

Surat Permohonan Ijin Penelitian



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI

Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 2596/UN48.7.1/DT/2019

11 Juli 2019

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 2 Singaraja
 di Singaraja

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

Nama	: Putu Wahyu Metriyama Eka Adi Putra
NIM	: 1512021066
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: THE EFFECT OF SCRAMBLE GAME TOWARD STUDENTS' READING COMPREHENSION AT 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.
 NIP. 196203191987031001

Tembusan:

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

Surat Keterangan Telah Melakukan Penelitian



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



Alamat : Jalan Jenderal Sudirman No. 78 Singaraja Telp : (0362) 21942

Kode Pos : 81116 email : smpn2singaraja@yahoo.co.id website :
smpn2singaraja.sch.id

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

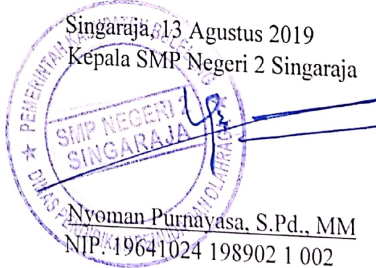
Menerangkan dengan sebenarnya bahwa :

Nama : Putu Wahyu Metriyama Eka Adi Putra
NIM : 1512021066
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.8 dan IX.10 yang dilaksanakan dari tanggal 13 Agustus 2019 sampai dengan 13 September 2019 yang berjudul "The Effect of Scramble Game 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

Appendix 01 Students of Experimental Group

Class 9.8

No	Students	M/F
1	Student 1	M
2	Student 2	F
3	Student 3	F
4	Student 4	F
5	Student 5	M
6	Student 6	F
7	Student 7	M
8	Student 8	M
9	Student 9	F
10	Student 10	F
11	Student 11	F
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	F
19	Student 19	M
20	Student 20	M
21	Student 21	M
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 02 Students of Control Group

Class 9.10

No	Students	M/F
1	Student 1	M
2	Student 2	F
3	Student 3	M
4	Student 4	M
5	Student 5	M
6	Student 6	F
7	Student 7	M
8	Student 8	F
9	Student 9	M
10	Student 10	F
11	Student 11	F
12	Student 12	F
13	Student 13	F
14	Student 14	M
15	Student 15	F
16	Student 16	F
17	Student 17	F
18	Student 18	M
19	Student 19	M
20	Student 20	F
21	Student 21	F
22	Student 22	F
23	Student 23	M
24	Student 24	F
25	Student 25	F
26	Student 26	F
27	Student 27	M
28	Student 28	F
29	Student 29	F
30	Student 30	F

Appendix 03 Students' Examination Score
Class 9.8

No	NAMA SISWA	Score
1	Student 01	73
2	Student 02	73
3	Student 03	78
4	Student 04	80
5	Student 05	80
6	Student 06	82
7	Student 07	77
8	Student 08	78
9	Student 09	75
10	Student 10	75
11	Student 11	76
12	Student 12	76
13	Student 13	77
14	Student 14	86
15	Student 15	83
16	Student 16	84
17	Student 17	84
18	Student 18	70
19	Student 19	70
20	Student 20	70
21	Student 21	82
22	Student 22	72
23	Student 23	72
24	Student 24	88
25	Student 25	85
26	Student 26	85
27	Student 27	86
28	Student 28	83
29	Student 29	72
30	Student 30	87

Class 9.10

No	NAMA SISWA	Score
1	Student 01	79
2	Student 02	79
3	Student 03	82
4	Student 04	82
5	Student 05	85
6	Student 06	75
7	Student 07	72
8	Student 08	73
9	Student 09	77
10	Student 10	77
11	Student 11	80
12	Student 12	80
13	Student 13	77
14	Student 14	79
15	Student 15	81
16	Student 16	78
17	Student 17	79
18	Student 18	83
19	Student 19	83
20	Student 20	71
21	Student 21	81
22	Student 22	74
23	Student 23	74
24	Student 24	70
25	Student 25	70
26	Student 26	71
27	Student 27	75
28	Student 28	73
29	Student 29	84
30	Student 30	82

Appendix 04 Normality And Homogeneity Analysis of Students' Summative Score

Tests of Normality							
Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Nilai	8.8	,123	30	,200*	,938	30	,083
	8.10	,129	30	,200*	,952	30	,194

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Nilai Based on Mean	3,463	1	58	,068
Based on Median	2,902	1	58	,094
Based on Median and with adjusted df	2,902	1	57,293	,094
Based on trimmed mean	3,455	1	58	,068

F	df1	df2	Sig.
3.463	1	58	0.068

Appendix 05 Students' Name of Try-Out Test

Class 9.6

No	NISN / NIS	NAMA SISWA	L/P
1	0059863208 / 19936	Dewa Nyoman Sugi Indrawan	L
2	0059694860 / 19937	Dewa Putu Rama Iswara	L
3	0054342375 / 19938	Fandy Firdansyah	L
4	0057405001 / 19939	Gede Bayu Aryanta	L
5	0053841518 / 19940	Gede Hendrawan	L
6	0046755715 / 19942	I Kadek Peri Saputra Yana	L
7	0042529769 / 19943	Kadek Debi Ariani	P
8	0046204435 / 19945	Kadek Indah Widhi Armeli	P
9	0049427827 / 19946	Kadek Rian Permana	L
10	0054792113 / 19947	Kadek Rudy Juliantara	L
11	0043313005 / 19948	Kadek Sri Wahyuni	P
12	0044252076 / 19949	Ketut Dodik Febriyana	L
13	0055635907 / 19950	Ketut Siska Juliantika	L
14	0056122483 / 19951	Ketut Surya Merta	L
15	/ 20457	Komang Cika Kirani	P
16	0053878235 / 19953	Komang Iin Putrianing	P
17	0039332173 / 19954	Komang Sumartana	L
18	0047476268 / 19955	M.Deco Seva	L
19	0048457105 / 19956	Muhammad Alvin Pratama Putra	L
20	0056644519 / 19957	Ni Kadek Dwi Jayanti	P
21	0040617224 / 19958	Ni Ketut Geranitri Saraswati	P
22	0047097539 / 20117	Ni Komang Zenia Iswandari	P
23	0052851963 / 19959	Putu Aliya Dewi Asrini Putri	P
24	0051687443 / 19961	Putu Nila Sumi Gangga	P

Class 9.7

No	NISN / NIS	NAMA SISWA	L/P
1	0052983375 / 19974	Angga Darmayasa Komang	L
2	0042307300 / 19965	Gede Sumardana Putra	L
3	0052008451 / 20461	I Gusti Ayu Sawitri Okasunu	P
4	0056197028 / 19966	I Gusti Ngurah Indra Eka Putra	L
5	0043475152 / 19967	Ida Ayu Made Dwijati	P
6	0052563054 / 19968	Kadek Anischa Ayu Febrina	P
7	0036348224 / 19970	Ketut Agus Arta Kembar	L
8	0058414844 / 19971	Ketut Agus Yoga Satria Widya Utama	L
9	0051672510 / 19972	Ketut Wisnu Gunawan	L
10	0037010236 / 19973	Komang Agus Putra Kembar	L
11	0054621796 / 19975	Komang Ari Juniarta	L
12	0057204826 / 19976	Komang Candra Dia Pratiwi	P
13	0057935441 / 19977	Komang Dewi Apriani	P
14	0037984060 / 19978	Komang Putri Nida Maheswari	P
15	0040959462 / 19979	Komang Reina Chandra P.W	P
16	0054116219 / 19980	Komang Widiatmika	L
17	0052897142 / 19981	Luh Gede Ema Maheni	P
18	0042806568 / 19982	Luh Tu Nanda Suriani	P
19	0053021761 / 19983	M. Rayhan Safara	L
20	0037051835 / 19984	Made Bimantara	L
21	0056152210 / 19985	Maulidya Maharani	P
22	0055840814 / 19986	Maya Khoirotunnisa	P
23	0052463696 / 19987	Muhammad Firman Syah	L
24	0042382992 / 19989	Ni Komang Pujha Karsiani Putri	P
25	0049093634 / 19991	Putu Amelia Puspita Yuni	P
26	0043359003 / 19992	Putu Darmayanti	P
27	0051847818 / 19990	Putu Pande Adi Adnyana	L
28	0056328129 / 19993	Robbil Iman Natasya	P

Appendix 06 Blue-Print of Try-Out Test

No	Basic Competency	Learning Material	Indicators of Questions	Level Cognitive	
				C1	C2
1	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.	1. Label text related to drink product entitled " <i>Vita Coco 100% Pure Coconut Water</i> "	4.3.1 To infer the main idea of the Label text.	31, 41, 51.	
			4.3.2 To recall specific information of the Label text.	33, 34, 36, 38, 39, 40, 44, 45, 47, 48, 50, 53, 54, 55, 58, 59, 60.	
		2. Label text related to food product entitled " <i>Mango, Donut and Royal Jelly Cereals</i> "	4.3.3 To interpret textual references of the Label text.		37, 46, 57.
			4.3.4 To explain the author's purpose in writing the Label text.		32, 42, 52.
		3. Label text related to drug product entitled " <i>Betadine First Aid Skin Cleanser</i> "	4.3.5 To identify the generic structure of Label text.		35, 43, 56.
			4.3.6 To rephrase the word, phrase, sentence meaning and usage from the label text.		49.
2	4.4 Comprehending the meaning contextually related to a social function, text structure and language feature of a short and simple procedure text in written and oral about recipe and manual.	1. Procedure text related to how to make food entitled " <i>How to Make Indomie Fried Noodle</i> "	4.4.1 To infer the main idea of the Procedure text.	1, 11, 21.	
			4.4.2 To recall specific information of the Procedure text.	3, 4, 6, 8, 9, 10, 13, 15, 16, 17, 20, 23, 25, 26, 29, 30.	
		2. Procedure text related to how to make beverage	4.4.3 To interpret textual references of the Procedure text.		17, 28.

		entitled "How To Make Lemonade"	4.4.4 To explain the author's purpose in writing the Procedure text.		2, 12, 22.
		3. Procedure text related to how to operate something entitled "How To Operate a Computer"	4.4.5 To identify the generic structure of Procedure text.		5, 14, 24.
			4.4.6 To rephrase the word, phrase, sentence meaning and usage from the Procedure text.		7, 19, 27.



Appendix 07 Try-Out Test

TRY OUT TEST

Time : 2 x 40 minutes
Class/Semester : IX/1

Please choose the right best answer by choosing option A, B, C or D!
This text is for questions number 1-10!



How to Make Indomie Fried Noodle

Ingredients:

- One pack of instant noodle
- Water
- A pan
- A bowl
- A gas stove

Procedure:

- Firstly, turn on the gas stove
- Secondly, boil two glasses of water in a pan for 5 minutes.
- Then, open the package of Indomie instant fried noodles.
- While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.
- After the water is boiled, drain the noodles.
- Next, throw away the water and turn off the gas stove.
- Then, pour the noodles into the bowl.
- Finally, mix the noodles with the seasoning, sauce, and the other ingredients. Now, your noodles are ready to serve

Adapted from: <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html>

Choose the best answer based on the text above!

