



APPENDICES



APPENDIX 1
(LESSON PLAN)

Rencana Pelaksanaan Pembelajaran Siklus 1

Sekolah : SMA Negeri 1 Badegan **Semester** : 2
Mata Pelajaran : Bahasa Inggris – Wajib **Materi Pokok** : Explanation Text
Kelas : XI **Alokasi Waktu** : 2 Pertemuan (4 JP)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.	3.8.1 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Memahami struktur teks interaksi yang melibatkan teks eksplanasi dengan benar
2. Memahami ungkapan yang sesuai dengan teks interaksi yang melibatkan teks eksplanasi dengan benar
3. Mengidentifikasi interaksi yang melibatkan teks eksplanasi melalui video atau beberapa contoh yang diberikan dengan benar

D. Materi Pembelajaran

1. Fungsi sosial

Menjalin dan menjaga hubungan interpersonal.

2. Struktur teks

- Judul
- Pernyataan umum
- Menjelaskan urutan sebab dan akibat
- Interpretasi

3. *Unsur kebahasaan*

- Menggunakan present tense, karena explanation text membahas sebuah fakta.
- Menggunakan kelompok kata benda yang kompleks, hal ini bertujuan untuk membangun deskripsi yang rinci misalnya, 'Threatening', 'Rampaging' atau 'Enormous' dan masih banyak lagi.
- Menggunakan kata Benda abstrak seperti 'heat', 'earthquakes', 'floods', dan lain-lain.
- Menggunakan kalimat yang subjeknya jelas dan menggunakan kata kerja agreement.
- Menggunakan action verbs untuk menjelaskan penyebab dari fenomena yang dibahas seperti 'from' atau 'started from'.
- Menggunakan adverbial phrase dari sebuah waktu dan tempat untuk memberi tahu kapan dan di mana kejadian tersebut berlangsung. Misalnya. 'Its is to be found in Sulawesi, Indonesia'.
- Menggunakan penghubung untuk menghubungkan urutan waktu dalam urutan sebab akibat. Misalnya 'after', 'finally', 'so', 'then' dan lain-lain.
- Menggunakan passive voice yang berguna untuk menekankan fokus kejadian yang berlangsung.
- Menggunakan konjungsi waktu, misalnya, 'when', 'as'. Konjungsi waktu ini untuk mengurutkan dan menghubungkan peristiwa sehingga teks yang ditulis lebih mengalir. Konjungsi waktu ini bisa ditempatkan lebih dahulu pada sebuah kalimat untuk memusatkan perhatian pembaca.
- Menggunakan istilah-istilah teknis atau rantai kata tentang sub

4. *Topik*

Berisi tentang alasan dan metode proses terjadinya suatu peristiwa, yang mana bisa berupa alam, sosial, ilmu pengetahuan, budaya, ataupun fenomena yang dapat terjadi.

E. Metode Pembelajaran

- 1) Pertemuan Pertama : *Problem-Based Learning*

F. Media Pembelajaran

1. Media

- PPT
- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

G. Sumber Belajar

- *Belajar Praktis Bahasa Inggris SMA/MA Kelas XI Semester 2* terbitan CV VIVA PAKARINDO
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan 1 (2 x 45 menit)

Fase	Kegiatan Pembelajaran
Pembukaan (10 menit)	a. Guru mengucapkan salam dan berdoa untuk memulai pelajaran. b. Guru menyampaikan tujuan pembelajaran dan cakupan materi.
Kegiatan inti (70 menit)	a. Siswa mengamati dan mengumpulkan informasi tentang explanation text. b. Siswa membentuk grup terdiri dari 4-5 orang untuk kegiatan bersiskusi.

	<p>c. Siswa membaca dan memahami isi teks explanation yang diberikan oleh guru.</p> <p>d. Siswa mengidentifikasi ide pokok tiap paragraf teks explanation.</p> <p>e. Siswa mengidentifikasi unsur kebahasaan teks explanation.</p> <p>f. Siswa mengidentifikasi strukturnya teks explanation.</p> <p>g. Setiap grup menyampaikan hasil diskusi yang telah dilakukan.</p>
<p>Penutup (10 menit)</p>	<p>a. Menyimpulkan pembelajaran tentang explanation text.</p> <p>b. Guru menyampaikan kegiatan pembelajaran berikutnya.</p> <p>c. Guru menutup pembelajaran dengan memberi salam.</p>

I. Penilaian Hasil Pembelajaran

a. Teknik Penilaian

1. Sikap : Observasi
2. Pengetahuan : Tes tulis
3. Keterampilan : Praktik

b. Bentuk Penilaian

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Berikut contoh instrumen penilaian sikap

No	Kriteria	Skor				
		1	2	3	4	5
1	Keaktifan					
2	Tanggung Jawab					
3	Kejujuran					
4	Kedisiplinan					
Skor total						

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

Skor	Deskripsi	Presentase
1	Very Less	0% - 20%
2	Not Enough	21% - 40%
3	Enough	41% - 60%
4	Good	61% - 80%
5	Very Good	81% - 100%

2. Presentase di hitung dari total skor kriteria observasi

3. Perhitungan presentase dilakukan dengan cara:

$(\text{Total skor} : \text{Total skor kriteria}) \times 100\% = \text{Presentase aspek nilai sikap}$

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

Siklus	Indikator	Jenis Soal	Jumlah Soal
1	<ul style="list-style-type: none"> Menjelaskan fungsi sosial, struktur, dan unsur kebahasaan teks explanation. Menangkap makna secara 	Pilihan Ganda	15
		Uraian	2

	kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tertulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.		
--	--	--	--

Pedoman penskoran pilihan ganda

Bobot soal nomor 1–15 = 1

Jumlah skor maksimal = 15

Pedoman penskoran soal uraian

Bobot soal 1-2 = 5

Jumlah skor maksimal = 10

Penilaian

$(\text{Jumlah skor pilgan} + \text{Jumlah skor uraian}) \times 4 = \text{Total Skor}$

Skor Penilaian

Score	Predicate	Description
≥ 91	A	Very Good
83 - 90	B	Good
75 - 82	C	Enough
≤ 75	D	Not Enough

3. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

4. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Ponorogo, 10 April 2022

Mengetahui

Guru Bahasa Inggris

Guru Mata Pelajaran

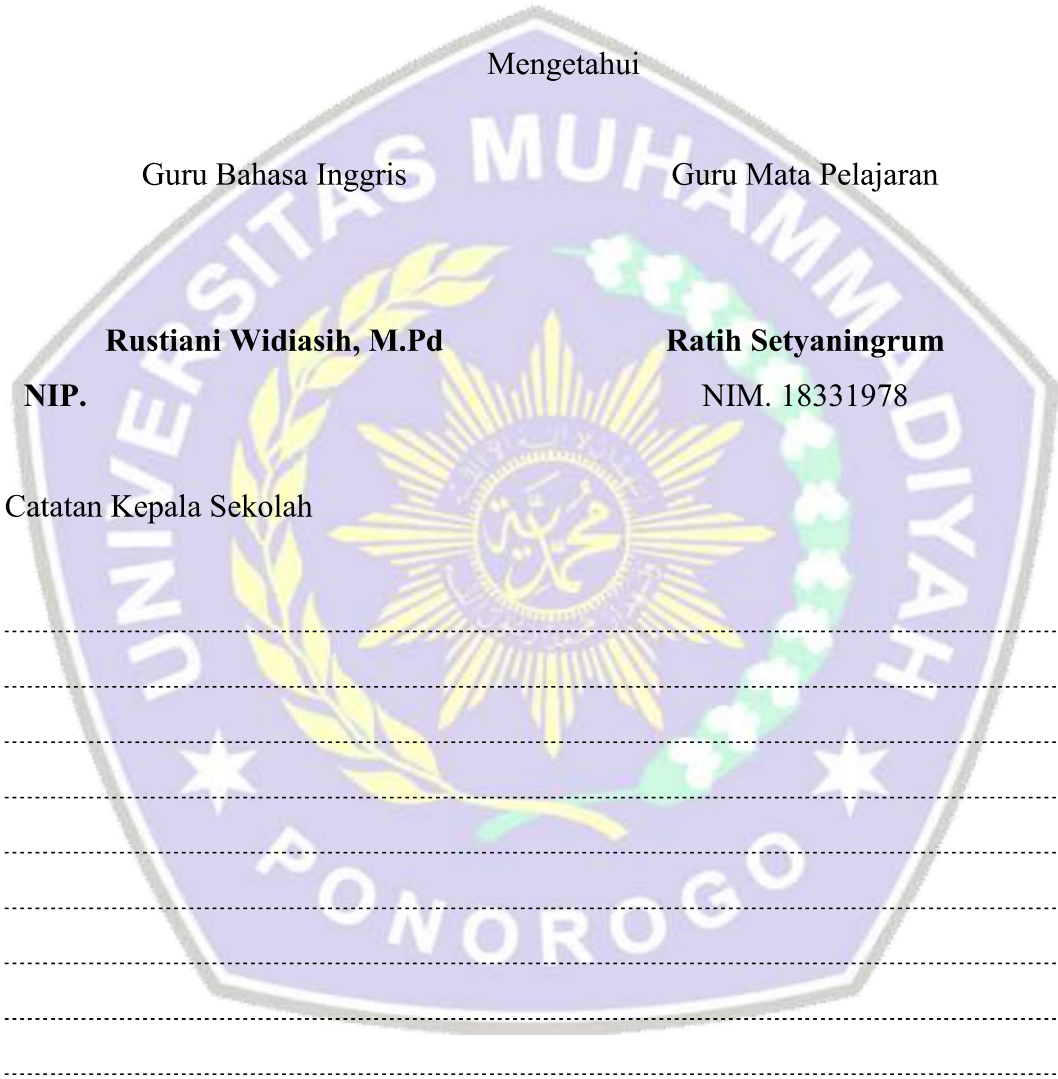
Rustiani Widiasih, M.Pd

Ratih Setyaningrum

NIP.

NIM. 18331978

Catatan Kepala Sekolah



Rencana Pelaksanaan Pembelajaran Siklus 2

Sekolah : SMA Negeri 1 Badegan **Semester** : 2
Mata Pelajaran : Bahasa Inggris – Wajib **Materi Pokok** : Explanation Text
Kelas : XI **Alokasi Waktu** : 2 Pertemuan (4 JP)

A. Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4.8 Menangkap makna secara kontekstual terkait fungsi sosial,	4.8.1 Membuat teks explanation secara lisan dan tertulis.

struktur teks, dan unsur kebahasaan teks explanation tertulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	
---	--

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa dapat menangkap makna teks explanation dengan benar
2. Menyampaikan isi teks eksplanasi dengan baik dan benar.

D. Materi Pembelajaran

1. Fungsi sosial

Menjalin dan menjaga hubungan interpersonal.

2. Struktur teks

- Judul
- Pernyataan umum
- Menjelaskan urutan sebab dan akibat
- Interpretasi

3. Unsur kebahasaan

- Menggunakan present tense, karena explanation text membahas sebuah fakta.
- Menggunakan kelompok kata benda yang kompleks, hal ini bertujuan untuk membangun deskripsi yang rinci misalnya, 'Threatening', 'Rampaging' atau 'Enormous' dan masih banyak lagi.
- Menggunakan kata Benda abstrak seperti 'heat', 'earthquakes', 'floods', dan lain-lain.
- Menggunakan kalimat yang subjeknya jelas dan menggunakan kata kerja agreement.
- Menggunakan action verbs untuk menjelaskan penyebab dari fenomena yang dibahas seperti 'from' atau 'started from'.

