

Appendix 1. Syllabus

Syllabus of Reading (Using Metacognitive)

SYLLABUS

Subject : ENGLISH – COMPULSORY

Class : XI

Core Competence :

- KI 1: Living and practicing the religious teachings that he embraces
- KI 2: To live and practice honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and show attitude as part of the solution to problems in interacting effectively with social and natural environment and in placing ourselves as a reflection of the nation in the association of the world
- KI 3: Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.
- KI 4: Processing, reasoning and reciting in the realm of concrete and abstract realm related to the development of the self-study in school independently, acting effectively and creatively, and capable of using methods according to scientific rules

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
<p>CYCLE 1</p> <p>1.1. Be grateful for the opportunity to learn English as the language of International communication which is manifested in the spirit of learning</p> <p>2.6 Demonstrate responsibility, caring, cooperative, and peaceful love behavior, in carrying out functional communication.</p>	<p>1. Analytical Exposition texts on Unhealthy food.</p> <p>2. Social function: interpersonal Explain or explain certain information so that readers' knowledge about unhealthy food increases</p> <ul style="list-style-type: none"> ➤ Text structure ➤ Thesis (introduction): ➤ Introducing the topic and indicating the writer's 				

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
<p>3.9 Analyze the structure of the text and linguistic elements to carry out the social function of the factual text by stating and inquiring about the factual textual texts about natural, social, simple people, animals, objects, phenomena and events, simple, in accordance with the context of learning in other lessons in the Classroom XI</p>	<p>position</p> <ul style="list-style-type: none"> ➤ Arguments (body): ➤ Explaining the arguments to support the writer's position ➤ Reiteration / Reinforcement (conclusion): ➤ Restating the writer's position <p>3. Linguistic elements</p> <ul style="list-style-type: none"> ➤ Vocabulary related to the topic discussed ➤ Simple Present Tense ➤ The verb be, have ➤ Connection words 				

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
<p>4.13 Capturing meaning in factual text, oral and written, simple, about people, animals, things, symptoms and natural and social events, related to other subjects in Class XI.</p>	<p>such as first, similarly, finally, etc.</p> <ul style="list-style-type: none"> ➤ Use of causal conjunction ➤ Causal conjunction (as, after, as soon as, before, finally, etc.) ➤ The cause of an event Because Using Contrastive conjunction - but ... nevertheless <p>4. Learning Method</p> <ul style="list-style-type: none"> ➤ Scientific approach ➤ Metacognitive Strategy 				

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIM E	SOURCE
<p>2.1. Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>2.2. Demonstrate responsibility, caring, cooperation, and peace-loving behavior, in carrying out functional communication</p> <p>2.3. Developing honest, disciplined, confident, and</p>					

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
responsible behavior in carrying out transactional communication with teachers and friends.					
<p>3.1 Analyze the social function, text structure, and language elements of the phrase giving suggestions and offers, as well as responses, in the context of their use</p> <p>4.1 Prepare oral and written texts to state, inquire, and respond to expression</p>	<p>Oral and written text to provide suggestions and offers and responses</p> <p>Social Functions</p> <ul style="list-style-type: none"> Maintain interpersonal relationships with teachers, friends, and others <p>Expression Suggestions and offers:</p> <p>Why do not you talk to your parents? What about seeing a doctor now? You should let them know. You can use my PC.</p>	<p>Observe</p> <ul style="list-style-type: none"> Students listen / listen to the phrase give suggestions and offers and responses by paying attention to social functions, text structure, linguistic elements and format delivery / writing. Students try to imitate the pronunciation and write down the expression used. <p>Ask</p> <ul style="list-style-type: none"> With teacher referring questions, 	<ul style="list-style-type: none"> Assessment criteria The achievement of the social function provides suggestions and offers and responses The completeness and demands of the text structure provide suggestions and offers and responses Correctness of language elements: grammar, vocabulary, speech, word pressure, intonation Compatibility of format of writing / submission <p>How to Scoring</p>	4	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
<p>s of suggestion s and offers, taking into account the correct and contextual function of social, textual structure and linguistic elements</p>	<p>Do you need any help?</p> <p>Linguistic elements</p> <p>(1) Verbs related to the giving of suggestions or bids</p> <p>(2) Preposition + verb ing</p> <p>(3) Speech, word pressure, intonation,</p> <p>(4) Reference word</p> <p>Topic Exemplary about caring, cooperative, and proactive behavior</p>	<p>students question, among other things, the differences between the various phrases giving suggestions and offers in English, the differences with those in Indonesian, and the possibility of using other expressions etc.</p> <p>Gathering information</p> <ul style="list-style-type: none"> • Students independently seek out some of the text used in the giving and / or bid phrases and respond to them • Students practice using the phrase • Students give suggestions and offers through writing <p>Associate</p> <ul style="list-style-type: none"> • Students analyze 	<p>Performance (Practice)</p> <ul style="list-style-type: none"> • Role play (role play) in the form of an interaction containing statements and questions about giving suggestions and offers and responses. • Accuracy and appropriateness using language structures and elements in giving suggestions and offers and responses <p>Observation Assessment for the purpose of giving feedback.</p> <p>Assessment goals:</p> <ul style="list-style-type: none"> • Efforts to use English to advise and offer and respond when opportunities arise. • The earnestness of the students in the learning process at each 		<p>/learning.english.council.org/en/</p>

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIME	SOURCE
		<p>expressions to state, give, and receive suggestions and bids by grouping them by usage.</p> <ul style="list-style-type: none"> In guided group work, students compare the expression of suggestions and other bids and responses and relate to the various expressions that may be used, in the context of their use. Students receive feedback from teachers and friends about each one they deliver in group work. Communicate Students demonstrate giving suggestions and offers and responding verbally and in writing in the classroom by 	<p>stage.</p> <ul style="list-style-type: none"> Perseverance and awareness in carrying out communication Portfolio A collection of learning progress notes in the form of notes or recording dialogues. A collection of student conversation records provides suggestions and offers A collection of test results and exercises. Self-Assessment and Peer Assessment Shape: journal. comments, or other form of assessment 		

BASIC COMPETENCE	MATERIAL	LEARNING ACTIVITY	ASSESSMENT	TIM E	SOURCE
		<p>taking into account the correct social and linguistic functions, phrases, and linguistic elements</p> <ul style="list-style-type: none"> • Students use expressions of suggestions and offers within the context of reasonable communication within and outside the classroom. • Students write problems in using English to expose themselves in learning journal. 			

No	Name	Sex	General Ability					Average	General Ability Category					Personality			Work Attitude		The Interest Tendency
			1	2	3	4	5		1	2	3	4	5	2	3	4	2	3		7
1	AG.	L	105	106	114	87	101	103	S	S	B	K	S	S-	S-	S	S-	S	S+
2	AN	L	101	102	118	101	94	103	S	S	B	S	S	S-	S-	S	S-	S+	S
3	AN	P	91	102	84	99	96	94	S-	S	K	S	S	S-	S-	S-	S-	K	S
4	AV	L	94	90	107	101	97	98	S	S-	S+	S	S	S-	S-	S	S-	S	S
5	AN	L	101	114	103	99	97	103	S	B	S+	S	S	S-	S-	S-	K	S	S
6	FA	P	96	106	95	90	92	96	S	S	S	S-	S	S-	S-	S	S-	S	S+
7	FA	L	100	114	107	94	103	104	S	B	S+	S	S	S-	S-	S	S-	S	S
8	FA	L	97	90	111	94	107	100	S	S-	B	S	S	S-	S-	S-	S	S	S-
9	FA	L	105	114	103	87	111	104	S	B	S	K	B	S-	S-	S-	S-	S	B
10	FI	L	107	114	111	99	111	108	S+	B	B	S	B	S-	S-	S	S-	S	S+
11	GL	P	92	94	118	94	82	96	S-	S	B	S	S	S	S-	S	S-	K	S
12	HE.	P	109	118	118	108	111	113	S+	B	B	S+	B	S-	S-	S	S	S	BS
13	IV	L	100	106	107	101	96	102	S	S	S+	S	S	S-	S-	S	S-	S	S+
14	L.A	P	101	110	122	105	99	107	S	S+	BS	S	S	S-	S	S	S-	S	B
15	M.A	L	94	110	84	87	105	96	S	S	K	K	S	S-	S-	S-	S-	S	S-
16	M.A	L	97	106	95	90	86	95	S	S	S	S-	K	S-	S-	S	S	B	S
17	M.A	L	99	86	114	83	92	95	S	K	B	K	S	S-	S-	S-	S-	S	S+
18	M.D	L	108	114	107	108	94	106	S+	B	S+	S+	S	S-	S	S	S	S+	S+
19	M.D	L	106	114	122	99	117	112	S+	B	BS	S	B	S-	S-	S	S	S	S+
20	M.D	L	98	110	111	99	107	105	S	S+	B	S	S	S-	S-	S-	K	S-	S+
21	M.D	L	109	118	114	108	107	111	S+	B	B	S+	S	S-	S-	S-	K	S	S
22	M.F	L	100	110	118	90	107	105	S	S+	B	S-	S	S-	S-	S-	S-	S	S

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23	M.H	L	102	110	107	87	97	101	S	S+	S+	K	S	S-	S-	S	S	S	S
24	N.A	P	103	106	122	94	97	104	S	S	B	S	S	S-	S-	S	S-	S	B
25	N.A	P	109	122	122	101	111	113	S+	B	BS	S	B	S-	S-	S	S-	S	S+
26	N.S	P	96	98	107	105	80	97	S	S	S+	S	KS	S-	S-	S-	S-	S	S+
27	R.	P	99	106	122	80	92	100	S	S	BS	K	S	S-	S-	S	S-	S	S+
28	RA	P	88	98	99	94	92	94	K	S	S	S	S	S-	S	S-	S-	K	B
29	RE	L	102	114	122	90	109	107	S	B	BS	S-	S+	S-	S-	S	S-	S	S
30	RI	P	107	110	103	108	111	108	S+	S+	S	S+	B	S-	S-	S-	S-	S	S
31	SA	P	91	102	95	94	90	94	S-	S	S	S	S-	S-	S-	S	S-	S	S
32	SA	P	101	98	103	105	94	100	S	S	S	S	S	S-	S-	S	S-	S	S
34	SI	P	91	98	99	90	97	95	S-	S	S	S-	S	S-	S-	S	S-	S	S
35	SY	P	94	110	103	94	96	99	S	S+	S	S	S	S-	S-	S	S-	K	S+
36	TA	P	101	114	111	101	90	103	S	B	B	S	S-	S-	S-	S	S-	S	B
37	US	P	101	114	107	101	97	104	S	B	S+	S	S	S-	S-	S	S+	S-	S
38	WIL	L	96	102	95	83	103	96	S	S	S	K	S	S	S-	S	S	S	S

Appendix 2. The result of Psychology Test

Appendix 3. Interpretation of Psychology Result above

NO.	ABILITY	TABLE NUMBER	INTERPRETATION
1.	General	1	Intelegency
		2	Practical Concrete Thinking
		3	Language Understanding
		4	Logical Thinking
		5	Abstraction Ability
2.	Personality	2	Emotional Stability
		3	Social Maturity
		4	Responsibility
3.	Work Attitude	3	Systematic of Work
4.	The Tendency of Interest	7	Interest of literacy activity

Inisial of Predicate	Remark of Predicate (Indonesian)	Remark of Predicate (English)
KS	<i>Kurang Sekali</i>	Less More
K	<i>Kurang</i>	Less
S	<i>Sedang</i>	Adequate
B	<i>Baik</i>	Good
BS	<i>Baik Sekali</i>	Excellent

Appendix 4. Note of scale

Appendix 5

LESSON PLAN

School : SMA Muhammadiyah 1 Yogyakarta

Subject : English

Class/semester : XI/ two

Main Theme : Capturing meaning in the text of an analytical exposition on a warm topic

discussed publicly (*reading comprehension*)

Time : 2 meetings (4 JP)

KI 1 : Appreciate and understand the religious teachings that they have

KI 2 : Respect and appreciate honest, disciplined, responsible, caring (tolerance, mutual help) behavior, courage, confidence, in effectively interacting with the social and natural environment within the reach of society and its existence

KI 3 : Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena and eye-catching events

KI 4 : Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources in the same viewpoint /theory

1. Main Competence

2. Basic Competence dan Indicator

No.	Basic Competence	Indicator
1.	1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1.1.1 Thanksgiving can learn English with English phrases (gratitude) 1.1.2 Following learning English in earnest is not kidding (really) 1.1.3 Saying a prayer (prayer) before studying and after learning English

2.	2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	<p>2.2.1 Do greetings with teachers and friends using English with polite</p> <p>2.2.2 Answer honestly the teacher's questions about homework,</p> <p>2.2.3 Ask yourself to answer and explain the task of the teacher</p> <p>2.2.4 Complete the tasks assigned by teachers, either individually or in groups</p>
3	3.10 Analyze the social function, text structure, and linguistic elements of the analytical exposition texts on topics that are warmly spoken publicly, in the context of their use.	<p>3.10.1 Finding the social function of the text in the text of an analytical exposition on topics that are warmly spoken publicly, in accordance with the context of its use.</p> <p>3.10.2 Finding text structures in analytical exposition texts on topics that are warmly spoken publicly, in the context of their use.</p> <p>3.10.3 Find the linguistic elements of an analytical exposition text on topics that are</p>

		warmly spoken publicly, in accordance with the context of their use.
4	4.14 Capturing meaning in the text of an analytical exposition on topics that are warmly spoken of publicly	4.14.1 Finds the main idea of the text of an analytical exposition on topics that are warmly spoken of publicly 4.14.2 Find detailed information on the text of an analytical exposition on a commonly discussed topic.

