

## Appendix 1

### The Computation of Validity and Reliability from SPSS

#### Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q1	Pearson Correlation	1	.498**	.513**	.000	.426*	.337	.498**	-.310
	Sig. (2-tailed)		.010	.007	1.000	.030	.092	.010	.123
	N	26	26	26	26	26	26	26	26
Q2	Pearson Correlation	.498**	1	.422*	-.078	.389*	.197	.527**	.031
	Sig. (2-tailed)	.010		.032	.705	.049	.335	.006	.879
	N	26	26	26	26	26	26	26	26
Q3	Pearson Correlation	.513**	.422*	1	.361	.120	.286	.178	-.010
	Sig. (2-tailed)	.007	.032		.070	.558	.157	.384	.962
	N	26	26	26	26	26	26	26	26
Q4	Pearson Correlation	.000	-.078	.361	1	-.077	.474*	.078	-.081
	Sig. (2-tailed)	1.000	.705	.070		.709	.014	.705	.695
	N	26	26	26	26	26	26	26	26
Q5	Pearson Correlation	.426*	.389*	.120	-.077	1	.158	.701**	-.243
	Sig. (2-tailed)	.030	.049	.558	.709		.440	.000	.233
	N	26	26	26	26	26	26	26	26
Q6	Pearson Correlation	.337	.197	.286	.474*	.158	1	.357	-.256
	Sig. (2-tailed)	.092	.335	.157	.014	.440		.073	.207
	N	26	26	26	26	26	26	26	26
Q7	Pearson Correlation	.498**	.527**	.178	.078	.701**	.357	1	-.296
	Sig. (2-tailed)	.010	.006	.384	.705	.000	.073		.142
	N	26	26	26	26	26	26	26	26
Q8	Pearson Correlation	-.310	.031	-.010	-.081	-.243	-.256	-.296	1
	Sig. (2-tailed)	.123	.879	.962	.695	.233	.207	.142	

N		26	26	26	26	26	26	26	26
Q9	Pearson Correlation	.138	.195	.243	.243	.081	.243	.031	-.020
	Sig. (2-tailed)	.502	.340	.231	.233	.695	.232	.879	.924
	N	26	26	26	26	26	26	26	26
Q10	Pearson Correlation	.234	.284	.198	.000	.183	.318	.099	-.177
	Sig. (2-tailed)	.251	.159	.333	1.000	.372	.114	.629	.387
	N	26	26	26	26	26	26	26	26
Q11	Pearson Correlation	.222	.358	.052	.260	.087	.302	.358	-.077
	Sig. (2-tailed)	.276	.073	.800	.199	.674	.134	.073	.708
	N	26	26	26	26	26	26	26	26
Q12	Pearson Correlation	.066	.370	.178	.078	-.078	.197	.055	.359
	Sig. (2-tailed)	.747	.063	.384	.705	.705	.335	.791	.072
	N	26	26	26	26	26	26	26	26
Q13	Pearson Correlation	.362	.031	-.010	.081	.081	.409*	.359	-.190
	Sig. (2-tailed)	.069	.879	.962	.695	.695	.038	.072	.354
	N	26	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Correlations							
		Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Q1	Pearson Correlation	.138	.234	.222	.066	.362	.426 <sup>*</sup>	-.138	.033
	Sig. (2-tailed)	.502	.251	.276	.747	.069	.030	.502	.873
	N	26	26	26	26	26	26	26	26
Q2	Pearson Correlation	.195	.284	.358	.370	.031	.545 <sup>**</sup>	-.359	.144
	Sig. (2-tailed)	.340	.159	.073	.063	.879	.004	.072	.482
	N	26	26	26	26	26	26	26	26
Q3	Pearson Correlation	.243	.198	.052	.178	-.010	.361	.263	.390 <sup>*</sup>
	Sig. (2-tailed)								
	N								

	Sig. (2-tailed)	.231	.333	.800	.384	.962	.070	.195	.049
	N	26	26	26	26	26	26	26	26
Q4	Pearson Correlation	.243	.000	.260	.078	.081	-.077	.404 <sup>*</sup>	.309
	Sig. (2-tailed)	.233	1.000	.199	.705	.695	.709	.041	.125
	N	26	26	26	26	26	26	26	26
Q5	Pearson Correlation	.081	.183	.087	-.078	.081	.385	-.081	.000
	Sig. (2-tailed)	.695	.372	.674	.705	.695	.052	.695	1.000
	N	26	26	26	26	26	26	26	26
Q6	Pearson Correlation	.243	.318	.302	.197	.409 <sup>*</sup>	.316	-.077	.098
	Sig. (2-tailed)	.232	.114	.134	.335	.038	.116	.710	.635
	N	26	26	26	26	26	26	26	26
Q7	Pearson Correlation	.031	.099	.358	.055	.359	.389 <sup>*</sup>	-.195	-.012
	Sig. (2-tailed)	.879	.629	.073	.791	.072	.049	.340	.954
	N	26	26	26	26	26	26	26	26
Q8	Pearson Correlation	-.020	-.177	-.077	.359	-.190	.081	.020	.137
	Sig. (2-tailed)	.924	.387	.708	.072	.354	.695	.924	.504
	N	26	26	26	26	26	26	26	26
Q9	Pearson Correlation	1	.207	.470 <sup>*</sup>	.031	.320	-.081	.190	-.025
	Sig. (2-tailed)		.311	.015	.879	.111	.695	.354	.904
	N	26	26	26	26	26	26	26	26
Q10	Pearson Correlation	.207	1	.127	.099	.207	.183	-.015	.324
	Sig. (2-tailed)	.311		.538	.629	.311	.372	.943	.106
	N	26	26	26	26	26	26	26	26
Q11	Pearson Correlation	.470 <sup>*</sup>	.127	1	.182	.470 <sup>*</sup>	.260	-.287	.134
	Sig. (2-tailed)	.015	.538		.373	.015	.199	.155	.515
	N	26	26	26	26	26	26	26	26
12	Pearson Correlation	.031	.099	.182	1	-.132	.234	-.195	.300

	Sig. (2-tailed)	.879	.629	.373		.520	.251	.340	.136
	N	26	26	26	26	26	26	26	26
Q13	Pearson Correlation	.320	.207	.470 *	-.132	1	.243	-.150	-.187
	Sig. (2-tailed)	.111	.311	.015	.520		.233	.464	.360
	N	26	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q1	Pearson Correlation	.640 **	.272	-.154	.033	.461 *	-.085	.062	-.123
	Sig. (2-tailed)	.000	.178	.453	.873	.018	.679	.762	.549
	N	26	26	26	26	26	26	26	26
Q2	Pearson Correlation	.610 **	.455 *	-.066	-.012	.456 *	.234	.175	-.247
	Sig. (2-tailed)	.001	.020	.750	.954	.019	.251	.393	.223
	N	26	26	26	26	26	26	26	26
Q3	Pearson Correlation	.281	.659 **	-.130	-.093	.390 *	-.072	-.176	-.104
	Sig. (2-tailed)	.165	.000	.525	.652	.049	.726	.389	.612
	N	26	26	26	26	26	26	26	26
Q4	Pearson Correlation	.167	.365	-.120	.000	.309	-.200	.293	.289
	Sig. (2-tailed)	.416	.067	.558	1.000	.125	.327	.147	.153
	N	26	26	26	26	26	26	26	26
Q5	Pearson Correlation	.333	.000	.120	.309	.154	.200	.098	-.289
	Sig. (2-tailed)	.096	1.000	.558	.125	.452	.327	.635	.153
	N	26	26	26	26	26	26	26	26
Q6	Pearson Correlation	.356	.245	.038	.256	.415 *	-.253	.185	.228
	Sig. (2-tailed)	.074	.227	.854	.207	.035	.212	.365	.262
	N	26	26	26	26	26	26	26	26

Q7	Pearson Correlation	.610**	.270	.178	.144	.456*	-.171	.175	-.247
	Sig. (2-tailed)	.001	.182	.384	.482	.019	.403	.393	.223
	N	26	26	26	26	26	26	26	26
Q8	Pearson Correlation	-.310	.177	-.263	.299	-.349	-.146	.055	-.210
	Sig. (2-tailed)	.123	.387	.195	.137	.080	.478	.789	.303
	N	26	26	26	26	26	26	26	26
Q9	Pearson Correlation	.216	.369	-.010	.299	.137	.275	.260	.397*
	Sig. (2-tailed)	.290	.064	.962	.137	.504	.174	.199	.045
	N	26	26	26	26	26	26	26	26
Q10	Pearson Correlation	.365	.300	-.088	.141	.324	.110	.267	.158
	Sig. (2-tailed)	.067	.136	.669	.492	.106	.594	.187	.440
	N	26	26	26	26	26	26	26	26
Q11	Pearson Correlation	.347	.285	.052	.482*	.308	-.121	.584**	.150
	Sig. (2-tailed)	.083	.158	.800	.013	.126	.555	.002	.464
	N	26	26	26	26	26	26	26	26
Q12	Pearson Correlation	.272	.455*	-.066	.144	.144	-.171	.372	-.247
	Sig. (2-tailed)	.178	.020	.750	.482	.482	.403	.061	.223
	N	26	26	26	26	26	26	26	26
Q13	Pearson Correlation	.216	.177	-.010	.299	.137	-.146	.260	.093
	Sig. (2-tailed)	.290	.387	.962	.137	.504	.478	.199	.650
	N	26	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## Correlations

		Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Q1	Pearson Correlation	.333	-.066	.062	-.178	-.123	.247	.118	.365
	Sig. (2-tailed)	.097	.747	.762	.385	.549	.224	.566	.067
	N	26	26	26	26	26	26	26	26
Q2	Pearson Correlation	.175	-.212	.175	-.272	.045	.456*	.037	.261
	Sig. (2-tailed)	.393	.298	.393	.178	.827	.019	.858	.198
	N	26	26	26	26	26	26	26	26
Q3	Pearson Correlation	.435*	-.178	-.176	-.020	-.104	.390*	.286	.309
	Sig. (2-tailed)	.026	.384	.389	.922	.612	.049	.157	.124
	N	26	26	26	26	26	26	26	26
Q4	Pearson Correlation	.098	-.078	-.488*	.000	.289	.309	.316	-.078
	Sig. (2-tailed)	.635	.705	.011	1.000	.153	.125	.116	.705
	N	26	26	26	26	26	26	26	26
Q5	Pearson Correlation	.098	-.078	.098	.000	.000	.154	.000	.234
	Sig. (2-tailed)	.635	.705	.635	1.000	1.000	.452	1.000	.251
	N	26	26	26	26	26	26	26	26
Q6	Pearson Correlation	.386	.123	-.015	-.013	.228	.256	.513**	.123
	Sig. (2-tailed)	.052	.549	.940	.949	.262	.207	.007	.549
	N	26	26	26	26	26	26	26	26
Q7	Pearson Correlation	.175	.103	-.023	-.104	.337	.456*	.037	.103
	Sig. (2-tailed)	.393	.616	.912	.614	.092	.019	.858	.616
	N	26	26	26	26	26	26	26	26
Q8	Pearson Correlation	.055	-.031	.260	.135	-.210	-.025	-.089	.132
	Sig. (2-tailed)	.789	.879	.199	.512	.303	.904	.664	.520

	N	26	26	26	26	26	26	26	26
Q9	Pearson Correlation	.465 <sup>*</sup>	-.359	.055	-.040	-.210	-.187	.243	.296
	Sig. (2-tailed)	.017	.072	.789	.845	.303	.360	.232	.142
	N	26	26	26	26	26	26	26	26
Q10	Pearson Correlation	.036	-.099	.036	.030	.158	-.042	.130	.455 <sup>*</sup>
	Sig. (2-tailed)	.863	.629	.863	.883	.440	.838	.527	.020
	N	26	26	26	26	26	26	26	26
Q11	Pearson Correlation	.364	-.007	-.076	-.159	.150	.134	.123	-.007
	Sig. (2-tailed)	.068	.974	.712	.438	.464	.515	.548	.974
	N	26	26	26	26	26	26	26	26
Q12	Pearson Correlation	-.023	.261	.175	-.272	.045	.144	.517 <sup>**</sup>	.261
	Sig. (2-tailed)	.912	.198	.393	.178	.827	.482	.007	.198
	N	26	26	26	26	26	26	26	26
Q13	Pearson Correlation	.465 <sup>*</sup>	.296	.055	.135	.397 <sup>*</sup>	-.187	.243	.132
	Sig. (2-tailed)	.017	.142	.789	.512	.045	.360	.232	.520
	N	26	26	26	26	26	26	26	26

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup>. Correlation is significant at the 0.05 level (2-tailed).

