**APPENDICES**

**Appendix A**

**Rencana Pelaksanaan Pembelajaran (RPP)**

**Experimental Group**

|  |  |
| --- | --- |
| **Nama Sekolah** | : Desa Karang Anyar |
| **Mata Pelajaran** | : Bahasa Inggris |
| **Kelas/Semester** | : X/ 2 |
| **Alokasi Waktu** | : 2 x 40 menit |
| **Skill Pembelajaran** | : *Membaca (Reading)* |

1. **Standar Kompetensi**
2. **Membaca:**11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk news item.
3. **Kompetensi Dasar**
* 11.1. Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat.
1. **Indikator Pencapaian Kompetensi**

*Indikator Pencapaian Kompetensi*

* Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar
* Mengidentifikasi topik dari teks yang dibaca
* Mengidentifikasi informasi tertentu

*Nilai Budaya Dan Karakter Bangsa*

* Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

*Kewirausahaan/ Ekonomi Kreatif :*

* Percaya diri (keteguhan hati, optimis).
* Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
* Pengambil resiko (suka tantangan, mampu memimpin)
* Orientasi ke masa depan (punya perspektif untuk masa depan).
1. **Tujuan Pembelajaran**
* Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
1. **Materi Pokok**
* *Identify factual meaning in the texts;*
* *Identify the structure of narrative texts;*
* *Reading and understanding narrative texts.*
* Main idea (topic).
* Expression/ idiom/ phrases in the context.
* Grammatical feature.
* Vocabulary in context.

Welcome to Generation Equality, stop child marriage!

*Salsa and Dini Widiastuti*

Rembang/Jakarta   /   Mon, March 9, 2020   /   09:16 am

This year International Women’s Day (IWD), which falls on March 8, is quite special, as it marks 25 years since the adoption of the Beijing Declaration and Platform for Action — a progressive roadmap for gender equality, to end discrimination against women and girls.

The theme for IWD 2020 is Generation Equality that highlights the fact that today young people, girls and boys are speaking up for themselves and for their peers who have faced discrimination or have been silenced. From Sweden, Pakistan to Indonesia, a new generation is making change, fighting for equality and shaping the world.

There are 12 critical areas in the Declaration and Platform for Action, from poverty, education and training, health, gender-based violence to women in politics, media and environment, to discrimination faced girls. Why focus on girls?

Discrimination faced by girls around the world limits their abilities to take advantage of opportunities and to access education and training, social and productive assets and by the time girls reach adulthood, to have better employment, health and well-being and even equal position in society as their male peers.

There is no denying that globally the state of women and girls has improved, albeit with varying progress and trend among countries. Unfortunately, not all barriers have been eliminated to enable girls without exception to develop their full potential and skills, as envisioned in Beijing 25 years ago.

Indonesia is among the countries that are making significant progress in terms of gender equality. More girls are going to and staying in school and the gap between boys and girls in girls staying in school longer is narrowing with 8.9 years for boys and 8.6 years for girls.

Sadly, girls are five times more likely than boys to be victims of physical violence, two times more likely as victims of emotional violence according to the Office of the Coordinating Human Development and Culture Minister and 11 times more likely as victims of sexual violence.

Adolescent girls and boys are still not receiving adequate information about their sexual and reproductive health and access to services in this regard, either in school or at home.

The number of child marriage in Indonesia is the second highest and the eighth highest in the world. Statistics Indonesia (BPS) recorded 1.2 million children who were married in 2018, or 11.2 percent from the total child population, mostly in rural areas.

One out of nine Indonesian females aged 20-24 were married before turning 18. In contrast, only 1 out of 100 Indonesian males in the same age range were married before 18 years old. Child marriage in Indonesia is driven by several factors such as poverty, social and cultural norms, lack of girls’ and boys’ understanding of sexual and reproductive health and unplanned teenage pregnancy.

The latter factor is backed up by *Asia Girls Report* released by Plan International this month. The report showed that the adolescent birth rate in Indonesia was 47.4 percent. The government has stepped up its commitment to tackling the issue of child marriage and aims to reduce the rate to 8.74 percent by 2024.

