THE EFFECTIVENESS OF TEACHING READING USING *SIMPLEMIND LITE APPLICATION* TO FACILITATE STUDENTS' READING COMPREHENSION FOR NON-ENGLISH DEPARTMENT STUDENTS
(AN EXPERIMENTAL RESEARCH AT TOSE PREPARATION 2 ACADEMIC YEAR 2019/2020).

THESIS

Submitted as a Partial Requirements for the Degree of Undergraduate
in English Language Education

By :
SINTA WAHYU WIJAYANTI
SRN. 163221035

ENGLISH LANGUAGE EDUCATION
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2020

ADVISOR SHEET

Subject : Thesis of Sinta Wahyu Wijayanti
SRN   : 163221035

<div align="right">

To:
The Dean of Cultures and Languages Faculty
IAIN Surakarta
In Surakarta

</div>

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

     Name   : Sinta Wahyu Wijayanti
     SRN   : 163221035
     Title   : The Effectiveness of Teaching Reading Using *Simplemind Lite* Application to facilitate Students' Reading Comprehension for Non-English Department Students (An Experimental Research at TOSE Preparation 2 Academic Year 2019/2020)
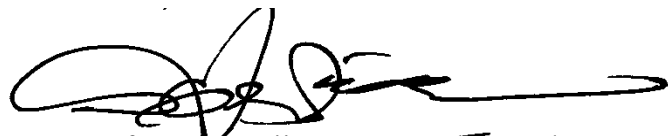
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Undergraduate Degree (Sarjana) in English Language Education.

Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

<div align="right">

Surakarta, 9th November 2020
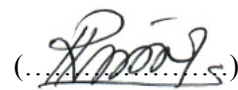
Advisor,

Prof. Dr. H. Sujito, S.H., S.Pd., M.Pd
NIP. 19720914 200212 1 001

</div>

RATIFICATION

This is to certify the *Undergraduate* thesis entitled The Effectiveness of Teaching Reading Using *Simplemind Lite* Application to Facilitate Students' Reading Comprehension For Non-English Department Students (An Experimental Research At Tose Preparation 2 Academic Year 2019/2020). by Sinta Wahyu Wijayanti has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate degree of English Language Education in Cutures and Languages Faculty.
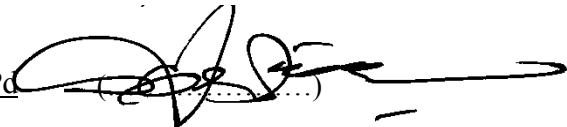
Chairman : Arina Rohmatika, S.Pd., M.Pd (............)
NIP.   198406132015032005

Secretary : Prof. Dr. H. Sujito, S.H., S.Pd., M.Pd (............)
NIP.   197209142002121001

Main Examiner : Irwan Rohardiyanto, S.S., M.Hum (............)
NIP.   198401172015031002
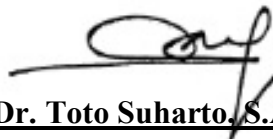
Surakarta, 9th November 2020

Approved by

The Dean of Cultures and Languages Faculty

Prof. Dr. Toto Suharto, S.Ag., M.Ag
NIP. 19710403199803 1 005

iii

DEDICATION

This thesis is dedicated to :
1. *My beloved Family*
2. *My beloved Parents*
3. *My friends*
4. *IAIN Surakarta.*

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

So which of the favors of your Lord would you deny?

PRONOUNCEMENT

Name   : Sinta Wahyu Wijayanti
SRN   : 163221035
Study Program   : English Language Education
Faculty   : Culture and Languages Faculty

I hereby sincerely state that the thesis titled **The Effectiveness of Teaching Reading Using Simplemind Lite Application to Facilitate Students' Reading Comprehension For Non-English Department Students (An Experimental Research At TOSE Preparation 2 Academic Year 2019/2020)** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 9th November 2020
Stated by,

Sinta Wahyu Wijayanti
SRN 163221035

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **The Effectiveness of Teaching Reading Using Simplemind Lite Application to Facilitate Students' Reading Comprehension For Non-English Department Students (An Experimental Research At TOSE Preparation 2 Academic Year 2019/2020).** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.
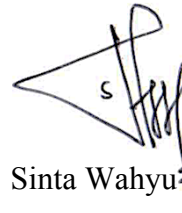
The researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing the thesis. This goes to:

1. Prof. Dr. Mudofir, S.Ag, M.Pd, Rector of the State Islamic Institute of Surakarta.

2. Prof. Dr. Toto Suharto, S.Ag., M.Ag, Dean of Cultures and Languages Faculty of the State Islamic Institute of Surakarta.

3. Budiasih, S.Pd., M.Hum, Head of English Language Education Department of the State Islamic Institute of Surakarta.

4. Prof. Dr. H. Sujito, S.H., M.Pd, advisor, who has given guidance, advice and correction to the researcher during the process of arranging this thesis.

5. All of lecturers at English Language Education Department of the State Islamic Institute of Surakarta who delivered precious, valuable and meaningful lecture, knowledge and education during the process of study in the University.

6. The researcher"s beloved family for all the prayers, supports, and motivation to finish this thesis.

7. Everyone who has helped the researcher conducts the research and writes the thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 9ᵗʰ November 2020
The Researcher

Sinta Wahyu Wijayanti

TABLE OF CONTENT

CHAPTER II : THEORETICAL REVIEW

CHAPTER III : RESEARCH METHODOLOGY

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

CHAPTER V : CONCLUSION, IMPLICATION, AND SUGGESTION

BIBLIOGRAPHY

APPENDICES

ABSTRACT

Sinta Wahyu Wijayanti. 2020. The Effectiveness of Teaching Reading Using *Simplemind Lite* Application to facilitate Students' Reading Comprehension for Non-English Department Students (An Experimental Research at TOSE Preparation 2 Academic Year 2019/2020). Thesis. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

Advisor : Prof. Dr. H. Sujito, S.H., S.Pd., M.Pd
Keywords : *SimpleMind Lite,* Reading, TOSE

Digital technology appears potential to enhance reading instruction. Technology is valued as a supplemental tool in comprehending texts for students. Teachers or Tutors have to involve technology in their instruction. Using exciting material and technique to be brought to class are ways to conduct the course to be more interesting. This research starts from an idea to apply *SimpleMind Lite Application* in teaching Reading for Non-English Department Students IAIN Surakarta. This research is aimed to know whether there are differences in Reading Comprehension of Test of Standard English (TOSE) Preparation 2 for Non-English Department Students who are taught by using *SimpleMind Lite Application* and those are taught by using module media. Researcher used purposive sampling to take the samples. There are two groups as samples in this study, experimental class and control class. Each group consisted of 30 student. The data was taken by test as instrument and analyzed by Paired Sample t-test to compare the difference between two meanings of two pairs of samples assuming normal distributed data. The Paired-Samples T-Test shows whether paired samples undergo meaningful changes. Paired Sample t-test results are determined by their significance value. This value then determines the decisions taken in the study. The result is the mean score of students in experimental group taught by using using *SimpleMind Lite Application* was 77.20. In control group, the mean score of students taught by using module was 56.80. The result of t-test computation, t value was 9.568 while t table was 2.045 with degree of freedom 29 in level of significance 0.05; therefore t value was higher than t table. It means, the alternative hypothesis was accepted. It can be concluded that Using *SimpleMind Lite Application* was effective to facilitate Students' Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020.

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching and learning English include teaching four skills. They are listening, speaking, reading, and writing. Students need to master those skills to learn English effectively. Reading is one of four skills to comprehend in details. Word by word and sentence by sentence, reading is a constant process of guessing, and what to one brings to the text is often more critical that what finds in it (Hastowadi, 2015).

Meanwhile, Mikulecky (2004, p.240) states that the teaching of English in Indonesia is focused on reading skill. In other words, reading is one meaningful way to improve students general language skills in the English Language. The students can develop their reading comprehension ability because reading is a skill to create much as learning to think and to write effectively. Comprehension is an essential thing in the reading activity. Richard et al. (1985: 54) state that comprehension is the process by which a person understands the meaning of written or spoken language. Based on the explanation above, the researcher chooses the reading comprehension as the object of research.

Merisuo & Storm (2006) states that reading comprehension is a complex process: the reader constructs meaning by interacting with text by

using his or her previous knowledge and experience and the information that can be found in the text. According to Judy Corzier, teaching reading comprehension have seven levels. There are literal, inferential, evaluative, appreciative, essential, critical, and lexical.

Reading is the skill needed by students to have the highest achievement in school. Lukhele (2003) found out that there was a relationship between reading ability and academic performance. As explained by Marshall (2015) explains that students' academic progress depends on understanding, analyzing, and applying the information that they gain through reading—reading also completing their study at school. Graduated students will not be able to able to compete in a professional career without having the ability to understand what they read (Butler, Urrutia, Buenger, & Hunt, 2010; Chou, 2011).

Yilmaz (2012) explored reading attributions that will perceive success or failure in comprehending text in the perspective of both teachers and students. The most chosen options were good strategies. The fact that students need strategies is understandable. It is because reading is a complex process involving many aspects, such as vocabulary, background knowledge, mechanics, (Chou, 2011; Pathan&Al-Dersi, 2013; Gilakjani & Ahmadi, 2011).

Meanwhile, the majority of students revealed that lacking interest in reading was attribution for not doing well in comprehending text. Reading is

seen as a tedious activity. (Yilmaz, 2012). Since students are not interested in reading, the engagement between students as readers and text does not occur. The absence of reading engagement is also the factor of comprehension failure. Guthrie (2001) claims that engagement contributes to students' reading achievement. It is confirmed by Wigfield, Guthrie, Perencevich, Taboada, Klauda, Mcrae, and Barbosa (2008) who found out that reading engagement and reading comprehension were related. Following the previous description, Coertze (2011) explains reading strategy is paramount in cultivating engagement in reading the text and performing related tasks that achievement. Reading strategies, therefore, have to be applied to help students being active. In short, an approach that boosts reading engagement has to be part of reading intervention in the classroom.

A technology-based strategy is the use of certain technology as a tool to support language development (Dalton & Grisham, 2011; Commonwealth of Australia, 2014; Davis & Sweeney, 2015). In other words, technology is presented in the classroom as part of the strategy. The example of a technology-based strategy is employing computer and internet connection.

Various technological devices surround students who are a digital native. The most popular tool is a Smartphone that is used for one to sixteen hours or more every day (Suratno, Murniati, & Aydawati, 2014; Bona, 2014). Students spend extensive time with technological devices, so that make the use of Smartphone appears beneficial. The Smartphone can help in boosting

their engagement can be increased (Commonwealth of Australia, 2014; Coertze, 2011). Therefore, the concern is what application used as the implementation of technology-based strategy in teaching reading.

Simple Mind is free-downloaded application capturing the feature of mind mapping. The idea of using SimpleMind is that mind mapping is known as a graphic organizer reading strategy which aims to acquire understanding comprehensively (Zaini, Mokhtar, & Nawawi, 2010; Meier, 2007). As a mind mapping application, the use of SimpleMind has never been explored before.

According to the Decree of the Rector IAIN Surakarta Number 90/ 2018, TOSE is a test of Standard English that used to provide standardization of English language skills for students of IAIN Surakarta. TOSE refers to TOEFL test from the strategy and the questions used. The problem is adjusted to students' abilities, and the purpose of TOSE test is to make students master two languages, that are English language and Arabic language. TOSE is a standardized test because it has a special pattern like TOEFL, the question model is the same weight, but for TOSE weight of the question is lowered but not too easy, so it doesn't change the standard test. TOSE representation from TOEFL, both goals are academics purposes, for example, the certificate can be used to continue study or sort course or what training you want to require a language proficiency certificate then you might attach the certificate. TOSE certificates can be used if there are requirements that must include a foreign language mastery certificate to get an added value.

The TOSE Preparation 2 course aims at helping students achieve TOSE Score. According to the Decree of the rector number 90 of 2018, assign the standard criteria for TOSE test for NON-ENGLISH DEPARTMENT STUDENTS is minimum 375 (a passing grade). That Score is one of the prerequisites of graduating from IAIN Surakarta (Pusat Pengembangan Bahasa website, 2019). The TOSE Preparation course runs for one semester. The TOSE test influences teachers what to teach and how to teach it. Even the counterpart of the TOEFL (in this case TOSE) that is the IELTS (International English Language Testing System) does the same thing. Both TOEFL and IELTS strongly influenced the teachers' attitude (Erfani, 2014). They also influenced the teaching-learning activities in both classes (Erfani, 2012).

Based on the observation that was done in pre-research (on Januari-Februari 2020), the researcher found that some tutors taught reading comprehension for TOSE Preparation 2 still applied classical techniques which is referred from the module. For example, the technique of Answering the Question. The students do not fully understand the text. Majority of the Non- English Department students do not understand a common theme or idea and the topic sentence(s). They just tried to eliminate definitely wrong answers and sometimes choose the best response from the remaining choices.

In this case, the tutor limits the students to activate their cognitive skills in reading. A cognitive strategy serves to support the student as he or she develops internal procedures that enable him/her to perform tasks that are

complex (Rosenshine, 1997). Reading comprehension is an area where cognitive strategies are essential. A self-questioning strategy can help students understand what they read. The purpose of activating schema is to have the students recreate an experience so new information can be associated with what is already known. Since non-English department students come from different backgrounds with different experiences, the past becomes the glasses in which learners view the world and what they are learning.

Digital technology appears potential to enhance reading instruction. It is in line with Valmont and Wepner (2000) who also state that technological advances have moved students from instruction followers to knowledge explorers. Technology is valued as a supplemental tool in comprehending texts for students across grade levels (Stearns, 2012; Valmont & Wepner, 2000). To sum up, teachers have to involve technology in their instruction.

There is a challenge on the foreign language teachers to provide exposure to language and to provide opportunities for learning through classroom activities. In class, teachers have a significant rule to bring out the fun class to the students. So, teachers should try to get students to read and develop their skills that are aimed to improve their ability to read. They should be a good facilitator in creating and building an effective reading class. One way to conduct the course to be more interesting is by using fresh and exciting material and technique to be brought to class.

Based on those reasons above, the researcher proposes an alternative Using *Simplemind Lite Application* to Facilitate Students' Reading Comprehension for Non-English Department Students. The researcher carried out in two classes of TOSE Preparation 2; one class is the experimental group. The other class is control group, to see the significant difference between the students are taught reading comprehension on TOSE Reading Text by using *Simplemind Lite Application* and the students are taught by using another model, it is joint learning. The experimental research is entitled "THE EFFECTIVENESS OF TEACHING READING USING SIMPLE MIND LITE APPLICATION TO FACILITATE STUDENTS' READING COMPREHENSION FOR NON-ENGLISH DEPARTMENT STUDENTS (AN EXPERIMENTAL RESEARCH AT TOSE PREPARATION 2 ACADEMIC YEAR 2019/2020).

B. Identification of the Problem

Based on the background of the study above, the identified problems are formulated as follows :

1. Non-English Department Students were difficult to concentrate in English Academic Reading text because reading requires them to focus all of their attention on the task at details.

2. Non-English Department Students get difficulties in comprehending English reading text and always become a passive learner in learning an English text.

3. Non-English Department Students sometimes have less motivation and interest in English Reading text because they must retain multiple pieces of information with the content.

4. Since non-English department students come from different backgrounds with different experiences, the past becomes the glasses in which learners view the world and what they are learning

5. Non-English department students never use Technological advances in Reading Academic-Text in which moving students from instruction followers to knowledge explorers

C. Limitation of the Problem

In this quantitative experimental research, the researcher focused on the academic reading text for TOSE Preparation because it is the kind of text in the level of University Students. The researcher applied Simple Mind Application to teach the students' reading comprehension skill. Simple mind App was put as an experimental variable, and module media was set as a control variable in teaching reading comprehension on Academic Text. So, this study is limited to observe study experimental about using Simple Mind App in teaching reading of Second Semester in Academic Year 2019/2020.

D. Research Problem

Is there any differences in Reading Comprehension of TOSE Preparation 2 for Non-English Department Students who are taught by using SimpleMind Lite Application and those are taught by using module media?

E. The Objective of the Study

To know whether there are differences in Reading Comprehension of TOSE Preparation 2 for Non-English Department Students who are taught by using SimpleMind Lite Application and those are taught by using module media.

F. The Benefit of the Study

The result of the study can give the following benefit :

The result of the study can give the following benefit :

1. Theoretical Benefit

   The result of this study is expected for the readers to give the additional concept in reading comprehension and to solve some problems when they teach. This study also will make a new way to create fun learning in English, so the students will be motivated to read and pay attention to the material.

2. Practical Benefit

   a. For the teachers

      The teacher can use the material more accessible and have a new media to teach reading by using SimpleMind Lite Application. Besides, The teacher can apply this media to be an exciting media in other students easy to understand in reading text for TOSE Preparation.

b. For the students

The students will be easy to understand how to comprehend a text, especially five aspects of TOSE reading comprehension. It will improve the student's ability in reading. The students also will be more interesting to read an English text.

c. For the researcher

The researcher can use the result of this study to be a reference. The researcher also can search the same variable and can be revised to completing this method or curriculum of reading in an English environment.

G. Definition of Key Terms

1. Reading Comprehension

   Reading comprehension is the ability to understand the information in a text and interpret it appropriately. (Grabe and Stoller, 2002: 17) Reading is an active process in knowing the written text to get the information by comprehending the content of the text. The activities of comprehending reading text can be a difficult thing for the students. Unless, the student's vocabularies are low, sometimes the students have difficulties in knowing the content of the reading text. The student needs concentration to achieve reading comprehension.

2. Simple Mind Application (App)

   SimpleMind is a mind- mapping application developed by Simpleapps.eu. The application available in Android is available in two

versions, SimpleMind free (Lite) and SimpleMind full. SimpleMind free has basic mind-mapping features, and it is chosen because students do not need to afford the application. Students can download and install it on their Smartphone.

3. TOSE (Test of Standard English) Reading Text

TOSE Reading Text uses the model of the TOEFL Reading Test. There are several aspects and skills to comprehend the reading text of the TOEFL test. According to Phillips (2003), there are five aspects of TOEFL reading comprehension that consist of 13 skills. First, questions about the ideas of the passage. Second, directly answered questions. Third, indirectly responded to questions. The fourth is vocabulary questions which consist of four skills; these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. The last is reviewing questions.

CHAPTER II

THEORITICAL REVIEW

A. Review on Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). Furthermore, reading is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read.

Reading comprehension defines as the ability to understand the information which has been read. Reading holds the important rule because reading is one activity which cannot be released in our life to search for information or knowledge from textbooks, articles, or magazines written in English. Reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader.

Graham (2007: 8) states that reading comprehension involves much more than readers responses to the text. Reading comprehension is a multi-component, highly complex process that involves many

interactions between readers and what they bring to the text as well as variables related to the text itself.

Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain.

Reading comprehension also defines as comprehending the written text to get information from the text reading. Reading is the process and the result of reading is comprehension. The process of reading has a big influence on the result of reading comprehension.

The researcher concluded that reading comprehension is to understand or interpret writer or printed materials containing information the activity of mind to comprehend the writer's meaning.

2. **The Process of Reading Comprehension**

To get the maximal benefit from reading, the reader should understand the approaches in reading. Spratt et al (2005: 21) define reading as a process of responding to making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers prior knowledge will make readers memorize the new knowledge

longer. Therefore, a reading activity is an interaction between readers mind and the text.

Brown (2007: 358) stated that there are three types of reading process. In relation to comprehension, the process of reading involves bottom-up, top-down, and the interactive process. Johnson (2008: 280) notes in bottom-up processing. The starting point is the text itself. The readers first identify each letter in a text and then identify the words. Words are linked together to form sentences. After that, sentences are linked to form paragraph which all form paragraphs which will form a complete text. Students identify the components of a text from smaller components up to bigger ones.

On the contrary, top-down is the process used by the readers to understand a text through their background knowledge. They utilize their background knowledge to get the ideas in the text. Nunan (1993: 82) notes that top-down can be taught to young readers by using background knowledge, skimming, scanning, identifying the genre of the text, and discriminating between more and less important information.

Another process is the combination of bottom-up and top- down. It is usually called as interactive processing. Murcia and Elshtain (2002: 135) explain that the interactive view of the reading process requires integration and combination of top-down and bottom-up approaches. It combines the ability when reading the text itself and utilizes the background knowledge in mind the understand what a text is about.

In short, the reading process is a mental process in which readers' min engages in the text. In the way of making sense of the ideas, the readers' go through some processes. Those processes in reading are namely, bottom-up, top-down, and interactive process.

3. Teaching Reading Activity

According to Fauziati (2010: 40) said that three phases of teaching reading activities:

1) Pre-reading Activities

Pre-reading activities are used to prepare students for reading. The purposes of pre-reading activities are: (1) to asses students background knowledge of the topic and lingustic content of the text, (2) to give students the background knowledge necessary for comprehension of the text or activate the existing knowledge that student process, (3) to clarify any cultural information which may be necessary to comprehend the passage, (4) to make students awere of the topic of the text that they will be reading and the purpose of reading, and (5) to provide opportunities for group or collaborate work and for class discussion activities.

2) While-readingActivities

In while-reading, students check their comprehension as they read. The purposes for reading determines the appropriate type and level of comprehension. Activities in while-reading are followings:

a) The teacher shows how the text is structured to achieve its genre

b) Students read the text.This activity helps students to active their background knowledge and relate it to the new information, and confirm rheir understanding to text.

c) Students make summaries, predict and clarify the next

d) Students finf the main ideas of the text to distinguish the important and less important information

e) Teacher asks students to identify key words from less important words in the text

3) Post-reading activities

Post reading activities function as closing mark for reading class. Advisable activities for post reading are followings:

a) Answering questions to show comprehension of massage to multiple choices of true/false question

b) Students are given several possible summary-sentences and asked to say which of them fits to the text

c) Writing as a follow up to reading activities related to passage such as write a summary with several guided questions

d) Speaking as follow up to reading activities, for example: debate, interview, discussion, role-play, etc. Associated with the passage they have read.

Based on theory of Fauziati (2010: 40), there are three main activities in teaching reading that can help students in developing their

reading skill. They are pre-reading, while- reading, and post-reading activities.

4. The Strategies of Reading Comprehension

Brown (2004: 188-189) mentions some principles strategies for reading comprehension as follow:

1. Identify your purpose in the reading text

2. Apply spelling rules and conventions for bottom-up decoding

3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine the meaning

4. Guess at meaning (of words, idioms, etc) when you are not certain

5. Skim the text for the gist and for main ideas

6. Scan the text for specific information (names, dates, keywords)

7. Use silent reading technique for rapid processing

5. The Levels of Reading Comprehension

Smith (1969) in Reid (1981:457) divides comprehension into four levels of skills: literal, interpretative, critical and creative. These four levels correlate with the classes of cognitive (intellectual) behaviors identified Bloom (1966:55) and others, since comprehension skills are also thinking skills. "Knowledge" relates to the literal level of comprehension; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "syntheses to the creative level.

According to Heilman et.al (1981:246) identifies the following comprehension skill levels:

a. Literal Level

This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or questions for this level are as follows :

- What is ....

- How old ....

- When ....

The abilities which refer to the literal level are :

- Knowledge of word meanings.

- Recalling of ideas directly stated or paraphrased in own word

- Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.

- Recalling of main idea explicitly stated.

- Knowledge of sequence of information presented in the text.

b. Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part

to the whole, to make comparison, to draw conclusion and inference and to generalize.

Sample phrases or questions for this level are as follows:

- Why ....

- What evidence ....

- What you can conclude ......

The abilities which refers to the interpretive level are:

- Reasoning with the information presented to understand the writer's tone, purpose and attitude

- Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

c. Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; noting

evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness.

Sample phrases or questions for critical level are as follows:

- Judge ....

- What would be the result of .....

- How would you describe ....

The abilities which refers to the critical level are:

- Reacting to information in a text indicating its meaning to the reader.

- Analyzing and evaluating the quality of written information in terms of some standards.

d. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows:

- What would you do if ....

- Make up ....

- What does the text tell you about ....

The abilities that refer to the creative level are

- Knowledge of emotional response of literary techniques

- Knowledge of response of forms, style and structures.

In short, Literal level involves acquiring information that is directly stated. Interpretive level involves "reading between lines" of making inference. Critical level involves evaluating of written material. Creative level involves formulating and rethinking ideas. From the description above, it can be stated that each level requires different abilities or skills. Interpretive level requires higher skill than Literal and so forth.

B. Theories of Teaching Reading Comprehension

1. The Definition of Teaching Reading Comprehension

Teaching reading is an activity done by an English teacher in class. Teaching is showing or helping to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand (Brown, 2000:7).

Teaching is not an easy matter. Teaching activity can be done not only by teachers but also students. It belongs to the productive activity which retains students to write and speak. It is recommended that a teacher is able to make their students able to teach what they have learned to the other students, people around them or certain community. This activity covers sharing, presenting, running a seminar, and giving a workshop and training. Then they add it is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Good teaching enables students to learn, to read, and to learn to read.

From the definition, it can be concluded that teaching is about helping someone to learn how to do something. It can be done by giving the learners instructions on how to do that or by guiding them in doing the thing that they expected to learn. Someone who teaches can be called as a teacher, while the one who is taught can be called as a learner.

There are some issues that should be highlighted to be a good teacher, such as teacher should make his or her lesson interesting, a teacher must love her/his job, a teacher should make his or her lesson

interesting, a teacher must love her/his job, a teacher should have her/his own personality, a teacher should have lots of knowledge and a teacher is an entertainer in a positive sense not in a negative sense (Hammer, 1998:1-2).

2. Element of Teaching Reading Comprehension

Teaching Reading has 3 elements. The teaching elements are roles of learners, roles of teachers and materials.

a. Roles of learners

According to Edge (2001: 9) states that all learners are the same. They have everything whose is possessed somebody else, among others emotional, intelligence, a place to live and everything else that goes with being a human being including the ability to speak at least one language.

These characters are typical of good language learners, although no learners would have them all.

1) They have a positive attitude about the language they want to learn and about speakers of the language

2) They have a strong personal motivation to learn the language

3) They are confident that they will be successful learners

4) They are prepared to risk making mistakes and they learn from the mistakes that they make

5) They like to learn about the language

6) They organize their own practice of the language

7) They find ways to say things that they do not know how to express correctly

8) They get into situations where the language is being used and they use the language as often as they can

9) They think about their strategies for learning and remembering and they consciously try out new strategies

b. Roles of Teacher

According to Edge (2001: 9) states that teacher is a main actor in success or not to transfer of knowledge in teaching learning to the students. They must have a wide knowledge, good idea, etc. The teacher is the most powerful in the classroom. There are many ways for the teacher to use that power, these are as follows:

1) Organization

The learners have the purpose in their activity in the classroom, which they are learning in the classroom to get knowledge. The learners feel confidences in their teaching- learning process.

2) Security

The learners must give one condition which safe and comfortable to the student. So, the condition in the classroom will be conducive without students feel afraid or noisy in their learning.

3) Motivation

Learners will be successful if they are given motivation when they learn. The teachers should give motivation to their students if they faced difficulties or problem in their assignment.

a) Instruction

Learners need to be told about new things and told how to do new things

b) Modeling

Learners need to be told about new things and shown how to do new things

c) Guidance

Learners need a helping hand to discover new things and to practice new skills

d) Information

Learners need sources of extra information about what they are learning, which they can call on as required

e) Feedback

Learners need to know how close they are getting to their targets

f) Encouragement

Learners need to feel that the language is developing inside them, even if what they are producing at the moments seems unlike Standard English

g) Evaluation

Learners need to know the result of their study, so, motivate instruction, model, guidance, information, give feedback, encourage, and evaluate.

c. Materials

1) Curriculum

The curriculum is a set of students' educational experiences obtained at school. Keep in mind that education in the broadest sense can be a god. The first problem is determined by the preferred curriculum, namely in terms of determining goals that really are fun, encouraging and provide convenience in the analysts that students do in learning. Richards (2001: 2) adds curriculum focuses on determining what knowledge, skills, and values students learn in school, what experiences should be provided to bring about intended

2) learning outcomes, and how teaching-learning in schools or educational systems can be planned, measured, and evaluated.

3) Syllabus

According to Richards (2001: 2) syllabus is a specific of the content of a course of instructions and lists what will be taught and tested by the teacher. Generally, a syllabus should include some elements they are:

a) The purpose of the subject study that should be taught

b) The target of the subject study

c) The skill that is needed to dominate well

d) The formation of topics that are taught

e) The activities and the source of the study to support the success of teaching

f) Some evaluation techniques that are used

4) Lesson Plan

The main elements in the lesson plan, according to Harmer (2001)

1. Who are the students for this activity? The description or characteristics of the class and study groups who will learn to use the lesson plan.