3. Materials

1. *Analytical Exposition* teks mengenai *Unhealthy food*.
2. Social Function : interpersonal
Memaparkan atau menjelaskan informasi-informasi tertentu sehingga pengetahuan para pembaca tentang *unhealthy food* bertambah.
3. Text Structural
 - Thesis (introduction):
Introducing the topic and indicating the writer's position
 - Arguments (body):
Explaining the arguments to support the writer's position
 - Reiteration/Reinforcement (conclusion):
Restating the writer's position
4. Elements of language
 - Kosa kata terkait dengan topik yang dibahas
 - Simple Present Tense
 - Kata kerja *be, have*
 - Kata sambung seperti *first, similarly, finally, dsb.*
 - Penggunaan causal conjunction

Causal conjunction (as, after, as soon as, before, finally, dll)

The cause of an event.... Because Using Contrastive conjunction – but...
nevertheless

5. Learning Method

Scientific approach

Metacognitive Strategy

4. Media, Tool, and Learning Source

1. Media

Pictures, slides show

2. Tool

Komputer & LCD, *white board, marker.*

3. Learning Source

<https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material>

<http://www.health.harvard.edu/blog/harvard-to-usda-check-out-the-healthy-eating-plate-201109143344>

http://en.wikipedia.org/wiki/Junk_food

<http://www.thecherryshare.com/food/Fruit+Diet>

<http://www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx>

5. Steps of teaching and learning

1. Meeting I

a. Preliminary	1. Teacher greets all the students with Salam “Assalamualaikum wr.wb.” 2. The teacher invites students to start the activity by praying. 3. The teacher checks for student attendance	5 menit
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	<p>4. Teachers prepare students psychologically and physically to follow the learning process by inviting students to tidy up their class and appearance.</p> <p>5. The teacher asks questions about the material learned earlier.</p> <p>6. Teacher explains the purpose of learning / basic competence to be achieved.</p> <p>7. The teacher conveys the material coverage and activity description according to the lesson plan</p> <p>8. Learners prepare a plan to complete the text reading by answering questions in the form of closed-question related to self-regulation assisted by the teacher. (attached)</p>																					
<p>b. Main activity</p>	<p>Observating (Task 1.) (Metacognitive Strategy for Planning)</p> <p>1. Students are shown images related to food</p> <p>2. The student responds to the teacher's inquiry about the displayed image.</p> <p>3. The student responds to the teacher's inquiry about the displayed image.</p> <p>Questioning (Metacognitive Strategy for Planning)</p> <p>PI</p> <p>Pre - lesson</p> <table border="1" data-bbox="576 1686 1272 2000"> <thead> <tr> <th>NO</th> <th>SELF-QUESTION</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>I will focus on the picture</td> <td>√</td> <td></td> </tr> <tr> <td>2.</td> <td>I have to give respond for the picture</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>I listened the recording very well</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>I listened with the script very well</td> <td></td> <td></td> </tr> </tbody> </table>	NO	SELF-QUESTION	YES	NO	1.	I will focus on the picture	√		2.	I have to give respond for the picture			3.	I listened the recording very well			4.	I listened with the script very well			<p>20 merit</p>
NO	SELF-QUESTION	YES	NO																			
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5.	I will answer all the teachers question		
<p>1. With teacher guidance, students formulate questions related to social function, text structure, content and linguistic elements in the text that has been shown.</p> <p>2. With teacher guidance, students formulate questions about text related to food.</p> <p>Mencoba/Mengumpulkan Data atau Informasi (Task 2.) (Metacognitive Strategy for Monitoring)</p> <p>1. Students discuss in pairs, about the contents of the text, the social function of the text and the text structure of the presented text.</p> <p>2. Students find information about the text content, social function and text structure of the text relating to the food that has been presented</p> <p>Negotiation/Data Analyzing</p> <p>1. In the monitoring of teachers, in pairs of students discuss the data obtained related text unhealthy fast food.</p> <p>2. Students find detailed information related to unhealthy fast food text in the context of learning with regard to given examples.</p> <p>Communicating (Task 3.) (Metacognitive Strategy for Evaluating)</p> <p>1. Students compose a random text exposition according to a given theme.</p>			

	<p>2. Students review the exposition texts that have been prepared on the content, social function, structure, and linguistic elements of the text.</p> <p>3. Students receive feedback and / or reinforcement (content, social function, structure, and linguistic elements of the text).</p>																									
c. Closing	<p><i>(Metacognitive Strategy for Evaluating)</i></p> <p>1. Teachers and students together make a summary of the material already learned at this meeting.</p> <p>2. Teachers ask students questions to help them reflect on the learning they have been doing.</p> <p>3. Learners answer questions relating to closed-question or post-lesson question after learning.</p> <p>Post - lesson</p> <table border="1"> <thead> <tr> <th>NO</th> <th>SELF-QUESTION</th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>I have focused on the picture</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>I have already given respond for the picture</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>I have listened the recording very well</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>I have listened with the script very well</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>I have already understand the reading lesson today</td> <td></td> <td></td> </tr> </tbody> </table> <p>4. The teacher explains the planned future learning activities.</p>	NO	SELF-QUESTION	YES	NO	1.	I have focused on the picture			2.	I have already given respond for the picture			3.	I have listened the recording very well			4.	I have listened with the script very well			5.	I have already understand the reading lesson today			5 merit
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2. Meeting II

a. Opening	1. Teacher gives greeting to all the students with	5
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	<p>salam "Assalamualaikum wr. wb.</p> <ol style="list-style-type: none"> 2. Teacher invites learners to start the activity by praying. 3. The teacher checks for student attendance. 4. Teachers prepare students psychically and physically to follow the learning process. 5. Teachers and students review the previous lesson material. 	ment												
b. Main Activities (Task 4. Task 5.)	<p>Communicating</p> <ol style="list-style-type: none"> 1. Students identify random paragraphs from an exposition analysis text 2. Students find main idea and detailed information in exposition analysis text 3. Students draw up random paragraphs on exposition analysis texts 4. Student finds social function, text structure, linguistic element and text contents that have been arranged in the proper order. 	20 minutes												
c. Closing	<ol style="list-style-type: none"> 1. Teachers and students together make a summary of the material already learned at this meeting. 2. Teachers ask questions to students to help them reflect on the learning they have been doing. 3. Learners answer questions relating to closed-question or post-lesson question after learning. <p>Post - lesson</p> <table border="1"> <thead> <tr> <th>NO</th> <th>SELF-QUESTION</th> <th>YES</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>I have focused on the picture</td> <td></td> </tr> <tr> <td>2.</td> <td>I have already given respond for the picture</td> <td></td> </tr> <tr> <td>3.</td> <td>I have listened the recording very</td> <td></td> </tr> </tbody> </table>	NO	SELF-QUESTION	YES	1.	I have focused on the picture		2.	I have already given respond for the picture		3.	I have listened the recording very		5 minutes
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		well				
	4.	I have listened with the script very well				
	5.	I have already understand the reading lesson today				
	1. The teacher explains the planned future learning activities.					

6. Assessment

(Attached)

Attached 1

1. Self Regulation
2. Spiritual and social attitudes
 - a. Type / Assessment Technique: Observation
 - b. Instrument form: Observation sheet

No.	Attitude/ Scoring	Point of Instrument
1.	Be grateful at all times to have the opportunity to learn English	
2.	Do greetings with teachers and friends using english with polite Answering honestly the teacher's questions about homework, Ask yourself to answer and explain the task of the teacher Complete the tasks assigned by teachers, either individually or in groups	

- a. Scoring Guideline:

$$NA = \frac{Scoring}{Maximal\ Score} \times 4$$

2. Knowledge

No.	Indicator	Point of instrument
a.	Finding the social function of the exposure text The foods fit the context of their use.	Task 1.
b.	Identify the text structure of the unhealthy fast foods according to the context of its use.	Task 2.
c.	Identifying linguistic elements The unhealthy fast foods according to the context of their use	
d.	Find the meaning / content in the text The unhealthy fast foods	

3. Skill

- a. Teknik Penilaian : Tulis
- b. Instrument : Lembar kerja

No.	Indikator	Butir Instrumen
1.	Students can arrange random paragraphs into an expository text according to predetermined context / theme.	Task 3.
		Task 4.
2.	Students can find the main idea and detailed information in the exposition text	Task 5.
3.	Students discover the linguistic elements, the text structure, and the contents of the expository text.	

- c. Instrument: lihat *Lampiran 2*
- d. Rubrics

No.	Aspect	Scor
A.	Knowledge	
1.	Students can find the social function of the exposure text The foods according to the context of their use.	10
2.	Students can identify the text structure of The unhealthy fast foods according to the context of their use.	10
3.	Students can identify the linguistic element of the unhealthy fast foods according to the context of their use.	10
4.	Students can find meaning in the text of The unhealthy fast foods	10
B.	Skills	
5.	Students can arrange random paragraphs into an expository text according to predetermined context / theme.	10
6.	Students can find the main idea in each paragraph and detailed information of exposition analysis text	10
7.	Students discover the linguistic elements, the text structure, and the contents of the expository text.	10

e. Screening Guidelines:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi	
	Pengetahuan dan Keterampilan	Sikap

A	100	SB
A-	90	
B+	80	B
B	70	
B-	60	
C+	50	C
C	40	
C-	30	
D+	20	K
D-	10	

Yogyakarta, March 2017

Known by,

Kepala SMA Muhammadiyah1 Yogyakarta

Teacher,

Tri Ismu Husnan Purwono, S.H.,M.M.

Fitri Sari Sukmawati, S.Pd

NBM. 634. 951

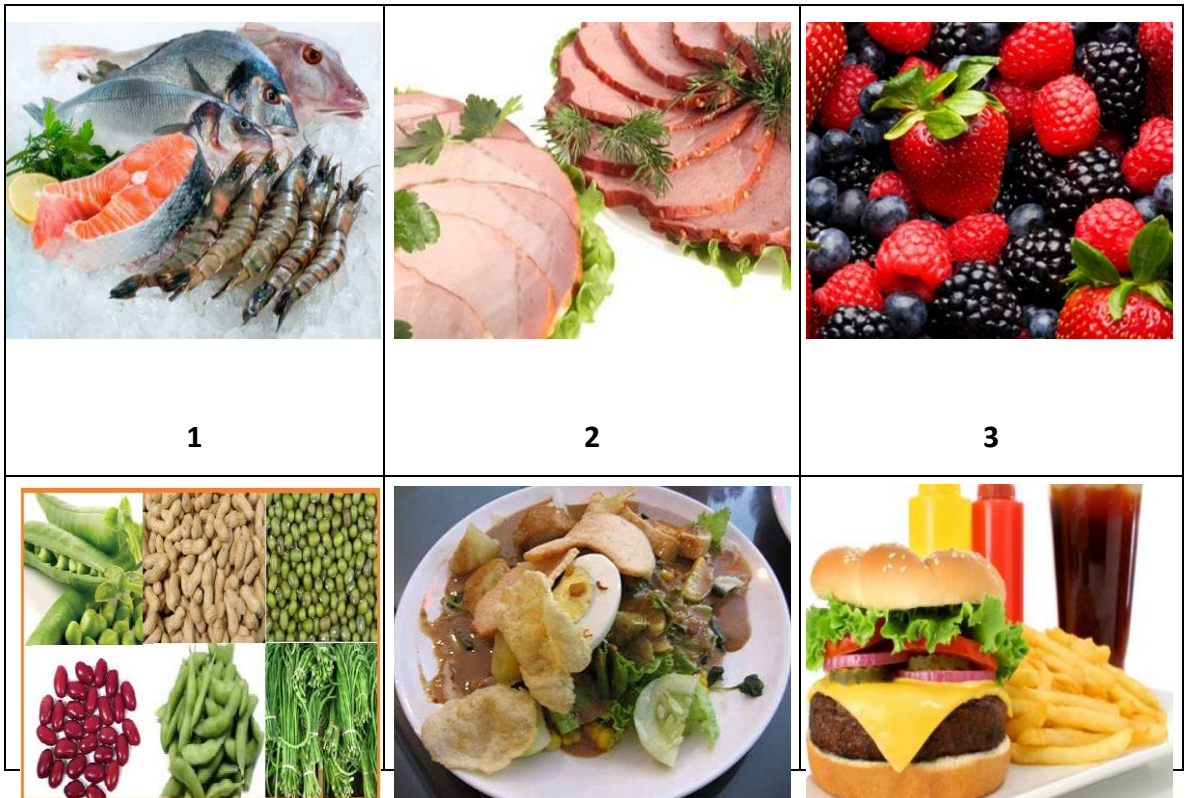
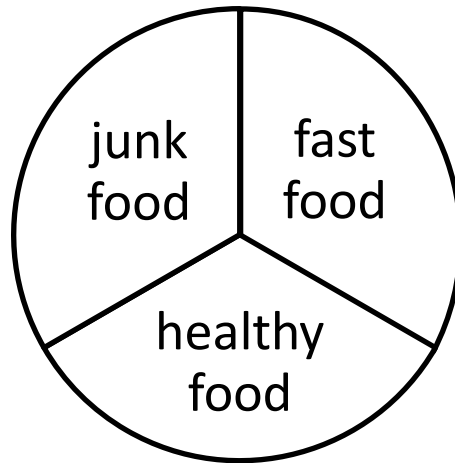
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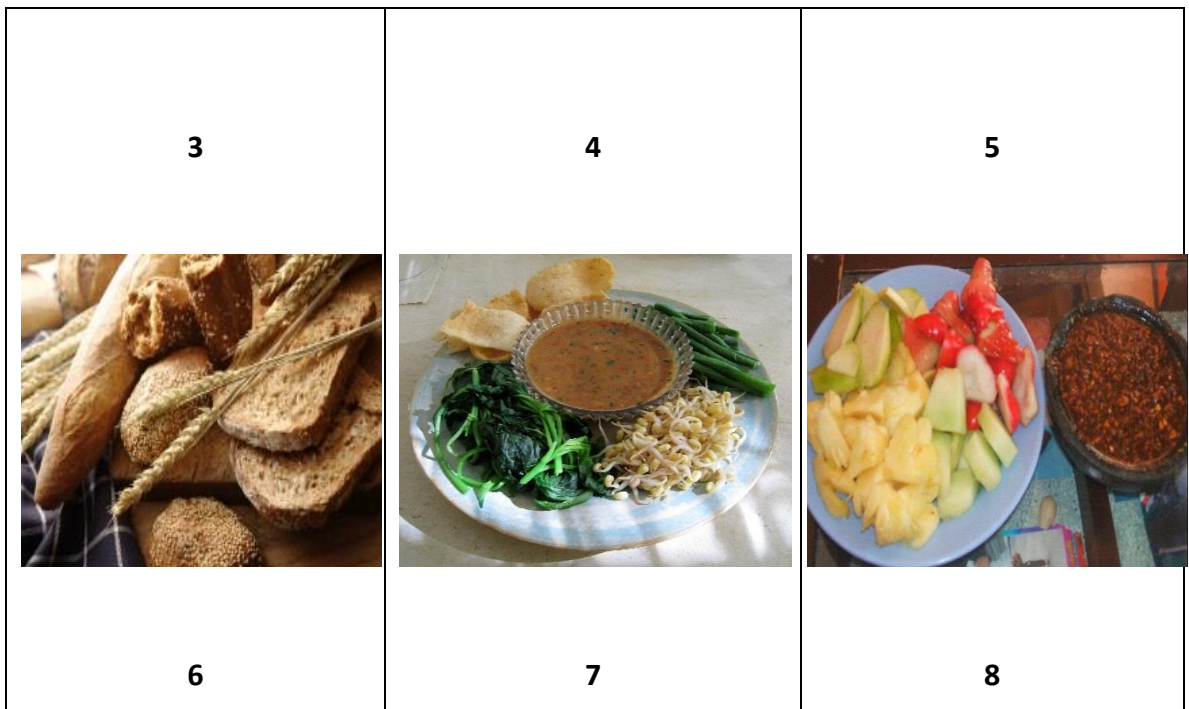
Appendix 6. Worksheet 1

Worksheet I

Task 1. Put in the pie chart.

- a. Put the number of the following pictures foods in the pie chart based on its healthy type.





b. Answer the following questions (based on the pictures above)

1. What healthy foods are there?
2. Why do we call them healthy foods?
3. What junk foods are there?
4. Why do we call them junk foods?
5. What fast foods are there?
6. Why do we call them fast foods?
7. What food do you like most? Why?

Task 2. Read and do activities.

a. Read the text below carefully.

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Firstly, fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Secondly, fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

Additionally, it is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

b. Match the following words their meanings in the following box then make sentence using those words.

1. Venture :

2. Popped up :

3. Compelling :

4. Waistline :

Activity (involve risk and uncertainty) round your waist	An imaginary line
Appear/happened	Strong (in rising of

something)

- c. Decide whether the following statements are true or false by giving check (\checkmark). If they are false, correct them.

No.	Statements	True	False	Corrections
1.	People are not only eating out on special occasions or weekends anymore			
2.	Fast food has its popularity before 1940's			
3.	Fast food products are made with highly-processed ingredients			
4.	chemical additives in fast food decrease the weight and disease issues			
5.	There are nothing nutrition in fast food			

- d. Answering the following questions correctly. You will then know how the text is arranged.

Questions	Answers	Text Part
1. What does the text tell us about?		

2. What does the first paragraph tell us about?		
3. What does the second paragraph tell us about?		
4. What does the third paragraph tell us about?		
5. What does the fourth paragraph tell us about?		
6. What does the fifth paragraph tell us about?		

e. Underline the verbs in the following text and circle the conjunctions.

The Unhealthy Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Firstly, fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Secondly, fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

Additionally, it is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving.

Task 3. Arrange the following jumbled paragraphs into a good text and put a suitable title on it. Use the table to make it easier.

Occasionally, enjoying junk food is no problem. It will be a problem if you make this junk food as your daily food.