The recent legislation to increase the minimum age of marriage for girls to 19 years old is a significant step but not a panacea. Bolder focused and coordinated efforts are needed to ensure that girls stay in school, stay out of wedlock and can meet their potential.

These need the involvement of communities, parents and very importantly children and young people themselves, such as successfully shown by the Regional Child Protection Commission (KPAD) in Rembang (Central Java), Lombok (West Nusa Tenggara) and Sukabumi (West Java).

We are still far from the vision of gender equality that was set in Beijing 25 years ago. The situation of child marriage as described above could be the defining aspect of gender equality in Indonesia and the future of human capital of the country.

Business as usual is not the answer. Bolder actions are needed and this will likely happen by letting children and young people speak up, colead decision making and setting the vision for a gender-equal world.

1. **Metode Pembelajaran/Teknik:**
* Strategi Pembelajaran                       : Conventional Method
*
1. **Strategi Pembelajaran**

**Media :** Jakarta post article

**Langkah-langkah Kegiatan Pembelajaran**

**Kegiatan Awal**

* Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
* Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
* Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
* Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

**Kegiatan Inti**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

* Memberikan stimulus berupa pemberian materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Mendiskusikan materi bersama siswa  (Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu. berhubungan dengan penyelesaian suatu soal.
* Siswa diminta membahas contoh soal dalam Jakarta post article : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

***Elaborasi***

Dalam kegiatan elaborasi guru:

* Membiasakan siswa membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

***Konfirmasi***

Dalam kegiatan konfirmasi  guru:

* Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
* Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
* Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
* Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

**Kegiatan Akhir**

* Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
* Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .
* Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
1. **Sumber/Bahan/Alat**
* Jakarta post article
* Kamus

**9. Penilaian**

* Teknik : Tugas individu.
* Bentuk Instrumen : Pilihan ganda dan essai.

|  |  |
| --- | --- |
| Mengetahui, | Guru Mata Pelajaran |
| Kepala Desa  | Bahasa Inggris |
|    |  |
| **Sugeng** | **Aisyah Adhe Rahma** |

**Appendix B**

 **Rencana Pelaksanaan Pembelajaran (RPP)**

**Control Group**

|  |  |
| --- | --- |
| **Nama Sekolah** | : Desa Karang Anyar |
| **Mata Pelajaran** | : Bahasa Inggris |
| **Kelas/Semester** | : X/ 2 |
| **Alokasi Waktu** | : 2 x 40 menit |
| **Skill Pembelajaran** | : *Membaca (Reading)* |

1. **Standar Kompetensi**
2. **Membaca:**11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk news item.
3. **Kompetensi Dasar**
* 11.1. Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat.
1. **Indikator Pencapaian Kompetensi**

*Indikator Pencapaian Kompetensi*

* Membaca nyaring bermakna wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar
* Mengidentifikasi topik dari teks yang dibaca
* Mengidentifikasi informasi tertentu

*Nilai Budaya Dan Karakter Bangsa*

* Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

*Kewirausahaan/ Ekonomi Kreatif :*

* Percaya diri (keteguhan hati, optimis).
* Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
* Pengambil resiko (suka tantangan, mampu memimpin)
* Orientasi ke masa depan (punya perspektif untuk masa depan).
1. **Tujuan Pembelajaran**
* Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
1. **Materi Pokok**
* *Identify factual meaning in the texts;*
* *Identify the structure of narrative texts;*
* *Reading and understanding narrative texts.*
* Main idea (topic).
* Expression/ idiom/ phrases in the context.
* Grammatical feature.
* Vocabulary in context.

Bawang Merah and Bawang Putih

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish.

“Thank you for your kindness”, the goldfish said.

Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

Unfortunately, Bawang Merah her stepsister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. He needed the tree to make his father well again. When he asked who own the tree, Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it. Even everyone could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

1. **Metode Pembelajaran/Teknik:**
* Strategi Pembelajaran                       : Conventional Method
*
1. **Strategi Pembelajaran**

**Media :** Teks Narrative

**Langkah-langkah Kegiatan Pembelajaran**

**Kegiatan Awal**

* Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
* Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
* Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
* Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

**Kegiatan Inti**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

* Memberikan stimulus berupa pemberian materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Mendiskusikan materi bersama siswa  (Buku : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu. berhubungan dengan penyelesaian suatu soal.
* Siswa diminta membahas contoh soal dalam teks narrative : Bahan Ajar Bahasa Inggris mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

***Elaborasi***

Dalam kegiatan elaborasi guru:

* Membiasakan siswa membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

***Konfirmasi***

Dalam kegiatan konfirmasi  guru:

* Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
* Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
* Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
* Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

**Kegiatan Akhir**

* Siswa diminta membuat rangkuman dari materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
* Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
* Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai cara membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .
* Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
1. **Sumber/Bahan/Alat**
* Buku
* Kamus

**9. Penilaian**

* Teknik : Tugas individu.
* Bentuk Instrumen : Pilihan ganda dan essai.

|  |  |
| --- | --- |
| Mengetahui, | Guru Mata Pelajaran |
| Kepala Desa  | Bahasa Inggris |
|    |  |
| **Sugeng** | **Aisyah Adhe Rahma** |

**Appendix C**

**PRETEST**

**Name : Day, Date :**

**Class/Program : Time : 45 minutes**

***Text I***

**Read the following text and answer question 1-6. I love dogs very much.**

*I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that‟s why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He’s very strong. I always take care of my dogs every day.*

1. What the main idea of the text?
2. Provide information about dogs
3. Describe the s dogs food
4. Defines the name of dogs
5. Provide the information how to feed dogs
6. The generic structure of the text is ….
7. Description – identification
8. Identification – description
9. Orientation – events – Reorientation
10. Reorientation – events – Orientation
11. The function of the text above is …
12. To provide information about dogs
13. To describe the s dogs food
14. To defines the name of dogs
15. To provide the information how to feed dogs
16. She has long and thick fur”. The antonym of the underlined word is…
17. Heavy
18. Length
19. Short
20. Fragnant
21. How many dogs does the writer have?
22. 1
23. 2
24. 3
25. 4
26. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ….
27. She like brownies
28. She has brown ear
29. She has brown fur
30. She likes to eat brownies

***Text II***

***The text below is for question number 7 – 14.***

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large size. The flower is almost 100 centimeters in diameter and 140 centimeters in height. "Rafflesia" is derived from the name of the british governor general, sir thomas stamford raffles, who once governed and built the botanical garden in bogor. Though it is called rafflesia after raffles, the man who discovered the plant was beccary, an italian botanist who visited sumatra in 1928. Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it. While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

1. What the main idea of the text?
2. Stamford raffles
3. Italian botanist
4. Rafflesia arnoldi
5. Botanical garden
6. Where did Sir Thomas Stamford Raffles build the Botanical Gardens?
7. In Italia
8. In Bogor
9. In Sumatera
10. In Indonesia
11. The identification of the text can be found in ....
12. 1st sentence of paragraph 1
13. 2nd sentence of paragraph 1
14. 1st sentence of paragraph 2
15. 2nd sentence paragraph 2
16. The description of rafflesia that shows its part can be found in ….
17. Second paragraph
18. Third paragraph
19. Forth paragraph
20. Last paragraphs
21. Which statement is correct based on the text?
22. Rafflesia arnoldi has a very nice smell.
23. Beccary built the botanical garden.
24. Stamford raffles is an italian botanist.
25. Berccary discovered rafflesia arnoldi.
26. Rafflesia arnoldi is unusual because of its.... Size.
27. Small
28. Tiny
29. Big
30. Long
31. The word 'they' in the last paragraph refers to ....
32. The green flies
33. The parts of rafflesia
34. The petal
35. Stamford raffles and beccary
36. Rafflesia Arnoldi is the biggest flower ….
37. In the world
38. In Sumatera
39. In Indonesia
40. In Bogor

**Appendix D**

**POST TEST**

**Name : Day, Date :**

**Class/Program : Time : 45 minutes**

**They Can chase their dreams’s: Bangladesh Allows Rohingya Kids to Study**

Jakarta Post | 12 Friday, 31/01/2020 | World

Rohingya refugees reacted with surprise and joy on Wednesday to the news that Bangladesh would provide formal education to their children, two and a half years after th ey were forced to flee Myanmar.