2. What will it achieve? A description of the learning objectives to be achieved.

3. How long will it take? It is a statement about the time limit allocted for

conducting the learning process

4. What might go wrong? Problems that might arise and anticipate them

5. What will be needed? Media needed for learning

6. How does it work? A series of activities that will be carried out to achieve the goal

3. **Problem in Teaching Reading Comprehension**

The factors in teaching which are most often responsible

for people to comprehend reading materials according to Kennedy (1981: 141) included:

a. Classroom management

There are some teachers who are not good enough in managing classin teaching learning process, especially in teaching reading. It is caused by some factors. They are from the condition of class, time, students by some factors. when the class has many students, it means that the class is not an effective class to teach. Then, the teacher will find difficluties related to manage the class.

b. Lack of pupil interest

It is difficult to any but the most thorough disciplined

readers to concentrate on materials they dislike or that is unrelated to their personal interest. Without thoroughly attention to content comprehension of such materials will be negligible. Lack of interest causes the mind to wander, eliminates any desire to excel, encourage a dislike for the task and reduces consciousness effort.

c. Knowledge

Knowledge is an essential to comprehension without an appreciation of the meaning of words, they can be no comprehension. Moving beyond the meaning of individual word, domain knowledge is also considered crucial for comprehension. Apperciation of the domain that is being reffered to in a text allows the reader to move from a word of propositional level represntationof the text to one which integrates this knowledge with a broader body of background

knowledge, thus allowing the reader to build a potentially inference-rich mental models of the situation or event.

d. Vocabulary difficulties

An excessive vocabulary burden forces the readers to rely

on a dictionary or to bypass many important words.

In summary, factor in teaching reading comprehension above, in these research students' problems on reading comprehension are less of vocabulary, difficult material. And lack of pupil interest that influence on teaching-learning process in the classroom.

e. The Solving Problem of Teaching Reading

The teacher should be a good faciliator as Brown (1994: 7) states that teaching is guiding and facilitating learning, enable the learner to learn, setting the codition for learning it means that teaching is a process of guiding the students to learn and develop their knowledge. Furthermore, teaching is a guideline for the teacher to help the strudnets in comprehending the text easily. It means that teacher must create a good atmosphere.

C. **Review on *Simple Mind Lite Application***

Education Development Centre (2000) asserts that digital technology appears potential to enhance reading instruction. It is in line with Valmont and Wepner (2000) who also state that technological advances have moved students from instruction followers to knowledge explorers. Technology is valued as supplemental tool in comprehending texts for students across grade

levels (Stearns, 2012; Valmont & Wepner, 2000). To sum up, teachers have to involve technology in their instruction.

The wide spread technology assisting comprehension is graphic or map organizer. In this case, software is used as primary to for learning in order to get students engaged with text in focusing on various concepts or ideas from text and relationship among those ideas (Education Development Centre, 2000; Stearns, 2012). Moreover, the development of Smartphone makes it possible to find map organizer freely. The effect of digital version of mind mapping on reading has been examined in some studies. Introducing the term e-map, Ellozy and Mostafa (2010) exposed electronic version of mind mapping to Egyptian students. They found out that students admitted that understood the complex texts that they read since were able to identify main idea, distinguish important or less important information, and make connections among information. Furthermore, five reading comprehension sub-skills, namely main idea, detail, inference, cause and effect, and sequence, enhanced significantly (Ningtyas, 2013).

Mind-mapping is one of strategy used to reading comprehension (Cadieux, 2011). Furthermore, Malekzadeh and Bayat (2015) explain that mind mapping can help students to organize complex information into simple and meaningful representation to get global comprehension. It is in line mind mapping help to show visual framework of ideas in the text and connect the association among them. The association can be detail information, cause and effect, and sequence. In addition to capturing ideas, mind mapping is also tool

for recalling information got from the text. Mind mapping, therefore, is said as recall strategy in which information is retrieved when needed (Reed, 2005; Santiago, 2011).

SimpleMind is a mind- mapping application developed by Simpleapps.eu. the application available in android is available in two versions, SimpleMind free and SimpleMind full. SimpleMind free has basic mind-mapping features, and it is chosen because students do not need to afford the application. Students can download and install it in their Smartphone.

The concern of teacher before assigning students to use SimpleMind application is training. Students have to be introduced to the toolbar icons as the features of SimpleMind. There are four toolbar icons that have to be known by students, they are (+), (*),

Central theme on the middle of screen is used to place the main idea of the text. Supporting ideas will be branched off from parental node by tapping child-node well (+). Child- node can be dragged to a location in the empty background area. Adding new supporting ideas to selected -node well (*). Similar to child-node well, sibling- modified by dragging it.

As three functions, cut, copy, and paste. Cut is used to remove the selected topic and its children to the clipboard. To multiply topic and its children assigns copy function, and paste is used to insert topics that are previously cut or copied to the clipboard. Toolbar icon (T)is assigned to edit topic as a floating note.

The next step after introducing is training. Students need training on how to use SimpleMind. In this step, teacher can assign students to create a mind mapping by simply typing everything that they know about certain topic that is chosen by themselves.

Based on the theory of Mind-mapping by the experts above and the manual instructions of using Simple Mind app on https://simplemind.eu/support/#!/editing/basic-terms/, the researcher then create the procedure of using Simple Mind Lite App for Teaching reading. Once students get accustomed in using SimpleMind, teacher can start the intervention. The procedures of teaching reading with SimpleMind are explained as follows:

1) Teacher distributes a reading text to students.

2) Teacher asks students to read the passage individually.

3) Students work in pairs to highlight important points from the text.

4) Students are asked to reread the text.

5) Students decide main idea and write it on the central theme.

6) Students decide supporting ideas and related details from the text.

7) Students create a branch off parent node by tapping (+) to show supporting ideas or details from the main idea.

8) Teacher and students discuss the relation among main idea, supporting ideas and related details and also meaning among them.

mind mapping is not written on paper anymore. Some studies revealed that the use of non-conventional mind mapping can help students to increase

their comprehension Comparing to computer software, the use of mind mapping application from smart phone is more preferable. It is due to expensive time that students spend with their Smartphone. The non-affordable mind mapping application is SimpleMind. Students can create a mind mapping in SimpleMind by knowing four main toolbars. The important thing of using technology product in classroom is acquaintance. Students need familiarized with the features and how to use it.
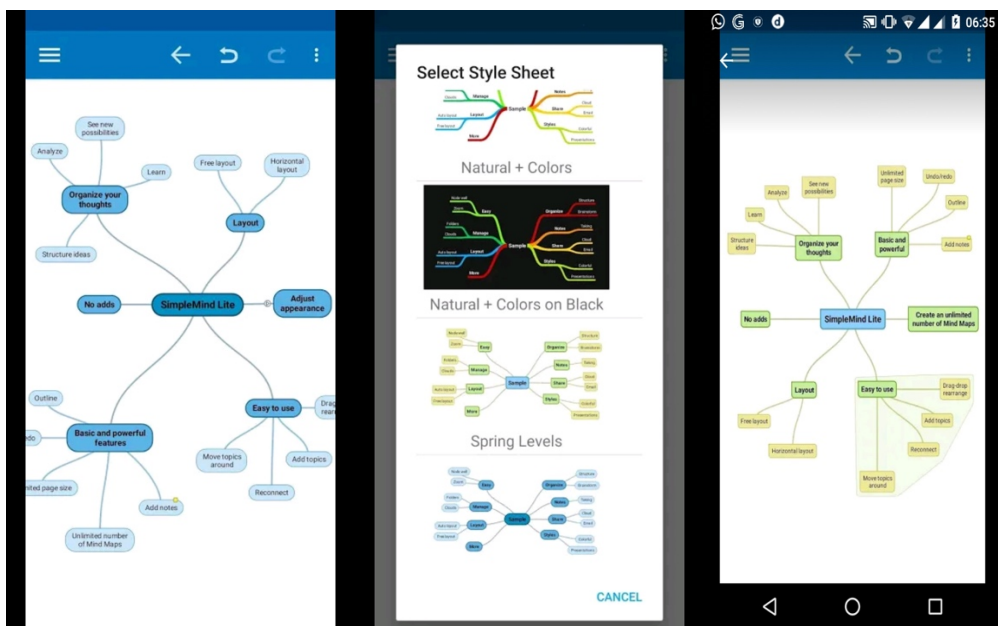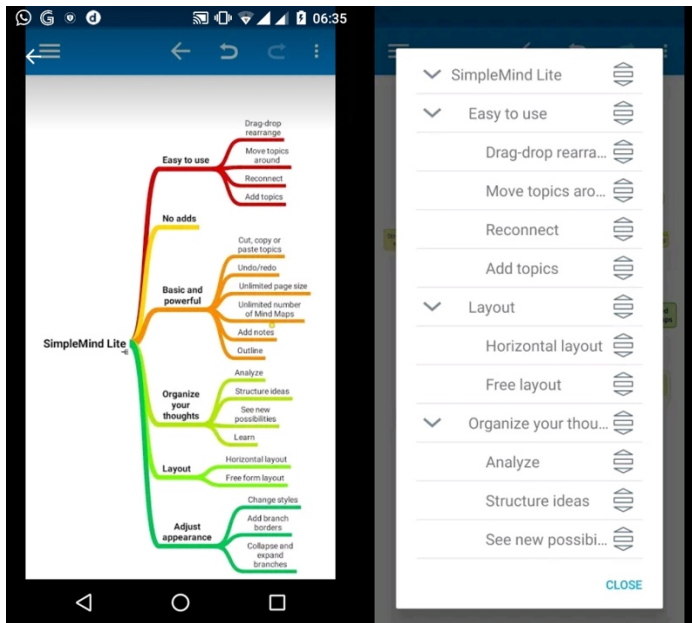
D. Review on TOSE Preparation 2 Reading Text

The Decree of the Rector IAIN Surakarta Number 90/ 2018 states that TOSE is a Test of Standard English used to measure and provide standardization of English language skills for students of IAIN Surakarta. TOSE refers to TOEFL test from the strategy and the questions used. The problem is adjusted to students' abilities, and the purpose of TOSE test is to make students master two languages, that are English language and Arabic language. TOSE is a standardized test because it has a special pattern like TOEFL, the question model is the same weight, but for TOSE weight of the question is lowered but not too easy, so it doesn't change the standard test. TOSE representation from TOEFL, both goals are academics purposes, for example, the certificate can be used to continue study or sort course or what training you want to require a language proficiency certificate then you might

attach the certificate. TOSE certificates can be used if there are requirements that must include a foreign language mastery certificate to get an added value.

TOEFL is highly recognized language testing in English which is internationally recognized and respected (Warfield, Laribee & Geyer, 2013). TOEFL is used to evaluate the English proficiency of foreign language learners (ETS, 2006, p. 3). With TOEFL test, one could know the English proficiency of students whose English is not their native language. Nowadays, TOEFL is used in many occasions, for instance, those applying for scholarships to continue their study in the English spoken countries. Furthermore, this test is also needed by those who want to apply for a job both in home country and overseas. Even, this test is obliged by universities in Indonesia as a requirement to complete their study and obtain their bachelor certificate (Samad, 2016).

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.

a. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. It is usually in the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more

difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used or refers.

c. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to get the point of the text to find the conclusion of the statements in the text. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text In understanding and answering detail question, the students can use scanning strategy. Scanning means glancing rapidly through the text either to search for a specific piece of information (name, date, place) or to get an initial impression of whether the text is suitable for given purpose.

There are a number of aspects and skills to comprehend the reading text of TOEFL test. According to Phillips (2003), there are five aspects of TOEFL reading comprehension that consist 13 skills. First, questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and recognizing the organization of ideas. Secondly, directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun referents. Thirdly, indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course.

E. Previous Study

The researcher takes two thesis and two journal articles related to this research. In order to conduct this research, the researcher investigates some previous studies. They are journals and theses which are in line with the effectiveness of using several techniques related to mind mapping toward students' reading comprehension in this research.

The first previous study is a journal conducted by Fitrisya Anggraeyni. She did the research using story mapping in teaching narrative text to find out the elements of the story and to improve students' reading comprehension. The researcher applied classroom action research as the research method with the eight grade students of SMPN 3 Manis Mata as the participants of the research. The finding of the research showed that story mapping strategy was appropriate for teaching reading comprehension. After the treatment using story mapping students were able to classify the narrative text elements. Hence, structure organization in story mapping technique was effective in helping students to understand the narrative text.

The second study is from Dewi Nurpitriyani (State Islamic University Syarif Hidayatullah Jakarta, 2015). She conducted study entitled "The Effectiveness of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text at Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015". The method used in this study was a quantitative method and the design used was a quasiexperimental design. In deciding sample she used a sampling technique,

namely was purposive sampling technique. In this study, two classes were chosen as experimental class and control class, in which each class consisting of 43 students. To collect the data in this study she used test which conducted twice as pre-test and post-test. To analyze the data she used data analysis technique called as t-test. From the data analysis, it can be concluded that story mapping technique was effective and had significant effect toward students' reading comprehension of narrative text at the tenth grade students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/2015.

The third study is thesis from Rizka Amalia (2017). She did the study which the objective is to find out the effectiveness of using story mapping technique on students' reading comprehension of narrative text. This study used quantitative method with quasi-experimental as the design. It means that there are an experimental class and a control class which were given pretest and posttest. The sample of this research was 70 the eighth grade students of SMPN 127 Jakarta. The technique used in data collection was test, which was 25 items of multiple choice reading tests to measure the understanding of students on narrative text. The data were analyzed by using t-test formula. Therefore, based on the result of data statistical calculation, it can be inferred that the value of to was higher than tt. In short, the null hypothesis (Ho) stated that "there is no significant difference between the students' comprehension of narrative text by using story mapping technique and without using story mapping technique at eighth grade of SMPN 127 Jakarta", is rejected.

The previous studies before are used as reference for the reseacher in this research. From the three studies, the researchers will apply technology on mapping technique, that is *SimpleMind Lite Application* teaching reading comprehension. This research is quantitative research which uses cluster purposive sampling technique. The researcher also determines the different subject research that is First Year Non-English Department students. In this study takes two classes as experimental group and control group. The control group will be taught reading comprehension by using textbook/ module, whereas the experimental group will be taught reading comprehension using *SimpleMind Lite Application.* This study will use pre-test and post-test to know the effectiveness of using *SimpleMind Lite Application* technique in teaching reading comprehension. The instrument of this study is reading test in multiple choices. So, the effectiveness of using *SimpleMind Lite Application* can be seen from the increasing of students' post-test scores.

F. **Rationale**

Reading comprehension is a complex process: the reader constructs meaning by interacting with text by using his or her previous knowledge and experience and the information that can be found in the text. The majority of students revealed that lacking interest in reading was attribution for not doing well in comprehending text. Reading is seen as a tedious activity (Yilmaz, 2012). Since students are not interested in reading, the engagement between students as readers and text does not occur. Reading strategies, therefore, have to be applied to help students being active. In short, an approach that

boosts reading engagement has to be part of reading intervention in the classroom. TOEFL reading comprehension that consist 13 skills. First, questions about the ideas of the passage. This aspect consists of two skills: answering main idea questions correctly and recognizing the organization of ideas. Secondly, directly answered questions. This aspect consists of three skills: answering stated detail questions correctly, finding unstated details, and finding pronoun referents. Thirdly, indirectly answered questions. This aspect consists of two skills, these are responding to implied and transition questions. The fourth is vocabulary questions which consists of four skills, these are finding out meanings from structural clues, finding word parts, giving meaning for difficult and simple words by using context. Lastly, reviewing questions. This aspect consists of the ability to search for specific information, the tone, purpose, or course.

From the explanation above, the researcher concludes that applying *SimpleMind Lite Application* is effective to teach TOSE reading for non-english department students. That is because mind mapping can help students to organize complex information into simple and meaningful representation to get global comprehension. It is in line mind mapping help to show visual framework of ideas in the text and connect the association among them. Mind mapping is not written on paper anymore. Some studies revealed that the use of non-conventional mind mapping can help students to increase their comprehension Comparing to computer software, the use of mind mapping application from smart phone is more preferable.

G. Hypothesis

Based on the theory above the researcher can formulates the hypothesis of a study. The hypothesis are as follows:

1. Alternative Hypothesis (Ha) = Using SimpleMind Lite Application is effective to facilitate Students' Reading Comprehension for Non-English Department Students.

2. Null Hypothesis (Ho) = Using SimpleMind Lite Application is not effective to facilitate Students' Reading Comprehension for Non-English Department Students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applied an experimental research with a quantitative approach. This research was a quantitative research to measure the cause effect relationship by giving treatment on each group. Arikunto (2005: 502) stated that experimental research is research that is intended to prove the existence of casual relationship between the independent variable (X) and dependent variable (Y). Sugiyono (2006: 109-114) stated that there are three basic designs in experimental such as, pre-experimental, quasi experimental, and true experiental. Based on the explanations above, it could be conclude that experimental research is a research that has independent and dependent variable, and the basic designs are pre-experimental, quasi experimental, and true experimental. The type of experimental research that is applied in this study is quasi-experimental design. A quasi-experiment is a design, which is widely used in educational setting, in which there is no random assignment of subjects because randomly assigning subjects or students to the groups would disrupt classroom learning. Quasi experimental designed focuses on treatment and outcome, hence the data was taken from. The first group was given a treatment called experimental group, the second group didn"t give a treatment

called controlled group (Sugiyono, 2006: 112). The treatment that was used in this research was *Simple Mind Lite App* technique.

On the other hand, the control group that didn"t give a treatment used. There were two variables in this research. The independent (X) variable was *Simple Mind Lite App* technique and the dependent variable (Y) was reading comprehension. This experiment used an intact group pre-test and post-test that involved a group of students belonged to the experimental group and the other belonged to the control group. The design of this research can be seen as follows:

Table 3.1. Design of Research

Experimental:	O_1	$X1$	O_2
Control :	O_3	$X2$	O_4

O1 : Pre-test for experimental group

O2 : Post-test for experimental group

O3 : Pre-test for control group

O4 : Post-test for control group

X: Treatment by using *Simple Mind Lite App* for experimental class and treatment without using *Simple Mind Lite App* for control class.

B. Setting of the Research

1. Place

The research was conducted in TOSE Preparation-2 Class in the academic year of 2019/2020 in the second semester. The Class was held in P2B Building, Jalan Pandawa Pucangan Kartasura Sukoharjo. The researcher completed pre-observation in the classroom. Due to Pandemic Covid-19 the research then was continued in the virtual classroom using Telegram as the platform has been prepared by the course instructor to continue learning process.

2. Time

The experimental research was conducted in five meetings at the TOSE E64 and TOSE E79 as the experimental and control group. The research was conducted in February 2020 to September 2020, the timetable of the research as follows:

Table. 3.2 Research Timeline

Activity	January 2020		February 2020		March 2020		April 2020		May – July 2020		August-october 2020	
Consulting the Topic	▓											
Proposal			▓	▓								

Consultation		▓	▓										
Proposal Seminar				▓	▓								
Giving Treatment and collecting data						▓	▓	▓					
Accomplishing research report									▓	▓			
Thesis Examination and Revision											▓	▓	

C. Subject of the Research

1. Population

Population is a group of individuals who have the same characteristic (Creswell, 2012: 142). In this research, researcher chooses 2 classes of TOSE Preparation 2. In practice, quantitative researchers sample from lists and people available. A target population (or the sampling frame) is a group of individuals (or a group of organization) with some common defining characteristic that the researcher can identify and study (Creswell, 2012: 142). The population of this research is all Non-English Department students taking TOSE classes. The total of the population is 2200 students.

2. Sampling

Arikunto (2006) states sampling is a technique used in taking sample. In this case, sampling technique was used to take sample is purposive sampling. Accordng to Arikunto (2010: 183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

According to Riyanto (2001:81) stated that the technique of research was orientation on choosing sample that population and the purpose was specific from research is knowing by researcher in the very beginning. With purpose sampling the researcher can choose the sample those that representative and get represent of population.

3. Sample

Sample is a number of individuals, item, or events selected from a population for a study. Preferably in such a way that they represent the larger group from which they were selected (Gay et al, 2006). While Ary et al (2010) defines that sample is a portion of population. The criteria of sample should fulfill some terms. The terms are respondents should answer all items, respondents should write the certain identity and respondent should state clearly the items. Sample is part of population. There are two samples in this study, experimental class and control class. Experimental class is taken from E64 class consist of 30 student. Control class is taken from E79 class consisted of 30 students.

D. The Research Instrument

The The researcher used instrument in order to get the better data. The instrument of the research is a tool or facility that is used by the researcher for collecting data in order to get better result or in other words, it can be occur complete and systematic. According to Sugiyono (2011), instrument is a tool that is used to measure the data. In addition, Sugiyono (2011) states that in the quantitative study, the quality of the instrument can be determined from the validity and reliability of the instrument, whereas the quality of gathering the data in line with the appropriate technique used. In quantitative research, instrument can be a test, interview, observation and questionnaire (Arikunto, 2012).

In this study, there were two instruments used in collecting the data; pre- test and post-test. First, pre-test was administered to identify the students' ability in both groups; experimental group and control group before giving the treatment. Second, post-test was administered to know the students ability after given treatment. Post-test was conducted in the end of the research and after 5 times treatments in experimental group. The post-test was also administered to the both groups

E. Technique of Analyzing Data

The strategy of data analysis used statistically analysis. After the researcher get the student scores of the experimental and control group. The score then was checked for post-test of both groups. The first step is the researcher calculate the mean score of experimental group. The scores from

the experimental and control class would be analyzed by using T-test. It was used T-test with the level of significance 0.05 (5%). There are three kinds of data that would be tested in experimental research. They are Data Description, Pre-requisite test and Hypothesis Test.

1. Data Description/ Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standard deviation of reading score. The formula of mean, median, mode and standard deviation is as follows: SPSS Instructions for Descriptive Statistics and Univariate Graphs
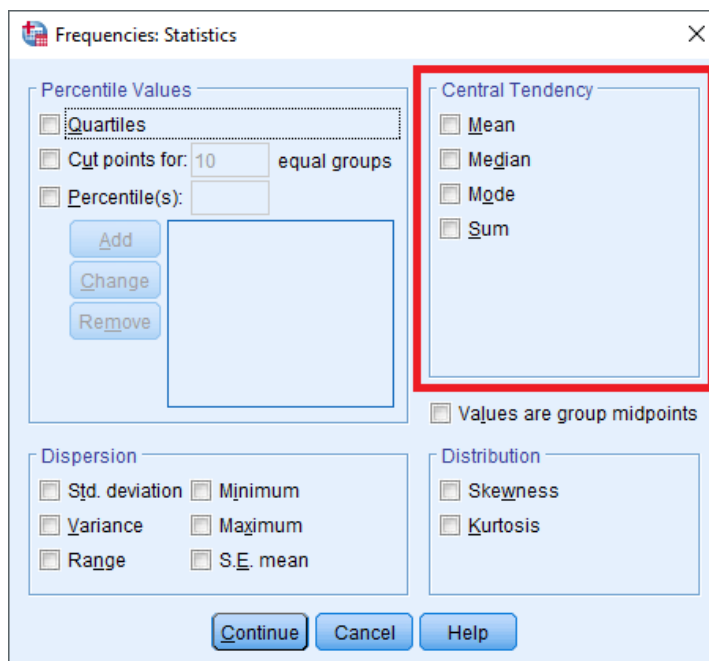
Create Variabel on Variable View

The case data uses a scale measurement measure and with a numeric variable type. So that a variable can be created, for example, named "statistics" with the label "Statistical Value".

o Open the SPSS Statistics application and navigate to Variable View

o Highlight a cell

o Click Edit ›Insert Variable

o Edit variables with the configuration
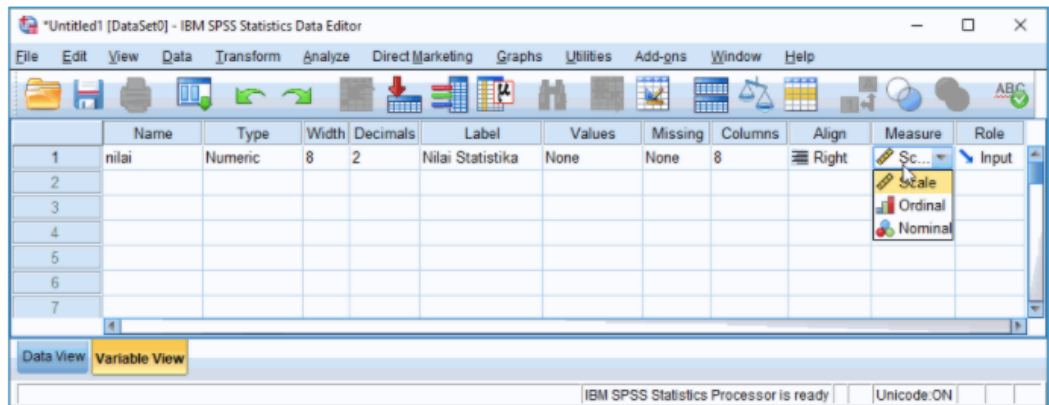
Input Case Data on Data View

Once the variable "value" has been created in the above steps. Then the statistical test scores of 10 students can be inserted. The case is in the first-row variable in the Variable View, then input on the first column in the Data View.

