p><b>Ponder</b></p> <ul style="list-style-type: none"> <li>- Explain author's purpose in writing Procedure text.</li> </ul>	<p>function, text structure and language feature of a short and simple Procedure text in written and oral about recipe and manual.</p>	<p>Procedure text entitled "How to Use Washing Machine"</p>	<p>writing Procedure text.</p>		
		<p>Procedure text entitled "How to Use Blender to Make Fruit Juice"</p>	<p>4.4.2 To infer main idea of Procedure text.</p>	<p>7, 13, 17, 28,</p>	
		<p>Procedure text entitled "How to Make a Cup of Iced MILO milk"</p>	<p>4.4.3 To recognize specific information of Procedure text.</p>	<p>12, 15, 19, 22, 30,</p>	
			<p>4.4.4 To identify text structure of Procedure text.</p>		<p>9, 18, 31,</p>
			<p>4.4.5 To interpret textual references of Procedure text.</p>		<p>10, 16, 20, 32</p>
			<p>4.4.6 To rephrase the word, phrase, sentence meaning and usage from Procedure text.</p>		<p>11, 21, 33</p>

NOTE:

C1 = Knowledge

C2 = Comprehension

## APPENDIX 13 READING COMPREHENSION POST-TEST

### POST-TEST

**Time** : 2 x 40 menit

**Class/Semester** : IX/ 1

Please choose the right best answer by choosing option A, B, C or D!

*This text is for questions number 1-6!*



Allure is made from a beautiful blend of selected Japanese green tea (matcha) and silky smooth skim milk.

A cup of allure's creamy, milky-mellow taste and its sweet aroma is perfect companion to your relaxing moments.

**Ingredients:**

Non Dairy Creamer, Sugar, Skimmed Milk Powder, Green Tea Powder (7, 9%), Tricalcium Orthophosphate.

**Preparation Instruction – Hot Serving:**

Open sachet. Pour contents into a 180ml (6oz) cup. Add 150ml of hot water (90°C). Stir and serve. Do not add too much water for the best Allure taste!

**Cold Serving:**

Open sachet. Pour contents into a 270ml (9oz) cup. Add 75ml of hot water (filling one third of the cup). Stir to completely dissolve. Add ice to fill the rest of the cup. Serve immediately.

**Net Weight:** 336g (14 sachets @24 g)

**Storage Instruction:**

Store in cool & dry place

*Adopted from:* <https://www.alfacart.com/product/especiolo-allure-green-tea-14s-440751>

*Choose the best answer based on the text above!*

1. What is the main idea of the text?
  - A. A label of Allure green tea cream product
  - B. A label of Japanese green tea (matcha) product
  - C. A label of Allure green tea latte product
  - D. A label of silky smooth skim milk product

2. Why did the writer write the text?
  - A. To give detailed information to the readers about Allure green tea latte Product
  - B. To persuade the readers to buy Allure green tea latte product
  - C. To describe Allure green tea latte product to the readers
  - D. To tell the readers about how to make Allure green tea latte product
  
3. What are the steps to process Allure green tea latte for hot serving?
  - A. Open sachet- Pour contents into a 180ml (6oz) cup- Add 75ml of hot water (90Oc) – Stir and serve – Do not add too much water for the best Allure taste!
  - B. Open sachet- Pour contents into a 180ml (6oz) cup- Add 150 ml of hot water (90Oc) – Stir and serve – Do not add too much water for the best Allure taste!
  - C. Open sachet- Pour contents into a 270ml (9oz) cup- Add 75 ml of hot water (filling one third of the cup) – Stir to completely dissolve – Add ice to fill the rest of the cup – serve immediately.
  - D. Open sachet- Pour contents into a 270ml (9oz) cup- Add 150ml of hot water (filling one third of the cup) – Stir to completely dissolve – Add ice to fill the rest of the cup – serve immediately.
  
4. What is the structure of the text above?
  - A. Presentation – Ingredients – Serving Directions
  - B. Description of the product – Identification of the product
  - C. Beverage label – detailed information of the product (include trade name of the product, description, ingredients, preparation instruction, volume, storage direction)
  - D. Detailed information of the product (include trade name of the product, description, ingredients, preparation instruction, volume, storage direction) – Beverage Label

5. “Allure is made from a beautiful blend of selected Japanese green tea (matcha). . . .” (line 1)

The underlined word has the closest meaning to. . .

- A. Fusion
  - B. Division
  - C. Group
  - D. Separation
6. According to the text the following statements are TRUE, EXCEPT
- A. Allure is made from a beautiful blend of selected Japanese green tea (matcha)
  - B. Every sachet of Allure green tea latte product contains 24g contents.
  - C. Allure green tea latte can be prepared in hot or cold serving
  - D. Allure green tea latte product can be stored in hot and dry place

*This paragraph is for questions number 7-12!!*

#### How to Make Meatballs

Ingredients:

- 1 kilo of very fine minced meat (chicken or beef)
- 1 teaspoon of white pepper
- 300 grams of tapioca-flour
- 2 teaspoons of salt
- 4-8 cloves of garlic
- 1 red onion
- 2 eggs

Steps of How to Make Meatballs (the soup is made separately):

- 1) Firstly, mix garlic, red onion, salt, and white pepper in a mortar or mixer.
- 2) Secondly, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
- 3) Then, add a cup of water into the mixture, use your fingers and keep on working until it feels soft.
- 4) After that, boil some water in a rather large pot, at least about 2 liters.



- 5) Next step, roll the mixture into small meatballs.
- 6) Finally, lower the meatballs into the boiling water. When they float up to the surface, they are ready to serve.

*Adapted from:* <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

*Choose the best answer based on the text above!*

7. What is the main idea of the text?
  - A. A procedure of making minced meat
  - B. A procedure of making chicken and beef
  - C. A procedure of making soup
  - D. A procedure of making meatballs
  
8. Why did the writer write the text?
  - A. To persuade the readers to make meatballs
  - B. To describe about meatballs to the readers
  - C. To show the readers about the excitement of making meatballs
  - D. To tell the readers about how to make meatballs
  
9. What are the structure of the text?
  - A. Goal – Equipment – Steps
  - B. Goal – Materials – Resolution
  - C. Goal – Ingredients – Steps
  - D. Goal – Ingredients – Resolution
  
10. “When they float up to the surface, they are ready to serve.” (line 17)  
The underlined word refers to....
  - A. Spice mixture
  - B. Meatballs
  - C. Water
  - D. Minced meat

11. “Finally, lower the meatballs into the boiling water....” (line 17)  
The underlined word has similar meaning with. . .
- A. Drop
  - B. Increase
  - C. Soak
  - D. Raise
12. According to the text the following statements are TRUE, EXCEPT
- A. You have to mix garlic, red onion, salt, and white pepper in a mortar or mixer.
  - B. You need to boil some water in a rather large pot, at least about 2 liters.
  - C. You need to roll the mixture into small meatballs.
  - D. You need to lower the mixture into the cold water.

*This paragraph is for questions number 13-16!*

#### How to Use Washing Machine

Materials:

- A unit of washing machine
- Clothes
- Detergent
- Water

Steps:

- 1) First, separate your clothing into three categories, such as whites, dark, and bright colors clothes.
- 2) Second, read the labels to make sure nothing is dry-clean only or hand wash only. If you find it, just separate these items and do not wash them using washing machine.
- 3) Third, read the label on the detergent to put the correct measure into the machine.
- 4) Next, add the water and wait the tub until full enough.

- 5) After that, close the lid and set the speed of your machine or you can choose regular speed for most clothing. To get the best result, use hot water for white clothing, cold for dark clothes, and warm for bright colors.
- 6) Turn on the washing machine and allow it to run until finished.
- 7) After the process of washing has finished, let the clothes drain through the drain hose.
- 8) After that, see the knob of the wash timer again, set up for three minutes more.
- 9) Do this twice for a good rinsing.
- 10) Finally, put the wet clothes into the spin compartment, set the knob and wait until the spin processing shuts off.
- 11) Your clothes are clean and ready for the drying for a few minutes.

Adapted from: <https://www.kuliahbahasaingris.com/procedure-text-how-to-use-washing-machine-dalam-bahasa-inggris/>

*Choose the best answer based on the text above!*

13. What is the main idea of the text?
  - A. A procedure of separating clothes
  - B. A procedure of washing clothes
  - C. A procedure of drying clothes
  - D. A procedure of using washing machine
  
14. Why did the writer write the text?
  - A. To persuade the readers to buy washing machine
  - B. To describe about the washing machine
  - C. To explain the readers about the use of washing machine
  - D. To tell the readers about how to use washing machine
  
15. What should you do if the clothing are dry-clean only or hand wash only?
  - A. Dry them using the washing machine
  - B. Wash them using washing machine
  - C. Hand wash them in the washing machine
  - D. Do not wash them using the washing machine

16. "Turn on the washing machine and allow it to run until finished." (line 18)

The underlined word refers to....

- A. Clothing
- B. Washing Machine
- C. Water
- D. Drain hose

*This paragraph is for questions number 17-22!*

#### How to Use Blender to Make Fruit Juice

The Materials:

- A unit blender
- Fruit as desired
- A glass of water
- A big glass
- A spoon
- Milk and Ice cube

The Steps:

- 1) First, make sure the blender is properly installed, clean and in good condition.
- 2) Second, after the blender is ready, plug the cable into electricity.
- 3) Then, put the fruits that you have prepared to the blender.
- 4) After all the fruits are in the blender, add a little of water into the blender to make it easier for mixing.
- 5) Close the lid and hold the cover tightly with your hands so that the fruit do not get out the blender.
- 6) Select and press the ON button located on the holder speed blender. Use a blender at medium speed so that the juice tasted better. If the blenders' knife does not run well, check the blender and the holder whether they are put appropriately.
- 7) After a while, turn off the blender to add milk and ice into the juice and then turn it on again.

- 8) After that, turn off the blender by pressing the off button and pour the juice into a large glass. Stir again using a spoon.
- 9) Finally, clean the blender by washing it slowly. To be cleaner, release the first blade, with the tube of the blender. Then wipe with a soft cloth so it will not damage the surface of the tube. Never wash the holder of your blender!
- 10) Enjoy your juice.

*Adapted:* <https://www.kuliahbahasainggris.com/contoh-procedure-text-how-to-use-blender-to-make-juice/>

*Choose the best answer based on the text above!*

17. What is the main idea of the text?
  - A. A procedure of making fruit juice
  - B. A procedure of installing blender properly
  - C. A procedure of using blender to make fruit juice
  - D. A procedure of cleaning blender
  
18. Parts of the structure of the text are....., EXCEPT
  - A. Steps
  - B. Materials
  - C. Goal
  - D. Identification
  
19. What should you do to avoid the fruits get out of the blender?
  - A. Close the lid and hold the cover of the blender tightly with your hands
  - B. Add a little of water into the blender
  - C. Select and press the ON button located on the holder speed blender
  - D. Check the blender and the holder whether they are put appropriately
  
20. “Check the blender and the holder whether they are put appropriately....”  
(line 19)  
The underlined word refers to....

- A. The blender's knife and the holder
- B. The blender and the holder
- C. The tube and the blender's blade
- D. The lid and the blender

21. "Finally, clean the blender by washing it slowly...." (line 25)

The underlined word has the closest meaning to . . .

- A. Gently
- B. Quickly
- C. Casually
- D. Rapidly

22. Which of the following statements is NOT TRUE according to the text?

- A. You can clean the blender by washing it slowly.
- B. You can release the first blade with the tube of the blender.
- C. You can wipe the surface of the tube with a soft cloth
- D. You can wash the holder of the blender

*This paragraph is for questions number 23--27!*

### RED MISO RICE RAMEN NOODLE SOUP



We're giving the traditional Asian cup of noodles a modern twist with whole grain never-fried organic brown rice noodles and classic flavors like Red Miso, a mouth-watering blend of red miso, chilies, ginger and wakame seaweed. It is perfect for lunch, a quick meal or as a snack.

NET WT 2 OZ (57g)

Ingredients:

Organic brown rice flour, red miso powder (cultured soybeans, rice, salt), tamari powder (soybeans, sea salt), salt, onion powder, wakame, garlic powder, ginger powder, sugar, dried parsley, chill flakes, chili powder, contains soy.

How to Make:

Boiling water: Remove lid halfway, empty soup packet into cup, add boiling water to fill-line inside cup. Re-cover and wait 3 minutes. Stir and enjoy!

Microwave: Completely remove cover, add soup packet, and pour room temperature water to inside fill line. Microwave for 3 minutes and enjoy!

Caution: Soup will be very HOT. Please handle with care.

*Adopted from:* <https://www.cpsc.gov/Recalls/2018/lotus-foods-recalls-ramen-noodle-soup-cups-due-to-fire-and-burn-hazards#>

*Choose the best answer based on the text above!*

23. Why did the writer write the text?
- A. To persuade the readers to consume Red Miso Rice Ramen Noodle Soup
  - B. To tell the readers about how to make Red Miso Rice Ramen Noodle Soup
  - C. To describe about Red Miso Rice Ramen Noodle Soup product
  - D. To give detailed information to the readers about Red Miso Rice Ramen Noodle Soup
24. What should you do to make the Red Miso Rice Ramen Noodle Soup using boiling water?
- A. Remove lid completely - empty soup packet into cup - add boiling water to fill -line inside cup- re-cover and wait 3 minutes- stir and enjoy!
  - B. Remove lid halfway - empty soup packet into cup- add boiling water to fill-line inside cup- re-cover and wait 3 minutes- stir and enjoy!
  - C. Completely remove cover – add soup packet- and pour room temperature water to inside fill line- microwave for 3 minutes and enjoy!
  - D. Completely remove cover- empty soup packet into cup - add boiling water to fill -line inside cup- microwave for 3 minutes and enjoy!
25. “It is perfect for lunch, a quick meal or as a snack.” (line 5)  
The underlined word refers to....
- A. Asian cup of noodles
  - B. Chilies, ginger and wakame seaweed
  - C. Red Miso Rice Ramen Noodle Soup

D. Organic brown rice noodles

26. "... a mouth-watering blend of red miso..." (line 4)

The underlined phrase has the closest meaning to. . .

A. Distasteful

B. Delicious

C. Disgusting

D. Displeasing

27. Which of the following statements is NOT TRUE according to the text?

A. Red Miso Rice Ramen Noodle Soup can be processed using boiling water and microwave.

B. Red Miso Rice Ramen Noodle Soup is an organic brown rice noodles.

C. Red Miso Rice Ramen Noodle Soup will be very cold and should be handled with care.

D. Red Miso Rice Ramen Noodle Soup is made with chilies, ginger and wakame seaweed.

*This paragraph is for questions number 28-33!*

#### How to Make a Cup of Iced MILO Milk

Ingredients:

- Powdered MILO
- Hot Water
- Sweetened Condensed Milk
- Fresh Milk / Pasteurized Milk
- Ice cube

Instructions:

- 1) First, put in about 4 tablespoons of Powdered MILO into a cup.
- 2) Second, add hot water until it reaches about 3/4 of the cup.
- 3) Third, stir and make sure all of the Powdered MILO is dissolved.
- 4) Next, add in 3 tablespoons of Sweetened Condensed Milk and stir.
- 5) Then, add in some Fresh Milk / Pasteurized Milk around 1/10 of the cup.



- 6) Add a little more hot water until nearly full and stir once more.
- 7) Finally, add the ice cube into the cup of MILO milk.

*Adapted from:* <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

28. What is the main idea of the text?
  - A. A procedure of making a cup of iced MILO milk
  - B. A procedure of making powdered MILO
  - C. A procedure of making sweetened condensed milk
  - D. A procedure of making pasteurized milk
  
29. Why did the writer write the text?
  - A. To describe about MILO milk
  - B. To persuade the readers to make MILO milk
  - C. To entertain the readers by telling the excitement of making MILO milk
  - D. To tell the readers about how to make a cup of iced MILO milk
  
30. How much powdered MILO do you need to make a cup of iced MILO milk?
  - A. 1/10 tablespoons
  - B. 3 tablespoons
  - C. 3/4 tablespoons
  - D. 4 tablespoons
  
31. Parts of the structure of the text above are...., EXCEPT
  - A. Introduction
  - B. Goal
  - C. Ingredients
  - D. Instruction
  
32. "Second, add hot water until it reaches about 3/4 of the cup." (line 9)  
The underlined word refers to....
  - A. Powdered MILO
  - B. Hot water

- C. Cup
- D. Sweetened condensed milk

33. “Finally, add a little more hot water until nearly full and stir once more.” (line 13)

The underlined word has the closest meaning to . . .