Then, it causes bloat. Various processed foods that are used for junk foods contain high levels of sodium.

The third, your skin can be wrinkles before its time. The adverse effect of eating junk food is not only overweight, but also on skin. Sugar, Trans fats, and flour, can cause the insulin jump up and stimulate an inflammatory.

First, it causes heartburn. Consuming too much junk food can trigger stomach acid disorders. Foods that contain high saturated fat takes longer time to digest.

Those are just some impacts of too much consuming junk food. The impacts can affect our body's health. Consuming too much junk food is not good

Title	
Thesis	
Arguments	
Reiteration	

What does the text tell us about?

Worksheet II

Task 4. Arrange the following jumbled paragraphs into a good text.

Years of research and feedback from hundreds of testimonies, has resulted in the finest Modified Fruit Diet in the world. You will be flooding your body with the most nutrient-dense, detoxifying, antioxidant-rich foods in the world.

Secondly, natural fruit sugars, compounded with vitamins, minerals, and antioxidants, are carried by the bloodstream and delivered to every cell in the body.

Then, fruit does not create mucus, a sure sign of how clean and suited this fuel is to our metabolic needs.

The last, the fibers that are left behind in the colon are moist and cleansing in nature, softening and removing years of impacted mucus and fibreless processed food.

So, Consume vitamin on those portions are good habit to control the body's vitality. It's a long-life body infestation.

Firstly, as the researcher findings, the body's positive reaction to fruit does not end in the mouth, but continues as the digestive system accepts a food packed with enzymes. These enzymes do almost all the work of digestion, allowing the pancreas a much-needed

What does the text tell us about?

Task 5. Find and Arrange.

a. Find the main idea of each following paragraphs.

1. First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

Main idea :

2. Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it

Main idea :

3. Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

4. From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.

Main idea :

- d. Arrange the jumbled paragraphs entitled "Laptop as Students' Friend" above into a good text. Then, label each paragraph referring to text part.

What does the text tell us about?

Appendix 7. Lesson Plan 2

LESSON PLAN

School	: SMA Muhammadiyah 1 Yogyakarta
Class/Semester	: XI/2
Subject	: English
Topic	: Endangered Animal
Skill	: Reading
Time	: 4 x 45

A. Main Competence

1. To live and practice the religious teachings that he embraces
2. Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world
3. Understand, apply, analyze factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and apply knowledge procedural in the field of specific studies in accordance with his talents and interests to solve problems.

4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of the learning in the school independently, acting effectively and creatively, and able to use methods according to scientific rules

B. Based Competence & Indicator

Based Competence	Indicator
1.1. Thankful for the opportunity to learn English as the language of International communication which is manifested in the spirit of learning	1.1.1. Pray before and after activities. 1.1.2. Thank you on various occasions.
2.6. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication.	2.5.1. .5.1. Discipline in every learning activity. 2.5.2. Shows the attitude of cooperation in every learning activity.
3.9. Analyze the structure of the text and linguistic elements to carry out the social function of the factual text by stating and inquiring about the factual textual texts about natural, social, simple people, animals, objects, phenomena and events, simple, in accordance with the context of learning in other classes in the Classroom XI	3.9.2. Identify the text structure of simple factual scientific texts about people and animals, in accordance with the context of learning in other lessons in Class XI. 3.9.3. Identify linguistic elements of simple factual scientific texts about people, animals, according to the context of learning in other lessons in Class XI.
4.13. Capturing meaning in factual text, oral and written, simple, about people, animals, things, symptoms and natural and social events, related to other subjects in Class XI.	4.13.1. Finds the central idea of a simple factual paragraph of textual text about people, animals, in accordance with the context of learning in other lessons in Class XI. 4.13.2. Find detailed information from simple factual scientific texts about people, animals, according to the context of learning in other lessons in

	<p>Class XI.</p> <p>4.13.3. Summarizes factual scientific texts about people, simple animals, according to the context of learning in other lessons in Class XI.</p>
--	--

C. Learning material

1. Text monolog report
2. Social function: to obtain a general description of objects, animals and phenomena / natural events, objectively and scientifically.
3. Generic structure: general classification - description of part, quality, habit, behavior, etc.
4. Language features: technical term (mammal, snout, keratin, etc)

D. Learning Method

1. Metode : scientific method
2. Strategi : metacognitive

E. Learning Activity

First Meeting

1. Opening Activity

- a. Master opens classes, asks for news and checks the attendance of learners.
- b. The teacher asks questions about the previous material.
- c. The teacher asks the learners to bring up the material-related experiences to be discussed.

2. Main Activity

OBSERVING

- a. Presented a picture of 'White Rhino', learners observe and guess the body parts, traits and habits of 'White Rhino'.
- b. Learners observe & read the text 'White Rhino' (Task 1)

QUESTIONING

- a. With teacher guidance, learners make inquiries regarding the content of the text, parts of text and linguistic elements of the texts already read and write them down in papers that are then collected. (Task 2)

COLLECTING INFORMATION

- a. Learners take a random question paper and then try to answer the questions. (Task 3)
- b. Teachers provide feedback on text, questions and answers.

ASSOCIATING

- a. Learners read different paragraph snippets from the 'Silvery Gibbon' and 'Sumatran Orangutan' text, which are randomly distributed, while tagging keywords and all the information they think are important. (Task 4)
- b. Learners find the main idea of the paragraph they are reading. (Task 4)
- c. Learners share the main idea of the paragraph they have read, and then get together with friends who get the tête text form a group. (Task 4)
- d. In the group, learners discuss to arrange the paragraphs they get into the full text. (Task 4)
- e. In groups, learners discuss and identify the parts of the text and the linguistic features of the text they get. (Task 5)
- f. Learners paste the discussion results in the board panel and label it.

COMMUNICATING

- a. Learners present the results of the discussion in front of the class.
- b. Teachers provide feedback regarding the results of discussions and presentations of learners.

3. Closing

Second Meeting

1. Teachers and learners reflect on the learning process.
2. Teachers ask questions to see if learners understand the topic.

1. Opening

- a. Master opens classes, asks for news and checks the attendance of learners.
- b. The teacher asks questions about the previous material.

2. Kegiatan inti

MENGASOSIASIKAN

- a. Presented images, learners do word-search based on images. (Task 6)
- b. Learners pair up, read and compose a random paragraph about 'Komodo Dragon'. (Task 7)
- c. Learners discuss with their spouse about the content of the text. (Task 8)
- d. Learners identify the technical terms contained in the text. (Task 9)
- e. Learners determine the main idea of each paragraph and make an outline of the 'Komodo Dragon' paragraph. (Task 10)
- f. Learners make mind-mapping related to detailed information from the text. (Task 11)
- g. Presented some text, learners summarize the selected text. (Task 12)

MENGOMUNIKASIKAN

- a. Beberapa peserta didik membaca keras hasil rangkuman yang sudah dibuat. Hasil rangkuman dikumpulkan.

3. Penutup

- a. Guru dan peserta didik merefleksikan proses pembelajaran.
- b. Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik.

B. Sumber/Media Pembelajaran

1. Sumber: Buku ajar, internet
2. Media: gambar, power point presentation, worksheet.
3. Alat: *White board, board marker, LCD, laptop/computer.*

C. Penilaian

1. Penilaian sikap
 - a. Teknik : observasi
 - b. Instrument : rubrik

No	Indikator	Sikap	5	4	3	2	1
1.	Berdoa sebelum dan sesudah kegiatan.	Berdoa setiap akan memulai kegiatan.					
		Berdoa setiap selesai melakukan kegiatan.					
2.	Mengucapkan terima kasih dalam berbagai kesempatan.	Mengucapkan terima kasih setelah mendapatkan bantuan/informasi.					
3.	Disiplin dalam setiap kegiatan pembelajaran.	Menyelesaikan setiap tugas yang diberikan.					
		Mengikuti kegiatan pembelajaran dengan tepat waktu					

4.	Menunjukkan sikap kerjasama dalam setiap kegiatan pembelajaran.	Berpartisipasi aktif dalam setiap diskusi.					
		Membantu teman yang mengalami kesulitan					

Ket:

- 5 Selalu
- 4 Sering
- 3 Kadang-kadang
- 2 Jarang
- 1 Tidak pernah

c. Penskoran :

$$N_s = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 4$$

2. Penilaian pengetahuan

- a. Teknik: tes tulis
- b. Instrumen : Task 7 dan Task 9
- c. Penskoran: setiap jawaban benar diberi skor satu (1)

$$N_p = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 4$$

3. Penilaian keterampilan

- a. Teknik : tulis
- b. Instrumen: Task 12
- c. Penskoran: rubrik penulisan

Aspect	Indicators	Score
Ide pokok	Menyebutkan ide pokok dengan jelas dan tepat dengan gaya bahasa sendiri.	4
	Menyebutkan ide pokok dengan sedikit parafrase.	3
	Menyebutkan ide pokok tanpa parafrase (sama seperti yang ada di teks)	2
	Ide pokok tidak tepat.	1
Informasi rinci	Menyebutkan seluruh informasi rinci dengan jelas.	4

	Menyebutkan sedikitnya 2 atau lebih informasi rinci.	3
	Menyebutkan 1 informasi rinci.	2
	Menyebutkan informasi yang tidak tepat.	1
Struktur teks	Seluruh ide pokok dan informasi rinci diurutkan secara logis.	4
	Sebagian besar ide pokok dan informasi rinci diurutkan secara logis.	3
	Beberapa ide pokok dan informasi rinci diurutkan secara acak dan tidak logis.	2
	Ide pokok dan informasi rinci diurutkan secara tidak logis	1

d. Penskoran:

$$N_p = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 4$$

Nilai Konversi Kompetensi Sikap, Pengetahuan dan Keterampilan (NA):

$$NA: \frac{Ns + Np + Nk}{3}$$

Kategori Nilai Peserta didik:

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C

C	2	2	K
C-	1.66	1.66	
D+	1.33	1.33	
D-	1	1	

Appendix 8. Worksheet 2

Students' Worksheet

Task 1

Read and study the following text .

White Rhino



White rhinoceros (*Ceratotherium simum*) is the largest extant species of [rhinoceros](#). In fact it is the world's largest land mammal after the three species of [elephant](#).

The male rhino, averaging 2,300 kg is heavier than the female, at an average of 1,700 kg. Its body is massive and it has large head, short neck and broad chest. The head and body length is 3.7 to 4 m in males and 3.4 to 3.65 m in females. On its snout it has two horn-like growths, one behind the other. These are made of solid [keratin](#). The front horn is larger and is usually around 60 cm in length, sometimes reaching 150 cm but only in females. The white rhinoceros also has a noticeable hump on the back of its neck. Each of the four stumpy feet has three toes. The color of the body ranges from yellowish brown to slate grey. Its only hair is the ear fringes and tail bristles. White rhino has a distinctive broad, straight mouth which is used for grazing. Its ears can move independently to pick up sounds but it depends most of all on smell. The olfactory passages which are responsible for smell are larger than their entire brain. The white rhinoceros has the widest set nostrils of any land based animal.

White rhino seems to require thick bush cover, relatively flat terrain, water for drinking and wallowing, and short grass for grazing. It primarily inhabits grassy savanna and woodlands with grassy clearings. The animal is usually active in the early morning, late afternoon and evening. It tends to avoid the heat during the day, when it rest in the shade.

According to the world conservation union, White rhinos are classified to be extinct in the wild. Even, it is reported that there is only one white rhino left in the conservation in Kenya.

Adapted from http://en.wikipedia.org/wiki/White_rhinoceros

Task 2

Make a question based on the text in task 1.

Question:

Task 3

Exchange your question to your friend, then answer the question you get.

Task 4

Read the paragraph given to you. Each of you will get different paragraph. Share the main idea of your paragraph to your friends. Make a group with your friends who have same topic then arrange your paragraph into a good text.

Task 5

Discuss in your group the text you arranged in term of the technical terms and the parts of the text. Make labels of them.

Task 6

Study the following picture, and then find the words.

P	O	W	E	R	F	U	L	R	A
C	W	F	A	L	Q	X	G	D	D
E	I	E	N	D	E	M	I	C	R
P	L	W	P	E	Q	M	F	A	A
S	D	M	S	C	A	L	Y	R	G
A	D	I	O	A	N	J	R	C	O
L	P	R	E	Y	W	L	B	A	N



I	U	I	C	Z	G	U	H	S	N
V	E	L	I	Z	A	R	D	S	S
A	T	V	O	H	U	K	T	S	B

Ta

Rearrange the jumbled paragraphs below.

...

Komodo is the heaviest lizard in earth. In the wild, an adult dragons usually weighs around 70 kilograms. The largest verified wild specimen was 3.13 metres long and weighed 166 kilograms. Komodo dragon has a tail as long as its body, and around 60 pieces of sharp serrated teeth along about 2.5 cm.

...

Komodo, or commonly called Komodo dragons (*Varanus komodoensis*) is the world's largest species of [lizard](#) found in the Indonesia. It is endemic in some islands in Nusa Tenggara. To the natives, the komodo is referred to as *ora*, *buaya darat* (land crocodile), or *biawak raksasa* (giant monitor).

...

Komodo has a very strong body. It has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. Komodo doesn't have the sense of hearing, although having the ear hole. It uses their keen sense of smell to locate decaying animal remains from several miles away. It also hunts other lizards as well as large mammals and are sometimes cannibalistic.

...

This giant lizard is considered endangered by the World Conservation Union. It is threatened by hunting, lost of prey and habitat loss. However, since it is protected by the government, its number is increasing but very slowly.

...

Komodo dragons are carnivores. It is able to locate its prey using its keen sense of smell, which can locate a dead or dying animal from a range of up to 9.5 kilometres. The dragon usually will bite its prey, then follow it until the animal is too weak to carry on. Then, they will eat by tearing large chunks of the flesh and swallowing it whole while holding the carcass down with their forelegs. Komodo have saliva that has deadly bacteria in it. If dragons bite dont directly kill the their prey and prey that can escape this pesky generally prey will die within one

Task 8

Write T if the following statement is true, and write F if it is false.

1. ___ Komodo Dragon can be found throughout Indonesia.
2. ___ Among the lizard family, Komodo Dragon is the biggest.
3. ___ Komodo's tail is shorter than its body.
4. ___ Komodo has very strong sense of smell.
5. ___ Komodo's saliva is very deadly due to the numerous bacteria in it.
6. ___ In certain condition, Komodo can eat each other.
7. ___ Komodo's diets are mainly fruits and young leaves.
8. ___ Komodo usually bites its prey then directly swallows it a whole.
9. ___ Komodo Dragon's number decrease every year.
10. ___ One of the factor Komodo be come diminish is because Komodo lose its food.

Task 9

Identify the terms in the text that related to the following pictures. No 1 is done for you.

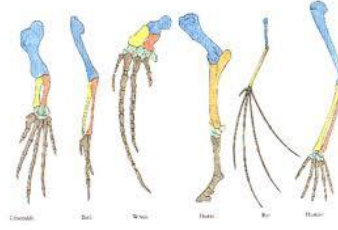


1. Habitat



4. _____

2. _____



5. _____

3. _____



6. _____

e.g

Task 10

Make outline of the text by writing down the main idea of each paragraph.