• Point the SPSS application to Data View, Input case data in the "value" column as the following illustration
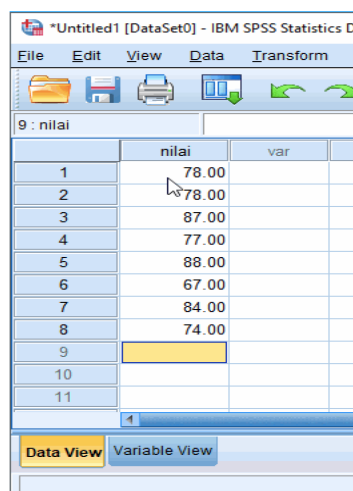
Central Tendency Analysis (Sum, Mean, Median, Mode)

The Followings are the steps for conducting a central tendency analysis.

click menu bar Analyze › Descriptive Statistics › Frequencies...
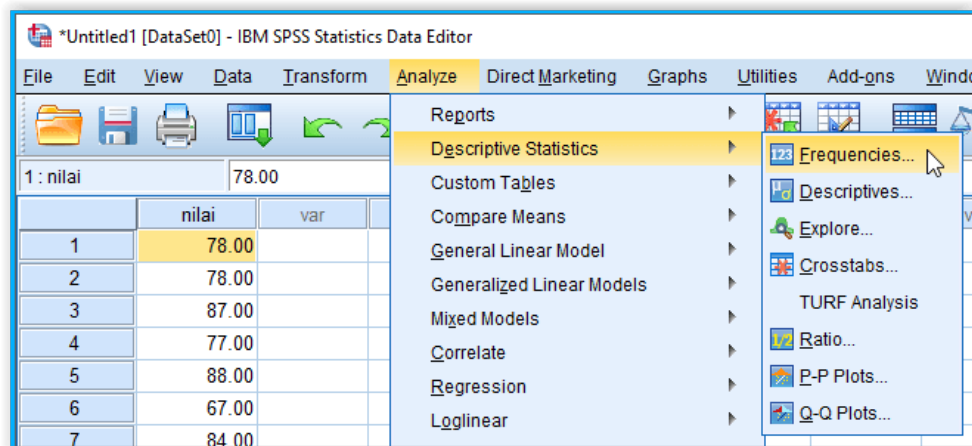
Select variable will be analyzed on Frequencies
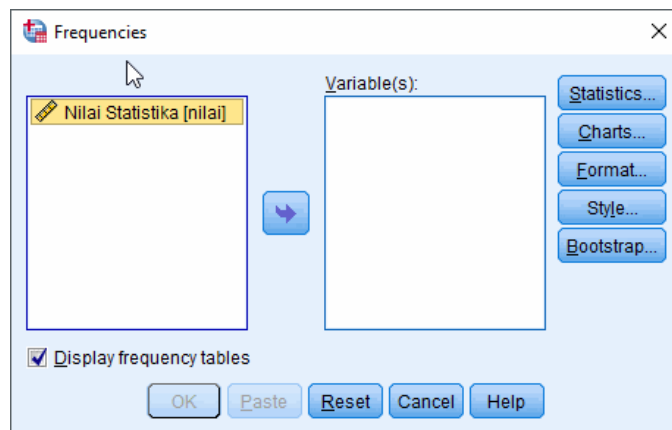
click Statistics button... **on Frequencies**
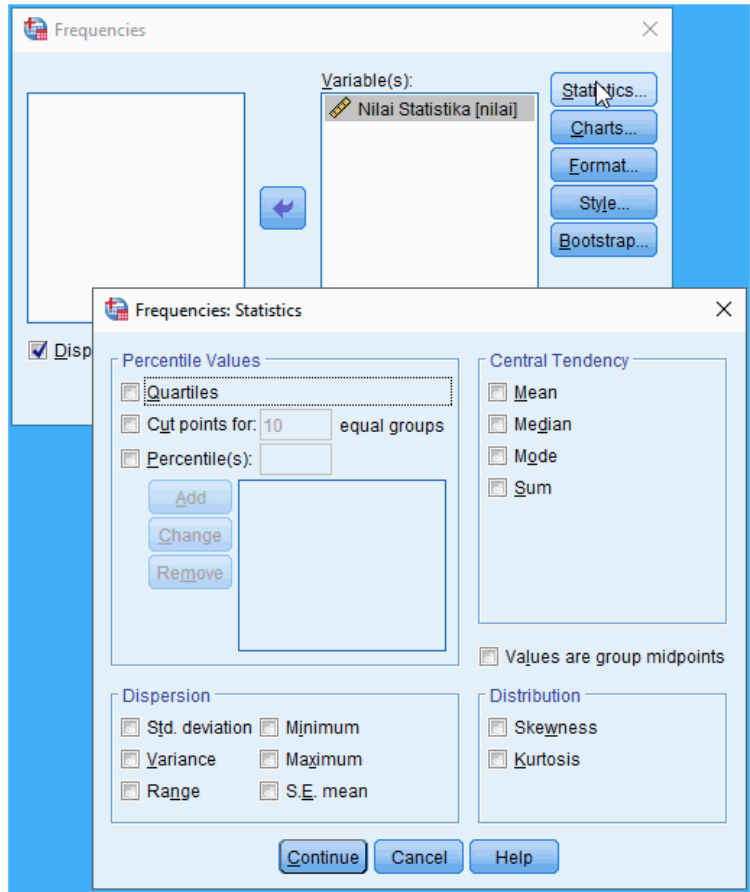
choose data center to be analyzed in the column **Central Tendency**
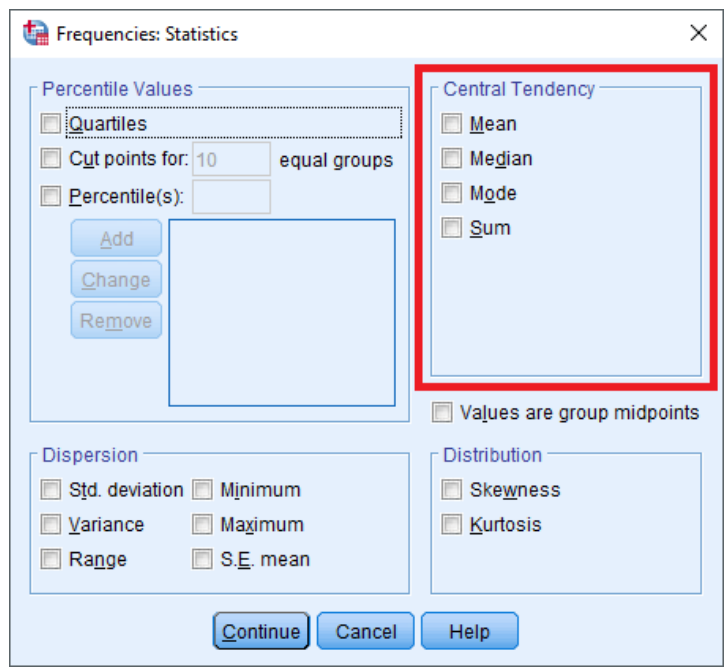
Then, click **Continue**.

click OK **in Frequencies window**
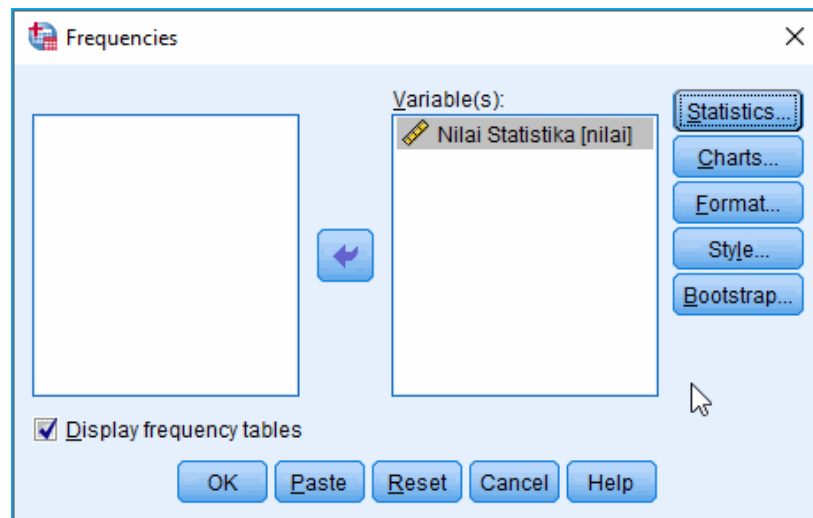
Finding MEAN and STD.DEVIATION

Click menu Analyze › Descriptive Statistics › Descriptives...
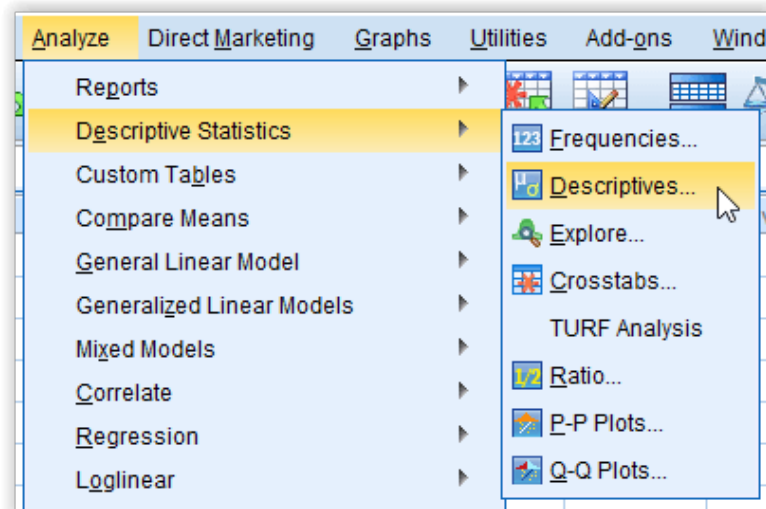
After the Descriptives window opens. Select the variable on the left side,

then move it to the right column as shown in the following illustration,
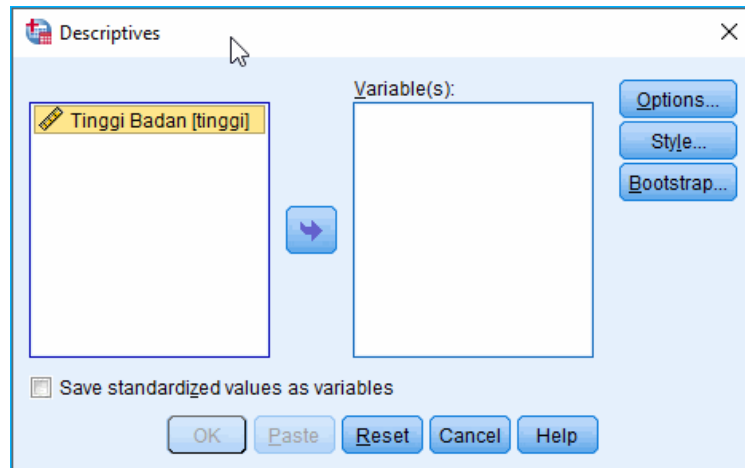
Click Options ... on the Descriptives window

Check the descriptive function for the mean and standard deviation as shown in the following illustration. We can also choose other options.
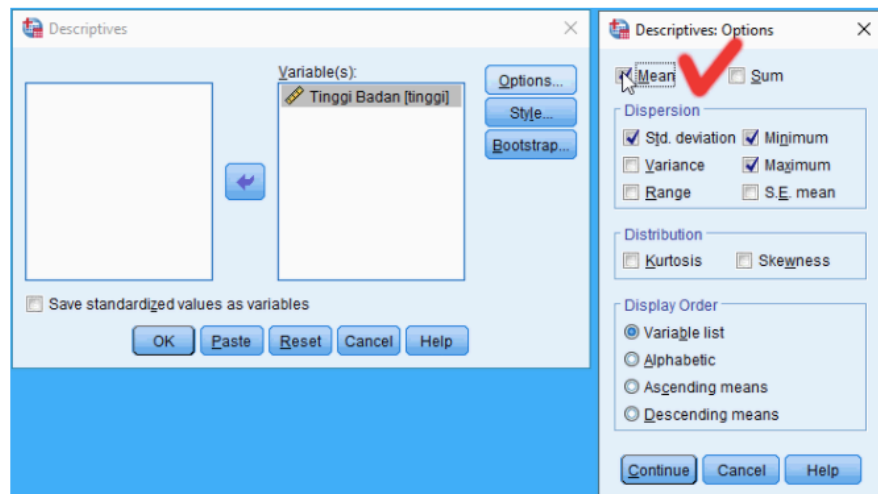
Then, **click OK**

2. Pre-requisite Test

a. Normality Test

The followings are steps to do normality test on SPSS

click Analyze > Descriptive Statistics > Explore...

.
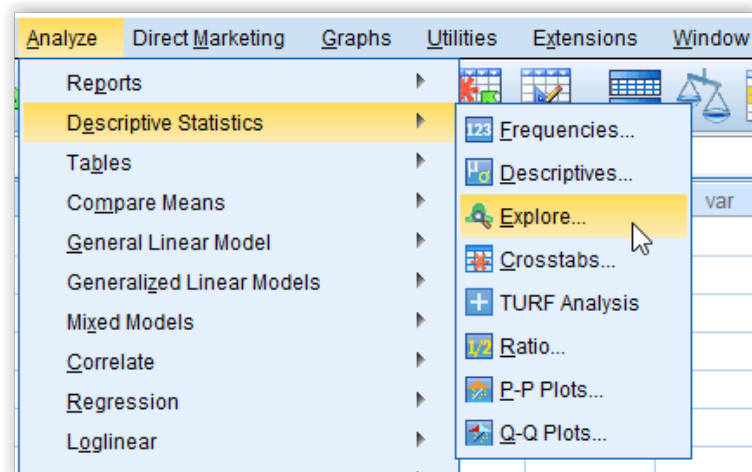
Input the variable for normality testing in the **Explore** window .

Input the tested variable into **Dependent List** column.

We can also insert variables into the Factor List to perform tests based on specific criteria, such as normality tests of data that are distinguished by gender (for example).
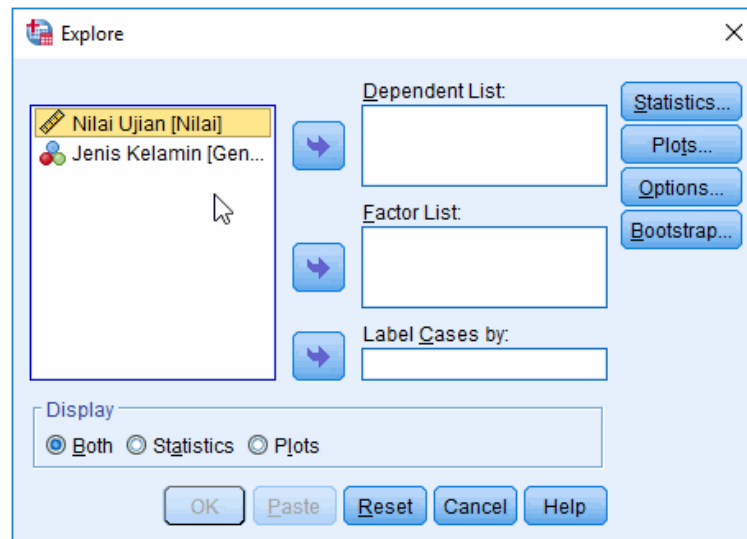
Note: We can input multiple variables at once in the **Dependent List** to test the normality of each variable, such as the normality test of 2 variables or 3 variables.

Click Plots.. in the Explore window **and check** Normality plot with tests
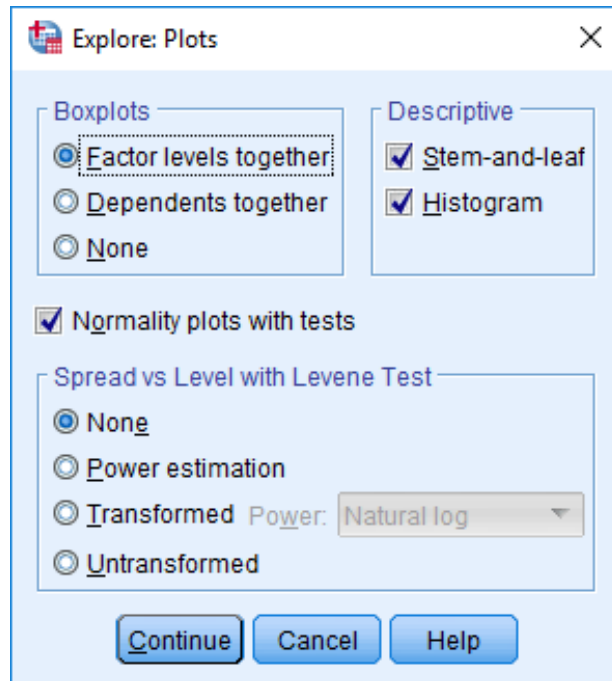
Boxplots: To create a Data Boxplot

Descriptive: To perform descriptive analysis and create steam-and-leaf

or histogram charts (check if needed)

Normality plots with tests: to perform normality testing.

Click Continue **and** then **click** OK

b. Homogeneity Test

SPSS homogeneity test steps:

Click **Compare Means** >> **One-Way ANOVA..**
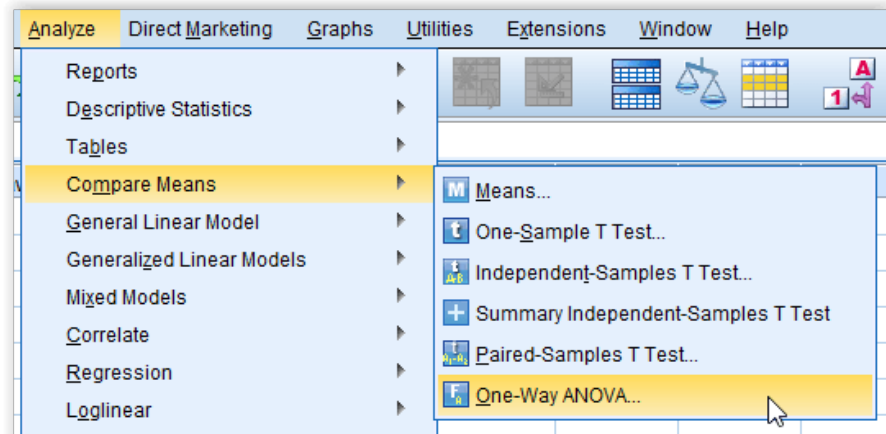
Input the variable tested in the **Dependent List** column:
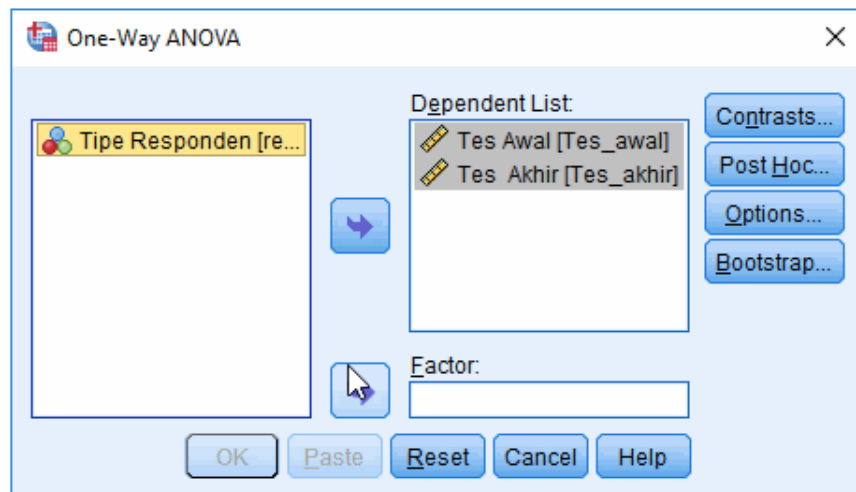
Dependent Test example: Tes_awal and Tes_akhir.

Input variables that **distinguish groups to Factor columns**.

The Factor field is populated with criteria variables that distinguish data groups, for example in distinguished instances with control groups and experimental groups.

In the Factor example: Respondent Type

Click Options... **then check** Homogeneity of variance test
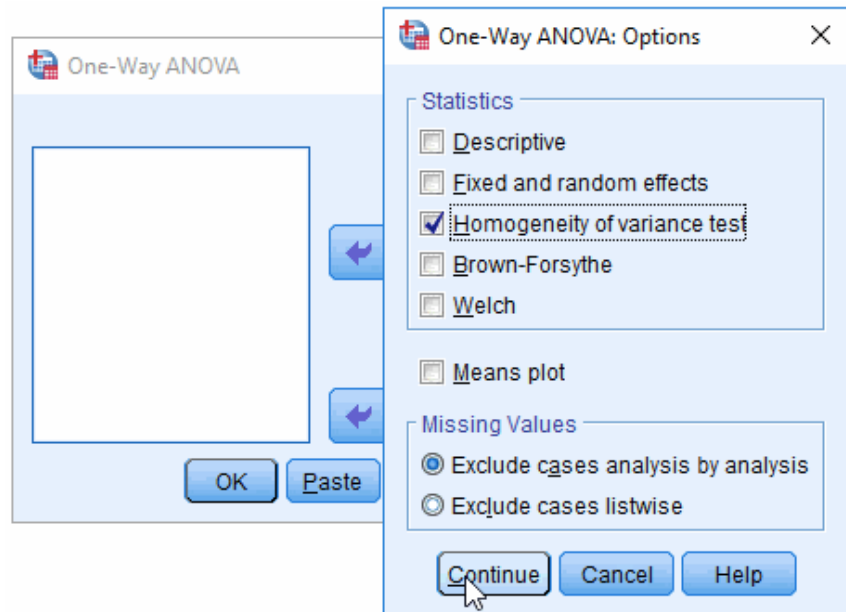
Click continue >> OK.

Analysis results are displayed in the output window

3. Hypothesis Testing

The Paired Sample T Test is a test used to compare the difference between two meanings of two pairs of samples assuming normal distributed data. Paired samples are from the same subject, each variable is taken during different situations and circumstances. This test is also called T-Test.

The Paired-Samples T-Test shows whether paired samples undergo meaningful changes. Paired-Samples T-Test test results are determined by their significance value. This value then determines the decisions taken in the study.

- The significance value (2-tailed) < 0.05 indicates a significant difference between the pre-test and the post-test. It shows there is an effect on the differences in treatment given to each variable.

- The significance value (2-tailed) >0.05 indicates there is no significant difference between the pre-test and the post-test. This suggests there is no effect on the differences in treatment given to each variable

The followings are the steps to perform the Paired-Samples T Test:

1. Click Analyze > Compare Means > Paired-Samples T Test
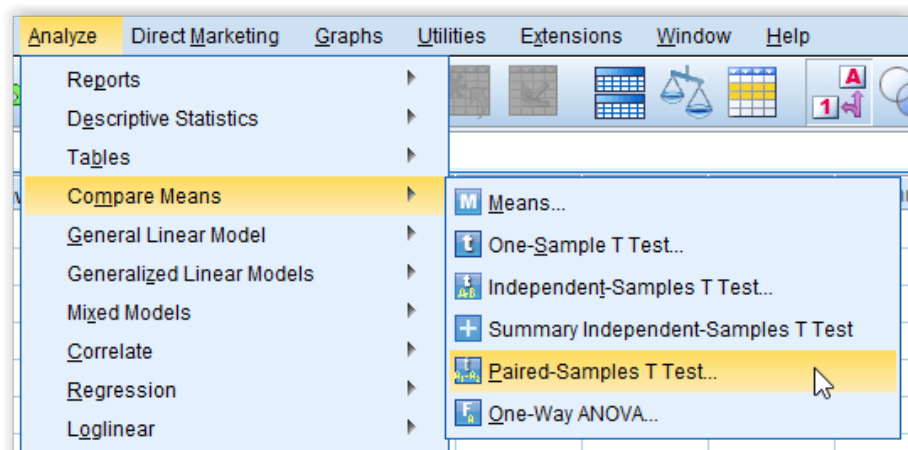
2. Insert variables from paired-sample

Once we've done the above steps, the Paired-Samples T-Test window opens. Insert variable from the paired sample in the Paired Variable box. In the Variable 1 field insert the variable in the first condition

(Example: Pre-Test) and Variable 2 insert the variable in the second condition (Example: Post-Test).
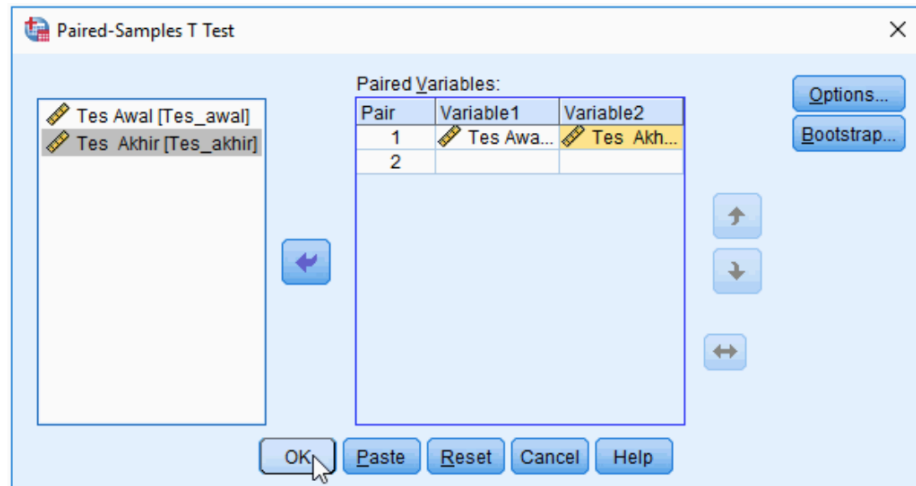
click OK, the analysis results are displayed in the output window.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The result findings comprise the data of Students' Reading Comprehension that was taught by using *Simplemind Lite Application* Technique in experimental class and Conventional technique using module in control class. The purpose of the research knows whether *Simplemind Lite Application* Technique is effective to teach Students' Reading for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020. This research was conducted at TOSE Preparation-2 Pusat Pengembangan Bahasa IAIN Surakarta using the model both offline and online meeting. The researcher conducted pre-observation offline in the form of meeting observation in classroom and pre-interview to the course instructor. After conducting pre-interview, the researcher then selected two classes as the sample. Class E64 acted as experimental group and class E79 acted as control group. Because class E64 selected as experimental group, the students then were taught by using *Simplemind Lite Application* Technique, that is the apllication that the researcher applied in this study. On the other hand, class E79 acted as the control group. The students were taught by using Conventional technique or based on the guidelines on the textbook.

The researcher conducted pre-test in both of the groups, gave 5 (five) treatments using *Simplemind Lite Application* by the scenario of engaging students and creating map as reflected to their cognitive competence. Due to Covid-19 pandemic, university issued the regulation that all learning process in campus should be conducted virtually (online classroom). This condition required the researcher using Telegram and schoology as the platform in delivering the materials as suggested by the instructor/tutor. Online meeting through Telegram was more dominant than schoology to encourage students' interaction in the virtual classroom. The experimental group was taught using *Simplemind Lite Application* Technique and the control group using Conventional technique. After five treatments had been done, the researcher gave post-test in both of the groups. In this research, the researcher applied a set of TOSE Reading Section has been prepared before. The data in this research were obtained from the Reading tests' scores. The data was taken from the pre-test and post-test score of experimental and control groups. The description of the data includes the mean, the median, the mode, the standard deviation, and frequency distribution followed by histogram and table. The data analyzed using SPSS.

The data description of both groups could be seen as follows:

1. Data on the Students Taught using *Simplemind Lite*

The researcher presents the table of the data of experimental class, below:

Table 4.1 The Data of Experimental Class.

No	Student's name	Score PRE-Test	Score POST -Test
1	Afifah Dwiyanti	72	92
2	Andina Mentari P	60	80
3	Arrum Roesmawati	52	72
4	Bella Aprillia	44	72
5	David Budianto	36	68
6	Defian Sulistyo Pribadi	60	64
7	Deviana Widinandi	64	96
8	Dika Nikmahtul K	36	64
9	Fadia Destiana	52	60
10	Farah Haibah	60	72
11	Fausan Dipta Nugroho	64	92
12	Felyana Agustin	68	68
13	Fransischa Wahyuningtyas	64	88
14	Ita Budiyanti	52	68
15	Jessica Tersiana Handayani	36	88
16	Lia Saputri	48	96
17	Meilina Zuana Ashari	48	72

18	Meta Cristiana Budianto	56	72
19	Nabila Nur Maharsiwi	60	80
20	Noor Rois	52	80
21	Reyka Aulina	52	76
22	Ririn Kristiana	72	88
23	Shafa Sarita	68	76
24	Sri Rahayu Handayani	56	72
25	Suci Dwi Rahmawati	64	60
26	Ulfi Mufidhah	64	76
27	Vera Putri Sagita	48	84
28	Winda Lestari	44	76
29	Yesiana Febrianita	48	80
30	Yoga Sahputra Ulung	56	84
	MEAN	55.20	77.20
	Std Dev	10.152	10.138

Histogram

Mean = 55.2
Std. Dev. = 10.152
N = 30

PreTest

Histogram

Mean = 77.2
Std. Dev. = 10.138
N = 30

PostTest
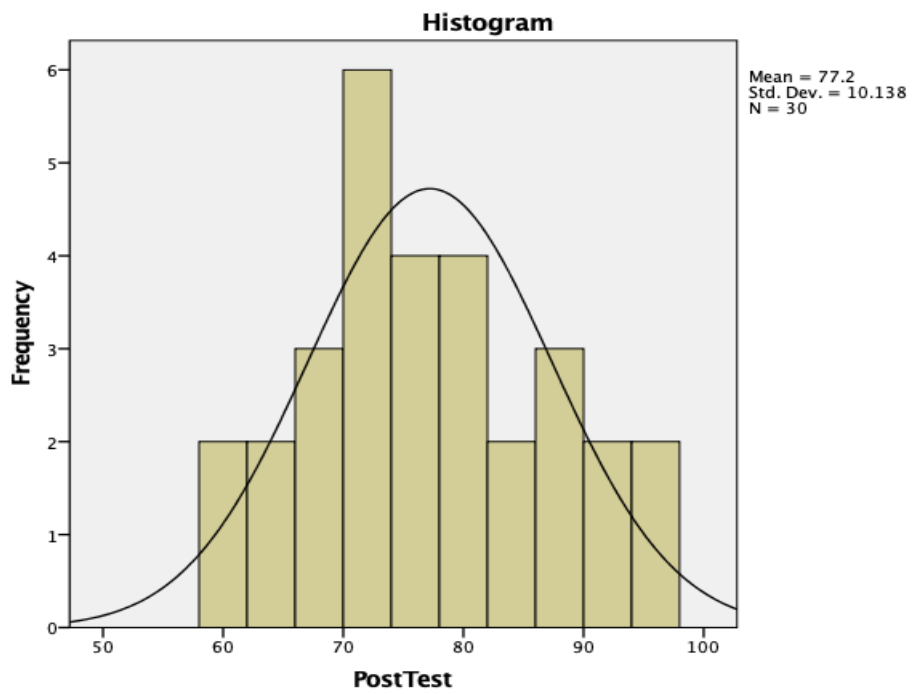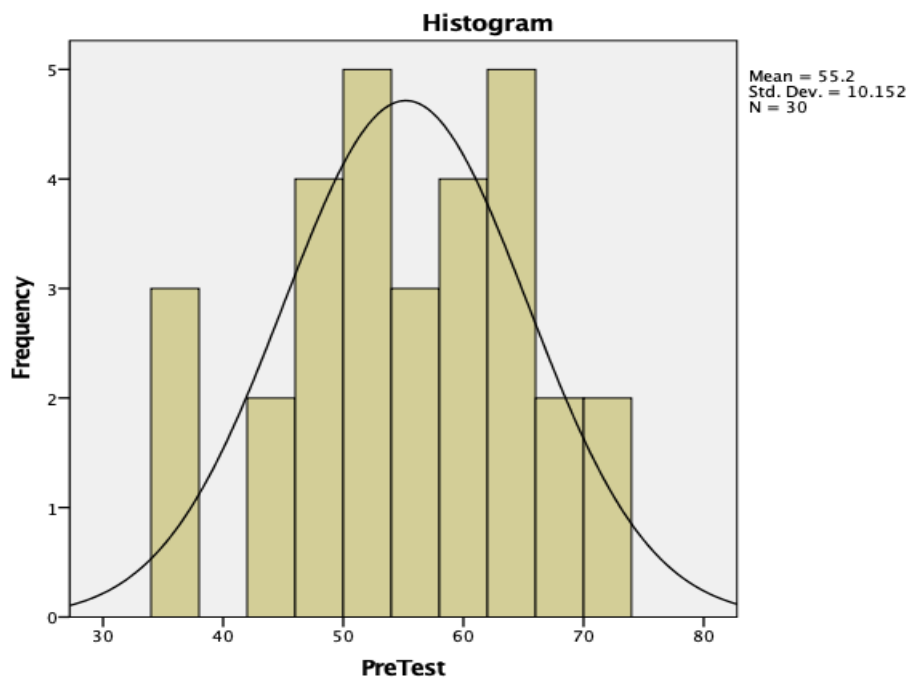
Table 4.2. Pre-test Data of Experimental Class

Criteria	category	interval	frequency	Percentage
< (x – SD)	Low	< 45,048	5	16,7%
< (x – SD) to < (x + SD)	Moderate	45,048 to 65,352	23	76,7%
> (x +SD)	High	> 65,352	2	6,6%
TOTAL			30	100%

Based on the data Table. Pre-test Data of Experimental Class, Experimental class consists of 30 students. The low category interval pre-test score is < 45,048, the moderate category interval score is 45,048 to 65,352, and the high category interval score is > 65,352 and the standard deviation is 10.152

Figure 4.3. Diagram Data Pre-test Scores of Experimental Class
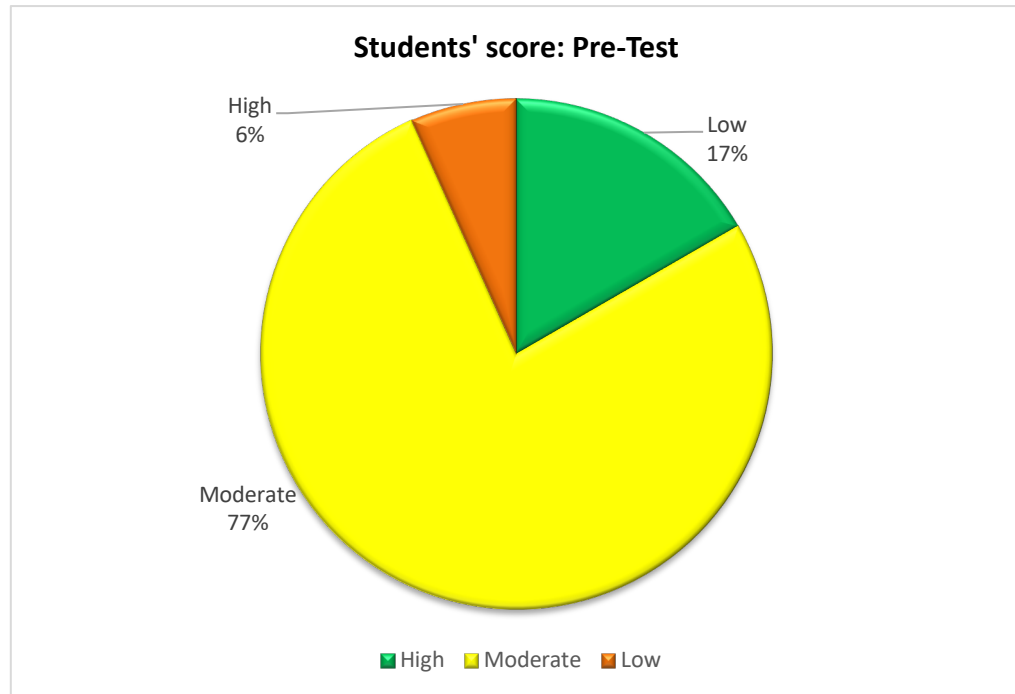
Figure 4.3 showed that diagram frequency distribution pre-test scores experimental class shows the number of students categorized into low level and obtained scores less than 45,048 is 5 students or 17%. The number of students categorized into medium level/moderate and obtained interval scores between 45,048 to 65,352 is 23 students or 77%. The number of students categorized into high level and obtained scores more than 65,352 is 2 students or 6%.