- A. Almost
- B. Completely
- C. Distantly
- D. Entirely

*This paragraph is for questions number 34-40!*

#### MEIJER IODINE TOPICAL SOLUTION



#### ACTIVE INGREDIENT

Povidone Iodine, 10% w/v (equivalent to 1% titratable iodine)

#### PURPOSE - Antiseptic

USE -First aid antiseptic to help prevent the risk of infection in minor cuts, scrapes and burns

WARNINGS - It is for external use only.

#### DIRECTIONS

- Clean the affected area
- Apply a small amount of Meijer iodine to the area 1-3 times daily

- May be covered with a sterile bandage
- If bandaged, let dry first

OTHER INFORMATION - Store at room temperature 15° - 30° C (59° - 86° F)

Adapted from: <https://www.drugs.com/otc/100643/iodine-topical-solution.html>

34. What is the main idea of the text?
- A. A label of Meijer product
  - B. A label of Meijer Iodine Topical Solution product

- C. A label of Antiseptic product  
D. A label of Povidone Iodine USP product
35. Why did the writer write the text?
- A. To give detailed information to the readers about Meijer Iodine Topical Solution product  
B. To persuade the readers to buy Meijer Iodine Topical Solution product  
C. To describe about Meijer Iodine Topical Solution product to the readers  
D. To tell the readers about how to use Meijer Iodine Topical Solution product
36. In which room temperature do you need to store the product?
- A. 15° - 30° C  
B. 15° - 30° F  
C. 15° - 59° F  
D. 59° - 86° C
37. What is the structure of the text?
- A. Presentation – Ingredients – Use  
B. Description of the product – Identification of the product  
C. Drug label – detailed information of the product (include trade name of the product, ingredients, purpose, warnings, direction, other information)  
D. Detailed information of the product (include trade name of the product, ingredients, purpose, warnings, direction, other information) – Drug Label
38. “It is for external use only.” (line 7)  
The underlined word refers to....
- A. Meijer Iodine  
B. Antiseptic  
C. Area

D. Sterile bandage

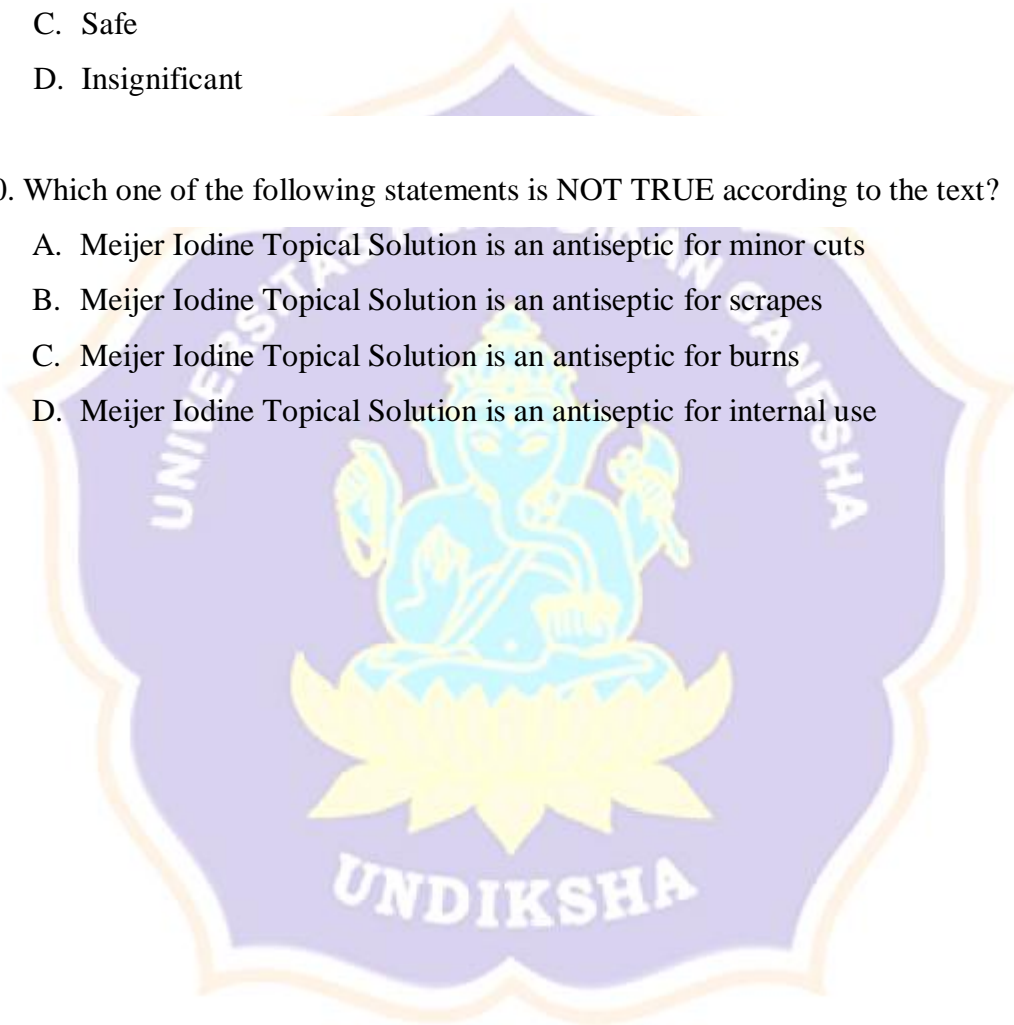
39. “First aid antiseptic to help prevent the risk of infection in minor cuts, scrapes and burns.” (line 5)

The underlined word has the same meaning with the word. . . .

- A. Major
- B. Serious
- C. Safe
- D. Insignificant

40. Which one of the following statements is NOT TRUE according to the text?

- A. Meijer Iodine Topical Solution is an antiseptic for minor cuts
- B. Meijer Iodine Topical Solution is an antiseptic for scrapes
- C. Meijer Iodine Topical Solution is an antiseptic for burns
- D. Meijer Iodine Topical Solution is an antiseptic for internal use



## APPENDIX 14 LESSON PLAN OF EXPERIMENTAL 1

**Name of School** : SMP Negeri 2 Singaraja  
**Grade/ Semester** : IX/ 1  
**Subject** : English  
**Skill** : Reading  
**Time allotment** : 2x40 minutes  
**Genre** : Label Text related To Drugs  
**Product**

### I. Core Competency

1. Appreciating and practicing the religious value that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

### II. Basic Competencies and Indicators

Basic Competency	Indicators
3.3 Comparing social functions, texts structure, and language feature of specific texts in the form of Label, by requesting and	3.3.1 To contrast the social functions, text structures, and language feature of specific texts in the form of Label related with drugs products based on the context used.

giving information related to drugs / food / beverages based on the context used.	3.3.2 To infer the main idea of the specific text in the form of Label related with drugs products based on the context used. 3.3.3 To recall the specific information of specific text in the form of Label related with drugs products based on the context used.
4.3 Comprehending the meaning contextually related to social function, generic structure and language feature of a short and simple specific text in the form of label about drugs/ food/ beverage products in written based on the context used.	4.3.1 To explain the facts of the specific text in the form of Label related with drugs products in written based on the context used. 4.3.2 To present the facts of the specific text in the form of Label related with drugs products orally based on the context used.

### III. Learning Objectives

1. Students are able to contrast the social functions, text structures, and language feature of specific texts in the form of Label related with drugs products based on the context used correctly by observing the example of Label text given in group.
2. Students are able to infer the main idea of specific text in the form of Label related with drugs products based on the context used correctly by observing the example of Label text given in group.
3. Students are able to recall the specific information of specific text in the form of Label related with drugs products based on the context used correctly by observing the example of Label text given in group.
4. Students are able to explain about the facts of the specific text in the form of Label related with drugs product based on the context used correctly by writing the facts of the drugs product in pair.
5. Students are able to present about the facts of the specific text in the form of Label related with drug product based on the context used correctly by presenting their work orally with their pair in front of the class.

### IV. Learning Materials

1. Definition of specific label text

Label is information contained in the outer packaging of a product or goods. Packaging or labels are usually found in food products, beverages,

medicines, beauty products (cosmetics) and others. In product packaging / labels usually provide the following information:

- 1) Product name/item
- 2) Content / amount
- 3) Explanation about the product
- 4) Ingredients
- 5) Nutrition Information
- 6) Usefulness / indication
- 7) Direction to use and Dosage
- 8) Storage instructions
- 9) Expiration date

Here is the example of label text related with drug product:

**Drug Facts** (continued)

**Directions**

- do not exceed recommended dosage (see overdose warning)
- shake well before using
- find right dose on chart below. If possible, use weight to dose; otherwise, use age
- If needed, repeat dose every 4 hours
- do not use more than 5 times in 24 hours
- only use enclosed measuring cup

Weight (lb)	Age (yr)	Dose (tsp or mL)
under 36	under 4	do not use
36-48	4-6	do not use unless directed by a doctor
49-59	7-8	2 tsp or 10 mL
60-71	9-10	2 1/2 tsp or 12.5 mL
72-95	11	3 tsp or 15 mL

**Other information** • dosage cup provided  
• store at controlled room temperature

**Inactive ingredients**  
Blue 1, Butylparaben, Carbomethylcellulose sodium, cellulose, citric acid, flavors, glycerin, high fructose corn syrup, propylene glycol, purified water, red 33, sodium benzoate, sorbitol, sucralose, xanthan gum

**TAMPER EVIDENT: DO NOT USE IF PRINTED SAFETY SEAL ON THE BOTTLE IS BROKEN OR MISSING.**

31-58551C

**SEE NEW DOSING INFORMATION**

**Best Choice**  
SARF

**Children's Non-Aspirin**  
Acetaminophen Oral Suspension  
Fever Reducer • Pain Reliever  
• Alcohol Free  
• Aspirin Free  
• Ibuprofen Free

**GRAPE FLAVOR**

4 FL OZ (118 mL)

**Drug Facts**

**Active ingredient (in each 5 mL (teaspoon))**  
Acetaminophen 160 mg

**Purpose**  
Pain reliever/fever reducer

**Uses temporarily** • reduces fever • relieves minor aches and pains due to:  
• the common cold • flu • headaches • sore throat • immunizations • toothaches

**Warnings**  
**Sore throat warning:** If sore throat is severe, persists for more than 2 days, is accompanied or followed by fever, headache, rash, nausea, or vomiting, consult a doctor promptly.

**Do not use** • with any other acetaminophen containing products. This may lead to an overdose, which may cause liver damage. (see overdose warning)

**When using this product**  
• do not exceed recommended dosage (see overdose warning)

**Stop use and ask a doctor if**  
• fever symptoms occur • redness or swelling is present  
• pain gets worse or lasts for more than 5 days  
• fever gets worse or lasts for more than 3 days

**Keep this and all drugs out of the reach of children.**  
**Overdose Warning:** Taking more than the recommended dose (overdose) could cause serious health problems, including liver damage. In case of accidental overdose, seek professional assistance or contact a Poison Control Center immediately. Quick medical attention is critical even if you do not notice any signs or symptoms.

**PROUDLY DISTRIBUTED BY:**  
VALU MANUFACTURING CO.  
KANSAS CITY, MO 64111  
Questions or Comments? 1-866-534-4637

**Best Choice**  
100% GUARANTEED

www.ambrands.com

Adopted from: <https://otclabels.com/lib/images-otc/childrens-acetaminophen-oral-suspension-grape-flavor-1/label.jpg>

## 2. Social Function of specific Label Text

To give detailed information about the product so that the reader can choose healthy and safe drugs / foods / drinks, avoid negative effects, and get the best results.

## 3. Generic Structure of specific Label Text

- a. Mention of drugs / food / drinks that are labeled.
- b. Mention the detailed information given in the label.

(Can include, real name and trade name of the product, description, volume, material, how to use, how to save, expiration date.)

## 4. Language Feature of specific Label Text

- a. Common phrases and vocabulary for each type of product from

authentic sources.

- b. Grammar: nominal phrases to refer to objects, how to call numbers /sizes
  - c. Grammar: Positive imperative sentence, negative imperative sentence, declarative sentence
  - d. The use of common capital aids
  - e. Appropriate nominal singular and plural uses, with or without a, the, this, those, my, their, etc. appropriately in nominal terms
  - f. Speech, word pressure, intonation, spelling, punctuation, handwriting
5. Topics: Drugs, foods, drinks that are common or related to the lives of students in schools, homes, and communities, by giving examples of honest, disciplined, confident, cooperative and responsible behavior.

#### **V. Learning Method**

1. Approach : Scientific Approach
2. Strategy : REAP strategy
3. Technique : Read, Encode, Annotate, Ponder

#### **VI. Learning Media and Tools**

- Authentic material
- Reading material
- REAP Chart
- Worksheet
- White board
- Board makers

#### **VII. Learning Resources**

1. Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Page 60-68
2. Example of Label text related with drugs product entitled “*Betadine*”, adopted from: <https://www.amazon.com/Betadine-Povidone-Iodine-Solution-Antiseptic/dp/B00RYV85JQ>



3. Authentic material: the packaging of drugs product named “OBH Herbal”, “Eskulin KIDS Hand Sanitizer” and “TOLAK ANGIN HERBAL PEPPERMINT LOZENGES”.

### VIII. Teaching Activity

<b>Third Meeting</b>			
<b>Learning Phase</b>	<b>Teacher’s Activity</b>	<b>Students’ Activity</b>	<b>Time Allocation</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- The teacher leads students to pray together before the learning activities start.</li> <li>- The teacher checks the students’ attendance and preparation such as, book or dictionary.</li> <li>- The teacher shows a packaging of drugs product named “OBH Herbal”.</li> <li>- The teacher asks questions related to the packaging of drugs product.</li> <li>- The teacher asks questions about the students’ prior knowledge related to the upcoming material.</li> <li>- The teacher tells about the upcoming material.</li> <li>- The teacher tells about the learning objective.</li> </ul>	<ul style="list-style-type: none"> <li>- The students respond the teacher’s greeting.</li> <li>- The students pray together with the teacher before the learning activities start.</li> <li>- The students respond to the teacher and show their book or dictionary.</li> <li>- The students pay attention to the teacher.</li> <li>- Students respond to teacher’s questions.</li> <li>- Students respond to teacher’s questions about their prior knowledge related to the upcoming material.</li> <li>- Students listen to the teacher’s explanation about the upcoming material.</li> <li>- Students listen to the learning objectives.</li> </ul>	<b>10 minutes</b>
<b>Main Activity</b>	<b>OBSERVING (READ)</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher shows some drugs products and asks the students to tell about</li> </ul>	<ul style="list-style-type: none"> <li>- Students tell the teacher about the facts available in the packaging of drugs</li> </ul>	

	<p>the facts available in the packaging of the drugs products orally.</p> <ul style="list-style-type: none"> <li>- The teacher divides the students into several groups consist of 5 students.</li> <li>- The teacher gives students a Label text related with drugs product entitled “BETADINE” to be observed by the students and also a copy of REAP chart to all the students.</li> <li>- The teacher tells the students what they need to do with the REAP chart.</li> <li>- The teacher asks the students to Read the Label text given and discussed it with their groups.</li> <li>- The teacher asks the students to jot down the title using their own word into the “R” section in REAP chart.</li> <li>- The teacher asks one member from each of the groups to tell the whole class what was discussed in their groups.</li> <li>- The teacher asks students to read the text together and discusses it with the teacher.</li> </ul>	<p>products orally.</p> <ul style="list-style-type: none"> <li>- Students find their group.</li> <li>- Students gets the Label text related with drugs product entitled “BETADINE” and get a copy of REAP chart.</li> <li>- The students listen to teacher’s explanation about using REAP Chart.</li> <li>- The students Read the Label text given and discussed it with their group.</li> <li>- The students jot down the title using their own words in the “R” section in REAP chart.</li> <li>- Students tell the whole class what was discussed in their groups.</li> <li>- Students read the text together and discusses about their reading with the teacher.</li> </ul>	
	<b>QUESTIONING</b>		<b>5 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher invites questions from students related with Label text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions related with Label text.</li> </ul>	