1. What is the main idea of the text?
 - A. A procedure of making fried chicken
 - B. A procedure of making Indomie fried noodle
 - C. A procedure of making meatballs
 - D. A procedure of making fried rice

2. Why did the writer write the text?
 - A. To describe about fried noodle to the readers
 - B. To entertain the readers about fried noodle
 - C. To persuade the readers to make fried noodle

- D. To tell the readers how to make fried noodle
3. How much boil water is needed to make fried noodle?
- Two glasses of water
 - Three glasses of water
 - Four glasses of water
 - Five glasses of water
4. What do you do after the water is boiled?
- Drain the noodles
 - Mix noodles with the seasoning
 - Turn on the gas stove
 - Open the package of indomie instant noodle
5. What is the generic structure of the text?
- Goal – Equipment – Steps
 - Goal – Materials – Resolution
 - Goal – Ingredients – Steps
 - Goal – Ingredients – Resolution
6. How many instant noodle pack do you need to make indomie instant noodle?
- Two packs of indomie instant noodle
 - Three packs of indomie instant noodle
 - Four packs of indomie instant noodle
 - One pack of indomie instant noodle
7. “Finally, mix the noodles with the seasoning, sauce, and” (8th step)
The underlined word has the closest meaning to . . .
- Hard
 - Blend
 - Pour
 - Rough
8. How many steps exist in the procedure text above?
- 6 steps
 - 7 steps
 - 8 steps
 - 9 steps
9. How long do you need to boil the water?
- 3 minutes
 - 5 minutes
 - 7 minutes
 - 10 minutes
10. When the fried noodle is ready to serve?
- When the water is boiled
 - When the noodles are drained

- C. When the noodles are mixed with the seasoning
- D. When the noodles are in the bowl

This text is for questions number 11-20!

How to Make Lemonade



Ingredients:

For each glass use:

- 2 tablespoons of lemon juice
- 2 tablespoons of sugar
- 1 glass of water

Procedures:

- Firstly, slice a lemon in half and squeeze the juice into a cup
- Secondly, take out the seeds
- After that, pour two tablespoons of juice into glass
- Then add 2 tablespoons of sugar
- Next, add water and stir it well
- Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right
- Finally, put it in the ice cubes. A drop of red food coloring will make pink lemonade. Lemonade is ready to serve

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

Choose the best answer based on the text above

11. What is the main idea of the text?
 - A. A procedure of making juice
 - B. A procedure of making lemonade
 - C. A procedure of making pink juice
 - D. A procedure of making sweet beverage

12. Why did the writer write the text?
 - A. To entertain the readers
 - B. To describe about lemonade
 - C. To persuade the readers to make lemonade
 - D. To tell the readers about how to make lemonade

13. What is the main ingredient of the lemonade?
 - A. Lemon juice
 - B. Sugar
 - C. Water
 - D. Juice

14. What is the generic structure of the text?
- A. Goal – Equipment – Steps
 - B. Goal – Materials – Resolution
 - C. Goal – Ingredients – Steps
 - D. Goal – Ingredients – Resolution
15. Below are parts of the generic structure text, except
- A. Resolution
 - B. Goal
 - C. Ingredients
 - D. Steps
16. How much lemon juice needed to make lemonade?
- A. 2 tablespoons of lemon juice
 - B. 3 tablespoons of lemon juice
 - C. 4 tablespoons of lemon juice
 - D. 5 tablespoons of lemon juice
17. What should you do after adding 2 tablespoons of sugar?
- A. Slice lemon in half
 - B. Add water and stir it well
 - C. Taste the lemonade
 - D. Take out the seeds
18. “You may want to add more sugar or more lemon to make it taste just right” (step 6). The underlined word refers to . . .
- A. Sugar
 - B. Water
 - C. Lemon juice
 - D. Lemonade
19. Which step says you should take out the lemon seeds?
- A. Last step
 - B. First step
 - C. Second step
 - D. Third Step
20. “Secondly, take out the seeds” (step 2). The underlined phrase has the same meaning with . . .
- A. Pull out
 - B. Put
 - C. Gone
 - D. Leave

This text is for questions number 21-30!

How to Operate a Computer



Material (s):

- A unit of computer

Steps:

- Firstly, switch on the power supply
- Then, switch on the CPU through the “power” button
- After that, the Operating System(OS) would now boot automatically
- Next, set up your computer
- Create a user account. If you use a computer for the first time, you will be asked to create a user account when you turn it on.
- Get to know the desktop. Desktop is the main work area on your computer, and will often be areas that you visit on your computer
- Learn the basic use of the mouse and keyboard. The mouse and keyboard is the main tools to interact with your computer
- Launch a few applications will be installed. Even if you assemble your own computer, there will be some applications that will be installed and the equipment can be used without having to install additional applications on its own

Adapted from: <https://www.kuliahbahasainggris.com/3-contoh-procedure-text-how-to-operate-dalam-bahasa-inggris-beserta-artinya/>

Choose the best answer based on the text above!

21. What is the main idea of the text above?
- A. A procedure of building a new computer
 - B. A procedure of creating a computer account
 - C. A procedure of operating a new computer
 - D. A procedure of turning on computer
22. Why did the writer write the text above?
- A. To persuade the readers of how to operate a new computer
 - B. To explain the readers about how to operate a new computer
 - C. To describe about new computer
 - D. To tell the readers about new computer

23. What do you need to do first to operate a new computer?
- A. Create an account
 - B. Learn the basic of mouse
 - C. Learn the basic of keyboard
 - D. Switch on the power supply
24. What is the generic structure of the text?
- A. Goal – Equipment – Complication
 - B. Goal – Materials – Steps
 - C. Goal – Ingredients – Steps
 - D. Goal – Ingredients – Resolution
25. What should you do after creating a new user account?
- A. Switch on the power supply
 - B. Switch on the CPU
 - C. Launch a few application
 - D. Get to know to desktop
26. Here are several steps to operate a new computer, except . . .
- A. Connect the computer with internet
 - B. Switch on the power supply
 - C. Switch on the CPU
 - D. Learn the basic use of mouse
27. “Desktop is the main work area on your computer, and will . . .” (Step 6)
The underlined has the same meaning with. . . .
- A. Machine
 - B. Regular
 - C. Primary
 - D. Desktop
28. “If you use a computer for the first time, you will be asked to create a user account when you turn it on” (Step 5). The underlined word refers to. . . .
- A. CPU
 - B. Power supply
 - C. User account
 - D. Computer
29. What happens after switching on the CPU?
- A. Switch on the power supply
 - B. The operating system (OS) would now boot automatically
 - C. Create an account
 - D. Learn about keyboard
30. What are the main tools to interact with computer?
- A. User account
 - B. Mouse and keyboard
 - C. Keyboard

D. Power supply

This text is for questions number 31-40!



Vita Coco 100% Pure Coconut Water

Made with 100% natural and fresh young coconut water, Vita Coco is the natural, refreshing way to hydrate and replenish anywhere, anytime. Produced in Brazil, it contains 5 essential electrolytes and more potassium than a banana. Vita Coco is sugar free, fat free and cholesterol free. It is healthy.

Ingredients:

100% pure coconut water
 Flavor: Pure
 Size: 11.1 Ounce (Pack of 12)
 Brand: Vita Coco

Product Dimensions: 13.8 x 9.8 x 11.8 inches; 9.7 pounds

Shipping Weight: 10 pounds

Domestic Shipping: Item can be shipped within U.S.

International Shipping: This item is not eligible for international shipping. Learn More

UPC: 716270001325 898999000046 662578553779 096619295043 898999000022

Item model number: 52628

Pure vitamin and mineral rich coconut water

Great source of potassium, fat and cholesterol free

Comes in eco- and socially-responsible Tetra Pak packaging with a convenient resealable cap

Kosher, gluten-free, and vegan-approved

Hydrate naturally

Adapted from: [http://contohbahasainggris.com/7-contoh-iklan-minuman-dalam-bahasa-inggris-bergambar-dan-text/Contoh Bahasa Inggris](http://contohbahasainggris.com/7-contoh-iklan-minuman-dalam-bahasa-inggris-bergambar-dan-text/Contoh%20Bahasa%20Inggris)

Choose the best answer based on the text above!

31. What is the main idea of the text?
- A label of Coconut
 - A label of Brazilian coconut
 - A label of Vita coco 100% pure coconut water
 - A label of Vita coconut tree
32. Why did the writer write the text?
- To give detail information to the readers about Vita coco 100% pure coconut water product
 - To entertain the readers with Vita coco 100% pure coconut water product
 - To persuade the readers with Vita coco 100% pure coconut water product
 - To tell the readers with Vita coco 100% pure coconut water product
33. What is the main ingredient of the Vita coco 100% pure coconut water?
- Coconut water
 - Sugar
 - Coconut water and sugar
 - Sugar and chocolate
34. This product was made in?
- USA
 - Brazil
 - Canada
 - Mexico
35. What is the generic structure of the text?
- Description of the product – Identification of the product
 - Presentation – Ingredients- Serving direction
 - Beverage label – Detailed information (include trade name of the product, description, ingredients, nutrition facts, directions, volume)
 - Food label - Detailed information of the product which trade name of the product, description, ingredients, preparation instruction, volume, storage direction
36. Where the item can be shipped?
- China
 - Over the globe
 - US
 - Europe

37. “Produced in Brazil, it contains 5 essential electrolytes and more potassium than a banana” (line 4). What does the underlined word refers to?

- A. Coconut water
- B. Sugar
- C. Ingredients
- D. Vita coco

38. What is the maximum shipping weight of this product?

- A. 10 pounds
- B. 11 pounds
- C. 12 pounds
- D. 13 pounds

39. The following statements are from the product above, except....

- A. Produced in Mexico
- B. It is healthy
- C. Made with 100% natural and fresh young coconut water
- D. Vita Coco is sugar free

40. What is the dimension of this product?

- A. 13.11 x 9.8 x 11.8 inches; 9.7 pounds
- B. 13.10 x 9.8 x 11.8 inches; 9.7 pounds
- C. 13.9 x 9.8 x 11.8 inches; 9.7 pounds
- D. 13.8 x 9.8 x 11.8 inches; 9.7 pounds

This paragraph is for questions number 41-50!