### Correlations

		Q33	Q34	Q35	TOTAL
Q1	Pearson Correlation	-.053	.213	-.154	.502 <sup>**</sup>
	Sig. (2-tailed)	.796	.296	.453	.009
	N	26	26	26	26
Q2	Pearson Correlation	-.065	.234	.178	.568 <sup>**</sup>

	Sig. (2-tailed)	.753	.251	.384	.002
	N	26	26	26	26
Q3	Pearson Correlation	.281	.361	.246	.568**
	Sig. (2-tailed)	.165	.070	.225	.002
	N	26	26	26	26
Q4	Pearson Correlation	.500**	.077	.361	.425*
	Sig. (2-tailed)	.009	.709	.070	.030
	N	26	26	26	26
Q5	Pearson Correlation	.167	.231	-.120	.398*
	Sig. (2-tailed)	.416	.257	.558	.044
	N	26	26	26	26
Q6	Pearson Correlation	.184	.316	.286	.657**
	Sig. (2-tailed)	.367	.116	.157	.000
	N	26	26	26	26
Q7	Pearson Correlation	-.065	.078	-.066	.540**
	Sig. (2-tailed)	.753	.705	.750	.004
	N	26	26	26	26
Q8	Pearson Correlation	.040	-.243	.243	-.019
	Sig. (2-tailed)	.845	.233	.231	.926
	N	26	26	26	26
Q9	Pearson Correlation	.040	.243	-.010	.435*
	Sig. (2-tailed)	.845	.233	.962	.026
	N	26	26	26	26
Q10	Pearson Correlation	.365	.183	.198	.484*
	Sig. (2-tailed)	.067	.372	.333	.012
	N	26	26	26	26
Q11	Pearson Correlation	.159	.087	.324	.559**
	Sig. (2-tailed)	.438	.674	.107	.003



	N	26	26	26	26
Q12	Pearson Correlation	.272	.078	.422 <sup>*</sup>	.459 <sup>*</sup>
	Sig. (2-tailed)	.178	.705	.032	.018
	N	26	26	26	26
Q13	Pearson Correlation	-.135	.243	-.010	.435 <sup>*</sup>
	Sig. (2-tailed)	.512	.233	.962	.026
	N	26	26	26	26

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup>. Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q14	Pearson Correlation	.426 <sup>*</sup>	.545 <sup>**</sup>	.361	-.077	.385	.316	.389 <sup>*</sup>	.081
	Sig. (2-tailed)	.030	.004	.070	.709	.052	.116	.049	.695
	N	26	26	26	26	26	26	26	26
Q15	Pearson Correlation	-.138	-.359	.263	.404 <sup>*</sup>	-.081	-.077	-.195	.020
	Sig. (2-tailed)	.502	.072	.195	.041	.695	.710	.340	.924
	N	26	26	26	26	26	26	26	26
Q16	Pearson Correlation	.033	.144	.390 <sup>*</sup>	.309	.000	.098	-.012	.137
	Sig. (2-tailed)	.873	.482	.049	.125	1.000	.635	.954	.504
	N	26	26	26	26	26	26	26	26
Q17	Pearson Correlation	.640 <sup>**</sup>	.610 <sup>**</sup>	.281	.167	.333	.356	.610 <sup>**</sup>	-.310
	Sig. (2-tailed)	.000	.001	.165	.416	.096	.074	.001	.123
	N	26	26	26	26	26	26	26	26
Q18	Pearson Correlation	.272	.455 <sup>*</sup>	.659 <sup>**</sup>	.365	.000	.245	.270	.177
	Sig. (2-tailed)								
	N								

	Sig. (2-tailed)	.178	.020	.000	.067	1.000	.227	.182	.387
	N	26	26	26	26	26	26	26	26
Q19	Pearson Correlation	-.154	-.066	-.130	-.120	.120	.038	.178	-.263
	Sig. (2-tailed)	.453	.750	.525	.558	.558	.854	.384	.195
	N	26	26	26	26	26	26	26	26
Q20	Pearson Correlation	.033	-.012	-.093	.000	.309	.256	.144	.299
	Sig. (2-tailed)	.873	.954	.652	1.000	.125	.207	.482	.137
	N	26	26	26	26	26	26	26	26
Q21	Pearson Correlation	.461 *	.456 *	.390 *	.309	.154	.415 *	.456 *	-.349
	Sig. (2-tailed)	.018	.019	.049	.125	.452	.035	.019	.080
	N	26	26	26	26	26	26	26	26
Q22	Pearson Correlation	-.085	.234	-.072	-.200	.200	-.253	-.171	-.146
	Sig. (2-tailed)	.679	.251	.726	.327	.327	.212	.403	.478
	N	26	26	26	26	26	26	26	26
Q23	Pearson Correlation	.062	.175	-.176	.293	.098	.185	.175	.055
	Sig. (2-tailed)	.762	.393	.389	.147	.635	.365	.393	.789
	N	26	26	26	26	26	26	26	26
Q24	Pearson Correlation	-.123	-.247	-.104	.289	-.289	.228	-.247	-.210
	Sig. (2-tailed)	.549	.223	.612	.153	.153	.262	.223	.303
	N	26	26	26	26	26	26	26	26
Q25	Pearson Correlation	.333	.175	.435 *	.098	.098	.386	.175	.055
	Sig. (2-tailed)	.097	.393	.026	.635	.635	.052	.393	.789
	N	26	26	26	26	26	26	26	26
Q26	Pearson Correlation	-.066	-.212	-.178	-.078	-.078	.123	.103	-.031

	Sig. (2-tailed)	.747	.298	.384	.705	.705	.549	.616	.879
	N	26	26	26	26	26	26	26	26
Q27	Pearson Correlation	.062	.175	-.176	-.488*	.098	-.015	-.023	.260

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Q14	Pearson Correlation	-.081	.183	.260	.234	.243	1	-.404*	.154
	Sig. (2-tailed)	.695	.372	.199	.251	.233		.041	.452
	N	26	26	26	26	26	26	26	26
Q15	Pearson Correlation	.190	-.015	-.287	-.195	-.150	-.404*	1	-.137
	Sig. (2-tailed)	.354	.943	.155	.340	.464	.041		.504
	N	26	26	26	26	26	26	26	26
Q16	Pearson Correlation	-.025	.324	.134	.300	-.187	.154	-.137	1
	Sig. (2-tailed)	.904	.106	.515	.136	.360	.452	.504	
	N	26	26	26	26	26	26	26	26
Q17	Pearson Correlation	.216	.365	.347	.272	.216	.333	-.216	.051
	Sig. (2-tailed)	.290	.067	.083	.178	.290	.096	.290	.803
	N	26	26	26	26	26	26	26	26
Q18	Pearson Correlation	.369	.300	.285	.455*	.177	.183	.207	.408*
	Sig. (2-tailed)	.064	.136	.158	.020	.387	.372	.311	.038
	N	26	26	26	26	26	26	26	26
Q19	Pearson Correlation	-.010	-.088	.052	-.066	-.010	-.120	-.243	-.093
	Sig. (2-tailed)	.962	.669	.800	.750	.962	.558	.231	.652
	N	26	26	26	26	26	26	26	26

Q20	Pearson Correlation	.299	.141	.482 <sup>*</sup>	.144	.299	.154	-.299	.226
	Sig. (2-tailed)	.137	.492	.013	.482	.137	.452	.137	.267
	N	26	26	26	26	26	26	26	26
Q21	Pearson Correlation	.137	.324	.308	.144	.137	.154	.025	-.083
	Sig. (2-tailed)	.504	.106	.126	.482	.504	.452	.904	.686
	N	26	26	26	26	26	26	26	26
Q22	Pearson Correlation	.275	.110	-.121	-.171	-.146	-.200	.146	-.185
	Sig. (2-tailed)	.174	.594	.555	.403	.478	.327	.478	.365
	N	26	26	26	26	26	26	26	26
Q23	Pearson Correlation	.260	.267	.584 <sup>**</sup>	.372	.260	.098	-.260	.331
	Sig. (2-tailed)	.199	.187	.002	.061	.199	.635	.199	.098
	N	26	26	26	26	26	26	26	26
Q24	Pearson Correlation	.397 <sup>*</sup>	.158	.150	-.247	.093	-.289	-.093	.022
	Sig. (2-tailed)	.045	.440	.464	.223	.650	.153	.650	.914
	N	26	26	26	26	26	26	26	26
Q25	Pearson Correlation	.465 <sup>*</sup>	.036	.364	-.023	.465 <sup>*</sup>	.293	.150	-.060
	Sig. (2-tailed)	.017	.863	.068	.912	.017	.147	.465	.770
	N	26	26	26	26	26	26	26	26
Q26	Pearson Correlation	-.359	-.099	-.007	.261	.296	.078	-.132	.012
	Sig. (2-tailed)	.072	.629	.974	.198	.142	.705	.520	.954
	N	26	26	26	26	26	26	26	26
Q27	Pearson Correlation	.055	.036	-.076	.175	.055	.293	-.465 <sup>*</sup>	-.060
	Sig. (2-tailed)								
	N								

<sup>\*\*</sup>. Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup>. Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q14	Pearson Correlation	.333	.183	-.120	.154	.154	-.200	.098	-.289
	Sig. (2-tailed)	.096	.372	.558	.452	.452	.327	.635	.153
	N	26	26	26	26	26	26	26	26
Q15	Pearson Correlation	-.216	.207	-.243	-.299	.025	.146	-.260	-.093
	Sig. (2-tailed)	.290	.311	.231	.137	.904	.478	.199	.650
	N	26	26	26	26	26	26	26	26
Q16	Pearson Correlation	.051	.408 *	-.093	.226	-.083	-.185	.331	.022
	Sig. (2-tailed)	.803	.038	.652	.267	.686	.365	.098	.914
	N	26	26	26	26	26	26	26	26
Q17	Pearson Correlation	1	.426 *	.020	-.116	.720 **	-.133	.309	.120
	Sig. (2-tailed)		.030	.922	.573	.000	.516	.124	.558
	N	26	26	26	26	26	26	26	26
Q18	Pearson Correlation	.426 *	1	-.198	.042	.408 *	-.110	.196	-.158
	Sig. (2-tailed)	.030		.333	.838	.038	.594	.337	.440
	N	26	26	26	26	26	26	26	26
Q19	Pearson Correlation	.020	-.198	1	-.093	-.093	-.072	.129	.348
	Sig. (2-tailed)	.922	.333		.652	.652	.726	.529	.082
	N	26	26	26	26	26	26	26	26
Q20	Pearson Correlation	-.116	.042	-.093	1	-.083	-.185	.331	.022
	Sig. (2-tailed)	.573	.838	.652		.686	.365	.098	.914
	N	26	26	26	26	26	26	26	26
Q21	Pearson Correlation	.720 **	.408 *	-.093	-.083	1	-.185	.136	.022
	Sig. (2-tailed)	.000	.038	.652	.686		.365	.509	.914

	N	26	26	26	26	26	26	26	26
Q22	Pearson Correlation	-.133	-.110	-.072	-.185	-.185	1	-.098	-.058
	Sig. (2-tailed)	.516	.594	.726	.365	.365		.635	.779
	N	26	26	26	26	26	26	26	26
Q23	Pearson Correlation	.309	.196	.129	.331	.136	-.098	1	.225
	Sig. (2-tailed)	.124	.337	.529	.098	.509	.635		.268
	N	26	26	26	26	26	26	26	26
Q24	Pearson Correlation	.120	-.158	.348	.022	.022	-.058	.225	1
	Sig. (2-tailed)	.558	.440	.082	.914	.914	.779	.268	
	N	26	26	26	26	26	26	26	26
Q25	Pearson Correlation	.098	.428*	-.176	.331	.136	-.098	-.238	-.141
	Sig. (2-tailed)	.635	.029	.389	.098	.509	.635	.241	.492
	N	26	26	26	26	26	26	26	26
Q26	Pearson Correlation	-.104	-.085	.309	.012	-.300	-.234	.023	-.045
	Sig. (2-tailed)	.614	.679	.124	.954	.136	.251	.912	.827
	N	26	26	26	26	26	26	26	26
Q27	Pearson Correlation	-.114	-.036	-.176	.331	-.256	-.098	.010	-.141

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Q14	Pearson Correlation	.293	.078	.293	.000	.000	.154	.316	.078
	Sig. (2-tailed)	.147	.705	.147	1.000	1.000	.452	.116	.705

	N	26	26	26	26	26	26	26	26
Q15	Pearson Correlation	.150	-.132	-.465*	.216	-.093	.025	-.243	.195
	Sig. (2-tailed)	.465	.520	.017	.290	.650	.904	.232	.340
	N	26	26	26	26	26	26	26	26
Q16	Pearson Correlation	-.060	.012	-.060	.116	.022	.226	.256	.012
	Sig. (2-tailed)	.770	.954	.770	.573	.914	.267	.207	.954
	N	26	26	26	26	26	26	26	26
Q17	Pearson Correlation	.098	-.104	-.114	-.278	.120	.386	.184	.402*
	Sig. (2-tailed)	.635	.614	.580	.169	.558	.052	.367	.042
	N	26	26	26	26	26	26	26	26
Q18	Pearson Correlation	.428*	-.085	-.036	-.030	.184	.408*	.245	.284
	Sig. (2-tailed)	.029	.679	.863	.883	.367	.038	.227	.159
	N	26	26	26	26	26	26	26	26
Q19	Pearson Correlation	-.176	.309	-.176	-.281	-.104	.149	.038	-.178
	Sig. (2-tailed)	.389	.124	.389	.165	.612	.469	.854	.384
	N	26	26	26	26	26	26	26	26
Q20	Pearson Correlation	.331	.012	.331	.116	.022	-.238	.256	.168
	Sig. (2-tailed)	.098	.954	.098	.573	.914	.241	.207	.412
	N	26	26	26	26	26	26	26	26
Q21	Pearson Correlation	.136	-.300	-.256	-.386	.312	.381	.098	.324
	Sig. (2-tailed)	.509	.136	.207	.052	.121	.055	.635	.106
	N	26	26	26	26	26	26	26	26
Q22	Pearson Correlation	-.098	-.234	-.098	.133	-.058	-.185	-.253	.171
	Sig. (2-tailed)	.635	.251	.635	.516	.779	.365	.212	.403