- Menggunakan adverbial phrase dari sebuah waktu dan tempat untuk memberi tahu kapan dan di mana kejadian tersebut berlangsung. Misalnya. 'It's to be found in Sulawesi, Indonesia'.
- Menggunakan penghubung untuk menghubungkan urutan waktu dalam urutan sebab akibat. Misalnya 'after', 'finally', 'so', 'then' dan lain-lain.
- Menggunakan passive voice yang berguna untuk menekankan fokus kejadian yang berlangsung.
- Menggunakan konjungsi waktu, misalnya, 'when', 'as'. Konjungsi waktu ini untuk mengurutkan dan menghubungkan peristiwa sehingga teks yang ditulis lebih mengalir. Konjungsi waktu ini bisa ditempatkan lebih dahulu pada sebuah kalimat untuk memusatkan perhatian pembaca.
- Menggunakan istilah-istilah teknis atau rantai kata tentang sub

4. *Topik*

Berisi tentang alasan dan metode proses terjadinya suatu peristiwa, yang mana bisa berupa alam, sosial, ilmu pengetahuan, budaya, ataupun fenomena yang dapat terjadi.

E. Metode Pembelajaran

- 1) Pertemuan Ketiga : Problem-Based Learning

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian

2. Alat/Bahan

- Penggaris, spidol, papan tulis
- Laptop & infocus

G. Sumber Belajar

- *Belajar Praktis Bahasa Inggris SMA/MA Kelas XI Semester 2* terbitan CV VIVA PAKARINDO
- Kamus Bahasa Inggris

H. Langkah-langkah Pembelajaran

Pertemuan 3 (2 x 45 menit)

Fase	Kegiatan Pembelajaran
Pembukaan (10 menit)	<ol style="list-style-type: none">Guru mengucapkan salam dan berdoa untuk memulai pelajaran.Guru menyampaikan tujuan pembelajaran dan cakupan materi.
Kegiatan inti (70 menit)	<ol style="list-style-type: none">Guru mengulas kembali tentang teks explanation.Siswa mengambil nomer yang sudah disiapkan oleh guruSiswa membentuk grup yang terdiri dari 3-4 orang untuk kegiatan bersiskusi.Setiap grup diberikan 1 teks eksplanasi yang akan didiskusikan.Siswa memahami makna dari teks eksplanasi yang diberikanSiswa memahami struktur dan unsur kebahasaan dari teks eksplanasi yang diberikan.Setiap grup menyampaikan hasil diskusi yang telah dilakukan.
Penutup (10 menit)	<ol style="list-style-type: none">Menyimpulkan pembelajaran tentang explanation text.Guru menyampaikan kegiatan pembelajaran berikutnya.Guru menutup pembelajaran dengan memberi salam.

I. Penilaian Hasil Pembelajaran

a. Teknik Penilaian

1. Sikap : Observasi

2. Pengetahuan : Tes tulis
3. Keterampilan : Praktik

b. Bentuk Penilaian

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Kriteria	Skor				
		1	2	3	4	5
1	Keaktifan					
2	Tanggung Jawab					
3	Kejujuran					
4	Kedisiplinan					
Skor total						

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

Skor	Deskripsi	Presentase
1	Very Less	0% - 20%
2	Not Enough	21% - 40%
3	Enough	41% - 60%
4	Good	61% - 80%
5	Very Good	81% - 100%

4. Presentase di hitung dari total skor kriteria observasi

5. Perhitungan presentase dilakukan dengan cara:

(Total skor : Total skor kriteria) x 100% = Presentase aspek nilai sikap

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

Siklus	Indikator	Jenis Soal	Jumlah Soal
1	<ul style="list-style-type: none">Menjelaskan fungsi sosial, struktur, dan unsur kebahasaan teks explanation.Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tertulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	Pilihan Ganda	15
		Uraian	2

Pedoman penskoran pilihan ganda

Bobot soal nomor 1–15 = 1

Jumlah skor maksimal = 15

Pedoman penskoran soal uraian

Bobot soal 1-2 = 5

Jumlah skor maksimal = 10

Penilaian

(Jumlah skor pilgan + Jumlah skor uraian) x 4 = Total Skor

Skor Penilaian

Score	Predicate	Description
≥ 91	A	Very Good
83 - 90	B	Good
75 - 82	C	Enough
≤ 75	D	Not Enough



APPENDIX 2
(MATERIAL)



EXPLANATION TEXT

Presented by: Ratih Setyaningrum



WHAT IS EXPLANATION TEXT?

- Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
- To explain how or why something happens.
- According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.

THE PURPOSE

- To tell the reader how something happened. Thus, the reader can imagine and understand a text.
- To explain the processes that occur related to natural, social, cultural phenomena, and so on which aim to explain why and how an event occurs.

GENERIC STRUCTURE

- General statement; stating the phenomenon issues which are to be explained.
- Sequenced explanation; stating a series of steps that explain the phenomena.
- Concluding statement; closing the explanation

LANGUAGE FEATURES

- Featuring generic participants: sun, rain, etc
- Using chronological connection; to begin with, next, etc.
- Using passive voice pattern.
- Using simple present tense.

WHAT IS THIS?





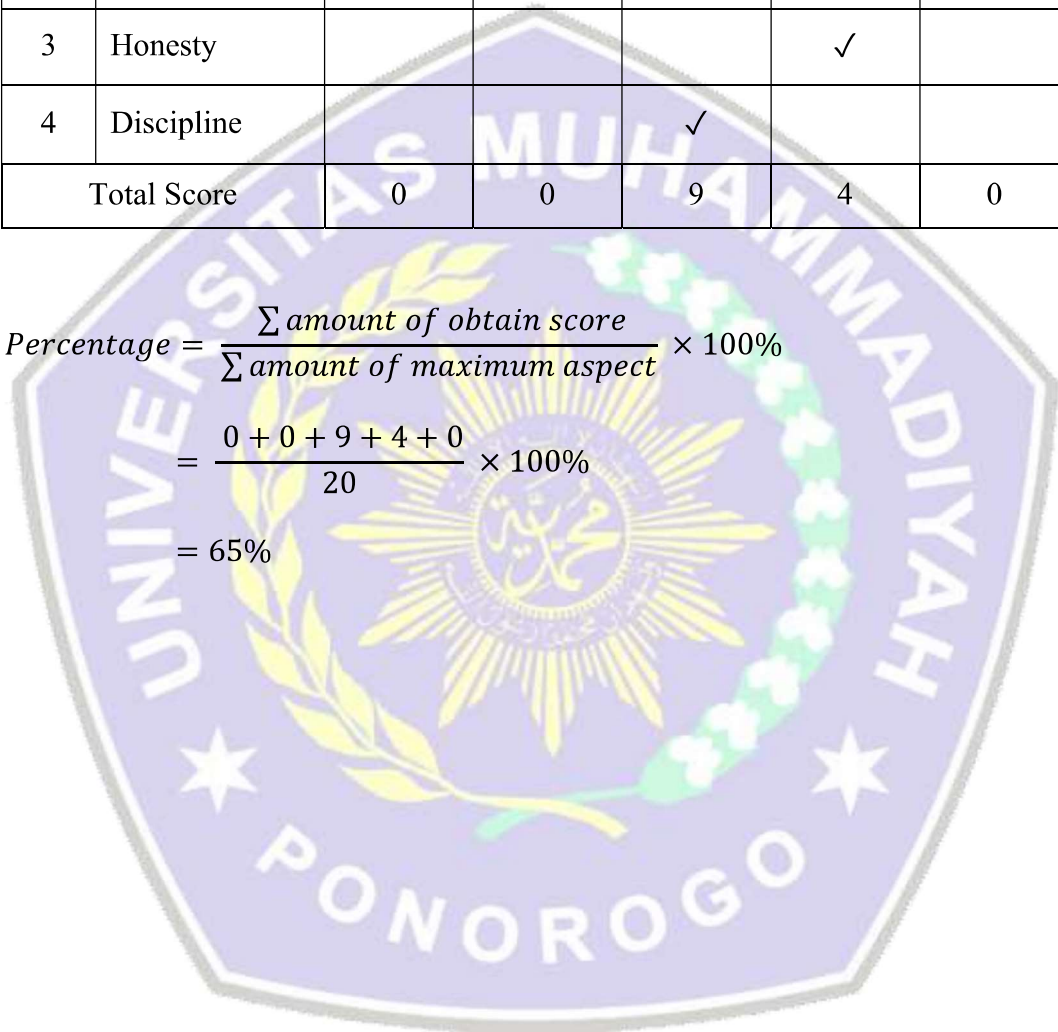


APPENDIX 3
(OBSERVATIONS)

MEETING 1

No	Criteria	Score				
		1	2	3	4	5
1	Activity			✓		
2	Responsibility			✓		
3	Honesty				✓	
4	Discipline			✓		
Total Score		0	0	9	4	0

$$\begin{aligned} \text{Percentage} &= \frac{\sum \text{amount of obtain score}}{\sum \text{amount of maximum aspect}} \times 100\% \\ &= \frac{0 + 0 + 9 + 4 + 0}{20} \times 100\% \\ &= 65\% \end{aligned}$$



INSTRUMENT OBSERVASI

No	Kriteria	Skor				
		1	2	3	4	5
1	Keaktifan					
2	Tanggung Jawab					
3	Kejujuran					
4	Kedisiplinan					
Skor total						

Catatan :

- Aspek perilaku dinilai dengan kriteria:

Skor	Deskripsi	Presentase
1	Very Less	0% - 20%
2	Not Enough	21% - 40%
3	Enough	41% - 60%
4	Good	61% - 80%
5	Very Good	81% - 100%

- Presentase di hitung dari total skor kriteria observasi
- Perhitungan presentase dilakukan dengan cara:

(Total skor : Total skor kriteria) x 100% = Presentase aspek nilai sikap

MEETING 2

No	Criteria	Score				
		1	2	3	4	5
1	Activity					✓
2	Responsibility					✓
3	Honesty					✓
4	Discipline				✓	
Total Score		0	0	0	4	15

$$\begin{aligned} \text{Percentage} &= \frac{\sum \text{amount of obtain score}}{\sum \text{amount of maximum aspect}} \times 100\% \\ &= \frac{0 + 0 + 0 + 4 + 15}{20} \times 100\% \\ &= 95\% \end{aligned}$$

INSTRUMENT OBSERVASI

No	Kriteria	Skor				
		1	2	3	4	5
1	Keaktifan					
2	Tanggung Jawab					
3	Kejujuran					
4	Kedisiplinan					
Skor total						

Catatan :

- Aspek perilaku dinilai dengan kriteria:

Skor	Deskripsi	Presentase
1	Very Less	0% - 20%
2	Not Enough	21% - 40%
3	Enough	41% - 60%
4	Good	61% - 80%
5	Very Good	81% - 100%

- Presentase di hitung dari total skor kriteria observasi
- Perhitungan presentase dilakukan dengan cara:

(Total skor : Total skor kriteria) x 100% = Presentase aspek nilai sikap



APPENDIX 4
(QUESTIONNAIRES)

MEETING 1

No	Question	Answer		Total	Max	%
		Yes	No			
1	Are you enjoyed today's lesson?	29	1	29	30	97
2	Are you able to understand what is given today?	28	2	28	30	93
3	Do you pay close attention to your study today?	30	0	30	30	100
4	Are you actively ask questions during today's learning activities?	14	16	14	30	47
5	Do you take notes on the material given today?	11	19	11	30	37
6	Do you finish the task well today?	29	1	29	30	97
7	Do you follow the discussion well today?	28	2	28	30	93
8	Do you take a short time to understand today's material?	18	12	18	30	60
9	Do you find it easy to understand today's material?	17	13	17	30	57
10	Are you able to complete the task well?	30	0	30	30	100
Total Percentage				234	300	78,1%

$$\begin{aligned}
 \text{Percentage} &= \frac{\sum \text{amount of obtain score}}{\sum \text{amount of maximum aspect}} \times 100\% \\
 &= \frac{29 + 28 + 30 + 14 + 11 + 29 + 28 + 18 + 17 + 30}{300} \times 100\% \\
 &= 78,1\%
 \end{aligned}$$

ANGKET KUISIONER UNTUK SISWA

Name : _____

No. : _____

Class : _____

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?		
2	Apakah kamu mampu memahami yang diberikan hari ini?		
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?		
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?		
5	Apakah kamu mencatat materi yang diberikan hari ini?		
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?		
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?		
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		
10	Apakah kamu mampu menyelesaikan tugas dengan baik?		