Table 4.4. Post-test Data of Experimental Class

Criteria	category	interval	frequency	Percentage
< (x – SD)	Low	< 67,062	4	13,3%
< (x – SD) to < (x + SD)	Moderate	67,062 to 87,338	19	63,3%
> (x +SD)	High	> 87,338	7	23,4%
TOTAL			30	100%

Based on the data Table. Post-test Data of Experimental Class, that was taught by using Simple Mind Lite App. Experimental class consists of 30 students. The low category interval pre-test score is < 67,062, the moderate category interval score is < 67,062 to > 87,338, and the high category interval score is > 87,338 and the standard deviation is 10.138

Figure 4.5. Diagram Data Post-Test Scores of Experimental Class
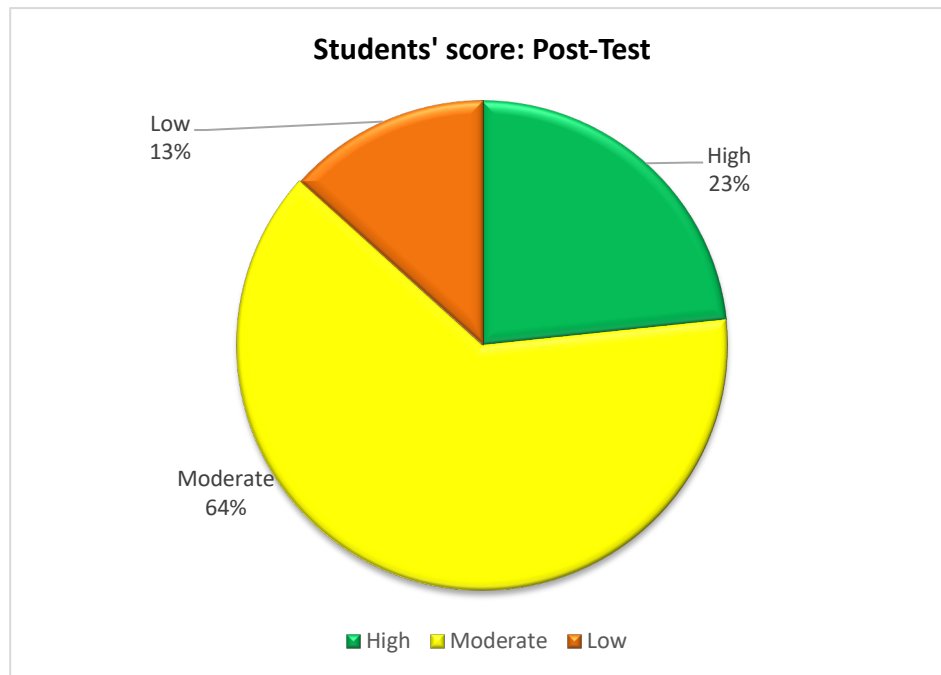
Figure 4.5 showed that diagram frequency distribution pre-test scores experimental class shows the number of students categorized into low level and obtained scores less than 67,062 is 4 students or 13 %. The number of students categorized into medium level/moderate and obtained interval scores between 67,062 to 87,338 is 19 students or 64%. The number of students categorized into high level and obtained scores more than 87,338 is 7 students or 23%.

2. Data on the Students Taught using module

The researcher presents the table of the data of control class, below:

Table 4.6 The Data of Control Class.

No	Student's name	Score PRE-Test	Score POST -Test
1	Annisa Berlian S	48	64
2	Aprilia Dwiayu W	32	44
3	Atika Rany	64	64
4	Diana Wulandari	56	56
5	Dwi Putri Juwariah	72	56
6	Erika Leny Nurlina	60	64
7	Febriana Pangesti	48	56
8	Hildan Maulana	44	40
9	Indah Nurhayati	32	40
10	Indiyah Fitriyani	40	44
11	Intan Nur Asyifa	44	52
12	Intan Riska A.P	48	48
13	Irsyad F	56	48
14	Kiranda Okti Eka Putri	72	68
15	Layla Safitri	48	56

16	Muhammad Rizal Santosa	32	44
17	Niken Handayani	64	72
18	Niken Putri Wijayanti	64	68
19	Nurul Khofifah	52	60
20	Rahma Nur Cahyani	64	72
21	Rezqi Yadiashah Junaidi	76	80
22	Rini Kustanti	32	40
23	Rini Sri Rejeki	40	36
24	Ruliya Firdaus	60	72
25	Sabrina Risang Utami	68	64
26	Sarah Isnaini Labifah	48	56
27	Suchehi Nur D	56	60
28	Syifa Amalia Agustina	64	64
29	Tia Fatimah A	52	56
30	Wenda Ventika Ariani	56	60
	MEAN	53.07	56.80
	Std Dev	12.602	11.333

Histogram

Mean = 53.07
Std. Dev. = 12.602
N = 30

Histogram

Mean = 56.8
Std. Dev. = 11.333
N = 30
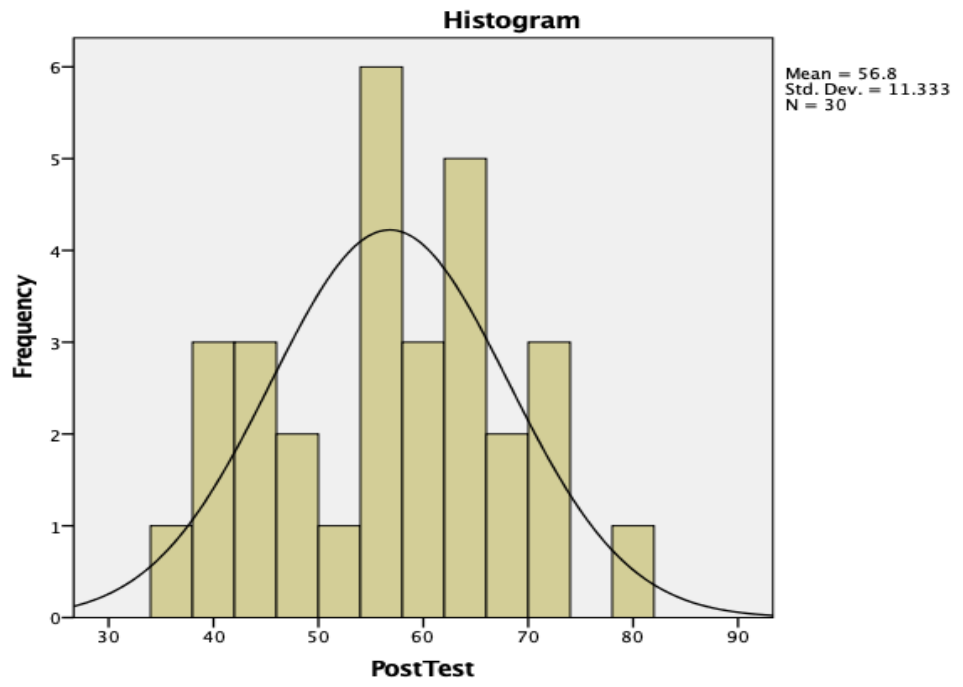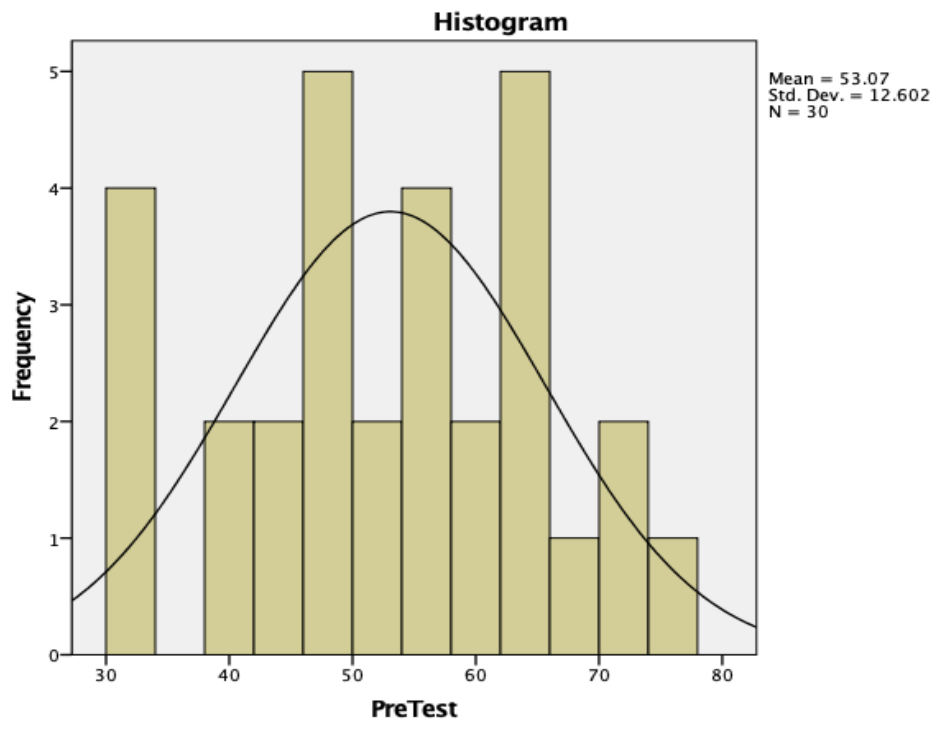
Table. 4.7. Pre-test Data of Control Class

Criteria	category	interval	frequency	Percentage
$< (x - SD)$	Low	$< 40,468$	4	12%
$< (x - SD)$ to $< (x + SD)$	Moderate	40,468 to 65,672	22	76%
$> (x + SD)$	High	$> 65,672$	4	12%
TOTAL			30	100%

Based on the data Table. 4.7 Pre-test Data of of Control Class, Control Class consists of 30 students. The low category interval pre-test score is < 40,468, the moderate category interval score is < 40,468 to > 65,672, and the high category interval score is > 65,672 and the standard deviation is 12.602

Figure. 4.8. Diagram Data Pre-test Scores of Control Class
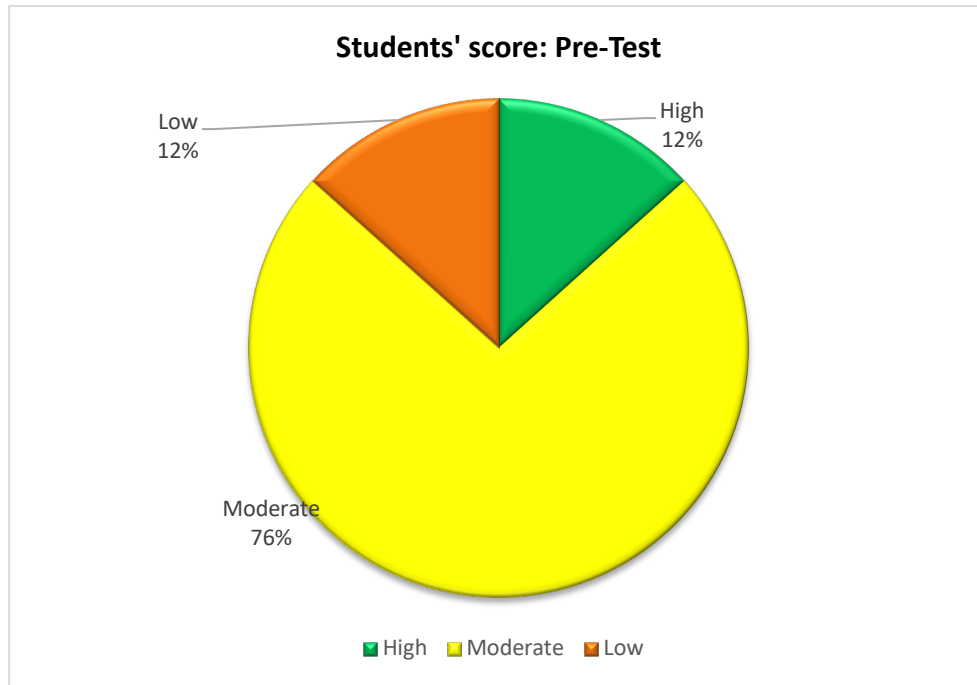
Figure 4.9. showed that diagram frequency distribution pre-test scores experimental class shows the number of students categorized into low level and obtained scores less than 40,468 is 4 students or 12%. The number of students categorized into medium level/moderate and obtained interval scores between 40,468 to 65,672 is 23 students or 76%. The number of students categorized into high level and obtained scores more than 65,672 is 4 students or 4%.

Table 4.9. Post-test Data of Control Class

Criteria	category	interval	frequency	Percentage
< (x – SD)	Low	< 45,467	7	21%
< (x – SD) to < (x + SD)	Moderate	45,467 to 68,133	17	61%
> (x +SD)	High	> 68,133	6	18%
TOTAL			30	100%

Based on the data Table. Post-test Data of control Class, that was taught by using conventional technique/ module. Control class consists of 30 students. The low category interval pre-test score is < 45,467, the moderate category interval score is < 45,467 to > 68,133, and the high category interval score is > 68,133 and the standard deviation is 11,333

Figure. 4.10 Diagram Data Post-Test Scores of Control Class

Students' score: Pre-Test

- Low 21%
- High 18%
- Moderate 61%

Legend: High | Moderate | Low
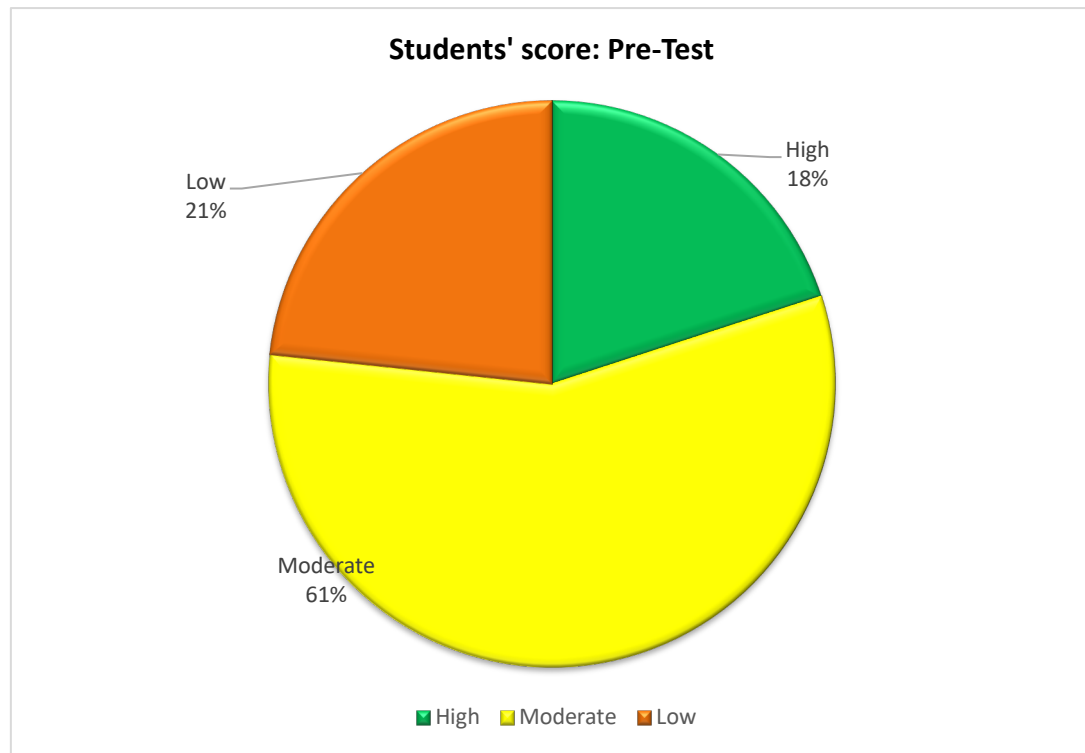
Figure 4.10 showed that diagram frequency distribution post-test scores control class shows the number of students categorized into low level and obtained scores less than 45,467 is 7 students or 21 %. The number of students categorized into medium level/moderate and obtained interval scores between 45,467 to 68,133 is 17 students or 61%. The number of students categorized into high level and obtained scores more than 68,133 is 6 students or 18%.

Then, the researcher will show the distribution frequency of the data. The analysis unit of Reading text pre-test and post-test of students in experimental and control class as follow:

Table 4.11. Distribution Frequency of Experimental Group and Control Group

Statistics CONTROL & Experimental			
		PostTest CONTROL	PostTest EXPERIMENTAL
N	30	30	30
	0	0	0
Mean		56.80	77.20
Std. Error of Mean		2.069	1.851
Median		56.00	76.00
Mode		56	72
Std. Deviation		11.333	10.138
Variance		128.441	102.786
Range		44	36
Minimum		36	60
Maximum		80	96
Sum		1704	2316

Based on the data above, the final result of experimental class is the class that was taught by using *Simplemind Lite* in teaching Reading for TOSE. Experimental class consists of 30 students. The mean is 77,20, the median is 76.00, the mode is 72.00, the standard deviation is 10.138, the minimun result is 60 and the maximun score is 96. While the control classs is the class that was taught by using Conventional Technique/module in teaching Reading TOSE P2B. Control class consist of 30 students. The mean is 56,80 the median is 56, the mode is 56, the standard deviation is 11,333, the minimun is 36, and the maximum is 80.

B. Data Analysis

There are two kinds that are used to analyze the data of this research. The normality test aims to know the sample was in normal distribution and homogeneity test aims to know that the data were homogenous. So, the normality and homogeneity test were as the pre-requisite of testing hypothesis and the score were obtained from the student"s post-test score. Each test was presented in the following section:

1. Normality Test

The data declared significant if the significant was more than 0.05. Hypothesis in the test are: H0 the sample is from a normally distributed population. H1 the sample did not come from a normally population.

The criteria of normality test Kolmogorov-Smirnov are if the significant value of the test results indicates $p > \alpha$, then the sample is from a normally distributed. The value of alpha (α) is 0.05. The result of normality test is from the pre-test and post-test in experimental and control group are presented as follows:

Table 4.12 Normality Post-test of Experimental Class and Control Class.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ControlGroup	.139	30	.147	.964	30	.393
ExperimentalGroup	.129	30	.200[*]	.961	30	.337

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

a. Lilliefors Significance Correction

The data of Control Group show that significance value (p) for kolmogorov-smirnov test is 0.2 ($p > 0.05$). Based on the normality test kolomogorov-smirnov, data distribution is normal. The data of Experimental Group show that significance value (p) for kolmogorov-smirnov test is 0.147 ($p > 0.05$). Based on the normality test kolomogorov-smirnov, data distribution is normal.

The data of Control Group show that significance value (p) for Shapiro-Wilk test is 0.393 (p > 0.05). Based on the normality test Shapiro-Wilk, data distribution is normal. The data of Experimental Group show that significance value (p) for Shapiro-Wilk test is 0.337 (p > 0.05). Based on the normality test Shapiro-Wilk, data distribution is normal.

If the significance value is greater than the alpha value (we'll use .05 as our alpha value), then there is no reason to think that our data differs significantly from a normal distribution – i.e., we can reject the null hypothesis that it is non-normal.

As we can see above, both tests give a significance value that's greater than .05, therefore, the data is normally distributed.

2. Homogeneity test

Homogeneity test was used to know whether the two samples of experimental and control class are homogeneous. The basic decision in the homogeneity test is if the value is based on mean Sig ≥ 0.05, the data varience is homogeny.

The calculation of the data homogeneity is presented below:

Table 4.13 Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PreTest	1.656	1	58	.203
PostTest	.277	1	58	.601

The calculation above shows the data on Homogeneity of Pre-Test variable . The significance of homogeneity 0.203 ($\geq$ 0.05) indicates that the Pre-Test variable in the experimental and control group is homogeneous. The Levene Statistic is 1.656

The calculation above also shows the data on Homogeneity of Post-Test variable. The significance of homogeneity 0.601 ($\geq$ 0.05) shows that the Post-Test variable in the treatment and control group is homogeneous. The Levene Statistic is 0.277

3. Hypothesis Testing

Hypothesis test could be done after the normality and homogeneity test was done. The researcher used T-test to calculate the hypothesis testing. T-test was used to differentiate if the students" result of Reading Comprehension text taught by using *Simplemind Lite* was significant or not.

The Paired-Samples T-Test shows whether paired samples undergo meaningful changes. Paired-Samples T-Test test results are determined by their significance value. This value then determines the decisions taken in the study.

In this research, the alternative hypothesis (Ha) there is a significant effect of applying *Simplemind Lite Application* Technique to teach Students' Reading for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020. While the null hypothesis (Ho) states that there is no significant effect of applying *Simplemind Lite Application* Technique to teach Students' Reading for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020.

The basic read value of significant T-test: if the value of significant or Sig. (2-tailed) is higher than 0.05, Ho accepted and Ha rejected. While if the value of significant or Sig. (2-tailed) is lower than 0.05, Ho rejected and Ha accepted.

Table 4.14 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	55.20	30	10.152	1.853
	PostTest	77.20	30	10.138	1.851

Paired Samples Test

		Paired Differences					
					95% Confidence Interval of the Difference		
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1	PreTest - PostTest	-22.000	12.594	2.299	-26.703	-17.297	-9.568

Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	29	.000

The data can call effective if Ho rejected where Tvalue > Ttable for significant level (α) 0.05 so Ha accepted. Not only read in Tvalue but can read in p-value (sig 2-tailed.) where Ho rejected if p-value (sig 2-tailed) < level (α) 0.05.

The result of the T-test states that Sig. (2-tailed) is 0.000 and the level of significance is 0.05. The result provides that Sig. (2-tailed) is lower than level of significance so the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

In addition to comparing the significance value (Sig.) and the probability of 0.05, there are other ways that can be done for hypothetical testing in this paired sample t test. That is, by comparing between the calculated t value and the table t. The guidelines or the basis of decision-making are as follows.

1. If the t value counts > t table, then H0 is rejected and Ha is accepted.

2. on the other hand, if the t value is calculated < t table, then H0 is accepted and Ha is rejected.

Based on the output table "Paired Samples Test" above, it is known that the t count is negative value of -9.568. This t calculate as negative value because the average score of pre test learning results is lower than the average Post-Test results. In the context of a case like this, a negative t-count value means positive. So the t value counts 9.568. Next is the stage of searching for the t value of the table, where the table t is searched based on the df value (degree of freedom) and the value of significance (α/2). Of the output above the known df value is 29 and the value of 0.05/2 is equal to 0.025

(two-tailed). This value we use as the basis of reference in looking for the table t value in the distribution of the statistical table's t value. Then found the table t value is 2,179. See image below.

Table A3   The *t*-distribution

The table gives critical values of *t* for significance at various levels, in a two-tailed/non-directional or a one-tailed/directional test, for different numbers of degrees of freedom. These critical values are the values beyond which lies that proportion of the area under the curve which corresponds to the significance level.

	Significance level: two-tailed/non-directional				
	0.20	0.10	0.05	0.02	0.01
Degrees of freedom	Significance level: one-tailed/directional				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

Thus, since the t value calculates 9.568 > t tabel 2.045, then as the basis of the above decision-making can be concluded that Ho is rejected and Ha is accepted. So it can be concluded that there Using SimpleMind Lite Application is effective to facilitate Students' Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020.

It means that Using SimpleMind Lite Application is effective to facilitate Students' Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020.

C. Discussion

This research was used experimental research as the design. There were two classes, experimental and control class. Then the total of meeting the researcher gave six meetings, there are: three meeting in experimental class and three meeting for control class.The researcher gave pre-test in both experimental and control class. Then Researcher gave treatment in experimental class for three times. In every meeting, the researcher used SimpleMind Lite Application in process of teaching Reading Comprehension for Non-English Department Students. Pre-test was given to know the student"s condition before applied the treatment. After giving a treatment, the researcher gave a post test. Post-test was given to know the difference of students result before the researcher give a treatment and after it has given.

The adoption of mobile learning in classrooms promotes knowledge sharing among students. Mobile learning proved to be useful in helping learners to share knowledge and create social interaction (Suanpang, 2012), and the use of Mobile learning Mindtools was demonstrated to be useful in improving learners' knowledge structure as well as their learning achievements. SimpleMind: This App is a mind mapping tool that turns the device into a brainstorming, idea collection and thought struc- turing device and helps the user to synthesize information.

Based on the data of pre-test score in experimental class, the researcher found that the mean of the total pre-test score is 55.20 and the standard deviation is 10.152. While in the post test, the mean is 77.20, the standard deviation is 10.138. In the result of pre-test in control class, she found that the mean of the total pre-test score is 53.07, and the standard deviation is 12.602. While in the post test, the mean is 56.80, and the standard deviation is 11.333. It could be said that the students given the treatment have better score than the students given no treatment.

The result of the data analysis proven the students" score of reading taught by using SimpleMind lite App is better. From the result above, it means that the students who are taught by using SimpleMind lite have better achievement in Reading than those who are taught by using Conventional/ module Technique.

Then the result of T-test showed that Sig. (2-tailed) is lower than the level of significant. It could be conclude that there is a significant different between using

SimpleMind lite App Technique and Modul Technique in teaching reading text. It could be seen from the hypothesis test that indicated there is a Sig. (2-tailed) 0.000 lower than the level significance 0.05. From the result above, it means that the students who are taught by using SimpleMind lite App have better achievement in Reading Comprehension than those who are taught by using Conventional Technique/ handbook.