	N	26	26	26	26	26	26	26	26
Q23	Pearson Correlation	-.238	.023	.010	-.309	.225	-.060	.185	.023
	Sig. (2-tailed)	.241	.912	.963	.124	.268	.770	.365	.912
	N	26	26	26	26	26	26	26	26
Q24	Pearson Correlation	-.141	-.045	-.141	-.120	-.083	-.267	.228	-.045
	Sig. (2-tailed)	.492	.827	.492	.558	.686	.187	.262	.827
	N	26	26	26	26	26	26	26	26
Q25	Pearson Correlation	1	.023	.010	.325	-.141	.136	.185	.220
	Sig. (2-tailed)		.912	.963	.105	.492	.509	.365	.279
	N	26	26	26	26	26	26	26	26
Q26	Pearson Correlation	.023	1	-.175	.104	.247	-.144	.283	.055
	Sig. (2-tailed)	.912		.393	.614	.223	.482	.161	.791
	N	26	26	26	26	26	26	26	26
Q27	Pearson Correlation	.010	-.175	1	-.098	-.141	-.256	.185	-.175

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q33	Q34	Q35	TOTAL
Q14	Pearson Correlation	.000	.231	.361	.506**
	Sig. (2-tailed)	1.000	.257	.070	.008
	N	26	26	26	26
Q15	Pearson Correlation	.135	-.081	.010	-.094
	Sig. (2-tailed)	.512	.695	.962	.647
	N	26	26	26	26
Q16	Pearson Correlation	.553**	.000	.390*	.386
	Sig. (2-tailed)	.003	1.000	.049	.051



	N	26	26	26	26
Q17	Pearson Correlation	-.083	.000	.020	.580**
	Sig. (2-tailed)	.686	1.000	.922	.002
	N	26	26	26	26
Q18	Pearson Correlation	.228	.183	.374	.685**
	Sig. (2-tailed)	.262	.372	.060	.000
	N	26	26	26	26
Q19	Pearson Correlation	.020	.120	-.130	-.045
	Sig. (2-tailed)	.922	.558	.525	.828
	N	26	26	26	26
Q20	Pearson Correlation	.386	.154	.149	.413*
	Sig. (2-tailed)	.052	.452	.469	.036
	N	26	26	26	26
Q21	Pearson Correlation	.051	.000	.149	.467*
	Sig. (2-tailed)	.803	1.000	.469	.016
	N	26	26	26	26
Q22	Pearson Correlation	-.133	.200	-.072	-.142
	Sig. (2-tailed)	.516	.327	.726	.490
	N	26	26	26	26
Q23	Pearson Correlation	.309	-.293	.435*	.408*
	Sig. (2-tailed)	.124	.147	.026	.039
	N	26	26	26	26
Q24	Pearson Correlation	.120	.000	-.104	-.002
	Sig. (2-tailed)	.558	1.000	.612	.992
	N	26	26	26	26
Q25	Pearson Correlation	-.114	.488*	.129	.493*
	Sig. (2-tailed)	.580	.011	.529	.010
	N	26	26	26	26

Q26	Pearson Correlation	.065	.234	.066	.088
	Sig. (2-tailed)	.753	.251	.750	.670
	N	26	26	26	26
Q27	Pearson Correlation	-.114	.098	-.176	-.020

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
Q27	Sig. (2-tailed)	.762	.393	.389	.011	.635	.940	.912
	N	26	26	26	26	26	26	26
Q28	Pearson Correlation	-.178	-.272	-.020	.000	.000	-.013	-.104
	Sig. (2-tailed)	.385	.178	.922	1.000	1.000	.949	.614
	N	26	26	26	26	26	26	26
Q29	Pearson Correlation	-.123	.045	-.104	.289	.000	.228	.337
	Sig. (2-tailed)	.549	.827	.612	.153	1.000	.262	.092
	N	26	26	26	26	26	26	26
Q30	Pearson Correlation	.247	.456*	.390*	.309	.154	.256	.456*
	Sig. (2-tailed)	.224	.019	.049	.125	.452	.207	.019
	N	26	26	26	26	26	26	26
Q31	Pearson Correlation	.118	.037	.286	.316	.000	.513**	.037
	Sig. (2-tailed)	.566	.858	.157	.116	1.000	.007	.858
	N	26	26	26	26	26	26	26
Q32	Pearson Correlation	.365	.261	.309	-.078	.234	.123	.103
	Sig. (2-tailed)	.067	.198	.124	.705	.251	.549	.616
	N	26	26	26	26	26	26	26

Q33	Pearson Correlation	-.053	-.065	.281	.500**	.167	.184	-.065
	Sig. (2-tailed)	.796	.753	.165	.009	.416	.367	.753
	N	26	26	26	26	26	26	26
Q34	Pearson Correlation	.213	.234	.361	.077	.231	.316	.078
	Sig. (2-tailed)	.296	.251	.070	.709	.257	.116	.705
	N	26	26	26	26	26	26	26
Q35	Pearson Correlation	-.154	.178	.246	.361	-.120	.286	-.066
	Sig. (2-tailed)	.453	.384	.225	.070	.558	.157	.750
	N	26	26	26	26	26	26	26
TOTAL	Pearson Correlation	.502**	.568**	.568**	.425*	.398*	.657**	.540**
	Sig. (2-tailed)	.009	.002	.002	.030	.044	.000	.004
	N	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Q27	Sig. (2-tailed)	.789	.863	.712	.393	.789	.147	.017	
	N	26	26	26	26	26	26	26	
Q28	Pearson Correlation	-.040	.030	-.159	-.272	.135	.000	.216	
	Sig. (2-tailed)	.845	.883	.438	.178	.512	1.000	.290	
	N	26	26	26	26	26	26	26	
Q29	Pearson Correlation	-.210	.158	.150	.045	.397*	.000	-.093	
	Sig. (2-tailed)	.303	.440	.464	.827	.045	1.000	.650	
	N	26	26	26	26	26	26	26	
Q30	Pearson Correlation	-.187	-.042	.134	.144	-.187	.154	.025	

	Sig. (2-tailed)	.360	.838	.515	.482	.360	.452	.904	
	N	26	26	26	26	26	26	26	
Q31	Pearson Correlation	.243	.130	.123	.517**	.243	.316	-.243	
	Sig. (2-tailed)	.232	.527	.548	.007	.232	.116	.232	
	N	26	26	26	26	26	26	26	
Q32	Pearson Correlation	.296	.455*	-.007	.261	.132	.078	.195	
	Sig. (2-tailed)	.142	.020	.974	.198	.520	.705	.340	
	N	26	26	26	26	26	26	26	
Q33	Pearson Correlation	.040	.365	.159	.272	-.135	.000	.135	.5
	Sig. (2-tailed)	.845	.067	.438	.178	.512	1.000	.512	
	N	26	26	26	26	26	26	26	
Q34	Pearson Correlation	.243	.183	.087	.078	.243	.231	-.081	
	Sig. (2-tailed)	.233	.372	.674	.705	.233	.257	.695	1
	N	26	26	26	26	26	26	26	
Q35	Pearson Correlation	-.010	.198	.324	.422*	-.010	.361	.010	.5
	Sig. (2-tailed)	.962	.333	.107	.032	.962	.070	.962	
	N	26	26	26	26	26	26	26	
TOTAL	Pearson Correlation	.435*	.484*	.559**	.459*	.435*	.506**	-.094	
L	Sig. (2-tailed)	.026	.012	.003	.018	.026	.008	.647	
	N	26	26	26	26	26	26	26	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

#### Correlations

		Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q27	Sig. (2-tailed)	.580	.863	.389	.098	.207	.635	.963	

	N	26	26	26	26	26	26	26	
Q28	Pearson Correlation	-.278	-.030	-.281	.116	-.386	.133	-.309	-
	Sig. (2-tailed)	.169	.883	.165	.573	.052	.516	.124	
	N	26	26	26	26	26	26	26	
Q29	Pearson Correlation	.120	.184	-.104	.022	.312	-.058	.225	-
	Sig. (2-tailed)	.558	.367	.612	.914	.121	.779	.268	
	N	26	26	26	26	26	26	26	
Q30	Pearson Correlation	.386	.408 <sup>*</sup>	.149	-.238	.381	-.185	-.060	-
	Sig. (2-tailed)	.052	.038	.469	.241	.055	.365	.770	
	N	26	26	26	26	26	26	26	
Q31	Pearson Correlation	.184	.245	.038	.256	.098	-.253	.185	
	Sig. (2-tailed)	.367	.227	.854	.207	.635	.212	.365	
	N	26	26	26	26	26	26	26	
Q32	Pearson Correlation	.402 <sup>*</sup>	.284	-.178	.168	.324	.171	.023	-
	Sig. (2-tailed)	.042	.159	.384	.412	.106	.403	.912	
	N	26	26	26	26	26	26	26	
Q33	Pearson Correlation	-.083	.228	.020	.386	.051	-.133	.309	
	Sig. (2-tailed)	.686	.262	.922	.052	.803	.516	.124	
	N	26	26	26	26	26	26	26	
Q34	Pearson Correlation	.000	.183	.120	.154	.000	.200	-.293	
	Sig. (2-tailed)	1.000	.372	.558	.452	1.000	.327	.147	1
	N	26	26	26	26	26	26	26	
Q35	Pearson Correlation	.020	.374	-.130	.149	.149	-.072	.435 <sup>*</sup>	-
	Sig. (2-tailed)	.922	.060	.525	.469	.469	.726	.026	

	N	26	26	26	26	26	26	26	
TOTAL	Pearson Correlation	.580**	.685**	-.045	.413*	.467*	-.142	.408*	-
	Sig. (2-tailed)	.002	.000	.828	.036	.016	.490	.039	
	N	26	26	26	26	26	26	26	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Correlations

		Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Q27	Sig. (2-tailed)	.963	.393		.635	.492	.207	.365	
	N	26	26	26	26	26	26	26	
Q28	Pearson Correlation	.325	.104	-.098	1	.192	-.051	-.013	
	Sig. (2-tailed)	.105	.614	.635		.346	.803	.949	
	N	26	26	26	26	26	26	26	
Q29	Pearson Correlation	-.141	.247	-.141	.192	1	.022	.228	-
	Sig. (2-tailed)	.492	.223	.492	.346		.914	.262	
	N	26	26	26	26	26	26	26	
Q30	Pearson Correlation	.136	-.144	-.256	-.051	.022	1	-.220	-
	Sig. (2-tailed)	.509	.482	.207	.803	.914		.281	
	N	26	26	26	26	26	26	26	
Q31	Pearson Correlation	.185	.283	.185	-.013	.228	-.220	1	
	Sig. (2-tailed)	.365	.161	.365	.949	.262	.281		
	N	26	26	26	26	26	26	26	
Q32	Pearson Correlation	.220	.055	-.175	.104	-.045	-.144	.123	
	Sig. (2-tailed)	.279	.791	.393	.614	.827	.482	.549	
	N	26	26	26	26	26	26	26	

Q33	Pearson Correlation	-.114	.065	-.114	-.097	.120	.051	.356
	Sig. (2-tailed)	.580	.753	.580	.637	.558	.803	.074
	N	26	26	26	26	26	26	26
Q34	Pearson Correlation	.488 *	.234	.098	.000	.000	.000	.474 *
	Sig. (2-tailed)	.011	.251	.635	1.000	1.000	1.000	.014
	N	26	26	26	26	26	26	26
Q35	Pearson Correlation	.129	.066	-.176	.241	.348	.149	.286
	Sig. (2-tailed)	.529	.750	.389	.236	.082	.469	.157
	N	26	26	26	26	26	26	26
TOTAL	Pearson Correlation	.493 *	.088	-.020	.004	.251	.305	.532 **
	Sig. (2-tailed)	.010	.670	.921	.983	.216	.130	.005
	N	26	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).\*. Correlation is significant at the 0.05 level (2-tailed)

### Correlations

		Q33	Q34	Q35	TOTAL
Q27	Sig. (2-tailed)	.580	.635	.389	.921
	N	26	26	26	26
Q28	Pearson Correlation	-.097	.000	.241	.004
	Sig. (2-tailed)	.637	1.000	.236	.983
	N	26	26	26	26
Q29	Pearson Correlation	.120	.000	.348	.251
	Sig. (2-tailed)	.558	1.000	.082	.216
	N	26	26	26	26
Q30	Pearson Correlation	.051	.000	.149	.305
	Sig. (2-tailed)	.803	1.000	.469	.130