Paragraph 1

Paragraph 2

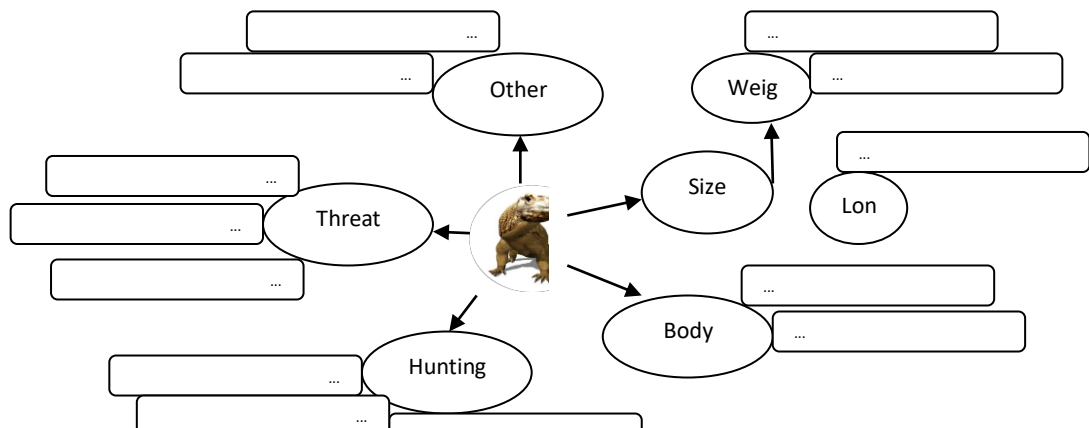
Paragraph 3

Paragraph 4

Paragraph 5

Task 11

Complete the following diagram based on the information you get from the text.





Task 12

Your teacher will provide you some articles of endangered animals. Choose one and make a summary of it.

Text for Task 5-dipotong

Text 1: The Silvery Gibbon

The Silvery Gibbon (*Hylobates moloch*) or *owa jawa* is a [primate](#) in the [gibbon](#) family, *Hylobatidae*. It is one of the endemic animals in the island of Java in Indonesia.

Silvery Gibbons, as their name suggests, are fluffy with grayish-white fur. The fur is very long and dark gray on the top of their round heads. The arms are extremely long, the span at least twice their height, and they are very slender, which allows them to travel through the trees more easily. The average weight for an adult Silvery Gibbon is approximately 13 pounds (6 kg), and the males and females are very similar in appearance and size.

The silvery gibbon is diurnal and arboreal. They are usually found in the upper reaches of trees, and they travel in small family groups that consist of a mated pair and their offspring in various stages of development. They travel by swinging from branch to branch, using their long fingers to hook the branches as they swing forward for the next branch. At times, their swings are so powerful that it allows them to be completely airborne and reach greater distances in one swing. Gibbons are able to walk on the ground if they need to, and they walk on two legs, holding their arms up above their heads to help balance. In each family's territory, there are trees that are used for specific purposes, like sleeping and calling. They repeatedly use the same trees for these functions.

Silvery Gibbons exist primarily on fruit. They need a wide variety of tree species which will fruit at different times of the year to support them. Since fruit-bearing trees are usually scattered in the jungle, they must travel extensively to find food, and each gibbon family usually has a territory that they travel through that averages about 42 acres (17 hectares). Sometimes these territories will overlap, allowing several families to share the same fruit trees. They have also been known to eat flowers and young leaves.

The silvery gibbon ranks among the most threatened primates. It is listed as Endangered on the 2009 [IUCN](#) Red List of Threatened Species. Habitat destruction on densely populated Java continues to reduce the natural range of the species. Many gibbons are also lost to the illegal pet trade, when adults are hunted so their young can be sold in the markets as pets.

Text 2: Sumatran Orangutan

The **Sumatran orangutan** (*Pongo abelii*) is one of the two species of [orangutans](#). Found only on the island of [Sumatra](#), in [Indonesia](#), it is rarer than the [Bornean orangutan](#).

The Sumatran orangutan grows to about 1.4 m (4.6 ft) tall and 90 kg (200 lb) in males. [Females are smaller](#), averaging 90 cm (3.0 ft) and 45 kg (99 lb). Compared to the Bornean species, Sumatran orangutans are thinner and have longer faces; their hair is longer with a paler red color. Its arms are much longer than the legs which are helpful to reach out the branches. Both their hands and feet are incredibly agile and dexterous and capable of holding a tight grip for some time.

The Sumatran [Orang-utan](#) leads a very solitary lifestyle, moving slowly through the trees during the day in search of food. Sumatran [Orang-utans](#) spend up to 60% of their time foraging for and eating food and although they are known to occupy large home ranges, they rarely travel more than half a mile a day. At night, the Sumatran [Orang-utan](#) builds a nest high in the canopy by folding branches over where it sleeps during the night. Sumatran [Orang-utans](#) are not greatly territorial and are known to loosely share their home ranges with other individuals and can even be found feeding in the company of one another around particularly abundant fruit trees. Males though stake their claim on their home but emitting long-calls, which are deep calls that come from their throat, poach and echo through the surrounding forest to both attract females to mate with and to warn off potential rivals.

The Sumatran [Orang-utan](#) is an omnivorous [animal](#). However, the majority of the Sumatran [Orang-utan's diet](#) is made up of fruits that are picked from the surrounding trees. The intelligence of the Sumatran [Orang-utan](#) is obvious in these situations as they are able to know not only where the fruit trees are, but also when fruits will ripen. Sumatran [Orang-utans](#) also eat fresh buds and shoots along with [insects](#), eggs and small [vertebrates](#) on occasion.

Today, the Sumatran [Orang-utan](#) has been listed by the IUCN as an [animal](#) that is Critically Endangered in its natural environment. [Humans](#) have hunted the Sumatran [Orang-utan](#), killing the parent and capturing the young to sell into the exotic pet trade. However, deforestation is the biggest cause of its decline.

Adapted from:

The silvery gibbon, <http://www.indonesianfauna.com/silverygibbon.php>

The sumatran orangutan, <http://a-z-animals.com/animals/sumatran-orang-utan/>

General identification	The Silvery Gibbon (<i>Hylobates moloch</i>) or owa jawa is a primate in the gibbon family, <i>Hylobatidae</i> . It is one of the endemic animals in the island of Java in Indonesia.	The Sumatran orangutan (<i>Pongo abelii</i>) is one of the two species of orangutans . Found only on the island of Sumatra , in Indonesia , it is rarer than the Bornean orangutan .
Description of the appearance	Silvery Gibbons, as their name suggests, are fluffy with grayish-white fur. The fur is very long and dark gray on the top of their round heads. The arms are extremely long, the span at least twice their height, and they are very slender, which allows them to travel through the trees more easily. The average weight for an adult Silvery Gibbon is approximately 13 pounds (6 kg), and the males and females are very similar in appearance and size.	The Sumatran orangutan grows to about 1.4 m (4.6 ft) tall and 90 kg (200 lb) in males. Females are smaller , averaging 90 cm (3.0 ft) and 45 kg (99 lb). Compared to the Bornean species, Sumatran orangutans are thinner and have longer faces; their hair is longer with a paler red color. its arms are much longer than the legs which are helpful to reach out the branches. Both their hands and feet are incredibly agile and dexterous and capable of holding a tight grip for some time.
Description of behavior	The silvery gibbon is diurnal and arboreal. They are usually found in the upper reaches of trees, and they travel in small family groups that consist of a mated pair and their offspring in various stages of development. They travel by swinging from branch to branch, using their long fingers to hook the branches as they swing forward for the next branch. At times, their swings are so powerful that it allows them to be completely airborne and reach greater distances in one swing. Gibbons are able to walk on the	The Sumatran Orang-utan leads a very solitary lifestyle, moving slowly through the trees during the day in search of food. Sumatran Orang-utans spend up to 60% of their time foraging for and eating food and although they are known to occupy large home ranges, they rarely travel more than half a mile a day. At night, the Sumatran Orang-utan builds a nest high in the canopy by folding branches over where it sleeps during the night. Sumatran Orang-utans are not greatly territorial and are known to loosely share their home ranges

	<p>ground if they need to, and they walk on two legs, holding their arms up above their heads to help balance. In each family's territory, there are trees that are used for specific purposes, like sleeping and calling. They repeatedly use the same trees for these functions.</p>	<p>with other individuals and can even be found feeding in the company of one another around particularly abundant fruit trees. Males though stake their claim on their home but emitting long-calls, which are deep calls that come from their throat, poach and echo through the surrounding forest to both attract females to mate with and to warn off potential rivals.</p>
<p>Description of diet n prey</p>	<p>Silvery Gibbons exist primarily on fruit. They need a wide variety of tree species which will fruit at different times of the year to support them. Since fruit-bearing trees are usually scattered in the jungle, they must travel extensively to find food, and each gibbon family usually has a territory that they travel through that averages about 42 acres (17 hectares). Sometimes these territories will overlap, allowing several families to share the same fruit trees. They have also been known to eat flowers and young leaves.</p>	<p>The Sumatran Orang-utan is an omnivorous animal. However, the majority of the Sumatran Orang-utan's diet is made up of fruits that are picked from the surrounding trees. The intelligence of the Sumatran Orang-utan is obvious in these situations as they are able to know not only where the fruit trees are, but also when fruits will ripen. Sumatran Orang-utans also eat fresh buds and shoots along with insects, eggs and small vertebrates on occasion.</p>
<p>Threat</p>	<p>The silvery gibbon ranks among the most threatened primates. It is listed as Endangered on the 2009 IUCN Red List of Threatened Species. Habitat destruction on densely populated Java continues to reduce the natural range of the species. Many gibbons are also lost to the illegal pet trade, when adults are hunted so their young can be sold in the markets as pets.</p>	<p>Today, the Sumatran Orang-utan has been listed by the IUCN as an animal that is Critically Endangered in its natural environment. Humans have hunted the Sumatran Orang-utan, killing the parent and capturing the young to sell into the exotic pet trade. However, deforestation is the biggest cause of its decline.</p>

Adapted from:

The silvery gibbon, <http://www.indonesianfauna.com/silverygibbon.php>

The sumatran orangutan, <http://a-z-animals.com/animals/sumatran-orang-utan/>

[African Penguin](#)



The African [Penguin](#) is a small to medium sized [Penguin](#) species that is found along the coast of [South Africa](#) and on a number of it's surrounding [islands](#). The African [Penguin](#) was named for the fact that it is the only species of [Penguin](#) that is found breeding on the African Coast, and it is believed to be one of the first [Penguin](#) species to be discovered by [humans](#).

[African Penguin Anatomy and Appearance](#)

The African [Penguin](#) is a fairly distinctive species of [penguin](#) with clean black and white markings and a sharply pointed black beak. The African [Penguin](#) also has black feet and a number of dot-like markings flecked across it's white chest which are said to be as unique to the individual [Penguin](#) as a [Human](#) finger print is, along with a narrow black band. The male African [Penguin](#) is generally slightly larger than their female counterparts but both are fairly similar in appearance. One of the African [Penguin's](#) most distinctive features is that they have pink glands above their eyes which help them to cope with the temperate climates.

[African Penguin Behaviour and Lifestyle](#)

Like many other [Penguin](#) species, African [Penguins](#) are incredibly sociable [birds](#), with adults forming pair bonds that last for life (as long as 10 years). African [Penguins](#) can often be seen grooming one another, which is not only practical for cleaning purposes, but also for removing parasites and even just rearranging feathers, constantly strengthening the social bond between the pair. Their courtship displays are often very noisy as the male and female [Penguin](#) call to each other using a series of donkey-like sounds.



[African Penguin Diet and Prey](#)

The African [Penguin](#) is a carnivorous [animal](#). Shoaling [fish](#) including Anchovies, Sardines, [Horse Mackerel](#) and Round Herrings make up the bulk of the African [Penguin's diet](#), along with the occasional [Squid](#) or Crustacean when normal food is in short supply. The streamlined body of the African [Penguin](#) allows it to move through the water like a rocket, capable of reaching a top speed of around 20 kph when hunting for food. African

[Penguins](#) catch their [prey](#) by diving into the ocean depths for around 2 minutes at a time. Although they normally go to depths of around 30 meters, it is not uncommon for them to be found hunting more than 100 meters beneath the water's surface.



African [Penguin](#) [Predators](#) and [Threats](#)

The African [Penguin's](#) smaller size means that it has many [predators](#) both in the water and also on dry land. Their marine [predators](#) are primarily Sharks and Cape [Fur Seals](#). But the biggest threat to them on land are their vulnerable eggs and chicks. Kelp Gulls and Scared Ibises [prey](#) on them from the air and [Mongooses](#), [Snakes](#), and [Leopards](#) have been observed hunting them on ground. The African [Penguin](#) has also been severely affected by [Human](#) activity in their native regions, with

populations thought to have taken a drastic decline, mainly due to the exploitation of their eggs for food.

Taken from <http://a-z-animals.com/animals/african-penguin/>

[Butterfly Fish](#)



The [butterfly fish](#) is a generally small sized species of marine [fish](#), found in tropical and subtropical waters, primarily around [coral reefs](#). The [butterfly fish](#) is well known for its brightly coloured body and elaborate markings.

The average [butterfly fish](#) is fairly small and generally grows to around 4 or 5 inches in length. Some species of the [butterfly fish](#) however, are known to grow to 8 inches (20 cm) long and some [butterfly fish](#) individuals have been known to grow to 30 cm in length.

The [butterfly fish](#) is most closely related to the marine [angelfish](#) which is similar in colour but the marine [angelfish](#) is often much larger in size than the [butterfly fish](#). [Butterfly fish](#)

can be distinguished from [angelfish](#) by the dark spots on their bodies, dark bands around their eyes and the fact that the mouth of the [butterfly fish](#) is more pointed than the mouth of the angelfish.

The [butterfly fish](#) can live for up to 10 years in a well kept aquarium but will only reach about 7 years old in the wild. The [butterfly fish](#) is a difficult [fish](#) to keep as they need very specific water conditions that need regular and close monitoring and so the [butterfly fish](#) is only found in specific water conditions in the wild.

Butterfly [fish](#) are [diurnal animals](#) which means that they are feeding during the day and resting in the [coral](#) during the night. Most species of [butterfly fish](#) feed on the plankton in the water, [coral](#) and sea anemones and occasionally snack on small crustaceans . Those [butterfly fish fish](#) that primarily feed on the plankton in the water are generally the smaller species of [butterfly fish](#) and can be seen in large groups. The larger species of [butterfly fish](#) are fairly solitary or stay with their mating partner.



Butterfly [fish](#) are preyed upon by a number of large [predators](#) including [fish](#) such as snappers, eels and sharks. Due to the fact that the [butterfly fish](#) is small in size, it is able to tuck itself into crevices in the [coral](#) in order to escape danger and prevent itself from being eaten.



Butterfly [fish](#) form mating pairs that they remain with for life. [Butterfly fish](#) release their eggs into the water which form part of the plankton (it is because of this that many [butterfly fish](#) eggs are accidentally eaten by [animals](#) that live on plankton). When the eggs hatch, the baby [butterfly fish](#) (known as fry) develop armoured plates on their bodies to protect them when they are so vulnerable. As the [butterfly fish](#) gets older these plates disappear. [Butterfly fish](#) have an average lifespan of 8 to 10 years although some of the larger [butterfly fish](#) species are known to get to much older.

Today, the [butterfly fish](#) is considered to be an endangered [animal](#) mainly as [butterfly fish](#) populations have been threatened due to water pollution and [habitat](#) loss. The destruction of [coral reefs](#) occurs mainly from boats, and without their [coral habitat](#), the [butterfly fish](#) find it difficult to survive as they have less food and are also more exposed to [predators](#).

Taken from <http://a-z-animals.com/animals/butterfly-fish/>

Sumatran Rhinoceros



The Sumatran [rhinoceros](#) is the smallest of the five [rhinoceros](#) species with a body length of less than 250cm. Unlike the other Asian [rhinoceros](#) species, the Sumatran [rhinoceros](#) has two horns like the white and black rhinos found on the African continent.

The Sumatran [rhinoceros](#) primarily inhabits dense lowland [rainforests](#), tall grass and reed beds that are plentiful with rivers, large floodplains, or wet areas with many mud wallows, swamps and cloud forests. The range of Sumatran [rhinoceros](#) once stretched from India, through south-east [Asia](#) and down to Sumatra but today, the Sumatran [rhinoceros](#) is only found on the [islands](#) of Sumatra and Borneo, with a number also on the Malaysian mainland.