ANGKET KUISIONER UNTUK SISWA

Name : Gysta Finanda
 No. : 16
 Class : XI MIPA 5

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?	✓	
2	Apakah kamu mampu memahami yang diberikan hari ini?	✓	
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?	✓	
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?	✓	
5	Apakah kamu mencatat materi yang diberikan hari ini?	✓	
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?	✓	
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?	✓	✓
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		✓
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		✓
10	Apakah kamu mampu menyelesaikan tugas dengan baik?	✓	

ANGKET KUISIONER UNTUK SISWA

Name : Nadila Yusanoka Maharani

No. : 23

Class : XI MIPA 5

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?	✓	
2	Apakah kamu mampu memahami yang diberikan hari ini?	✓	
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?	✓	
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?	✓	
5	Apakah kamu mencatat materi yang diberikan hari ini?		✓
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?	✓	
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?	✓	
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		✓
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		✓
10	Apakah kamu mampu menyelesaikan tugas dengan baik?	✓	

MEETING 2

No	Question	Answer		Total	Max	%
		Yes	No			
1	Are you enjoyed today's lesson?	30	0	30	30	100
2	Are you able to understand what is given today?	30	0	30	30	100
3	Do you pay close attention to your study today?	30	0	30	30	100
4	Are you actively ask questions during today's learning activities?	26	4	26	30	87
5	Do you take notes on the material given today?	26	4	26	30	87
6	Do you finish the task well today?	30	0	30	30	100
7	Do you follow the discussion well today?	29	1	29	30	97
8	Do you take a short time to understand today's material?	29	1	29	30	97
9	Do you find it easy to understand today's material?	29	1	29	30	97
10	Are you able to complete the task well?	30	0	30	30	100
Total Percentage				289	300	98,2%

$$\begin{aligned}
 \text{Percentage} &= \frac{\sum \text{amount of obtain score}}{\sum \text{amount of maximum aspect}} \times 100\% \\
 &= \frac{30 + 30 + 30 + 26 + 26 + 30 + 29 + 29 + 29 + 30}{300} \times 100\% \\
 &= 98,2\%
 \end{aligned}$$

ANGKET KUISIONER UNTUK SISWA

Name : _____

No. : _____

Class : _____

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?		
2	Apakah kamu mampu memahami yang diberikan hari ini?		
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?		
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?		
5	Apakah kamu mencatat materi yang diberikan hari ini?		
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?		
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?		
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		
10	Apakah kamu mampu menyelesaikan tugas dengan baik?		

ANGKET KUISIONER UNTUK SISWA

Name : Akbar Ferdiansyah
 No. : 02
 Class : XI MIPA C

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?	✓	
2	Apakah kamu mampu memahami yang diberikan hari ini?	✓	
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?	✓	
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?		✓
5	Apakah kamu mencatat materi yang diberikan hari ini?	✓	
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?	✓	
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?	✓	
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		✓
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		✓
10	Apakah kamu mampu menyelesaikan tugas dengan baik?	✓	

ANGKET KUISIONER UNTUK SISWA

Name : Brang Cahyaning Dwi Kinnathi
 No. : 07
 Class : XI MIPA 5

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?	✓	
2	Apakah kamu mampu memahami yang diberikan hari ini?	✓	
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?	✓	
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?	✓	
5	Apakah kamu mencatat materi yang diberikan hari ini?		✓
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?	✓	
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?	✓	
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		✓
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?	✓	
10	Apakah kamu mampu menyelesaikan tugas dengan baik?	✓	

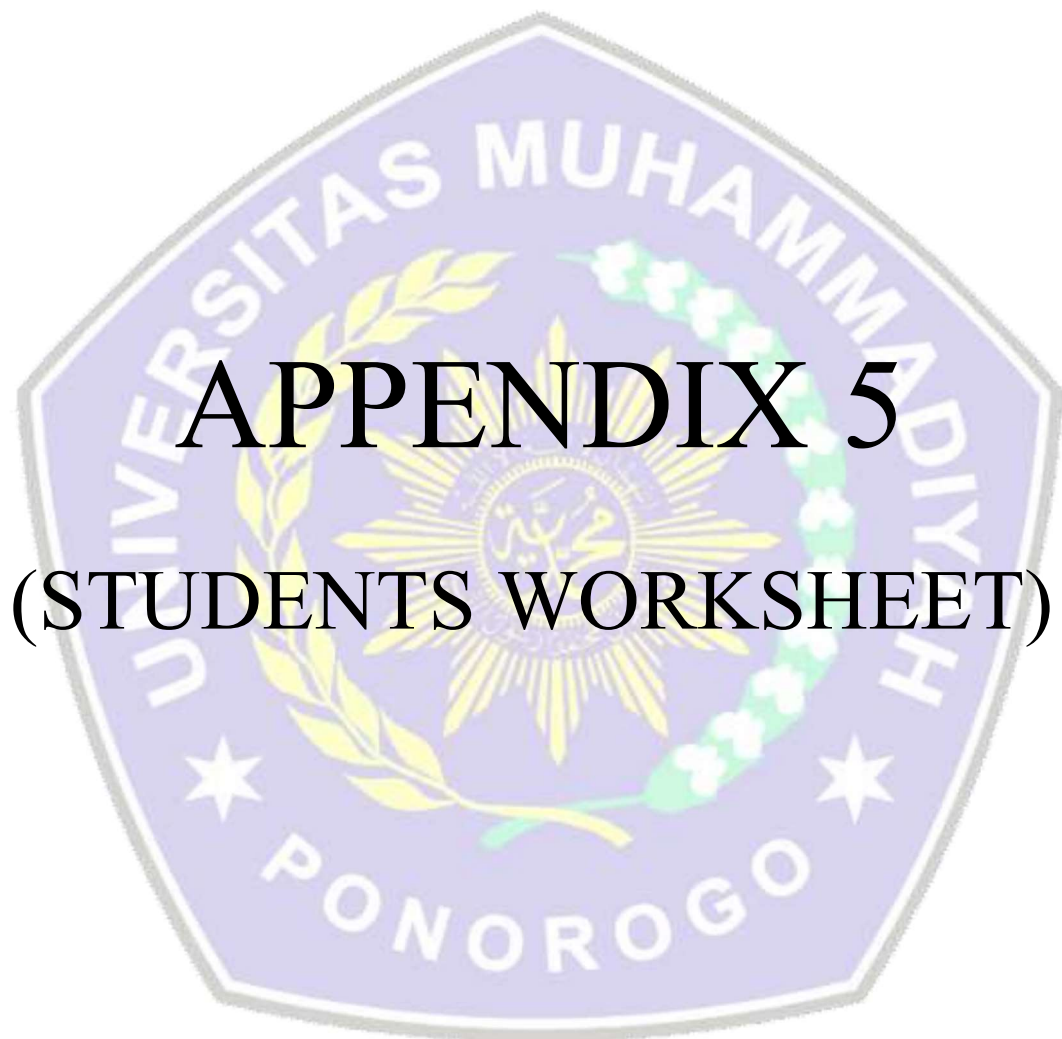
ANGKET KUISIONER UNTUK SISWA

Name : Meylla Putri Syarif

No. : 22

Class : XI MIPA 9

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah kamu merasa senang dengan pembelajaran hari ini?	✓	
2	Apakah kamu mampu memahami yang diberikan hari ini?	✓	
3	Apakah kamu memperhatikan pembelajaran dengan baik hari ini?	✓	
4	Apakah kamu aktif bertanya saat kegiatan pembelajaran hari ini?	✓	
5	Apakah kamu mencatat materi yang diberikan hari ini?	✓	
6	Apakah kamu menyelesaikan tugas dengan baik hari ini?	✓	
7	Apakah kamu mengikuti kegiatan diskusi dengan baik hari ini?	✓	
8	Apakah kamu memerlukan waktu lama memahami untuk memahami materi hari ini?		✓
9	Apakah kamu merasa kesulitan dalam memahami materi hari ini?		✓
10	Apakah kamu mampu menyelesaikan tugas dengan baik?	✓	



APPENDIX 5

(STUDENTS WORKSHEET)

MEETING 1

Global Warming

As we already know, global warming that is happening now has a huge impact on the condition of nature, animals, and also us humans. do you know how global warming which has a very serious impact on life can occur? To find out the process of how this phenomenon can occur, consider the following explanation.

The process begins when sunlight shines on the earth where some of the heat is absorbed by the earth and some of it is returned to space (atmosphere). Sunlight returned to the sky is then trapped by gases in the atmosphere such as carbon dioxide gas, sulfur dioxide, methane, water vapor, and so forth. The event is known as the greenhouse effect.

Radiation from sunlight in the earth's atmosphere can cause the ozone layer to thin out and this makes the sunlight that shines on the earth more heat. The greenhouse effect can also cause sunlight to return to space to be reflected on earth. This is what causes the earth is getting hotter and hotter. This condition is then known as global warming.

Questions :

1. **What causes global warming?**
2. **What are the consequences of global warming?**
3. **What are the effect of global warming?**
4. **What should be done to tackle global warming?**
5. **How to save electricity at home to reduce global warming?**

How does a Tsunami happen?

We all know that tsunamis are a series of destructive waves and powerful. A tsunami is the deadliest wave because the wave speed is incredibly fast. But do you know how a tsunami can happen?

Tsunami originated from Japan, “tsu” meaning harbor and “nami” meaning wave. They are normally caused by landslides, earthquakes, volcanic eruptions in, or close to an ocean. After some sort of underwater disturbance, this causes energy to rise to sea level pushing the water high into the air. Gravity kicks in and pull it down again and then consequently causing the water to filter out into many different directions.

When a tsunami begins to approach the shore the energy in the wave is compressed. As a result, the water is pushed up into the wave, resulting in a powerful tsunami. If the trough hits the shoreline first, it then causes the tide to drastically retreat.

So, tsunamis happen because of natural disasters such as earthquakes or volcanic eruptions. People who live near the shoreline have to be careful because they are threatened by tsunamis whenever there is an earthquake.

Questions :

- 1. What are the consequences of the tsunami disaster?**
- 2. What is the speed of a tsunami wave?**
- 3. What happens when waves caused by a tsunami hit the coast?**
- 4. What are the characteristics of a tsunami?**
- 5. Do all earthquakes cause tsunamis?**

Why Eiffel Tower Was Built

If we talk about the Wonders of the World buildings, then we will see Eiffel Tower as one of them. However many of us do not know the tower's history on why it was built. Everything has a reasonable background, especially for the tower which is to be one of the most recognized buildings in the world.

Primarily, the Eiffel Tower was built for the World Exhibition. It was called Paris Exposition in 1889. The exhibition was organized to celebrate the 100th anniversary of the French Revolution. The purpose of building the Eiffel Tower in such a structure was to show to the world France's advancement in technology and beauty. The Eiffel Tower was designed by Gustave Eiffel. It seemed that then the name of the tower was derived from the designer's last name, "Eiffel".

Another reason why the tower was built was for scientific progress. Although few realized it, the Eiffel Tower would become a prominent structure in terms of science and technology. Many experiments with temperature, pressure, and pendulums were performed atop the unique famous building. Additionally, the Eiffel Tower was used as a radio transmission tower. Many experiments were conducted atop the Eiffel Tower for radio transmission advancement. Once the Eiffel Tower was proposed to be demolished but it was spared because the tower had a promising future as a radio tower.