<b>EXPLORING (ENCODE)</b>		<b>10 minutes</b>
<ul style="list-style-type: none"> <li>- The teacher asks the students to find out the meaning of unfamiliar word/phrase/sentence meaning, and textual reference, from the text given.</li> <li>- The teacher asks the students to Encode the Label text by writing the main idea of the text using students' own words and putting the important facts available in the products into the "E" section of REAP chart.</li> <li>- The teacher asks the students to come back as a whole class and discuss their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Students find out the meaning of unfamiliar word/phrase/sentence meaning and textual reference from the text given.</li> <li>- The students Encode the Label text by writing the main idea of the text using students' own words and putting the important facts available in the products into the "E" section of REAP chart.</li> <li>- The students come back as a whole class and discuss their work.</li> </ul>	
<b>ANNOTATE</b>		<b>10 minutes</b>
<ul style="list-style-type: none"> <li>- The teacher asks the students to return to their small group to Annotate the text by writing a statement using students' own words that summarizes the important points based on the structure of the text into the "A" section of REAP chart.</li> </ul>	<ul style="list-style-type: none"> <li>- The students to return to their small group and Annotate the text by writing a statement that summarizes the important points based on the structure of the text into the "A" section of REAP chart.</li> </ul>	
<b>PONDER</b>		<b>10 minutes</b>
<ul style="list-style-type: none"> <li>- The teacher asks the students to Ponder the text by thinking and talking with their friends about the new things they</li> </ul>	<ul style="list-style-type: none"> <li>- Students Ponder the text by thinking and talking with their friends about the new things they learn from the text:</li> </ul>	

	learn from the text which include finding the author's purpose in writing the text, how to present the facts on the label orally and also combine the result of their summary with the other students' result in the "P" section of REAP chart.	which include finding the author's purpose in writing the text, how to present the facts on the label orally and also combine the result of their summary with the other students' result in the "P" section of REAP chart.	
	<b>ASSOCIATING</b>		<b>10 minutes</b>
	- The teacher asks the students to work in pair and answer questions given by the teacher about Label text related with drug product in the book page 63 entitled "Anidan".	- Students work in pair to answer questions about Label text related with drug product in students' book page 63 entitled "Anidan".	
	<b>COMMUNICATING</b>		<b>10 minutes</b>
	- The teacher asks the students to present orally about their pair work. - The teacher gives feedback to students' performance.	- Students present orally their work with their pair. - Students listen about the feedback given by the teacher.	
<b>Closing</b>	- The teacher leads the students to conclude the material that is learned. - The teacher gives a feedback to the process and also the result of students' learning. - The teacher asks the students to read their book related to the next lesson about Label text related	- Students conclude the material that is learned. - Students' listen the feedback from the teacher. - Students pay attention to the teacher about their homework. - Students and the teacher pray together before ending the class - Students close the class by saying	<b>5 minutes</b>

	<p>with beverage product in the book page 69.</p> <ul style="list-style-type: none"> <li>- The teacher leads the students to pray together before ending the class</li> <li>- The teacher close the class by saying “Thank you and “See You.”</li> </ul>	<p>“Thank you” and “See You” to the teacher.</p>	
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### IX. Assessment

1. Procedure : Process
2. Type : Written and Oral
3. Instrument :

No.	Indicator	Instrument
<b>Reading Comprehension</b>		
1.	3.3.1 To contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used.	<ul style="list-style-type: none"> <li>- Please identify the author’s intention in writing the text!</li> <li>-What is the structure of the text?</li> <li>- What is the synonym of the underlined word?</li> <li>- The underlined word/phrase refers to what?</li> </ul>
2.	3.3.2 To infer the main idea of the specific Label text related to drugs products based on the context used.	What is the main idea of the text?
3.	3.3.3 To recall the specific information of specific Label text related to drugs products based on the context used.	<ul style="list-style-type: none"> <li>- What is the drug used for?</li> <li>- What should be avoided when consuming the drug product?</li> <li>- What should you do if you feel symptoms after consuming the drug product?</li> </ul>

4.	4.3.1 To explain the facts of the specific Label text related to drugs products in written based on the context used.	Please explain the facts available in the label of the drug product in written version based on the presentation guide in your book!
5.	4.3.2 To present the facts of the specific Label text related to drugs products orally based on the context used.	Please explain how to present the facts available in the label of drug product in oral version based on the presentation guide in your book!

#### 4. Key answers

##### Reading Practice

##### Group Work

Betadine

- The social function of the text is to give detailed information about Betadine product.
- The generic structure of the text is  
Drug Label - Detailed information (include, trade name of the product, product size, expiration date, Description, How to use, and Ingredients.)
- The written version to state the facts

Facts	Statement
<b>The drug</b>	Betadine
<b>Description</b>	Povidone-iodine antiseptic for wounds safe to apply to both human and pets.
<b>Content/Amount</b>	15 cc
<b>Use(s)</b>	To reduce bacteria that potentially can cause skin infection.
<b>Directions to use &amp; Dosage</b>	Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.
<b>Directions to store</b>	-
<b>Expiration date</b>	2015

- The oral version to state the facts

Facts	Start by Saying...
<b>The drug</b>	Betadine
<b>Description</b>	The drug is Povidone-iodine antiseptic for

	wounds safe to apply to both human and pets.
<b>Content/Amount</b>	The package contains 15 cubic centimeter
<b>Use(s)</b>	The drugs is used to reduce bacteria that potentially can cause skin infection.
<b>Directions to use &amp; Dosage</b>	This is the direction to use the drug: Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.
<b>Directions to store</b>	No information available in the label
<b>Expiration date</b>	The drug must not be used from 2015

### Reading Task

#### Pair Work

1. a) The written version to state the facts

<b>Facts</b>	<b>Statement</b>
<b>The drug</b>	ANIDAN
<b>Description</b>	Paracetamol tablets
<b>Content/Amount</b>	500 g
<b>Use(s)</b>	Cold and flu symptoms. Feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.
<b>Directions to use &amp; Dosage</b>	For Adults the elderly and young people aged 12 years of age or over, take 2 tablets with a drink of water. It is repeated every 4 hours as required. Do not take more than 8 tablets in 24 hours. For children aged 6 to 12 years old, take ½ to 1 tablet with a drink of water. It is repeated every 4 hours as required. Do not take more than 4 tablets in 24 hours. If symptoms persist for more than 3 days, consult your doctor. Do not give to children aged under 6 years.
<b>Directions to store</b>	-
<b>Expiration date</b>	-

- b) The oral version to state the facts

<b>Facts</b>	<b>Start by Saying...</b>
<b>The drug</b>	ANIDAN
<b>Description</b>	The drug is paracetamol tablets
<b>Content/Amount</b>	The package contains 500 grams
<b>Use(s)</b>	The drug is used to cure cold and flu symptoms. Feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.
<b>Directions to use &amp;</b>	These are the direction and the dosage to use

<b>Dosage</b>	<p>the drug:</p> <p>For Adults the elderly and young people aged 12 years of age or over, take 2 tablets with a drink of water. It is repeated every 4 hours as required. Do not take more than 8 tablets in 24 hours.</p> <p>For children aged 6 to 12 years old, take ½ to 1 tablet with a drink of water. It is repeated every 4 hours as required. Do not take more than 4 tablets in 24 hours.</p> <p>If symptoms persist for more than 3 days, consult your doctor.</p> <p>Do not give to children aged under 6 years.</p>
<b>Directions to store</b>	No information available in the label
<b>Expiration date</b>	No dates available in the label

2. ANIDAN paracetamol tablets
3. To give detail information to the readers about ANIDAN paracetamol tablets products.
4. - Drug Label
  - Detailed information (include, trade name of the product, description, volume, uses, dosage, storage direction, warning, and further information)
5. It can be used for relief from: cold and flu symptoms, feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.
6. Do not take ANIDAN paracetamol tablets product with any other paracetamol containing product.
7. Indication
8. Prompt
9. ANIDAN paracetamol tablets consumer
10. Consult to doctor

## 5. Scoring Rubric

### a. Scoring Rubric of Assessing Cognitive Domain

No	Description	Score
1	The writing and answer are correct	10



2	The writing is false, but the answer is correct	8
3	The writing and answer are false	1
4	No answer	0

#### Scoring Guideline

Maximum Score : Total Questions x Maximum score  
 $10 \times 10 = 100$

#### b. Scoring Rubric of Assessing Psychomotor Domain

##### Writing Skill

Dimension	Score	Descriptors
<b>Content and Development</b>	4	<ul style="list-style-type: none"> <li>• Topic is relevant with the substance of the assignment</li> <li>• Topic sentence is developed by accurate and adequate details</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The topic is relevant with the substance of the assignment</li> <li>• The topic sentence is less supported by accurate and adequate details</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The topic is less relevant with the substance of the assignment</li> <li>• Topic sentence is less supported by accurate and adequate details</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The relevance between the topic and the substance of the assignment is very low</li> <li>• The topic sentence is not supported by accurate and adequate details</li> </ul>
<b>Organization</b>	4	<ul style="list-style-type: none"> <li>• The ideas are arranged logically and cohesively</li> <li>• The ideas conveyed clearly, smoothly, and Effectively</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The ideas are unclear</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> </ul>

		<ul style="list-style-type: none"> <li>• The main idea cannot be traced</li> </ul>
<b>Structure</b>	4	<ul style="list-style-type: none"> <li>• There are complex and effective sentences</li> <li>• There are inconsiderable mistakes in agreement, tense, words order, article, pronouns, prepositions in the sentences.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• There are complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning</li> <li>• There are some mistakes in agreement, tense, word order, article, pronouns, preposition</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are simple sentences and ineffectively convey meaning</li> <li>• There are considerable mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are large number of structure mistakes as an indicator of the low mastery in structure rules/conventions</li> <li>• There are large number of mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
<b>Vocabulary/ style</b>	4	<ul style="list-style-type: none"> <li>• The sentences are rich of vocabulary</li> <li>• The selection and the usage of words and idioms are accurate and appropriate with register</li> <li>• There are good mastery of words formation in producing some sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The vocabulary of the sentences are quite rich</li> <li>• The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register</li> <li>• There are small number of mistakes in words formations but the meaning remain uninterrupted in the sentences</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are lack of vocabulary in the sentences</li> <li>• There is large numbers of inappropriate register of the sentences</li> <li>• There are some mistakes in word formation of the sentences</li> <li>• The meaning of sentences is blur</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerably lack of vocabulary in the sentences</li> <li>• The translation of the words are lexically</li> <li>• The meaning of the sentences are difficult to Grasp</li> </ul>

<b>Mechanic</b>	4	<ul style="list-style-type: none"> <li>• The sentences show good mastery in writing convention</li> <li>• The sentences show good ability in using punctuation and capital letters accurately</li> <li>• There are inconsiderable spelling mistakes in the sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The sentences use good writing conventions even though small mistakes still exist</li> <li>• There are few small mistakes in using punctuations and spelling but the meaning remain clear</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are large number of mistakes in the application of writing conventions</li> <li>• There are large number of spelling mistakes that interrupt the meaning</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerable mistakes in using mechanics of the sentences</li> <li>• There are lack of mastery in writing rules/conventions</li> </ul>

Assessment guideline:

Maximum Score: 20

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

#### Speaking Skill

No	Aspect	Criteria	Score
1	Vocabulary	The vocabulary is excellent	5
		There are few mistakes but do not distract the meaning	4
		There are few mistakes and distract meaning	3
		There are many mistakes and distract meaning	2
		A lot mistakes thus very hard to recognize the meaning	1
2	Fluency	Very fluent	5
		Fluent	4
		Fairly fluent	3
		Less fluent	2
		Not fluent	1
3	Accuracy	Great accuracy	5
		Accurate	4
		Accurate enough	3
		Less accurate	2
		No accuracy	1

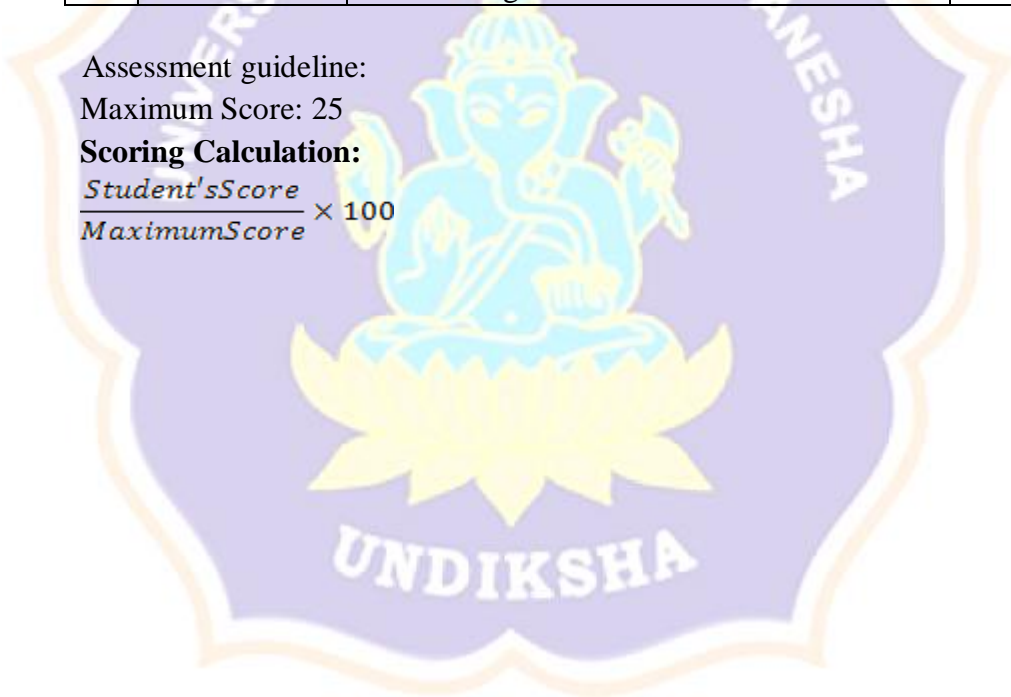
4	Pronunciation	Great pronunciation	5
		There are a few mistakes, but it does not distract the meaning	4
		There are a few mistakes and it distracts meaning of certain word	3
		There are several mistakes found in pronunciation and it disturbs the understanding of word meaning	2
		Many mistakes are found in pronunciation and it is hard to get the word meaning	1
5	Intonation	Great intonation	5
		There are a few mistakes but do not interfere with meaning	4
		There are a few mistakes and disturbing meaning	3
		There are many mistakes and disturbing meaning	2
		There are too many mistakes, so hard to get the meaning	1

Assessment guideline:

Maximum Score: 25

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$



## ATTACHMENT

### Reading Practice

#### Group Work

Label Text related with Drugs Product



**Brand:** BETADINE

BETADINE Solution povidone-iodine Antiseptic for Wounds Safe to apply to both human and pets.

**Product Size:** 15 cc

**EXP:** 2015 or better Condition: Brand new & Never used with a seal pack

**Description:** Betadine have been used in homes and hospitals worldwide as an important first line of defense against topical infections. Betadine Microbicides help to reduce bacteria that potentially can cause skin infection. Povidone-iodine, the active ingredient in Betadine Microbicides, is active against a broad spectrum of pathogens, in vitro. Betadine Solution contains 10% povidone-iodine and is the foremost documented, broad spectrum topical iodophor microbicide. shows effective microbicidal activity against both gram positive and gram negative bacteria, viruses, fungi, protozoa, spores, rickettsia and yeasts.

**How to use:** Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.

**Ingredients:** contains povidone-iodine USP 10% W/V Equivalent to 1% of available iodine

Adopted from: <https://www.amazon.com/Betadine-Povidone-Iodine-Solution-Antiseptic/dp/B00RYV85JQ>

## REAP CHART

<p><b>1. Read</b> Read the text and think of a different title for the text using your own word! (Use a few words).</p>	<p><b>2. Encode</b></p> <ul style="list-style-type: none"> <li>- Which keywords/phrase/sentences and textual references in the text did not you understand? Use your dictionary or ask your teacher to explain!</li> <li>- What is the main idea of the text? (Use your own word)</li> <li>- Put the main points of the Label Text based on the presentation Guide!</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Facts</th> <th style="width: 50%; text-align: center;">Statement</th> </tr> </thead> <tbody> <tr> <td><b>The drug</b></td> <td></td> </tr> <tr> <td><b>Description</b></td> <td></td> </tr> <tr> <td><b>Content/Amount</b></td> <td></td> </tr> <tr> <td><b>Use(s)</b></td> <td></td> </tr> <tr> <td><b>Directions to use &amp; Dosage</b></td> <td></td> </tr> <tr> <td><b>Directions to store</b></td> <td></td> </tr> <tr> <td><b>Expiration date</b></td> <td></td> </tr> </tbody> </table>	Facts	Statement	<b>The drug</b>		<b>Description</b>		<b>Content/Amount</b>		<b>Use(s)</b>		<b>Directions to use &amp; Dosage</b>		<b>Directions to store</b>		<b>Expiration date</b>	
Facts	Statement																
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<b>Directions to use &amp; Dosage</b>																	
<b>Directions to store</b>																	
<b>Expiration date</b>																	
<p><b>3. Annotate</b> Write in some sentences to summarize this text based on the text structure!</p>	<p><b>4. Ponder</b></p> <ul style="list-style-type: none"> <li>- Think and talk with your friends about the new things did you learn from the text such as the author's intention in writing the text and how to present the label orally! Please explain to the students in the class!</li> <li>- Combine the summary you made with the other friends' summary!</li> </ul>																

## Reading Task

### Pair Work

<b>ANIDAN</b>	
<b>PARACETAMOL TABLETS</b>	
<b>FOR RELIEF FROM:</b>	
Cold and flu symptoms	Toothache
Feverishness	Period pain
Aches & pains	Rheumatic pain
Headache	Neuralgia
Migraine	Sore throat
Do not take with any other paracetamol containing product	
Immediate medical advice should be sought in the event of an overdose even if you feel well	
<b>KEEP ALL MEDICINES OUT OF THE SIGHT * REACH OF CHILDREN</b>	
Contains Paracetamol	
<b>EACH TABLET CONTAINS Paracetamol Ph Eur 500mg</b>	
<b>DOSAGE:</b>	
Adults the elderly and young people aged 12 years of age or over: Take 2 tablets with a drink of water.	
Repeat every 4 hours as required	
<b>DO NOT TAKE MORE THAN 8 TABLETS IN 24 HOURS</b>	
Children 6 to 12 years of age: Take 1/2 to 1 tablet with a drink of water.	
Repeat every 4 hours as required.	
<b>DO NOT TAKE MORE THAN 4 TABLETS IN 24 HOURS</b>	
If symptoms persist for more than 3 days, consult your doctor	
<b>DO NOT GIVE TO CHILDREN AGED UNDER 6 YEARS</b>	

Read the text entitled “ANIDAN” in your book page 63 book then answer these questions carefully with your pair!