The Sumatran [rhinoceros](#) is the smallest of the [rhinoceros](#) species and along with having two horns, meant the Sumatran [rhinoceros](#) has been an easy target for poachers. The Sumatran [rhinoceros](#) uses its horns for defence, intimidation, digging up roots and breaking branches during feeding. The horns of the Sumatran [rhinoceros](#) are made from a substance called keratin and are therefore very strong. The horns of the Sumatran [rhinoceros](#) are used in ancient medicine and many Sumatran rhinos have been illegally hunted for them.

The Sumatran [rhinoceros](#) has relatively poor eyesight, relying more on hearing and smell to detect what is going on around them. The ears of the Sumatran [rhinoceros](#) possess a relatively wide rotational range to detect sounds and an excellent sense of smell to readily alert them to the presence of predators.



The Sumatran [rhinoceros](#) is a herbivorous [animal](#) meaning that it sustains itself on a purely plant based [diet](#). Sumatran rhinos browse the densely vegetated sub-tropical forest for leaves, flowers, buds, fruits, berries and roots which they dig up from the ground using their horns.

Due to its large size, the Sumatran [rhinoceros's](#) only real [predator](#) in the wild are large wild [cats](#) such as [tigers](#) that will [prey](#) on the Sumatran rhino calves and weak individuals.

[Humans](#) are the biggest threat to the Sumatran [rhinoceros](#) as they have been hunted to the brink of extinction for their horns.

The Sumatran [rhinoceros](#) is solitary [animal](#) and only comes together with other Sumatran rhinos to mate. The female Sumatran [rhinoceros](#) gives birth to a single calf after a gestation period that is over a year long. The Sumatran [rhinoceros](#) calf remains with its mother until it is at least 2 years old and big enough to become independent.

Today, the Sumatran [rhinoceros](#) has been poached for its horns to the extent that it is on the brink of extinction. Hunting of the Sumatran [rhinoceros](#) along with [habitat](#) loss in their native regions have led to there being estimated that there are less than 300 Sumatran [rhinoceros](#) individuals left in the jungles of south-east [Asia](#) today.

<http://a-z-animals.com/animals/sumatran-rhinoceros/>

Task 7

1

Komodo, or commonly called Komodo dragons (*Varanus komodoensis*) is the world's largest species of [lizard](#) found in the Indonesia. It is endemic in some islands in Nusa Tenggara. To the natives, the komodo is referred to as *ora*, *buaya darat* (land crocodile), or *biawak raksasa* (giant monitor).

2

In the wild, an adult dragons usually weighs around 70 kilograms. The largest verified wild specimen was 3.13 metres long and weighed 166 kilograms. Komodo dragon has a tail as long as its body, and around 60 pieces

3

Komodo has a very strong body. It has gray scaly hard skin, a pointed snout, powerful limbs and a muscular tail. Komodo doesn't have the sense of hearing, although having the ear hole. It uses their keen sense of smell to locate decaying animal remains from several miles away. It also hunts other lizards as well as large mammals and are sometimes cannibalistic.

4

Komodo dragons are carnivores. It is able to locate its prey using its keen sense of smell, which can locate a dead or dying animal from a range of up to 9.5 kilometres. The dragon usually will bite its prey, then follow it until the animal is too weak to carry on. Then, they will eat by tearing large chunks of the flesh and swallowing it whole while holding the carcass down with their forelegs. Komodo have saliva that has deadly bacteria in it. If dragons bite don't directly kill the their prey and prey that can escape this

5

This giant lizard is considered endangered by the World Conservation Union. It is threatened by hunting, lost of prey and habitat loss. However, since it is protected by the government, its number is increasing but very slowly.

Appendix 9. Lesson Plan 3

RENCANA PELAKSANAAN PEMBELAJARAN

School : SMA Muhammadiyah 1 Yogyakarta
Subject : Bahasa Inggris
Class / Semester : XI / 2
Materrials : Membaca teks biografi pendek dan sederhana tentang

tokoh terkenal

Alokasi Waktu : 2 Pertemuan / 4 JP

1. Core Competence

KI 1: Living and practicing the religious teachings it embraces

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Cultivate, reason, and serve in the realm of concrete and abstract realms related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

1. Based Competence and Indicator

NO	Based of Competence		Indicator	
1.	1.1	Grateful for the opportunity to learn English as the language of instruction internationally embodied in the spirit of learning	1.1.1	Showing passion in learning English
			1.1.2	Showing confidence in learning English
2.	2.1	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends	2.1.1	Speaking politely and being polite to teachers and friends
			2.1.2	Caring for teachers

NO	Based of Competence		Indicator	
				and friends
3.	3.11	Analyzing social functions, text structures, and linguistic elements of short and simple biographical texts on famous characters, in accordance with the context of their use	3.7.1	<ul style="list-style-type: none"> ▪ Identify the social function of short and simple biographical texts on famous characters, in accordance with the context of their use.
			3.7.2	<ul style="list-style-type: none"> ▪ Identify the text structure of short and simple biographical texts on famous characters, in the context of their use.
			3.9.3	<ul style="list-style-type: none"> ▪ Identify the linguistic elements of short and simple biographical texts about famous characters, in accordance with the context of their use.
4.	4.15	Capturing the meaning of short and simple biographical texts about famous personalities	4.15.1	<ul style="list-style-type: none"> ▪ Find information from short and simple biographical texts about famous personalities.
			4.15.2	<ul style="list-style-type: none"> ▪ Summarizes the basic content of short and simple biographical texts on famous characters.

2. Learning Materials

Read short and simple biographies of famous personalities.

1. Social function:

Know the biography of famous figures.

2. Text structure:

- Orientation: introduces his character and general description of his personality.
- Events: mentions the sequence of actions / events / events performed or experienced by the character in chronological order, and coherent reflecting the personality.
- Reorientation: summarizes the life of the character told.

3. Linguistic Elements:

- Verbs simple past form.
- Connecting words showing chronological order; last year, then, at the same time, next, on Tuesday 24 May, later, before, meanwhile.
- Vocabulary related to the topic discussed.
- Spelling and punctuation.

3. Method

1. Scientific Approach Method:

- Observe
- Asked
- Collecting data
- Associate
- Communicate

2. Metacognitive Strategy

- Planning
- Monitoring
- Evaluating

4. Learning Media

1. Media: Images, biographical texts of famous figures, display boards
2. Tools: Laptops, screens, projectors, speakers
3. Source: Internet

1. Learning Activities

➤ First meeting

Activity	Description	Time allocation
Opening	<ul style="list-style-type: none">- Teacher greeting.- Teachers check the readiness of learners to learn.- Teacher checks student attendance.- Teacher invites one of the lead students to pray.- Teachers reflect on material that has been learned in previous meetings.- Teachers convey the purpose of learning to be achieved related to the material to be studied.	10 minutes
Inti	<ol style="list-style-type: none">1. Observing (Planning) <ul style="list-style-type: none">- Learners prepare a plan to complete the	60 minutes

	<p>text of reading by answering questions in the form of closed-question related to self-regulation assisted by the teacher.</p> <p>Pre- Lesson</p>																			
<table border="1"> <thead> <tr> <th data-bbox="587 571 678 616">No</th> <th data-bbox="678 571 1098 616">Self- Question</th> <th data-bbox="1098 571 1197 616">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="587 616 678 694">1.</td> <td data-bbox="678 616 1098 694">I will focus on the picture which have showed</td> <td data-bbox="1098 616 1197 694"></td> </tr> <tr> <td data-bbox="587 694 678 772">2.</td> <td data-bbox="678 694 1098 772">I have to give respond for the picture</td> <td data-bbox="1098 694 1197 772"></td> </tr> <tr> <td data-bbox="587 772 678 851">3.</td> <td data-bbox="678 772 1098 851">I listened the recording very well</td> <td data-bbox="1098 772 1197 851"></td> </tr> <tr> <td data-bbox="587 851 678 929">4.</td> <td data-bbox="678 851 1098 929">I listened the recording with the script very well</td> <td data-bbox="1098 851 1197 929"></td> </tr> <tr> <td data-bbox="587 929 678 1012">5.</td> <td data-bbox="678 929 1098 1012">I will answer all the teacher's question writtenly</td> <td data-bbox="1098 929 1197 1012"></td> </tr> </tbody> </table>	No	Self- Question	Yes	1.	I will focus on the picture which have showed		2.	I have to give respond for the picture		3.	I listened the recording very well		4.	I listened the recording with the script very well		5.	I will answer all the teacher's question writtenly			
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5.	I will answer all the teacher's question writtenly																			
	<ul style="list-style-type: none"> - Learners observe some pictures of famous figures. - Learners respond after seeing some pictures of famous figures based on the information they have. - Teachers provide feedback on learners' responses to give examples of recount biographies of a well known character. 																			
	<p>1. Questioning (Monitoring)</p> <ul style="list-style-type: none"> - With teacher guidance, learners ask questions about text samples being observed. 																			
	<p>2. Exploration (Monitoring)</p> <ul style="list-style-type: none"> - With teacher guidance learners discuss the observed text related to the social function of the text. - With teacher guidance learners discuss the observed text related to the structure of the text. - With the tutor's guidance the 																			

	learners discusses the observed text related to the structure of the text, the elements of the language used, and the contents of the text.																			
Penutup	<p>(Evaluating)</p> <p>With teacher guidance, students conclude the material that has been studied.</p> <ul style="list-style-type: none"> - Master conveys the next meeting plan. - Master closes lessons by praying. - Teachers invite students to evaluate with questions prepared by teachers related to reading materials <p>Post- Lesson</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Self- Question</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>I have focused on the picture</td> <td></td> </tr> <tr> <td>2.</td> <td>I have already given respond for the picture</td> <td></td> </tr> <tr> <td>3.</td> <td>I have listened the recording very well</td> <td></td> </tr> <tr> <td>4.</td> <td>I have listened with the script very well</td> <td></td> </tr> <tr> <td>5.</td> <td>I have already understood the reading lesson</td> <td></td> </tr> </tbody> </table>	No.	Self- Question	Yes	1.	I have focused on the picture		2.	I have already given respond for the picture		3.	I have listened the recording very well		4.	I have listened with the script very well		5.	I have already understood the reading lesson		10 minutes
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4.	I have listened with the script very well																			
5.	I have already understood the reading lesson																			

➤ **Second Meeting**

Activity	Description	Time Allocation
Opening	Teachers' greeting	10 minutes
	Teachers check the readiness of learners to learn	
	The teacher checks for student attendance	
	The teacher guides learners to pray	
	The teacher reflects the material that has	

	<p>been studied before</p> <p>Teachers convey the purpose of learning to be achieved related to the material to be studied</p>	
Main	<p>3. Associating</p> <ul style="list-style-type: none"> - Learners identify text structures - Learners identify the linguistic element of the biographical recount text. - Learners find information from recount biographical text. - Students compare recount biographies with other text types (description text of person). - Learners summarize the contents of the biographical recount text <p>4. Communicating</p> <ul style="list-style-type: none"> - With teacher guidance, learners discuss the results of activities together 	60 minutes
Closing	<ul style="list-style-type: none"> - With teacher guidance, students conclude the material that has been studied. - - Learners answer questions related to closed-question or post-lesson question after learning. (attached) - - Master conveys the next meeting plan. - Master closes the lesson by praying. 	10 minutes

5. Evaluasi Pembelajaran

1) Metacognitive Strategy

This question goes to all students that may learn how to fulfil their self-regulation for their reading comprehension done successfully.

Please fill the column with your self regulation from the previous and after reading comprehension activity, below:

2) Spiritual and Social

a. Assessment Technique : Written observation

b. Instrument form : Observation sheet

No.	Indicator	Attitude / Value	Yes	No
1.	Showing passion in learning English	Entering the class on time		
		Preparing textbooks and other learning materials well		
2.	Showing confidence in learning English	Having unfear to ask if any material is not understood		
		Having unfear to appear in front of the class to practice the material being studied.		
3.	Speaking politely and being polite to teachers and friends	Speak politely with teachers and classmates.		
		Ask for permission if will leave the class when KBM takes place.		
4	Caring for teachers and friends	Help teachers delete posts on the board or help other needs if needed.		
		When group activities help students explain to classmates about material that has not been understood.		

a. Screening Guidelines:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

Keterangan :

SB (Sangat Baik) = 4

B (Baik) = 3

C (Cukup) = 2

K (Kurang) = 1

2. Pengetahuan

- a. Teknik Penilaian : *written test*
- b. Bentuk Instrumen : *essay*

No.	Indikator	Butir Instrumen
1.	Mengidentifikasi fungsi sosial dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.	
2.	Mengidentifikasi struktur teks dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.	
3.	Mengidentifikasi unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.	

- c. Instrumen: Terlampir
- d. Pedoman penskoran: Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

3. Keterampilan

- a. Teknik Penilaian : *written test*
- b. Bentuk Instrumen : *essay*

No.	Indikator	Butir Instrumen
1.	Menemukan informasi umum dan informasi rinci dari teks biografi pendek dan sederhana tentang tokoh terkenal.	
2.	Merangkum isi pokok teks biografi pendek dan sederhana tentang tokoh terkenal.	

- c. Instrumen: Terlampir
- d. Pedoman penskoran: Setiap jawaban benar diberi skor 1 (satu)

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

4. Konversi Kompetensi Pengetahuan, Keterampilan, dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	

D+	1.33	1.33	K
D-	1	1	

Yogyakarta, Maret 2017

Mengetahui,

Kepala SMA Muhammadiyah1 Yogyakarta

Guru Mata Pelajaran

Tri Ismu Husnan Purwono, S.H.,M.M.

Fitri Sari Sukmawati, S.Pd

NBM. 634. 951

NBM. 988. 670



Picture 2. _____



Picture 3. _____



Picture 4. _____



Picture 5. _____



Picture 6. _____

- a. Jenderal Sudirman
- b. Bill Gates
- c. Hoegeng Imam Santoso
- d. Soichiro Honda
- e. Stephen William Hawking
- f. Chaerul Tanjung

Appendix 10. Worksheet 3

Activity 2

Read the following text carefully. Asking your question to the teacher.



Soichiro Honda

Honda was born in [Tenryu, Shizuoka](#), a small village under [Mount Fuji](#) near [Hamamatsu](#) on November 17, 1906. He spent his early childhood helping his father, Gihei who had bicycle repair business. At the time, his mother, Mika, was a weaver.

At 15, without any formal education, Honda left home and went to [Tokyo](#) to look for work. He obtained an apprenticeship at a garage in 1922. He worked as a car mechanic before returning home to start his own auto repair business in 1928 at the age of 22.

In 1937, Honda founded Tokai Seiki to produce piston rings for [Toyota](#). During World War II, a US [B-29](#) bomber attack destroyed Tokai Seiki's Yamashita plant in 1944 and the Itawa plant collapsed in the [1945 because of Mikawa earthquake](#). After the war, Honda sold the salvageable remains of the company to Toyota for ¥ 450,000 and used the proceeds to found the Honda Technical Research Institute in October 1946.

In 1948, he started producing a complete [motorized bicycle](#), the Type A and was sold until 1951. As president of the Honda Motor Company, He turned the company into a multinational billion-dollar that produced the best-selling motorcycles in the world. In 1959 Honda Motorcycles opened its first dealership in the United States. Soichiro Honda died on August 5, 1991 of [liver failure](#).

Soichiro Honda was a hard worker. He never gave up even his factory

collapsed many times. Because his achievements and efforts, finally he became one of the most successful man in the world.