Questions :

- 1. Where is the eiffel tower located?**
- 2. How tall is the eiffel tower?**
- 3. When was the eiffel tower built?**
- 4. What's so special about the Eiffel Tower?**
- 5. How long did it take to build the Eiffel Tower?**

How Corruption Occur

Corruption usually occurs because some individuals are willing to use illicit means to maximize personal or corporate profit. How does corruption happen? Does corruption happen slowly, or all at once?

When we hear the word corruption, we immediately think about political issues. But have you ever thought that people have often practiced a culture of corruption from an early age? For example, we know the term “rubber clock” which is always not on time to make an appointment. This is an example of small corruption that we are not aware of. So don’t be surprised if there will be a lot of corruptors – who are very troublemaker

Furthermore, exam cheating is also a form of corruption. Cheating is a common thing done by students. Indeed cheating can give us a high value, but it will reduce us ourselves, by cheating we certainly cannot get that knowledge purely. If this is often done, the cheating action is carried out when an adult student.

As an adult, he has a position in the government, in politics, and a BUMN (state-owned enterprise). Finally, the person concerned likes to hang out, cheat or outsmart the budget to look for additional income.

Questions :

- 1. How do you define corruption?**
- 2. What are the effects of corruption?**
- 3. Can the cost of corruption be measured?**
- 4. Where does corruption most happen?**
- 5. How does corruption affect people's lives?**

MEETING 2

How Chocolate is Made

Have we wondered how we get chocolate from? Well this time we will enter the amazing world of chocolate so we can understand exactly how chocolate is made.

Chocolate is taken from a tree called cacao tree. This tree grows in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruits are the tree's seeds. They are also known as coco beans.

Next, the beans are fermented for about a week, dried in the sun. After that they are shipped to the chocolate makers. The chocolate makers work by roasting the beans to bring out the flavour. The beans from different places have different qualities and flavour. So they are often sorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao beans from the shell. Then the nibs are blended. The blended nibs are ground to make liquid. The liquid is called chocolate liquor. It tastes bitter.

All seeds contain amount of fat and cacao beans are not different. However, cacao beans are half fats. They are pure bitter chocolates.

Questions :

1. **Is higher cocoa always better?**
2. **Does the percentage of cocoa content determine the quality of the chocolate?**
3. **What is the difference between “cacao” and “cocoa”?**
4. **Is good chocolate looked darker?**
5. **How should you store chocolate?**

How a Cancer is formed

What is cancer? It is actually a group of more than one hundred separate diseases. Most of us are fear from cancer It is reasonable because next to heart disease, cancer is the second leading cause of death.

Cancer cells come from normal cells because of mutations of DNA. Those mutations can occur spontaneously. The mutations may be also induced by other factors such as: nuclear and electromagnetic radiation, viruses, bacteria and fungi, parasites, heat, chemicals in the air, water and food, mechanical cell-level injury, free radicals, evolution and ageing of DNA, etc. All such factors can produce mutations that may start cancer.

Cancer cells are formed continuously in the organism. It is estimated that there are about 10,000 cancer cells at any given time in a healthy person. Why do some result in macroscopic-level cancers and some do not? First, not all damaged cells can multiply and many of them die quickly. Second, those which potentially divide and form cancer are effectively destroyed by the mechanisms available to the immune system. Therefore cancer develops if the immune system is not working properly or the amount of cells produced is too great for the immune system to eliminate.

Questions :

- 1. How many types of cancer are there?**
- 2. How can cancer kill?**
- 3. How many stages of cancer are there?**
- 4. Which cancer is the easiest to cure?**
- 5. Is cancer contagious?**

How Volcanoes Erupt

Indonesia is situated in the ring of fire that extends from Nusa Tenggara, Bali, Java and ends in Atlantic Ocean. Like other countries in Circum-Pacific belt, Indonesia has many volcanoes and the country records several volcanic eruptions per year. Do you know how volcanoes erupt?

Hot temperature within the Earth melts rocks. The molten rock becomes a flowing substance with thick consistency known as magma. As magma is lighter than solid rocks, it rises and creates magma chambers. The chamber also contains bubbles of gas. Sometimes, magma runs to the surface through vents. This runny magma is called lava.

But when magma is too thick, it traps gas bubbles that creates pressure within the chamber. Too much pressure can cause an explosive eruption. This type of volcanic eruption is destructive and dangerous. Explosive-type volcanoes can blast hot clouds that destroy anything in their way. The hot clouds come with grey, powdery snow known as tephra that falls back to earth. The ash is dangerous for humans, animals, and plants but it also becomes natural fertilizer.

Questions :

- 1. What are the negative effects of volcanic eruptions?**
- 2. What are the positive impacts of volcanic eruptions?**
- 3. What causes the volcano to erupt?**
- 4. What are the signs that a volcano is about to erupt?**
- 5. What factors caused the eruption?**

Social Media

Social media is a channel to get along and do with connecting to the internet. Use can easily send messages, share news and activities for other users.

Why can this occur?

Increased technological development from this. Nowadays, social media has become the main requirement for small children to adults. As Indonesia is one of the most internet users in the world, there are many people here use social media to interact with each other.

The social media users must agree to use social media as a media to interact with each other, not to harm themselves. Basically, social media is a tool to devote complaints. There are also some people use social media to bully others.

Social media is a means of communication that facilitates interaction between humans and can be useful for educational facilities and others. However, social media also has negayive impact.If social media are misused, it can have a great impact for the victims. So, we need to be very careful in its use.

Questions :

- 1. How does social media affect everyday life?**
- 2. Are there any negative effects of social media?**
- 3. What are the positive effects of social media?**
- 4. Is there any impact on the use of minors?**
- 5. How to overcome social media addiction?**



APPENDIX 6
(TEST)

MEETING 1

No	Student	Score	Predicate	Description of Passing Minimum Score
1	AF	76	C	Pass
2	JPP	76	C	Pass
3	DWS	72	D	Not Pass
4	MPS	72	D	Not Pass
5	NYM	72	D	Not Pass
6	SRP	72	D	Not Pass
7	ASG	68	D	Not Pass
8	DNA	68	D	Not Pass
9	EDMKR	68	D	Not Pass
10	RFL	68	D	Not Pass
11	AS	64	D	Not Pass
12	BCDK	64	D	Not Pass
13	DA	64	D	Not Pass
14	DK	64	D	Not Pass
15	DUSW	64	D	Not Pass
16	GF	64	D	Not Pass
17	HTN	64	D	Not Pass
18	NA	60	D	Not Pass
19	RB	60	D	Not Pass
20	SJ	60	D	Not Pass
21	TKA	60	D	Not Pass
22	LSN	56	D	Not Pass
23	ATC	52	D	Not Pass
24	SAD	52	D	Not Pass
25	FW	48	D	Not Pass
26	IN	48	D	Not Pass
27	NAF	44	D	Not Pass
28	RJZ	44	D	Not Pass
29	WN	44	D	Not Pass
30	YFTB	44	D	Not Pass

Score	Predicate	Description
≥ 91	A	Very Good
83 - 90	B	Good
75 - 82	C	Enough
≤ 74	D	Not Enough

ENGLISH DAILY ASSESSMENT 1

Name : _____

No. : _____

Class : _____

A. Choose the correct answer by crossing A, B, C, D, or E!

Text for question number 1-6

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO_2). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO_2) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO_2), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H_2SO_4) and the nitrogen oxides will become nitric acid (HNO_3). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH_4) can be formed when some of the acids are partially neutralized by airborne ammonia (NH_3). Acidification increases with the number of active hydrogen (H^+) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes,

aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

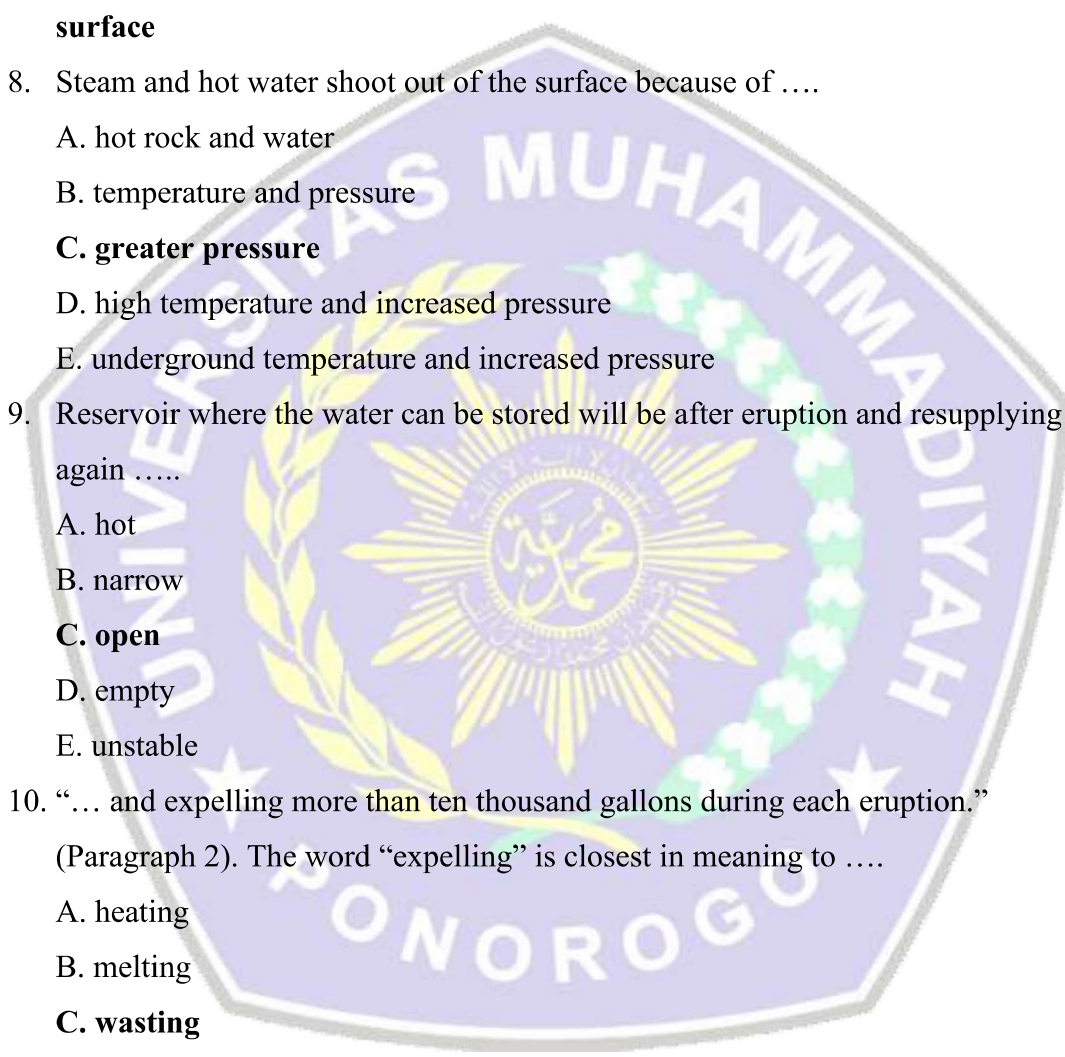
1. What is the text mainly about?
 - A. The definition of acid rain
 - B. The process of acid rain
 - C. The effect of acid rain
 - D. Acid rain**
 - E. Rain
2. The acid of normal rain is then the acid rain
 - A. Higher
 - B. Lower**
 - C. Denser
 - D. Severer
 - E. The same
3. What is the result of the burning of the coal and oil?
 - A. Ammonium
 - B. Nitric acid
 - C. Sulphuric acid
 - D. Sulfur dioxide**
 - E. Airborne ammonia
4. The sulfur oxides and nitrogen oxides will in the air.
 - A. Be absorbed directly by the vegetation
 - B. Dissolved in the lake water and land
 - C. Emit another sulfur gas
 - D. Radiate an oxygen atom
 - E. Gain an oxygen atom**