1. a) Please explain the facts available in the label of “ANIDAN” product in written version based on the presentation guide in your book page 67!
- b) Please explain how to present the facts available in the label of “ANIDAN” product in oral version based on the presentation guide in your book page 67!
2. What is the main idea of the text?
3. What is the purpose of the text?
4. What is the structure of the text?
5. What is the drugs used for?
6. What should be avoided if you consume “ANIDAN” paracetamol tablets?
7. “If symptoms persist for more than 3 days consult your doctor.” What is the synonym of the underlined word?
8. “Immediate medical advice should be sought in the event of an overdose even if you feel ” What is the synonym of the underlined word?
9. “Immediate medical advice should be sought in the event of an overdose even if you feel well”. The underlined word refers to what?
10. What would you do if you still feel symptoms after consuming ANIDAN paracetamol tablets for 3 days?

## APPENDIX 15 LESSON PLAN OF EXPERIMENTAL 2

<b>Name of School</b>	<b>: SMP Negeri 2 Singaraja</b>
<b>Grade/Semester</b>	<b>: IX/ 1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time Allotment</b>	<b>: 2x40 minutes</b>
<b>Genre</b>	<b>: Procedure Text related To How to Make Beverage</b>

### I. Core Competency

1. Appreciating and practicing the religious value that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

### II. Basic Competencies and Indicators

<b>Basic Competency</b>	<b>Indicators</b>
3.4 Comparing social functions, texts structure, and language feature of Procedure text, by	3.4.1 To contrast the social function, text structures, and language feature of Procedure text related to how to make



requesting and giving information related to recipes and manual based on the context used.	beverage based on the context used. 3.4.2 To identify the main idea of Procedure text related to how to make beverage based on the context used. 3.4.3 To recognize the specific information of Procedure text related to how to make beverage based on the context used
4.4 Comprehending the meaning contextually related to social function, generic structure and language feature of a short and simple Procedure text in written and oral about recipe and manual.	4.4.1 To explain the way of how to make beverage based on the context used. 4.4.2 To present the way of how to make beverage based on the context used orally.

### III. Learning Objectives

1. Students are able to contrast the social function, text structures, and language feature of Procedure text related to how to make beverage based on the context used correctly by observing the example of Procedure text given in group.
2. Students are able to identify the main idea of Procedure text related to how to make beverage based on the context used correctly by observing the example of Procedure text given in group.
3. Students are able to recognize the specific information of Procedure text related to how to make beverage based on the context used correctly by observing the example of Procedure text given in group.
4. Students are able to explain the way of how to make beverage based on the context used correctly by designing a recipe about how to make beverage in oral version in pair.
5. Students are able to present the way of how to make beverage orally based on the context used correctly by presenting their pair work with their pair in front of the class.

### III. Learning Materials

#### 1) Definition of Procedure text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

Here is the example of procedure text related with how to make beverage.

#### How to Make a Glass of Coffee

##### Materials:

- Water
- Sugar
- Coffee
- Glass
- Spoon
- Kettle

##### Steps:

- Boil the water First
- Second, take two spoons of coffee and two spoons of sugar. put into a glass
- Next, pour the hot water into a glass
- Then, stir it gently
- Finally, your coffee is ready to drink

Adopted from: <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

#### 2) Social Function of Procedure Text

The social function of procedure text is to show how something is done through sequence of steps/actions which enable the reader to achieve the goal.

#### 3) Generic Structure of Procedure Text

- Goal (title) of the recipe which give information about the purpose of the steps/ procedures.
- Materials/Ingredients : stating the materials needed to make the food/ beverage (to achieve the goal)

-Steps: stating the steps to make the food/ drink.

4) Language Feature of Procedure Text

- Using Simple Present Tense (S+V1)
- Using nominal phrases to state things  
Using imperative sentence
- Using action verbs (make, take, boil, cook, etc)
- Using temporal conjunctions (first, then, next, after that, last, etc)
- Speech, word pressure, intonation, spelling, punctuation, handwriting

5) Topics:

Food/ beverage recipe, manual equipments that are common or related to the lives of students in schools, homes, and communities, by giving examples of honest, disciplined, confident, cooperative and responsible behavior.

**V. Learning Method**

1. Approach : Scientific Approach
2. Strategy : REAP strategy
3. Technique : Read, Encode, Annotate, Ponder

**VI. Learning Media and Tools**

- Authentic material
- Reading material
- REAP Chart
- White board
- Board makers

**VII. Learning Resources**

- Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Page 85-96
- Procedure text related with how to make beverage entitled “How to Make Lemonade”. Adopted from <https://blog.ruangguru.com/procedural-text-berbentuk-food-and-beverage-recipe>
- Authentic material about the recipe of making green tea latte.

## VIII. Teaching Activity

<b>Fifth Meeting</b>			
<b>Learning Phase</b>	<b>Teacher's Activity</b>	<b>Students' Activity</b>	<b>Time Allocation</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- The teacher leads the students to pray together before the learning activities start.</li> <li>- The teacher checks the students' attendance and preparation such as, book or dictionary.</li> <li>- The teacher shows a recipe of how to make iced tea.</li> <li>- The teacher asks questions related to recipe.</li> <li>- The teacher asks questions about the students' prior knowledge related to the upcoming material.</li> <li>- The teacher tells about the upcoming material.</li> <li>- The teacher tells about the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- The students respond the teacher's greeting.</li> <li>- The students pray together with the teacher before the learning activities start.</li> <li>- The students respond to the teacher and show their book or dictionary.</li> <li>- The students pay attention to the teacher.</li> <li>- Students respond to teacher's questions.</li> <li>- Students respond to teacher's questions about their prior knowledge related to the upcoming material.</li> <li>- Students listen about the upcoming material.</li> <li>- Students listen to the learning objectives.</li> </ul>	<b>10 minutes</b>
<b>Main Activity</b>	<b>OBSERVING (READ)</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher asks the students whether they ever made beverage and asks the students to tell the teacher how to make the beverage.</li> <li>- The teacher divides the students into several groups consist of 4-5 students.</li> <li>- The teacher asks the</li> </ul>	<ul style="list-style-type: none"> <li>- Students tell the teacher about the beverage they ever made and explain how to make the beverage.</li> <li>- Students find their group.</li> <li>- Students open their book page 88 and find the procedure text entitled "<i>ICED</i></li> </ul>	

	<p>students to open their book page 88 and find the procedure text entitled “<i>ICED FRUIT COCKTAIL WITH CONDENSED MILK (ES TELER)</i>” and gives a copy of REAP chart to all the students.</p> <ul style="list-style-type: none"> <li>- The teacher tells the students what they need to do with the REAP chart.</li> <li>- The teacher asks the students to Read the Procedure text given.</li> <li>- The teacher asks the students to jot down the title using their own word into the “<b>R</b>” section in REAP chart.</li> <li>- The teacher asks one member from each of the groups to tell the whole class what was discussed in their groups.</li> <li>- The teacher discusses with the students about their reading.</li> </ul>	<p><i>FRUIT COCKTAIL WITH CONDENSED MILK (ES TELER)</i>” and get a copy of REAP chart.</p> <ul style="list-style-type: none"> <li>- The students listen to teacher’s explanation about using REAP Chart.</li> <li>- The students Read the Procedure text given.</li> <li>- The students jot down the title using their own words in the “<b>R</b>” section in REAP chart.</li> <li>- Students read the text together and discusses about their reading with the teacher.</li> </ul>	
	<b>QUESTIONING</b>		<b>5 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher invites questions from students related with Procedure text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students ask some questions related with Procedure text.</li> </ul>	
	<b>EXPLORING (ENCODE)</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher asks the students to find out the meaning of unfamiliar word/ phrase/ sentence meaning, and also textual reference</li> </ul>	<ul style="list-style-type: none"> <li>- Students find the meaning of unfamiliar word/ phrase/ sentence meaning, and also textual reference from the text.</li> </ul>	

	<p>from the text.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to Encode the Procedure text by identifying main ideas of the text using students' own words and write it into the "E" section of REAP chart.</li> <li>- The teacher asks the students to come back as a whole class and discuss their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Students Encode the text by identifying main ideas of the text using students' own words and write it into the "E" section of REAP chart.</li> <li>- The students come back as a whole class and discuss their work.</li> </ul>	
	<b>ANNOTATE</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>-The teacher asks the students return to their small group to Annotate the text by writing a statement that summarizes the important points based on the text structure into the "A" section of REAP chart.</li> </ul>	<ul style="list-style-type: none"> <li>- The students return to their small group and Annotate the text by writing a statement that summarizes the important points based on the text structure into the "A" section of REAP chart.</li> </ul>	
	<b>PONDER</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>-The teacher asks the students to Ponder the text by thinking and talking with the other students about the new things they learn from the text which include finding the author's purpose in writing the text, and how to present the written recipe orally to the students in the class and combine the result of their summary with the other students' result in the "P" section of REAP chart.</li> </ul>	<ul style="list-style-type: none"> <li>- The students Ponder the text by thinking and talking about the new things they learn from the text which include finding the author's purpose in writing the text and how to present the written recipe orally to the students in the class and combine the result of their summary with the other students' result in the "P" section of REAP chart.</li> </ul>	
	<b>ASSOCIATING</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- Teacher asks the</li> </ul>	<ul style="list-style-type: none"> <li>- Students work in</li> </ul>	

	students to work in pair and design a recipe of How to Make Lemonade in oral version and also answer some questions related to the recipe that they design.	pair and design a recipe of How to Make Lemonade in oral version and also answer the questions given by the teacher.	
	<b>COMMUNICATING</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher asks the students to present orally about their pair work.</li> <li>- The teacher gives feedback to students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Students present orally their work with their pair.</li> <li>- Students listen about the feedback given by the teacher.</li> </ul>	
<b>Closing</b>	<ul style="list-style-type: none"> <li>- The teacher leads the students to conclude the material that is learned.</li> <li>- The teacher gives a feedback to the process and also the result of students' learning.</li> <li>- The teacher asks the students to read their book related to the next lesson about how to make food page 92.</li> <li>- The teacher leads the students to pray together before ending the class</li> <li>- The teacher close the class by saying "Thank you and "See You."</li> </ul>	<ul style="list-style-type: none"> <li>- Students conclude the material that is learned.</li> <li>- Students' listen the feedback from the teacher.</li> <li>- Students pay attention to the teacher about their homework.</li> <li>- Students and the teacher pray together before ending the class.</li> <li>- Students close the class by saying "Thank you" and "See You" to the teacher.</li> </ul>	<b>5 minutes</b>

## IX. ASSESSMENT

1. Procedure : Process
2. Type : Written and Oral

## 3. Instrument :

No.	Indicator	Instrument
<b>Reading Comprehension</b>		
1.	3.3.1 To contrast the social function, text structures, and language feature of Procedure text related to how to make beverage based on the context used correctly by observing the example of Procedure text given in group.	<ul style="list-style-type: none"> <li>- Please identify the author's intention in writing the text!</li> <li>- What is the structure of the text?</li> <li>- What is the synonym of the underlined words/phrases?</li> <li>- What the underlined word refers to?</li> </ul>
2.	3.3.2 To identify the main idea of the Procedure text related to how to make beverage based on the context used.	What is the main idea of the text?
3.	3.3.3 To recognize the specific information of the Procedure text related to how to make beverage based on the context used.	<ul style="list-style-type: none"> <li>- What should you do to make the beverage?</li> <li>- What are the fruits needed to make the beverage?</li> <li>- How much sugar do you need to make the beverage?</li> </ul>
4.	4.3.1 To explain the way of how to make beverage based on the context used.	Please write about how to present the written recipe in oral version!
5.	4.3.2 To present the way of how to make beverage based on the context used orally.	Please present your recipe in front of the class!

## 4. Key Answers

## How To Make Lemonade

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Method</i>
2 tablespoons of lemon juice	Slice a lemon in half and squeeze the juice into a cup.
2 tablespoons of sugar	Take out the seeds of the lemon.
1 glass of water	Pour two tablespoons of juice into glass
Ice cube	Add sugar



	Add water and stir well
	Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Lemonade are ready to serve

b. How to present the written recipe orally:

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Method</i>
Two tablespoons of lemon juice	Firstly, slice a lemon in half and squeeze the juice into a cup.
Two tablespoons of sugar	Secondly, take out the seeds of the lemon.
A glass of water	Thirdly, pour two tablespoons of juice into the glass.
Ice cubes	Then, add sugar
	After that, add water and stir well
	Next, taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Finally, lemonade are ready to serve

- 2) How to make lemonade
- 3) To tell the readers about how to make lemonade
- 4) Goals, Ingredients, Methods
- 5) Take out the seeds of the lemon.
- 6) 2 tablespoons of lemon juice
- 7) Press
- 8) Mix
- 9) The lemonade
- 10) When the juice of the lemon is mixed with sugar, water, and ice cubed.

### Reading Practice

#### Pair Work

Iced Fruit Cocktail with Condensed Milk (es teller)

- The social function of the text is to tell the reader about how to make Iced Fruit Cocktail with Condensed Milk (es teller)

- The generic structure of the text is **Goal - Ingredients - Method**
- How to present the written recipe orally:

Iced Fruit Cocktail with Condensed Milk (es teller)	
<i>Ingredients</i>	<i>Method</i>
One hundred and fifty grams or one and a half cups sugar, two pandan leaves which are shredded lengthwise and tied in a knot, three and a half of tablespoons with fifty milliliters of water, four hundreds grams of ripe avocado which are cut into 1 centimeters cubes, four hundreds gram of ripe jackfruit which are deseeded and cut into 1 centimeters cubes, three young coconuts with the meat scraped out, crushed ice, and condensed milk	First of all, to make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Then, cool syrup.
	Next, to serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Then, add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Finally, serve Iced Fruit Cocktail with Condensed Milk (es teller) immediately.

### Reading Task

#### Pair Work

- 1) How to present the written recipe orally:

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Method</i>
Two tablespoons of lemon juice	Firstly, slice a lemon in half and squeeze the juice into a cup.
Two tablespoons of sugar	Secondly, take out the seeds of the lemon.
A glass of water	Thirdly, pour two tablespoons of juice into the glass.
Ice cubes	Then, add sugar
	After that, add water and stir well
	Next, taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Finally, lemonade are ready to serve

- 2) A procedure of making lemonade

- 3) To tell the readers about how to make lemonade
- 4) Goals, Ingredients, Methods
- 5) Take out the seeds of the lemon.
- 6) 2 tablespoons of lemon juice
- 7) Press
- 8) Mix
- 9) The lemonade
- 10) When the juice of the lemon is mixed with sugar, water, and ice cubes.