The use of SimpleMind Lite Application to facilitate Students' Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020 is significantly effective and different with students taught by using conventional technique/ module. The students of experimental that are given a treatment got better score than the students of control class that is not given a treatment.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

There are significance differences in reading score taught by SimpleMind App Technique and Conventional technique/ Module. The students were taught by using *Simplemind Lite* have better score than conventional technique in reading test. The objective of this research is to identify whether the *Simplemind Lite* is effective than conventional technique in teaching Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020. In order to gain the objective of the study, the researcher conducted an experimental research. After conducting the research, the researcher found out some results from the data analysis. The result of T-test found that Sig. (2- tailed) is 0.000 and the level of significance is 0.05. It could be seen that Sig. (2-tailed) is lower than the level of significance. It could be concluded that there is a significant effect of the students who are taught by *Simplemind Lite* technique and conventional technique. Another result of the data analysis is the mean sore difference of experimental and control class. The mean score of experimental class is 77.20, while the mean score of control class is 56.80. The data shows that the mean scores of experimental class taught by *Simplemind Lite* is higher than control class taught by conventional technique.

B. Implication

The result of this research shows that *Simplemind Lite* is effective to teach Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020 than Conventional Technique. It means that *Simplemind Lite* is appropriate to be applied in teaching Reading Comprehension for Non-English Department Students. The conclusion has some implication as follows :

1. The result of the research showed that *Simplemind Lite* is effective to teach Reading Comprehension for Non-English Department Students at TOSE Preparation-2 Academic Year 2019/2020.

2. The use of *Simplemind Lite* can help the teaching and learning process run well. The students are able to gain the Reading Comprehension for TOSE Preparation-2.

3. The technique also built students in actively talks, express their opinions and suggest question to perform their reading comprehension in understanding academic text.

4. The students get the idea from others because this technique is collaborative learning. They get a new idea from their partner and know their mistakes by exchange their model questions and answers. In addition, this technique creates fun situation, more actives as participant and more confidents in

feeling their idea to make good comprehension in reading. Through *Simplemind Lite*, students can comprehend the text easily.

C. Suggestion

Based on the result, the researcher would like to present some suggestion as follows:

1. To the teacher

   Teaching reading is considered as difficult for some teachers. To make the students more interested in this subject, the teacher should use various methods and techniques in teaching reading. Teacher can choose an appropriate method and technique based on the situation. Since this research shows that *Simplemind Lite* is better than conventional technique for teaching reading, it is recommended for teacher to use *Simplemind Lite* in teaching reading.

2. To the students

   The students should be active in the teaching and learning process and do more practice in the class. The students have to improve their competence of reading with various activities individually and in groups, because writing is not only a complex skill but also very important to academic and as requirement for many occupation and profession.

3. To the researchers

   The researcher is aware that the research is not the end of the problem being studied. The result of the study merely confirm the hypothesis, it does not prove that something is absolutely true all the time. Moreover, together with the advancement of technology, there must so many methods and techniques. Thus, the research needs considerable improvement through further research studies.

BIBLIOGRAPHY

Alderson, J.C. 2000. *Assessing Reading*. Cambridge: Cambridge University Press.

Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.

Aurum, W. 2015. *Improving Reading Comprehension of The Grade VIII Students at SMP N 9 Magelang Through Directed Reading Thinking Activity (DRTA)* in The Academic Year of 2014/2015.

Bloom, Benjamin S., ed. 1966. *Taxonomy of Educational Objective*. New York: David McKay Company.

Brown, D. H. (2007). *Teaching by principles: An interactive approach to language pedagogy (3rd ed.)*. White Plains, NY: Pearson Education KS Inc.

_____. 2001. *Teaching by Principles: Interactive Approach to Language Pedagogy*. New York: San Fransisco State University

_____. 2007. *Principles of Language Learning and Teaching (5thEd)*. New York: Pearson Education, Inc.

_____. 2004. *Language Assessment "Principles and ClassroomPractice"*. New York: Longman

_____. _____. *The Practice of English Language Teaching (4th ed)*. China: Pearson Education Limitied

_____. 2007. *How to Teach English*, New edition. Pearson Education Limitied

Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching*. New York: Pearson Education University

Butler, S., Urrutia, K., Buenger, A., & Hunt, M. (2010). *A review of the current research on comprehension instruction*. Retrieved from http://www2.ed.gov/programs/re adingfirst/support/compfinal.pdf

Carter, N., et.al. 2014. *The Use of Triangulation in Qualitative Research*. Oncology Nursing Forum, 41950, 545-54.

Cadieux, C. (2011). *Mind mapping is a creative way to improve comprehension.* Retrieved from http://info.marygrove.edu/MAT blog/bid/73027/Mind-Mapping- is-a-Creative-Way-to-Improve- Comprehension

Coertze, L. (2011). *An investigation of ticle/10-ways-use-technology- build-vocabulary*

Conners, Keith. 2007. Conners Comprehensive Behaviour Rating Scale

Cresswell, J. W. 2012. *Research Design Pendekatan Kualitatif, Kuantatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

Davis, K., & Sweeney, S. (2015). *Reading, writing, and ACC: Mobile technology strategies for literacy and language development.* Retrieved from http://sig12perspectives.pubs.ash a.org/article.aspx?articleid=2265 949

Diem, C. D. (2011). 3-Ls: *A model for teaching young learners*. TEFLIN Journal, 22(2), 125- 149. Retrieved from http://journal.teflin.org/index.php /journal/article/viewFile/24/26 doi: 10.22216/jcc.v23i3.2695

Dwi, Riska. 2012. *Improving Students' Reading Comprehension Through Mind Mapping*. English Education Department. Teacher Training and Education Faculty. Sebelas Maret University

Education Development Centre. (2000). Technology and Teaching Children to Read. Retrieved from https://education.ucf.edu/mirc/R esearch/Technology%20and%20 Teaching%20Children%20to%2 0Read.pdf

Ellozy, A. R., & Mostafa, H. M. H. (2010). Making learning visible: Using e-maps to enhance critical reading skills. MERLOT Journal of Online Learning and Teaching, 6(3), 634-646. Retrieved from http://jolt.merlot.org/vol6no3/ell ozy_0910.pdf

Endang, Fauziati. 2010. *Teaching of foreign as a language*. Surakarta: PT. Era Pustaka Utama

Erten, I. H., & Karakas, N. (2007). Understanding the divergent influences of reading activities on the comprehension of short stories. The Reading Matrix, 7(3), 113-

133. Retrieved from http://www.readingmatrix.com/a rticles/erten_karakas/article.pdf

Gilakjani, A. P., & Ahmadi, S. M. (2011). The relationship ESL students' engagement and output in selected environments Iowa State University, Iowa). Retrieved from http://lib.dr.iastate.edu/cgi/viewc ontent.cgi?article=1018&context =etd

Graham, L., & Bellert, A., Thomas, J., & Pegg, J. 2007. Quick smart: A basic academic skills intervention for middle school students with learning difficulties. Journal of Learning Disabilities, 40(5), 410-419

Guthrie, J.T. (2001). Contexts for engagement and motivation in reading. Reading Online, 4(8). Retrieved from http://www.readingonline.org/art icles/art_index.asp?HREF=/artic les/handbook/guthrie/index.html

Harmer, Jeremy. 1998. How To Teach English. English: Longman

Heilman, A, et.al. 1988. *The Principles and The Practices of Teaching Reading*. Ohio : Charles E. Merill Publishing Co

Jonathan. 2011. *Mix Method*. Jakarta: Elex Media Komputindo

Kennedy, Eddy C. 1981. Method in Teaching Developmental Reading Second Addition. Peacock publishers. Inc

Klinger, Janette K and Sharon Vaughn. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: the Guilford Press

Lukhele, B. B. S. (2013). Exploring relationship between reading attitudes, reading ability, and academic performance amongst primary teacher trainees in Swaziland. Reading & Writing, 4 (1), 1-8. Retrieved from http://www.rw.org.za/index.php/ rw/article/viewFile/28/41

Marshall, P. (2015). *The importance of reading comprehension*. Retrieved from http://www.k12reader.com/the- importance-of-reading- comprehension/

Moleong, L. J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.

Malekzadeh, B., & Bayat, A. (2015). The effect of mind mapping strategy on comprehending implicit information in efl reading texts. *International Journal*

of Educational Investigations, 2(3), 81-90. Retrieved from F:\IJEIonline_Vol.2_No.3_2015 -3-09.pdf

Nunan, David. 1993. *Discourse Analysis*. London: Penguin English

Reed, W. (2005). *Mind mapping*. Retrieved from http://depts.washington.edu/coll ege/GST%20101/Lectures/Mind %20Mapping.ppt

Richard, Jack C. 2001. *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Snow, Catherine. 2002. *Reading for Understanding*: Toward an R&D Program inReading Comprehension. Pittshburgh: RAND.

Sousa, D. 2001. *How the special needs brain learns*. California: Corwin Press.

Spratt, Marry., Alan Pulverness and Melanie Williams. 2005. The TKT (TeachingKnowledge Test) Course. Cambridge: Cambridge University Test.

Suanpang, P. (2012). The integration of m-learning and social network for supporting knowledge sharing. Creative Education, 3(08), 39.

Sudijono. 2008. Pengantar Statistik Pendidikan. Jakarta: PT Raja Grafindo Persada.

Sugiyono. 2014. *Metode Penelitian Kuantitatif*, Kualitatif, dan R&D. Bandung: Alfabeta.

Syakira, Arum. 2017. An Analysis of The Students' Reading Comprehension in Comprehending Recount Text. Jurnal Curricula. 2. 3.

Valmont, W. J., & Wepner, S.B. (2000). *Using technology to support literacy learning*. In S.B. Wepner, W.J. Valmont, & R. Thurlow, (Eds), Linking literacy and technology: A guide for K-8 classroom (pp. 2-18). Newark, DE: International Reading Association.

Yilmaz, C. (2012). *An investigation attribution in reading comprehension*. Journal of Language Teaching and Research, 3 (5), 823-828. doi:10.4304/jltr.3.5.823-828

Zaini, S.H., Mokhtar, S.Z. & Nawawi, M. (2010). *The effect of graphic in school*. Malaysian Journal of Educational Technology, 10(1), 17-23. Retrieved from http://www.mjet- meta.com/resources/2%20-

APPENDICES

APPENDIX 1

LIST OF STUDENTS

No	CONTROL GROUP	No	EXPERIMENTAL GROUP
1	Annisa Berlian S	1	Afifah Dwiyanti
2	Aprilia Dwiayu W	2	Andina Mentari P
3	Atika Rany	3	Arrum Roesmawati
4	Diana Wulandari	4	Bella Aprillia
5	Dwi Putri Juwariah	5	David Budianto
6	Erika Leny Nurlina	6	Defian Sulistyo Pribadi
7	Febriana Pangesti	7	Deviana Widinandi
8	Hildan Maulana	8	Dika Nikmahtul K
9	Indah Nurhayati	9	Fadia Destiana
10	Indiyah Fitriyani	10	Farah Haibah
11	Intan Nur Asyifa	11	Fausan Dipta Nugroho
12	Intan Riska A.P	12	Felyana Agustin
13	Irsyad F	13	Fransischa Wahyuningtyas
14	Kiranda Okti Eka Putri	14	Ita Budiyanti
15	Layla Safitri	15	Jessica Tersiana Handayani
16	Muhammad Rizal Santosa	16	Lia Saputri
17	Niken Handayani	17	Meilina Zuana Ashari
18	Niken Putri Wijayanti	18	Meta Cristiana Budianto
19	Nurul Khofifah	19	Nabila Nur Maharsiwi
20	Rahma Nur Cahyani	20	Noor Rois
21	Rezqi Yadiashah Junaidi	21	Reyka Aulina
22	Rini Kustanti	22	Ririn Kristiana
23	Rini Sri Rejeki	23	Shafa Sarita
24	Ruliya Firdaus	24	Sri Rahayu Handayani
25	Sabrina Risang Utami	25	Suci Dwi Rahmawati
26	Sarah Isnaini Labifah	26	Ulfi Mufidhah
27	Suchehi Nur D	27	Vera Putri Sagita
28	Syifa Amalia Agustina	28	Winda Lestari
29	Tia Fatimah A	29	Yesiana Febrianita
30	Wenda Ventika Ariani	30	Yoga Sahputra Ulung

APPENDIX 2

STUDENT'S SCORE

STUDENTS' SCORE IN EXPERIMENTAL CLASS

No	NAME	Score PRE-Test	Score POST-Test
1	Afifah Dwiyanti	72	92
2	Andina Mentari P	60	80
3	Arrum Roesmawati	52	72
4	Bella Aprillia	44	72
5	David Budianto	36	68
6	Defian Sulistyo Pribadi	60	64
7	Deviana Widinandi	64	96
8	Dika Nikmahtul K	36	64
9	Fadia Destiana	52	60
10	Farah Haibah	60	72
11	Fausan Dipta Nugroho	64	92
12	Felyana Agustin	68	68
13	Fransischa Wahyuningtyas	64	88
14	Ita Budiyanti	52	68
15	Jessica Tersiana Handayani	36	88
16	Lia Saputri	48	96
17	Meilina Zuana Ashari	48	72
18	Meta Cristiana Budianto	56	72
19	Nabila Nur Maharsiwi	60	80
20	Noor Rois	52	80
21	Reyka Aulina	52	76
22	Ririn Kristiana	72	88
23	Shafa Sarita	68	76
24	Sri Rahayu Handayani	56	72
25	Suci Dwi Rahmawati	64	60
26	Ulfi Mufidhah	64	76
27	Vera Putri Sagita	48	84
28	Winda Lestari	44	76
29	Yesiana Febrianita	48	80
30	Yoga Sahputra Ulung	56	84

STUDENTS' SCORE IN CONTROL CLASS

No	NAME	Score PRE-Test	Score POST-Test
1	Annisa Berlian S	48	64
2	Aprilia Dwiayu W	32	44
3	Atika Rany	64	64
4	Diana Wulandari	56	56
5	Dwi Putri Juwariah	72	56
6	Erika Leny Nurlina	60	64
7	Febriana Pangesti	48	56
8	Hildan Maulana	44	40
9	Indah Nurhayati	32	40
10	Indiyah Fitriyani	40	44
11	Intan Nur Asyifa	44	52
12	Intan Riska A.P	48	48
13	Irsyad F	56	48
14	Kiranda Okti Eka Putri	72	68
15	Layla Safitri	48	56
16	Muhammad Rizal Santosa	32	44
17	Niken Handayani	64	72
18	Niken Putri Wijayanti	64	68
19	Nurul Khofifah	52	60
20	Rahma Nur Cahyani	64	72
21	Rezqi Yadiashah Junaidi	76	80
22	Rini Kustanti	32	40
23	Rini Sri Rejeki	40	36
24	Ruliya Firdaus	60	72
25	Sabrina Risang Utami	68	64
26	Sarah Isnaini Labifah	48	56
27	Suchehi Nur D	56	60
28	Syifa Amalia Agustina	64	64
29	Tia Fatimah A	52	56
30	Wenda Ventika Ariani	56	60

APPENDIX 3

CALCULATION DATA

1. Distribution Frequency

Pre-test Experimental Class

Statistics

PreTest

N	Valid	30
	Missing	0
Mean		55.20
Std. Error of Mean		1.853
Median		56.00
Mode		52[a]
Std. Deviation		10.152
Variance		103.062
Range		36
Minimum		36
Maximum		72
Sum		1656

a. Multiple modes exist. The smallest value is shown

PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	3	10.0	10.0	10.0
	44	2	6.7	6.7	16.7
	48	4	13.3	13.3	30.0
	52	5	16.7	16.7	46.7
	56	3	10.0	10.0	56.7
	60	4	13.3	13.3	70.0
	64	5	16.7	16.7	86.7
	68	2	6.7	6.7	93.3
	72	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Histogram

Mean = 55.2
Std. Dev. = 10.152
N = 30

PreTest
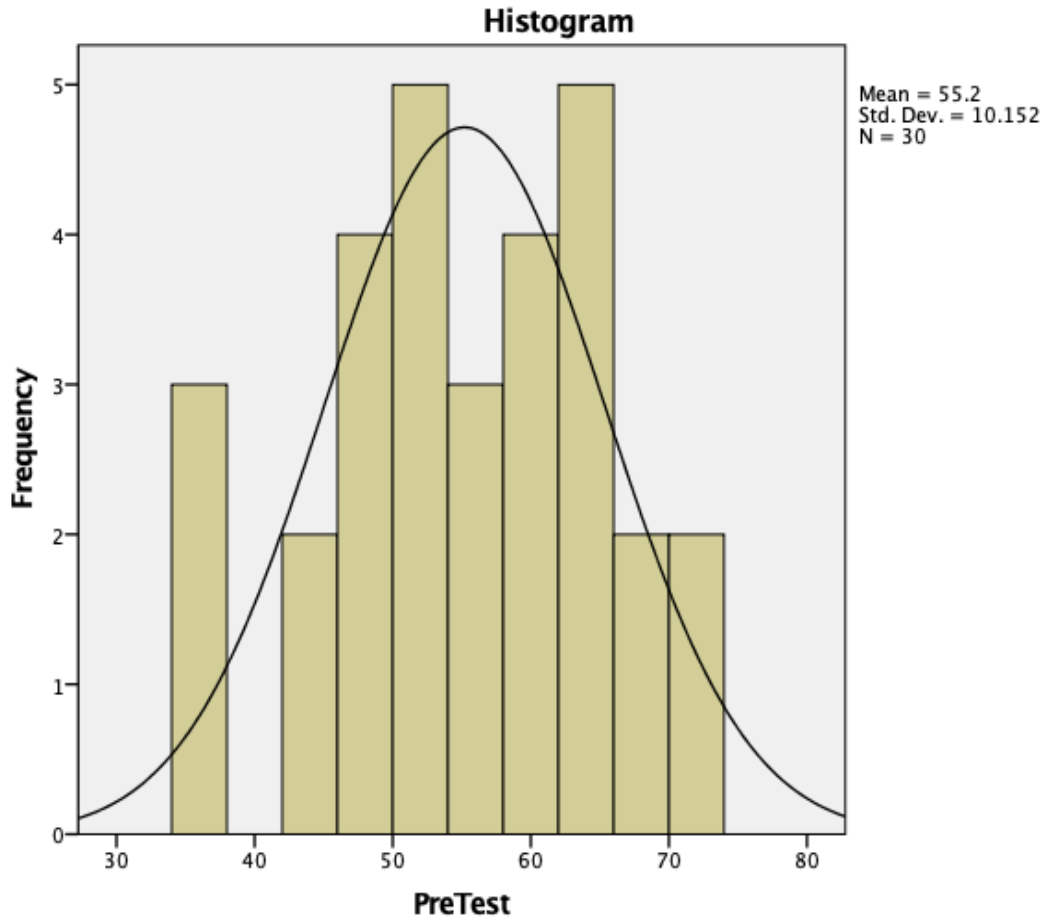
Post-test Experimental Class

Statistics

PostTest

N	Valid	30
	Missing	0
Mean		77.20
Std. Error of Mean		1.851
Median		76.00
Mode		72
Std. Deviation		10.138
Variance		102.786
Range		36
Minimum		60
Maximum		96
Sum		2316

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	64	2	6.7	6.7	13.3
	68	3	10.0	10.0	23.3
	72	6	20.0	20.0	43.3
	76	4	13.3	13.3	56.7
	80	4	13.3	13.3	70.0
	84	2	6.7	6.7	76.7
	88	3	10.0	10.0	86.7
	92	2	6.7	6.7	93.3
	96	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Histogram

Mean = 77.2
Std. Dev. = 10.138
N = 30

====
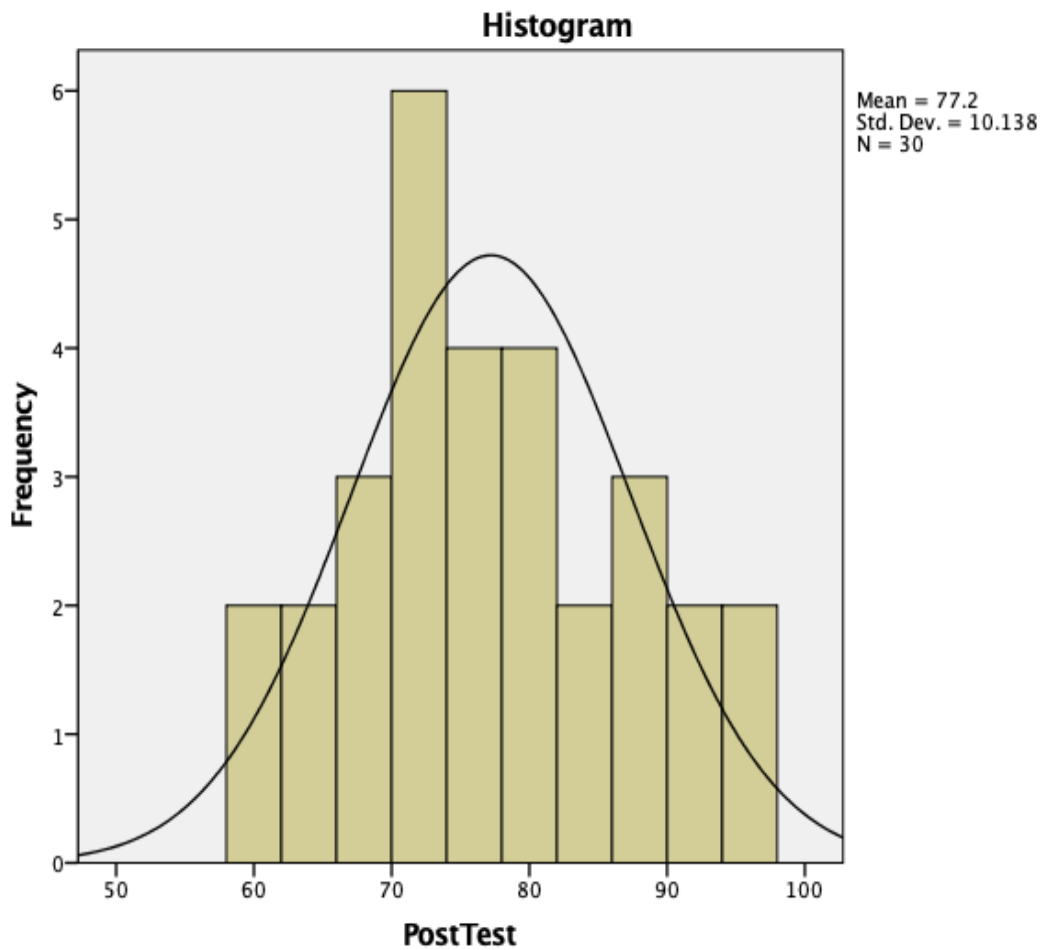
Pre-test Control Class

Statistics

PreTest

N	Valid	30
	Missing	0
Mean		53.07
Std. Error of Mean		2.301
Median		54.00
Mode		48[a]
Std. Deviation		12.602
Variance		158.823
Range		44
Minimum		32
Maximum		76
Sum		1592

a. Multiple modes exist. The smallest value is shown

PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	4	13.3	13.3	13.3
	40	2	6.7	6.7	20.0
	44	2	6.7	6.7	26.7
	48	5	16.7	16.7	43.3
	52	2	6.7	6.7	50.0
	56	4	13.3	13.3	63.3
	60	2	6.7	6.7	70.0
	64	5	16.7	16.7	86.7
	68	1	3.3	3.3	90.0
	72	2	6.7	6.7	96.7
	76	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Histogram

Mean = 53.07
Std. Dev. = 12.602
N = 30

PreTest
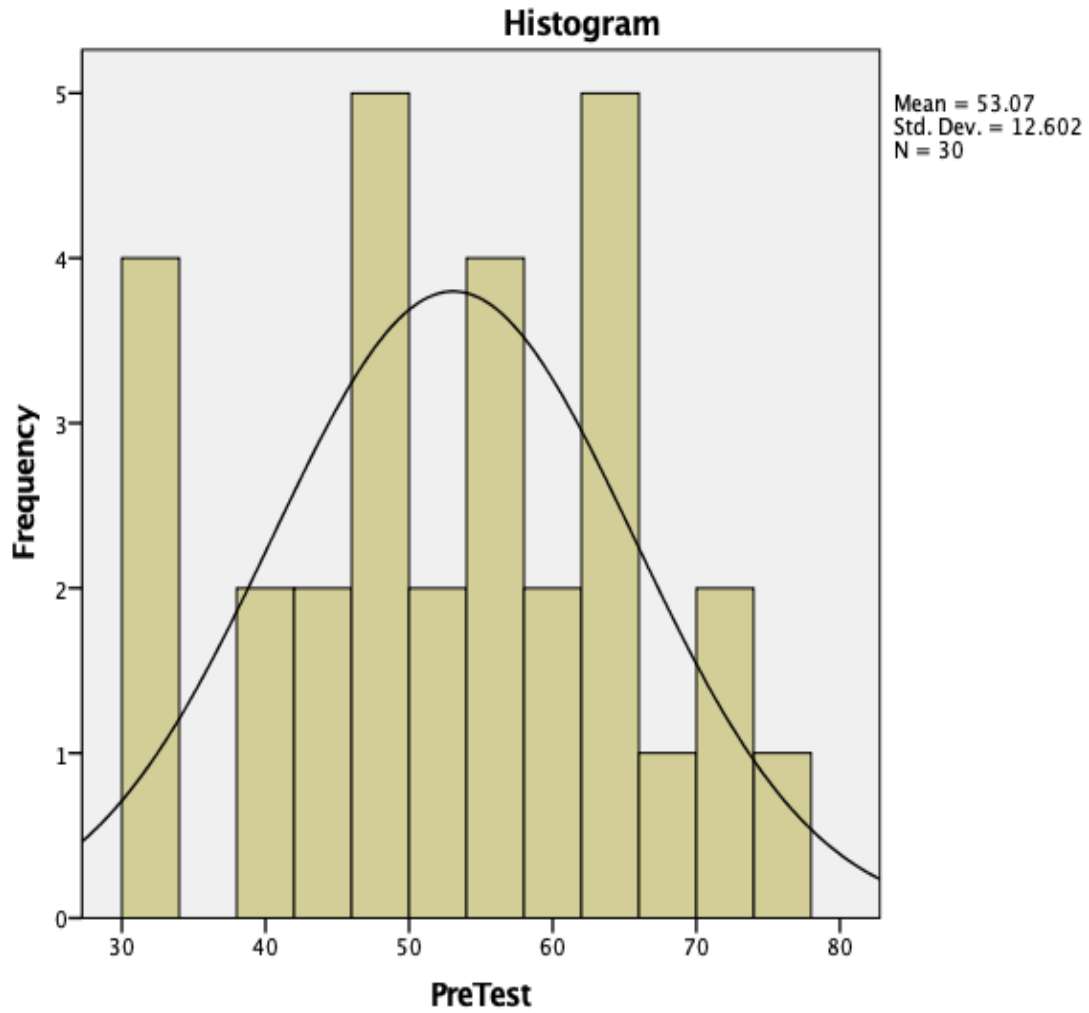
Post-test Control Class

Statistics

PostTest

N	Valid	30
	Missing	0
Mean		56.80
Std. Error of Mean		2.069
Median		56.00
Mode		56
Std. Deviation		11.333
Variance		128.441
Range		44
Minimum		36
Maximum		80
Sum		1704

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3.3	3.3	3.3
	40	3	10.0	10.0	13.3
	44	3	10.0	10.0	23.3
	48	2	6.7	6.7	30.0
	52	1	3.3	3.3	33.3
	56	6	20.0	20.0	53.3
	60	3	10.0	10.0	63.3
	64	5	16.7	16.7	80.0
	68	2	6.7	6.7	86.7
	72	3	10.0	10.0	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Histogram

Mean = 56.8
Std. Dev. = 11.333
N = 30
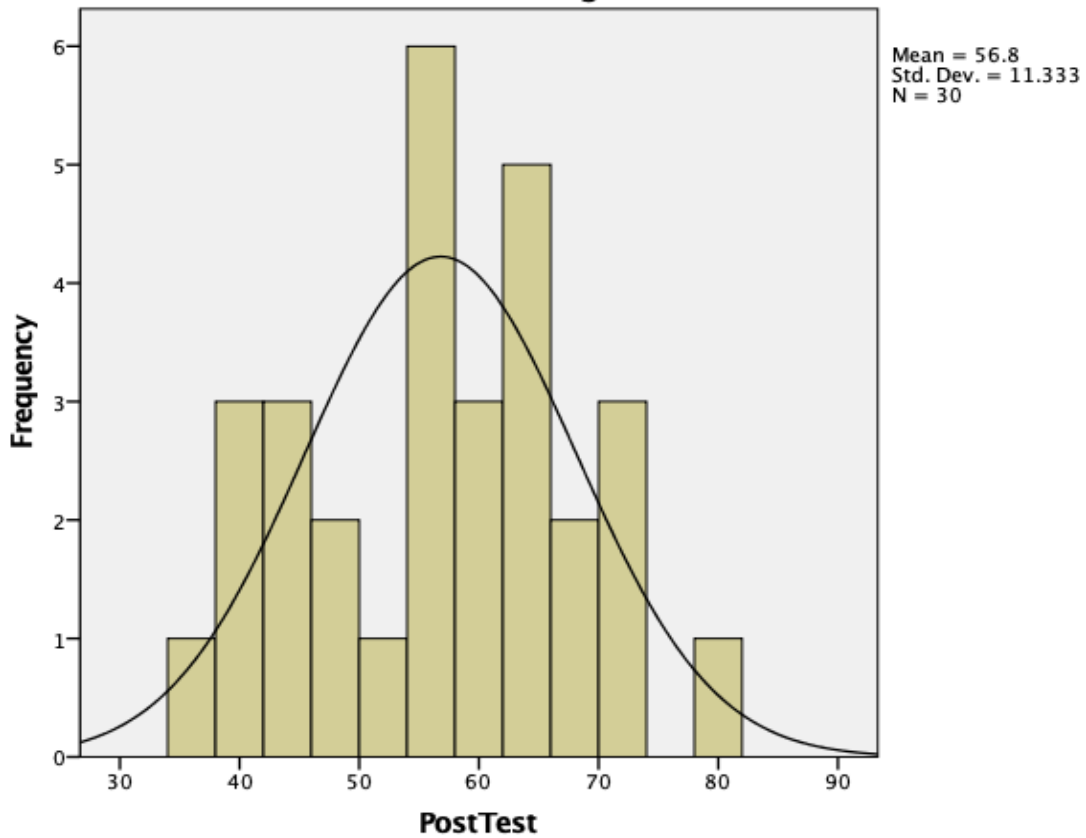
B. Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ControlGroup	.139	30	.147	.964	30	.393
ExperimentalGroup	.129	30	.200[*]	.961	30	.337

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

C. Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PreTest	1.656	1	58	.203
PostTest	.277	1	58	.601

D. Independent Sample Test

Group Statistics

	1control, 2experimental	N	Mean	Std. Deviation	Std. Error Mean
ScorePostTest	1	30	56.80	11.333	2.069
	2	30	77.20	10.138	1.851

Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
ScorePostTest	Equal variances assumed	-7.348	58	.000
	Equal variances not assumed	-7.348	57.295	.000

Independent Samples Test

		t-test for Equality of Means		95% Confidence Interval of the Difference	
		Mean Difference	Std. Error Difference	Lower	Upper
ScorePostTest	Equal variances assumed	-20.400	2.776	-25.957	-14.843
	Equal variances not assumed	-20.400	2.776	-25.959	-14.841

APPENDIX 4

Standard Operasional Prosedur Tutor

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
PUSAT PENGEMBANGAN BAHASA
Jl. Pandawa Pucangan Kartasura Telp. 0271-781516 Fax. (0271) 782774
Homepage: www.iain-surakarta.ac.id

بسم الله الر حمن الر حيم

STANDAR OPERASIONAL PROSEDUR (SOP) TUTOR
PRAKTIKUM SKL BAHASA INGGRIS 2
(TOSE Preparation -2)
Tahun Akademik 2019/2020

1. Praktikum SKL Bahasa Inggris-2 (TOSE Preparation -2) adalah persiapan bagi mahasiswa Semester 2 (Genap) untuk mengikuti ujian kenaikan level Bahasa Inggris yang diselenggarakan oleh P2B IAIN Surakarta.