	N	26	26	26	26
Q31	Pearson Correlation	.356	.474*	.286	.532**
	Sig. (2-tailed)	.074	.014	.157	.005
	N	26	26	26	26
Q32	Pearson Correlation	.065	.078	.066	.429*
	Sig. (2-tailed)	.753	.705	.750	.029
	N	26	26	26	26
Q33	Pearson Correlation	1	.333	.281	.419*
	Sig. (2-tailed)		.096	.165	.033
	N	26	26	26	26
Q34	Pearson Correlation	.333	1	-.120	.412*
	Sig. (2-tailed)	.096		.558	.037
	N	26	26	26	26
Q35	Pearson Correlation	.281	-.120	1	.441*
	Sig. (2-tailed)	.165	.558		.024
	N	26	26	26	26
TOTAL	Pearson Correlation	.419*	.412*	.441*	1
	Sig. (2-tailed)	.033	.037	.024	
	N	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed)



## Appendix 2

### The Tabulation of Microsoft Excel

No													
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	1	1	1	1	1	1	0	1	1	1	0	1
2	1	1	1	0	0	0	0	1	0	1	0	1	0
3	1	0	1	0	0	1	0	0	0	0	0	0	1
4	1	1	1	0	1	0	1	1	0	0	1	1	1
5	1	0	1	1	1	1	1	0	1	1	1	0	1
6	1	1	1	0	0	0	0	1	1	0	1	1	0
7	0	0	1	1	0	0	0	1	0	0	0	0	0
8	1	1	1	0	1	0	1	1	1	0	1	0	1
9	1	0	1	1	0	0	0	0	1	0	1	1	1
10	1	1	1	1	1	1	1	1	1	0	1	1	1
11	1	0	1	0	1	0	0	1	1	0	0	0	0
12	1	0	1	1	0	1	1	1	0	0	1	1	1
13	1	1	1	0	1	1	1	0	1	1	1	1	1
14	1	0	1	1	0	0	0	1	1	0	1	0	1

15	1	1	1	1	0	1	1	1	1	0	1	1	1
16	1	1	1	0	1	0	1	1	1	1	1	1	1
17	1	1	1	1	1	0	1	0	0	0	1	0	0
18	0	0	0	0	0	0	0	1	1	0	1	0	1
19	1	1	1	1	1	1	1	0	1	0	1	1	0
20	1	1	1	1	0	1	0	1	1	1	1	1	1
21	1	0	0	0	1	0	1	0	0	0	0	0	1
22	0	0	0	0	0	0	0	1	0	0	1	1	0
23	1	1	1	0	0	0	1	0	1	0	1	0	1
24	0	0	1	1	0	0	0	1	1	0	0	1	0
25	1	1	1	0	1	0	1	1	0	0	0	1	0
26	1	1	1	1	1	1	1	1	1	0	1	1	1
RXY	0,50200604	0,50727	0,56774	0,42505	0,39806	0,65712	0,54047	-0,01909	0,43472	0,48409	0,55869	0,45853	0,43472

12,4669664

sigmaX	22	15	23	13	13	10	15	17	17	6	19	15	17
sigmaX2	484	225	529	169	169	100	225	289	289	36	361	225	289
$\sigma^2$	17,8994083	8,32101	19,5636	6,25	6,25	3,69822	8,32101	10,6879	10,6879	1,33136	13,3506	8,32101	10,6879
sigma $\sigma^2$	377,403846	359,504	351,183	331,62	325,37	319,12	315,422	307,101	296,413	285,725	284,393	271,043	262,722
sigma $\sigma^2$ t	-384,27071												
r11	2,06141535												

1,85148845

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**Items Test**

14	15	16	17	18	19	20	21	22	23	24	25	26	27
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0	1	1	0	1	1	0	0	1	0	1	1	1	0
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0	1	0	1	1	1	0	1	1	1	1	1	1	0
1	0	1	1	1	1	1	0	1	1	1	1	1	1
1	0	1	1	0	1	0	1	1	1	1	0	0	0

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1	0	1	1	1	1	1	0	1	1	1	1	1	1
0,50601	-0,09436	0,38623	0,58022	0,68487	-0,04467	0,4133	0,46743	-0,14168	0,40756	-0,00195	0,49315	0,08771	-0,02041

13	9	14	18	20	23	14	14	25	21	24	21	11	21
169	81	196	324	400	529	196	196	625	441	576	441	121	441
6,25	2,99556	7,24852	11,9822	14,7929	19,5636	7,24852	7,24852	23,1139	16,3092	21,3018	16,3092	4,47485	16,3092
252,034	245,784	242,788	235,54	223,558	208,765	189,201	181,953	174,704	151,59	135,281	113,979	97,6701	93,1953

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28	29	30	31	32	33	34	35	TS	X	Y	XY	X <sup>2</sup>
0	1	1	0	0	1	1	1	27	17	10	170	289
0	1	1	0	1	1	0	1	20	10	10	100	100
1	1	0	1	0	0	1	1	16	9	7	63	81
0	1	1	0	0	1	1	1	24	13	11	143	169
1	1	1	0	1	1	0	1	27	16	11	176	256
0	0	1	0	0	0	0	1	19	10	9	90	100
1	1	1	0	0	1	1	1	17	7	10	70	49
0	1	0	0	1	0	0	1	23	15	8	120	225
0	1	0	1	1	1	1	1	23	15	8	120	225
0	1	1	1	0	1	1	1	29	17	12	204	289
0	0	0	0	1	1	1	0	15	9	6	54	81
0	1	1	1	0	1	0	1	26	15	11	165	225
0	1	0	1	1	1	1	1	30	17	13	221	289
1	1	0	0	0	1	0	1	20	12	8	96	144
0	1	1	0	1	0	0	1	25	14	11	154	196
1	1	0	1	1	1	1	1	30	16	14	224	256
0	1	1	0	0	1	0	1	19	12	7	84	144

1	1	0	0	0	0	0	1	14	9	5	45	81
0	1	1	1	0	1	1	1	27	16	11	176	256
0	1	0	1	1	1	1	1	28	14	14	196	196
0	1	0	0	0	0	0	0	12	9	3	27	81
0	1	0	0	0	1	0	1	13	7	6	42	49
0	1	1	0	0	0	1	0	18	12	6	72	144
0	1	0	1	0	1	0	1	17	10	7	70	100
1	1	1	0	1	0	0	1	20	11	9	99	121
1	1	1	1	1	1	1	1	32	16	16	256	256
								571	328	243	3237	4402
0,0045	0,25124	0,305027	0,53231	0,42912	0,41942	0,41155	0,44103	10782,4				



8	24	14	10	11	18	13	23
64	576	196	100	121	324	169	529
2,36686	21,3018	7,248521	3,69822	4,47485	11,9822	6,25	19,5636
76,8861	74,5192	53,21746	45,9689	42,2707	37,7959	25,8136	19,5636

<b>Y<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>xy1</b>	<b>xy2</b>	<b>xy3</b>	<b>xy4</b>	<b>xy5</b>	<b>xy6</b>	<b>xy7</b>	<b>xy8</b>	<b>xy9</b>	<b>xy10</b>	<b>xy11</b>
100	729	27	27	27	27	27	27	27	0	27	27	27
100	400	20	20	20	0	0	0	0	20	0	20	0
49	256	16	0	16	0	0	16	0	0	0	0	0
121	576	24	24	24	0	24	0	24	24	0	0	24
121	729	27	0	27	27	27	27	27	0	27	27	27
81	361	19	19	19	0	0	0	0	19	19	0	19
100	289	0	0	17	17	0	0	0	17	0	0	0
64	529	23	23	23	0	23	0	23	23	23	0	23
64	529	23	0	23	23	0	0	0	0	23	0	23
144	841	29	29	29	29	29	29	29	29	29	0	29
36	225	15	0	15	0	15	0	0	15	15	0	0
121	676	26	0	26	26	0	26	26	26	0	0	26
169	900	30	30	30	0	30	30	30	0	30	30	30
64	400	20	0	20	20	0	0	0	20	20	0	20
121	625	25	25	25	25	0	25	25	25	25	0	25
196	900	30	30	30	0	30	0	30	30	30	30	30
49	361	19	19	19	19	19	0	19	0	0	0	19



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xy12	xy13	xy14	xy15	xy16	xy17	xy18	xy19	xy20	xy21	xy22	xy23	xy24	xy25
0	27	27	27	0	27	27	27	0	27	27	27	27	27
20	0	0	0	20	20	20	20	0	20	20	20	20	0
0	16	16	0	0	0	0	16	0	0	16	0	16	16
24	24	24	0	24	0	24	24	24	0	24	24	0	24
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0	23	23	0	0	23	23	23	23	23	23	23	23	23
23	23	0	23	0	23	23	23	0	23	23	23	23	23
29	29	29	0	0	29	29	29	29	29	29	29	29	29
0	0	0	15	0	0	0	15	15	0	15	0	15	15
26	26	26	0	26	26	26	26	26	26	0	26	26	26
30	30	30	0	30	30	30	30	30	30	30	30	30	30
0	20	0	20	20	0	20	0	20	0	20	20	20	20
25	25	0	25	0	25	25	25	0	25	25	25	25	25
30	30	30	0	30	30	30	30	30	0	30	30	30	30



xy26	xy27	xy28	xy29	xy30	xy31	xy32	xy33	xy34	xy35
0	27	0	27	27	0	0	27	27	27
0	20	0	20	20	0	20	20	0	20
16	16	16	16	0	16	0	0	16	16
24	24	0	24	24	0	0	24	24	24
0	0	27	27	27	0	27	27	0	27
0	19	0	0	19	0	0	0	0	19
17	0	17	17	17	0	0	17	17	17
0	23	0	23	0	0	23	0	0	23
23	0	0	23	0	23	23	23	23	23
0	29	0	29	29	29	0	29	29	29
0	15	0	0	0	0	15	15	15	0
26	26	0	26	26	26	0	26	0	26
30	30	0	30	0	30	30	30	30	30



## Appendix 3

### The Instrument of the Research

#### **TEST FOR READING ABILITY**

School :  
Subject :  
Class/Semester :  
Time duration :  
Type of test :

#### **INSTRUCTIONS :**

- 1. The test is multiple choices which consist of 35 items test.**
  - 2. An item test consist of five options such as, a,b,c,d, or e.**
  - 3. Read the question carefully and choose one of the right answer by crossing in the answer sheet.**
  - 4. Write your name, class, number of students in the worksheet.**
  - 5. Ask the teacher if you do not understand with the instruction.**
  - 6. Good luck !**
- 

#### **Text for number 1 - 5**

##### Skateboarding

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime. Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or



break laws for fun. Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. Where do the kids usually ride their skateboard ?
  - a. In the main roads and foot paths
  - b. In the front of the supermarket
  - c. In front of their home
  - d. In the suburbs
  - e. In the park
2. What is the main idea of paragraph 3 ?
  - a. There is no safe place for skateboarders
  - b. Kids seek an excitement in skate
  - c. The goodness of skateboarding
  - d. The skateboarding is a serious sport
  - e. How to prevent overweight by skate boarding
3. The writer's purpose in writing the text is .....
  - a. To invite the local teenagers to skate in a park
  - b. To convince the readers that they need a safe place for skateboarding
  - c. To provoke youngsters into the local government policy
  - d. To persuade the writer's bussiness of skateboarding class
  - e. To inform parents about the goodness of skateboarding
4. What should we do to let the skaters play ?
  - a. Join with team anywhere
  - b. Gave them space in the park
  - c. Let them play in the main roads
  - d. Let them play in the local street
  - e. Build a skate park in the suburbs
5. "*They need to practice their 180s, 360s and Ollie's free from restrictions*"  
the close meaning of the underlined word above is .....
  - a. Limitation

- b. Separate
- c. Comfortable
- d. Combination
- e. Unlimitate

**Text for number 6-10**

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students do not be dishonest acts during tests, some students still do cheating.

There are many kinds of cheating that students do, during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks, make hand signals or go to rest rooms to get the answers from their friends. In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity.

Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind. Therefore, school should consider cheating is a very serious problem, school and administration should go a head to overcome this matter. Honesty have to put in school's vision.

Therefore, school should consider cheating as a very serious problem. School board and administration should go a head to overcome this matter. Honesty must be put in school's vision. The punishment have to be applied to the students who commite the crime.

6. what is the mainly discussed in the text ?
  - a. school policy
  - b. punishment
  - c. cheating as a crime
  - d. mental deterioration
  - e. different ways of cheating
7. what should the commities of school do to eliminate student's cheating?

- a. Create a good vision
  - b. Select a honest students
  - c. Make a punishment
  - d. Make sure the student's capability
  - e. Administer the school affair
8. "Students who always cheat deteriorate their mental capacity.(Paragraph3).  
The underlined word means...
- a. Support
  - b. Worst
  - c. Cause
  - d. Create
  - e. Find
9. "They weaken their self confidence" (*paragraph 3*). What does the underlined word refers to ?
- a.Tests
  - b.Papers
  - c.Results
  - d.Students
  - e.Cheatings
10. What the negative effect for the student's cheat ?
- a. They can deteriorate mental capacity.
  - b. They can increase their knowledge.
  - c. Cheat can create the independence
  - d. The great habitual
  - e. They have a big confidence

**Text for number 11-15**

**Flooding in Jakarta**

Jakarta is the capital city of Indonesia. It is a big city that has many buildings, offices tower, real estates and skyscrapers which make Jakarta as a beautiful city especially in the night. Flooding is one of natural disasters in Indonesia, especially in Jakarta beside earth quake. And it is one of serious problems due to flood.