5. Which of the following is not true about acid rain?
- A. It contains lower pH than the normal rain**
 - B. It has higher pH than the normal rain
 - C. It can damage animal and plant life
 - D. It contains dangerous gasses
 - E. It endangers water life
6. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain**
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process

Text for question number 7-10

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithfull in Yellow Park. Old Faithfull erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

7. How geyser is produced?
- A. By the rise of temperature pressure functioning hot steam.
 - B. From a huge tension of heated water that coming out from the earth crack.
 - C. From the heated temperature in earth crack that absorbing water.
 - D. From the temperature and absorbed water that occurs on earth surface.
 - E. By the hot water and temperature of hot rock that occurs on earth surface**
8. Steam and hot water shoot out of the surface because of
- A. hot rock and water
 - B. temperature and pressure
 - C. greater pressure**
 - D. high temperature and increased pressure
 - E. underground temperature and increased pressure
9. Reservoir where the water can be stored will be after eruption and resupplying again
- A. hot
 - B. narrow
 - C. open**
 - D. empty
 - E. unstable
10. "... and expelling more than ten thousand gallons during each eruption." (Paragraph 2). The word "expelling" is closest in meaning to
- A. heating
 - B. melting
 - C. wasting**
 - D. supplying
 - E. discharging
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Surabaja. The logo is a purple shield-shaped emblem with a central sunburst and Arabic calligraphy. The text "UNIVERSITAS MUHAMMADIYAH" is written along the top inner edge, and "SURABAJA" is written along the bottom inner edge. There are two white stars on either side of the bottom text.

Text for question number 11-15

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 18994 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term ‘cellular telephone’ works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

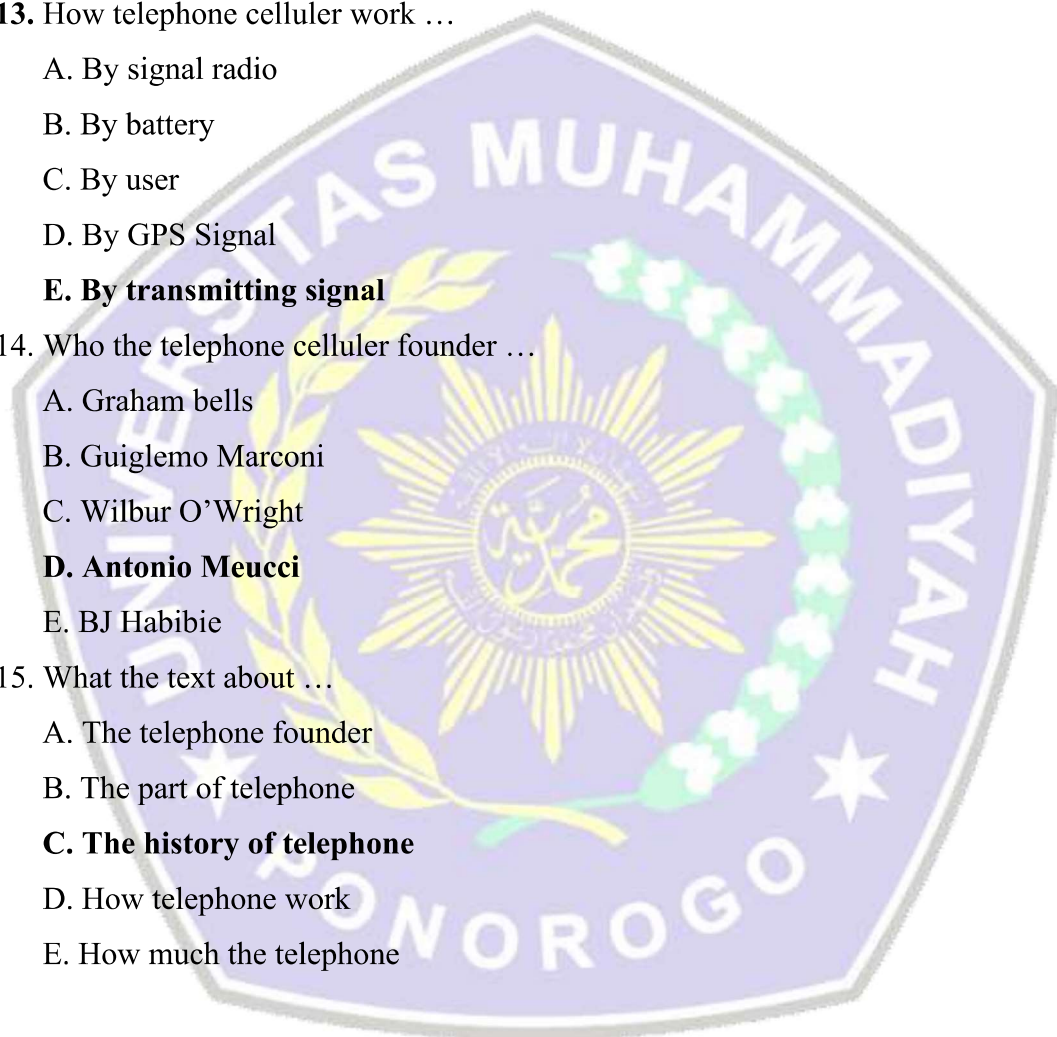
Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

11. What the main idea of paragraph three ...

- A. How to use the telephone
- B. The founder of telephone
- C. The part of telephone**
- D. Function of telephone
- E. How to make the telephone

12. What is cell phone ...
- A. Cell phone is an object can movement
 - B. Cell phone is general object
 - C. Cell phone is a contraption thing
 - D. A cell phone is actually a radio in certain way**
 - E. Cell phone is Graham Bells' founder
13. How telephone celluler work ...
- A. By signal radio
 - B. By battery
 - C. By user
 - D. By GPS Signal
 - E. By transmitting signal**
14. Who the telephone celluler founder ...
- A. Graham bells
 - B. Guiglemo Marconi
 - C. Wilbur O'Wright
 - D. Antonio Meucci**
 - E. BJ Habibie
15. What the text about ...
- A. The telephone founder
 - B. The part of telephone
 - C. The history of telephone**
 - D. How telephone work
 - E. How much the telephone



B. Answer the following question clearly and correctly!

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue.

There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages.

When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue.

The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all.

1. What is the purpose of the text?
 - **To explain how we can taste any food in the mouth.**
 - **To explain the sense of taste.**
 - **To inform the readers about sense of taste.**
2. What is the text about?
 - **Tell about sense of taste.**

ENGLISH DAILY ASSESSMENT

Name Abbar Ferdianoyah
 No. 02
 Class XI NIPA 5

76

9 A. Choose the correct answer by crossing A, B, C, D, or E!
 Text for question number 1-6

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.6.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO_2). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO_2) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO_2), both of which are gasses. The gasses may be dry deposited-absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H_2SO_4) and the nitrogen oxides will become nitric acid (HNO_3). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH_4) can be formed when some of the acids are partially neutralized by airborne ammonia (NH_3). Acidification increases with the number of active hydrogen (H^+) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

- What is the text mainly about?
 - The definition of acid rain
 - The process of acid rain
 - The effect of acid rain
 - Acid rain
 - Rain
- The acid of normal rain is ... than the acid rain.
 - Higher
 - Lower
 - Denser
 - Severer
 - The same
- What is the result of the burning of the coal and oil?
 - Ammonium
 - Nitric acid
 - Sulphuric acid
 - Sulfur dioxide
 - Airborne ammonia
- The sulfur oxides and nitrogen oxides will ... in the air.
 - Be absorbed directly by the vegetation
 - Dissolved in the lake water and land
 - Emit another sulfur gas
 - Radiate an oxygen atom
 - Gain an oxygen atom

5. Which of the following is not true about acid rain?
- A. It contains lower pH than the normal rain
 - B. It has higher pH than the normal rain
 - C. It can damage animal and plant life
 - D. It contains dangerous gasses
 - E. It endangers water life
6. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process

Text for question number 7-10

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior, becomes heated to temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellow Park. Old Faithful erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

7. How geyser is produced?
- A. By the rise of temperature pressure functioning hot steam
 - B. From a large tension of heated water that coming out from the earth crack.
 - C. From the heated temperature in earth crack that absorbing water.
 - D. From the temperature and absorbed water that occurs on earth surface.
 - E. By the hot water and temperature of hot rock that occurs on earth surface
8. Steam and hot water shoot out of the surface because of ...
- A. hot rock and water
 - B. temperature and pressure
 - C. greater pressure
 - D. high temperature and increased pressure
 - E. underground temperature and increased pressure
9. Reservoir where the water can be stored will be after eruption and resupplying again ...
- A. hot
 - B. narrow
 - C. open
 - D. empty
 - E. unstable
10. 'and expelling more than ten thousand gallons during each eruption.' (Paragraph 2). The word 'expelling' is closest in meaning to ...
- A. heating
 - B. melting
 - C. wasting
 - D. supplying
 - E. discharging

Text for question number 11-15

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change

5. Which of the following is not true about acid rain?
- A. It contains lower pH than the normal rain.
 - B. It has higher pH than the normal rain.
 - C. It can damage animal and plant life.
 - D. It contains dangerous gasses.
 - E. It endangers water life.
6. What is the purpose of the text?
- A. To report the acid rain in general.
 - B. To explain the process of acid rain.
 - C. To persuade the reader to prevent acid rain.
 - D. To discuss the danger of acid rain in the air.
 - E. To present two different opinions on acid rain process.

Text for question number 7-10

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 290 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellow Park. Old Faithful erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

7. How geyser is produced?
- A. By the rise of temperature pressure functioning hot steam.
 - B. From a high tension of heated water that coming out from the earth crack.
 - C. From the heated temperature in earth crack that absorbing water.
 - D. From the temperature and absorbed water that occurs on earth surface.
 - E. By the hot water and temperature of hot rock that occurs on earth surface.
8. Steam and hot water shoot out of the surface because of ...
- A. hot rock and water
 - B. temperature and pressure
 - C. greater pressure
 - D. high temperature and increased pressure
 - E. underground temperature and increased pressure
9. Reservoir where the water can be stored will be after eruption and resupplying again ...
- A. hot
 - B. narrow
 - C. open
 - D. empty
 - E. unstable
10. "and expelling more than ten thousand gallons during each eruption." (Paragraph 2). The word "expelling" is closest in meaning to ...
- A. heating
 - B. melting
 - C. wasting
 - D. supplying
 - E. discharging

Text for question number 11-16

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change

in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term 'cellular telephone' works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

11. What the main idea of paragraph three
- A. How to use the telephone
 - B. The founder of telephone
 - C. The part of telephone
 - D. Function of telephone
 - E. How to make the telephone
12. What is cell phone
- A. Cell phone is an object can movement
 - B. Cell phone is general object
 - C. Cell phone is a contraction thing
 - D. A cell phone is actually a radio in certain way
 - E. Cell phone is Graham Bells' founder
13. How telephone cellular work
- A. By signal radio
 - B. By battery
 - C. By user
 - D. By GPS Signal
 - E. By transmitting signal
14. Who the telephone cellular founder
- A. Graham bells
 - B. Guglielmo Marconi
 - C. Wilbur O'Wright
 - D. Antonio Meucci
 - E. B.J Habibie
15. What the text about
- A. The telephone founder
 - B. The part of telephone
 - C. The history of telephone
 - D. How telephone work
 - E. How much the telephone

B. Answer the following question clearly and Correctly!

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue.