Low Fat **Breakfast Cereals**
Mango, Walnut and Royal Jelly

Low fat breakfast cereals contains mango pieces, walnuts and royal jelly

Nutrition Information		
Serving per package: (insert number of servings)		
Serving size: g (or mL or other units as appropriate)		
	Qty per Serving	Qty per 100g (or ml)
Energy	kJ (Cal)	kJ (Cal)
Protein	g	g
Total fat	g	g
Saturated fat	g	g
Carbohydrate	g	g
Sugar	g	g
Sodium	mg (mmol)	mg (mmol)
(insert any other nutrient or biologically active substance to be declared)	g, mg, ug (or other units as appropriate)	g, mg, ug (or other units as appropriate)

INGREDIENTS:
Whole grain wheat, corn, rolled oats, palm oil, aspartame, mango pieces (mango, mango juice, humectant (glycerol), tartrazine, natural mango flavour), royal jelly, walnuts, minerals (Calcium carbonate, iron sulphate), vitamins (Vitamin C, Vitamin B6, Folic acid, Vitamin B12) and spices.

PHENYLKETONURICS:
CONTAINS PHENYLALANINE

WARNING - THE PRODUCT MAY NOT BE SUITABLE FOR ASTHMA AND ALLERGY SUFFERERS.

USE BY: 01/12/2010

Manufactured By:
Brand Food Pte Ltd
18 Food Safety Road
Singapore 123456

Product of Singapore

NET WEIGHT: 500g

Mango, Walnut and Royal Jelly Cereals

Mango, Walnut and Royal Jelly cereals are great to start your day. These cereals are completely different from others. It is a low fat breakfast cereals contains mango pieces, walnuts and royal jelly. This product made from Singapore and manufactured by Brand Food Pte.Ltd 18 Food Safety Road Singapore 123456.

Ingredients:

Whole grain wheat, corn rolled oats palm oil, aspartame, mango pieces [mango, mango juice, humectant (glycerol), tartrazine, natural mango flavor], royal jell, walnuts, minerals (Calcium carbonate, iron sulphate), vitamins (Vitamin C, Vitamin B6, Folic acid, Vitamin B12) and spices.

Contains Phenylalanine

Warning:

The product may not be suitable for asthma and allergy sufferers

Net Weight: 500g

Nutrition information:

Nutrition Information		
Serving per package: (insert number of servings)		
Serving size: g (or mL or other units as appropriate)		
	Qty per Serving	Qty per 100g (or ml)
Energy	kJ (Cal)	kJ (Cal)
Protein	g	g
Total fat	g	g
Saturated fat	g	g
Carbohydrate	g	g
Sugar	g	g
Sodium	mg (mmol)	mg (mmol)
(insert any other nutrient or biologically active substance to be declared)	g, mg, ug (or other units as appropriate)	g, mg, ug (or other units as appropriate)

Adapted from: <https://www.sfa.gov.sg/food-information/labelling-packaging-information/labelling-guidelines-for-food-importers-manufacturers>

Choose the best answer based on the text above!

41. What is the main idea of the text?
 - A. A label of Breakfast food
 - B. A label of Breakfast cereal
 - C. A label of Mango, Walnut and Royal Jelly cereals
 - D. A label of Mango, Walnut cereals

42. Why did the writer write the text?
 - A. To persuade the readers to consume Mango, Walnut and Royal Jelly cereals product
 - B. To give detail information to the readers about Mango, Walnut and Royal Jelly cereals product
 - C. To describe about Mango, Walnut and Royal Jelly cereals product
 - D. To entertain the readers product

43. What is the generic structure of the text?
 - A. Presentation – Ingredients – Cooking Directions
 - B. Food label – Detailed information (include trade name of the product, description, ingredients, nutrition facts, directions, volume)
 - C. Identification of the product – Description of the product
 - D. Goal – Ingredients – Cooking Directions

44. The followings are the ingredients of this product, except . . .
- A. Avocado juice
 - B. Whole grain wheat
 - C. Mango Juice
 - D. Aspartame
45. Where the product was made?
- A. Canada
 - B. Indonesia
 - C. Malaysia
 - D. Singapore
46. “It is a low fat breakfast cereals contains mango....” (Line 3). The underlined word refers to?
- A. Breakfast
 - B. Vitamin
 - C. Mango juice
 - D. Mango, Walnut and Royal Jelly cereals
47. Based on the text above, this product is not suitable for . . .
- A. Asthma and allergy suffers
 - B. Kids
 - C. Brucellosis
 - D. Cancer
48. This product contains of?
- A. Vitamin K, vitamin D, vitamin B6
 - B. Vitamin A, vitamin B12, Vitamin C
 - C. Vitamin C, Vitamin B6, Vitamin B12
 - D. Vitamin C, Vitamin K, Vitamin B12
49. “This cereals is completely different from others” (Line 2). The underlined word has the closest meaning with...
- A. Fully
 - B. Partially
 - C. Incompletely
 - D. Inadequately
50. How much is the net weight of this product?
- A. 500ml
 - B. 500kg
 - C. 500cm
 - D. 500g



This paragraph is for questions number 51-60!

Betadine Skin Cleanser
Betadine Skin Cleanser with NDC 67618-149 is a human over the counter drug product labeled by Purdue Products Lp. The generic name of Betadine Skin Cleanser is povidone-iodine. The product's dosage form is solution and is administered via topical form. It used in hospitals for over 45 years.

Labeler Name: Purdue Products Lp

Dosage Form: Solution - A clear, homogeneous liquid

dosage form that contains one or more chemical substances dissolved in a solvent or mixture of mutually miscible solvents.

Product Type: Human Otc Drug

Main Ingredient(s):

POVIDONE-IODINE 7.5 mg/mL

Inactive Ingredients:

AMMONIUM NONOXYNOL-4 SULFATE (UNII: 9HIA70O4J0)

NONOXYNOL-9 (UNII: 48Q180SH9T)

WATER (UNII: 059QF0KO0R)

SODIUM HYDROXIDE (UNII: 55X04QC32I)

Administration Routes:

Topical - Administration to a particular spot on the outer surface of the body. The E2B term TRANSMAMMARY is a subset of the term TOPICAL.

Product Labeler Information:

Labeler Name: Purdue Products Lp

Labeler Code: 67618

FDA Application Number: part333A

Marketing Category: OTC MONOGRAPH NOT FINAL - A product marketed pursuant to an Over-the-Counter (OTC) Drug Monograph that is not final.

Start Marketing Date: 06-01-1980

Listing Expiration Date: 12-31-2018

Exclude Flag: E

Adopted from: <https://ndclist.com/ndc/67618-149>

Choose the best answer based on the text above!

51. What is the main idea of the text?

A. A label of Traditional Medicine

B. A label of Modern medicine

C. A label of Betadine Traditional medicine

D. A label of Betadine first aid skin cleanser

52. Why did the writer write the text?
- To entertain the readers product
 - To persuade the readers to buy product named Betadine first aid skin cleanser product
 - To tell the readers how to use Betadine first aid skin cleanser product
 - To give detail information to the readers about product named betadine first aid skin cleanser product
53. How many inactive ingredients are in this product?
- 4
 - 3
 - 2
 - 1
54. What is the main ingredient of this product?
- NONOXYNOL
 - AMMONIUM NONOXYNOL
 - POVIDONE-IODINE
 - Water
55. How much POVIDONE-IODINE contains in every pack of this product?
- 7.5 mg/mL
 - 7.6 mg/mL
 - 7.7 mg/mL
 - 7.7 mg/mL
56. What is the generic structure of the text?
- Presentation – Ingredients – Cooking Directions
 - Drug label – Detailed information (include trade name of the product, description, ingredients, nutrition facts, directions, volume)
 - Identification of the product – Description of the product
 - Goal – Ingredients – Cooking Directions
57. “It used in hospitals for over 45 years.” (Line 12). The underlined word refers to?
- Betadine first aid skin cleanser
 - Ingredients
 - Inactive Ingredients
 - Label code
58. For how long this product has been used in hospital for?
- 50 years
 - 49 years
 - 46 years
 - 45 years

59. When is the listing expiration date?
- A. 12-31-2018
 - B. 12-31-2019
 - C. 12-30-2018
 - D. 12-30-2019
60. What is the labeler name of this product?
- A. Products Purdue
 - B. Purdue Products.com
 - C. Purdue Products Lp
 - D. Purdue Lp



Appendix 08 Expert Judgment

Judge 1

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 at SMP Negeri 2 Singaraja who are taught by using Scramble Game and who are taught by using conventional strategy

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

Subject : Students

Expert Judge : Putu Adi Krisna Juniarta, S.Pd., M.Pd

Item Number	Response		Comments
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		

11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		

40	✓		
41	✓		
42	✓		
43	✓		
44	✓		
45	✓		
46	✓		
47	✓		
48	✓		
49	✓		
50	✓		
51	✓		
52	✓		
53	✓		
54	✓		
55	✓		
56	✓		
57	✓		
58	✓		
59	✓		
60	✓		

Singaraja, 30 Juli, 2019
Judge,



Putu Adi Krisna Juniarta, S.Pd., M.Pd
NIP. 19870612 201504 1 006

Judge 2

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 at SMP Negeri 2 Singaraja who are taught by using Scramble Game and who are taught by using conventional strategy

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

Subject : Students

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

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

12	✓			
13	✓			
14	✓			
15	✓			
16	✓			
17	✓			
18	✓			
19	✓			add the underlined word
20	✓			
21	✓			
22	✓			
23	✓			
24	✓			
25	✓			use V-ing after the word <u>after</u>
26	✓			add the word 'computer'
27	✓			
28	✓			
29	✓			
30	✓			
31	✓			
32	✓			
33	✓			
34	✓			grammar mistake
35	✓			
36	✓			
37	✓			
38	✓			
39	✓			
40	✓			