There are some reason that cause flood in Jakarta, there are many citizens who like throwing away the garbage in the street, rivers, or we can say garbage is in every corner of the city. They do not care about cleanliness. So, it makes looks a dirty city. The other problem is illegal house. Many people from central or east Java move to Jakarta just looking for a job and they bring their family but they do not have house for their living. So they make an illegal house in the side of river in Jakarta and it makes more flooding in Jakarta.

There are many ways to decrease the flood. First of all, we must aware of flood. Do not try to throw away the garbage. And the last but not least, keep the cleanliness, because the cleanliness is a part of belief in Islamic religion.

(Written by Intan K. / XI science two)

11. Based on the text above, how many reason that cause the flood in Jakarta ?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  - e. Five
  
12. "To whom does the writer give suggestion ?" (*last paragraph*)
  - a. readers of the text
  - b. people of Indonesia
  - c. citizen of Jakarta
  - d. writer and reader
  - e. somene else
  
13. "Real estates and skyscrapers..." (*First paragraph*) the underlined word means...
  - a. The space above the earth
  - b. Where we see sun, stars and moon
  - c. Outline of the earth
  - d. A very high building
  - e. Building of the sky
  
14. "One of natural disaster" the underlined word is called as .....

- a. Noun
  - b. Verb
  - c. Adjective
  - d. Adverb
  - e. Compound
15. "One of serious problems due to flood..." the underlined word means...
- a. Order to
  - b. used to
  - c. have to
  - d. cause to
  - e. turn off

### Text for number 16-20

#### Traffic Jam

Everyday, traffic jam always happens in Jakarta. The Jakarta's streets have already fulfilled by the cars. Traffic jam makes people worry because they are not comfortable by the situation in the street. Besides, traffic jam also makes the police in Jakarta is very busy. Actually, traffic jam in Jakarta is caused by some problems.

The first, traffic jam in Jakarta is caused by many vehicle. Now, more people use their private vehicle to go to their offices. They do not use public transportation such as bus to go to their offices. Whereas, if they use the bus they will not feel tired. They prefer buying vehicle than using the bus, because the cost for buying the vehicle is cheap. The second is violation of traffic light. Many people do not pay attention to the traffic light in the street. They do not obey the rules. Beside that, the government does not give a serious punishment. Ultimately, traffic jam happens in the street. The third problem is much accident which happens in the street. It is caused by the driver who isn't careful. If the accident happened, the other driver can not drive well. And traffic jam happened.

I suggest that the driver must be careful and they must obey the rules in the street. As long as they do it well, traffic jam will be reduced. And the driver will fell comfortable when they drive their own vehicle. (*Written by Atik Hayu / XI science one*)

16. What is the purpose of the text ?

- a. To retell the effect of traffic jam in Jakarta
  - b. To entertain the reader about the traffic jam in Jakarta
  - c. To persuade the reader to increase the case that happens
  - d. To give an argument about the traffic jam that happen in Jakarta
  - e. To describe the case that happens
17. How many problems that caused traffic jam in Jakarta?
- a. Five
  - b. Three
  - c. Two
  - d. One
  - e. Four
18. What the writer suggest about the traffic jam's solution to the driver in Jakarta ?
- a. The driver must be careful and they must obey the rules in the street.
  - b. They do not obey the rules.
  - c. They do not use public transportation such as bus to go to their offices.
  - d. Many people do not pay attention to the traffic light in the street.
  - e. They use the bus they will not feel tired.
19. "And the driver will feel comfortable when they drive their own vehicle" (*last paragraph*). The synonym underlined word means .....
- a. Transportation      c. Lift      e. Rude
  - b. Machinery      d. Air
20. What is the generic structure of the last paragraph ?
- a. Thesis      c. Resoution      e. Recommendation
  - b. Arguments      d. Identification

**Text for number 21-25**

Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food.

People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants.

21. The communicative purpose of the text is to...
  - a. Explain how the smooking can be dangerous
  - b. Retell about some positive effects of smoking
  - c. Persuade the readers with the effect of smoking
  - d. Describe how the smoking is not allowed
  - e. Inform the readers that smoking is good
22. "Smoking in a restaurant is impolite"(*paragraph 2* ). The closest meaning of the underlined word is .....
  - a. Rude
  - b. Polite
  - c. Delicate
  - d. Sensitive
  - e. Kind
23. The statements that INCORRECT based on the text below is.....
  - a. Smoking is dangerous
  - b. Smoking make be better for health of body
  - c. Smoking can destroy for health of body
  - d. Smoking can carrier of disease for near people
  - e. Smoking is not good habit of life
24. The main idea of the *2nd paragraph* is .....
  - a. Smoking in a restaurant is rude to do
  - b. Passive smoking is made by a smoker
  - c. Cigarettes cause heart and lung disease
  - d. Smoking in restaurants must not be allowed
  - e. The smell of the smoke affects all people
25. What the cause the active smoker to the passive smoker ?
  - a. The passive smoker's breath by the smoker can lead the asthma
  - b. The passive smoker will be health

- c. The active smoker get positive effect to the others
- d. The passive smoker's breath is fresh
- e. Smooking is very useful for others

**Text for number 26-30**

If you want to advance in your career, you will have to make some careful decision about which jobs to take. Evaluate a job offer for the value it has to your career. It may mean sacrifice at first. You may have to move to a different region or a different country to get a job that is right for you. You may have to work late hours, at last temporarily. You might even have to take lower salary for job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not with your career path. It will not give you the training or experience you need or want. You will find your-self frustrated in such position and consequently will not perform your best.

This will have an effect on the people around you. You are being a part of the team. The best advice is to think carefully before accepting any position and make sure the job have you want.

26. What is the most significant factor in evaluating a job?
  - a. Location
  - b. Salary
  - c. Value to your career
  - d. How much you like it
  - e. Prestige
27. Which is not mentioned as a sacrifice for valuable job ?
  - a. Moving to other region
  - b. No benefits
  - c. Bad working hours
  - d. Moving to other country
  - e. Low salary
28. What is wrong with taking a job outside your career path ?
  - a. You will earn less
  - b. You won't get an experience



- c. People will give you advise
  - d. You will be part of a team
  - e. People will complain to you
29. What is the writer's best advice ?
- a. Take the first job offered.
  - b. Consider changing career.
  - c. Don't work with other people.
  - d. Think before accepting a job.
  - e. Find a job with the highest salary.
30. "You may have to work late hours, at last temporarily" (*paragraph 1*). The closest meaning of the underlined word is .....
- a. Unlimited
  - b. Forever
  - c. Long time
  - d. Continually
  - e. Chronologically

**Text for number 31-35 !**

Do you know what corruption is ? what is the relation between money and corruption ? well, whatever it is, corruption is common everywhere in the world. The difference is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

31. What does the writer talk about ?

- a. Jakarta as a corrupt place in Indonesia.
  - b. People have to do corruption to increase the economic's country.
  - c. Corruption has not a relation with money.
  - d. The younger generation have to good mentality to practice a corruption.
  - e. We should prevent the corruption's mental at the end of education when the corruption has done.
32. What makes the corruptions in one country differ with another country?
- a. The difference of corruption is just a matter of intensity.
  - b. Corruption is a common of all of country.
  - c. In this country corruption is a money but another is a service.
  - d. Corruption has a bad impact for corruptors.
  - e. All of people in the world has a corruption's mental.
33. Where is the most corrupt city in Indonesia ?
- a. Bali                      c. Lombok                      e. Pailus
  - b. Jakarta                  d. Papua New Guinea
34. What kinds of tenses that use based on the text ?
- a. Subject + V2
  - b. Subject + V1/es/s
  - c. Subject + V3
  - d. Subject + Ving
  - e. Subject + have/has+ V3
35. Does the writer suggest to do stop the corruption ?
- a. Yes. She/he does
  - b. No. She/he does not.
  - c. Yes. I have
  - d. No. I can't
  - e. Yes. I had

#### Appendix 4

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### STUDENT ANSWER SHEET

Name : \_\_\_\_\_ Subject : English  
No : \_\_\_\_\_ Semester : II  
Class : \_\_\_\_\_ Time : 45 minutes

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NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A																				
B																				
C																				
D																				
E																				

NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A																				
B																				
C																				
D																				
E																				

## **Appendix 5**

### **ANSWER KEY**

<b>1. A</b>	<b>11. C</b>	<b>21. C</b>	<b>31. A</b>
<b>2. C</b>	<b>12. A</b>	<b>22. A</b>	<b>32. A</b>
<b>3. B</b>	<b>13. D</b>	<b>23. B</b>	<b>33. B</b>
<b>4. E</b>	<b>14. C</b>	<b>24. B</b>	<b>34. B</b>
<b>5. A</b>	<b>15. A</b>	<b>25. A</b>	<b>35. A</b>
<b>6. E</b>	<b>16. D</b>	<b>26. A</b>	
<b>7. C</b>	<b>17. B</b>	<b>27. B</b>	
<b>8. B</b>	<b>18. A</b>	<b>28. B</b>	
<b>9. D</b>	<b>19. A</b>	<b>29. D</b>	
<b>10. A</b>	<b>20. E</b>	<b>30. E</b>	

## Appendix 6

### **TEST FOR READING ABILITY**

School :  
Subject :  
Class/Semester :  
Time duration :  
Type of test :

#### **INSTRUCTIONS :**

- 1. The test is multiple choices which consist of 25 items test.**
  - 2. An item test consist of five options such as, a,b,c,d, or e.**
  - 3. Read the question carefully and choose one of the right answer by crossing in the answer sheet.**
  - 4. Write your name, class, number of students in the worksheet.**
  - 5. Ask the teacher if you do not understand with the instruction.**
  - 6. Good luck !**
- 

#### **Text for number 1 - 5**

##### **Skateboarding**

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime. Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun. Kids will always seek thrills and excitement. They need to

practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. Where do the kids usually ride their skateboard ?
  - a. In the main roads and foot paths
  - b. In the front of the supermarket
  - c. In front of their home
  - d. In the suburbs
  - e. In the park
2. What is the main idea of paragraph 3 ?
  - a. There is no safe place for skateboarders
  - b. Kids seek an excitement in skate
  - c. The goodness of skateboarding
  - d. The skateboarding is a serious sport
  - e. How to prevent overweight by skate boarding
3. The writer's purpose in writing the text is .....
  - a. To invite the local teenagers to skate in a park
  - b. To convince the readers that they need a safe place for skateboarding
  - c. To provoke youngsters into the local government policy
  - d. To persuade the writer's bussiness of skateboarding class
  - e. To inform parents about the goodness of skateboarding
4. What should we do to let the skaters play ?
  - a. Join with team anywhere
  - b. Gave them space in the park
  - c. Let them play in the main roads
  - d. Let them play in the local street
  - e. Build a skate park in the suburbs
5. *"They need to practice their 180s, 360s and Ollie's free from restrictions"*  
 the close meaning of the underlined word above is .....
  - a. Limitation
  - b. Separate

- c. Comfortable
- d. Combination
- e. Unlimitate

### **Text for number 6-10**

Do you know what corruption is ? what is the relation between money and corruption ? well, whatever it is, corruption is common everywhere in the world. The difference is just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

6. What does the writer talk about ?
  - a. Jakarta as a corrupt place in Indonesia.
  - b. People have to do corruption to increase the economic's country.
  - c. Corruption has not a relation with money.
  - d. The younger generation have to good mentality to practice a corruption.
  - e. We should prevent the corruption's mental at the end of education when the corruption has done.
7. What makes the corruptions in one country differ with another country?
  - a. The difference of corruption is just a matter of intensity.
  - b. Corruption is a common of all of country.
  - c. In this country corruption is a money but another is a service.
  - d. Corruption has a bad impact for corruptors.
  - e. All of people in the world has a corruption's mental.

8. Where is the most corrupt city in Indonesia ?
  - a. Bali                      c. Lombok                      e. Pailus
  - b. Jakarta                  d. Papua New Guinea
9. What kinds of tenses that use based on the text ?
  - a. Subject + V2
  - b. Subject + V1/es/s
  - c. Subject + V3
  - d. Subject + Ving
  - e. Subject + have/has+ V3
10. Does the writer suggest to do stop the corruption ?
  - a. Yes. She/he does
  - b. No. She/he does not.
  - c. Yes. I have
  - d. No. I can't
  - e. Yes. I had

**Text for number 11-15**

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students do not be dishonest acts during tests, some students still do cheating.

There are many kinds of cheating that students do, during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks, make hand signals or go to rest rooms to get the answers from their friends. In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity.

Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind. Therefore, school should consider cheating is a very serious problem, school and administration should go a head to overcome this matter. Honesty have to put in school's vision.



Therefore, school should consider cheating as a very serious problem. School board and administration should go a head to overcome this matter. Honesty must be put in school's vision. The punishment have to be applied to the students who commite the crime.