2. Output dari Praktikum SKL Bahasa Inggris 2 adalah mahasiswa memperoleh Pemahaman *Structure dan Reading Comprehension* yang akan diujikan sebagai salah satu materi Standard Kompetensi kelulusan bahasa sesuai dengan Surat Keputusan Rektor IAIN Surakarta Nomor 90 Tahun 2018 (http://www.iain-surakarta.ac.id/?page_id=5912)

3. Materi Praktikum SKL Bahasa Inggris 2 adalah *Structure dan Reading Comprehension.*

4. Buku Ajar yang digunakan adalah *TOSE Preparation 2: Structure & Written Expression, and Reading Comprehension* dalam bentuk Buku Daras cetak.

5. Praktikum SKL Bahasa Inggris 1 dilaksanakan pada hari Senin sampai dengan hari Jum'at sesuai jadwal yang sudah ditentukan, bertempat di Gedung Pusat Pengembangan Bahasa.

6. Praktikum dimulai Bulan Februari 2020 dan selesai Bulan Mei 2020 dengan jumlah tatap muka 12 kali pertemuan (@90 menit).

7. Mahasiswa wajib hadir di kelas minimal 90% atau 10 kali pertemuan; mahasiswa tidak diperkenankan pindah kelas, kecuali telah mendapat ijin dari pengelola; mahasiswa yang tidak masuk karena sakit; wajib membawa bukti berupa surat ijin dokter.

8. Tutor wajib mengisi Presensi Praktikum SKL Bahasa dengan tanda centang (√) apabila mahasiswa mengikuti perkuliahan. Apabila Ijin, Sakit atau Alpa cukup dengan (I), (S) atau (A) serta mengisi jurnal Praktikum dengan lengkap.
9. Presensi Praktikum SKL Bahasa harap dikembalikan ke ruang P2B setelah selesai mengajar.
10. Tutor yang berhalangan hadir, wajib memberitahukan kepada Bagian Akademik P2B dan menggantikan pada jam yang lain. Tutor tidak diperkenankan meninggalkan tugas untuk mahasiswa sebagai pengganti kehadiran tutor.
11. Jadwal dan Pembagian Kelas dapat dilihat di website
     www.iain-surakarta.ac.id
12. Informasi terkait Praktikum SKL Bahasa dapat ditanyakan melalui Akademik P2B
     - ✓ Ana Wiyasa Nugrahawati, M.Pd (+62 812-2591-1027) –
       Koordinator Bidang Bahasa Inggris

Surakarta, Januari 2020
Kepala,

Supandi, S.Ag., M.Ag
NIP. 19721105 199903 1 005

APPENDIX 5

SYLLABUS

TABLE OF CONTENTS

APPENDIX 5

RPP

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
</div>

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E67 / 2 (Genap)
Mata Praktikum : TOSE Preparation -2 (Reading)	EXPERIMENTAL	
	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 1 | Sub Materi Pokok : **A. Main Idea Questions**

Meeting-1/ Treatment-1

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN SIMPLE MIND LITE APP (SMLA) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan SMLA dan meminta mahasiswa untuk mengisi dengan menentukan main idea, supporting idea dan menuliskan di tema pusat. ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan supporting ideas dan related details from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan supporting ideas dan related details from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

Kegiatan/ Sintaks	Deskripsi Kegiatan
	✓ Dosen/ Instruktur dan mahasiswa mendiskusikan hubungan antara main ideas, supporting ideas dan related detailed juga makna dari teks tersebut
Catatan : Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   ……………………….
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester EXPERIMENTAL	: E67 / 2 (Genap)
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 2 | Sub Materi Pokok : **B. Factual Information Questions & Negative Factual Information Questions**
Meeting-2/ Treatment-2

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN SIMPLE MIND LITE APP (SMLA) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan SMLA dan meminta mahasiswa untuk mengisi dengan menentukan Factual & Negative Factual Information Questions dan menuliskan di tema pusat. *COLLABORATION (KERJASAMA)* Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Factual & Negative Factual Information Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi *CRITICAL THINKING (BERPIKIR KRITIK)* Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Factual & Negative Factual Information Questions
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. *CREATIVITY (KREATIVITAS)* ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Factual & Negative Factual Information Questions dari teks tersebut

Kegiatan/ Sintaks	Deskripsi Kegiatan
Catatan : Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   …………………….
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E67 / 2 (Genap)
Mata Praktikum : TOSE Preparation -2 (Reading)	EXPERIMENTAL	
	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 3 | Sub Materi Pokok : **C. Inference Questions**

Meeting-3/ Treatment-3

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN SIMPLE MIND LITE APP (SMLA) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan SMLA dan meminta mahasiswa untuk mengisi dengan menentukan Inference Questions dan menuliskan di tema pusat. *COLLABORATION (KERJASAMA)* Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Inference Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi *CRITICAL THINKING (BERPIKIR KRITIK)* Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk mengidentifikasi Inference Questions
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. *CREATIVITY (KREATIVITAS)* ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Inference Questions dari teks tersebut
Catatan :	
Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Penutup (15 Menit)	**Peserta didik :**

Kegiatan/ Sintaks	Deskripsi Kegiatan
	✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap: Observasi selama kegiatan berlangsung;

Penilaian Pengetahuan:

Penilaian Keterampilan:

Mengetahui,
Kepala P2B

....
NIP.

Surakarta, ... 20.......
Dosen/ Instruktur Bahasa Inggris

……………………….
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E67 / 2 (Genap)
Mata Praktikum : TOSE Preparation -2 (Reading)	EXPERIMENTAL	
	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 4 | Sub Materi Pokok : **D. Vocabulary Questions**

Meeting-4/ Treatment-4

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN SIMPLE MIND LITE APP (SMLA) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan SMLA dan meminta mahasiswa untuk mengisi dengan menentukan Vocabulary Questions ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Vocabulary Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Vocabulary Questions from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Vocabulary Questions dari teks tersebut

Catatan :

Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   ……………………
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester EXPERIMENTAL	: E67 / 2 (Genap)
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 5 | Sub Materi Pokok : E. **Reference Questions**

Meeting-5/ Treatment-5

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN SIMPLE MIND LITE APP (SMLA) Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan SMLA dan meminta mahasiswa untuk mengisi dengan menentukan Reference Questions dan menuliskan di tema pusat. **_COLLABORATION (KERJASAMA)_** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Reference Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi **_CRITICAL THINKING (BERPIKIR KRITIK)_** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Reference Questions from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. **_CREATIVITY (KREATIVITAS)_** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Reference Questions dari teks tersebut

Catatan :

Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   ……………………….
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E79 / 2 (Genap) CONTROL
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 1 | Sub Materi Pokok : **A. Main Idea Questions**

Meeting-1/ Treatment-1

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN HANDOUT/MODUL Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan ***HANDOUT/MODUL*** dan meminta mahasiswa untuk mengisi dengan menentukan main idea, supporting idea dan menuliskan di tema pusat. ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan supporting ideas dan related details from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan supporting ideas dan related details from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan hubungan antara main ideas, supporting ideas dan related detailed juga makna dari teks tersebut

Catatan :

Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap: Observasi selama kegiatan berlangsung;

Penilaian Pengetahuan:

Penilaian Keterampilan:

Mengetahui,
Kepala P2B

....
NIP.

Surakarta, ... 20.......
Dosen/ Instruktur Bahasa Inggris

……………………….
NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E79 / 2 (Genap) CONTROL
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 2 | Sub Materi Pokok : **B. Factual Information Questions & Negative Factual Information Questions**

Meeting-2/ Treatment-2

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN HANDOUT/MODUL Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan ***HANDOUT/MODUL*** dan meminta mahasiswa untuk mengisi dengan menentukan Factual & Negative Factual Information Questions dan menuliskan di tema pusat. ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Factual & Negative Factual Information Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Factual & Negative Factual Information Questions
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Factual & Negative Factual Information Questions dari teks tersebut

Catatan :

Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris
....   …………………….
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E79 / 2 (Genap) CONTROL
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 3	Sub Materi Pokok : **C. Inference Questions**
Meeting-3/ Treatment-3

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN HANDOUT/MODUL Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan ***HANDOUT/MODUL*** dan meminta mahasiswa untuk mengisi dengan menentukan Inference Questions dan menuliskan di tema pusat. ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Inference Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk mengidentifikasi Inference Questions
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Inference Questions dari teks tersebut

Catatan :
Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   ……………………….
NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E79 / 2 (Genap) CONTROL
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 4 | Sub Materi Pokok : **D. Vocabulary Questions**

Meeting-4/ Treatment-4

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN HANDOUT/MODUL Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan *HANDOUT/MODUL* dan meminta mahasiswa untuk mengisi dengan menentukan Vocabulary Questions *COLLABORATION (KERJASAMA)* Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Vocabulary Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi *CRITICAL THINKING (BERPIKIR KRITIK)* Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Vocabulary Questions from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. *CREATIVITY (KREATIVITAS)* ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Vocabulary Questions dari teks tersebut

Catatan :
Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN

Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,   Surakarta, ... 20.......
Kepala P2B   Dosen/ Instruktur Bahasa Inggris

....   …………………….
NIP.   NIP.

IAIN Surakarta – Pusat Pengembangan Bahasa	Kelas/Semester	: E79 / 2 (Genap) CONTROL
Mata Praktikum : TOSE Preparation -2 (Reading)	Alokasi Waktu	: 60 Menit

Pertemuan Ke- : 5 | Sub Materi Pokok : E. **Reference Questions**

Meeting-5/ Treatment-5

KEGIATAN PEMBELAJARAN

Kegiatan/ Sintaks	Deskripsi Kegiatan
Pendahuluan (15 Menit)	Dosen/Instruktur : Orientasi, Apersepsi, Motivasi, Pemberian acuan
Kegiatan Inti (30 Menit)	**Tahap–1 : Stimulation (stimullasi/pemberian rangsangan)**
	KEGIATAN LITERASI Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara: Melihat, Mengamati dan Membaca
	Tahap–2 : Problem statemen (pertanyaan/identifikasi masalah)
	CRITICAL THINKING (BERPIKIR KRITIK) Dosen/ Instruktur membagikan Reading Text kepada mahasiswa dan memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan bacaan yang disajikan dan akan dijawab melalui kegiatan belajar. Dosen/ Instruktur meminta mahasiswa untuk membaca secara individu
	Tahap–3 : Data collection (pengumpulan data)
	KEGIATAN LITERASI MENGGUNAKAN HANDOUT/MODUL Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan dengan cara mengamati obyek/kejadian. Mahasiswa menggaris bawahi poin penting dari teks tersebut dan membaca ulang teks tersebut. Dosen/ Instruktur membuat map kosong menggunakan ***HANDOUT/MODUL*** dan meminta mahasiswa untuk mengisi dengan menentukan Reference Questions dan menuliskan di tema pusat. ***COLLABORATION (KERJASAMA)*** Dosen/ Instruktur membentuk mahasiswa dalam beberapa kelompok untuk Mendiskusikan, Mengumpulkan informasi, Mempresentasikan ulang, Saling tukar informasi mengenai materi (menentukan Reference Questions from the text)
	Tahap-4 : Data processing (pengolahan Data) Verification (pembuktian)
	COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya (dalam chat) berdiskusi mengolah data hasil pengamatan dengan cara : **Berdiskusi, Mengolah informasi, mengerjakan soal** tentang data dari Materi ***CRITICAL THINKING (BERPIKIR KRITIK)*** Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan mencoba menambahkan cabang/ branch (+) untuk menentukan Reference Questions from the text.
	Tahap–5 : Generalization (menarik kesimpulan)
	COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, dan menjawab peranyaan dari Dosen/ Instruktur. ***CREATIVITY (KREATIVITAS)*** ✓ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan ✓ Dosen/ Instruktur dan mahasiswa mendiskusikan Reference Questions dari teks tersebut

Catatan :

Selama pembelajaran **Fungsi Sosial berlangsung**, Dosen/ Instruktur mengamati sikap mahasiswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan/ Sintaks	Deskripsi Kegiatan
Penutup (15 Menit)	**Peserta didik :** ✓ Membuat resume (CREATIVITY) dengan bimbingan Dosen/ Instruktur tentang point-point penting yang muncul dalam kegiatan pembelajaran ✓ Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. ✓ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam kuliah atau dirumah. **Dosen/ Instruktur :** ✓ Memeriksa pekerjaan mahasiswa yang selesai langsung diperiksa untuk materi pelajaran ✓ Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ✓ Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

PENILAIAN
Penilaian Sikap: Observasi selama kegiatan berlangsung;
Penilaian Pengetahuan:
Penilaian Keterampilan:

Mengetahui,
Kepala P2B

....
NIP.

Surakarta, ... 20.......
Dosen/ Instruktur Bahasa Inggris

…………………….
NIP.

APPENDIX 6

Pre-Observation in TOSE Prep Class (before covid-19 pandemic/ offline)
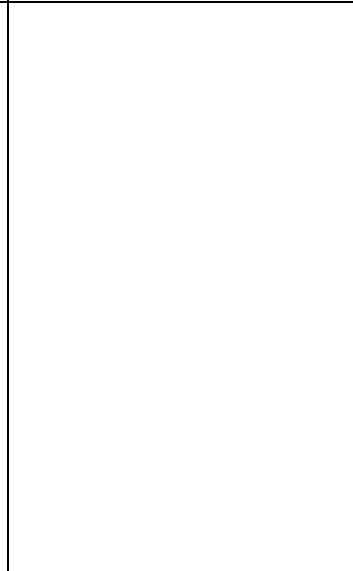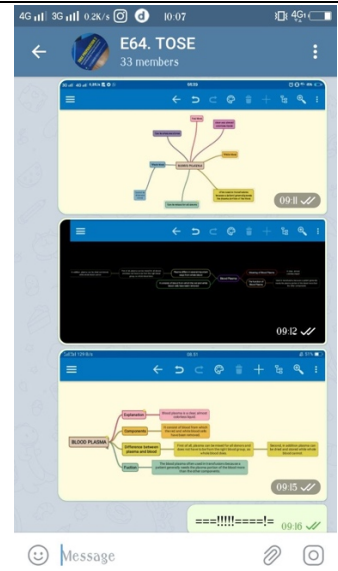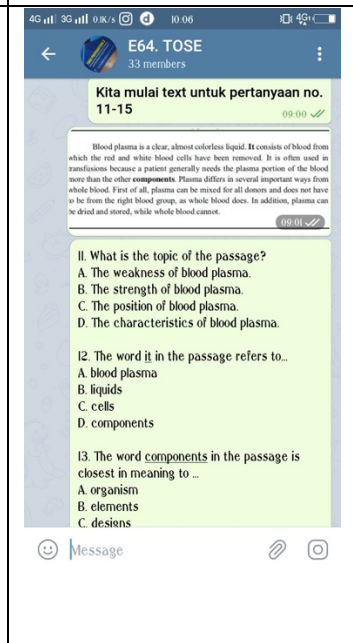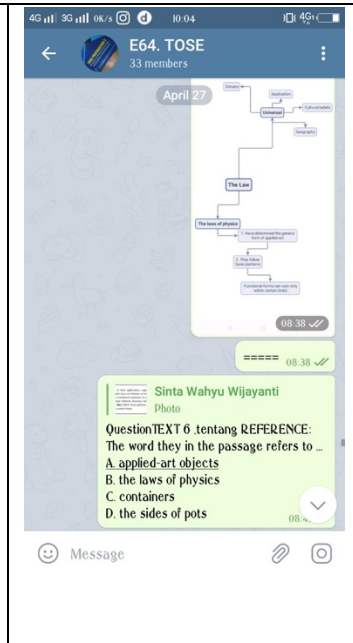
APPENDIX 7

5 treatments for Experimental class (using platform Telegram)

Screenshot 1 (10:04)

Sculptures must be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be tense, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors found a way to strengthen the internal structure of a statue with iron braces. 08:00

Sinta Wahyu Wijayanti
Photo
Text 2 👍 08:00

Map untuk memahami teks 2 👍 08:03
Terkait Factual informations 👍 08:04
========= 08:0

Screenshot 2 (10:04)

08:26
08:28

Screenshot 3 (10:04)

April 27

===== 08:38
08:38

Sinta Wahyu Wijayanti
Photo
QuestionTEXT 6 .tentang REFERENCE:
The word they in the passage refers to ...
A. applied-art objects
B. the laws of physics
C. containers
D. the sides of pots

Screenshot 4 (10:05)

April 27
08:43
08:44

SR

195211023 Ulfi Mufidhah
Okee miss 08:44

Note: kita harus belajar memahamj text pendek dalam tose tanpa menerjemahkan/ mengartikan ya..
Maka miss membuat **mind mapping** supaya lebih mudah dalam memahami text terseb
edited 08:45

Screenshot 5 (10:05)

Kita break 5 menit dahulu untuk memahami kembali mind mapping dari miss sinta ya 👍 08:46

195231129 Arrum Roesmawati
Okey miss 08:46

195211027 Felyana Agustin
Baik mis 08:47

Yoga Sahputra Ulung
Sinta Wahyu Wijayanti
Kita break 5 menit dahulu untuk memaha...
Iyaa miss 08:47

Scroll ke atas dan fahami salah satu text ya teman? 😋 08:47

195211023 Ulfi Mufidhah
Baik miss 08:48

Farah Haibah
Baik miss 08:48

Baik teman² kita lanjutkan ya..

Screenshot 6 (10:06)

Kita mulai text untuk pertanyaan no. 11-15 09:00

Blood plasma is a clear, almost colorless liquid. **It** consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other **components**. Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot. 09:01

II. What is the topic of the passage?
A. The weakness of blood plasma.
B. The strength of blood plasma.
C. The position of blood plasma.
D. The characteristics of blood plasma.

I2. The word it in the passage refers to...
A. blood plasma
B. liquids
C. cells
D. components

I3. The word <u>components</u> in the passage is closest in meaning to ...
A. organism
B. elements
C. designs

Screenshot 7 (10:06)

or shops by skilled artisans. As master craft workers, **they** imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to **give** way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the **shift** to factory production. 09:16

< Local   Mind Map
09:20

Sinta Wahyu Wijayanti
Photo
Itu adalah text yg menyatakan ttg comparison/ perbandingan.. Coba tebak, apa yang dibandingkan disana? 09:21

Ririn Kristiana
Sinta Wahyu Wijayanti
Itu adalah text yg menyatakan ttg compa...
Manufacturing in the United States miss

Screenshot 8 (10:07)

09:11
09:12
BLOOD PLASMA
09:15
===!!!!!==!= 09:16

APPENDIX 8

5 treatments for Control class (using platform Telegram)

Screenshot 1

Okay, miss akan memulai sesi ini:

TOSE Reading questions cover Basic Information skills and Inference skills. TOSE Reading Question Types cover the following questions:

TOSE Reading questions meliputi keterampilan Informasi Dasar dan keterampilan Inferensi. TOSE Reading questions mencakup pertanyaan-pertanyaan berikut:
1. Main Idea Questions
2. Factual Information Questions
3. Negative Factual Information Questions
4. Inference Questions
5. Vocabulary Questions
6. Reference Questions
10:55

Example:

In the philosophy of John Dewey, a sharp distinction is made between "intelligence" and "reasoning." According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer "... a mind that beholds or grasp objects outside the world of things..." With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one's life.

Question:
What is the topic of the passage?
A. The intelligence of John Dewey
B. Distinctions made by John Dewey

Message

Screenshot 2

Benar mbak suchei dan mbak aprilia 👍

The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.✅ 11:23

Tolong ditandai teman2 11:23

Suchehi pinned "Benar mbak suchei da..."

Rini Sri Rejeki pinned "Biasanya terdapat di..."

Example:

Sculptures must be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be tense, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under the hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors found a way to strengthen the internal structure of a statue with iron braces.

Question:
According to the text, the use of cannonballs in bronze statues of horses in the Italian Renaissance quickly disappeared because...
A. they began using a material that made the statues weigh less
B. they found a way to strengthen the statues internally
C. the aesthetic tastes of the public had changed over time
D. the cannonballs added too much weight to the statues

Silahkan dijawab soal kedua (soal terakhir hari ini) 👌 11:25

Message

Screenshot 3

D. It cannot be dried.

C. It is impossible to keep it in storage for a long time.

D. It is a clear, colorless liquid. 11:10

Forwarded message
From Sinta Wahyu Wijayanti

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craft workers, **they** imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to **give** way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the **shift** to factory production. 11:13

Sinta Wahyu Wijayanti
Photo

Itu adalah text yang menyatakan tentang apa? 11:14

Aprilia D.W
Perkembangan sebelum dan sesudah tahun 1815 manufacturingu 11:24

Rini Kustanti
perbandingan antara sebelum dan sesudah tahun 1815 11:26

Message

Screenshot 4

25. The word **shift** is closest in meaning to ...
A. mix
B. merge
C. change
D. unite 11:29

Silahkan teman² adu cepat jawab pertanyaan 👌 11:29

195211197 . Layla Safitri
25. Shift is closest in meaning to Change 11:32

Suchehi
22. C 11:33

195211043 Indah Nurhayati
24. Give is closest meaning to provide

195211172 Annisa Berlian
24. D 11:34

Aprilia D.W
22. C
23. A 11:34

Message

SECTION 3

READING COMPREHENSION
Text

Text

Directions : In this section, you will read several passages. Each one is followed by several questions about it. For questions 1-25, you are to choose the **one** best answer, A, B, C, or D. to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is **stated** or **implied** in that passage.

Example I

Read the following passage:

> The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

What is the main idea of the passage?

A. In modern society we must make more time for our neighbors.

B. The traditions of society are timeless.

C. An accepted way of measuring time is essential for the smooth functioning of society.

D. Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose C.

Example II

In line 5, the phrase "this tradition" refers to

A. the practice of starting the business day at dawn
B. friendly relations between neighbors
C. the railroad's reliance on time schedules
D. people's agreement on the measurement of time

The phrase *this tradition* refers to the preceding clause, *"people have been in rough agreement with their neighbors as to the time of day."* Therefore, you should choose D.

Now begin work on the questions.

Question 1 - 5 refer to the following passage

> The human heart is divided into four **chambers**, each of which serves its own **function** in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push **it** into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

1. The passage indicates that the ventricles ...
   A. have the thick-walled lower chambers
   B. send blood to the atria
   C. are above the atria
   D. are the thin-walled upper chambers

2. According to the passage, when is blood pushed into the arteries from the ventricles?
   A. As each contraction of the heart
   B. Between heartbeats
   C. Before each contraction of the heart
   D. Before it is received by the atria

3. The word **chambers** is closest in meaning to ...
   A. blood

B. box

C. space

D. body

4. The word **function** is closest in meaning to ...

A. under

B. space

C. role

D. get

5. The word **it** refers to ...

A. blood

B. heart

C. arteries

D. chambers

Question 6 - 10 refer to the following passage

The Golden Age of Railroads refers to the **period** from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in **increased** efficiency and economy in the rail system.

6. What is the topic of the passage?

A. The effects of railroads for the businessmen

B. the history of the Civil War

C. the story of World War I

D. the history of railroads in U.S.

7. According to the passage, the Golden Age of Railroads ...

A. was a result of World War I

B. was a period when railroads in U.S. flourished

C. was a result of Civil War

D. resulted in standardization of train stations

8. According to the passage, what is the significant developments during the Golden Age of Railroads?
   A. the nation's railroad track was laid at what is now the standard gauge
   B. the notable increase in uniformity
   C. the railroads flourished
   D. tracks were converted to the 1.4-meter gauge

9. The word **period** refers to ...
   A. railroad
   B. field
   C. house
   D. era

10. The word **increased** refers to ...
    A. improved
    B. denied
    C. achieved
    D. received

Question 11 - 15 refer to the following passage

Blood plasma is a clear, almost colorless liquid. **It** consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other **components**. Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

11. What is the topic of the passage?
    A. The weakness of blood plasma.
    B. The strength of blood plasma.
    C. The position of blood plasma.
    D. The characteristics of blood plasma.

12. The word **it** in the passage refers to ...
    A. blood plasma

B. liquids
C. cells
D. components

13. The word **components** in the passage is closest in meaning to ...
    A. organism
    B. elements
    C. designs
    D. issues

14. All of the following are true about blood plasma EXCEPT that ...
    A. it is a deeply colored liquid
    B. blood cells have been taken out of it
    C. patients are often transfused with it
    D. it is generally more important to the patient than other parts of whole blood

15. Which of the following is NOT stated about whole blood?
    A. It is different from plasma.
    B. It cannot be dried.
    C. It is impossible to keep it in storage for a long time.
    D. It is a clear, colorless liquid.

Question 16 - 20 refer to the following passage

Under the Earth's topsoil, sometimes under a layer of rock, there are deposits of clay. **They** can be found in **numerous** places. Look at cuts where highways have been built to see exposed clay beds; or look at a construction site, where pockets of clay may be exposed. Rivers also reveal clay along their banks, and erosion on a hillside may make clay easily accessible. What is clay made of? The Earth's surface is basically rock. It is this rock that gradually breaks down into clay. Rain, streams, alternating freezing and thawing, roots of trees forcing their way into cracks, earthquakes, volcanic action, and glaciers - all of these forces slowly break down the Earth's exposed rocky crust into smaller pieces that eventually become clay.

16. The author's main point is that clay deposits ...
    A. conceal layers of rock
    B. can be found in various places
    C. are usually small

D.   must be removed from construction sites

17. It can be inferred from the passage that clay is LEAST likely to be plentiful in which of the following areas?
    A.   In desert sand dunes
    B.   In forests
    C.   On hillsides
    D.   Near rivers

18. According to the passage, rock breaks down into clay under all of the following conditions EXCEPT when ...
    A.   it is exposed to freezing and thawing
    B.   roots of trees force their way into cracks
    C.   it is combined with alkalis
    D.   there is a volcanic action

19. The word **they** refers to ...
    A.   Earth's top soil
    B.   rocks
    C.   places
    D.   deposits of clay

20. The word **numerous** is closest in meaning to ...
    A.   various
    B.   few
    C.   big
    D.   giant

Question 21 - 25 refer to the following passage

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craft workers, **they** imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to **give** way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the **shift** to factory production.