Taken from http://en.wikipedia.org/wiki/Soichiro_Honda

Vocabularies:

- | | |
|---------------------------------|----------------------------------|
| - apprenticeship (n) : magang | - salvageable (adj) : bisa |
| - obtained (v) :
mendapatkan | diselamatkan |
| - founded (v) :
mendirikan | - proceeds (n) : hasil penjualan |
| - collapsed (v) : bangkrut | - factory (n) : pabrik |
| - plant (n) : mesin
industri | - achievement (n) : pencapaian |

1. What does the text tell about?
2. Where do you usually find the text?

Activity 3

Identify what each paragraph tells about by writing down the statements into the paragraphs correctly.

Honda was born in [Tenryu, Shizuoka](#), a small village under [Mount Fuji](#) near [Hamamatsu](#) on November 17, 1906. He spent his early childhood helping his father, Gihei who had bicycle repair business. At the time, his mother, Mika, was a weaver.

The first paragraph tells about

At 15, without any formal education, Honda left home and headed to [Tokyo](#) to look for work. He obtained an apprenticeship at a garage in 1922. He worked as a car mechanic before returning home to start his own auto repair business in 1928 at the age of 22.

The second paragraph tells about

In 1937, Honda founded Tokai Seiki to produce piston rings for [Toyota](#). During World War II, a US [B-29](#) bomber attack destroyed Tokai Seiki's Yamashita plant in 1944 and the Itawa plant collapsed in the [1945 because of Mikawa earthquake](#). After the war, Honda sold the salvageable remains of the company to Toyota for ¥ 450,000 and used the proceeds to fund the Honda Technical Research Institute in October 1946.

The third paragraph tells about

In 1948 he started producing a complete [motorized bicycle](#), the Type A and was sold until 1951. As president of the Honda Motor Company, He turned the company into a billion-dollar multinational that produced the best-selling motorcycles in the world. In 1959 Honda Motorcycles opened its first dealership in the United States. Soichiro Honda died on August 5, 1991 of [liver failure](#).

The fourth paragraph tells about

Soichiro Honda was a hard worker. He never gave up even his factory collapsed many times. Because his achievements and efforts, finally he became one of the most successful man in the world.

The last paragraph tells about

Honda's first complete motorized bicycle production successfully became a multinational company before his death of failure liver in 1991.

His work experience in Tokyo as a car mechanic in a garage.

His piston plant that destroyed in world war II and collapsed for earthquake before he found the Honda Technical Research Institute in October 1946.

Soichiro Honda's born and his family background life.

Writer's opinion through Honda's achievements and efforts.

Activity 4 Read the following text again. There are bolded words as past verbs and italicized phrases as time connectors. Find another examples and decide whether they are past verbs or time connectors.



Soichiro Honda

Honda **was born** in [Tenryu, Shizuoka](#), a small village under [Mount Fuji](#) near [Hamamatsu](#) on November 17, 1906. He **spent** his early childhood helping his father, Gihei who had bicycle repair business. *At the time*, his mother, Mika, **was** a weaver.

At 15, without any formal education, Honda **left** home and went to [Tokyo](#) to look for work. He **obtained** an apprenticeship at a garage in 1922. He **worked** as a car mechanic before returning home to start his own auto repair business in 1928 at the age of 22.

In 1937, Honda founded Tokai Seiki to produce piston rings for [Toyota](#).

During World War II, a US [B-29](#) bomber attack destroyed Tokai Seiki's Yamashita plant in 1944 and the Itawa plant collapsed in the [1945 because of Mikawa earthquake](#). After the war, Honda sold the salvageable remains of the company to Toyota for ¥ 450,000 and used the proceeds to found the Honda Technical Research Institute in October 1946.

In 1948, he started producing a complete [motorized bicycle](#), the Type A and was sold until 1951. As president of the Honda Motor Company, He turned the company into a multinational billion-dollar that produced the best-selling motorcycles in the world. In 1959 Honda Motorcycles opened its first dealership in the United States. Soichiro Honda died on August 5, 1991 of [liver failure](#).

Soichiro Honda was a hard worker. He never gave up even his factory collapsed many times. Because his achievements and efforts, finally he became one of the most successful man in the world.

Taken from http://en.wikipedia.org/wiki/Soichiro_Honda

Activity 5 Answer the following questions correctly based on the text above.

1. Who is Soichiro Honda?
2. When was he born?
3. How did he get his best achievements?
4. When did he die? And how?
5. What does the writer think about the person's life he wrote?

Activity 6 Arrange these jumbled paragraphs below correctly.

Bill Gates

In 1970, at the age of 15, Bill Gates went into business with his senior, Paul Allen. They developed a computer program that monitored traffic patterns

in Seattle, and netted \$20,000 for their efforts. Gates and Allen wanted to start their own company, but Gates's parents wanted him to finish school and go on to college where they hoped he would work to become a lawyer. Bill Gates graduated from Lakeside in 1973. Later, he continued his study at Harvard University until he decided to drop out to start a company, Microsoft.

Through technological innovation, keen business strategy and aggressive business tactics, Gate built the world's largest software business, Microsoft. Finally, Gates became one of the richest men in the world.

Bill Gates was born on October 28, 1955 in Seattle, Washington. Bill Gates grew up in an upper middle-class family with two sisters. Bill was a voracious reader as a child, spending many hours pouring over reference books such as the encyclopedia. He was doing well in school, but he seemed bored and withdrawn at times. His parents worried he might become a loner.

When Gates was at 13, his parents enrolled him at Seattle's Lakeside School, an exclusive preparatory school. He blossomed in nearly all his subjects, excelling in math and science, but also doing very well in drama and English. While at Lakeside School, a Seattle computer company offered to provide computer time for the students. He began to show an interest in computer programming at the Lakeside School.

Activity 7

- a. Read the following text carefully.



Bill Gates

Bill Gates was born on October 28, 1955 in Seattle, Washington. Bill Gates grew up in an upper middle-class family with two sisters. Bill was a voracious reader as a child, spending many hours pouring over reference books such as the encyclopedia. He was doing well in school, but he seemed bored and withdrawn at times. His parents worried he might become a loner.

When Gates was at 13, his parents enrolled him at Seattle's Lakeside School, an exclusive preparatory school. He blossomed in nearly all his subjects, excelling in math and science, but also doing very well in drama and English. While at Lakeside School, a Seattle computer company offered to provide computer time for the students. He began to show an interest in computer programming at the Lakeside School.

In 1970, at the age of 15, Bill Gates went into business with his senior, Paul Allen. They developed a computer program that monitored traffic patterns in Seattle, and netted \$20,000 for their efforts. Gates and Allen wanted to start their own company, but Gates's parents wanted him to finish school and go on to college where they hoped he would work to become a lawyer. Bill Gates graduated from Lakeside in 1973. Later, he continued his study at Harvard University until he decided to drop out to start a company, Microsoft.

Through technological innovation, keen business strategy and aggressive business tactics, Gate built the world's largest software business as CEO of Microsoft company. Finally, Gates became one of the richest men in the world.

Taken from http://en.wikipedia.org/wiki/Bill_Gates

- b. *Identify the past verbs and the time connectors in the following text. Then, write them down on the table below.*

Paragraphs	Past verbs	Time connectors
Paragraph 1	- was born - -	- in Seattle - -
Paragraph 2	- - -	- - -
Paragraph 3	- - -	- - -
Paragraph 4	- - -	- - -

Activity 8 Compare the text A and text B below. Discuss with your group about the differences both of the texts about social function, text structure and language features.

A
Stephen William Hawking

Stephen William Hawking was born on 8 January 1942 in Oxford, England. When he was eight, his family moved to St. Albans, a town about 20 miles north of London.

At the age of eleven, Stephen went to St. Albans School and then on to University College, Oxford to study Physics. After three years he was awarded a first class honours degree in Natural Science.

Stephen was diagnosed with ALS, a form of Motor Neurone Disease, shortly after his 21st birthday. In spite of being wheelchair bound and dependent on a computerised voice system for communication Stephen Hawking continued his study.

Stephen then went on to Cambridge to do research in Cosmology. After leaving the Institute of Astronomy in 1973,

B
Mrs. Debby Magdalena

Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le Meridean Nirwana Golf and Spa Resort.

Mrs. Debby Magdalena is a hard worker and talented. She has many experiences in working at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali.

She is a graduate of BPLP Bandung majoring hotel management and of Dwipa Wacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridian Nirvana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

Stephen came to the Department of Applied Mathematics and Theoretical Physics in 1979 and held the post of Lucasian Professor of Mathematics from 1979 until 2009.

Taken from

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>

Professor Hawking had got twelve honorary degrees. He becomes one of a great scientist in 20st century.

Taken from

<http://www.hawking.org.uk/about-stephen.html>

Activity 8. Decide whether the statements are TRUE or FALSE based on Stephen William Hawking Biography text by giving a check (✓). Use the key words to help you.

No	Statements	Key words	True	False
1.	Stephen's family moved to St. Albans in 1950.	moved		
2.	In University College, Stephen was awarded a first class honours degree.	was awarded		
3.	He was diagnosed with ALS, a form of Motor Neurone Disease in 1963.	was diagnosed		
4.	He held the post of Lucasian Professor of Mathematics for 3 years.	held		
5.	He had got twenty honorary degrees.	had got		

Activity 8

1. Find a short biographical recount of these people:

- Moh. Hatta
- Bob Sadino
- General Sudirman

2. Write the informations by summarizing the text considering the following questions:

- When was he born in?
- How was his family life like?
- How was his education?
- What were his achievements?
- When did he die? And how?
- What can you

Key Words

Activity 1



Picture 1. e



Picture 2. d



Picture 3. b



Picture 4. c



Picture 5. c



Picture 6. a

Activity 2

3. It tells about Soichiro Honda's Biography
4. Biography text or book

Activity 3

Honda's first complete motorized bicycle production successfully became a multinational company before his death of failure liver in 1991. 4

His work experience in Tokyo as a car mechanic in a garage. 2

His piston plant that destroyed in world war II and collapsed for earthquake before he found the Honda Technical Research Institute in October 1946. 3

Soichiro Honda's born and his family background life. 1

Writer's opinion through Honda's achievements and efforts. 5

Activity 4



Soichiro Honda

Honda **was born** in [Tenryu, Shizuoka](#), a small village under [Mount Fuji](#) near [Hamamatsu](#) on November 17, 1906. He **spent** his early childhood helping his father, Gihei who **had** bicycle repair business. **At the time**, his mother, Mika, was a weaver.

At 15, without any formal education, Honda **left** home and went to [Tokyo](#) to look for work. He **obtained** an apprenticeship at a garage in 1922. He **worked** as a car mechanic before returning home to start his own auto repair business in 1928 at the age of 22.

In 1937, Honda **founded** Tokai Seiki to produce piston rings for [Toyota](#). During World War II, a US [B-29](#) bomber attack **destroyed** Tokai Seiki's Yamashita plant in 1944 and the Itawa plant **collapsed** in the [1945 because of Mikawa earthquake](#). After the war, Honda **sold** the salvageable remains of the company to Toyota for ¥ 450,000 and **used** the proceeds to find the Honda Technical Research Institute in October 1946.

In 1948, he **started** producing a complete [motorized bicycle](#), the Type A and **was sold** until 1951. As president of the Honda Motor Company, He **turned** the company into a multinational billion-dollar that **produced** the best-selling motorcycles in the world. In 1959 Honda Motorcycles **opened** its first dealership in the United States. Soichiro Honda **died** on August 5, 1991 of [liver failure](#).

Soichiro Honda **was** a hard worker. He never **gave up** even his factory **collapsed** many times. Because his achievements and efforts, finally he **became** one of the most succesful man in the world.

Taken from http://en.wikipedia.org/wiki/Soichiro_Honda

Activity 5 Answer the following questions correctly based on the text above.

6. He is Honda Motor Company founder.
7. On November 17, 1906.
8. He worked as mechanic machine, then founded Tokai Seiki's Yamashita plant. Later he founded Honda Motor Company.
9. He died on August 5, 1991 of [liver failure](#).
10. Honda is a hard worker.

Activity 6

Bill Gates

Bill Gates was born on October 28, 1955 in Seattle, Washington. Bill Gates grew up in an upper middle-class family with two sisters. Bill was a voracious reader as a child, spending many hours pouring over reference books such as the encyclopedia. He was doing well in school, but he seemed bored and withdrawn at times. His parents worried he might become a loner.

When Gates was at 13, his parents enrolled him at Seattle's Lakeside School, an exclusive preparatory school. He blossomed in nearly all his subjects, excelling in math and science, but also doing very well in drama and English. While at Lakeside School, a Seattle computer company offered to provide computer time for the students. He began to show an interest in computer programming at the Lakeside School.

In 1970, at the age of 15, Bill Gates went into business with his senior, Paul Allen. They developed a computer program that monitored traffic patterns in Seattle, and netted \$20,000 for their efforts. Gates and Allen wanted to start their own company, but Gates's parents wanted him to finish school and go on to college where they hoped he would work to become a lawyer. Bill Gates graduated from Lakeside in 1973. Later, he continued his study at Harvard University until he decided to drop out to start a company, Microsoft.

Through technological innovation, keen business strategy and aggressive business tactics, Gate built the world's largest software business, Microsoft. Finally, Gates became one of the richest men in the world.

Activity 6

Paragraphs	Past verbs	Time connectors
------------	------------	-----------------

Paragraph 1	<ul style="list-style-type: none"> - was born - grew up - was 	<ul style="list-style-type: none"> - in Seattle, Washington.
Paragraph 2	<ul style="list-style-type: none"> - enrolled - blossomed - offered 	<ul style="list-style-type: none"> - when Gates was at 13 - while at Lakeside School
Paragraph 3	<ul style="list-style-type: none"> - went - developed - netted 	<ul style="list-style-type: none"> - In 1970 - Later
Paragraph 4	<ul style="list-style-type: none"> - built - became 	<ul style="list-style-type: none"> - finally

Activity 7.

The answers might vary from one student to another

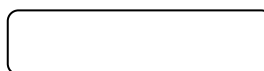
Activity 8.

No	Statements	Key words	True	False
1.	Stephen's family moved to St. Albans in 1950.	moved	✓	
2.	In University College, Stephen was awarded a first class honours degree.	was awarded	✓	
3.	He was diagnosed with ALS, a form of Motor Neurone Disease in 1963.	was diagnosed	✓	
4.	He held the post of Lucasian Professor of Mathematics for 3 years.	held		✓
5.	He had got twenty honorary degrees.	had got		✓

Activity 9.

The answers might vary from one student to another

Appendix 11. Field Note 1



FIELD NOTE 1

Cycles	: 1
Meeting	: 1
Day, date	: Tuesday, April 18 th , 2017
Topic	: Food
Class	: XI IPS 2
Number of Students	: 37

The teacher entered the classroom in crowded condition, when it was a turn of the lesson at 11:10. As I entered the classroom, students clustered at each other's talks. When I entered the classroom students are clustered in a mess situation and students sit back as early while waiting for the children, I prepared a laptop and LCD learning media. They waited while I saw myself preparing and my collaborator Tituk Romadlona Fauziah's waited and there was little communication with the children. Teacher collaborators gave information to the students that today that would teach is bu Fitri with an interesting method. After the position was taken over by me, then I started to greet to students.

Opening

Assalamualaikum w.w.. Have a nice day for you guys , How's life? They replied weakly, "i'm oke and you?" ..well some of you said i'm oke but some others answered "so...so.." Some of you at the back said "i'm not oke". When the teacher gave questions which

goes to one student at the back, they **do not have motivation**. They have difficulties to answer teacher's questions. They need to get stimulus or maybe clue to answer the teacher's question orally. **Those questions are as a trigger to have appraisal and as a bridge to go to the next step.**

Apperception

The next step, after orally teacher gave questions, for example " have you ever heard about junk food or fast food?" yes, most of students answered it. But when, the teacher pointed one students to answered one question, like "**What do you think about fast food?**" she answered, "that is instant food, mam". Oh oke, that is one of examples, teacher replied. Teacher's questioned-answered have run for fifteen minutes around and finally the teacher showed from her first slide the topic discussion for this day.