There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes' messages. When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue.

The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold when placed in the mouth, will have no tastes at all.

1. What is the purpose of the text?
2. What is the text about?

Q 1.) To tell some people that the sense ~~is~~ of taste is one of a person's five senses.

Q 2.) Is the text about taste is one of a person's .

ENGLISH DAILY ASSESSMENT

44

Name: Yanhuai E.T.B
 No: 36
 Class: XI MHA 5

3 A. Choose the correct answer by crossing A, B, C, D, or E!
 Text for question number 1-6

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8.

Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO_2). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO_2) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO_2), both of which are gasses. The gasses may be dry deposited-absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H_2SO_4) and the nitrogen oxides will become nitric acid (HNO_3). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH_4) can be formed when some of the acids are partially neutralized by airborne ammonia (NH_3). Acidification increases with the number of active hydrogen (H^+) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

1. What is the text mainly about?
- A. The definition of acid rain
 B. The process of acid rain
 C. The effect of acid rain
 D. Acid rain
 E. Rain
2. The acid of normal rain is ... than the acid rain.
- A. Higher
 B. Lower
 C. Denser
 D. Severer
 E. The same
3. What is the result of the burning of the coal and oil?
- A. Ammonium
 B. Nitric acid
 C. Sulphuric acid
 D. Sulfur dioxide
 E. Airborne ammonia
4. The sulfur oxides and nitrogen oxides will ... in the air.
- A. Be absorbed directly by the vegetation
 B. Dissolved in the lake water and land
 C. Emit another sulfur gas
 D. Radiate an oxygen atom
 E. Gain an oxygen atom

4. Which of the following is not true about acid rain?
- A. It contains lower pH than the normal rain
 - B. It has higher pH than the normal rain
 - C. It can damage animal and plant life
 - D. It contains dangerous gasses
 - E. It endangers water life
5. What is the purpose of the text?
- A. To report the acid rain in general
 - B. To explain the process of acid rain
 - C. To persuade the reader to prevent acid rain
 - D. To discuss the danger of acid rain in the air
 - E. To present two different opinions on acid rain process

Text for question number 7-10

A geyser is the result of underground water under the combined conditions of high temperature and increased pressure beneath the surface of the earth. Since temperature rises approximately 1 F for every sixty feet under the earth's surface, and pressure increases with depth, the water that seeps down in crack and fissures until it reaches very hot rock in the earth interior becomes heated to temperature in excess of 200 F. Because of the greater pressure, the water shoots out of the surface in the form of steam and hot water. The result is a geyser. In order to function, then a geyser must have a source of heat, reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favorable conditions for geyser exist in some regions of the world including New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellow Park. Old Faithful erupts almost every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption.

7. How geyser is produced?
- A. By the rise of temperature pressure functioning hot steam.
 - B. From a huge tension of heated water that coming out from the earth crack.
 - C. From the heated temperature in earth crack that absorbing water.
 - D. From the temperature and absorbed water that occurs on earth surface.
 - E. By the hot water and temperature of hot rock that occurs on earth surface.
8. Steam and hot water shoot out of the surface because of ...
- A. hot rock and water
 - B. temperature and pressure
 - C. greater pressure
 - D. high temp, erature and increased pressure
 - E. underground temperature and increased pressure
9. Reservoir where the water can be stored will be after eruption and resupplying again ...
- A. hot
 - B. narrow
 - C. open
 - D. empty
 - E. unstable
10. "... and expelling more than ten thousand gallons during each eruption." (Paragraph 2). The word "expelling" is closest in meaning to ...
- A. heating
 - B. melting
 - C. wasting
 - D. supplying
 - E. discharging

Text for question number 11-15

A cell phone is a great gadget in the modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change

in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 (presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?)

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term 'cellular telephone' works by transmitting signals of radio to towers of cellular. The towers are reconnected to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directly connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

12. What the main idea of paragraph three ...
- A. How to use the telephone
 - B. The founder of telephone
 - C. The part of telephone
 - D. Function of telephone
 - E. How to make the telephone
13. What is cell phone ...
- A. Cell phone is an object can movement.
 - B. Cell phone is general object
 - C. Cell phone is a contraption thing
 - D. A cell phone is actually a radio in certain way
 - E. Cell phone is Graham bells' founder
14. How telephone cellular work ...
- A. By signal radio
 - B. By battery
 - C. By user
 - D. By GPS Signal
 - E. By transmitting signal
15. Who the telephone cellular founder ...
- A. Graham bells
 - B. Guglielmo Marconi
 - C. Wilbur O'Wright
 - D. Antonio Meucci
 - E. BJ Habibe
16. What the text about ...
- A. The telephone founder
 - B. The part of telephone
 - C. The history of telephone
 - D. How telephone work
 - E. How much the telephone

B. Answer the following question clearly and Correctly!

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue.

There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes' messages. When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue.

The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all.

- 3 1. What is the purpose of the text? : explain in general about the sense
- 5 2. What is the text about? : the sense of taste

MEETING 2

No	Student	Score	Predicate	Description of Passing Minimum Score
1	MPS	92	A	Pass
2	DWS	88	B	Pass
3	SRP	88	B	Pass
4	AF	84	B	Pass
5	ASG	84	B	Pass
6	EDMKR	84	B	Pass
7	GF	84	B	Pass
8	JPP	84	B	Pass
9	RB	84	B	Pass
10	ATC	80	C	Pass
11	AS	80	C	Pass
12	BCDK	80	C	Pass
13	DUSW	80	C	Pass
14	DNA	80	C	Pass
15	DA	80	C	Pass
16	HTN	80	C	Pass
17	NA	80	C	Pass
18	RFL	80	C	Pass
19	SJ	80	C	Pass
20	DK	76	C	Pass
21	FW	76	C	Pass
22	NYM	76	C	Pass
23	NAF	76	C	Pass
24	TKA	76	C	Pass
25	YFTB	76	C	Pass
26	RJZ	76	C	Pass
27	LSN	76	C	Pass
28	SAD	76	C	Pass
29	WN	76	C	Pass
30	IN	76	C	Pass

Score	Predicate	Description
≥ 91	A	Very Good
83 - 90	B	Good
75 - 82	C	Enough
≤ 74	D	Not Enough

ENGLISH DAILY ASSESSMENT 2

Name : _____

No. : _____

Class : _____

A. Choose the correct answer by crossing A, B, C, D, or E!

Text for question number 1-5

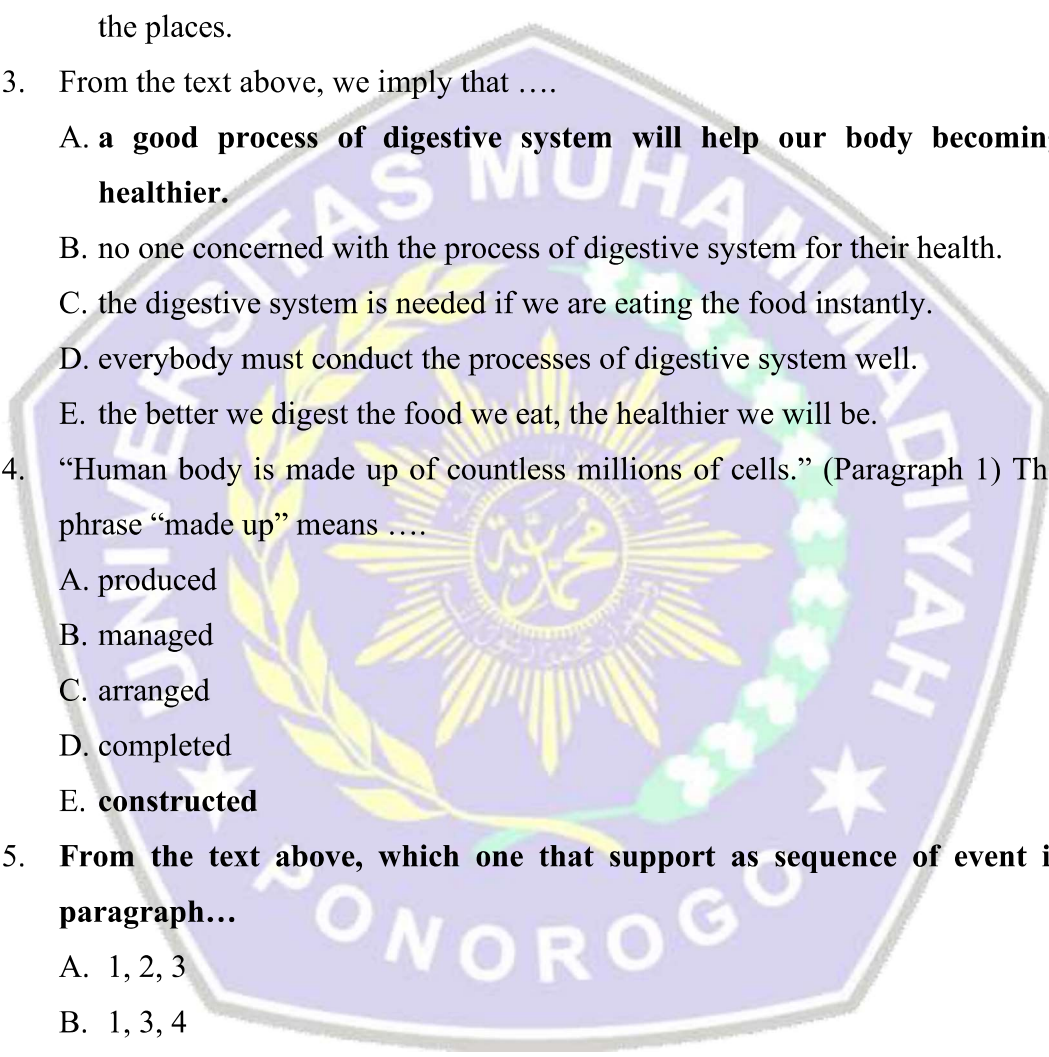
Human body is made up of countless millions of cells. Food is needed to build up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

1. What is the text about?
 - A. **The digestive system**
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances

2. How can we swallow the food easily?
- A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.**
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.
3. From the text above, we imply that
- A. a good process of digestive system will help our body becoming healthier.**
 - B. no one concerned with the process of digestive system for their health.
 - C. the digestive system is needed if we are eating the food instantly.
 - D. everybody must conduct the processes of digestive system well.
 - E. the better we digest the food we eat, the healthier we will be.
4. "Human body is made up of countless millions of cells." (Paragraph 1) The phrase "made up" means
- A. produced
 - B. managed
 - C. arranged
 - D. completed
 - E. constructed**
5. From the text above, which one that support as sequence of event is paragraph...
- A. 1, 2, 3
 - B. 1, 3, 4
 - C. 1, 2
 - D. 2, 3, 4**
 - E. 3, 4
- 
- The image contains a large, semi-transparent watermark of the logo for Universitas Muhammadiyah Surabaja. The logo is a shield-shaped emblem with a purple background. It features a central sunburst with Arabic calligraphy, a green and white floral wreath, and two white stars. The text 'UNIVERSITAS MUHAMMADIYAH SURABAJA' is written around the top and sides of the shield, and 'HONOROGU' is written at the bottom.