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

Singaraja, 31 juli, 2019
Judge,



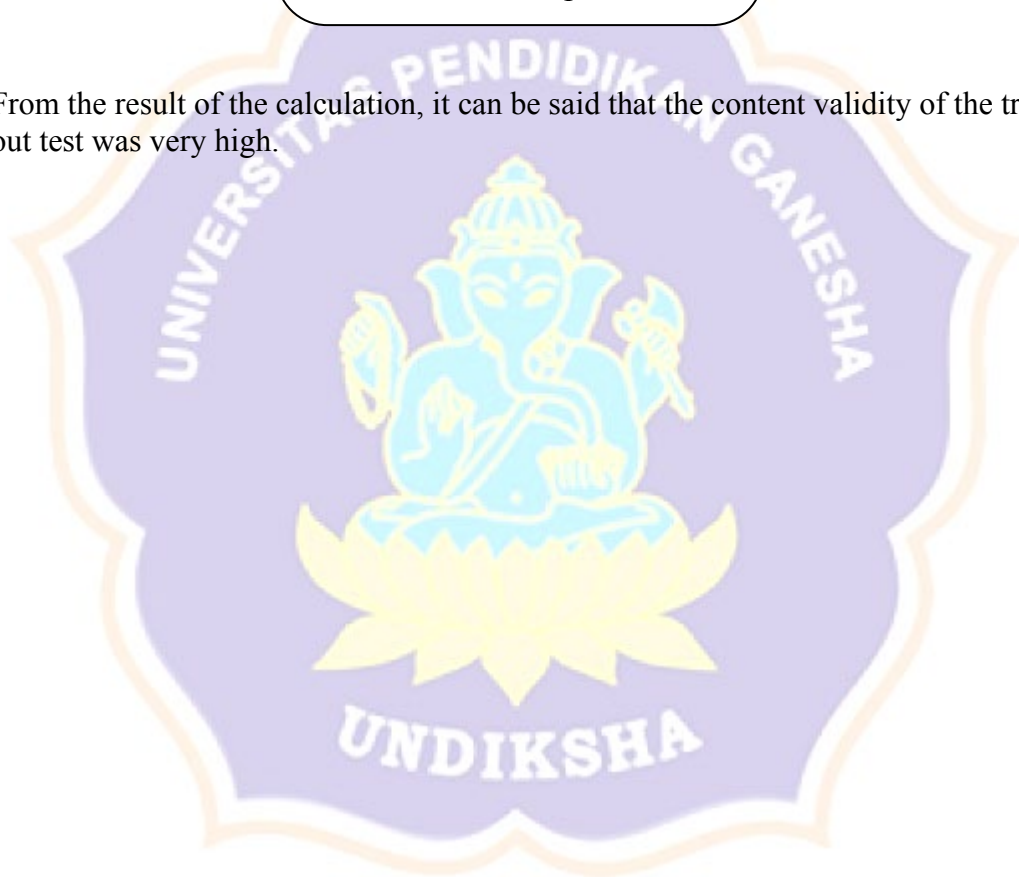
I Ketut Trika Adi Ana, S.Pd, M.Pd

Appendix 09 Analysis of Content Validity

The result of expert judgments were calculated using Gregory Formula and the result showed

$$\begin{aligned}\text{Content Validity} &= \frac{D}{A+B+C+D} \\ &= \frac{60}{0+0+0+60} \\ &= 1\end{aligned}$$

From the result of the calculation, it can be said that the content validity of the try out test was very high.



Appendix 10 The Analysis of Try-Out Test

Rata2= 38.65

Simpang Baku= 12.25

KorelasiXY= 0.90

Reliabilitas Tes= 0.95

Butir Soal= 60

Jumlah Subyek= 52

Nama berkas: C:\USERS\METRIY~1\DESKTOP\NEWFOL~1\HASILT~1.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	35.71	Mudah	0.454	Sangat Signifikan
2	2	42.86	Sedang	0.369	Sangat Signifikan
3	3	35.71	Mudah	0.331	Sangat Signifikan
4	4	50.00	Sedang	0.436	Sangat Signifikan
5	5	28.57	Mudah	0.348	Sangat Signifikan
6	6	7.14	Sangat Mudah	-0.014	-
7	7	42.86	Sedang	0.294	Signifikan
8	8	-7.14	Sedang	-0.005	-
9	9	50.00	Mudah	0.620	Sangat Signifikan
10	10	42.86	Sedang	0.397	Sangat Signifikan
11	11	28.57	Sangat Mudah	0.451	Sangat Signifikan
12	12	57.14	Sedang	0.477	Sangat Signifikan
13	13	50.00	Mudah	0.568	Sangat Signifikan
14	14	35.71	Sangat Mudah	0.534	Sangat Signifikan
15	15	50.00	Mudah	0.405	Sangat Signifikan
16	16	71.43	Mudah	0.752	Sangat Signifikan
17	17	35.71	Mudah	0.471	Sangat Signifikan
18	18	64.29	Sedang	0.572	Sangat Signifikan
19	19	71.43	Sedang	0.525	Sangat Signifikan
20	20	71.43	Sedang	0.636	Sangat Signifikan

21	21	35.71	Mudah	0.467	Sangat Signifikan
22	22	71.43	Sedang	0.419	Sangat Signifikan
23	23	78.57	Sedang	0.606	Sangat Signifikan
24	24	7.14	Sukar	0.164	-
25	25	71.43	Sedang	0.532	Sangat Signifikan
26	26	85.71	Sedang	0.661	Sangat Signifikan
27	27	50.00	Sangat Mudah	0.335	Sangat Signifikan
28	28	57.14	Sedang	0.351	Sangat Signifikan
29	29	92.86	Sedang	0.806	Sangat Signifikan
30	30	71.43	Sedang	0.447	Sangat Signifikan
31	31	42.86	Sangat Mudah	0.514	Sangat Signifikan
32	32	92.86	Sedang	0.675	Sangat Signifikan
33	33	42.86	Sedang	0.432	Sangat Signifikan
34	34	57.14	Mudah	0.729	Sangat Signifikan
35	35	71.43	Sedang	0.534	Sangat Signifikan
36	36	21.43	Sedang	0.271	Signifikan
37	37	50.00	Sedang	0.511	Sangat Signifikan
38	38	64.29	Mudah	0.556	Sangat Signifikan
39	39	50.00	Sedang	0.421	Sangat Signifikan
40	40	57.14	Sedang	0.526	Sangat Signifikan
41	41	42.86	Sedang	0.312	Signifikan
42	42	35.71	Mudah	0.326	Sangat Signifikan
43	43	85.71	Sedang	0.626	Sangat Signifikan
44	44	42.86	Sedang	0.259	Signifikan
45	45	50.00	Mudah	0.483	Sangat Signifikan
46	46	50.00	Sukar	0.466	Sangat Signifikan
47	47	21.43	Sedang	0.199	-
48	48	28.57	Mudah	0.296	Signifikan
49	49	57.14	Sedang	0.350	Sangat Signifikan
50	50	78.57	Sedang	0.689	Sangat Signifikan
51	51	35.71	Mudah	0.420	Sangat Signifikan

52	52	50.00	Sedang	0.459	Sangat Signifikan
53	53	64.29	Sedang	0.502	Sangat Signifikan
54	54	-7.14	Sedang	-0.036	-
55	55	28.57	Mudah	0.379	Sangat Signifikan
56	56	92.86	Sedang	0.704	Sangat Signifikan
57	57	50.00	Sedang	0.511	Sangat Signifikan
58	58	57.14	Mudah	0.582	Sangat Signifikan
59	59	57.14	Mudah	0.538	Sangat Signifikan
60	60	50.00	Mudah	0.433	Sangat Signifikan



Appendix 11 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 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	Basic Competency	Learning Material	Indicators of Questions	Level Cognitive	
				C1	C2
1	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.	1. Label text related to drink product entitled " <i>Vita Coco 100% Pure Coconut Water</i> " 2. Label text related to food product entitled " <i>Mango, Donut and Royal Jelly Cereals</i> " 3. Label text related to drug product entitled " <i>Betadine First Aid Skin Cleanser</i> "	4.3.1 To infer the main idea of the Label text.	21, 28, 34,	
			4.3.2 To recall specific information of the Label text.	23, 25, 27, 30, 31, 36, 39, 40	
			4.3.3 To interpret textual references of the Label text.		26, 32, 38,
			4.3.4 To explain the author's purpose in writing the Label text.		22, 29, 35,
			4.3.5 To identify the generic structure of Label text.		24, 37,
			4.3.6 To rephrase the word, phrase, sentence meaning and usage from the label text.		33,
2	4.4 Comprehending the meaning contextually related to a social function, text structure and language feature of a short and simple procedure text in written and oral about recipe and manual.	1. Procedure text related to how to make food entitled " <i>How to Make Indomie Fried Noodle</i> " 2. Procedure text related to how to make beverage entitled " <i>How To Make Lemonade</i> " 3. Procedure text related to	4.4.1 To infer the main idea of the Procedure text.	1, 7, 14,	
			4.4.2 To recall specific information of the Procedure text.	5, 6, 11, 16, 17, 18,	
			4.4.3 To interpret textual references of the Procedure text.		12, 20,
			4.4.4 To explain the author's purpose in writing the Procedure text.		2, 8, 15,
			4.4.5 To identify the generic structure of Procedure text.		3, 9, 10,
			4.4.6 To rephrase		4, 13,

		how to operate something entitled <i>“How To Operate a Computer”</i>	the word, phrase, sentence meaning and usage from the Procedure text.		19,
--	--	--	---	--	-----

Note:

C1 = Knowledge

C2 = Comprehension



Appendix 12 Reading Comprehension Post-Test

POST TEST

Time : 2 x 40 minutes

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!

How to Make Indomie Fried Noodle



Ingredients:

- One pack of instant noodle
- Water
- A pan
- A bowl
- A gas stove

Procedure:

- Firstly, turn on the gas stove
- Secondly, boil two glasses of water in a pan for 5 minutes.
- Then, open the package of Indomie instant fried noodles.
- While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.
- After the water is boiled, drain the noodles.
- Next, throw away the water and turn off the gas stove.
- Then, pour the noodles into the bowl.
- Finally, mix the noodles with the seasoning, sauce, and the other ingredients. Now, your noodles are ready to serve

Adapted from: <http://www.kursusmudahbahasainggris.com/2013/09/15-contoh-procedure-text-terlengkap-dan.html>

Choose the best answer based on the text above!

1. What is the main idea of the text?
 - A. A procedure of making fried chicken
 - B. A procedure of making Indomie fried noodle
 - C. A procedure of making meatballs
 - D. A procedure of making fried rice

2. Why did the writer write the text?
- To describe about fried noodle to the readers
 - To entertain the readers about fried noodle
 - To persuade the readers to make fried noodle
 - To tell the readers how to make fried noodle
3. What is the generic structure of the text?
- Goal – Equipment – Steps
 - Goal – Materials – Resolution
 - Goal – Ingredients – Steps
 - Goal – Ingredients – Resolution
4. “Finally, mix the noodles with the seasoning, sauce, and” (8th step)
The underlined word has the closest meaning to . . .
- Hard
 - Blend
 - Pour
 - Rough
5. How long do you need to boil the water?
- 3 minutes
 - 5 minutes
 - 7 minutes
 - 10 minutes
6. When the fried noodle is ready to serve?
- When the water is boiled
 - When the noodles are drained
 - When the noodles are mixed with the seasoning
 - When the noodles are in the bowl

This text is for questions number 7-13!