After the teacher introduced the topic of the day, the teacher showed the next slide that written three topic discussions about the difference among junk food, fast food and healthy food, e.t.c. They will have difficulties how to answer when teacher gave extended-questions. They still have high motivation to answer when teacher gave closed-questions.

Planning

Teacher, gave those questions one by one to one student which is chosen by teacher itself. The students answered those questions in the form of table with yes or no answer. They can answer in the paper, but some of student at the back have difficulties to answer. After that they saw each slides that teacher opened. Teacher showed each slide's picture, "what picture for number one picture? They answered "fish", and "What picture number 2 is?" that is meat, mam" altogether answered it. Teacher showed 8

pictures from each slides and the students were able to answer which included from each picture were named, for instance meats are included in healthy food, sandwich are included fast food, e.t.c.

Teacher showed each slides and have finished all the slides, and then give information about what is metacognitive strategy. **Teacher explained that metacognitive strategy is one of reading strategies that we might use for getting solution in reading comprehension.** Teacher asked once again, “ Do you use strategy to finish your reading activity? “ Yes, students answered.

Teacher made the question sharply, “When have you used that strategy, i mean for reading comprehension or reading...just reading?” “Reading to understand or reading comprehension they answered”.

Finally, teacher gave a piece of paper for each student, it has five questions that have been answered by the students. This paper have given on **the pre-reading and post reading**, teacher explained. This is like a questionnaire that teacher given to students individually. These questions are closed-question, just need to put a tick as students’ answer. **Those questions are** I focus on the picture (yes/no), I have to give respond for the picture(yes/no) , I listened the recording very well (yes/no), I listened the recording with the script very well and I will answer all the teachers questions(yes/no) . Those questions are supposed to build **self- regulation** for student as part of metacognitive strategy were run.

Teacher gives instruction to all students to do exercises on their worksheet for work in pairs.

After the student answering all teacher’s questions orally, teacher gives instruction to all students to do task 1. B. Related to the picture and then fin difficult vocabulary. And after that, student has been given time to read **The Unhealthy Fast Food** for 10 minutes.

Monitoring

Then teacher explained how to answer the questionnaire completely, and told them that after doing post-reading they also put a tick for yes-no questions as their self-regulation building. Then, teacher gave student a text titled “ The Unhealthy Fast Food”. Teacher gave time to read the text for 10 minutes. After that teacher gave questioned on exercises, “What healthy foods are there?”, “Why do we call them healthy food?”, “What junk food are there?” e.t.c.

The students did every task from easy questions to difficult questions. When i observed the students, they have difficulties to answer question, **in evidence they did not doing for every tasks, the answer sheed that teacher gave was still empty, and they tended to find their answer.**

Class management is also very needed to do for this special class of XI IIS 2. The students are a hyperactive and need motivation to make them focus. Think about the context and its relevant.

Evaluating

After they have done from all exercises, teacher tried to evaluate with question orally, but the time was up, so just gave two questions without total answer from student. Finally, teacher gave help from herself to answer the question. Teacher and student were together make a conclusion of the lesson briefly. Teacher gives questions to help student to understand the text, for instance, “What junk foods are there (in the slide picture just now)?” sandwich, kentucky fried chicken, e.t.c. students answered. Next questions, “What is exposition text?” “Exposition text is a text that tell about explanation of a text for instance The Unhealthy Food. Teacher guides to fill True and False questions, for example: People are not only eating out on special occasions or weekends anymore (T), Fast food has its popularity before 1940’s (F), Fast food products

are made with highly-processed ingredients (T), Chemical additives in fast food decrease the weight and disease issues (F), There are nothing nutrition in fast food (T)..

Reflection

Collaborator notes:

- In the first meeting, many students found it difficult to answer the question of the screen shown (appraisal). It means teachers need evaluation to make an easier question for appraisal.
- Teachers were not ready for questions held by each student, because the clue question of metacognitive strategies is only aired and the students made up himself, meaning there should be more time allocation, as well as being prepared before the action
- Teachers should be able to ask students with the easiest questions first.
- Time management became a correction to be fixed at the time of evaluation, because it took too long on appraisal
- It's good with the way students answer true and false at the time of evaluation because of the time that is up
- Class conditions were still not conducive.

Catatan Kolaborator:

- *Jadi di pertemuan pertama, banyak siswa yang susah menjawab pertanyaan kaitan dengan screen yang diperlihatkan (appraisal). Berarti guru perlu evaluasi untuk membuat pertanyaan yang lebih mudah untuk appraisal.*
- *Guru belum siap untuk pertanyaan yang dipegang setiap siswa, karena pertanyaan clue strategi metacognitif itu hanya ditayangkan dan anak membuat sendiri, berarti perlu ada alokasi waktu yang lebih, sebaiknya sudah disiapkan sebelum action*
- *Guru harus mampu menanyakan kepada siswa dengan pertanyaan yang paling gampang terlebih dahulu.*

- *Manajemen waktu menjadi koreksi untuk diperbaiki pada saat evaluation, karena terlalu lama pada appraisal*
- *Sudah bagus dengan cara siswa menjawab True dan false pada saat evaluation karena waktu yang sudah habis*
- *Kondisi kelas masih belum kondusif*

Yogyakarta, April 18th 2017

Collaborator,

Tituk Romadlona Fauziah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 12. Field Note 2

FIELD NOTE 2

Cycles	: 1
Meeting	: 2
Day, date	: Tuesday, April 19 th , 2017
Topic	: Food
Class	: XI IPS 2
Number of Students	: 35

Opening

The teacher greeted the students at beginning with the greetings of Assalamualaikum Wr. Wb.

Teacher asked about the news of the students with Hiii guys ... "How are you?" Teacher answered with "I am fine, thank you ... and you ..? "I am fine thank you".

The teacher asked about the attendance of the students today, there were some students who were licensed and ill did not attend school.

Apperception

The teacher gave a little warming-up and the students respond well with the picture through the slide show in power point to continue or review the previous lesson, still talked about food.

The teacher read the attendance presence by showing the test results that have been held before, the students respond well. Conditions on the sidelines of the teacher made preparations that may be said to be paused, some students who need special attention should be given treatment so as not to use spare time to joke.

Planning

(Observing)

The exposure of Metacognitive worked well even though there were some students who were not yet focused. They paid attention to what the teacher said about metacognitive, the focus that the teacher leas me though was quite successful, because the metacognitive method was very new to them.

Students fill out the metacognitive form on pre reading which was used to lead students to self-regulation. **This method helped students to do their own efforts to increase awarness on reading comprehension learning. The students were more focus on the situation of reading than previous meeting that I have seen last meeting.**

Teacher asked student goals to class one by one, I wanted to learn or I want to get score. After that they must answer the questionnaire provided by the teacher as a guide to be implemented on reading: **pre - whilts - after**

Teachers explained the results of psychological tests to students and students were motivated well, especially to make students awareness. The teacher distributed the exposition text material to the students. In this situation could help focus and attention of student to the teacher.

Questioning

Teacher displayed material Ppt to student, then asked student to guess picture in Ppt. Students paid attention to the image in Ppt which then guessed it well. Students viewd, read and reply materials that have been distributed. Students discussed in understanding and answering materials that have been shared. Teacher has passed the preliminary steps in the steps of learning activities well.

Collecting Data

Students observed and asked something related to the exposition text. Students search for synonyms based on the material and are answered by writing on the board according to the student the teacher has indicated, then the students appointed other students to come forward.

Students worked on another question by either marking True or False. Students did the job well.

Giving the time to the students to do the task more than previously conveyed. Learning activities from start to close run in accordance with the prepared RPP.

Analizing Data

Student became more organized and orderly although there were still one, two, three children who need special attention. Good learning materials only in shock with the Indonesian language text about Honda which was displayed on the LCD slides. The appointment of children in the search for vocabulary was still uneven, most of which were written from children with moderate English skills.

Monitoring

Students conditioning took quite a long time. There were some students who were still less ready in learning eg still playing hp, no pencil, etc . The allocation of time given to the children in the task is still less precise, meaning not appropriate and exceeds the given. Discipline of children in the classroom in learning needs to be improved to be more conducive and run smoothly. Students overall learning went well and better by being proven by children who are more enthusiastic in doing the tasks although there were some who worked together between groups.

Evaluating

The teacher was just gave review lesson in a short time, because time was run out from monitoring phase. It was without engagement of the students.

Reflection

- Appraisal time is not too long, there were improvement to focus student learning objectives
- Students were still seen that have not understood the teacher's instruction
- Questions to help students have been prepared by teachers, to help students prepare themselves to improve self-awareness, students more easily understand the situation and goals
- There were some students who were still confused answer the question in the beginning before pre reading.
- The classroom condition was somewhat conducive from yesterday's meeting
- The evaluation time for students was still simple.
- The target to finish worksheet was still neglected

Catatan Kolaborator sebagai evaluasi :

- *Appraisal tidak terlalu lama, sudah ada perbaikan untuk memfokuskan tujuan pembelajaran siswa*
- *Siswa masih terlihat ada yang belum memahami instruksi guru*
- *Pertanyaan untuk membantu siswa sudah disiapkan oleh guru untuk membantu siswa menyiapkan dirinya untuk meningkatkan self- awareness, siswa lebih mudah memahami situasi dan tujuan*
- *Ada beberapa siswa yang masih kebingungan menjawab pertanyaan di awal sebelum pre reading.*
- *Kondisi kelas sudah agak kondusif dari pertemuan kemarin*

- *Waktu evaluation untuk siswa masih sekedarnya.*
- *Target penyelesaian pekerjaan masih terbengkalai*

Yogyakarta, April, 19th 2017

Collaborator,

Tituk Romadlona Fauziyah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 13. Field Note 3

FIELD NOTE 3

Cycles	: 1
Meeting	: 3
Day, date	: Tuesday, April 25 th , 2017
Topic	: Biography
Class	: XI IPS 2
Number of Students	: 37

Opening

Teachers carried out the preliminary steps teaching and learning activities were appropriate from the RPP plan. From the beginning the teacher said hello, "Assalamualaikum wr.wb. I hope all of you have nice day for today, the teacher gave spirit ". Teacher began the day by saying "bismillahirrohmanirrohiim" together.

Apperception

Teachers paid more attention to the physical and psychological preparation of children, compared to past meetings that is by asking, "what good have you done today?"

Students answered a variety, there was an answer "give money for poor person and more silent.

Planning

The teacher asked all the students, "is eating a fresh food is a good thing?" Students answer "yes". Like our theme yesterday, talk about *Unhealthy Food*.

Preparation of children to learn was still not maximal, there were still not preparing books and stationery. Teacher pointed to one of the children to write a vocabulary related to *Unhealthy Food*, for example **the teacher appointed one of the students to write a vocabulary, one of which writes bussiness, in writing, there is a mistake but the teacher did not fix it.** Instead the teacher asked "what is your favorite food?" Student answered "satay". "Who is your favorite chef?" "My mom". "Now, i have a question which is goes to Fata, 'What is the synonym of favorite for person? "Nobody answered it. Finally the teacher answered the question himself by reciting "Idol". Idol pronunciation change occured because there were doubts teachers in reciting.

After that the teacher arranged the student seat with the seat coding in the middle of the learning that resulted in the concentration of learning a little disturbed and takes a long time. I really knew the teacher means to set the seat in the middle of learning activities. This becaused, based on learning activities on the previous day many students who are not focused because of each other interferes who sat behind.

Evaluation

In this time, class management were being well-prepared by the teacher but still time management less than previous meeting. The class management started from the pairwork student clustered. Based on the previous evaluation, the time management was still a problem. I saw some difiiculties of students to make pre-lesson questions as the preparation set up their metacognitive readiness. They still confused about what to

write and what to do. Therefore, I had to give extra explanation and also formed them to do in pairwork activity. At this stage took so much time at last, the worksheet they should have given some more questions related to the topic. Meanwhile, as in the planning, I should have given some more questions related to the topic. However, since the time was almost over, i tended to ask “smart” students so that the question and answer could finish quickly, even the target was still unfulfilled.

Reflection

Yogyakarta, April, 25th 2017

Collaborator,

Tituk Romadlona Fauziah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 14. Field Note 4

FIELD NOTE 4

Cycles	: 1
Meeting	: 4
Day, date	: Tuesday, April 26 th , 2017
Topic	: Biography
Class	: XI IPS 2
Number of Students	: 37

Opening

Teachers bring students how to focus to the material that is by using questions like, "How's life?" There is the interaction of the students with the material prepared teachers. The teacher gave the students a chance to work with his friend in this work in pairs. The reigning teacher in the show quite clarify what to do student

Apperception

Students more enthusiastic cheering, responding to the question of discussing with her friend

More student participation increased more than 50 percent that can be directed to explain the task to achieve the goal.

Teacher pointing students to mention these words, another student looking for evidence in the text

Planning

Teacher questionnaire, distributed queries that refer to the self-regulation using metacognitive strategy. Paper containing five questions to the students and do it re arrange placement sit.

Monitoring

Students listen to what is told by the teacher concerned with text

The lead teacher at the stage of monitoring by performing approach with some groups discussing

Evaluating

Directional while with answer keys, it looks like weakness occurs when will end end time of learning, time management issues

Utilized more to focusing on engaging/Honda, Japan?

Try the where section/paragraph that supports it? P. ... L. ...

Or agreement on text to students who may be thought to mean

The teacher is just right to make questions, starting from easy to enrich the vocabulary students that answer is no in text

-Grouping can make use of the media to the grouping, or focus to the different questions. By grouping students more helpful in completing the job. For time management problems, may be at the time limit to get to the next task start?

09.10 s. d 09.28 7 vocab

Can to competition between groups

9.36 – discuss in 2 minutes

Bargained 10 deal 5

What is discussed? Clamfying is the better content? which what content? of the question?

9.48 each write answers after discussion group s. d 9.58

-Step introduction KBM is in compliance with the plan of the RPP.

-The preparation of children for learning is still not optimally, there's still that have yet to prepare books and stationery.

Bussines children's writings (error) are not corrected properly = > Bussines.

-Pronunciation idol changes in pronunciation.

Idol examples shown are the male may be given a women let female students can recognize and imitate.

-Conditioning of the seating in the middle of learning that result in the concentration of learning a little distracted and require quite a long time.

-Division of the material to students has not been fullest caused in the clips in the classroom.

-The instructions against the students in making/task (mention of biography) is less clear.

-Some kids still there who do not know its instruction.

-Instructions and writing the name of the kid who stepped forward to answer questions not yet represent students who can, can not or half-measures.

-Overall Student Learning today was better compared yesterday. It is on show with many students who pay attention to and curious to learn and know the material these days.

Catatan Kolaborator :

- *Kelas sudah kondusif dengan menggunakan kelompok*
- *Tetapi kondisi persiapan guru dalam menyiapkan worksheet kurang optimal karena jumlah kurang dan akhirnya mereka tdk pegang soal sendiri – sendiri.*
- *Koreksi guru terhadap anak kurang diperhatikan.*
- *Masih ada beberapa siswa yang tidak paham instruksi guru.*

Yogyakarta, April, 26th 2017

Collaborator,

Tituk Romadlona Fauziyah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 15. Field Note 5

FIELD NOTE 5

Cycles	: 2
Meeting	: 1
Day, date	: Wednesday, May, 3 rd , 2017
Topic	: Biografi
Class	: XI IPS 2
Number of Students	: 37

The teacher enters the inner classroom like the previous hour is crowded, when it is the turn of at 11:10. When the learning activities from start to opening until closing run in accordance with Lesson Plan (RPP) that has been prepared.

Opening

Teacher starts the class by giving a very nice greeting. After checking the attendance, she continues to manage the student condition. Here are the description of what she has done in this classroom as an English teacher.