#### 4. Scoring Rubric

##### a. Scoring Rubric of Assessing Cognitive Domain

No	Description	Score
1	The writing and answer are correct	10
2	The writing is false, but the answer is correct	8
3	The writing and answer are false	1
4	No answer	0

##### Scoring Guideline

Maximum Score : Total Questions x Maximum score  
 $10 \times 10 = 100$

##### b. Scoring Rubric of Assessing Psychomotor Domain

##### Writing Skill

Dimension	Score	Descriptors
<b>Content and Development</b>	4	<ul style="list-style-type: none"> <li>• Topic is relevant with the substance of the assignment</li> <li>• Topic sentence is developed by accurate and adequate details</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The topic is relevant with the substance of the assignment</li> <li>• The topic sentence is less supported by accurate and adequate details</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The topic is less relevant with the substance of the assignment</li> <li>• Topic sentence is less supported by accurate and adequate details</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The relevance between the topic and the substance of the assignment is very low</li> <li>• The topic sentence is not supported by accurate and adequate details</li> </ul>

<b>Organization</b>	4	<ul style="list-style-type: none"> <li>• The ideas are arranged logically and cohesively</li> <li>• The ideas conveyed clearly, smoothly, and Effectively</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The ideas are unclear</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
<b>Structure</b>	4	<ul style="list-style-type: none"> <li>• There are complex and effective sentences</li> <li>• There are inconsiderable mistakes in agreement, tense, words order, article, pronouns, prepositions in the sentences.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• There are complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning</li> <li>• There are some mistakes in agreement, tense, word order, article, pronouns, preposition</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are simple sentences and ineffectively convey meaning</li> <li>• There are considerable mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are large number of structure mistakes as an indicator of the low mastery in structure rules/conventions</li> <li>• There are large number of mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
<b>Vocabulary/ style</b>	4	<ul style="list-style-type: none"> <li>• The sentences are rich of vocabulary</li> <li>• The selection and the usage of words and idioms are accurate and appropriate with register</li> <li>• There are good mastery of words formation in producing some sentences</li> </ul>

	3	<ul style="list-style-type: none"> <li>• The vocabulary of the sentences are quite rich</li> <li>• The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register</li> <li>• There are small number of mistakes in words formations but the meaning remain uninterrupted in the sentences</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are lack of vocabulary in the sentences</li> <li>• There is large numbers of inappropriate register of the sentences</li> <li>• There are some mistakes in word formation of the sentences</li> <li>• The meaning of sentences is blur</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerably lack of vocabulary in the sentences</li> <li>• The translation of the words are lexically</li> <li>• The meaning of the sentences are difficult to grasp</li> </ul>
<b>Mechanic</b>	4	<ul style="list-style-type: none"> <li>• The sentences show good mastery in writing convention</li> <li>• The sentences show good ability in using punctuation and capital letters accurately</li> <li>• There are inconsiderable spelling mistakes in the sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The sentences use good writing conventions even though small mistakes still exist</li> <li>• There are few small mistakes in using punctuations and spelling but the meaning remain clear</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are large number of mistakes in the application of writing conventions</li> <li>• There are large number of spelling mistakes that interrupt the meaning</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerable mistakes in using mechanics of the sentences</li> <li>• There are lack of mastery in writing rules/conventions</li> </ul>

Assessment guideline:

Maximum Score: 20

Scoring Calculation:

$$\frac{\textit{Student'sScore}}{\textit{MaximumScore}} \times 100$$

## Speaking Skill

No	Aspect	Criteria	Score
1	Vocabulary	The vocabulary is excellent	5
		There are few mistakes but do not distract the meaning	4
		There are few mistakes and distract meaning	3
		There are many mistakes and distract meaning	2
		A lot mistakes thus very hard to recognize the meaning	1
2	Fluency	Very fluent	5
		Fluent	4
		Fairly fluent	3
		Less fluent	2
		Not fluent	1
3	Accuracy	Great accuracy	5
		Accurate	4
		Accurate enough	3
		Less accurate	2
		No accuracy	1
4	Pronunciation	Great pronunciation	5
		There are a few mistakes, but it does not distract the meaning	4
		There are a few mistakes and it distracts meaning of certain word	3
		There are several mistakes found in pronunciation and it disturbs the understanding of word meaning	2
		Many mistakes are found in pronunciation and it is hard to get the word meaning	1
5	Intonation	Great intonation	5
		There are a few mistakes but do not interfere with meaning	4
		There are a few mistakes and disturbing meaning	3
		There are many mistakes and disturbing meaning	2
		There are too many mistakes, so hard to get the meaning	1

Assessment guideline:

Maximum Score: 25

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

## ATTACHMENT

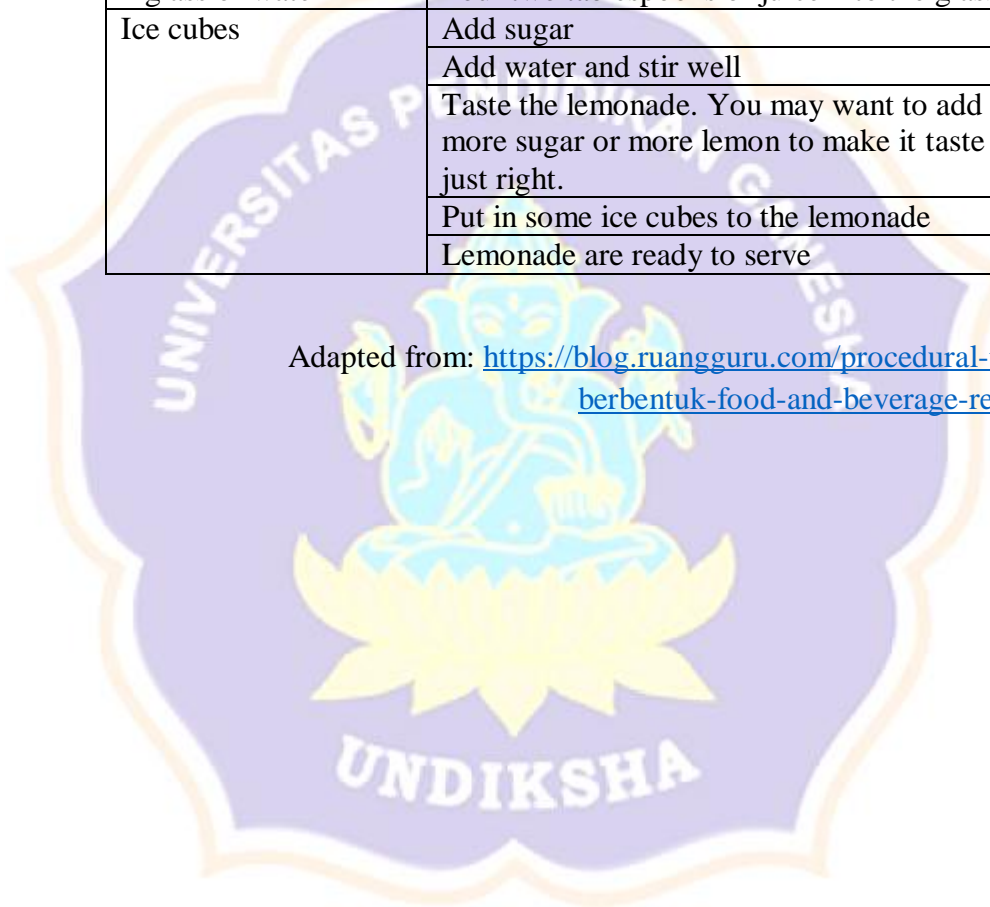
### Reading Practice

### Group Work

#### How to Make Iced Lemonade

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Method</i>
2 tablespoons of lemon juice	Slice a lemon in half and squeeze the juice into a cup.
2 tablespoons of sugar	Take out the seeds of the lemon.
1 glass of water	Pour two tablespoons of juice into the glass.
Ice cubes	Add sugar
	Add water and stir well
	Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Lemonade are ready to serve

Adapted from: <https://blog.ruangguru.com/procedural-text-berbentuk-food-and-beverage-recipe>



## REAP CHART

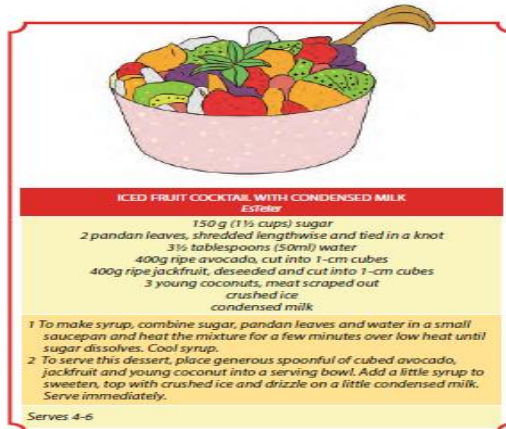
<p><b>1. Read</b> Read the text and think of a different title for the text using your own word! (Use a few words).</p>	<p><b>2. Encode</b> - Which keywords/phrase/sentences and textual references in the text did not you understand? Use your dictionary or ask your teacher to explain!</p> <p>- What is the main idea of the text?</p>																						
<p><b>3. Annotate</b> - Write in some sentences to summarize this text based on the text structure!</p>	<p><b>4. Ponder</b> - Think and talk with your friends about the new things did you learn from the text include the author's intention in writing the text! Please explain to the students in the class and present the written recipe orally!</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="2" style="text-align: center;">How to Make Iced Lemonade</th> </tr> <tr> <th style="width: 50%; text-align: center;"><i>Ingredients</i></th> <th style="width: 50%; text-align: center;"><i>Steps</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>- Combine the summary you made with the other friends' summary!</p>	How to Make Iced Lemonade		<i>Ingredients</i>	<i>Steps</i>																		
How to Make Iced Lemonade																							
<i>Ingredients</i>	<i>Steps</i>																						



## Reading Practice

### Pair Work

Procedure Text related with How to Make Beverage



Read the Procedure text entitled “ICED FRUIT COCKTAIL WITH CONDENSED MILK” in your book then answer these questions carefully with your pair!

1. What is the main idea of the text?
2. What is the purpose of the text?
3. What is the structure of the text?
4. How much sugar do you need to make ICED FRUIT COCKTAIL WITH CONDENSED MILK?
5. What should you do to make the syrup?
6. “To serve this dessert, place generous spoonful of cubed avocado,...”(line 12)  
What does the underlined word means?
7. What are the fruits mentioned in the text to make the iced fruit cocktail?
8. “Serve immediately.” What is the synonym of the underlined word? (line 16)
9. “... and drizzle on a little condensed milk”. What does the underlined word means? (line 15)
10. Please write about how to present the written recipe of how to make “ICED FRUIT COCKTAIL WITH CONDENSED MILK” in oral version and present it to the class orally!

## APPENDIX 16 LESSON PLAN OF CONTROL GROUP 1

**Name of School** : SMP Negeri 2 Singaraja  
**Grade/Semester** : IX/ 1  
**Subject** : English  
**Skill** : Reading  
**Time Allotment** : 2x40 minutes  
**Genre** : Label Text related with Drugs  
**Product**

### I. Core Competency

1. Appreciating and practicing the religious value that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

### II. Basic Competencies and Indicators

Basic Competency	Indicators
3.3 Comparing social functions, texts structure, and language feature of specific texts in the form of Label, by requesting and giving information related to drugs / food / beverages based on the context used.	3.3.1 To contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used. 3.3.2 To infer the main idea of the specific text in the form of Label related to drugs products based on the context used.

	3.3.3 To recall the specific information of the specific text in the form of Label related to drugs products based on the context used.
4.3 Comprehending the meaning contextually related to social function, generic structure and language feature of short and simple specific texts in the form of label about drugs/ food/ beverage products in written based on the context used.	4.3.1 To explain the facts of the specific text in the form of Label related to drugs products in written based on the context used. 4.3.2 To present the facts of the specific text in the form of Label related to drugs products orally based on the context used orally.

### III. Learning Objectives

1. Students are able to contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
2. Students are able to infer the main idea of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
3. Students are able to recall the specific information of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
4. Students are able to explain about the facts of the specific text in the form of Label related to drugs product based on the context used correctly by writing the facts of the drugs product in pair.
5. Students are able to present about the facts of the specific text in the form of Label related to drug product based on the context used correctly by presenting their work orally with their pair in front of the class.

### IV. Learning Materials

1. Definition of specific label text

Label is information contained in the outer packaging of a product or goods. Packaging or labels are usually found in food products, beverages, medicines, beauty products (cosmetics) and others.

In product packaging / labels usually provide the following information:

- 1) Product name/item
- 2) Content / amount
- 3) Explanation about the product
- 4) Ingredients
- 5) Nutrition Information
- 6) Usefulness / indication
- 7) Direction to use and Dosage
- 8) Storage instructions
- 9) Expiration date

Here is the example of label text related with drug product:

**Drug Facts (continued)**

**Directions**

- do not exceed recommended dosage (see overdose warning)
- shake well before using
- find right dose on chart below. If possible, use weight to dose; otherwise, use age
- If needed, repeat dose every 4 hours
- do not use more than 5 times in 24 hours
- only use enclosed measuring cup

Weight (lb)	Age (yr)	Dose (tsp or mL)
under 36	under 4	do not use
36-48	4-6	do not use unless directed by a doctor
49-59	7-8	2 tsp or 10 mL
60-71	9-10	2 1/2 tsp or 12.5 mL
72-95	11	3 tsp or 15 mL

**Other information** • dosage cup provided  
• store at controlled room temperature

**Inactive ingredients**  
blue 1, butyl paraben, carboxymethylcellulose sodium, cellulose, citric acid, flavors, glycerin, high fructose corn syrup, propylene glycol, purified water, red 33, sodium benzoate, sorbitol, sucralose, xanthan gum.

**TAMPER EVIDENT: DO NOT USE IF PRINTED SAFETY SEAL ON THE BOTTLE IS BROKEN OR MISSING.**

31-58651C

**SEE NEW DOSING INFORMATION**

**Best Choice**  
CARE

**Children's Non-Aspirin**  
Acetaminophen Oral Suspension  
Fever Reducer • Pain Reliever  
• Alcohol Free  
• Aspirin Free  
• Ibuprofen Free

**GRAPE FLAVOR**

4 FL OZ (118 mL)

**Drug Facts**

**Active ingredient (in each 5 mL teaspoonful)**  
Acetaminophen 160 mg

**Purpose**  
Pain reliever/fever reducer

**Uses** temporarily • reduces fever • relieves minor aches and pains due to • the common cold • flu • headaches • sore throat • immunizations • toothaches

**Warnings**  
**Stomach warning:** If sore throat is severe, persists for more than 2 days, is accompanied or followed by fever, headache, rash, nausea, or vomiting, consult a doctor promptly.  
**Do not use** • with any other acetaminophen containing products. This may lead to an overdose, which may cause liver damage. (see overdose warning)

**When using this product**  
• do not exceed recommended dosage (see overdose warning)

**Stop use and ask a doctor if**  
• new symptoms occur • redness or swelling is present  
• pain gets worse or lasts for more than 5 days  
• fever gets worse or lasts for more than 3 days

**Keep this and all drugs out of the reach of children.**  
**Overdose Warning:** Taking more than the recommended dose (overdose) could cause serious health problems, including liver damage. In case of accidental overdose, seek professional assistance or contact a Poison Control Center immediately. Quick medical attention is critical even if you do not notice any signs or symptoms.

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Adopted from: <https://otclabels.com/lib/images-otc/childrens-acetaminophen-oral-suspension-grape-flavor-1/label.jpg>

## 2. Social Function of specific Label Text

To give detailed information about the product so that the reader can choose healthy and safe drugs / foods / drinks, avoid negative effects, and get the best results.

## 3. Generic Structure of specific Label Text

- a. Mention of drugs / food / drinks that are labeled.
- b. Mention the detailed information given in the label.

(Can include, real name and trade name of the product, description, volume, material, how to use, how to save, expiration date.)

## 4. Language Feature of specific Label Text

- a. Common phrases and vocabulary for each type of product from authentic sources.

- b. Grammar: nominal phrases to refer to objects, how to call numbers /sizes
  - c. Grammar: Positive imperative sentence, negative imperative sentence, declarative sentence
  - d. The use of common capital aids
  - e. Appropriate nominal singular and plural uses, with or without a, the, this, those, my, their, etc. appropriately in nominal terms
  - f. Speech, word pressure, intonation, spelling, punctuation, handwriting
5. Topics: Drugs, foods, drinks that are common or related to the lives of students in schools, homes, and communities, by giving examples of honest, disciplined, confident, cooperative and responsible behavior.

#### **V. Learning Method**

1. Approach : Scientific Approach
2. Strategy : Conventional strategy
3. Method : Lecturing

#### **VI. Learning Media and Tools**

- Authentic Material
- Reading material
- Worksheet
- Whiteboard
- Board makers

#### **VII. Learning Resources**

1. Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Page 60-68
2. Example of Label text related with drugs product entitled “BETADINE”, adopted from: <https://www.amazon.com/Betadine-Povidone-Iodine-Solution-Antiseptic/dp/B00RYV85JQ>
3. Authentic material: the packaging of drugs product named “OBH Herbal”, “Eskulin KIDS Hand Sanitizer” and “TOLAK ANGIN HERBAL PEPPERMINT LOZENGES”.