21. Which of the following can be inferred from the passage about articles manufactured before 1815?
    A. They were primarily produced by women.
    B. They were generally produced in shops rather than in homes.
    C. They were produced with more concern for quality than for speed of production.
    D. They were produced mostly in large cities with extensive transportation networks.

22. Before 1815, where did people in the U.S. conducted their manufacturing activities?
    A. In a company
    B. In homes.
    C. In homes and shops
    D. In a trading market

23. The word **they** refers to ...
    A. skilled artisans
    B. women
    C. apprentices
    D. journeymen

24. The word **give** is closest in meaning to ...
    A. sell
    B. finish
    C. send
    D. provide

25. The word **shift** is closest in meaning to ...
    A. mix
    B. merge
    C. change
    D. unite

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1 – 5 refer to the following passage

> The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desertlike conditions into areas where **they** did not previously exist is called desertification. It has been estimated that an additional one-fourth of the Earth's land surface is **threatened** by this process.
>
> Desertification is accomplished primarily through the loss of stabilizing natural vegetation and the subsequent accelerated erosion of the soil by wind and water. In some cases the loose soil is blown completely away, leaving a stony surface. In other cases, the finer particles may be removed, while the sand-sized particles are accumulated to form mobile hills or ridges of sand.

1. What is the main idea of paragraph 1?
   A. The deserts occupy approximately a fourth of the Earth's land surface
   B. Desertification is a dangerous phenomenon that threatens the Earth
   C. The loose soil is blown completely away, leaving a stony surface
   D. Desertification will never endanger the Earth

2. What is the most suitable title for the topic?
   A. The Soil of the Earth
   B. Desertification
   C. Dessert
   D. The Loose Soil

3. The word **they** in the paragraph 1 refers to ...
   A. the desertlike condition
   B. the area
   C. the expansion
   D. desertification

4. The word **threatened** in the paragraph 1 is closest in meaning to ...
   A. restricted
   B. endangered
   C. prevented
   D. rejected

5. According to paragraph 2, the loss of natural vegetation has which of the following consequences for soil?
   A. Increased stony content
   B. Reduced water absorption
   C. Increased numbers of spaces in the soil
   D. Reduced water run off

Questions 6 – 10 refer to the following passage

> The **invention** of the phonograph happened quite by accident. Thomas Edison moved to Menlo Park, New Jersey, in 1876, where he established an industrial research laboratory. There, Edison was working on a carbon transmitter to improve the existing Bell telephone system.
>
> In that laboratory a year later, Edison invented the phonograph while **he** was trying to **improve** a telegraph repeater. He attached a telephone diaphragm to the needle in the telegraph repeater; in this way he was able to reproduce a recording that could be played back. After he made some improvements to the machine, he tested **it**. He recited "Mary Had a Little Lamb" into the machine and played his voice back to a very surprised audience.

6. The word **invention** in "The **invention** of the phonograph happened quite by accident." refers to ...
   A. device
   B. division
   C. founding
   D. discovery

7. In what year did the invention of the phonograph occur?
   A. 1876
   B. 1877
   C. 1878
   D. The article does not say

8. The word **he** in "... Edison invented the phonograph while **he** was trying to improve a telegraph repeater" refers to ...
   A. Edison
   B. telegraph
   C. New Jersey
   D. audience

9. What was Edison working on when he created the phonograph?
   A. A telegraph repeater
   B. A telegraph diaphragm
   C. A telephone repeater
   D. A telephone diaphragm

10. The word **improve** in "... Edison invented the phonograph while **he** was trying to improve a telegraph repeater" is closest in meaning to …
    A. delete
    B. decrease
    C. make
    D. develop

Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive **vault** that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

11. Which of the following best describes the topic of the passage?
   A. The city of Fort Knox, Kentucky
   B. The federal gold depository
   C. The U.S. army post at Fort Knox
   D. Gold bullion

12. Which of the following would be the best title for this passage?
   A. The Massive Concrete Vault
   B. Fort Knox Security
   C. Where the United States Keeps Its Gold
   D. A Visit to Kentucky

13. The word **vault** in "... the massive **vault** that contains the bulk of the U.S. government's gold deposits." refers to ...
   A. house
   B. arch
   C. car
   D. wagon

One identifying characteristic of minerals is **their** relative hardness, which can be determined by scratching one mineral with another. In this **type** of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

14. Which of the following best states the topic of this passage?
   A. The hardness of diamonds
   B. Identifying minerals by means of a scratch test
   C. Feldspar on the Mohs' scale
   D. Recognizing minerals in their natural state

15. The main idea of this passage is that ...
   A. the hardness of a mineral can be determined by its ability to make a mark on other minerals
   B. diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
   C. a softer mineral cannot be scratched by a harder mineral
   D. talc is the first mineral listed on the Mohs' scale

16. The word **their** in "One identifying characteristic of minerals is **their** relative hardness..." refers to ...
   A. characteristic   C. hardest
   B. minerals   D. type

17. The word **type** in "In this **type** of test, a harder mineral can scratch a softer one,..." is closest in meaning to ...
   A. kind   C. place
   B. common   D. solid

Questions 18 – 20 refer to the following passage

Cognitive psychologists **assert** that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but not automatically. Cognitive factors intervene. People decide whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives. Supporting evidence comes from research showing that aggressive people often **distort** other people's motives. For example, they assume that other people mean them harm when they do not.

18. The word **assert** in the passage is closest in meaning to ...
   A. know
   B. find out
   C. deny
   D. state

19. According to the cognitive approach described in paragraphs 7 and 8, all of the following may influence the decision whether to act aggressively EXCEPT a person's ...
   A. moral values
   B. previous experiences with aggression
   C. instinct to avoid aggression
   D. beliefs about other people's intentions

20. The word *distort* in the passage is closest in meaning to ...
   A. mistrust
   B. misinterpret
   C. criticize
   D. resent

Questions 21 – 23 refer to the following passage

Blood plasma is a clear, almost colorless liquid. **It** consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other **components**. Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

21. The word **it** in the passage refers to ...
   A. blood plasma
   B. liquids
   C. cells
   D. components

22. The word **components** in the passage is closest in meaning to ...
   A. organism
   B. elements
   C. designs
   D. issues

23. All of the following are true about blood plasma EXCEPT that ...
   A. it is a deeply colored liquid
   B. blood cells have been taken out of it
   C. patients are often transfused with it
   D. it is generally more important to the patient than other parts of whole blood

\

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper New York World. She used to write articles under the pen name "Nellie Bly". Nellie Bly was a name from Stephen Foster's song. She was **famous** for her exposes and in particular for the bold and adventuresome way that she obtained her stories.

She felt that the best way to get the real story was from the inside rather than as an outside observer. On one occasion she pretended to be a thief so that she would get arrested by the police and see for herself how female prisoners were really treated. On another occasion she **faked** mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

24. The word **famous** in the passage is closest in meaning to ...
    A. went
    B. well-known
    C. worked
    D. knew

25. Which of the following is NOT true about Nellie Bly?
    A. Nellie Bly's real name was Elizabeth Cochrane Seaman.
    B. Nellie Bly was a patient in a mental hospital.
    C. The name Nellie Bly came from a song.
    D. The name Nellie Bly was used on articles that Seaman wrote.

STUDENT'S ANSWER SHEETS (POST-TEST CONTROL GROUP)

Sheet 1

Date :

Nama : Annisa Berlian Setiarany
NIM : 19521172
Kelas : MBSE / TOSE E79

1. A	6. D	11. C	16. A	21. A
2. B	7. D	12. B	17. A	22. B
3. C	8. A	13. A	18. D	23. A
4. B	9. A	14. C	19. D	24. B
5. B	10. D	15. A	20. B	25. A

Sheet 2

No.
Date

Nama : Aprilia Dwiayu W.
NIM : 195221290

1. A	11. A	21. A
2. A	12. B	22. B
3. D	13. B	23. A
4. A	14. B	24. B
5. D	15. C	25. B
6. D	16. D	
7. A	17. A	
8. A	18. A	
9. A	19. D	
10. D	20. D	

Sheet 3

20. A

Nama : Atika Rany
NIM : 195231007

1. A	11. A	21. A
2. A	12. B	22. B
3. C	13. A	23. A
4. B	14. B	24. B
5. A	15. A	25. A
6. D	16. A	
7. A	17. A	
8. A	18. C	
9. A	19. C	
10. D	20. B	

Nama : Diana wulandari
Nim : 195211127

1. A	6 C	11 C	16. B	21 A
2. A	7 B	12 B	17 A	22 B
3. D	8 C	13 B	18 C	23 A
4 B	9 D	14 C	19 D	24 B
5 A	10 D	15. A	20 C	25 B

Dwi Putri Juwariah
· 195231033
PBS 2A

1. A	6. D	11. C	16. A	21. A
2. A	7. A	12. B	17. A	22. B
3. C	8. A	13. A	18. C	23. A
4. B	9. A	14. C	19. C	24. B
5. C	10 D	15. A	20. B	25. A

Nama : Erika Leny Nurlina
NIM : 195231134
Kelas : PBS 2C / TOSE E79

1. A	6. D.	11. A.	16. A	21. A
2. B	7. A.	12. C.	17. A	22. B
3. A	8. A.	13. A.	18. B	23. A
4. A.	9. D	14. C.	19. B	24. B
5. A.	10. D	15. A.	20. A	25. B

POST TEST

Nama : Febriana Pangesti
Nim : 195211171
Kelas : MB5 E / E79

1. A	6. D	11. C	16. A	21. A
2. B	7. D	12. B	17. A	22. B
3. C	8. A	13. A	18. D	23. A
4. B	9. A	14. C	19. D	24. B
5. B	10. D	15. A	20. B	25. A

Name : Indah Hurnayati
nim : 195211043
Class : E79.

1. ~~A~~ B	11. A	21. A
2. A	12. B	22. B
3. C	13. A	23. A
4. B	14. B	24. B
5. C	15. A	25. ~~A~~ B
6. D	16. A	
7. A	17. A	
8. A	18. D	
9. A	19. ~~A~~ D	
10. D	20. B	

Hama : Indiyah fitriyani
Nim = 195211311 / E79.

Post Test

1. A	11. A	21 C
2. B	12. B	22. C
3. B	13. C	23. D
4. A	14. C	24 D
5. C	15. B	25. A
6. B	16. D	
7. D	17. A	
8. A	18. D	
9. C	19. A	
10. B	20. B	

1 B	11. b	21. A
2 B	12. b	22. B
3 A	13. A	23. A
4 D	14. AC	24. C
5 A	15. A	25. D
6 A	16. B	26. ~~~~
7 A	17. D	27. ~~~~
8 A	18. B	28. ~~~~
9 A	19. A	
10 C	20. B	

Date

Nama : Firanda Oktri Idah Putri
Nim : 195231490
Kelas : PBS 2H / TOEFL 6 79

1 B	8 A	21 A
2 B	10 B	22 B
3 B	11 B	23 A
4 B	12 B	24 B
5 D	15 A	25 C
6 A	16 B	
7 A	17 A	
8 A	18 A	
9 A	19 A	
10 □	20 B	

Date:

Nama : Intan Riska Amellya Putri
NIM : 195231153

Post Test

1. A	11. D	21. A
2. B	12. B	22. B
3. A	13. A	23. B
4. B	14. D	24. B
5. D	15. D	25. B
6. D	16. B	
7. B	17 A	
8. A	18. C	
9. A	19. C	
10. D	20. C	

Nama: Layla Safitri
NIM: 195211197
kelas: MBS 2E

1 A	6 D	11 C	16 A	21 A
2 B	7 D	12 B	17 A	22 B
3 C	8 A	13 A	18 D	23 A
4 B	9 A	14 C	19 D	24 B
5 B	10 D	15 A	20 B	25 A

Nama = Muhammad Rizal Santosa
NIM = 195231039

Post-Test

1. A	6. C	11 A	16 A	21 B
2 C	7. D	12. B	17 A	22. B
3. B	8. A	13 A	18 B	23. C
4 B	9. A	14. B	19. C	24 B
5. C	10. D	15. C	20. B	25. C

Niken putri wijayanti
195281002 / PBS 2A

1 A		11 C		21 A
2 A		12 B		22 B
3 C		13 A		23 A
4 B		14 C		24 B
5 C		15 A		25 A
6 D		16 A		
7 A		17 A		
8 A		18 C		
9 A		19 C		
10 D		20 B		

Rahma Nur Cahyani
195231272

Post - Test

1. A	11. B	21. A
2. A	12. C	22. A
3. A	13. A	23. A
4. B	14. D	24. B
5. B	15. B	25. B
6. D	16. B	
7. D	17. A	
8. A	18. B	
9. A	19. A	
10. D	20. A	

Nama : Rezqi Radiashah Junaidi
Nim /kelas: 195211310 / E 79

Post - Test

1 . A	11 . b	21 . A
2 . B	12 . C	22 . B
3 . D	13 . B	23 . A
4 . B	14 . D	24 . B
5 . A	15 . A	25 . D
6 . A	16 . B	
7 . B	17 . A	
8 . A	18 . A	
9 . C	19 . A	
10 . D	20 . B	

Rini Kustanti
195221167

Post - Test

1. A.	6 C	11. A	16. B	21. A
2. A.	7 B	12. C	17. A	22. A
3. A.	8 A	13. B	18. B	23. C
4. B	9. B	14. B	19. A	24. D
5. B.	10. B	15. A	20 C	25. B

Name = Rini Sri Rejeki
NIM = 195221067

1. D	6. B	11 B	16 D	21 B
2. A	7 B	12 A	17 C	22 C
3. C	8 A	13 B	18 D	23 A
4. D	9 A	14 D	19 D	24 D
5. A	10. D	15 C	20 A	25 B

Raliya Firdaus Y / 1952

1. A	11. A	21. A
2. B	12. C	22. B
3. A	13. A	23. A
4. A	14. C	24. B
5. A	15 A	25. B
6. D	16. A	
7. A	17. A	
8. A	18. B	
9. P	19. B	
10. D	20. A	

POST TEST

Nama : Sarah Ismaini Latifah
Him : 195211177

1. A	11. C	21. A
2. B	12. B	22. B
3. C	13. A	23. A
4. B	14. C	24. B
5. B	15. A	25. A
6. D	16. A	
7. D	17. A	
8. A	18. D	
9. A	19. D	
10. D	20. B	

Plan & Memo

Suchehi Nur Djawati
195231078
date :

Post - test.

1. A	6 D	11. C	16 B	21 A
2. B	7. A	12. C	17. A	22. B
3. A	8. A	13. A	18 C	23. A
4. B	9. A	14. B	19. D	24. B
5. A	10. D	15. A	20 B	25. B

Srika Amalia Agustina
195211012
MBS 2A

1.	B	11. B	21. A		
2.	B	12. B	22. B		
3.	B	13. B	23. A		
4.	B	14. B	24. B		
5.	B	15. B	25. A		
6.	D	16. A			
7.	B	17. D			
8.	A	18. B			
9.	D	19. D			
10.	D	20. B			

Nama : Wenda Ventika Ariani
NIM : 195211168

1. A	14. C
2. A	15. A
3. D	16. B
4. B	17 A
5 A	18. C
6. C	19 D
7 B	20 C
8. C	21 A
9. D	22 B
10. D	23 A
11. C	24 B
12. B	25. B
13. B	

Nama : Niken H.
Him : 195 231 295

1). B.	6) A	9) B	16 B	21 A
2) B	7) A	12) C	17 A	22 B
3) D	8) A	13) B	18 B	23 A
4) B	9) A	14) D	19 D	24 B
5). D.	10) D	15) A	20 B	25. B

Nama : Yazid Vian A
NIM : 195231300
Kelas : TOSE E79

1. B	6. A	11. B	16 B	21. A
2. B	7. A	12. C	17. A	22. B
3. D	8. A	13. B	18. B	23. A
4 B	9 A	14. D	19. D	24. B
5. D	10 D	15. A	20 B	25 B

27 April 2020

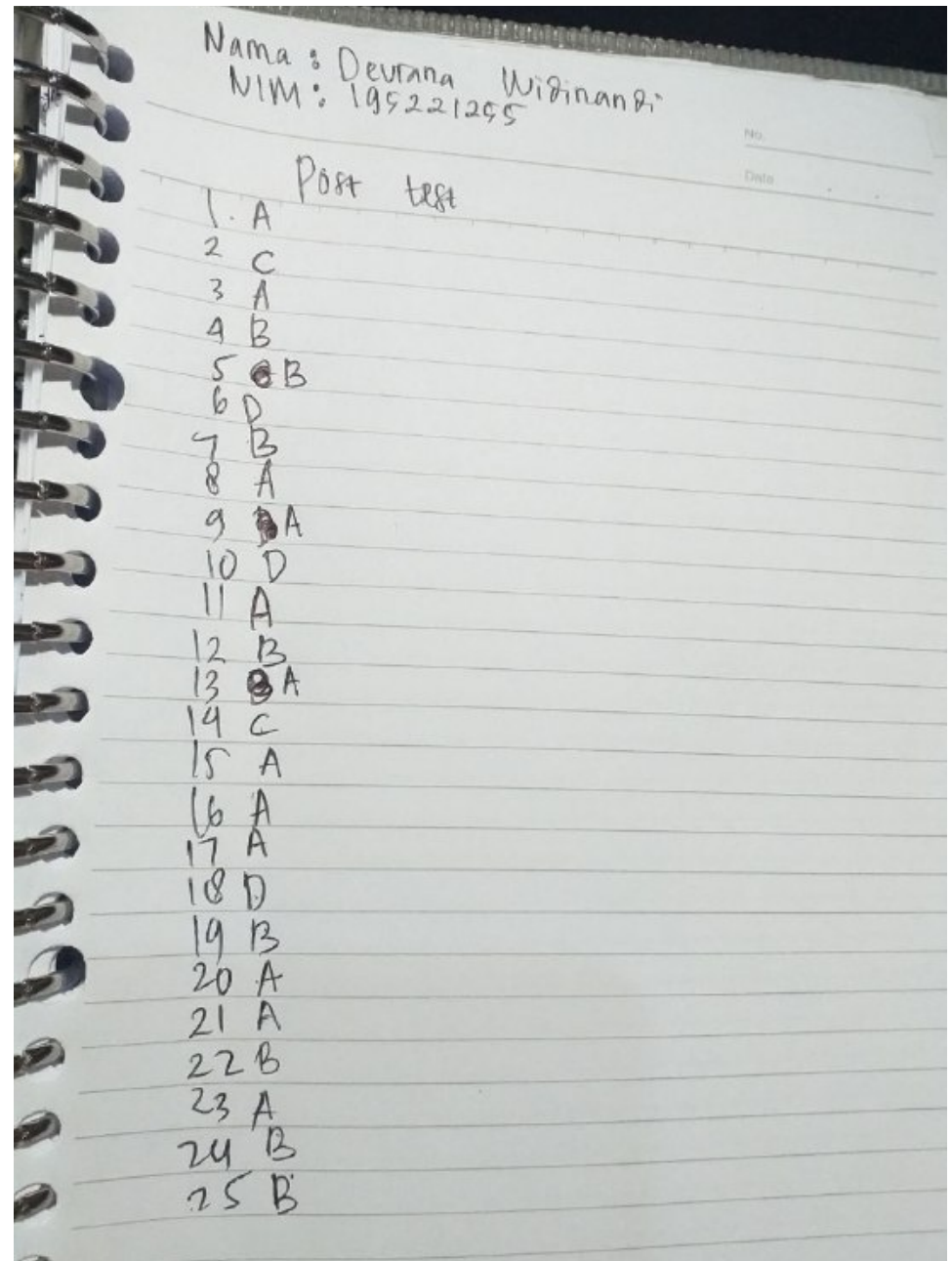Hama = Indiyah fitriyani
Nim = 195211311 / E79.

Post Test

1. A	11. A	21. C	
2. B	12. B	22. C	
3. B	13. C	23. D	
4. A	14. C	24. D	
5. C	15. B	25. A	
6. B	16. D		
7. D	17. A		
8. A	18. D		
9. C	19. A		
10. B	20. B		

~~Pertanyaan~~

Nama : Hildan Maulana
Kelas : PBS 2G
NIM : ~~198031302~~ 195231502

1. A	6. D	11. C	16. B
2. C	7. A	12. B	17. A
3. A	8. A	13. A	18. C
4. D	9. B	14. A	19. C
5. A	10. C	15. D	20. A

21. A
22. A
23. B
24. A
25. C

Nama = Muhammad Rizal Santosa
NIM = 195231039

Post - Test

1. A	6. C	11. A	16. A	21. ~~B~~ B
2. C	7. D	12. B	17. A	22. B
3. B	8. A	13. A	18. B	23. C
4. B	9. A	14. B	19. C	24. B
5. C	10. D	15. C	20. B	25. C

STUDENTS' ANSWER SHEETS: POST-TEST EXPERIMENTAL GROUP

Nama : Afifah Dwiyanti
NIM : 195221259

Post - Test

1	A
2	B
3	A
4	B
5	b
6	D
7	B
8	A
9	A
10	D
11	A
12	B
13	A
14	C
15	A
16	A
17	A
18	D
19	b
20	A
21	A
22	B
23	A
24	B
25.	B

---

07 Mei 2022

Nama : Andani Mentari Putri
Nim : 195221015
kelas : PBS 2C

1) B.	6) D	11) C.	16) A.	21) A
2) B	7) B	12) B.	17) A	22) B
3) D	8) A.	13) D	18) B	23) A.
4) B.	9) B	14) O	19) A	24) B
5) A	10) D	15) B.	20) C.	25) B

Nama : Arrum Roesmawati
Kelas : E.64
Nim : 195231129

POST TEST

1. A	11. C	21. A
2. C	12. B	22. B
3. B	13. A	23. A
4. D	14. B	24. B
5. B	15. A	25. D
6. A	16. B	
7. D	17. A	
8. A	18. B	
9. C	19. B	
10. C	20. A	

Nama : Bella Aprillia
Nim : 195231057
Post test

1. A	11. A	21. A
2. B	12. B	22. B
3. D	13. A	23. A
4. A	14. C	24. B
5. B	15. A	25. B
6. D	16. A	
7. A	17. A	
8. D	18. B	
9. D	19. B	
10. D	20. A	

Name   : Defian Sulistyo Pribadi
Nim   : 195211035

Post Test

1. A	11. B	21. A
2. C	12. C	22. B
3. C	13. B	23. A
4. B	14. B	24. B
5. C	15. A	25. B
6. C	16. B	
7. A	17. A	
8. A	18. D	
9. A	19. A	
10. D	20. D	

Nama : Devrana Widinandi
NIM : 195221295

Post test

1. A
2 C
3 A
4 B
5 C B
6 D
7 B
8 A
9 A
10 D
11 A
12 B
13 A
14 C
15 A
16 A
17 A
18 D
19 B
20 A
21 A
22 B
23 A
24 B
25 B

Post -Test Tose E 64

Dika Memantus Kusnah

195221213

1. A	11 B	21 B
2. C	12 A	22 B
3. A	13 B	23 A
4. B	14 A	24 B
5. A	15 D	25 A
6. B	16 A	
7. A	17 A	
8. B	18 A	
9. B	19 B	
10. B	20 A	

Fadia Dasara (195 211 273)

1. A	11. B	21. A
2. B	12. A	22. B
3. B	13. D	23. A
4. B	14. B	24. B
5. C	15. A	25. D
6. C	16. A	
7. D	17. C	
8. A	18. A	
9. A	19. C	
10. C	20. A	

Nama : Farah Haibah
NiM   : 195211026 / MBS 2A

1. A   6. D.   11. B   16. A.   21 A
2. C   7. B.   12. C   17. A.   22 B
3. C   8. A   13. B   18. C   23 A
4. B.   9. A   14. B   19. A   24. B
5. C   10. D.   15. A   20 D   25. B

NAMA : Felyana Agustin
NIM : 195211027 / MBS 2 A

1. A   11. B   21. A
2. C   12. C   22. B
3. C   13. B   23. A
4. B   14. B   24. B
5. C   15. A   25. B
6. D   16. B
7. B   17. A
8. A   18. D
9. A   19. A
10 D   20. D

47

Nama : fransischa Wahyuningtyas
NIM : 195221337

Post Test

1. A	11. C	21. A
2. B	12. A	22. A
3. D	13. A	23. A
4. B	14. B	24. B
5. A	15. C	25 B
6. D	16. B	
7. D	17. A	
8. A	18. C	
9. A	19. A	
10. D	20. B	

"Post Test"

Nama : Ghaffar octa Madani
NIM : 195211228

1. A.
2. B.
3. C.
4. B.
5. B
6. C
7. A
8. A
9. A
10. D
11. C
12. A
13. A
14. B
15. A
16. B. Minerals
17. A. Kind
18. D. State
19. C. Instinct to avoid aggression
20. B. Misinterpret
21. A. Blood plasma.
22. B. Elements
23. B. Blood cells have been taken out of it
24. B. Well known
25. A. Nellie Bly's real name was Elizabeth Cochrane Seaman

JOYKO® 30 Lines, 6mm

Name : Ita Budiyanti
NIM : 195231038

Post Test.

1.	A	11. B	21. B	
2.	C	12. A	22. B	
3.	A	13. B	23. A	
4.	B	14. A	24. B	
5.	A	15. 0	25. A	
6.	D	16. A		
7.	A	17. A		
8.	A.	18. A		
9.	A	19. B		
10.	D	20. A		

Post Test

Name : Lia Saputri
NIM : 195221140

1. A   11. A   21. A
2. B   12. A   22. B
3. D   13. A   23. A
4. A   14. C   24. B
5. B   15. A   25. B
6. D   16. A
7. B   17. A
8. D   18. A
9. C   19. B
10. D   20. B

Meilina Zuana Ashari / 195221224

POST - TEST.

1. A	11. B	21. B
2. C	12. A	22. B
3. A	13. B	23. A
4. B	14. A	24. B
5. A	15. D	25. A
6. D	16. A	
7. A	17. A	
8. A	18. A	
9. A	19. B	
10. C	20. A	

Post Test

Nama : Meta Cristiana Budiarto

NIM : 195211351

1. A	11. C	21. A
2. B	12. C	22. B
3. C	13. A	23. A
4. B	14. B	24. B
5. B	15. A	25. D
6. C	16. A	
7. A	17. A	
8. A	18. A	
9. D	19. D	
10. D	20. A	

Nabila Nur Mahasiswi 195211038

1. A	6. D	11. C	16. B	21. A
2. B	7. B	12. B	17. A	22. B
3. C	8. A	13. B	18. D	23. A
4. A	9. A	14. B	19. A	24. B
5. C	10. D	15. A	20. D	25. B

Nama : Reyka Aulina
NIM : 195231049
Kelas : PBS 2B

POST tEst

1. A	11. D C	21. A
2. A	12. B	22. B
3. A	13. A B	23. A
4. B	14. A	24. B
5. A B	15. A	25. B
6. D	16. B	
7. B	17. A	
8. A.	18. B.	
9. C.	19. D	
10. D.	20. B	

Nama : Rinn Kristiana
NIM : 195 221 328
Kelas : AKS 2I

Post - Test

1. B.
2. B. desertification
3. C. the expansion
4. B. endangered
5. A.
6. D. discovery
7. A. 1876
8. A. Edison
9. A
10. D. develop
11. C.
12. B. Fort Know Knox security
13. B. arch
14. B. Identifying minerals by means of a scratch test
15. A
16. B. minerals
17. A. kind
18. B. find out
19. C. instinct to avoid aggression
20. B. misinterpret
21. A. blood plasma
22. B. elements
23. A. it is a deeply colored liquid
24. B. well-t well-known
25. A. Nellie Bly's real name was Elizabeth Cochrane Seaman

Rutiya Firdaus Y / 19523111009

1. A	11. A	21. A
2. B	12. C	22. B
3. A	13. A	23. A
4. A	14. C	24. B
5. A	15. A	25. B
6. D	16. A	
7. A	17. A	
8. A	18. B	
9. P	19. B	
10. D	20. A	

Nama : Shafa Sarita R
NIM : 19523110
Kelas : PBS 2C

Post - Test

1. B	11. C	21. A
2. B	12. B	22. B
3. A	13. D	23. A
4. B	14. D	24. B
5. A	15. B	25. B
6. D	16. A	
7. B	17. A	
8. A	18. B	
9. B	19. A	
10. D	20. C	

SRI RAHAYU H 1195231067

1. A	6. D	11. A	16. A	21. A
2. A	7. D	12. B	17. A	22. B
3. B	8. A	13. B	18. B	23. A
4. B	9. A	14. A	19. B	24. B
5. D	10. D	15. A	20. A	25. B

Nama = Suci Dwi Rahmawati
NIM = 195211260

TOSE E64

Post Test

1. A	11. A	21. A
2. C	12. B	22. B
3. A	13. A	23. A
4. B	14. C	24. B
5. B	15. A	25. B
6. D	16. A	
7. B	17. A	
8. A	18. D	
9. A	19. B	
10. D	20. A	

Right page:

Name : Vera Putri Sagita
NIM : 19522230   POST. TEST.