Text for question number 6-10

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

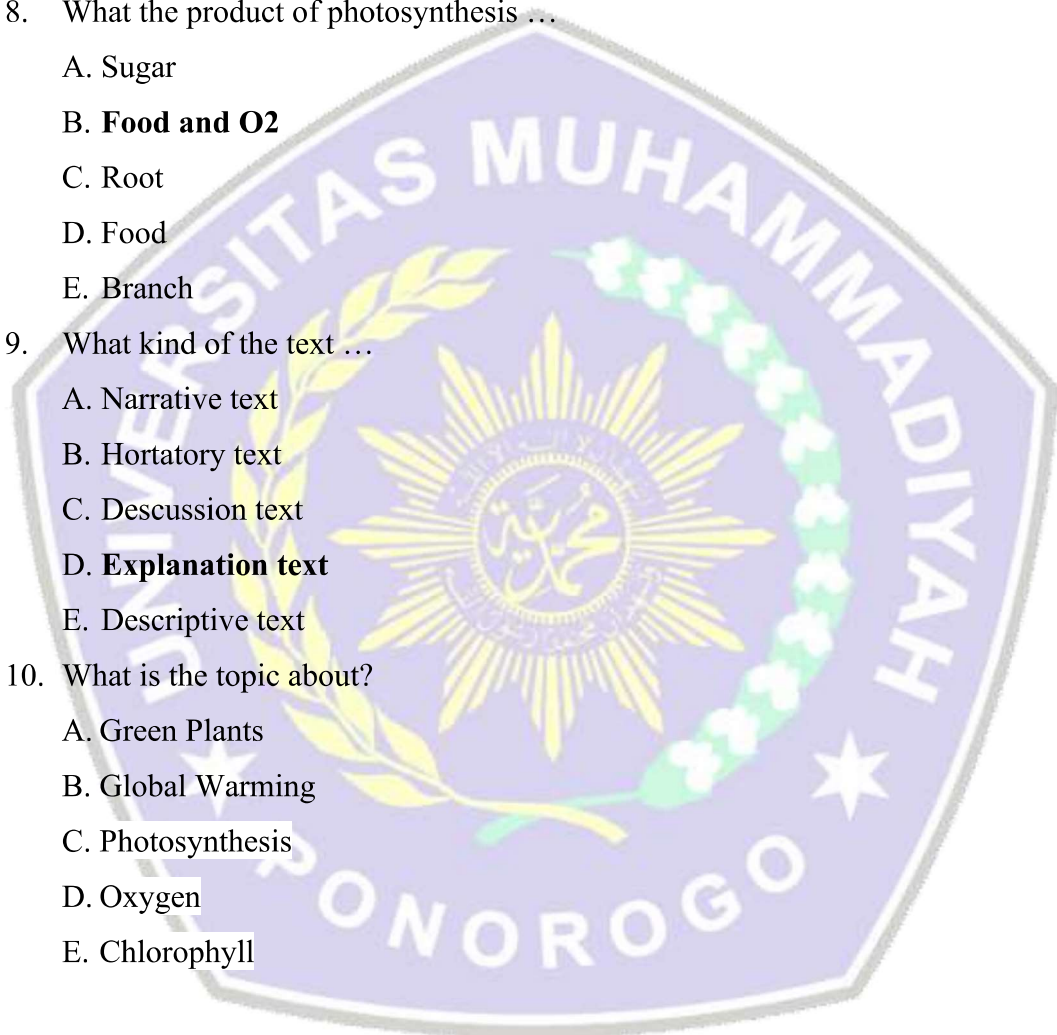
How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

6. What step after the hydrogen combines with carbon dioxide from the air ...
- A. Photosynthesis provides the chemical energy that is needed to produce these compounds.
 - B. Water drawn from the soil to split into hydrogen and oxygen.
 - C. Food-making process that occurs in green plants.
 - D. Phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life.
 - E. Oxygen from the water molecules is given off in the process.**

7. What are photosynthesis need ...
 - A. Water, light, oxygen, worm
 - B. Soil, chlorophyll, sun, human
 - C. Bug, air, oxigen, food
 - D. **Light, Carbon dioxide, humus**
 - E. Candle, vitamins, hydrogen
8. What the product of photosynthesis ...
 - A. Sugar
 - B. **Food and O₂**
 - C. Root
 - D. Food
 - E. Branch
9. What kind of the text ...
 - A. Narrative text
 - B. Hortatory text
 - C. Descussion text
 - D. **Explanation text**
 - E. Descriptive text
10. What is the topic about?
 - A. Green Plants
 - B. Global Warming
 - C. Photosynthesis
 - D. Oxygen
 - E. Chlorophyll



Text for question number 11-15

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

11. What media which use by kite to fly?
- A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. **Wind**
12. How many stream of air if we want the kite flying?
- A. **Two**
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream

13. The first Word of “ it” at the first line of paragraph two refers to....
- A. Wind
 - B. Air
 - C. **Kite**
 - D. Frame
 - E. Fly
14. What is the function of the upper stream?
- A. hits the kite at a shallow angle
 - B. creates an area of high pressure
 - C. creates an area of middle pressure
 - D. **creates an area of low pressure**
 - E. give space for kite to fly
15. Based on the text, what is the function of kite at past?
- A. Used for competition
 - B. **Used for military**
 - C. Used for sent message
 - D. Used for sent money
 - E. Used for keep home for annoying evil

B. Answer the following question clearly and Correctly!

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation.

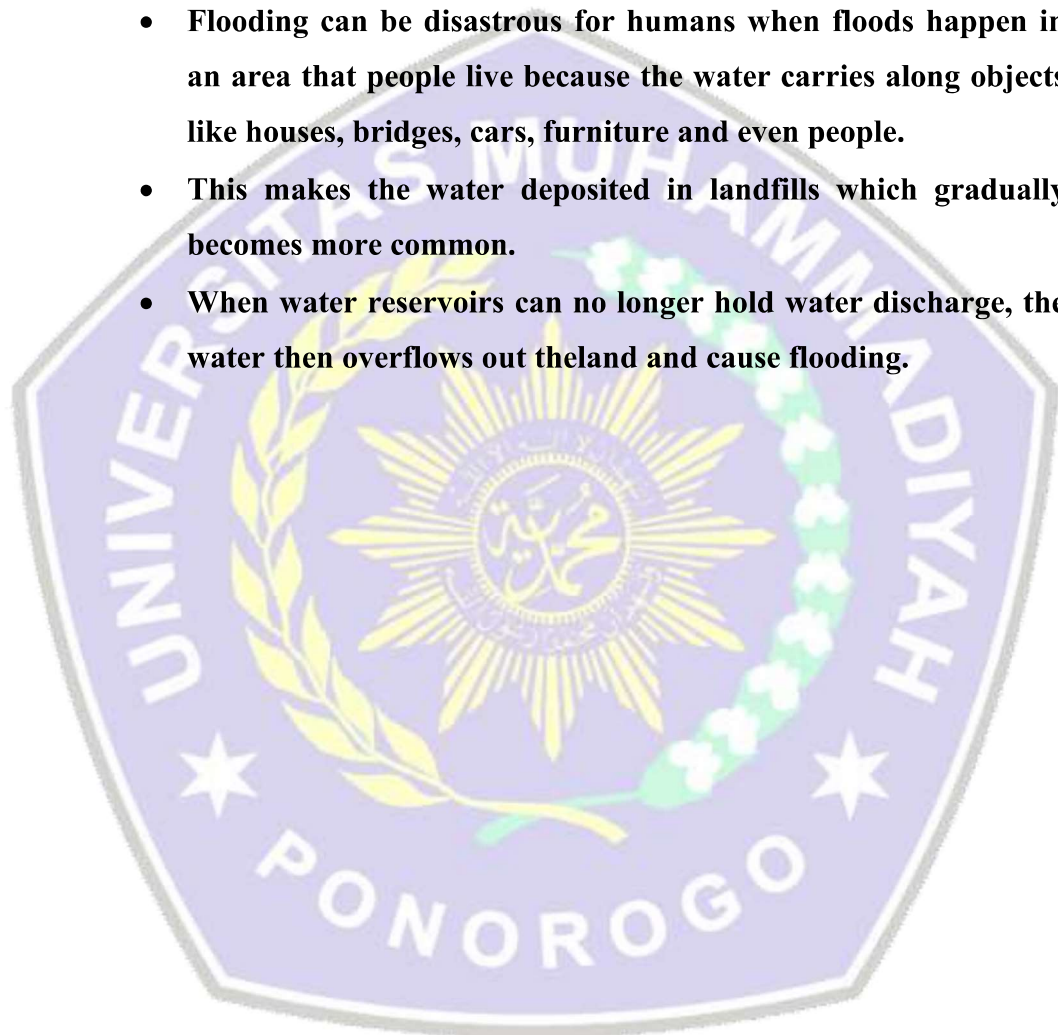
The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans

when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

1. Explain the Generic Structure of the text above!
 - **General Statement : Paragraf 1, because the paragraph tell about flooding in general.**
 - **Sequence of Event : Paragraf 2 and 3, because that 2 paragraph is tell about the process of flooding in natural process or non-natural.**
2. Find 2 sentence of passive voice and 2 sentence of simple present from the text above!
 - **Passive Voice :**
 - **The process of natural flooding is preceded by rain which falls to the surface of the earth.**
 - **Then the rain water is absorbed by the ground surface and flows to the lower place.**
 - **On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged.**
 - **Simple Present :**
 - **Flooding is a disaster which commonly happens in large and densely populated cities.**

- In Indonesia, the floods hit Jakarta very often and cause many victims.
- Then, do you know the process of how flood happens? Pay attention to the following explanation.
- Once that condition happens, evaporation and the water appear to the surface of the land.
- Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.
- This makes the water deposited in landfills which gradually becomes more common.
- When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.



ENGLISH DAILY ASSESSMENT

Name : Mewang Purni Safira
 No. : 22
 Class : XI NIPA 5

92

- 13 A. Choose the correct answer by crossing A, B, C, D, or E!

Text for question number 1-5

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

1. What is the text about?
 A. The digestive system
 B. The digestive juice
 C. The method of the digestive system
 D. The process of intestine work
 E. The food substances
2. How can we swallow the food easily?
 A. The food changes into acids absorbed by the villi.
 B. The food must be digested first through the process.
 C. The food is directly swallowed through esophagus into the stomach.
 D. The food is mixed with the juices secreted by the cells in the stomach.
 E. The food we take must be changed into substances carried in the blood to the places.
3. From the text above, we imply that ...
 A. a good process of digestive system will help our body becoming healthier.
 B. no one concerned with the process of digestive system for their health.
 C. the digestive system is needed if we are eating the food instantly.
 D. every body must conduct the processus of digestive system well.
 E. the better we digest the food we eat, the healthier we will be.
4. "Human body is made up of countless millions of cells." (Paragraph 1) The phrase "made up" means ...
 A. produced
 B. managed
 C. arranged
 D. completed
 E. constructed
5. From the text above, which one that support as sequence of event is paragraph...
 A. 1, 2, 3
 B. 1, 3, 4
 C. 1, 2
 D. 2, 3, 4
 E. 3, 4

Text for question number 6-10

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis. In a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

6. What step after the hydrogen combines with carbon dioxide from the air ...
- A. Photosynthesis provides the chemical energy that is needed to produce these compounds.
 - B. Water drawn from the soil to split into hydrogen and oxygen.
 - C. Food-making process that occurs in green plants.
 - D. Phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life.
 - E. Oxygen from the water molecules is given off in the process.
7. What are photosynthesis need ...
- A. Water, light, oxygen, worm
 - B. Soil, chlorophyll, sun, human
 - C. Bug, air, oxygen, food
 - D. Light, Carbon dioxide, humus
 - E. Candle, vitamins, hydrogen
8. What the product of photosynthesis ...
- A. Sugar
 - B. Food and O₂
 - C. Root
 - D. Food
 - E. Branch
9. What kind of the text ...
- A. Narrative text
 - B. Hortatory text
 - C. Discussion text
 - D. Explanation text
 - E. Descriptive text
10. What is the topic about?
- A. Green Plants
 - B. Global Warming
 - C. Photosynthesis
 - D. Oxygen
 - E. Chlorophyll

Text for question number 11-15

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today kites are much used for leisure and competition.