11. what is the mainly discussed in the text ?
  - a. school policy
  - b. punishment
  - c. cheating as a crime
  - d. mental deterioration
  - e. different ways of cheating
12. what should the commities of school do to eliminate student's cheating?
  - a. Create a good vision
  - b. Select a honest students
  - c. Make a punishment
  - d. Make sure the student's capability
  - e. Administer the school affair
13. "Students who always cheat deteriorate their mental capacity.(Paragraph3).  
The underlined word means...
  - a. Support
  - b. Worst
  - c. Cause
  - d. Create
  - e. Find
14. "They weaken their self confidence" (*paragraph 3*). What does the underlined word refers to ?
  - a.Tests
  - b.Papers
  - c.Results
  - d.Students
  - e.Cheatings

15. What the negative effect for the student's cheat ?

- a. They can deteriorate mental capacity.
- b. They can increase their knowledge.
- c. Cheat can create the independence
- d. The great habitual
- e. They have a big confidence

**Text for number 16-20**

If you want to advance in your career, you will have to make some careful decision about which jobs to take. Evaluate a job offer for the value it has to your career. It may mean sacrifice at first. You may have to move to a different region or a different country to get a job that is right for you. You may have to work late hours, at last temporarily. You might even have to take lower salary for job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not with your career path. It will not give you the training or experience you need or want. You will find your-self frustrated in such position and consequently will not perform your best.

This will have an effect on the people around you. You are being a part of the team. The best advice is to think carefully before accepting any position and make sure the job have you want.

16. What is the most significant factor in evaluating a job?

- a. Location
- b. Salary
- c. Value to your career
- d. How much you like it
- e. Prestige

17. Which is not mentioned as a sacrifice for valuable job ?

- a. Moving to other region
- b. No benefits
- c. Bad working hours
- d. Moving to other country

- e. Low salary
18. What is wrong with taking a job outside your career path ?
- a. You will earn less
  - b. You won't get an experience
  - c. People will give you advise
  - d. You will be part of a team
  - e. People will complain to you
19. What is the writer's best advice ?
- a. Take the first job offered.
  - b. Consider changing career.
  - c. Don't work with other people.
  - d. Think before accepting a job.
  - e. Find a job with the highest salary.
20. "You may have to work late hours, at last temporarily" (*paragraph 1*). The closest meaning of the underlined word is .....
- a. Unlimited
  - b. Forever
  - c. Long time
  - d. Continually
  - e. Chronologically

**Text for number 21-25**

Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food.

People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants.

21. The communicative purpose of the text is to...

- f. Explain how the smooking can be dangerous
  - g. Retell about some positive effects of smoking
  - h. Persuade the readers with the effect of smoking
  - i. Describe how the smoking is not allowed
  - j. Inform the readers that smoking is good
22. "Smoking in a restaurant is impolite"(*paragraph 2* ). The closest meaning of the underlined word is .....
- f. Rude
  - g. Polite
  - h. Delicate
  - i. Sensitive
  - j. Kind
23. The statements that INCORRECT based on the text below is.....
- f. Smoking is dangerous
  - g. Smoking make be better for health of body
  - h. Smoking can destroy for health of body
  - i. Smoking can carrier of disease for near people
  - j. Smoking is not good habit of life
24. The main idea of the *2nd paragraph* is .....
- f. Smoking in a restaurant is rude to do
  - g. Passive smoking is made by a smoker
  - h. Cigarettes cause heart and lung disease
  - i. Smoking in restaurants must not be allowed
  - j. The smell of the smoke affects all people
25. What the cause the active smoker to the passive smoker ?
- a. The passive smoker's breath by the smoker can lead the asthma
  - b. The passive smoker will be health
  - c. The active smoker get positive effect to the others
  - d. The passive smoker's breath is fresh
  - e. Smooking is very useful for others



## Appendix 7

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### STUDENT ANSWER SHEET

Name : \_\_\_\_\_ Subject : English  
No : \_\_\_\_\_ Semester : II  
Class : \_\_\_\_\_ Time : 90 minutes

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Choose one of the correct answer by using inverted cross !

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A															
B															
C															
D															
E															

NO	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A															
B															
C															
D															
E															

..... *Good Luck* .....

## Appendix 8

### ANSWER KEY

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

## Appendix 9

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL GROUP)

Nama Sekolah : MA Darul Hikmah Menganti  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/2  
Pertemuan : 1-2  
Alokasi waktu : 2 x 45 menit  
Topik Pembelajaran : Hortatory Exposition Text  
Skill : Reading

#### Standar kompetensi :

##### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

#### Kompetensi Dasar :

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition* .

#### Indikator :

1. Mengidentifikasi informasi khusus dari teks hortatory exposition.
2. Mengidentifikasi *purpose*, *generic structure*, *language feature* dari teks berbentuk hortatory exposition .
3. Menemukan ide pokok serta berpendapat secara tertulis dari teks monolog berbentuk hortatory exposition .
4. Memahami isi dari teks monolog berbentuk hortatory exposition .

#### A. Tujuan Pembelajaran

Di akhir pembelajaran siswa (75%) diharapkan mampu :

1. Mengidentifikasi informasi khusus terdapat dari teks hortatory exposition .



2. Mengidentifikasi tujuan, bagian-bagian dan juga ciri kebahasaan dari teks hortatory exposition
3. Menemukan ide pokok serta berpendapat secara tertulis dari teks hortatory exposition.
4. Memahami isi dari teks berbentuk hortatory exposition.

## **B. Materi Pembelajaran**

### **Hortatory Exposition Text**

Social function / communicative purpose (what the writer wants with the text) is to persuade the readers or listeners that something should or should not be the case.

#### **Generic structure of the text :**

- a. Thesis : The information about the issue of concern.
- b. Arguments: reasons for concern, leading to recommendation.
- c. Recommendation : statement of what should or should not be the case.

#### **Language / linguistic feature / lexico grammatical :**

- a. Focuss on generic human and non human participants except for speaker or writer referring to self.  
Ex: *smooking, drugs etc.*
- b. Use of simple present tense and passive voice.  
Ex: *smooking is a bad impact for people.*
- c. Mental processes : to state what the writer feels or thinks about issue.  
Ex: *realize, feel, appreciate, think*
- d. Material processes : to state what happens.  
Ex: *should be prevented, affect etc.*
- e. Relational processes: to state what is or should be.  
Ex: *is, are, does not give a good behaviour, etc.*

*Read the following example !*

#### **Why Should Smoke in a Restaurant Give a Bad Impact?**

Why should smoke in a restaurant give a bad impact? Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. **(THESIS)**

People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. **(ARGUMENTS)**

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants. **(RECOMMENDATION)**

### Grammar :

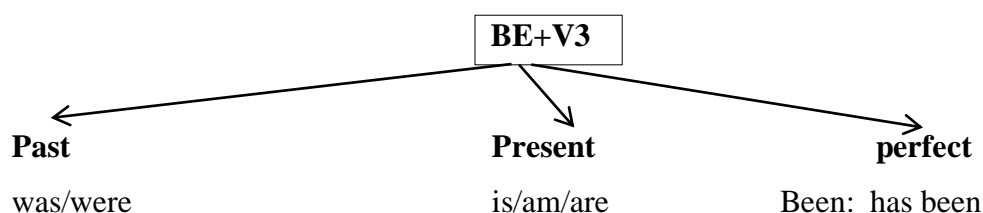
#### Simple Present Tense

The function of simple present tense :

1. Habitual Action.
2. General Truth.

Sentence	Adverb of Frequency	Formula of Simple Present Tense	Example
Positive +	Always	- Subject + Verb-1/s/es. - Subject + be (is,am,are)	-The children are smart.
Negative -	Often	- Subject + aux (do/does)+not+ verb-1 - Subject + be (is,am,are)+not	-She does not smart.
Interrogative ?	Ever	- Do/Does+Subject+verb-1 - Be+ subject?	-Do the children smart ?

#### PASSIVE VOICE



have been

had been

PAST	PRESENT	
S + was/were+V3	S+is/am/are+V3	Simple
S+was being+V3 <u>were being</u>	is being S+ am being + V3 are being	Continuous Progressive
S+had been+ V3	S+has been + V3 Have been	Perfect
X	X	Perfect continuous

No	Active	Passive
1.	Ray listens to the music.	The music is listened by Ray.
2.	Ray is listening to the music.	The music is being listened by Ray.
3.	Ray listened to the music.	The music was listened by Ray

### C. Metode / Teknik Pembelajaran

Cooperative Integrated Reading and Composition (CIRC)

### D. Langkah –Langkah Pembelajaran

#### Pertemuan 1

Kegiatan Pembelajaran	Kegiatan
Pre-Activity	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan menyapa peserta didik dengan bahasa inggris. <i>Good morning students</i> <i>How are you today ?</i></li> <li>- Guru mengenalkan diri</li> </ul>

	<ul style="list-style-type: none"> <li>- guru memberikan pertanyaan terkait ulasan materi sebelumnya.</li> <li>- Guru memberi apersepsi serta motivasi dalam proses pembelajaran.</li> </ul>
<b>Main Activity</b> Building Knowledge of Field (BKoF)	<ul style="list-style-type: none"> <li>- Guru memberikan pertanyaan serta memberi kata kunci tentang materi yang akan disampaikan.</li> <li>- Guru memberi kesempatan siswa berpendapat atau menjawab pertanyaan yang sudah disampaikan.</li> <li>- Guru menyajikan materi pembelajaran dalam bentuk power point.</li> </ul>
Modeling of Text (MoT)	<ul style="list-style-type: none"> <li>- Guru memberikan penjelasan mengenai <i>purpose, generic structure, and language feature</i> dari teks hortatory exposition.</li> <li>- Guru menjelaskan tenses yang dipakai dalam teks hortatory exposition.</li> <li>- Guru memberi contoh terkait issue atau kejadian sesuai dengan isi teks hortatory exposition.</li> </ul>
Joint Contruction of Text (JCoT)	<ul style="list-style-type: none"> <li>- Guru memberikan beberapa materi kepada peserta didik dengan langkah-langkah :</li> <li>- Guru membagi peserta didik ke dalam kelompok dan masing-masing kelompok berjumlah 4-5 orang.</li> <li>- Guru memberikan contoh teks hortatory exposition dalam lembaran kertas kemudian peserta didik diminta untuk membaca dengan keras dan mengidentifikasi generic structure dari</li> </ul>

	<p>teks hortatory exposition tersebut di depan kelompok lain.</p> <ul style="list-style-type: none"> <li>- Kelompok lainnya memahami isi bacaan tersebut sambil mengoreksi atau memberi tanda pada bacaan tersebut dan juga membetulkan jika terdapat kesalahan oleh pembaca.</li> <li>- Guru meminta peserta didik untuk mengidentifikasi bagian-bagian (generic structure) dari teks hortatory exposition kemudian ditulis dalam selembar kertas.</li> <li>- Guru meminta peserta didik untuk mempresentasikan hasil dari pemahaman teks di depan kelas.</li> </ul>
Independent Construction of Text (ICoT)	<ul style="list-style-type: none"> <li>- Siswa mengerjakan soal dalam bentuk lembar kerja tentang hortatory exposition text.</li> </ul>
<b>Post Activity</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik menyimpulkan materi yang sudah dibahas.</li> <li>- Guru menutup proses pembelajaran dengan bacaan Hamdalah bersama.</li> </ul>

#### E. Sumber dan Alat Belajar

1. Modul SIMPATI kelas XI/2
2. English book *interlanguage English students class XI*
3. *Modul Bahasa Inggris untuk SMA/MA semester genap*. Septiarti Wijayanti

4. <http://ASIK BELAJAR-hortatory exposition kelas XI/2.com>

5. Lembar kerja

6. Proyektor

7. Laptop

F. Penilaian

a. Teknik : tes

b. Instrument : tertulis

G. Kriteria Penilaian

1. Remidi : peserta didik yang memperoleh nilai dibawah 70

2. Baik : peserta didik yang memperoleh nilai 70-90

3. Sangat Baik : peserta didik yang memperoleh nilai 90-100

Jepara, Mei 2018

Guru Bahasa Inggris

Peneliti

**Zahri Tamam, S.Pd**

**Jauharotun Nafisah**

**NIM:141320000076**

## Appendix 10

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL GROUP)

Nama Sekolah : MA Darul Hikmah Menganti  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/2  
Pertemuan : 2  
Alokasi waktu : 2 x 45 menit  
Topik Pembelajaran : Hortatory Exposition Text  
Skill : Reading

#### Standar kompetensi :

##### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

#### Kompetensi Dasar :

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition* .

#### Indikator :

1. Mengidentifikasi informasi khusus dari teks hortatory exposition.
2. Mengidentifikasi *purpose*, *generic structure*, *language feature* dari teks berbentuk hortatory exposition .
3. Menemukan ide pokok serta berpendapat secara tertulis dari teks monolog berbentuk hortatory exposition .
4. Memahami isi dari teks monolog berbentuk hortatory exposition .

#### A. Tujuan Pembelajaran

Di akhir pembelajaran siswa (75%) diharapkan mampu :

1. Mengidentifikasi informasi khusus terdapat dari teks hortatory exposition .
2. Mengidentifikasi tujuan, bagian-bagian dan juga ciri kebahasaan dari teks hortatory exposition

3. Menemukan ide pokok serta berpendapat secara tertulis dari teks hortatory exposition.
4. Memahami isi dari teks berbentuk hortatory exposition.

## **B. Materi Pembelajaran**

### **Hortatory Exposition Text**

Social function / communicative purpose (what the writer wants with the text) is to persuade the readers or listeners that something should or should not be the case.

#### **Generic structure of the text :**

- a. Thesis : The information about the issue of concern.
- b. Arguments: reasons for concern, leading to recommendation.
- c. Recommendation : statement of what should or should not be the case.