How to Make Lemonade



Ingredients:

For each glass use:

- 2 tablespoons of lemon juice
- 2 tablespoons of sugar
- 1 glass of water

Procedures:

- Firstly, slice a lemon in half and squeeze the juice into a cup
- Secondly, take out the seeds
- After that, pour two tablespoons of juice into glass
- Then add 2 tablespoons of sugar
- Next, add water and stir it well

- Taste the lemonade. You may want to add more sugar or more lemon to make it taste just right
- Finally, put it in the ice cubes. A drop of red food coloring will make pink lemonade. Lemonade is ready to serve

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

Choose the best answer based on the text above

7. What is the main idea of the text?
 - A. A procedure of making juice
 - B. A procedure of making lemonade
 - C. A procedure of making pink juice
 - D. A procedure of making sweet beverage
8. Why did the writer write the text?
 - A. To entertain the readers
 - B. To describe about lemonade
 - C. To persuade the readers to make lemonade
 - D. To tell the readers about how to make lemonade
9. What is the generic structure of the text?
 - A. Goal – Equipment – Steps
 - B. Goal – Materials – Resolution
 - C. Goal – Ingredients – Steps
 - D. Goal – Ingredients – Resolution
10. Below are parts of the generic structure text, EXCEPT. . . .
 - A. Resolution
 - B. Goal
 - C. Ingredients
 - D. Steps
11. How much lemon juice needed to make lemonade?
 - A. 2 tablespoons of lemon juice
 - B. 3 tablespoons of lemon juice
 - C. 4 tablespoons of lemon juice
 - D. 5 tablespoons of lemon juice
12. “You may want to add more sugar or more lemon to make it taste just right” (step 6). The underlined word refers to. . .
 - A. Sugar
 - B. Water
 - C. Lemon juice
 - D. Lemonade
13. “Secondly, take out the seeds” (step 2). The underlined phrase has the same meaning with . . .

- A. Pull out
- B. Put
- C. Gone
- D. Leave

This text is for questions number 14-20!

How to Operate a Computer



Materials:

- A unit of computer

Steps:

- Firstly, switch on the power supply
- Then, switch on the CPU through the “power” button
- After that, the Operating System(OS) would now boot automatically
- Next, set up your computer
- Create a user account. If you use a computer for the first time, you will be asked to create a user account when you turn it on.
- Get to know the desktop. Desktop is the main work area on your computer, and will often be areas that you visit on your computer
- Learn the basic use of the mouse and keyboard. The mouse and keyboard is the main tools to interact with your computer
- Launch a few applications will be installed. Even if you assemble your own computer, there will be some applications that will be installed and the equipment can be used without having to install additional applications on its own

Adapted from: <https://www.kuliahbahasainggris.com/3-contoh-procedure-text-how-to-operate-dalam-bahasa-inggris-beserta-artinya/>

Choose the best answer based on the text above!

14. What is the main idea of the text above?
- A. A procedure of building a new computer
 - B. A procedure of creating a computer account
 - C. A procedure of operating a new computer
 - D. A procedure of turning on computer

15. Why did the writer write the text above?
- To persuade the readers of how to operate a new computer
 - To explain the readers about how to operate a new computer
 - To describe about new computer
 - To tell the readers about new computer
16. What do you need to do first to operate a new computer?
- Create an account
 - Learn the basic of mouse
 - Learn the basic of keyboard
 - Switch on the power supply
17. What should you do after creating a new user account?
- Switch on the power supply
 - Switch on the CPU
 - Launch a few application
 - Get to know to desktop
18. Here are several steps to operate a new computer, EXCEPT . . .
- Connect the computer with internet
 - Switch on the power supply
 - Switch on the CPU
 - Learn the basic use of mouse
19. “Desktop is the main work area on your computer, and will . . .” (Step 6)
The underlined has the same meaning with. . . .
- Machine
 - Regular
 - Primary
 - Desktop
20. “If you use a computer for the first time, you will be asked to create a user account when you turn it on” (Step 5). The underlined word refers to. . . .
- CPU
 - Power supply
 - User account
 - Computer

This text is for questions number 21-27!



Vita Coco 100% Pure Coconut Water

Made with 100% natural and fresh young coconut water, Vita Coco is the natural, refreshing way to hydrate and replenish anywhere, anytime. Produced in Brazil, it contains 5 essential electrolytes and more potassium than a banana. Vita Coco is sugar free, fat free and cholesterol free. It is healthy.

Ingredients:

100% pure coconut water
 Flavor: Pure
 Size: 11.1 Ounce (Pack of 12)

Brand: Vita Coco

Product Dimensions: 13.8 x 9.8 x 11.8 inches; 9.7 pounds

Shipping Weight: 10 pounds

Domestic Shipping: Item can be shipped within U.S.

International Shipping: This item is not eligible for international shipping. Learn More

UPC: 716270001325 898999000046 662578553779 096619295043 898999000022

Item model number: 52628

Pure vitamin and mineral rich coconut water

Great source of potassium, fat and cholesterol free

Comes in eco- and socially-responsible Tetra Pak packaging with a convenient resealable cap

Kosher, gluten-free, and vegan-approved

Hydrate naturally

Adapted from: <http://contohbahasainggris.com/7-contoh-iklan-minuman-dalam-bahasa-inggris-bergambar-dan-text/Contoh Bahasa Inggris>

Choose the best answer based on the text above!

21. What is the main idea of the text?
- A label of Coconut
 - A label of Brazilian coconut
 - A label of Vita coco 100% pure coconut water
 - A label of Vita coconut tree
22. Why did the writer write the text?
- To give detail information to the readers about Vita coco 100% pure coconut water product
 - To entertain the readers with Vita coco 100% pure coconut water product
 - To persuade the readers with Vita coco 100% pure coconut water product
 - To tell the readers with Vita coco 100% pure coconut water product
23. This product was made in?
- USA
 - Brazil
 - Canada
 - Mexico
24. What is the generic structure of the text?
- Description of the product – Identification of the product
 - Presentation – Ingredients- Serving direction
 - Beverage label – Detailed information (include trade name of the product, description, ingredients, nutrition facts, directions, volume)
 - Food label - Detailed information of the product which trade name of the product, description, ingredients, preparation instruction, volume, storage direction
25. Where the item can be shipped?
- China
 - Over the globe
 - US
 - Europe
26. “Produced in Brazil, it contains 5 essential electrolytes and more potassium than a banana” (line 4). What does the underlined word refers to?
- Coconut water
 - Sugar
 - Ingredients
 - Vita coco
27. The following statements are from the product above, EXCEPT....

- A. Produced in Mexico
- B. It is healthy
- C. Made with 100% natural and fresh young coconut water
- D. Vita Coco is sugar free

This paragraph is for questions number 28-33!

Breakfast Cereals
Mango, Walnut and Royal Jelly

Low fat breakfast cereals contains mango pieces, walnuts and royal jelly

Nutrition Information		
Serving per package: (insert number of servings)		
Serving size: g (or mL or other units as appropriate)		
	Qty per Serving	Qty per 100g (or ml)
Energy	kJ (Cal)	kJ (Cal)
Protein	g	g
Total fat	g	g
Saturated fat	g	g
Carbohydrate	g	g
Sugar	g	g
Sodium	mg (mmol)	mg (mmol)
(insert any other nutrient or biologically active substance to be declared)	g, mg, ug (or other units as appropriate)	g, mg, ug (or other units as appropriate)

INGREDIENTS:
Whole grain wheat, corn, rolled oats, palm oil, aspartame, mango pieces [mango, mango juice, humectant (glycerol), tartrazine, natural mango flavour], royal jelly, walnuts, minerals (Calcium carbonate, iron sulphate), vitamins (Vitamin C, Vitamin B6, Folic acid, Vitamin B12) and spices.

PHENYLKETONURICS:
CONTAINS PHENYLALANINE

WARNING - THE PRODUCT MAY NOT BE SUITABLE FOR ASTHMA AND ALLERGY SUFFERERS.

USE BY: 01/12/2010

Manufactured By:
Brand Food Pte.Ltd
18 Food Safety Road
Singapore 123456
Product of Singapore

NET WEIGHT: 500g

Mango, Walnut and Royal Jelly Cereals

Mango, Walnut and Royal Jelly cereals are great to start your day. These cereals are completely different from others. It is a low fat breakfast cereals contains mango pieces, walnuts and royal jelly. This product made from Singapore and manufactured by Brand Food Pte.Ltd 18 Food Safety Road Singapore 123456.

Ingredients:

Whole grain wheat, corn rolled oats palm oil, aspartame, mango pieces [mango, mango juice, humectant (glycerol), tartrazine, natural mango flavor], royal jell, walnuts, minerals (Calcium carbonate, iron sulphate), vitamins (Vitamin C, Vitamin B6, Folic acid, Vitamin B12) and spices.

Contains Phenylalanine

Warning:

The product may not be suitable for asthma and allergy suffers

Net Weight: 500g

Nutrition information:

Nutrition Information		
Serving per package: (insert number of servings)		
Serving size: g (or mL or other units as appropriate)		
	Qty per Serving	Qty per 100g (or ml)
Energy	kJ (Cal)	kJ (Cal)
Protein	g	g
Total fat	g	g
Saturated fat	g	g
Carbohydrate	g	g
Sugar	g	g
Sodium	mg (mmol)	mg (mmol)
(insert any other nutrient or biologically active substance to be declared)	g, mg, ug (or other units as appropriate)	g, mg, ug (or other units as appropriate)

Adapted from: <https://www.sfa.gov.sg/food-information/labelling-packaging-information/labelling-guidelines-for-food-importers-manufacturers>

Choose the best answer based on the text above!

28. What is the main idea of the text?
- E. A label of Breakfast food
 - F. A label of Breakfast cereal
 - G. A label of Mango, Walnut and Royal Jelly cereals
 - H. A label of Mango, Walnut cereals
29. Why did the writer write the text?
- E. To persuade the readers to consume Mango, Walnut and Royal Jelly cereals product
 - F. To give detail information to the readers about Mango, Walnut and Royal Jelly cereals product
 - G. To describe about Mango, Walnut and Royal Jelly cereals product
 - H. To entertain the readers product
30. The followings are the ingredients of this product, EXCEPT . . .
- E. Avocado juice
 - F. Whole grain wheat
 - G. Mango Juice
 - H. Aspartame
31. Where the product was made?
- E. Canada
 - F. Indonesia
 - G. Malaysia
 - H. Singapore

32. “It is a low fat breakfast cereals contains mango....” (Line 3). The underlined word refers to?
- E. Breakfast
 - F. Vitamin
 - G. Mango juice
 - H. Mango, Walnut and Royal Jelly cereals
33. “This cereals is completely different from others” (Line 2). The underlined word has the closest meaning with...
- E. Fully
 - F. Partially
 - G. Incompletely
 - H. Inadequately



This paragraph is for questions number 34-40!

Betadine Skin Cleanser

Betadine Skin Cleanser with NDC 67618-149 is a human over the counter drug product labeled by Purdue Products Lp. The generic name of Betadine Skin Cleanser is povidone-iodine. The product's dosage form is solution and is administered via topical form. It used in hospitals for over 45 years.

Labeler Name: Purdue Products Lp

Dosage Form: Solution - A clear, homogeneous liquid dosage form that contains one or more chemical substances dissolved in a solvent or mixture of mutually miscible solvents.

Product Type: Human Otc Drug

Main Ingredient(s):

POVIDONE-IODINE 7.5 mg/mL

Inactive Ingredients:

AMMONIUM NONOXYNOL-4 SULFATE (UNII: 9HIA70O4J0)

NONOXYNOL-9 (UNII: 48Q180SH9T)

WATER (UNII: 059QF0KO0R)

SODIUM HYDROXIDE (UNII: 55X04QC32I)

Administration Routes:

Topical - Administration to a particular spot on the outer surface of the body. The E2B term TRANSMAMMARY is a subset of the term TOPICAL.