1. A   6. D   11. B   16. A   21. B
2. C   7. A   12. A   17. A   22. B
3. A   8. A   13. B   18. A   23. A
4. B   9. A   14. A   19. B   24. D
5. A   10. C   15. D   20. A   25. D

Left page:

Name : Uler Mufidhah
NIM : 19521023
Class : MBS 2A

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

Post Test

No.:

Nama : Winda Lestari

Nim : 195231077

1. A	11. A	21. A
2. B	12. B	22. B
3. D	13. A	23. A
4. A	14. C	24. B
5. B	15. A	25. B
6. D	16. A	
7. A	17. A	
8. D	18. B	
9. D	19. B	
10. D	20. A	

Yesiana febrianita

195231054

1. A	11. A	21. A
2. B	12. B	22. B
3. D	13. A	23. A
4. A	14. C	24. B
5. B	15. A	25. D
6. D	16. A	
7. A	17. A	
8. D	18. B	
9. D	19. B	
10. D	20. C	

Nama: Yogi Saptra Uling
Nim: 195221261
Kelas: Ak5 20

1. A	11. A	21. A
2. C	12. B	22. B
3. A	13. A	23. A
4. B	14. C	24. C
5. C	15. A	25. C
6. D	16. A	
7. B	17. A	
8. A	18. D	
9. A	19. B	
10. D	20. A	

Post-Test

Nama: Yusrikha Alzahrah
Nim: 195211276

1. A	11. A	21. A
2. B	12. B	22. B
3. A	13. B	23. A
4. B	14. C	24. B
5. B	15 A	25. B
6. D	16 A	26.
7. B	17. A	
8. A	18. A	
9. D	19. D	
10. D	20. A	

Muhammad Hafidz Noor Rois
195211204

1. C	6. C	11. C	16. B	21. A
2. B	7. A	12. A	17. A	22. B
3. A	8. A	13. A	18. B	23. C
4. B	9. A	14. B	19. D	24. B
5. B	10. D	15. A	20. B	25. B

---

essential for the smooth func...
society

2. P. People's agreement on the measurement of time

Jassica Tersiana Handayani (195221072)
Pre Test

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

11. D
12. A
13. B
14. A
15. C
16. D
17. A
18. C
19. A
20. A
21. A

22. C
23. A
24. D
25. C

Nama : Ririn Kristiana
NIM : 195 221 328
Kelas : AKS 2J

Post - Test

1. B.
2. B. desertification
3. C. the expansion
4. B. endangered
5. A.
6. D. discovery
7. A. 1876
8. A. Edison
9. A
10. D. develop
11. C.
12. B. Fort ~~know~~ Knox security
13. B. arch
14. B. Identifying minerals by means of a scratch test
15. A
16. B. minerals
17. A. kind
18. B. find out
19. C. instinct to avoid aggression
20. B. misinterpret
21. A. blood plasma
22. B. elements
23. A. it is a deeply colored liquid
24. B. ~~weel-t~~ well-known
25. A. Nellie Bly's real name was Elizabeth Cochrane Seaman

Nama = David Budianto
Nim = 195 221353
kelas = AKS 2J

1. A
2. D
3. C
4. C
5. A
6. D
7. B
8. B
9. D
10. C
11. D
12. A
13. B
14. A
15. D
16. B
17. A
18. C
19. D
20. A
21. B
22. C
23. A
24. D
25. C

APPENDIX
STUDENT'S ANSWER SHEETS: (PRE-TEST CONTROL GROUP)

Plan & Memo

Nama : Annisa Berlian Setyofany.
Klas : Tose E·B
NIM : 19570177

1. A.	6.	B	11.	D	16.	A	21.	A
2. D	7.	A	12.	A	17.	A	22.	A
3. C	8.	B	13.	B	18	C	23.	B
4. C	9.	D	14.	A	19.	D	24.	D
5. B	10.	C	15.	C	20	A	25.	B

Nama : Aprilia Dwiayu W.
NIM : 195221290

No.
Date

1. B	11. D	21. BC
2. D	12. A	22 C
3. C	13. B	23. A
4. C	14. C	24. D
5. C	15. C	25 B
6. BC	16 A	
7. A	17. C	
8. A	18. A	
9. A	19. A	
10. C	20. A	

Nama : Atika Rany
NIM : 195231007

1. A	11. D	21. B
2. A	12. A	22. C
3. C	13. B	23. A
4. C	14. A	24. D
5. A	15. C	25. C
6. D	16. B	
7. C	17. D	
8. A	18. B	
9. D	19. A	
10. A	20. A	

PRE TEST

Name : Defian Sulistyo P
Nim : 195211035

1. B	6. B	11. B	16. B	21. A
2. D	7. C	12. D	17. A	22. C
3. B	8. B	13. B	18. C	23. A
4. C	9. D	14. A	19. A	24. D
5. A	10. D	15. B	20. A	25. B

Diana Wulandari (Bawah)

1. A	6. A	11. B	16 A
2. C	7. D	12. A	17 B
3. C	8. B	13. B	18 C
4. C	9. D	14. A	19 D
5. A	10. C	15 B	20 A

21 D

22 C

23 A

24 D

25. C

Dwi Putri Juwariah
195231033
PBS 2A

1. A	6. D	11. D	16. B	21. B
2. A	7. B	12. A	17. A	22. C
3. C	8. B	13. B	18. C	23. A
4. C	9. D	14. A	19. A	24. D
5. A	10. C	15. B	20. A	25. C

Nama : Erika Leny Nurlina
NIM : 195231134
Kelas : PBS 2C / E 79

" Pre Test "

1. A.	6. D.	11. D.	16. A.	21. C.
2. C.	7. B.	12 A.	17. A.	22. C.
3. C.	8. B.	13. B.	18. C.	23. A.
4. C.	9. A.	14. A.	19. D.	24. D.
5. D.	10. C.	15. C.	20. A.	25. C.

Name : Febriana Pangesti
Him : 195211171
Class : MBS 2E / Tose E79.

1. A	6. B	11. D	16. A	21. A
2. D	7. A	12. A	17. A	22. A
3. C	8. B	13. B	18. C	23. B
4. C	9. D	14. A	19. D	24. D
5. B	10. C	15. C	20. A	25. B

Nama : Hildan Maulana
NIM : 195231302
Kelas : PBS 2E

1. B	6. D	11. D	16. A
2. D	7. D	12. A	17. A
3. C	8. C	13. B	18. A
4. C	9. D	14. A	19. D
5. A	10. A	15. C	20. A

21. B
22. A
23. C
24. D
25. D

Nama : Indah Nurhayati
Nim : 195211043

1. B	11. D	21. C
2. D	12. A	22. B
3. C	13. B	23. A
4. D	14. C	24. D
5. C	15. C	25. C
6. C	16. B	26.
7. A	17. C	
8. A	18. A	
9. A	19. A	
10. C	20. A	

Name : Indiyah fitriyani
Nim = 195211311

Pre test.

1. B	11. D	21. B
2. D	12. B	22. C
3. B	13. B	23. A
4. C	14. B	24. D
5. A	15. B	25. D
6. B	16. A	
7. C	17. C	
8. A	18. D	
9. D	19. A	
10. C	20. B	

Intan Nur Asyifa (bawah)

1. D	6. D	11. D	16. A	21. B
2. A	7. D	12. A	17. A	22. C
3. C	8. A	13. B	18. A	23. A
4. d	9. A	14. A	19. D	24. D
5. B	10. A	15. C	20. A	25. B

Nama : Intan Riska A.P
NIM = 195231153

1 A	11. D	21. D
2 A	12. A	22. C
3 C	13. B	23. A
4 B	14. A	24. A
5 C	15. C	23. B
6 B	16. B	
7 D	17. A	
8 B	18. D	
9 A	19. D	
10 A	20. A	

Irsyad F (bawah)

1. A	11 B	21. B
2 A	12 A	22 C
3 A	13 B	23 A
4 C	14 A	24 D
5 A	15 C	25. C
6 D	16 B	
7 D	17 A	
8 D	18 C	
9 D	19. B	
10 C	20 A	

Nama : Kiranda Okti Eka Putri
Kelas : PBS 2H / TOSE E 79
NIM : 195231330

1. A	11. D	21. A
2. A	12. A	22. C.
3. C	13 B	23 A
4. C	14. A	24. D
5. A	15. A	25. C
6. D	16. A	
7. D	17. A	
8. B	18. C	
9. D	19 D	
10. A	20. A	

Layla safitri (bawah)

1. A	6. B	11. D	16. A	21. A
2. D	7. A	12. A	17. A	22. A
3. C	8. B	13. B	18. C	23. B
4. C	9. D	14. A	19. D	24. D
5. B	10. C	15. C	20. A	25. B

Nama = Muhammad Rizal Santosa
NIM = 19r231039

1 C	6. B	11. D	16 B	21 B
2 D	7. C	12. B	17 D	22 C
3 A	8. D	13. B	18 B	23 A
4 A	9 D	14 D	19 A	24 D
5 A	16 B	15 C	20 A	25 C

Niken Handayani (bawah)

Date

70s a

1) A	6) D	11) D	16) B	21) B
2) A	9) B	12) D	17) A	22) C
3) D	8) C	13) B	18) C	23) A
4) C	9) D	14) A	19) D	24) C
5) A	10) A	15) B	20) A	25) C

Nama: Niken putri wijayanti
Nim : 195231002

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

11. D
12 A
13. B
14. A
15. C
16. A
17. D
18. B
19. A
20. A

21. B
22. C
23. A
24. D
25. C

---

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

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

11 D
12 A
13 B
14 C
15 B

16 B
17 D
18 C
19 D
20 A

21 B
22 C
23 A
24 C
25 C

Nurul Khofifah (195221362)

Pre Test

Rahma Nur Cahyani
195 231 272

1. A.
2. D
3. C
4. C
5. A
6. D
7. C
8. B
9. D
10. A
11. D
12. A
13. B
14. A
15. B

16. B
17. A
18. C
19. A
20. A
21. B
22. C
23. A
24. C
25. C

Name : Rezqi Yadiashah Junaidi
Nim : 195211310
Class : E 79

(Pre Test)

1. a
2. a
3. c
4. c
5. a
6. d
7. b
8. b
9. d
10. A

11. D
12. A
13. B
14. A
15. D
16. B
17. A
18. C
19. D
20. A

21. C
22. C
23. A
24. b
25. A

RINI KUSTANTI
195222 1167

1. A	6. B	11. A	16. A.	21. B
2. A	7. C	12. A	17. C	22. B
3. D	8. B	13. A	18. C.	23. A
4. B	9. A	14. A	19. A ,	24. A
5. D	10. A .	15. B	20. A.	25. A

Name = Rini Sri Rejeki
Nim = 195221067.

1. D	6. B	11 B	16 D	21 B
2. A	7 B	12 A	17 C	22 C
3. C	8 A	13 B	18 D	23 A
4. D	9 A	14 D	19 D	24 D
5. A	10. D	15 C	20 A	25 B

Nama : Ruliya Firdaus Y
Nim : 195211109

1. A	6. D	11. D	16. A	21. C
2. C	7. B	12. A	17. A	22. C
3. C	8. B	13. B	18. C	23. A
4. C	9. A	14. A	19. D	24. D
5. D	10. AC	15. C	20. A	25. C

Name : SABRINA RISANG UTAMI
NIM : 195211031

1. A
2. A
3. C
4. C
5. A
6. O
7. B
8. A
9. D
10. A
11. D
12. A
13. B
14. D
15. D
16. B
17. C
18. A
19. D
20. A
21. C
22. C
23. A
24. D
25. D

Nama : Sarah Isnaini Latifah
NIM : 19521177
Kelas : TOSA 70

No. : **PRE TEST**

1. A.	11. D.	21. A.
2. D.	12. A.	22. A.
3. C.	13. B.	23. B.
4. C.	14. A.	24. D.
5. B.	15. C.	25. B.
6. B.	16. A.	
7. A.	17. A.	
8. B.	18. C.	
9. D.	19. D.	
10. C.	20. A.	

Nama : Suchehi Nur D
NIM : 195231078

1. A	11. D	21. B
2. D	12. A	22. C
3. C	13. B	23. A
4. C	14. A	24. D
5. A	15. C	25. C
6. B	16. A	
7. D	17. A	
8. B	18. C	
9. A	19. D	
10. C	20. A	

Syifa Amalia Agustina
195211012

1. A	11. B	21. A
2. A	12. A	22. C
3. C	13. B	23. A
4. C	14. A	24. D
5. A	15. B	25. C
6. C	16. D	
7. B	17. A	
8. B	18. A	
9. D	19. A	
10. A	20. A	

Tia Fatimah A.
195221359

1. A	6. D	11. D	16. B	21. B
2. C	7. A	12. A	17. D	22. C
3. D	8. B	13. B	18. C	23. A
4. B	9. D	14. C	19. D	24. C
5. C	10. A	15. B	20. A	25. C

Nama : Winda Ventita Anani
NIM : 195211165

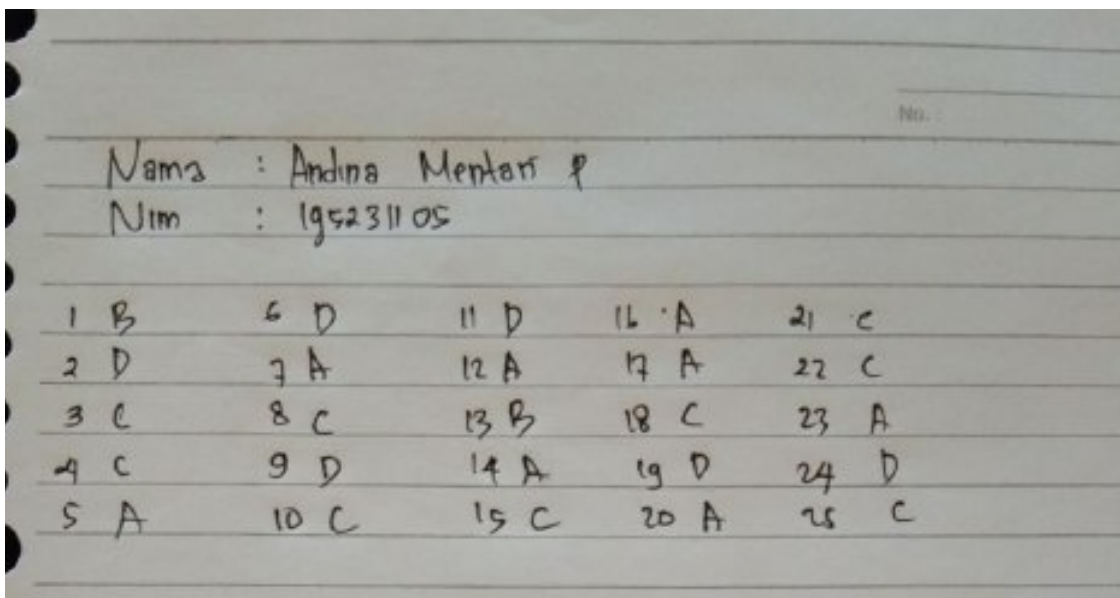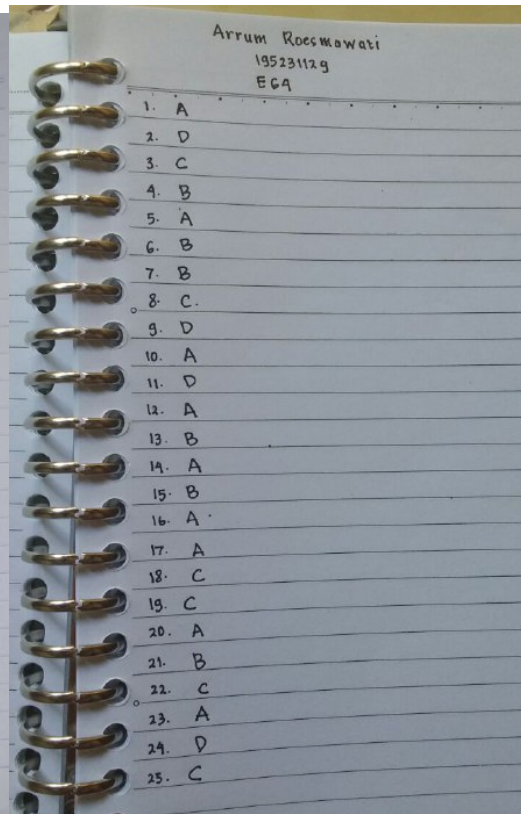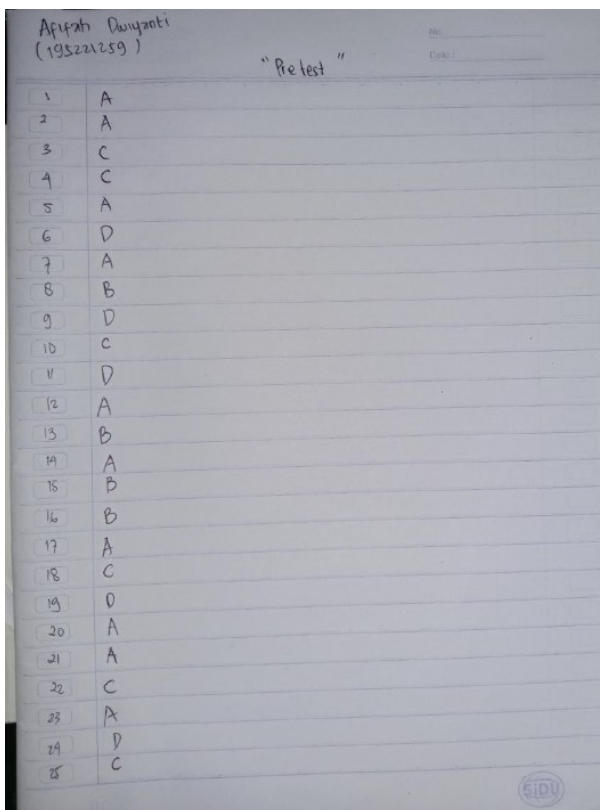|		
1. D	11. B	21. D
2. A	12. A	22. C
3. C	13. B	23. A
4. B	14. A	24. D
5. A	15. B	25. C
6. D	16. A	
7. B	17. B	
8. C	18. C	
9. D	19. D	
10. B	20. A	

π

Yazid Vian A
195231300
TDSA E79

1	A	6. D	11. D	16. A	21. B
2	A	7. B	12. A	17. A	22. C
3	D	8. C	13. B	18. A	23. A
4	C	9. D	14. A	19. D	24. C
5	A	10. A	15. C	20. A	25. C

STUDENTS' ANSWER SHEETS: PRE-TEST EXPERIMENTAL GROUP

Afifah Dwiyanti
(195221259)

"Pretest"

1	A
2	A
3	C
4	C
5	A
6	D
7	A
8	B
9	D
10	C
11	D
12	A
13	B
14	A
15	B
16	B
17	A
18	C
19	D
20	A
21	A
22	C
23	A
24	D
25	C

Arrum Roesmawati
1952311129
EG4

1.	A
2.	D
3.	C
4.	B
5.	A
6.	B
7.	B
8.	C.
9.	D
10.	A
11.	D
12.	A
13.	B
14.	A
15.	B
16.	A
17.	A
18.	C
19.	C
20.	A
21.	B
22.	C
23.	A
24.	D
25.	C

Nama : Andina Mentari P
Nim : 195231105

1	B	6	D	11	D	16	A	21	C
2	D	7	A	12	A	17	A	22	C
3	C	8	C	13	B	18	C	23	A
4	C	9	D	14	A	19	D	24	D
5	A	10	C	15	C	20	A	25	C

Nama : Bella Aprillia
Nim : 195231057

1. B	11. D	21. C
2. D	12. A	22. C
3. C	13. B	23. A
4. C	14. A	24. D
5. A	15. C	25. C
6. D	16. A	
7. A	17. A	
8. C	18. C	
9. D	19. D	
10. C	20. A	

Nama : Durrana Wiginandi
NIM : 195221255

Pretest

1 A
2 B
3 D
4 C
5 A
6 D
7 B
8 B
9 D
10 A
11 D
12 A
13 B
14 A
15 D
16 B
17 A
18 C
19 D
20 A
21 A
22 C
23 A
24 D
25 C

Nama = David Budianto
Nim = 195221353
kelas = Aks 2 I

1. A	11. D	21. B
2. D	12. A	22. C
3. C	13. B	23. A
4. C	14. A	24. D
5. A	15. D	25. C
6. D	16. B	
7. B	17. A	
8. B	18. C	
9. D	19. D	
10. C	20. A	

PRE TEST

No.: TOSE E 64

Nama : Dika Nikmahtul k
Nim : 19522 1213

1. A	11 D	21 B
2. B	12 A	22 B
3. C	13 C	23 A
4. C	14 A	24 C
5. D	15 B	25 C
6. A	16 A	
7. B	17 D	
8. B	18 C	
9. B	19 D	
10. A	20 A	

Nama : Farah Haibah
NIM : 195211026

1. A		16. B	
2. C		17. A	
3. C		18. C	
4. B		19. A	
5. C		20. A	
6. D		21. A	
7. C		22. C	
8. B		23. A	
9. D		24. D	
10. A		25. C	
11. B			
12. D			
13. B			
14. A			
15. B			

1. A	11. D	21 A
2 A	12. B	22 B
3 C	13. B	23 A
4 D	14. C	24 A
5 A	15. B	25 D
6 B	16. B	
7 C	17. D	
8 A	18. C	
9 D	19. D	
10 A	20 C	

Name= Fausan Dipta Nugroho
NIM= 195211074

PRE-TEST

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

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

11. D.
12. A.
13. A.
14. A.
15. B.

16. B
17. A.
18. C.
19. D.
20. A.

21. A.
22. C
23. A.
24. D
25. C

Nama: Felyana Agustin
Mim: 195211027

1. A
2. C
3. C
4. C
5. C
6. D
7. C
8. D
9. A
10. A
11. B
12. A
13. B
14. A
15. B
16. A
17. A
18. C
19. A
20. A
21. A
22. C
23. A
24. D
25. C

Fransischa Wahyuningtyas (195221337)

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

11. D
12. A
13. B
14. A
15. D
16. A
17. A
18. C
19. D
20. A

21. B
22. C
23. A
24. D
25. C

Pre test

Nama : Ghaffar Octa Madani
NIM : 195211228

1. A. The thick-Waled lower chambers
2. A. As each contraction of the heart
3. ~~Space~~ D. Body
4. C. role
5. C. arteries.
6. B. The history of the civil war
7. A. was a result of World War I
8. D. Track were converted to the 1-4' meter gauge
9. D. era
10. A. Improved
11. D. The characteristic of blood plasma
12. A. Blood Plasma
13. B. elements.
14. B. Bloods cells have ben taken out of it
15. B. It cannot be dried
16. C. Arre usually small
17. B. In forest
18. D. There is a volcanic action
19. C. Placer
20. D. Giant.
21. A. They were primarily produced by women
22. B. In homes
23. A. skilled artisans
24. C. Send
25. C. Change

Name : Ita Budiyanti
NIM = 195231038

Pre Test.

1.	C.	11. D	21. B.
2.	A.	12. A	22. B.
3.	C.	13. C	23. A.
4.	C.	14. A.	24. C
5.	A.	15. B.	25. C
6.	D.	16. A.	
7.	B.	17. D.	
8.	D.	18. C.	
9.	A.	19. D.	
10.	A	20. A.	

Nama : Winda Lestari
Nim : 195231077
Kelas : E6q

1.	B	11. D	21. C
2.	D	12. A	22. C
3.	C	13. B	23. A
4.	C	14. A	24. D
5.	A	15. C	25. C
6.	D	16. A	
7.	A	17. A	
8.	C	18. C	
9.	D	19. D	
10.	C	20. A	

essential for the smooth functi...
society
2. P. People's agreement on the measurement of time

Jessica Tersiana Handayani (195221072)
Pre Test

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

11. D
12. A
13. B
14. A
15. C
16. D
17. A
18. C
19. A
20. A
21. A

22. C
23. A
24. D
25. C

Name: Lia Saputri (195221140)
Class: Tose E64

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

11. D
12. A
13. B
14. A
15. D
16. B
17. A
18. C
19. D
20. A

21. A
22. C
23. A
24. D
25. C

Metlina Zuana Ashari
195221224

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

11. D
12. A
13. C
14. A
15. B
16. A
17. D
18. C
19. D
20. A

21. B
22. B
23. A
24. C
25. C

Pre Test!

Nama : Meta Cristiana Budiarto
NIM : 195211351

1. A	11. B	21. A
2. A	12. A	22. B
3. C	13. B	23. A
4. C	14. C	24. D
5. A	15. B	25. D
6. C	16. B	
7. B	17. D	
8. B	18. C	
9. A	19. D	
10. C	20. A	

1. A	6. D	11. B	16. B	21. A
2. C	7. C	12. A	17. A	22. C
3. C	8. B	13. B	18. C	23. A
4. C	9. D	14. A	19. A	24. D
5. C	10. A	15. B	20. A	25. C

AVENGERS

Noor Rois
195211204   (PRETEST)

1. A	6. A	11. D	16. B	21. C
2. B	7. C	12. A	17. D	22. B
3. C	8. A	13. B	18. B	23. B
4. D	9. D	14. D	19. D	24. C
5. A	10. A	15. C	20. A	25. C

Sheet 1

Nama : Ririn Kristiana
NIM : 195 221 838

Date: 13 April 2020

Pre Test

1. A. have the thick-walled lower chambers
2. A
3. C. Space
4. B. space
5. A. blood
6. C
7. C. was result of Civil War
8. B. the notable increase in uniformity
9. D
10. D. received
11. D. The characteristics of blood plasma
12. A. blood plasma
13. B. elements
14. D
15. A. It is different from plasma
16. A
17. C. On hillsides
18. C. it is combined with alkalis
19. D. deposits of clay
20. A. Various
21. B. They were generally produced in shops rather than in home
22. C. In homes and shops
23. A. skilled artisans
24. C.
25. C.

Sheet 2

PRE TEST

Nama : Reyka Aulina
Nim : 195231049
Kelas : PBS 2B

1. D	11. D	21. C
2. A	12. A	22. A
3. C	13. B	23. D
4. C	14. D	24. B
5. D	15. A	25. C
6. A	16. A	
7. B	17. D	
8. D	18. A	
9. D	19. D	
10. A	20. A	

Sheet 3

Nama : Shafa Sarita. R
NIM : 19523110
Kelas : PBS 2C

1. A
2. D
3. C
4. C
5. A
6. D
7. A
8. C
9. D
10. E
11. D
12. A
13. B
14. A
15. C
16. A
17. A
18. C
19. D
20. A
21. C
22. C
23. A
24. D
25. C

25.

SRI RAHAYU HANDAYANI (195231067)

1. A	6. B	11. D	16. A	21. C
2. D	7. C	12. A	17. A	22. C
3. C	8. C	13. B	18. C	23. A
4. C	9. D	14. A	19. D	24. D
5. A	10. C	15. C	20. A	25. C

Nama : Ulfi Mufidhah
NIM : 19528023
Kelar : MBS 2A

1). A	11). B	21). A
2). C	12). D	22). C
3). C	13). B	23). A
4). B	14). A	24). D
5). C	15). B	25). C
6). D	16). B	
7). C	17). A	
8). B	18). C	
9). D	19). A	
10). A	20). A	

Vera putri sagita
195221230

1. A	6. D	11. D	16. A	21 B
2. A	7. B	12. A	17 D	22. B
3. C	8. D	13. C	18. C	23 A
4. C	9. A	14. A	19 D	24. C
5. A	10. A	15. B	20. A	25. C

PRE TEST

Nama: Yuskikha Alzahra
Nim : 195211276

1. B	6. D	11. D	16. B	21. B
2. B	7. A	12. A	17. C	22. B
3. C	8. B	13. A	18. C	23. A
4. D	9. A	14. A	19. D	24. D
5. C	10. C	15. B	20. A	25. D

Nama : Yoga Sahputra Ulung
Nim : 195 221 261
Pre Test

1.	B	11. D	21. B
2.	B	12. A	22. C
3	C	13. B	23. A
4	C	14. A	24. D
5.	A	15. C	25. C
6	B	16. A	
7	C	17. A	
8	B	18. C	
9	D	19. D	
10	A	20. A	

Yesiana febrionita
195231054

1. B	6. D	11. D	16. A	21. C
2. D	7. A	12. A	17. A	22. C
3. C	8. C	13. C	18. C	23. A
4. C	9. D	14. A	19. D	24. D
5. A	10. C	15. B	20. A	25. B