#### **Language / linguistic feature / lexico grammatical :**

- a. Focuss on generic human and non human participants except for speaker or writer referring to self.  
Ex: *smooking, drugs etc.*
- b. Use of simple present tense and passive voice.  
Ex: *smooking is a bad impact for people.*
- c. Mental processes : to state what the writer feels or thinks about issue.  
Ex: *realize, feel, appreciate, think*
- d. Material processes : to state what happens.  
Ex: *should be prevented, affect etc.*
- e. Relational processes: to state what is or should be.  
Ex: *is, are, does not give a good behaviour, etc.*

*Read the following example !*

#### **Why Should Smoke in a Restaurant Give a Bad Impact?**

Why should smoke in a restaurant give a bad impact ? Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. **(THESIS)**

People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in



smoke made by a smoker, can lead to asthma attacks and even cancer.

**(ARGUMENTS)**

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants. **(RECOMMENDATION)**

**Grammar :**

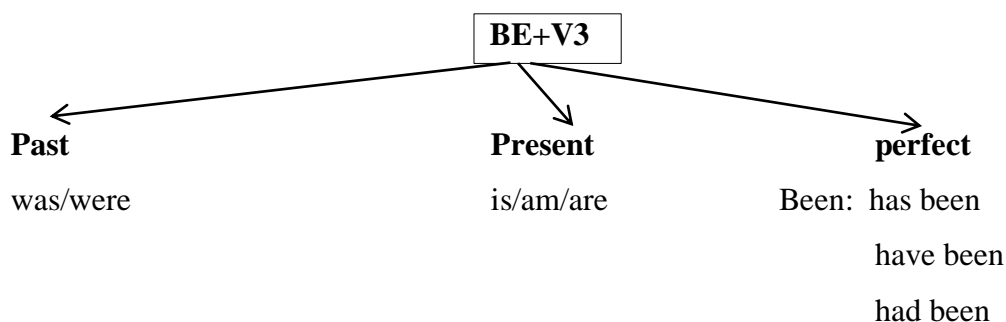
**Simple Present Tense**

The function of simple present tense :

1. Habitual Action.
2. General Truth.

Sentence	Adverb of Frequency	Formula of Simple Present Tense	Example
Positive +	Always	- Subject + Verb-1/s/es. - Subject + be (is,am,are)	-The children are smart.
Negative -	Often	- Subject + aux (do/does)+not+ verb-1 - Subject + be (is,am,are)+not	-She does not smart.
Interrogative ?	Ever	- Do/Does+Subject+verb-1 - Be+ subject?	-Do the children smart ?

**PASSIVE VOICE**



<b>PAST</b>	<b>PRESENT</b>	
S + was/were+V3	S+is/am/are+V3	Simple
S+was being+V3 <u>were being</u>	is being S+ am being + V3 are being	Continuous Progressive
S+had been+ V3	S+has been + V3 Have been	Perfect
X	X	Perfect continuous

<b>No</b>	<b>Active</b>	<b>Passive</b>
1.	Ray listens to the music.	The music is listened by Ray.
2.	Ray is listening to the music.	The music is being listened by Ray.
3.	Ray listened to the music.	The music was listened by Ray
4.	Ray was listening to the music.	The music was being listened by Ray.
5.	Ray has listened to the music.	The music has been listened by Ray
6.	Ray had listened to the music.	The music had been listened by Ray.

### **C. Metode / Teknik Pembelajaran**

Cooperative Integrated Reading and Composition (CIRC)

### **D. Langkah –Langkah Pembelajaran**

#### **Pertemuan 2**

<b>Kegiatan Pembelajaran</b>	<b>Kegiatan</b>
------------------------------	-----------------

<b>Pre-Activity</b>	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan menyapa peserta didik dengan bahasa inggris.</li> </ul> <p><i>Good morning students</i></p> <p><i>How are you today ?</i></p> <ul style="list-style-type: none"> <li>- guru memberikan pertanyaan terkait ulasan materi sebelumnya.</li> <li>- Guru memberi apersepsi serta motivasi dalam proses pembelajaran.</li> </ul>
<b>Main Activity</b> Building Knowledge of Field (BKoF)	<ul style="list-style-type: none"> <li>- Guru memberikan pertanyaan serta mengulas sedikit tentang jenis teks tentang materi yang sudah disampaikan.</li> <li>- Guru memberi kesempatan siswa berpendapat atau menjawab pertanyaan.</li> <li>- Guru menyajikan materi pembelajaran dalam bentuk power point.</li> </ul>
Modeling of Text (MoT)	<ul style="list-style-type: none"> <li>- Guru memberikan penjelasan mengenai cara mudah memahami teks hortatory exposition dengan mudah.</li> <li>- Guru menjelaskan isi dari materi hortatory exposition berdasarkan contoh teks yang sudah dipersiapkan.</li> <li>- Guru memberi contoh terkait issue atau kejadian sesuai dengan isi teks hortatory exposition kepada siswa.</li> </ul>
Joint Contruction of Text (JCoT)	<ul style="list-style-type: none"> <li>- Guru memberikan beberapa materi kepada peserta didik dengan langkah-langkah :</li> </ul>

	<ul style="list-style-type: none"> <li>- Guru membagi peserta didik ke dalam kelompok dan masing-masing kelompok berjumlah 4-5 siswa.</li> <li>- Guru memberikan contoh teks hortatory exposition dalam lembaran kertas kemudian peserta didik diminta untuk membaca dengan keras didepan kelompok lain.</li> <li>- Kelompok lainnya mengoreksi dan juga membetulkan jika terdapat kesalahan oleh pembaca.</li> <li>- Guru meminta peserta didik untuk membuat ringkasan mengenai isi dari teks yang sudah dibaca bersama kelompoknya dan dipahami bersama berdasarkan pemahaman setiap kelompok kemudian ditulis dalam kertas.</li> <li>- Guru meminta 1 dari kelompok siswa untuk mempresentasikan hasil dari pemahaman teks di depan kelas.</li> </ul>
Independent Construction of Text (ICoT)	<ul style="list-style-type: none"> <li>- Siswa mengerjakan soal dalam bentuk lembar kerja tentang hortatory exposition text.</li> </ul>
<b>Post Activity</b>	<ul style="list-style-type: none"> <li>- Guru bersama peserta didik menyimpulkan materi yang sudah dibahas.</li> <li>- Guru menutup proses pembelajaran dengan bacaan Hamdalah bersama.</li> </ul>

### E. Sumber dan Alat Belajar

1. Modul SIMPATI kelas XI/2

2. English book *interlanguage English students class XI*
3. *Modul Bahasa Inggris untuk SMA/MA semester genap*. Septiarti Wijayanti
4. <http://ASIK BELAJAR-hortatory exposition kelas XI/2.com>
5. Lembar kerja
6. Proyektor
7. Laptop

#### **F. Penilaian**

- a. Teknik : tes
- b. Instrument : tertulis

#### **G. Kriteria Penilaian**

1. Remidi : peserta didik yang memperoleh nilai dibawah 70
2. Baik : peserta didik yang memperoleh nilai 70-90
3. Sangat Baik : peserta didik yang memperoleh nilai 90-100

Jepara, Mei 2018

Guru Bahasa Inggris

Peneliti

**Zahri Tamam, S.Pd**

**Jauharotun Nafisah**  
**NIM:141320000076**

## Appendix 11

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL GROUP)

Nama Sekolah : MA Darul Hikmah Menganti  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/2  
Pertemuan : 1  
Alokasi waktu : 2x 45 menit  
Topik Pembelajaran : Hortatory Exposition Text  
Skill : Reading

#### Standar kompetensi :

##### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

#### Kompetensi Dasar :

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition* .

#### Indikator :

1. Mengidentifikasi informasi khusus dari teks hortatory exposition.
2. Mengidentifikasi *purpose*, *generic structure*, *language feature* dari teks berbentuk hortatory exposition .
3. Menemukan ide pokok serta berpendapat secara tertulis dari teks monolog berbentuk hortatory exposition .
4. Memahami isi dari teks monolog berbentuk hortatory exposition .

#### A. Tujuan Pembelajaran

Di akhir pembelajaran siswa (75%) diharapkan mampu :

1. Mengidentifikasi informasi khusus terdapat dari teks hortatory exposition .

2. Mengidentifikasi tujuan, bagian-bagian dan juga ciri kebahasaan dari teks hortatory exposition
3. Menemukan ide pokok serta berpendapat secara tertulis dari teks hortatory exposition.
4. Memahami isi dari teks berbentuk hortatory exposition.

## **B. Materi Pembelajaran**

### **Hortatory Exposition Text**

Social function / communicative purpose (what the writer wants with the text) is to persuade the readers or listeners that something should or should not be the case.

#### **Generic structure of the text :**

- a. Thesis : The information about the issue of concern.
- b. Arguments: reasons for concern, leading to recommendation.
- c. Recommendation : statement of what should or should not be the case.

#### **Language / linguistic feature / lexico grammatical :**

- a. Focuss on generic human and non human participants except for speaker or writer referring to self.

Ex: *smooking, drugs etc.*

- b. Use of simple present tense and passive voice.

Ex: smooking is a bad impact for people.

- c. Mental processes : to state what the writer feels or thinks about issue.

Ex: realize, feel, appreciate, think

- d. Material processes : to state what happens.

Ex: should be prevented, affect etc.

- e. Relational processes: to state what is or should be.

Ex: is, are, does not give a good behaviour, etc.

*Read the following example !*

### **Why Should Smoke in a Restaurant Give a Bad Impact?**

Why should smoke in a restaurant give a bad impact? Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. **(THESIS)**

People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer. **(ARGUMENTS)**

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants. **(RECOMMENDATION)**

### Grammar :

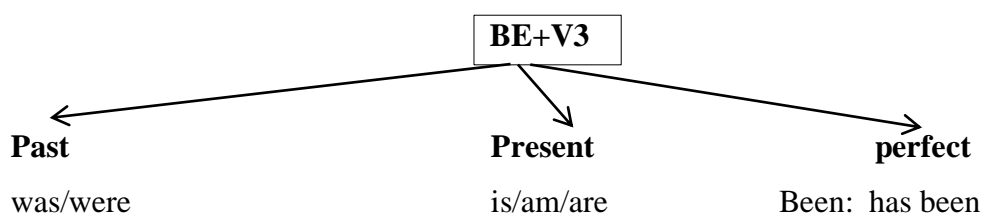
#### Simple Present Tense

The function of simple present tense :

3. Habitual Action.
4. General Truth.

Sentence	Adverb of Frequency	Formula of Simple Present Tense	Example
Positive +	Always	- Subject + Verb-1/s/es. - Subject + be (is,am,are)	-The children are smart.
Negative -	Often	- Subject + aux (do/does)+not+ verb-1 - Subject + be (is,am,are)+not	-She does not smart.
Interrogative ?	Ever	- Do/Does+Subject+verb-1 - Be+ subject?	-Do the children smart ?

#### Passive Voice





have been

had been

PAST	PRESENT	
S + was/were+V3	S+is/am/are+V3	Simple
S+was being+V3 <u>were being</u>	is being S+ am being + V3 are being	Continuous Progressive
S+had been+ V3	S+has been + V3 Have been	Perfect
X	X	Perfect continuous

No	Active	Passive
1.	Ray listens to the music.	The music is listened by Ray.
2.	Ray is listening to the music.	The music is being listened by Ray.
3.	Ray listened to the music.	The music was listened by Ray
4.	Ray was listening to the music.	The music was being listened by Ray.
5.	Ray has listened to the music.	The music has been listened by Ray
6.	Ray had listened to the music.	The music had been listened by Ray.