### VIII. Teaching Activity

<b>Third Meeting</b>			
<b>Learning Phase</b>	<b>Teacher's Activity</b>	<b>Students' Activity</b>	<b>Time Allocation</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- The teacher leads students to pray together before the learning activities start.</li> <li>- The teacher checks the students' attendance and preparation such as, book or dictionary.</li> <li>- The teacher shows a packaging of drug product named "Eskulin Kids Handsanitizer"</li> <li>- The teacher asks questions related to the packaging of "Eskulin Kids Handsanitizer" product.</li> <li>- The teacher asks questions about the students' prior knowledge related to the upcoming material.</li> <li>- The teacher tells about the upcoming material.</li> <li>- The teacher tells about the learning objective.</li> </ul>	<ul style="list-style-type: none"> <li>- The students respond the teacher's greeting.</li> <li>- The students pray together before the learning activities start.</li> <li>- The students respond to the teacher and show their book or dictionary.</li> <li>- Students listen to the teacher's explanation about the upcoming material.</li> <li>- Students respond to teacher's questions about their prior knowledge related to the upcoming material.</li> <li>- Students listen to the learning objectives.</li> </ul>	<b>10 minutes</b>
<b>Main Activity</b>	<b>OBSERVING</b>		<b>15 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher shows some drug products and asks the students to tell about the facts available in the packaging of drug products orally.</li> <li>- The teacher divides the students into several groups consist of 4-5 students.</li> <li>- The teacher gives the students an example of Label text related with drugs product entitled "BETADINE"</li> <li>- The teacher asks the students to observe the Label text given.</li> </ul>	<ul style="list-style-type: none"> <li>- Students tell the teacher about the facts available in the packaging of the food products orally.</li> <li>- Students find their groups.</li> <li>- Students get the example of Label text related with beverage product entitled "BETADINE"</li> <li>- Students observe the Label text given by the teacher.</li> </ul>	

	<b>QUESTIONING</b>		<b>5 minutes</b>
	- The teacher invites questions from students related with Label text.	- Students ask some questions related with Label text.	
	<b>EXPLORING</b>		<b>15 minutes</b>
	- The teacher asks the students to translate the difficult words/ phrase/ sentence meaning from the Label text given. - The teacher gives questions to be answered by the students related to the text given with their group. - The teacher discusses with students about their group work.	- Students find out the meaning of difficult words/ phrase/sentence from the Label text given. - Students answer the questions given by the teacher related to the text. - Students discuss about their group work with the teacher.	
	<b>ASSOCIATING</b>		<b>15 Minutes</b>
	- Teacher asks the students to work in pair and answer questions given by the teacher related to the Label text in the book page 63 entitled "ANIDAN".	- Students work in pair to answer questions by the teacher related to the Label text in the book page 63 entitled "ANIDAN".	
	<b>COMMUNICATING</b>		<b>10 minutes</b>
	- The teacher asks the students to present orally about their pair work. - The teacher gives feedback to students' performance.	- Students present orally their work with their pair. - Students listen about the feedback given by the teacher.	
<b>Closing</b>	- The teacher leads the students to conclude the material that is learned. - The teacher gives a feedback to the process and also the result of students' learning. - The teacher gives homework to the students to learn about the next lesson about Label of beverage product in the book page 69. - The teacher leads the students to pray together	- Students conclude the material that is learned. - Students' listen the feedback from the teacher. - Students pay attention to the teacher about their homework. - Students and the teacher pray together before ending the class. - Students close the class by saying	<b>10 minutes</b>

	before ending the class - The teacher close the class by saying “Thank you and “See You.”	“Thank you” and “See You” to the teacher.	
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### IX. Assessment

1. Procedure : Process
2. Type : Written and Oral
3. Instrument :

No.	Indicator	Instrument
<b>Reading Comprehension</b>		
1.	3.3.1 To contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used.	<ul style="list-style-type: none"> <li>- Please identify the author’s intention in writing the text!</li> <li>-What is the structure of the text?</li> <li>- What is the synonym of the underlined word?</li> <li>- The underlined word/phrase refers to what?</li> </ul>
2.	3.3.2 To infer the main idea of the specific Label text related to drugs products based on the context used.	What is the main idea of the text?
3.	3.3.3 To recall the specific information of specific Label text related to drugs products based on the context used.	<ul style="list-style-type: none"> <li>- What is the drug used for?</li> <li>- What should be avoided when consuming the drug product?</li> <li>- What should you do if you feel symptoms after consuming the drug product?</li> </ul>
4.	4.3.1 To explain the facts of the specific Label text related to drugs products in written based	Please explain the facts available in the



	on the context used.	label of the drug product in written version based on the presentation guide in your book!
5.	4.3.2 To present the facts of the specific Label text related to drugs products orally based on the context used.	Please explain how to present the facts available in the label of drug product in oral version based on the presentation guide in your book!

#### 4. Key answers

##### Reading Practice

##### Group Work

##### Betadine

1. The main idea of the text is a label of Betadine product.
2. The purpose of the text is to give detailed information about Betadine product.
3. The structure of the text is
  - Drug Label
  - Detailed information (include, trade name of the product, product size, expiration date, description, usage direction, and ingredients).
4. How to use Betadine is by carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.
5. Minimize
6. Useful
7. 2015 or better Condition: Brand new & Never used with a seal pack
8. Press
9. The written version to state the facts

<b>Facts</b>	<b>Statement</b>
<b>The drug</b>	Betadine
<b>Description</b>	Povidone-iodine antiseptic for wounds safe to apply to both human and pets.
<b>Content/Amount</b>	15 cc

<b>Use(s)</b>	To reduce bacteria that potentially can cause skin infection.
<b>Directions to use &amp; Dosage</b>	Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.
<b>Directions to store</b>	-
<b>Expiration date</b>	2015

10. The oral version to state the facts

<b>Facts</b>	<b>Start by Saying...</b>
<b>The drug</b>	Betadine
<b>Description</b>	The drug is Povidone-iodine antiseptic for wounds safe to apply to both human and pets.
<b>Content/Amount</b>	The package contains 15 cubic centimeter
<b>Use(s)</b>	The drugs is used to reduce bacteria that potentially can cause skin infection.
<b>Directions to use &amp; Dosage</b>	This is the direction to use the drug: Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.
<b>Directions to store</b>	No information available in the label
<b>Expiration date</b>	The drug must not be used from 2015

### Reading Task

#### Pair Work

1) a) The written version to state the facts

<b>Facts</b>	<b>Statement</b>
<b>The drug</b>	ANIDAN
<b>Description</b>	Paracetamol tablets
<b>Content/Amount</b>	500 g
<b>Use(s)</b>	Cold and flu symptoms. Feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.
<b>Directions to use &amp; Dosage</b>	For Adults the elderly and young people aged 12 years of age or over, take 2 tablets with a drink of water. It is repeated every 4 hours as required. Do not take more than 8 tablets in 24 hours. For children aged 6 to 12 years old, take ½ to 1 tablet with a drink of water. It is repeated every 4 hours as required. Do not take more than 4 tablets in 24 hours. If symptoms persist for more than 3 days, consult your doctor. Do not give to children aged under 6 years.
<b>Directions to store</b>	-
<b>Expiration date</b>	-

b) The oral version to state the facts

<b>Facts</b>	<b>Start by Saying...</b>
<b>The drug</b>	ANIDAN
<b>Description</b>	The drug is paracetamol tablets
<b>Content/Amount</b>	The package contains 500 grams
<b>Use(s)</b>	The drug is used to cure cold and flu symptoms. Feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.
<b>Directions to use &amp; Dosage</b>	These are the direction and the dosage to use the drug: For Adults the elderly and young people aged 12 years of age or over, take 2 tablets with a drink of water. It is repeated every 4 hours as required. Do not take more than 8 tablets in 24 hours. For children aged 6 to 12 years old, take ½ to 1 tablet with a drink of water. It is repeated every 4 hours as required. Do not take more than 4 tablets in 24 hours. If symptoms persist for more than 3 days, consult your doctor. Do not give to children aged under 6 years.
<b>Directions to store</b>	No information available in the label
<b>Expiration date</b>	No dates available in the label

2) A label of ANIDAN paracetamol tablets

3) To give detail information to the readers about ANIDAN paracetamol tablets products.

4) - Drug Label

- Detailed information (include, trade name of the product, description, volume, uses, dosage, storage direction, warning, and further information)

5) It can be used for relief from: cold and flu symptoms. Feverishness, aches & pains, headache, migraine, toothache, period pain, rheumatic pain, neuralgia, and sore throat.

6) Do not take ANIDAN paracetamol tablets product with any other paracetamol containing product.

7) Indication

8) Prompt

9) ANIDAN paracetamol tablets consumer

10) Consult to doctor

5. Scoring Rubric

a. Scoring Rubric of Assessing Cognitive Domain

No	Description	Score
1	The writing and answer are correct	10
2	The writing is false, but the answer is correct	8
3	The writing and answer are false	1
4	No answer	0

Scoring Guideline

Maximum Score : Total Questions x Maximum score  
 $10 \times 10 = 100$

b. Scoring Rubric of Assessing Psychomotor Domain

Writing Skill

Dimension	Score	Descriptors
<b>Content and Development</b>	4	<ul style="list-style-type: none"> <li>• Topic is relevant with the substance of the assignment</li> <li>• Topic sentence is developed by accurate and adequate details</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The topic is relevant with the substance of the assignment</li> <li>• The topic sentence is less supported by accurate and adequate details</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The topic is less relevant with the substance of the assignment</li> <li>• Topic sentence is less supported by accurate and adequate details</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The relevance between the topic and the substance of the assignment is very low</li> <li>• The topic sentence is not supported by accurate and adequate details</li> </ul>
<b>Organization</b>	4	<ul style="list-style-type: none"> <li>• The ideas are arranged logically and cohesively</li> <li>• The ideas conveyed clearly, smoothly, and Effectively</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed unclearly,</li> </ul>

		<p>unsmooth, and ineffectively</p> <ul style="list-style-type: none"> <li>• The main idea cannot be traced</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The ideas are unclear</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
<b>Structure</b>	4	<ul style="list-style-type: none"> <li>• There are complex and effective sentences</li> <li>• There are inconsiderable mistakes in agreement, tense, words order, article, pronouns, prepositions in the sentences.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• There are complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning</li> <li>• There are some mistakes in agreement, tense, word order, article, pronouns, preposition</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are simple sentences and ineffectively convey meaning</li> <li>• There are considerable mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are large number of structure mistakes as an indicator of the low mastery in structure rules/conventions</li> <li>• There are large number of mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
<b>Vocabulary/ style</b>	4	<ul style="list-style-type: none"> <li>• The sentences are rich of vocabulary</li> <li>• The selection and the usage of words and idioms are accurate and appropriate with register</li> <li>• There are good mastery of words formation in producing some sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The vocabulary of the sentences are quite rich</li> <li>• The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register</li> <li>• There are small number of mistakes in words formations but the meaning remain uninterrupted in the sentences</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are lack of vocabulary in the sentences</li> <li>• There is large numbers of inappropriate register of the sentences</li> <li>• There are some mistakes in word formation of the sentences</li> <li>• The meaning of sentences is blur</li> </ul>

	1	<ul style="list-style-type: none"> <li>• There are considerably lack of vocabulary in the sentences</li> <li>• The translation of the words are lexically</li> <li>• The meaning of the sentences are difficult to Grasp</li> </ul>
<b>Mechanic</b>	4	<ul style="list-style-type: none"> <li>• The sentences show good mastery in writing convention</li> <li>• The sentences show good ability in using punctuation and capital letters accurately</li> <li>• There are inconsiderable spelling mistakes in the sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The sentences use good writing conventions even though small mistakes still exist</li> <li>• There are few small mistakes in using punctuations and spelling but the meaning remain clear</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are large number of mistakes in the application of writing conventions</li> <li>• There are large number of spelling mistakes that interrupt the meaning</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerable mistakes in using mechanics of the sentences</li> <li>• There are lack of mastery in writing rules/conventions</li> </ul>

Assessment guideline:

Maximum Score: 20

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

Speaking Skill

No	Aspect	Criteria	Score
1	Vocabulary	The vocabulary is excellent	5
		There are few mistakes but do not distract the meaning	4
		There are few mistakes and distract meaning	3
		There are many mistakes and distract meaning	2
		A lot mistakes thus very hard to recognize the meaning	1
2	Fluency	Very fluent	5
		Fluent	4
		Fairly fluent	3
		Less fluent	2

		Not fluent	1
3	Accuracy	Great accuracy	5
		Accurate	4
		Accurate enough	3
		Less accurate	2
		No accuracy	1
4	Pronunciation	Great pronunciation	5
		There are a few mistakes, but it does not distract the meaning	4
		There are a few mistakes and it distracts meaning of certain word	3
		There are several mistakes found in pronunciation and it disturbs the understanding of word meaning	2
		Many mistakes are found in pronunciation and it is hard to get the word meaning	1
5	Intonation	Great intonation	5
		There are a few mistakes but do not interfere with meaning	4
		There are a few mistakes and disturbing meaning	3
		There are many mistakes and disturbing meaning	2
		There are too many mistakes, so hard to get the meaning	1

Assessment guideline:

Maximum Score: 25

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

UNDIKSHA

## ATTACHMENT

## Reading Practice

## Group Work

Label Text related with Drugs Product

**Brand:** BETADINE

BETADINE Solution povidone-iodine Antiseptic for Wounds Safe to apply to both human and pets.

**Product Size:** 15 cc**EXP:** 2015 or better Condition: Brand new & Never used with a seal pack**Description:** Betadine have been used in homes and hospitals worldwide as an important first line of defense against topical infections. Betadine

Microbicides help to reduce bacteria that potentially can cause skin infection. Povidone-iodine, the active ingredient in Betadine Microbicides, is active against a broad spectrum of pathogens, in vitro. Betadine Solution contains 10% povidone-iodine and is the foremost documented, broad spectrum topical iodophor microbicide. shows effective microbicidal activity against both gram positive and gram negative bacteria, viruses, fungi, protozoa, spores, rickettsia and yeasts. **How to use:** Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic. **Ingredients:** contains povidone-iodine USP 10% W/V Equivalent to 1% of available iodine.

Adopted from: <https://www.amazon.com/Betadine-Povidone-Iodine-Solution-Antiseptic/dp/B00RYV85JQ>

Read the Label text entitled “BETADINE” then answer these questions carefully with your group!

1. What is the main idea of the text?
2. What is the purpose of the text?
3. What is the structure of the text?
4. What should you do when using “BETADINE”?
5. “Betadine Microbicides help to reduce bacteria....” What is the synonym of the underlined word? (line 9)
6. “shows effective microbicidal activity...” What is the synonym of the underlined word? (line 13)
7. When is this product best to use?
8. “Carefully squeeze the bottle around the cuts/wounds area for first aid antiseptic.” What is the synonym of the underlined word? (line 15)
9. Please explain the facts available in the label of “BETADINE” product in written version based on the presentation guide!
10. Please explain how to present the facts available in the label of “BETADINE” product orally based on the presentation guide!



## Reading Task

### Pair Work

<b>ANIDAN</b> PARACETAMOL TABLETS		EACH TABLET CONTAINS Paracetamol Ph Eur 500mg
<b>FOR RELIEF FROM:</b>		<b>DO NOT TAKE MORE THAN 8 TABLETS IN 24 HOURS</b>
<b>Cold and flu symptoms</b> <b>Feverishness</b> <b>Aches &amp; pains</b> <b>Headache</b> <b>Migraine</b>	<b>Toothache</b> <b>Period pain</b> <b>Rheumatic pain</b> <b>Neuralgia</b> <b>Sore throat</b>	<b>DO NOT TAKE MORE THAN 4 TABLETS IN 24 HOURS</b> <b>DO NOT GIVE TO CHILDREN AGED UNDER 6 YEARS</b>
Do not take with any other paracetamol containing product Immediate medical advice should be sought in the event of an overdose even if you feel well <b>KEEP ALL MEDICINES OUT OF THE SIGHT * REACH OF CHILDREN</b> Contains Paracetamol		<b>DO NOT TAKE MORE THAN 8 TABLETS IN 24 HOURS</b> <b>DO NOT TAKE MORE THAN 4 TABLETS IN 24 HOURS</b> <b>DO NOT GIVE TO CHILDREN AGED UNDER 6 YEARS</b>

Read the text entitled “ANIDAN” in your book page 63 book then answer these questions carefully with your pair!