Product Labeler Information:

Labeler Name: Purdue Products Lp

Labeler Code: 67618

FDA Application Number: part333A

Marketing Category: OTC MONOGRAPH NOT FINAL - A product marketed pursuant to an Over-the-Counter (OTC) Drug Monograph that is not final.

Start Marketing Date: 06-01-1980

Listing Expiration Date: 12-31-2018

Exclude Flag: E

Adopted from: <https://ndclist.com/ndc/67618-149>

Choose the best answer based on the text above!

34. What is the main idea of the text?
- A label of Traditional Medicine
 - A label of Modern medicine
 - A label of Betadine Traditional medicine
 - A label of Betadine first aid skin cleanser
35. Why did the writer write the text?
- To entertain the readers product
 - To persuade the readers to buy product named Betadine first aid skin cleanser product
 - To tell the readers how to use Betadine first aid skin cleanser product
 - To give detail information to the readers about product named betadine first aid skin cleanser product
36. How many inactive ingredients are in this product?
- 4
 - 3
 - 2
 - 1

37. What is the generic structure of the text?
- A. Presentation – Ingredients – Cooking Directions
 - B. Drug label – Detailed information (include trade name of the product, description, ingredients, nutrition facts, directions, volume)
 - C. Identification of the product – Description of the product
 - D. Goal – Ingredients – Cooking Directions
38. “It used in hospitals for over 45 years.” (Line 12). The underlined word refers to?
- A. Betadine first aid skin cleanser
 - B. Ingredients
 - C. Inactive Ingredients
 - D. Label code
39. For how long this product has been used in hospital for?
- A. 50 years
 - B. 49 years
 - C. 46 years
 - D. 45 years
40. When is the product best to use?
- A. 12-31-2018
 - B. 12-31-2019
 - C. 12-30-2018
 - D. 12-30-2019

Appendix 13 Lesson Plan For Experimental

Name of School	: SMP Negeri 2 Singaraja
Grade/Semester	: 9/1
Subject	: English
Skill	: Reading
Time Allotment	: 2x40 minutes
Material	: Procedure Text How to Make Food

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
3.4 Comparing social functions, texts structure, and language feature of Procedure text, by requesting and giving information related to recipes and manual based on the context used.	<p>3.4.1 To contrast the social function, text structures, and language feature of Procedure text related to how to make food based on the context used.</p> <p>3.4.2 To identify the main idea of Procedure text related to how to make food based on the context used.</p> <p>3.4.3 To recognize the specific information of Procedure text related to how to make food based on the context used</p>
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.	<p>4.4.1 To explain the way of how to make food based on the context used.</p> <p>4.4.2 To present the way of how to make food based on the context used orally.</p>

III. Learning Objectives

By the end of the lesson, students are expected to:

1. Students are able to contrast the social function, text structures, and language feature of Procedure text related to how to make food 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 food 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 food 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 food based on the context used correctly by designing a recipe about how to make food in oral version in pair.

5. Students are able to present the way of how to make food orally based on the context used correctly by presenting their pair work 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 steps.

Here is the example of Procedure text related with how to make food.

How to Make Fried Rice

Ingredients:

1. 3 cups cooked white rice
2. 2 sprays cooking spray
3. 1 cups uncooked carrots, shredded
4. 1/2 cups frozen green peas, thawed
5. 2 large eggs, lightly beaten
6. 1 cup s uncooked scallions, sliced, divided
7. 1/4 cup s low sodium soy sauce, or to taste

Steps:

1. Coat a large nonstick skillet with cooking spray; warm pan over medium-high heat. Add eggs; tilt pan so that eggs cover bottom.
2. When eggs start to set, break them up into pieces with a heat-proof spatula. Cook until eggs are cooked through, about one minute more; remove eggs from skillet and set aside.
3. Off heat, recoat same skillet with cooking spray; set over medium-high heat. Add carrots and all but 2 tablespoons scallions; sauté until carrots are crisp-tender, about 3 or 4 minutes.

4. Stir in cooked rice, peas and soy sauce; cook until heated through, stirring once or twice, about 1 minute. Gently stir in cooked egg and remaining scallions; heat through. Yields about 3/4 cup per serving

Adopted from: <http://contohcontohteks.blogspot.com/2016/10/procedure-text-example-25-contoh.html>

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

4. Language Feature of Procedure Text

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

5. Topics:

Food/ beverage recipe, manual equipment 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. Technique : Scramble Game

VI. Learning Media and Tools

- Authentic material
- Reading material
- Scramble Worksheet
- White board
- Board makers

VII. Learning Resources

- a. Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementerian Pendidikan dan Kebudayaan. Page 80-96
- b. Example of label procedure text of food entitled “How to Make Chicken Soup and Chicken Meatball” Adapted from:
<http://britishcourse.com/22-contoh-procedure-text-sederhana.php> &
https://m.liputan6.com/citizen6/read/3552002/cara-membuat-kuah-bakso-spesial-sapi-ayam-dan-ikan-yang-nikmat-dan-sederhana?utm_expid=.t4QZMPzJSFeAiwIBIOcwCw.0&utm_referrer=https%3A%2F%2Fwww.google.co.id%2F

VIII. Teaching Activity

Stage	Teacher's Activity	Students' Activity	Time Allocation
Opening	<ul style="list-style-type: none"> - Teacher greets the students. - Teacher leads the students to pray together before the learning activities start. - Teacher checks the students' attendance and preparation such as, book or 	<ul style="list-style-type: none"> - Students respond the teacher's greeting. - Students pray together with the teacher before the learning activities start. - The students respond to the teacher and show their book or dictionary. - Students pay attention 	10 minutes

	<p>dictionary.</p> <ul style="list-style-type: none"> - Teacher shows a recipe of how to make donutt. - Teacher asks questions related to recipe. - Teacher asks questions about the students' prior knowledge related to the upcoming material. - Teacher tells about the upcoming material. - Teacher tells about the learning objectives. 	<p>to the teacher.</p> <ul style="list-style-type: none"> - Students respond to teacher's questions. - Students respond to teacher's questions about their prior knowledge related to the upcoming material. - Students listen about the upcoming material. - Students listen to the learning objectives. 	
Main Activity	OBSERVING (SCRAMBLE GAME)		10 minutes
	<ul style="list-style-type: none"> - Teacher asks the students whether they ever made food and asks the students to tell the teacher how to make the food. - Teacher divides the students into several groups consist of 5 students. - The teacher gives worksheet about how to make food entitle "How to Make Chicken Meatball and Chicken Soup" which is already scrambled. - The teacher tells the 	<ul style="list-style-type: none"> - Students tell the teacher about the food they ever made and explain how to make the food. - Students find their group. - Students receive the worksheet given by the teacher - Students listen to the 	

	<p>students what they need to do with the scrambled worksheet.</p> <ul style="list-style-type: none"> - Teacher asks the students to read the text given and find difficult word/phrase/ sentence and also answer the remaining questions. - The teacher discusses with the students about their reading. 	<p>teacher's explanation</p> <ul style="list-style-type: none"> - Students read and find difficult words of the worksheet - Students discuss with teacher 	
	QUESTIONING		5 minutes
	<ul style="list-style-type: none"> - The teacher invites questions from students related with Procedure text. 	<ul style="list-style-type: none"> - Students ask some questions related with Procedure text. 	
	EXPLORING (SCRAMBLE GAME)		15 minutes
	<ul style="list-style-type: none"> - Teacher gives game to the students where they need to unscramble the scrambled text given and answer the questions in the worksheet related to the text for 15 minutes. - Teacher monitor the students. - Teacher ask 2 fastest group to present their work orally. - Teacher ask the students to collect their work and discuss it together. - Teacher decide 	<ul style="list-style-type: none"> - Students work with their group to unscramble the text and answer the question in the worksheet - 2 fastest group present their work orally - Students collect their work and discuss the answer with the teacher and other group 	

	which is do the best work and gives appreciation to the group that succeed and encourage those who have not succeeded in doing the task quickly and correctly.		
	ASSOCIATING		15 minutes
	- Teacher asks the students to work in pair and answer question based on the text which include analyzing the procedure text page 81 entitled “Novel Apple Pudding” given by the teacher.	- Students work in pair to answer questions and analyze the procedure text in the book page 81 entitled “Novel Apple Pudding” based on the presentation guide	
	COMMUNICATING		15 minutes
	- Teacher asks the students to present their work. - Teacher ask the students to give feedback. - Teacher gives feedback.	- Students present their work. - Students listen about the feedback given by their friends. - Students listen about the feedback given by the teacher.	
Closing	- Teacher leads the students to conclude the material that is learned. - Teacher gives a feedback to the process and also the result of students’ learning. - Teacher asks the students to read their book related to the next lesson about	- Students conclude the material that is learned. - Students’ listen the feedback from the teacher. - Students pay attention to the teacher about the instruction. - Students and the teacher pray together before ending the class	10 minutes

	<p>how to operate something page 97.</p> <ul style="list-style-type: none"> - Teacher leads the students to pray together before ending the class 		
--	--	--	--

IX. ASSESMENT

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

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

4. Key answers

- Scramble Worksheet:

2. How to make chicken meatballs and chicken soup.
3. To tell the readers about how to make chicken meatballs and chicken soup.
4. Goal-Ingredients-Step.
5. 13 ingredients.
6. Boil.
7. Meatballs.
8. Finally, lower the meatballs into the boiling water. When they float up to the surface, they are ready to serve.
9. Present.
10. 6 Steps

- Novel Apple Pudding (pair work):

1. How to make Novel Apple Pudding.
2. To tell the readers of How to make Novel Apple Pudding.
3. Goal – Ingredients – Step.
4. Brushing.
5. Sugar and Water.

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

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

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

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

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:

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

ATTACHMENT

Reading Practice

Work in your group with the information below. The text bellow is about how to make chicken meatballs and chicken soup. Unfortunately, the steps are scrambled and not in a good order. What you need to do are 1) first, read the text and find the meaning of difficult words/ phrase/ sentence and also textual references. Make sure you know the meaning of the words/ phrases/ sentences and how to say and spell them. (Use your dictionary!) Then, unscramble the scramble text in the worksheet in a good order. After that, answer the remaining questions (number 2-10) in the worksheet related to the text. Good Luck!