Human rights groups have long campaigned for the nearly half a million effectively stateless Rohingya children in Bangladesh’s refugee camps to be allowed access to quality education, warning of the costs of a "lost generation".

"Oh my god! Bangladesh is letting us be educated!" Mohammed Zobayer, 19, said by phone when Reuters told him about the decision, taken this week but not formally announced.

Officials say the move will provide schooling to the age of 14 and training thereafter in place of informal learning for only younger children.

"I'm so excited. This is so good. I can't express my happiness," Zobayer said. More than 730,000 Rohingya fled Myanmar after a military-led crackdown in 2017, and were forced into squalid camps across the border in Bangladesh. UN investigators concluded that the military campaign had been executed with "genocidal intent".

Bangladesh has not recognized the vast majority of the refugees and does not issue birth certificates for those born in the camps, making their legal status unclear.

Last year it expelled scores of them from local schools, saying they were using fake Bangladeshi identity cards.

Mahbub Alam Talukder, Bangladesh's refugee relief and repatriation commissioner, told Reuters Rohingya children would be taught in existing learning centers and some more schools would be built, with teachers recruited through NGOs. "They will follow the Myanmar national curriculum," he said.

Learning centers are operated in the camps by international NGOs and the UN, but children and their parents say they offer mostly unstructured learning and playtime for those who attend.

"Many have already lost two academic years," Zobayer, who works as a teacher in one of the learning centers, said. "Now they can chase their dreams. It is like having a new life."

Dil Mohammed, a senior Rohingya leader, said the community was grateful to Bangladesh. "The country saved our lives by opening its doors for us. Now, by providing education, they have saved our children from becoming a lost generation,” he said, adding that Myanmar had barred Rohingya children from mainstream schools in 2012.

The Hague-based International Court of Justice (ICJ) ordered Myanmar last Thursday to protect the Rohingya against further atrocities and preserve evidence of alleged crimes, after west African nation the Gambia launched a lawsuit in November accusing the country of genocide.

***Read the following text and answer question 1-5!***

1. What the main of the article?
2. What the function of the article?
3. What the synonyms of *happiness*?
4. What statement is correct based on the article?
5. The word *“they”* in the first paragraph refers to?

***Translate the Bold words into Indonesian***

1. I can't express my **happiness.**
2. It is **like** having a new life.
3. I'm so **excited**.
4. They will **follow** the Myanmar national curriculum.
5. Last year it **expelled** scores of them from local schools.

**Appendix E**

**INSTRUMEN PENILAIAN PENGETAHUAN (SOAL PRE-TEST)**

**A. Petunjuk Umum**

1. Instrumen penilaian pengetahuan ini berbentuk pertanyaan.
2. Pertanyaan ini dikerjakan oleh peserta didik.

**B. Petunjuk Pengisian**

Soal ini dikerjakan dengan waktu 5 menit untuk satu soal

***Text I***

**Read the following text and answer question 1-6. I love dogs very much.**

*I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that‟s why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He’s very strong. I always take care of my dogs every day.*

1. What the main idea of the text?
	1. Provide information about dogs
	2. Describe the s dogs food
	3. Defines the name of dogs
	4. Provide the information how to feed dogs
2. The generic structure of the text is ….
3. Description – identification
4. Identification – description
5. Orientation – events – Reorientation
6. Reorientation – events – Orientation
7. The function of the text above is …
8. To provide information about dogs
9. To describe the s dogs food
10. To defines the name of dogs
11. To provide the information how to feed dogs
12. She has long and thick fur”. The antonym of the underlined word is…
13. Heavy
14. Length
15. Short
16. Fragnant
17. How many dogs does the writer have?
18. 1
19. 2
20. 3
21. 4
22. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ….
23. She like brownies
24. She has brown ear
25. She has brown fur
26. She likes to eat brownies