Due to the previous meeting, **some students have not maximized their focus**, therefore the teacher has learned how to make the students order by arranging their seats according to the students' presence so that the students can be seated with the female students. This is repeated by the teacher because it is effective in learning. Children become calmer even though there are still one, two, three children who need special attention.

Apperception

The teacher doing appraisal which is relating the previous material to the last meeting of this material, talks about : Biography. The teacher still ask about student's idol like the teacher asked last meeting. And give students metacognitive question to answer before doing activity of reading.

Planning

Teacher showed Soichiro Honda's Diary through screen, just shocked with the Indonesian language text about Honda displayed with LCD slides. Here the teacher gives the command to read in Indonesian language with the aim to provide references as an extensive reading activity for students. After I observe, the teacher has the intention that the desired contextual can enter on the theme of Honda's Biography. Some

students are so serious to read the text but some are not, some are discussing, and there are some of them, who are playing cell-phone. It's little bit hard for students to read the long text on the screen. Even the text is too small to read.

Teacher asks some questions to the students based on the previous text. Teacher gave some questions to the student who have chosen by teacher. The appointment of a child in a vocabulary search is still uncommon, most of which are written from children with moderate English proficiency. Since reading is a kind of complex activity and it really depends on their ability in understanding the meaning, therefore the teacher must help them in building their concentration by providing self-individual text. It will help them in reorganizing their previous knowledge with the current text that they read.

Students took quite a long time. This happens almost every meeting, teachers do the arrangement of places, according the previous meeting that the placement is defined by teacher, so teacher defined "free" grouping work, free member the students choosed because management of the class that takes a lot of time. Class XI IPS 2 students do need special coding. Teachers explain how to do pre reading quite successfully, the context of the theme of reading that raised successfully leads the students though not all students. Teachers share the question sheets about self regulation as an overview of metacognitive methods. There are some children who are still less ready in learning eg still playing hp, no pencil and others . The allocation of time given to the students in the task is still less precise, meaning that it is not appropriate and exceeds the given.

Discipline of student in the classroom in learning needs to be improved to be more conducive and run smoothly.

So the teacher devided the class into some group and then she writes the instruction on the screen. One of the instructions is requesting students to write two new vocabularies. One of the groups is writing these vocabularies then the other group is finding the

meaning. **It is better not only finding the word in isolated context but also in a certain one, e.g. student find another example.** Some students are discussing the context of the text. Since metacognitive is the ability to think the way or the process of thinking so students must be able to do their self-assessment and self management.

Monitoring

All of the learning proceeds better and better than previous meetings and is better demonstrated by children who are more enthusiastic about the task even though there are some who work together between groups. While teachers make observations on worksheet work that previously happened a lot of interaction between students although the workmanship is individual.

Evaluating

After that the teacher made the decision for the students to work in groups on the job after the problem suddenly, so like less preparation. The teacher's step is taken I think is good because of the situation.

Elaborating between the points of K13 and the concept of metacognitive.

Reflection

- Teachers have planned the learning well, the worksheet is ready, the instructions given are prepared through the screen
- The division of working group freely as it is still sudden, unplanned, although the increase has happened as a target workshop worksheet by students
- Grouping freely, meaning the students choose the group freely but without planned to make student performance in the group is also unplanned, so it still takes a lot of time
- The value the students gained from previous meetings has increased

Catatan Kolaborator

- *Guru sudah merencanakan pembelajaran dengan bagus, worksheet sudah siap, instruksi yang diberikan sudah disiapkan melalui screen*
- *Pembagian group kerja secara bebas seperti masih mendadak, belum terencana, meskipun peningkatan sudah terjadi apad target pengerjaan workshet oleh siswa*
- *Grouping secara bebas, artinya siswa memilih group secara bebas tetapi tanpa terencana membuat kinerja siswa di grup juga tidak terencana, jadi masih memakan waktu banyak*
- *Nilai yang diperoleh siswa dari pertemuan sebelumnya sudah meningkat*

Yogyakarta, Mei 3rd 2017

Collaborator,

Tituk Romadlona Fauziah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 16. Field Note 6

FIELD NOTE 6

Cycles	: 2
Meeting	: 2
Day, date	: Wednesday, May 20 th , 2017
Topic	: Endangered Animal
Class	: XI IPS 2
Number of Students	: 37

The teacher entered the class condition is still carried away breaks that occurred in the previous hour. When the learning activities from start to opening until closing run in accordance with the Lesson Plan (RPP) that has been prepared. Before I began the class, I asked the students to sit wherever they wanted. I let them free to choose which friend

Opening

The teacher entered the classroom in an unprepared state, and is paused to give the students time to organize. The teacher opened the class by asking about "How's life?"

And asked for the presence of students with the absentees who were asked. Because in the previous meeting there were many students who have not focused from the previous materials that teacher talked about, therefore the teacher has learned how to make disciples orderly, as usual that is by arranging their sat according to student presences

Apperception

Teacher asked for informations and checked student attendance, called student name one by one. These was less effective, whereas in previous meetings it has been effective and efficient in coding and naming students who were absent by asking directly who was not present. Master asks, "Who does not attend today's meeting?"

It meant that there needs to be special attention to the time management class by the teacher who made the lesson plan. The teacher tried to remind the students of the material in advance that today's material is no longer about Biography but about Endangered Animal. Guys, Do you still remember report text when you were in grade X? "Some of the students answered" it's like descriptive text ya mam? "Some others did not know what is the answer, or just silent and look at the teacher."

Teacher showed images of animals "White Rhino" learners are asked teachers to observe and guess parts of the body. First designated the horn section by asking "what is that?", Students have not been able to answer initially, but after being given a choice they start to remember by calling "horn".

Teacher remained the previous meeting, the score they got, and what was the planning for this meeting. Students grouped with the previous group setting, they did the worksheet in a group work to continue their exercises.

Reflection

- From freely students' sit, it has relation enough for taking long time they did worksheet

Catatan Kolaborator :

Yogyakarta, Mei 20th 2017

Colaborator,

Tituk Romadlona Fauziyah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 17. Field Note 7

FIELD NOTE 7

Cycles : 2

Meeting : 3
Day, date : Tuesday, 23rd May , 2017
Topic : Endangered Animal
Class : XI IPS 2
Number of Students : 37

Teacher entered the classroom and asked the students to make the pre – lesson question

learned how to make diciplines orderly by arranging their seats according to the students' presence, so that happened to sit different gender in one seat wheteher male or female student.

Before teacher continued the previous meeting, pre – lesson question were also has given by the teacher with empty coloumn and teacher gave instruction to students to fill the pre lesson questions as metacognitive strategy reading.

Students become more organized and orderly though teher were still one, three students who needed special attention.

Students became more organized and orderly though there were still one, two, three students who needed special attention. Just, shocked with the screen displayed with Indonesian languaeg text about Honda firstly. Teacher gave first text in Indoensian language about Soichiro Honda. Teacher gave instruction to the students to read at glance. After that, teacher gave question according to the text. Some students were able to answer of teacher's questions using Indonesian language orally. After teacher's purposes were fulfilled, teacher showed students the english text about soichiro Honda, but different form. The topic is the same, but the article from both were different.

Students need clear guidance and instruction, from teacher purpose of doing extensive reading for their students, however, the condition was on confusing command. The teacher has the intention that the contextual text were gained by students through Indonesian language as well. In fact, students more confused, their answer was only back on the text what teacher has given without thair related text of the worksheet. The condition of finishing worksheet came from the work grouping.

Teacher was focused on students' group work and continued from the "Biography" topic.

Teacher gave a clue of pre- lesson

Yogyakarta, Mei 23rd 2017

Colaborator,

Tituk Romadlona Fauziyah, M.Pd.Ing

NIP. 19651224 1989 03 2 004

Appendix 18. Score of Students in Cycle 1

NO	SIKLUS 1			
	Pertemuan 1	Pertemuan 2	Pertemuan 3	Pertemuan 4
	18/04/2017	19/04/2017	25/04/2017	26/04/2017
	individual	individual	individual	individual
1	79	80	80	80
2	80	79	80	0
3	80	80	80	100
4	79	79	79	80
5	79	79	80	70
6	79	80	80	100
7	79	79	80	70
8	79	80	80	0

9	79	80	80	0
10	79	79	80	0
11	79	79	80	100
12	80	79	80	100
13	80	79	80	80
14	80	80	80	70
15	79	79	80	80
16	79	80	80	0
17	80	79	80	60
18	79	79	80	100
19	79	79	80	0
20	79	79	80	80
21	79	79	80	0
22	79	79	80	0
23	79	79	80	90
24	79	79	80	0
25	80	80	80	100
26	80	80	80	100
27	80	79	80	0
28	80	80	79	80
29	79	79	80	0
30	79	80	81	0
31	79	81	82	100
32	80	81	81	100

33	80	80	80	100
34	80	79	80	100
35	80	80	81	0
36	79	81	82	100
37	79	79	80	90
	77,28947368	77,42105263	78,0263158	56,0526316

Appendix 19. Score of Students in Cycle 2

NO	SIKLUS 2			
	1	2	3	4
	03/05/2017	20/05/2017	23/05/2017	24/05/2017
1	work in pairs	work in pairs	work in pairs	work in group
2	80	100	55	100
3	80	0	0	80
4	80	75	85	80
5	60	75	15	60
6	100	80	85	100
7	60	75	45	60
8	0	0	0	70
9	70	70	85	70
10	70	100	85	70
11	100	75	0	100
12	100	50	90	100
13	100	75	25	100
14	100	85	90	100
15	90	90	90	90
16	100	70	50	100
17	60	95	80	60
18	60	100	80	60
19	70	0	80	60

20	100	75	85	70
21	100	75	90	100
22	100	65	30	100
23	80	80	0	80
24	70	100	85	70
25	60	90	90	60
26	100	100	15	100
27	100	65	90	100
28	90	75	25	90
29	80	75	85	80
30	100	25	25	100
31	100	75	50	100
32	90	95	90	90
33	100	75	85	100
34	60	65	90	60
35	90	65	40	90
36	100	65	40	100
37	60	75	90	60
38	60	90	85	60
RERATA	79,474	69,6	58,68	80,789

Appendix 20. List of Students' Attendance in Cycle 1

PRESENSI SISWA SIKLUS 1

DAFTAR HADIR PERTEMUAN PESERTA DIDIK DENGAN GURU MATA PELAJARAN
SMA MUHAMMADIYAH 1 YOGYAKARTA

Mata Pelajaran : Biologi KKM : 75
 Kelas : XI-IPS 2 Semester : 1/2
 Wali Kelas : Dra. Ratih Kurniasih Issatyawati Tahun Pelajaran : 2016/2017

No.	Induk	Nama Peserta Didik	L/P	3	10	17	24	31	7	14	21	28	21	18	25	9	16	23	Ket.
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16	17	18	19	20
1	19768	Agni Cahyo Mahato	L	.	.	.	.	.	1	-	.	A	.	.	A	.	.	.	.
2	19800	Andro Audy Last Chiesa Putra	L	-	A	-	-	-	7	-	.	.	.	.	.	.	.	.	.
3	19806	Anisa Nurmarina	P	.	.	.	.	.	3	-	.	.	.	.	A	-	.	.	.
4	19831	Avicenna Yauma Pratama	L	.	.	.	.	.	4	-	.	.	.	.	A	-	.	.	.
5	19864	Enryco Jieria Rosa Putra	L	.	.	.	.	.	5	-	.	.	.	.	A	-	.	.	.
6	19869	Faatin Dzakiyah Rifqah	P	-	-	-	-	-	8	-	-	-	-	-	A	-	-	-	-
7	19886	Fata Anhar As-Shofi	L	.	.	.	.	.	1	-	.	.	.	.	.	.	.	.	.
8	19890	Fauzan Diharsya	L	.	.	.	.	.	6	-	.	.	.	.	.	.	.	.	.
9	19892	Fauzan Sanusi Rahaningmas	L	.	.	.	.	.	6	-	A	.	.	.	.	.	.	.	.
10	19898	Finandra Adhezka	L	-	-	-	-	-	7	-	.	.	.	.	.	.	.	.	.
1	19904	Gladys Jasmine Sabrina	P	-	-	-	-	-	8	-	A	-	.	.	.	.	.	.	.
12	19915	Hemas Galuh Putri Kinanti	P	.	.	.	.	.	9	-	.	.	.	.	.	.	.	.	.
13	19930	Ivan Indriantoro	L	.	.	.	.	.	1	-	A	.	.	.	.	.	.	.	.
14	19940	Latifah Rizky Nur'aina	P	.	.	.	.	.	9	-	.	.	.	.	.	.	.	.	.
15	19951	Mahendra Juni Azzahra	L	.	.	.	.	.	1	-	.	.	.	.	.	.	.	.	.
16	19954	Manikmaya Yusuf Darmanastra	L	.	.	.	.	.	5	-	.	.	.	.	.	.	.	.	.
17	19965	Muhammad Aditya	L	.	.	.	.	.	5	-	.	.	.	.	.	.	.	.	.
18	19976	Muhammad Daffa Aulia	L	.	.	.	.	.	6	-	A	A	.	.	.	.	.	.	.
19	19977	Muhammad Daffa Kresna Aiy	L	A	.	.	.	.	7	-	.	.	.	.	.	.	.	.	.
20	19978	Muhammad Dennis Maulana	L	.	.	.	.	.	6	-	A	.	.	.	.	.	.	.	.
21	19982	Muhammad Dwiki Reza	L	-	-	-	-	-	5	-	-	-	-	-	.	.	.	.	.
22	19990	Muhammad Faiz Fauzan	L	-	-	-	-	-	7	-	.	.	.	.	.	.	.	.	.
23	19998	Muhammad Hasemi Rafsanjani	L	.	.	.	.	.	6	-	.	.	.	.	.	.	.	.	.
24	20016	Nabila Andriya Shafira	P	-	-	-	-	-	8	-	A	-	.	.	.	.	.	.	.
25	20022	Nadia Hedy Khallia	P	.	.	.	.	.	11	-	.	.	.	.	.	.	.	.	.
26	20055	Raden Ajeng Nadin Sahasra Kirana Acintya	P	.	.	.	.	.	9	-	.	.	.	.	.	.	.	.	.
27	20068	Rania Tasya Karima	P	.	.	.	.	.	11	-	.	.	.	.	.	.	.	.	.
28	20070	Ratih Febriani	P	.	.	.	.	.	3	-	.	.	.	.	.	.	.	.	.
29	20075	Refian Desta Hanggara	L	-	-	-	-	-	6	-	.	.	.	.	.	.	.	.	.
30	20091	Rizky Tri Nugraha	L	-	-	-	-	-	7	-	.	.	.	.	.	.	.	.	.
31	20099	Safira Selma Salsabila	P	-	-	-	-	-	11	-	.	.	.	.	.	.	.	.	.
32	20104	Salsa Nisrina Noor Afifi	P	.	.	.	.	.	3	-	.	.	.	.	.	.	.	.	.
33	20117	Silvia Retno Arum Yuliana	P	-	-	-	-	-	3	-	.	.	.	.	.	.	.	.	.
34	20125	Syifa Nathania Farhani	P	.	.	.	.	.	9	-	.	.	.	.	.	.	.	.	.
35	20128	Tasya Raiihan Firdausi	P	-	-	-	-	-	11	-	A	.	.	.	.	.	.	.	.
36	20138	Uswatun Khasanah	P	.	.	.	.	.	3	-	.	.	.	.	.	.	.	.	.
37	20144	Wildan Wahyu Nugroho	L	.	.	.	.	.	5	-	.	.	.	.	.	.	.	.	.

Nama Guru :

Appendix 21. List of Students' Attendance in Cycle 2

PRESENSI SISWA SIKLUS 2