11. What media which use by kite to fly?
 - A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. Wind

12. How many stream of air if we want the kite flying?
 - A. Two
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream

13. The first word of "it" at the first line of paragraph two refers to...
 - A. Wind
 - B. Air
 - C. Kite
 - D. Frame
 - E. Fly

14. What is the function of the upper stream?
 - A. hits the kite at a shallow angle
 - B. creates an area of high pressure
 - C. creates an area of middle pressure
 - D. creates an area of low pressure
 - E. give space for kite to fly

15. Based on the text, what is the function of kite at past?
 - A. Used for competition
 - B. Used for military
 - C. Used for sent message
 - D. Used for sent money
 - E. Used for keep home for annoying evil

B. Answer the following question clearly and Correctly!

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding

1. Explain the Generic Structure of the text above!
2. Find 2 sentence of passive voice and 2 sentence of simple present from the text above!

- Answer -

1. General statements : Paragraph 1

↳ because stating of phenomena (flooding) issues with one to be explained

2. Sequenced explanation : Paragraph 2 and paragraph 3

↳ because stating a series of steps a phenomena can occur (how flooding can happens)

3. Concluding statement : -

↳ in the text don't have closing (suggestion) about how we can handle flooding when this phenomena occur.

2. a) passive voice : Then the rain water is absorbed (by) the ground surface and flows to the lower place

: the process of non natural flooding is usually caused (by) bad habits of humans who do not care about

the environment, such as littering that can make water flow clogged

b) simple present : The process of natural flooding is preceded (by) rain which falls to the surface of the earth

b) simple present : The water appear to the surface of the land

= The water carries along objects like houses - - even people

ENGLISH DAILY ASSESSMENT

80

Name: Romadhona Fitri L
 No: 30
 Class: XI IPA 4

A. Choose the correct answer by crossing A, B, C, D, or E!

Text for question number 1-5

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

1. What is the text about?
 - A. The digestive system
 - B. The digestive juice
 - C. The method of the digestive system
 - D. The process of intestine work
 - E. The food substances

2. How can we swallow the food easily?
 - A. The food changes into acids absorbed by the villi.
 - B. The food must be digested first through the process.
 - C. The food is directly swallowed through esophagus into the stomach.
 - D. The food is mixed with the juices secreted by the cells in the stomach.
 - E. The food we take must be changed into substances carried in the blood to the places.

3. From the text above, we imply that...
 - A. a good process of digestive system will help our body becoming healthier.
 - B. no one concerned with the process of digestive system for their health.
 - C. the digestive system is needed if we are eating the food instantly.
 - D. every body must conduct the processes of digestive system well.
 - E. the better we digest the food we eat, the healthier we will be.

4. "Human body is made up of countless millions of cells." (Paragraph 1) The phrase "made up" means

- A. produced
- B. managed
- C. arranged
- D. completed
- E. constructed

5. From the text above, which one that support as sequence of event is paragraph...

- A. 1, 2, 3
- B. 1, 3, 4
- C. 1, 2
- D. 2, 3, 4
- E. 3, 4

Text for question number 6-10

What is photosynthesis? Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn from the soil to split into hydrogen and oxygen.

What are the steps of photosynthesis process? Let me tell you the process of photosynthesis. In a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produce these compounds.

6. What step after the hydrogen combines with carbon dioxide from the air ...
- A. Photosynthesis provides the chemical energy that is needed to produce these compounds.
 - B. Water drawn from the soil to split into hydrogen and oxygen.
 - C. Food-making process that occurs in green plants.
 - D. Phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life.
 - E. Oxygen from the water molecules is given off in the process.
7. What are photosynthesis need ...
- A. Water, light, oxygen, worm
 - B. Soil, chlorophyll, sun, human
 - C. Bug, air, oxygen, food
 - D. Light, Carbon dioxide, humus
 - E. Candle, vitamins, hydrogen
8. What the product of photosynthesis ...
- A. Sugar
 - B. Food and O₂
 - C. Root
 - D. Food
 - E. Branch
9. What kind of the text ...
- A. Narrative text
 - B. Hortatory text
 - C. Discussion text
 - D. Explanation text
 - E. Descriptive text
10. What is the topic about?
- A. Green Plants
 - B. Global Warming
 - C. Photosynthesis
 - D. Oxygen
 - E. Chlorophyll

Text for question number 11-15

A kite is an object which is made from a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite.

The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure.

The high pressure area has a pushing effect while the low pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousand of years. They are used for military or scientific purposes. Today's kites are much used for leisure and competition.

11. What media which use by kite to fly?
- A. Air
 - B. Water
 - C. Ground
 - D. Light
 - E. Wind
12. How many stream of air if we want the kite flying?
- A. Two
 - B. One
 - C. Four
 - D. Three
 - E. There is no stream
13. The first word of "it" at the first line of paragraph two refers to ...
- A. Wind
 - B. Air
 - C. Kite
 - D. Frame
 - E. Fly
14. What is the function of the upper stream?
- A. hits the kite at a shallow angle
 - B. creates an area of high pressure
 - C. creates an area of middle pressure
 - D. creates an area of low pressure
 - E. give space for kite to fly
15. Based on the text, what is the function of kite at past?
- A. Used for competition
 - B. Used for military
 - C. Used for sent message
 - D. Used for sent money
 - E. Used for keep home for annoying evil

B. Answer the following question clearly and Correctly!

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

1. Explain the Generic Structure of the text above!
2. Find 2 sentence of passive voice and 2 sentence of simple present from the text above!

2. a. Passive voice

> Then the rain water is absorbed by the ground surface
and flows to the lower place.

4 > The process of natural flooding is preceded by rain which
falls to the surface of the earth.

b. Simple present

> This makes the water deposited in landfills which gradually becomes more common.

> The water then overflows out the land and cause flooding

1. > General statement : paragraph 1

5 > Sequence explanation : paragraph 2 and paragraph 3



APPENDIX 7
(DOCUMENTATIONS)

MEETING 1



MEETING 2



MEETING 3



MEETING 4





APPENDIX 8
(LETTER)



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telepon (0352) 481124, Faksimile (0352) 461796, email: akademik@umpo.ac.id website : www.umpo.ac.id
Akreditasi Institusi B oleh BAN-PT
(SK Nomor 77/SK/BAN-PT/Ak-PPJ/PT/IV/2020)

Nomor : 134/IV.3/PN/2022
Hal : Ijin Penelitian

10 Ramadhan 1443 H
11 April 2022 M

Yth. Kepala SMA Negeri 1 Badegan

di-

Tempat

Assalamu'alaikum wr. wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Ponorogo,
menerangkan :

Nama : Ratih Setyaningrum
NIM : 18331978
Angkatan : 2018
Prodi : Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi yang berjudul :

*"IMPROVING STUDENTS ENGLISH COMPETENCE BY USING PROBLEM-BASED LEARNING
METHOD AT SMAN 1 BADEGAN"*

Yang bersangkutan memerlukan data – data yang berhubungan dengan judul tersebut, untuk itu kami
mohon kesediaannya memberikan ijin kepada yang bersangkutan untuk melakukan penelitian di SMA
Negeri 1 Badegan.

Demikian surat ijin ini disampaikan, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Dekan



Dr. Ardhana Januar Mahardhani, M.KP
NIK. T9870123 201709 12



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 BADEGAN
Jl. Ki Ageng Purnak No. 2 Telpom (0352) 751251 Email : smn1badegan@gmail.com Web site : www.smn1badegan.sch.id
PONOROGO KodePos : 61455

SURAT KETERANGAN
Nomer : 422/236/101.6.19.5/2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Badegan Ponorogo dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Ratih Setyaningrum
NIM : 18331978
Program Studi : S1 – Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Universitas : Universitas Muhammadiyah Ponorogo

Yang bersangkutan di atas telah mengadakan penelitian di **SMAN 1 Badegan Ponorogo** pada tanggal 12 April s.d. 10 Mei 2022 dalam rangka menyusun Skripsi yang berjudul **"IMPROVING STUDENTS ENGLISH COMPETENCE BY USING PROBLEM-BASED LEARNING METHOD AT SMAN 1 BADEGAN"**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ponorogo, 8 Juni 2022
Kepala Sekolah

TOHA MAHSUN, S.Pd,M.Pd
NIP. 19660207 198903 1 010

The logo of Universitas Muhammadiyah Ponorogo is a purple shield-shaped emblem. It features a central sunburst with a crescent moon and star, surrounded by a green and yellow wreath. The text "UNIVERSITAS MUHAMMADIYAH" is written along the top inner edge, and "PONOROGO" is written along the bottom inner edge. Two white stars are positioned on the left and right sides of the bottom edge.

APPENDIX 9
(GUIDANCE NOTE)



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

Form 1

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

1. Nama : Ratih Setyaningrum
2. NIM : 18331978
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : _____

Improving Students' Reading Comprehension by Using Problem-Based Learning Method of XI MIPA 5 SMA Negeri 1 Badegan Ponorogo in Academic Year 2021/2022

TAHUN/SMT :

PEMBIMBING :

Tanggal	Materi	Catatan	Paraf Pembimbing
30/12 21	Etap I : Judul / permasalahan PBL sj.	Revisi	<i>MA</i>
6/1 22	Etap I	Revisi	<i>MA</i>
14/1 22	Antreman	acc	<i>MA</i>
27/5 22	Bab I. III. II	Revisi	<i>MA</i>
31/5 22	Bab I	Revisi	<i>MA</i>
	Bab II	ACC	<i>MA</i>
7/6 22	Bab I. III	Revisi	<i>MA</i>
9/6 22	Bab I. III	Revisi	<i>MA</i>
10/6 22	Bab I. III	ACC	<i>MA</i>
22/6 22	Bab III	Revisi	<i>MA</i>
27/6 22	Bab III	Revisi	<i>MA</i>
30/6 22	Bab III	ACC	<i>MA</i>
1/7 22	Bab IV	Revisi	<i>MA</i>
12/7 22	Bab IV	acc	<i>MA</i>
13/7 22	Abstract	ACC	<i>MA</i>
15/7 22	Daftar	acc	<i>MA</i>

Catatan : Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 15 Juli 2022
Pembimbing

MA
(Niken Feb Indriatuningsih)



UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Budi Utomo No. 10 Ponorogo 63471 Jawa Timur Indonesia
Telp (0352) 481124, Fax. (0352) 461796, e-mail : akademik@umpo.ac.id
Website : www.umpo.ac.id

BERITA ACARA CATATAN BIMBINGAN SKRIPSI

Form 2

1. Nama : Ratih Setyaningrum
2. NIM : 18331978
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi :
Improving Students' Reading Comprehension by Using Problem-Based Learning
Method at XI MIPA 5 SMA Negeri 1 Badegan Ponorogo in Academic Year 2021/2022

TAHUN/SMT :

PEMBIMBING :

Tanggal	Materi	Catatan	Paraf Pembimbing
16/03/2021	Title	Revisi	<i>[Signature]</i>
06/04/2021	Chapter I	Revisi	<i>[Signature]</i>
08/03/2022	Chapter I	Revisi - Acc	<i>[Signature]</i>
23/06/2022	Chapter II	Revisi - Acc	<i>[Signature]</i>
06/07/2022	Chapter III	Revisi - Acc	<i>[Signature]</i>
15/07/2022	Instrumen	Revisi - Acc	<i>[Signature]</i>
15/07/2022	Chapter IV	Revisi - Acc	<i>[Signature]</i>
16/07/2022	Chapter V	Revisi - Acc	<i>[Signature]</i>
18/07/2022	General	Revisi - Acc	<i>[Signature]</i>

Catatan :

- Form 1 pembimbing 1
Form 2 pembimbing 2

Ponorogo, 18 July 2022
Pembimbing

[Signature]
(Siti Asyiah, Mpd.)