**Kunci Jawaban:**

**1 B**

**2 B**

**3 A**

**4 B**

**5 D**

**6 C**

**Appendix F**

**INSTRUMEN PENILAIAN PENGETAHUAN (SOAL POS-TEST)**

**A. Petunjuk Umum**

1. Instrumen penilaian pengetahuan ini berbentuk pertanyaan.
2. Pertanyaan ini dikerjakan oleh peserta didik.

**B. Petunjuk Pengisian**

Soal ini dikerjakan dengan waktu 5 menit untuk satu soal

**C. Soal**

**They Can chase their dreams’s: Bangladesh Allows Rohingya Kids to Study**

Jakarta Post | 12 Friday, 31/01/2020 | World

Rohingya refugees reacted with surprise and joy on Wednesday to the news that Bangladesh would provide formal education to their children, two and a half years after they were forced to flee Myanmar.

Human rights groups have long campaigned for the nearly half a million effectively stateless Rohingya children in Bangladesh’s refugee camps to be allowed access to quality education, warning of the costs of a "lost generation".

"Oh my god! Bangladesh is letting us be educated!" Mohammed Zobayer, 19, said by phone when Reuters told him about the decision, taken this week but not formally announced.

Officials say the move will provide schooling to the age of 14 and training thereafter in place of informal learning for only younger children.

"I'm so excited. This is so good. I can't express my happiness," Zobayer said. More than 730,000 Rohingya fled Myanmar after a military-led crackdown in 2017, and were forced into squalid camps across the border in Bangladesh. UN investigators concluded that the military campaign had been executed with "genocidal intent".

Bangladesh has not recognized the vast majority of the refugees and does not issue birth certificates for those born in the camps, making their legal status unclear.

Last year it expelled scores of them from local schools, saying they were using fake Bangladeshi identity cards.

Mahbub Alam Talukder, Bangladesh's refugee relief and repatriation commissioner, told Reuters Rohingya children would be taught in existing learning centers and some more schools would be built, with teachers recruited through NGOs. "They will follow the Myanmar national curriculum," he said.

Learning centers are operated in the camps by international NGOs and the UN, but children and their parents say they offer mostly unstructured learning and playtime for those who attend.

"Many have already lost two academic years," Zobayer, who works as a teacher in one of the learning centers, said. "Now they can chase their dreams. It is like having a new life."

Dil Mohammed, a senior Rohingya leader, said the community was grateful to Bangladesh. "The country saved our lives by opening its doors for us. Now, by providing education, they have saved our children from becoming a lost generation,” he said, adding that Myanmar had barred Rohingya children from mainstream schools in 2012.

The Hague-based International Court of Justice (ICJ) ordered Myanmar last Thursday to protect the Rohingya against further atrocities and preserve evidence of alleged crimes, after west African nation the Gambia launched a lawsuit in November accusing the country of genocide.

***Read the following text and answer question 1-5!***

1. What the main of the article?
2. What the function of the article?
3. What the synonyms of *happiness*?
4. I can't express my **happiness.**
5. It is **like** having a new life.

**Kunci Jawaban**

1. Talking About People of Rohingya
2. To inform the information of people in rohingya
3. Joyfull
4. Kebahagiaan
5. Suka
6. **PetunjukPenentuanSkorKompetensiPengetahuan** Kriteria ketuntasan Minimal (KKM) Sebesar 75

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Students’ Initial** | **Pre-Test** | **Post-Test** |
| 1 | AA | 45 | 75 |
| 2 | AR | 50 | 70 |
| 3 | AS | 55 | 70 |
| 4 | AF | 40 | 75 |
| 5 | AM | 45 | 80 |
| 6 | DS | 45 | 80 |
| 7 | DAP | 50 | 80 |
| 8 | ER | 50 | 75 |
| 9 | F | 40 | 70 |
| 10 | I | 55 | 80 |
| 11 | JT | 60 | 90 |
| 12 | JTU | 45 | 80 |
| 13 | KS | 40 | 85 |
| 14 | MA | 40 | 80 |
| 15 | MRN | 50 | 80 |
| 16 | MDR | 45 | 80 |
| 17 | NA | 40 | 75 |
| 18 | MFA | 50 | 80 |
| 19 | NA | 45 | 85 |
| 20 | MARN | 50 | 90 |

**Appendix G**

DOCUMENTATIONS