1. a) Please explain the facts available in the label of “ANIDAN” product in written version based on the presentation guide in your book page 67!
- b) Please explain how to present the facts available in the label of “ANIDAN” product in oral version based on the presentation guide in your book page 67!
2. What is the main idea of the text?
3. What is the purpose of the text?
4. What is the structure of the text?
5. What is the drugs used for?
6. What should be avoided if you consume “ANIDAN” paracetamol tablets?
7. “If symptoms persist for more than 3 days consult your doctor.” What is the synonym of the underlined word?
8. “Immediate medical advice should be sought in the event of an overdose even if you feel ” What is the synonym of the underlined word?
9. “Immediate medical advice should be sought in the event of an overdose even if you feel well”. The underlined word refers to what?
10. What would you do if you still feel symptoms after consuming ANIDAN paracetamol tablets for 3 days?

## Appendix 16 Lesson Plan of Control Group 2

<b>Name of School</b>	<b>: SMP Negeri 2 Singaraja</b>
<b>Grade/Semester</b>	<b>: IX/ 1</b>
<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Time Allotment</b>	<b>: 2x40 minutes</b>
<b>Genre</b>	<b>: Procedure Text related with How to Make Beverage</b>

### I. Core Competency

1. Appreciating and practicing the religious value that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

### II. Basic Competencies and Indicators

<b>Basic Competency</b>	<b>Indicators</b>
3.3 Comparing social functions, texts structure, and language feature of specific texts in the form of Label, by requesting and giving information related to drugs / food / beverages based on the context used.	3.3.1 To contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used. 3.3.2 To infer the main idea of the specific text in the form of Label related to drugs products based on the context used. 3.3.3 To recall the specific information of the

	specific text in the form of Label related to drugs products based on the context used.
4.3 Comprehending the meaning contextually related to social function, generic structure and language feature of short and simple specific texts in the form of label about drugs/ food/ beverage products in written based on the context used.	4.3.1 To explain the facts of the specific text in the form of Label related to drugs products in written based on the context used. 4.3.2 To present the facts of the specific text in the form of Label related to drugs products orally based on the context used orally.

### III. Learning Objectives

1. Students are able to contrast the social function, text structures, and language feature of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
2. Students are able to infer the main idea of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
3. Students are able to recall the specific information of the specific text in the form of Label related to drugs products based on the context used correctly by observing the example of Label text given in group.
4. Students are able to explain about the facts of the specific text in the form of Label related to drugs product based on the context used correctly by writing the facts of the drugs product in pair.
5. Students are able to present about the facts of the specific text in the form of Label related to drug product based on the context used correctly by presenting their work orally with their pair in front of the class.

### IV. Learning Materials

1. Definition of Procedure text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

Here is the example of procedure text related with how to make beverage.

### How to Make a Glass of Coffee

#### Materials:

- Water
- Sugar
- Coffee
- Glass
- Spoon
- Kettle

#### Steps:

- 1) Boil the water First
- 2) Second, take two spoons of coffee and two spoons of sugar. put into a glass
- 3) Next, pour the hot water into a glass
- 4) Then, stir it gently
- 5) Finally, your coffee is ready to drink

Adopted from: <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

#### 2. Social Function of Procedure Text

The social function of procedure text is to show how something is done through sequence of steps/actions which enable the reader to achieve the goal.

#### 3. Generic Structure of Procedure Text

- Goal (title) of the recipe which give information about the purpose of the steps/procedures.
- Materials/Ingredients : stating the materials needed to make the food/ beverage (to achieve the goal)
- Steps: stating the steps to make the food/ drink.

#### 4. Language Feature of Procedure Text

- Using Simple Present Tense (S+V1)
- Using nominal phrases to state things

Using imperative sentence

- Using action verbs (make, take, boil, cook, etc)
- Using temporal conjunctions (first, then, next, after that, last, etc)
- Speech, word pressure, intonation, spelling, punctuation, handwriting

5. Topics:

Food/ beverage recipe, manual equipments that are common or related to the lives of students in schools, homes, and communities, by giving examples of honest, disciplined, confident, cooperative and responsible behavior.

**V. Learning Method**

1. Approach : Scientific Approach
2. Strategy : Conventional strategy
3. Method : Lecturing

**VI. Learning Media and Tools**

- Authentic Material
- Reading material
- Worksheet
- Whiteboard
- Board makers

**VII. Learning Resources**

- Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Page 85-96
- Procedure text related with how to make beverage entitled “How to Make Lemonade”. Adopted from <https://blog.ruangguru.com/procedural-text-berbentuk-food-and-beverage-recipe>
- Authentic material about the recipe of making green tea latte.

### VIII. Teaching Activity

<b>Fourth Meeting</b>			
<b>Learning Phase</b>	<b>Teacher's Activity</b>	<b>Students' Activity</b>	<b>Time Allocation</b>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- The teacher greets the students.</li> <li>- The teacher leads students to pray together before the learning activities start.</li> <li>- The teacher checks the students' attendance and preparation such as, book or dictionary.</li> <li>- The teacher shows a recipe of how to make green tea latte.</li> <li>- The teacher asks questions related to recipe.</li> <li>- The teacher asks questions about the students' prior knowledge related to the upcoming material.</li> <li>- The teacher tells about the upcoming material.</li> <li>- The teacher tells about the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- The students respond the teacher's greeting.</li> <li>- The students pray together with the teacher before the learning activities start.</li> <li>- The students respond to the teacher and show their book or dictionary.</li> <li>- The students pay attention to the teacher.</li> <li>- Students respond to teacher's questions.</li> <li>- Students respond to teacher's questions about their prior knowledge related to the upcoming material.</li> <li>- Students listen about the upcoming material.</li> <li>- Students listen to the learning objectives.</li> </ul>	<b>10 minutes</b>
<b>Main Activity</b>	<b>OBSERVING</b>		<b>10 minutes</b>
	<ul style="list-style-type: none"> <li>- The teacher asks the students whether they ever made beverage and asks the students to tell the teacher how to make the beverage.</li> <li>- The teacher divides the students into several groups consist of 4-5 students.</li> <li>- The teacher gives the students a Procedure text entitled "How to Make Lemonade" and asks them to observe the Procedure text given.</li> <li>- The teacher asks the</li> </ul>	<ul style="list-style-type: none"> <li>- Students tell the teacher about the beverage they ever made and explain how to make the beverage.</li> <li>- Students find their group.</li> <li>- Students get a Procedure text entitled "How to Make Lemonade" and observe the Procedure text given.</li> <li>- Students read aloud</li> </ul>	

	students to read aloud the text.	the text.	
	<b>QUESTIONING</b>		<b>5 minutes</b>
	- The teacher invites questions from students related with Procedure text.	- Students ask some questions related with Procedure text.	
	<b>EXPLORING</b>		<b>15 minutes</b>
	-The teacher asks the students to translate the difficult words/ phrase/ sentence meaning and also textual reference based on the Procedure text given. - The teacher gives questions to be answered by the students related to the text given. - The teacher discusses with the students about students' work.	- The students find out the meaning of difficult words/ phrase/ sentence and also textual references based on the Procedure text given. - Students answer the questions given by the teacher related to the text with their group. - Students discuss about their work with the teacher.	
	<b>ASSOCIATING</b>		<b>15 minutes</b>
	- Teacher asks the students to work in pair and answer some questions given by the teacher related to the recipe of making beverage entitled "Iced Fruit Cocktail with Condensed Milk" in students book page 98.	- Students work in pair and answer the questions related to the text given by the teacher.	
	<b>COMMUNICATING</b>		<b>15 minutes</b>
	- The teacher asks the students to present orally about their pair work. - The teacher ask the students to give feedback to the other students' performance. - The teacher gives feedback to students' performance.	- Students present orally their work with their pair. - Students listen about the feedback given by their friends. - Students listen about the feedback given by the teacher.	
<b>Closing</b>	- The teacher leads the students to conclude the material that is learned. - The teacher gives a feedback to the process	- Students conclude the material that is learned. - Students' listen the feedback from the	<b>10 minutes</b>

	<p>and also the result of students' learning.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to read their book related to the next lesson about how to make food page 92.</li> <li>- The teacher leads the students to pray together before ending the class</li> <li>- The teacher close the class by saying "Thank you and "See You."</li> </ul>	<p>teacher.</p> <ul style="list-style-type: none"> <li>- Students pay attention to the teacher about their homework.</li> <li>- Students and the teacher pray together before ending the class.</li> <li>- Students close the class by saying "Thank you" and "See You" to the teacher.</li> </ul>	
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### IX. Assessment

1. Procedure : Process
2. Type : Written and Oral
3. Instrument :

No.	Indicator	Instrument
<b>Reading Comprehension</b>		
1.	3.3.1 To contrast the social function, text structures, and language feature of Procedure text related to how to make beverage based on the context used correctly by observing the example of Procedure text given in group.	<ul style="list-style-type: none"> <li>- Please identify the author's intention in writing the text!</li> <li>- What is the structure of the text?</li> <li>- What is the synonym of the underlined words/phrases?</li> <li>- What the underlined word refers to?</li> </ul>
2.	3.3.2 To identify the main idea of the Procedure text related to how to make beverage based on the context used.	What is the main idea of the text?
3.	3.3.3 To recognize the specific information of the Procedure text related to how to make beverage based on the context used.	<ul style="list-style-type: none"> <li>- What should you do to make the beverage?</li> <li>- What are the fruits needed to make the beverage?</li> <li>- How much sugar</li> </ul>



		do you need to make the beverage?
4.	4.3.1 To explain the way of how to make beverage based on the context used.	Please write about how to present the written recipe in oral version!
5. 4.	4.3.2 To present the way of how to make beverage based on the context used orally.	Please present your recipe in front of the class!

#### 4. Key Answers

#### Reading Practice

#### Group Work

- How to present the written recipe orally:

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Steps</i>
Two tablespoons of lemon juice	Firstly, slice a lemon in half and squeeze the juice into a cup.
Two tablespoons of sugar	Secondly, take out the seeds of the lemon.
A glass of water	Thirdly, pour two tablespoons of juice into the glass.
Ice cubes	Then, add sugar
	After that, add water and stir well
	Next, taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Finally, lemonade are ready to serve

- How to make lemonade
- To tell the readers about how to make lemonade
- Goals, Ingredients, Methods
- Take out the seeds of the lemon.
- 2 tablespoons of lemon juice
- Press
- Mix
- The lemonade
- When the juice of the lemon is mixed with sugar, water, and ice cubed.

## Reading Task

### Pair Work

1. A procedure of making Iced Fruit Cocktail with Condensed Milk
2. To tell the reader about how to make Iced Fruit Cocktail with Condensed Milk (es teller)
3. The structure of the text is Goal - Ingredients - Method
4. One hundred and fifty grams or one and a half cups sugar
5. Combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Then, cool syrup.
6. Square
7. Ripe avocado, jackfruit and young coconut
8. Soon afterward
9. Drop
10. How to present the written recipe orally:

Iced Fruit Cocktail with Condensed Milk (es teller)	
<i>Ingredients</i>	<i>Method</i>
One hundred and fifty grams or one and a half cups sugar, two pandan leaves which are shredded lengthwise and tied in a knot, three and a half of tablespoons with fifty milliliters of water, four hundreds grams of ripe avocado which are cut into 1 centimeters cubes, four hundreds gram of ripe jackfruit which are deseeded and cut into 1 centimeters cubes, three young coconuts with the meat scraped out, crushed ice, and condensed milk	<p>First of all, to make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Then, cool syrup.</p> <p>Next, to serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Then, add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Finally, serve Iced Fruit Cocktail with Condensed Milk (es teller) immediately.</p>

## 5. Scoring Rubric

- a. Scoring Rubric of Assessing Cognitive Domain

No	Description	Score
1	The writing and answer are correct	10
2	The writing is false, but the answer is correct	8
3	The writing and answer are false	1
4	No answer	0

### Scoring Guideline

Maximum Score : Total Questions x Maximum score  
 $10 \times 10 = 100$

### b. Scoring Rubric of Assessing Psychomotor Domain

#### Writing Skill

Dimension	Score	Descriptors
<b>Content and Development</b>	4	<ul style="list-style-type: none"> <li>• Topic is relevant with the substance of the assignment</li> <li>• Topic sentence is developed by accurate and adequate details</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The topic is relevant with the substance of the assignment</li> <li>• The topic sentence is less supported by accurate and adequate details</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The topic is less relevant with the substance of the assignment</li> <li>• Topic sentence is less supported by accurate and adequate details</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The relevance between the topic and the substance of the assignment is very low</li> <li>• The topic sentence is not supported by accurate and adequate details</li> </ul>
<b>Organization</b>	4	<ul style="list-style-type: none"> <li>• The ideas are arranged logically and cohesively</li> <li>• The ideas conveyed clearly, smoothly, and effectively</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> <li>• The ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted</li> </ul>
	2	<ul style="list-style-type: none"> <li>• The ideas are less logically and cohesively arranged</li> </ul>

		<ul style="list-style-type: none"> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
	1	<ul style="list-style-type: none"> <li>• The ideas are unclear</li> <li>• The ideas are conveyed unclearly, unsmooth, and ineffectively</li> <li>• The main idea cannot be traced</li> </ul>
<b>Structure</b>	4	<ul style="list-style-type: none"> <li>• There are complex and effective sentences</li> <li>• There are inconsiderable mistakes in agreement, tense, words order, article, pronouns, prepositions in the sentences.</li> </ul>
	3	<ul style="list-style-type: none"> <li>• There are complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning</li> <li>• There are some mistakes in agreement, tense, word order, article, pronouns, preposition</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are simple sentences and ineffectively convey meaning</li> <li>• There are considerable mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are large number of structure mistakes as an indicator of the low mastery in structure rules/conventions</li> <li>• There are large number of mistakes in agreement, tense, word order, articles, pronouns, preposition</li> </ul>
<b>Vocabulary/ style</b>	4	<ul style="list-style-type: none"> <li>• The sentences are rich of vocabulary</li> <li>• The selection and the usage of words and idioms are accurate and appropriate with register</li> <li>• There are good mastery of words formation in producing some sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The vocabulary of the sentences are quite rich</li> <li>• The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with</li> </ul>

		<p>register</p> <ul style="list-style-type: none"> <li>• There are small number of mistakes in words formations but the meaning remain uninterrupted in the sentences</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are lack of vocabulary in the sentences</li> <li>• There is large numbers of inappropriate register of the sentences</li> <li>• There are some mistakes in word formation of the sentences</li> <li>• The meaning of sentences is blur</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerably lack of vocabulary in the sentences</li> <li>• The translation of the words are lexically</li> <li>• The meaning of the sentences are difficult to grasp</li> </ul>
<b>Mechanic</b>	4	<ul style="list-style-type: none"> <li>• The sentences show good mastery in writing convention</li> <li>• The sentences show good ability in using punctuation and capital letters accurately</li> <li>• There are inconsiderable spelling mistakes in the sentences</li> </ul>
	3	<ul style="list-style-type: none"> <li>• The sentences use good writing conventions even though small mistakes still exist</li> <li>• There are few small mistakes in using punctuations and spelling but the meaning remain clear</li> </ul>
	2	<ul style="list-style-type: none"> <li>• There are large number of mistakes in the application of writing conventions</li> <li>• There are large number of spelling mistakes that interrupt the meaning</li> </ul>
	1	<ul style="list-style-type: none"> <li>• There are considerable mistakes in using mechanics of the sentences</li> <li>• There are lack of mastery in writing rules/conventions</li> </ul>

Assessment guideline:

Maximum Score: 20

Scoring Calculation:

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

### Speaking Skill

No	Aspect	Criteria	Score
1	Vocabulary	The vocabulary is excellent	5
		There are few mistakes but do not distract the meaning	4
		There are few mistakes and distract meaning	3
		There are many mistakes and distract meaning	2
		A lot mistakes thus very hard to recognize the meaning	1
2	Fluency	Very fluent	5
		Fluent	4
		Fairly fluent	3
		Less fluent	2
		Not fluent	1
3	Accuracy	Great accuracy	5
		Accurate	4
		Accurate enough	3
		Less accurate	2
		No accuracy	1
4	Pronunciation	Great pronunciation	5
		There are a few mistakes, but it does not distract the meaning	4
		There are a few mistakes and it distracts meaning of certain word	3
		There are several mistakes found in pronunciation and it disturbs the understanding of word meaning	2
		Many mistakes are found in pronunciation and it is hard to get the word meaning	1
5	Intonation	Great intonation	5
		There are a few mistakes but do not interfere with meaning	4
		There are a few mistakes and disturbing	3

	meaning	
	There are many mistakes and disturbing meaning	2
	There are too many mistakes, so hard to get the meaning	1

Assessment guideline:

Maximum Score: 25

**Scoring Calculation:**

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$



## ATTACHMENT

**Reading task**  
**Group Work**

## How to Make Iced Lemonade

How to Make Iced Lemonade	
<i>Ingredients</i>	<i>Method</i>
2 tablespoons of lemon juice	Slice a lemon in half and squeeze the juice into a cup.
2 tablespoons of sugar	Take out the seeds of the lemon.
1 glass of water	Pour two tablespoons of juice into the glass.
Ice cubes	Add sugar
	Add water and stir well
	Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.
	Put in some ice cubes to the lemonade
	Lemonade are ready to serve

Adapted from: <https://blog.ruangguru.com/procedural-text-berbentuk-food-and-beverage-recipe>

Read the procedure text related with how to make beverage entitled “*How to Make Iced Lemonade*” then answer these questions carefully with your pair!