HOW TO MAKE CHICKEN SOUP AND CHICKEN MEATBALL	
INGREDIENTS	
Chicken soup	Chicken meatball
Two chicken breast bones	1 kilo of very fine minced chicken
Three liters of water	1 teaspoon of white pepper
9 cloves garlic (for three liters)	300 grams of tapioca-flour
Celery stems and leaves (optional)	2 teaspoons of salt
Sufficient block broth	9 cloves of garlic
1 segment of ginger which is burnt and shredded	1 red onion
1 teaspoon of white pepper	2 eggs
2 teaspoons of salt	
Oil for sautéing	
STEPS	
Serve the chicken soup with the meatball.	Next, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
Season with enough salt and white pepper, then do not forget to correct the	Finally, lower the meatballs into the boiling water. When they float up to

taste.	the surface, they are ready to serve.
Bring water to a large saucepan. Add chieives and celery. Add chicken bones. Let stand a few moments.	Next step, roll the mixture into small meatballs.
Heat a skillet, pour oil and wait until it is hot. Sauté the garlic until it is wilted.	Then, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.
Add the sautéed garlic, along with the ginger that has been burned and sprouted, and block broth. Let stand while boiling so that the flavor mixes well.	After that, boil some water in a rather large pot, at least about 2 liters.
Pound garlic then chop roughly	Prepare chicken meatball.
	Mix garlic, red onion, salt, and white pepper in a mortar or mixer.

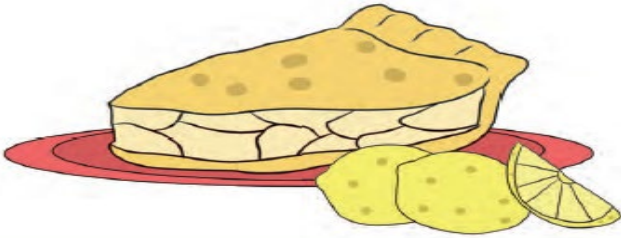
Adapted from: <http://britishcourse.com/22-contoh-procedure-text-sederhana.php> https://m.liputan6.com/citizen6/read/3552002/cara-membuat-kuah-bakso-spesial-sapi-ayam-dan-ikan-yang-nikmat-dan-sederhana?utm_expid=.t4QZMPzJSFeAiwLBIOcwCw.0&utm_referrer=http%3A%2F%2Fwww.google.co.id%2F

Questions:

- 2) What is the main idea of the text?
- 3) Why did the author write the text?
- 4) What is the generic structure of the text?
- 5) How many ingredients are needed in order to make chicken meatballs and chicken soup?
- 6) Heat a skillet, pour oil and wait until it is hot. Sauté the garlic until it is wilted. The underlined word has the same meaning with
- 7) “Finally, lower the meatballs into the boiling water. When they float up to” The underlined word refers to
- 8) What is the last step of this procedure?
- 9) Serve the chicken soup with the meatball. The underlined word has the same meaning with . . .
- 10) How many steps to make chicken meatballs?

Pair Work

Read the recipe related with how to make food entitled “*Novel Apple Pudding*” then answer these questions correctly with your group!



NOVEL APPLE PUDDING	
Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	<ol style="list-style-type: none"> 1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips. 2. Stir in sugar and water (mixture should be lumpy). Pour <u>it</u> over apple 3. Bake at 180oC for 1 hour or until syrupy and golden. Serve <u>it</u> warm with cream or ice cream.
Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes	

1. What is the main idea of the text?
2. What is the purpose of the texts?
3. What is the generic structures of the recipe?
4. “Rub in the margarine using fingertips.” What is the synonym of the underlined phrase?
5. “Pour it over apple”. (step 2) What the underlined word refers to?

Appendix 14 Lesson Plan for Control Group

Name of School	: SMP Negeri 2 Singaraja
Grade/Semester	: 9/1
Subject	: English
Skill	: Reading
Time Allotment	: 2x40 minutes
Material	: Procedure Text How to Make Food

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
3.4 Comparing social functions, texts structure, and language feature of Procedure text, by requesting and giving information related to recipes and manual based on the context used.	<p>3.4.1 To contrast the social function, text structures, and language feature of Procedure text related to how to make food based on the context used.</p> <p>3.4.2 To identify the main idea of Procedure text related to how to make food based on the context used.</p> <p>3.4.3 To recognize the specific information of Procedure text related to how to make food based on the context used</p>
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.	<p>4.4.1 To explain the way of how to make food based on the context used.</p> <p>4.4.2 To present the way of how to make food based on the context used orally.</p>

III. Learning Objectives

By the end of the lesson, students are expected to:

1. Students are able to contrast the social function, text structures, and language feature of Procedure text related to how to make food 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 food 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 food 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 food based on the context used correctly by designing a recipe about how to make food in oral version in pair.

5. Students are able to present the way of how to make food orally based on the context used correctly by presenting their pair work with their pair in front of the class

IV. Learning Materials

1. Definition of Procedure text

Procedure text is a text that explains or helps us how to make or use something through a sequence of steps.

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

How to Make Fried Rice

Ingredients:

8. 3 cups cooked white rice
9. 2 sprays cooking spray
10. 1 cups uncooked carrots, shredded
11. 1/2 cups frozen green peas, thawed
12. 2 large eggs, lightly beaten
13. 1 cups uncooked scallions, sliced, divided
14. 1/4 cups low sodium soy sauce, or to taste

Steps:

5. Coat a large nonstick skillet with cooking spray; warm pan over medium-high heat. Add eggs; tilt pan so that eggs cover bottom.
6. When eggs start to set, break them up into pieces with a heat-proof spatula. Cook until eggs are cooked through, about one minute more; remove eggs from skillet and set aside.
7. Off heat, recoat same skillet with cooking spray; set over medium-high heat. Add carrots and all but 2 tablespoons scallions; sauté until carrots are crisp-tender, about 3 or 4 minutes.

8. Stir in cooked rice, peas and soy sauce; cook until heated through, stirring once or twice, about 1 minute. Gently stir in cooked egg and remaining scallions; heat through. Yields about 3/4 cup per serving

Adopted from: <http://contohcontohteks.blogspot.com/2016/10/procedure-text-example-25-contoh.html>

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

4. Language Feature of Procedure Text

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

5. Topics:

Food/ beverage recipe, manual equipment 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. Technique : Conventional technique

VI. Learning Media and Tools

- Reading material
- Whiteboard
- Board maker

VII. Learning Resources

- Kementerian Pendidikan dan Kebudayaan. 2015. Bahasa Inggris, *Think Globally Act Locally*. Jakarta: Kementrian Pendidikan dan Kebudayaan. Page 80-96

VIII. Teaching Activity

	Teacher's Activity	Students' Activity	Time Allocation
Opening	<ul style="list-style-type: none"> - Teacher greets the students. - Teacher leads students to pray together before the learning activities start. - Teacher checks the students' attendance and preparation such as, book or dictionary. - Teacher shows a recipe of how to make a donut. - Teacher asks questions related to recipe. - Teacher asks questions about the students' prior knowledge related to the upcoming material. - Teacher tells about the upcoming material. - Teacher tells about the learning objectives. 	<ul style="list-style-type: none"> - Students respond the teacher's greeting. - Students pray together with the teacher before the learning activities start. - Students respond to the teacher and show their book or dictionary. - Students pay attention to the teacher. - Students respond to teacher's questions. - Students respond to teacher's questions about their prior knowledge related to the upcoming material. - Students listen about the upcoming material. - Students listen to the learning objectives. 	5 minutes
Main Activity	OBSERVING		10 minutes
	<ul style="list-style-type: none"> - Teacher asks the students whether they ever made 	<ul style="list-style-type: none"> - Students tell the teacher about the food they ever 	

	<p>food and asks the students to tell the teacher how to make the food.</p> <ul style="list-style-type: none"> - Teacher divides the students into several groups consist of 5 students. - The teacher gives worksheet about how to make food entitle “How to Make Chicken Meatball and Chicken Soup” - Teacher tells the students what they need to do with the worksheet - Teacher asks the students to read the text given and find difficult word/ phrase/ sentence and also answer the remaining questions. - The teacher discusses with the students about their reading. 	<p>made and explain how to make the food.</p> <ul style="list-style-type: none"> - Students find their group. - Students receive the worksheet given by the teacher - Students listen to teacher’s explanation - Students read and find difficult words of the worksheet - Students discuss with teacher 	
QUESTIONING		5 minutes	
	<ul style="list-style-type: none"> - Teacher invites questions from students related with procedure text. 	<ul style="list-style-type: none"> - Students ask some questions related with procedure text. 	
EXPLORING			
	<ul style="list-style-type: none"> - Teacher tells the students to start answering the worksheet for 15 minutes - Teacher asks the students to translates the difficult words/ phrase/ sentence meaning and also textual reference based on the procedure text given. - Teacher ask the students to find out how to present the written recipe orally. - Teacher discusses with the students about students’ work. 	<ul style="list-style-type: none"> - Students work with their group - Students find out the meaning of difficult words/ phrase/ sentence and also textual references based on the procedure text given. - Students find out how to present the written recipe orally. - Students discuss about their work with the teacher. 	15 minutes

	ASSOCIATING		
	- Teacher asks the students to work in pair and answer question based on the text which include analyzing the procedure text page 81 entitled “Novel Apple Pudding” given by the teacher.	- Students work in pair to answer questions and analyze the procedure text in the book page 81 entitled “Novel Apple Pudding” based on the presentation guide	
	COMMUNICATING		
	- Teacher asks the students to present their work. - Teacher ask the students to give feedback. - Teacher gives feedback.	- Students present their work. - Students listen about the feedback given by their friends. - Students listen about the feedback given by the teacher.	
Closing	- Teacher leads the students to conclude the material that is learned. - Teacher gives a feedback to the process and also the result of students’ learning. - Teacher asks the students to read their book related to the next lesson about how to operate something page 97. - Teacher leads the students to pray together before ending the class	- Students conclude the material that is learned. - Students’ listen the feedback from the teacher. - Students pay attention to the teacher about the instruction. - Students and the teacher pray together before ending the class	5 minutes

IX. Assessment

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

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

4. Key answers

- Group work

2. How to make chicken meatballs and chicken soup.

3. To tell the readers about how to make chicken meatballs and chicken soup.

4. Goal-Ingredients-Step.

5. 13 ingredients.

6. Boil.

7. Meatballs.

8. Finally, lower the meatballs into the boiling water. When they float up to the surface, they are ready to serve.

9. Present.

10. 6 Steps

- Novel Apple Pudding (pair work):

1. How to make Novel Apple Pudding.

2. To tell the readers of How to make Novel Apple Pudding.

3. Goal – Ingredients – Step.

4. Brushing.

5. Sugar and Water.

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
Content and Development	4	<ul style="list-style-type: none"> • Topic is relevant with the substance of the assignment • Topic sentence is developed by accurate and adequate details

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

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

		<p>words and idioms are accurate and appropriate with register</p> <ul style="list-style-type: none"> • There are good mastery of words formation in producing some sentences
	3	<ul style="list-style-type: none"> • The vocabulary of the sentences are quite rich • The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register • There are small number of mistakes in words formations but the meaning remain uninterrupted in the sentences
	2	<ul style="list-style-type: none"> • There are lack of vocabulary in the sentences • There is large numbers of inappropriate register of the sentences • There are some mistakes in word formation of the sentences • The meaning of sentences is blur
	1	<ul style="list-style-type: none"> • There are considerably lack of vocabulary in the sentences • The translation of the words are lexically • The meaning of the sentences

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

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	2

		understanding of word meaning	
		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

WORKSHEET

Work in your group with the information below. The text below is about how to make chicken meatballs and chicken soup. What you need to do are 1) first, read the text and find the meaning of difficult words/ phrase/ sentence. Make sure you know the meaning of the words/phrases/ sentences and how to say and spell them. (Use your dictionary!) Then, answer the remaining questions in the worksheet related to the text. Good Luck!