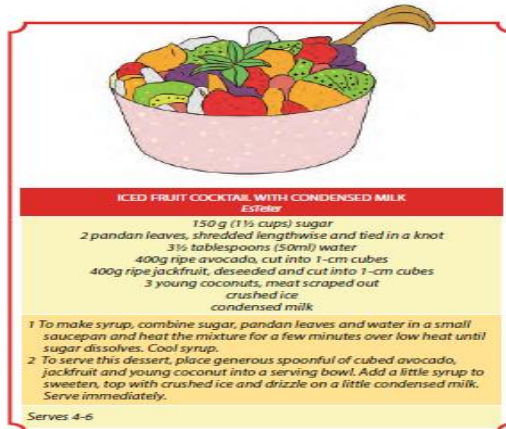
1. Please work in pair and write how to present the recipe of how to make lemonade in oral version based on the presentation guide!
2. What is the main idea of the text?
3. What is the purpose of the text?
4. What are the structures of the recipe?
5. What do you need to do after slicing a lemon in half and squeeze the juice?
6. How many tablespoons of lemon juice do you need to make a glass of lemonade?
7. “Slice a lemon in half and squeeze the juice into a cup.” What is the synonym of the underlined word?
8. “Add water and stir well.” What is the synonym of the underlined word?
9. “Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right”. What is the underlined word refers to?
10. When is the lemonade ready to serve?



## Reading Practice

### Pair Work

Procedure Text related with How to Make Beverage



Read the Procedure text entitled “ICED FRUIT COCKTAIL WITH CONDENSED MILK” in your book then answer these questions carefully with your pair!

1. What is the main idea of the text?
2. What is the purpose of the text?
3. What is the structure of the text?
4. How much sugar do you need to make ICED FRUIT COCKTAIL WITH CONDENSED MILK?
5. What should you do to make the syrup?
6. “To serve this dessert, place generous spoonful of cubed avocado,...”(line 12)  
What does the underlined word means?
7. What are the fruits mentioned in the text to make the iced fruit cocktail?
8. “Serve immediately.” What is the synonym of the underlined word? (line 16)
9. “... and drizzle on a little condensed milk”. What does the underlined word means? (line 15)
10. Please write about how to present the written recipe of how to make NOVEL APPLE PUDDING in oral version and present it to the class orally!

**APPENDIX 18 RESULTS OF STUDENTS READING COMPREHENSION  
TEST (POST-TEST)**

NO	STUDENTS	SCORE	
		Experimental Group	Control Group
1	Students 01	90	70
2	Students 02	95	70
3	Students 03	80	80
4	Students 04	93	73
5	Students 05	93	90
6	Students 06	80	90
7	Students 07	83	83
8	Students 08	73	85
9	Students 09	83	85
10	Students 10	85	73
11	Students 11	75	75
12	Students 12	75	78
13	Students 13	75	88
14	Students 14	78	90
15	Students 15	78	83
16	Students 16	90	75
17	Students 17	90	78
18	Students 18	88	83
19	Students 19	88	83
20	Students 20	98	80
21	Students 21	85	70
22	Students 22	88	70
23	Students 23	83	73
24	Students 24	93	78
25	Students 25	73	85
26	Students 26	73	88
27	Students 27	78	73
28	Students 28	80	73
29	Students 29	95	93
30	Students 30	85	75

### APPENDIX 19 THE ANALYSIS OF POST-TEST SCORE

No	Statistics	Post-Test	
		Experimental	Control
1	Valid	30	30
2	Missing	0	0
3	Mean	84.10	79.67
4	Median	84	79
5	Mode	73	73
6	Standard Deviation	7.438	7.038
7	Variance	55.33	49.54
8	Range	25	23
9	Maximum Score	98	93
10	Minimum Score	73	70

### The results of descriptive analysis in SPSS

#### Descriptives

	Class		Statistic	Std. Error	
Score	Experimental	Mean	84.1000	1.35812	
		95% Confidence Interval for			
		Mean	Lower Bound	81.3223	
			Upper Bound	86.8777	
		5% Trimmed Mean		84.0000	
		Median		84.0000	
		Variance		55.334	
		Std. Deviation		7.43872	
		Minimum		73.00	
		Maximum		98.00	
		Range		25.00	
		Interquartile Range		12.00	
		Skewness		.084	.427
		Kurtosis		-1.123	.833
			Control	Mean	79.6667
		95% Confidence Interval for			
		Mean	Lower Bound	77.0385	
			Upper Bound	82.2949	
		5% Trimmed Mean		79.5185	
		Median		79.0000	
		Variance		49.540	
		Std. Deviation		7.03848	
		Minimum		70.00	
		Maximum		93.00	

Range	23.00	
Interquartile Range	12.00	
Skewness	.215	.427
Kurtosis	-1.183	.833

## The Results of Normality, Homogeneity, and T-Test of Post-test Score

### Tests of Normality

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Experiment	,109	30	,200*	,951	30	,177
Control	,146	30	,100	,933	30	,060

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	,063	1	58	,802
Based on Median	,062	1	58	,804
Based on Median and with adjusted df	,062	1	57,534	,804
Based on trimmed mean	,063	1	58	,802

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	,063	,802	2,371	58	,021	4,43333	1,86971	,69070	8,17597
Equal variances not assumed			2,371	57,823	,021	4,43333	1,86971	,69045	8,17621

**APPENDIX 20 DOCUMENTATION OF TRY-OUT TEST AND POST-TEST**

**TRY-OUT TEST**

**Class9. 5**

**Class 9. 6**



**POST-TEST**

**Class 9.9**

**Class 9.11**



**APPENDIX 21 DOCUMENTATION OF STRATEGY  
IMPLEMENTATION**

**TREATMENTS IN EXPERIMENTAL GROUP**

**First Treatment**



**Second Treatment**



**Third Treatment**



**Fourth Treatment**



Fifth Treatment

Sixth Treatment



Students' Works Using REAP Chart

Nama : Kim Ayu Triandhyani (20)  
 Dena Ayu Cahya Idena P. (04)  
 Ka Ayu Widya S. (14)  
 Pt. Shinta Febr L. (08)

REAP CHART

<p>1. Read Read the text and think of a different title for the text using your own word! (use a few words). <b>Betadine Solution</b></p>	<p>2. Encode - Which keywords/phrase/sentences and textual references in the text did not you understand? Use your dictionary or ask your teacher to explain! <b>Safe = harmless, Apply = use, Reduce, minimize, Effective = useful</b> <b>Potentially = possibly, active - purchasing, Shows = indicate</b> <b>hairs, hostile</b> What is the main idea of the text? (use your own word) <b>A label of BETADINE antiseptic product</b> Put the main points of the Label Text based on the presentation Guide!</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Facts</th> <th>Statement</th> </tr> </thead> <tbody> <tr> <td>The drug</td> <td>BETADINE</td> </tr> <tr> <td>Description</td> <td>BETADINE SOLUTION POWDER - IODINE ANTISEPTIC FOR WOUNDS. USE TO APPLY TO WOUNDS. EQUIVALENT TO 1% OF AVAILABLE IODINE IN CC.</td> </tr> <tr> <td>Content/Amount</td> <td>TO REDUCE BACTERIA THAT POTENTIALLY CAUSE SKIN INFECTION</td> </tr> <tr> <td>Use(s)</td> <td>Carefully cleanse the bottle around the cuts / wounds area for first aid antiseptic</td> </tr> <tr> <td>Directions to use &amp; cautions</td> <td></td> </tr> <tr> <td>Directions to store</td> <td></td> </tr> <tr> <td>Expiration date</td> <td>2015</td> </tr> </tbody> </table>	Facts	Statement	The drug	BETADINE	Description	BETADINE SOLUTION POWDER - IODINE ANTISEPTIC FOR WOUNDS. USE TO APPLY TO WOUNDS. EQUIVALENT TO 1% OF AVAILABLE IODINE IN CC.	Content/Amount	TO REDUCE BACTERIA THAT POTENTIALLY CAUSE SKIN INFECTION	Use(s)	Carefully cleanse the bottle around the cuts / wounds area for first aid antiseptic	Directions to use & cautions		Directions to store		Expiration date	2015
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<p>3. Annotate Write in some sentences a summary of this text based on the text structure! <b>The text is about label of Betadine antiseptic products. Betadine is an antiseptic to weaken bacteria that causes the skin. The product size is 15cc. The product contains povidone-iodine. Use 15% W/W. Equivalent to 1% of available iodine. How to apply betadine is by carefully press the bottle around cuts/wounds area. Betadine expiration date is 2015.</b></p>	<p>4. Ponder - Think and talk with your friends about the new things did you learn from the text such as the author's intention in writing the text and how to present the label text! Please explain to the students in the class! <b>The author intention is to give detailed information about BETADINE antiseptic product.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Facts</th> <th>Statement</th> </tr> </thead> <tbody> <tr> <td>The drug</td> <td>The drug is betadine</td> </tr> <tr> <td>Description</td> <td>The drug is an antiseptic for wounds. The product contains povidone-iodine. Use 15% W/W. Equivalent to 1% of available iodine in cc.</td> </tr> <tr> <td>Content/Amount</td> <td>The drug is used to reduce bacteria that potentially can cause skin infection</td> </tr> <tr> <td>Use(s)</td> <td>The direction to use the drug is by carefully cleanse the bottle around the cuts/wounds area for first aid antiseptic</td> </tr> <tr> <td>Directions to use &amp; cautions</td> <td>There is no information about the expiration date. The drug must not be used from time</td> </tr> <tr> <td>Directions to store</td> <td></td> </tr> <tr> <td>Expiration date</td> <td></td> </tr> </tbody> </table> <p>- Combine the summary you made with the other friends' summary! <b>Betadine is an antiseptic that can be used to kill bacteria that could bring infection the skin</b></p>	Facts	Statement	The drug	The drug is betadine	Description	The drug is an antiseptic for wounds. The product contains povidone-iodine. Use 15% W/W. Equivalent to 1% of available iodine in cc.	Content/Amount	The drug is used to reduce bacteria that potentially can cause skin infection	Use(s)	The direction to use the drug is by carefully cleanse the bottle around the cuts/wounds area for first aid antiseptic	Directions to use & cautions	There is no information about the expiration date. The drug must not be used from time	Directions to store		Expiration date	
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Nama kelompok : I Dena Gede Ajng Kusuma Jaya (09)  
 Farid Hady Saputra (05)  
 Madar Rio Haralca Prisma (19)  
 Madar Ayu Wulaya Sari (14)

REAP CHART

<p>1. Read Read the text and think of a different title for the text using your own word! (use a few words). <b>How to prepare Iced Lemonade</b></p>	<p>2. Encode - Which keywords/phrase/sentences and textual references in the text did not you understand? Use your dictionary or ask your teacher to explain! <b>Slice = divided, squeeze = press, pour = spill, stir = mix, it refers to lemonade</b>  - What is the main idea of the text? <b>A Procedure of preparing Iced Lemonade</b></p>																				
<p>3. Annotate - Write in some sentences a summary of this text based on the text structure! <b>The text is about how to prepare lemonade. It need two tablespoons of lemon juice, two tablespoons of sugar, a glass of water, and ice cubes. The steps are by divide a lemon in half and press the juice into a cup. Then, take out the seeds of the lemon. Spill two tablespoons of juice into the glass. Add sugar, mix the sugar with water. Next, taste the lemonade. Add more sugar or more lemon to make it tasty. Put in some ice cubes to the lemonade. Finally lemonade can be served.</b></p>	<p>4. Ponder - Think and talk with your friends about the new things did you learn from the text include the author's intention in writing the text! Please explain to the students in the class and present the written recipe orally! <b>The author intention in writing the text is to tell the readers about the procedure to prepare Iced Lemonade</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">How to Make Iced Lemonade</th> </tr> <tr> <th>Ingredients</th> <th>Steps</th> </tr> </thead> <tbody> <tr> <td>2 tablespoons of lemon juice</td> <td>Firstly, slice a lemon in half and squeeze the juice into a cup.</td> </tr> <tr> <td>2 tablespoons of sugar</td> <td>Secondly, take out the seeds of the lemon.</td> </tr> <tr> <td>1 glass of water</td> <td>Thirdly, put two white spoons of juice into the glass.</td> </tr> <tr> <td>Ice cubes</td> <td>Then, add sugar</td> </tr> <tr> <td></td> <td>Next, add water and stir well</td> </tr> <tr> <td></td> <td>Next, taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.</td> </tr> <tr> <td></td> <td>Put in some ice cubes to the lemonade</td> </tr> <tr> <td></td> <td>Finally, lemonade are ready to serve</td> </tr> </tbody> </table> <p>- Combine the summary you made with the other friends' summary!</p>	How to Make Iced Lemonade		Ingredients	Steps	2 tablespoons of lemon juice	Firstly, slice a lemon in half and squeeze the juice into a cup.	2 tablespoons of sugar	Secondly, take out the seeds of the lemon.	1 glass of water	Thirdly, put two white spoons of juice into the glass.	Ice cubes	Then, add sugar		Next, add water and stir well		Next, taste the lemonade. You may want to add more sugar or more lemon to make it taste just right.		Put in some ice cubes to the lemonade		Finally, lemonade are ready to serve
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## TREATMENTS IN CONTROL GROUP

**First Treatment**



**Second Treatment**



**Third Treatment**



**Fourth Treatment**





**Fifth Treatment**

**Sixth Treatment**



**Students' Works**

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

Nama Klpk: Ade Putri Akbariyah (01)  
Ayu Ochita Dewi (03)  
I Gsi Ayu A Amanda P. (09)  
Kadek Nactia Kurniyanti (12)  
Komang Dewi Maharani (14)

- 1). The main idea of the text is procedure of how to make novel apple pudding.
- 2). The purpose of the text is to give information about how to make novel apple pudding
- 3). The generic of the text is Goal - Method - Ingredients.
- 4). 60 minutes.
- 5). Spread.
- 6). The four apples should be peeled, cored, and then sliced thickly.
- 7). Condensed.
- 8). Six pudding
- 9). Mold

Novel Apple Pudding	
Ingredients	Method
Four green apples. Peel them, core them and then slice them thickly	First, place the apple in a heat-proof dish. Place the flour in a bowl. Rub in margarine using your fingertips
A quarter cup or forty-five grams of self-raising	Then, stir in sugar and water. The mixture should

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

flour, sift it.	not be lumpy. After that, pour over the apples
Sixty grams butter or margarine. Cube it	
A half cup or a hundred grams caster sugar	Next, bake it at one hundred and eighty degrees Celsius for one hour or until it is syrupy and golden. Finally, serve the pie warm with cream or ice cream
One and a quarter or three hundred milliliters water	

## RIWAYAT HIDUP



Ni Nyoman Arsintia Dewi lahir di Badung pada tanggal 02 Oktober 1996. Penulis lahir dari pasangan suami istri Bapak I Nyoman Murtiyasa dan Ibu Ni Made Ardini. Penulis berkebangsaan Indonesia, berasal dari Desa Tingagarsari Buleleng dan beragama Hindu. Kini penulis beralamat di Perumahan Kori Nuansa Timur XVII/1 Taman Griya Jimbaran, kecamatan Kuta Selatan, Kabupaten Badung, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 11 Jimbaran dan lulus pada tahun 2009. Kemudian penulis melanjutkan SMP di SMP 1 Kuta Selatan dan lulus pada tahun 2012. Pada tahun 2015, penulis lulus dari SMA Negeri 1 Kuta dan melanjutkan ke program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2019 penulis telah menyelesaikan skripsi yang berjudul “The Effect of Read, Encode, Annotate, Ponder (REAP) Strategy on Reading Comprehension of The Ninth Grade Students of SMP Negeri 2 Singaraja in The Academic Year 2019/ 2020”. Selanjutnya mulai tahun 2015 sampai tertulinsya skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.