HOW TO MAKE CHICKEN SOUP AND CHICKEN MEATBALL	
INGREDIENTS	
Chicken soup	Chicken meatball
Two chicken breast bones	1 kilo of very fine minced chicken
Three liters of water	1 teaspoon of white pepper
9 cloves garlic (for three liters)	300 grams of tapioca-flour
Celery stems and leaves (optional)	2 teaspoons of salt
Sufficient block broth	9 cloves of garlic
1 segment of ginger which is burnt and shredded	1 red onion
1 teaspoon of white pepper	2 eggs
2 teaspoons of salt	
Oil for sautéing	
STEPS	
Pound garlic then chop roughly	Chicken meatball
Heat a skillet, pour oil and wait until it is hot. Sauté the garlic until it is wilted.	Mix garlic, red onion, salt, and white pepper in a mortar or mixer.
Bring water to a large saucepan. Add chieves and celery. Add chicken bones. Let stand a few moments.	Next, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat.
Add the sautéed garlic, along with the ginger that has been burned and sprouted, and block broth. Let stand while boiling so that the flavor mixes well.	Then, use your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth.

Season with enough salt and white pepper, then do not forget to correct the taste.	After that, boil some water in a rather large pot, at least about 2 liters.
Serve the chicken soup with the meatball.	Next step, roll the mixture into small meatballs.
	Finally, lower the meatballs into the boiling water. When they float up to the surface, they are ready to serve.

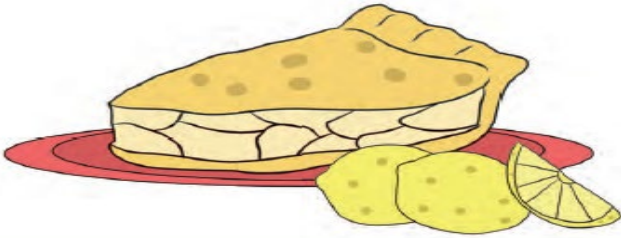
Adapted from: <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>
: https://m.liputan6.com/citizen6/read/3552002/cara-membuat-kuah-bakso-spesial-sapi-ayam-dan-ikan-yang-nikmat-dan-sederhana?utm_expid=.t4QZMPzJSFeAiwIBIOcwCw.0&utm_referrer=https%3A%2F%2Fwww.google.co.id%2F

Questions:

- 2) What is the main idea of the text?
- 3) Why did the author write the text?
- 4) What is the generic structure of the text?
- 5) How many ingredients are needed in order to make chicken meatballs and chicken soup?
- 6) Heat a skillet, pour oil and wait until it is hot. Sauté the garlic until it is wilted. The underlined word has the same meaning with
- 7) “Finally, lower the meatballs into the boiling water. When they float up to” The underlined word refers to
- 8) What is the last step of this procedure?
- 9) Serve the chicken soup with the meatball. The underlined word has the same meaning with . . .
- 10) How many steps to make chicken meatballs?

Pair Work

Read the recipe related with how to make food entitled “*Novel Apple Pudding*” then answer these questions correctly with your group!



NOVEL APPLE PUDDING	
Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	<ol style="list-style-type: none"> 1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips. 2. Stir in sugar and water (mixture should be lumpy). Pour <u>it</u> over apple 3. Bake at 180oC for 1 hour or until syrupy and golden. Serve <u>it</u> warm with cream or ice cream.
Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes	

1. What is the main idea of the text?
2. What is the purpose of the texts?
3. What is the generic structures of the recipe?
4. “Rub in the margarine using fingertips.” What is the synonym of the underlined phrase?
5. “Pour it over apple”. (step 2) What the underlined word refers to?

Appendix 15 Results of Students Reading Comprehension Test (Post-Test)

NO	STUDENTS	SCORE	
		Experimental Group	Control Group
1	Students 01	75	70
2	Students 02	80	75
3	Students 03	80	68
4	Students 04	88	73
5	Students 05	90	83
6	Students 06	73	83
7	Students 07	93	73
8	Students 08	95	73
9	Students 09	73	70
10	Students 10	75	93
11	Students 11	85	80
12	Students 12	98	75
13	Students 13	75	93
14	Students 14	78	68
15	Students 15	78	80
16	Students 16	88	80
17	Students 17	98	80
18	Students 18	83	83
19	Students 19	83	85
20	Students 20	85	80
21	Students 21	95	85
22	Students 22	88	78
23	Students 23	80	90
24	Students 24	98	90
25	Students 25	70	68
26	Students 26	85	70
27	Students 27	85	93
28	Students 28	88	73
29	Students 29	70	88
30	Students 30	90	80

Appendix 16 The Analysis of Post-Test Score

The result of Post-Test in Descriptive Statistics Analysis

No	Statistics	Post-Test	
		Experimental	Control
1	Valid	32	32
2	Missing	0	0
3	Mean	84.06	79.33
4	Median	85.00	80.00
5	Mode	85	73
6	Standard Deviation	8.407	7.914
7	Variance	70.68	62.64
8	Range	28	25
9	Maximum Score	98.00	93.00
10	Minimum Score	73.00	70.00

The result of descriptive analysis through SPSS version 25 can be seen as follows:

The Result of Descriptive Analysis in SPSS Version 25

Descriptive

	Class		Statistic	Std. Error	
Score	Experiment	Mean	84.0667	1.53498	
		95% Confidence Interval for Mean	Lower Bound	80.9273	
			Upper Bound	87.2061	
		5% Trimmed Mean	84.0741		
		Median	85.0000		
		Variance	70.685		
		Std. Deviation	8.40744		
		Minimum	70.00		
		Maximum	98.00		
		Range	28.00		
		Interquartile Range	12.75		
		Skewness	0.059	0.427	
		Kurtosis	-0.930	0.833	
	Control	Mean	79.3333	1.44503	
		95% Confidence Interval for Mean	Lower Bound	76.3779	
			Upper Bound	82.2888	
		5% Trimmed Mean	79.2037		
		Median	80.0000		
		Variance	62.644		
		Std. Deviation	7.91478		
Minimum	68.00				

	Maximum	93.00	
	Range	25.00	
	Interquartile Range	12.00	
	Skewness	0.243	0.427
	Kurtosis	-0.979	0.833

The Results of Normality test and Homogeneity Test of Post-test Score

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experiment	0.093	30	0.200*	0.958	30	0.273
	Control	0.122	30	0.200*	0.937	30	0.077

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	0.145	1	58	0.705
	Based on Median	0.150	1	58	0.700
	Based on Median and with adjusted df	0.150	1	57.868	0.700
	Based on trimmed mean	0.134	1	58	0.716

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	0.145	0.705	2.245	58	0.029	4.73333	2.10815	0.51342	8.95325
	Equal variances not assumed			2.245	57.790	0.029	4.73333	2.10815	0.51309	8.95358

Appendix 17 Documentation of Try-Out Test and Post-Test

Try-Out Test



Post-Test

Experiment Group (class 9.8)



Control Group (class 9.10)

Appendix 18 Documentation of Strategy Implementation

Experiment Group

Day 1



Day 2



Day 3



Day 4



Day 5



Day 6



Students' Work using Scramble Game

No. _____

Date : _____

Nama Kelompok : Agestia (02)

Putri Indah (24)

Regia (28)

Eka. d (15)

Syahrul (20)

How To Make Avocado Juice

Steps:

- First prepare the glass for serving avocado juice
- Then take the fruit of the avocado and then divided it into two parts
- Cored avocado and grab the flesh and scrap it away with a spoon and then enter into the blender
- After that, add sweetened condensed milk and white sugar already melted
- Blender avocado fruit with a medium speed until smooth
- Next, pour the glass with sweetened condensed milk chocolate on the edges
- Enter the ice cubes into the glass and then pour the avocado juice into it
- Finally avocado juice is ready to be enjoyed

No. _____

Date: _____

<input type="checkbox"/>	
<input type="checkbox"/>	
1.	Divided = bercabang sweetened = manis
<input type="checkbox"/>	Melted = meleleh
<input type="checkbox"/>	ripe = matang
<input type="checkbox"/>	Condensed = kental
2.	How to Make Avocado Juice
3.	To that tell the readers about how to ... ur
<input type="checkbox"/>	... - Make an Avocado Juice
4.	Goal - Ingredients / Material - steps
5.	8 steps
6.	2 avocado fruit is ripe
7.	Catch
8.	Avocado
9. Fish
10.	Spell
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



Control Group

Day 1



Day 2



Day 3



Day 4



Day 5



Day 6



Students' Work

Date : _____

- Nama Kelompok : 1. Daniel Nugroho (1)
2. Wayan Halma Hera D. (2)
3. Ni Kadek Cahya Dewi F. (24)
4. Putu Sri Radha Gita M. (30)
5. Komang Ananta Hariy P. (5)
- Bhs. Inggris
1. Red onion = Bawang merah
- * Skillet = Wajan
- * Cloves - garlic : Daun Bawang
- * References :
- * Design :
2. how to make chicken meatballs and chicken soup
3. to tell the readers about how to make chicken meatballs and chicken soup
4. Goal - ingredients - steps
5. 13 ingredients
6. warmth
7. Meat ball
8. Finally, lower the meat balls into the Boiling water, when they float up to the surface they are ready to serve
9. Present
10. 6 steps

RIWAYAT HIDUP



Putu Wahyu Metriyama Eka Adi Putra lahir di Singaraja pada tanggal 11 Maret 1997. Penulis lahir dari pasangan suami istri Bapak Ketut Semadi dan Ibu Ni Nyoman Sri Gayatri. Penulis berkebangsaan Indonesia dan Beragama Buddha. Kini penulis beralamat di Jalan Pulau Lombok Perumahan Wisma Sejahtera Gang E No: 6, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 4 Kampung Baru dan lulus pada tahun 2009. Kemudian penulis melanjutkan di SMP Negeri 3 Singaraja dan lulus tahun 2012. Pada tahun 2015, penulis lulus dari ujian Nasional tingkat SMA 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 Scramble Game On Reading Comprehension of The Ninth Grade Students of SMP Negeri 2 Singaraja In Academic Year 2019/2020”. Selanjutnya, mulai tahun 2015 sampai tertulisnya skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.