### C. Metode / Teknik Pembelajaran

Three Phase Technique

## D. Langkah –Langkah Pembelajaran

### Pertemuan 1

Kegiatan Pembelajaran	Kegiatan
<b>Pre Reading</b>	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan menyapa peserta didik dengan bahasa inggris. <i>Good morning students</i> <i>How are you today ?</i></li> <li>- Guru mengenalkan diri</li> <li>- guru memberikan pertanyaan terkait ulasan materi sebelumnya.</li> <li>- Guru memberi apersepsi serta motivasi dalam proses pembelajaran.</li> </ul>
<b>Main/ While Reading</b> Building Knowledge of Field (BKoF)	<ul style="list-style-type: none"> <li>- Guru memberikan pertanyaan serta memberi kata kunci tentang materi yang akan disampaikan.</li> <li>- Guru memberi kesempatan siswa berpendapat atau menjawab pertanyaan yang sudah disampaikan.</li> <li>- Guru menyajikan materi pembelajaran dalam bentuk power point.</li> </ul>
Modeling of Text (MoT)	<ul style="list-style-type: none"> <li>- Guru memberikan penjelasan mengenai <i>purpose, generic structure, and language feature</i> dari teks hortatory exposition.</li> <li>- Guru menjelaskan tenses yang dipakai dalam teks hortatory exposition.</li> <li>- Guru memberi contoh terkait issue atau kejadian sesuai dengan isi teks hortatory exposition.</li> </ul>

Joint Contruction of Text (JCoT)	<ul style="list-style-type: none"> <li>- Guru memberikan lembar bacaan dan memberikan kepada seluruh peserta didik.</li> <li>- Guru memberi waktu 10-15 menit untuk mempelajari teks berbentuk hortatory exposition .</li> <li>- Guru meminta peserta didik membaca serta memahami isi dari teks tersebut.</li> <li>- Guru meminta siswa mempresentasikan hasil pemahaman dari masing-masing siswa di depan kelas.</li> </ul>
Independent Construction of Text (ICoT)	<ul style="list-style-type: none"> <li>- Siswa mengerjakan soal dalam bentuk lembar kerja tentang hortatory exposition text.</li> </ul>
<b>Post Reading</b>	<ul style="list-style-type: none"> <li>- Guru memberi kesempatan siswa untuk menjawab bertanya terkait teks hortatory exposition yang sudah dipahami.</li> <li>- Guru memberi kesimpulan serta mengklarifikasi isi dari teks hortatory exposition.</li> </ul>

#### E. Sumber dan Alat Belajar

1. Modul SIMPATI kelas XI/2
2. English book *interlanguage English students class XI*
3. *Modul Bahasa Inggris untuk SMA/MA semester genap*. Septiarti Wijayanti
4. <http://ASIK BELAJAR-hortatory exposition kelas XI/2.com>
5. Lembar kerja
6. Proyektor

## 7. Laptop

### **F. Penilaian**

- a. Teknik : test
- b. Instrument : tertulis

### **G. Kriteria Penilaian**

- 1. Remidi : peserta didik yang memperoleh nilai dibawah 70
- 2. Baik : peserta didik yang memperoleh nilai 70-90
- 3. Sangat Baik : peserta didik yang memperoleh nilai 90-100

Jepara, Mei 2018

Guru Bahasa Inggris

Peneliti

**Zahri Tamam, S.Pd**

**Jauharotun Nafisah**  
**NIM:141320000076**

## Appendix 12

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL GROUP)

Nama Sekolah : MA Darul Hikmah Menganti  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/2  
Pertemuan : 2  
Alokasi waktu : 2x 45 menit  
Topik Pembelajaran : Hortatory Exposition Text  
Skill : Reading

#### Standar kompetensi :

##### Membaca

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

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#### Indikator :

1. Mengidentifikasi informasi khusus dari teks hortatory exposition.
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3. Menemukan ide pokok serta berpendapat secara tertulis dari teks monolog berbentuk hortatory exposition .
4. Memahami isi dari teks monolog berbentuk hortatory exposition .

#### A. Tujuan Pembelajaran

Di akhir pembelajaran siswa (75%) diharapkan mampu :

1. Mengidentifikasi informasi khusus terdapat dari teks hortatory exposition .

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## **B. Materi Pembelajaran**

### **Hortatory Exposition Text**

Social function / communicative purpose (what the writer wants with the text) is to persuade the readers or listeners that something should or should not be the case.

#### **Generic structure of the text :**

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Ex: smooking is a bad impact for people.

- c. Mental processes : to state what the writer feels or thinks about issue.

Ex: realize, feel, appreciate, think

- d. Material processes : to state what happens.

Ex: should be prevented, affect etc.

- e. Relational processes: to state what is or should be.

Ex: is, are, does not give a good behaviour, etc.

*Read the following example !*

### **Why Should Smoke in a Restaurant Give a Bad Impact?**

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People pay to taste good food and not to be put off by foul-smelling smoke. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

**(ARGUMENTS)**

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants. Regarding to the bad impacts, smoking must not be allowed in any restaurants. **(RECOMMENDATION)**

**Grammar :**

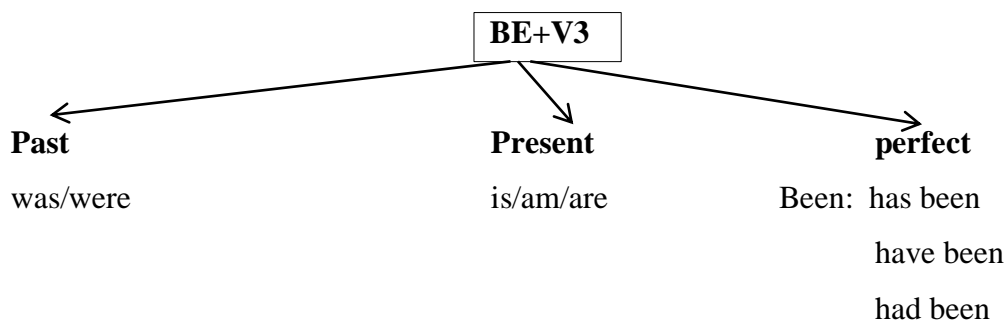
**Simple Present Tense**

The function of simple present tense :

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Interrogative ?	Ever	- Do/Does+Subject+verb-1 - Be+ subject?	-Do the children smart ?

## Passive Voice



PAST	PRESENT	
S + was/were+V3	S+is/am/are+V3	Simple
S+was being+V3 <u>were being</u>	is being S+ am being + V3 are being	Continuous Progressive
S+had been+ V3	S+has been + V3 Have been	Perfect
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No	Active	Passive
1.	Ray listens to the music.	The music is listened by Ray.
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5.	Ray has listened to the music.	The music has been listened by Ray
6.	Ray had listened to the music.	The music had been listened by Ray.

## C. Metode / Teknik Pembelajaran

### Three Phase Technique



## D. Langkah –Langkah Pembelajaran

### Pertemuan 2

Kegiatan Pembelajaran	Kegiatan
<b>Pre Reading</b>	<ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan menyapa peserta didik dengan bahasa inggris. <i>Good morning students</i> <i>How are you today ?</i></li> <li>- guru memberikan pertanyaan terkait ulasan materi sebelumnya.</li> <li>- Guru memberi apersepsi serta motivasi dalam proses pembelajaran.</li> </ul>
<b>Main/ While Reading</b> Building Knowledge of Field (BKoF)	<ul style="list-style-type: none"> <li>- Guru memberikan pertanyaan serta memberi kata kunci tentang materi yang akan disampaikan.</li> <li>- Guru memberi kesempatan siswa berpendapat atau menjawab pertanyaan yang sudah disampaikan.</li> <li>- Guru menyajikan materi pembelajaran dalam bentuk power point.</li> </ul>
Modeling of Text (MoT)	<ul style="list-style-type: none"> <li>- Guru memberikan penjelasan mengenai <i>purpose, generic structure, and language feature</i> dari teks hortatory exposition.</li> <li>- Guru menjelaskan tenses yang dipakai dalam teks hortatory exposition.</li> <li>- Guru memberi contoh terkait issue atau kejadian sesuai dengan isi teks hortatory exposition.</li> </ul>

Joint Contruction of Text (JCoT)	<ul style="list-style-type: none"> <li>- Guru memberikan lembar bacaan dan memberikan kepada seluruh peserta didik.</li> <li>- Guru memberi waktu 10-15 menit untuk mempelajari teks berbentuk hortatory exposition .</li> <li>- Guru meminta peserta didik membaca serta memahami isi dari teks tersebut.</li> <li>- Guru meminta siswa mempresentasikan hasil pemahaman dari masing-masing siswa di depan kelas.</li> </ul>
Independent Construction of Text (ICoT)	<ul style="list-style-type: none"> <li>- Siswa mengerjakan soal dalam bentuk lembar kerja tentang hortatory exposition text.</li> </ul>
<b>Post Reading</b>	<ul style="list-style-type: none"> <li>- Guru memberi kesempatan siswa untuk menjawab bertanya terkait teks hortatory exposition yang sudah dipahami.</li> <li>- Guru memberi kesimpulan serta mengklarifikasi isi dari teks hortatory exposition.</li> </ul>

#### **E. Sumber dan Alat Belajar**

1. Modul SIMPATI kelas XI/2
2. English book *interlanguage English students class XI*
3. *Modul Bahasa Inggris untuk SMA/MA semester genap*. Septiarti Wijayanti
4. <http://ASIK BELAJAR-hortatory exposition kelas XI/2.com>
5. Lembar kerja
6. Proyektor

7. Laptop

**F. Penilaian**

1. Teknik : test
2. Instrument : tertulis

**G. Kriteria Penilaian**

1. Remidi : peserta didik yang memperoleh nilai dibawah 70
2. Baik : peserta didik yang memperoleh nilai 70-90
3. Sangat Baik : peserta didik yang memperoleh nilai 90-100

Jepara, Mei 2018

Guru Bahasa Inggris

Peneliti

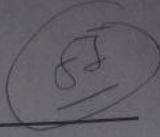
**Zahri Tamam, S.Pd**

**Jauharotun Nafisah**

**NIM:141320000076**

## Appendix 13

### STUDENTS' ANSWER SHEET OF TRYOUT TEST



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**STUDENT ANSWER SHEET**

Name : Etik Fitri Nuraini, Yah

No : 11

Class : XI IPS 2

Subject : English

Semester : II


Time : 45 minutes

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NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	X											X		X				X	X	
B		X	X		X			X								X				X
C				X			X				X						X			
D						X			X	X			X		X					
E																				

NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A		X			X		X								X					
B			X	X		X				X		X	X							
C											X									
D									X											
E	X							X						X						



## Appendix 14

### STUDENTS' ANSWER SHEET OF POST – TEST (EXPERIMENTAL GROUP)

Appendix 3

13

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**STUDENT ANSWER SHEET**

Name : Izzah Zakiyatur Rahmah      Subject : English  
No : 14      Semester : II  
Class : XI - IPA      Time : 45 minutes

---

Choose one of the correct answer by using inverted cross !

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A															
B															
C															
D															
E															

NO	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A															
B															
C															
D															
E															

22

Good Luck

## Appendix 15

### STUDENTS' ANSWER SHEET OF POST – TEST (CONTROL GROUP)

Appendix 3

76

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**STUDENT ANSWER SHEET**

Name : *Arina amiliyah*      Subject : English  
 No : *03*      Semester : II  
 Class : *XI IPS1*      Time : 45 minutes

---

Choose one of the correct answer by using inverted cross !

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A					<del>X</del>		<del>X</del>			<del>X</del>					<del>X</del>
B								<del>X</del>	<del>X</del>				<del>X</del>		
C		<del>X</del>									<del>X</del>	<del>X</del>			
D															
E	<del>X</del>			<del>X</del>	<del>X</del>		<del>X</del>								<del>X</del>

NO	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A						<del>X</del>	<del>X</del>			<del>X</del>					
B		<del>X</del>	<del>X</del>					<del>X</del>	<del>X</del>						
C	<del>X</del>														
D				<del>X</del>											
E					<del>X</del>										

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Good Luck

## Appendix 16

### SURAT PENGESAHAN PROPOSAL



#### UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

• Program Studi Pendidikan Agama Islam (PAI)  
Akreditasi BAN-PT: Peringkat B  
Nomor: 192/SK/BAN-PT/HK-V/05/01/2013

• Program Studi Pendidikan Guru PAUD (PGPAUD)  
Isi Penyelenggaraan Kejuruan Meristadikis RI  
Nomor: 247/KPT/1/2013

• Program Studi Pendidikan Bahasa Inggris (PBI)  
Akreditasi BAN-PT: Peringkat B  
Nomor: 1697/SK/BAN-PT/Akred/S/02/17

• Program Studi Pendidikan Guru Sekolah Dasar (PGSD)  
Isi Penyelenggaraan Kejuruan Meristadikis RI  
Nomor: 4109/KPT/1/2013

#### PENGESAHAN PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Proposal Skripsi mahasiswa di bawah ini :

Nama : JAUHAKOTUN NAFISAH  
NIM : 141320000076  
NIRM : -  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Tempat, Tgl. Lahir : JEPARA, 29 DESEMBER 1995  
Alamat : MENGANTI KEDUNG JEPARA RT 16 RW 04  
Judul Proposal : THE STUDENT'S READING COMPREHENSION ON HORTATORY  
EXPOSITION BY USING COOPERATIVE INTEGRATED  
READING AND COMPOSITION (CIRC) TECHNIQUE  
(An Experimental Study of Eleventh-Grade Students of MA Darul  
Hikmah Menganti Kedung Jepara)

Telah diseminarkan oleh Dewan Penguji Fakultas Tarbiyah dan Ilmu Keguruan  
UNISNU Jepara pada tanggal 31 MEI 2018

Berdasarkan hasil seminar tersebut, Dewan Penguji merekomendasikan untuk  
melanjutkan penelitian dalam rangka penyusunan skripsi sesuai dengan proposal yang telah  
disetujui.

Jepara, 09 Juli 2018

Penguji I,

H. MAFALLI, M.Pd

Penguji II,

HUSNI MUBAROK, M.Pd



Appendix 17

SURAT KETERANGAN PENELITIAN



YAYASAN DARUL HIKMAH  
**MADRASAH ALIYAH DARUL HIKMAH**  
**TERAKREDITASI : A**

Jl. Menganti – Jepara KM. 7 Kedung Jepara Jawa Tengah  
Telp. (0291) 755 822 ✉ [madarulhikmah@gmail.com](mailto:madarulhikmah@gmail.com)

**SURAT KETERANGAN RISET**  
**Nomor : MA.k/PP.006/113/IX/2018**

Kepala MA. Darul Hikmah Menganti Kedung Jepara, Menerangkan bawah:

Nama : JAUHAROTUN NAFISAH

NIM : 141320000076

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Pendidikan Bahasa Inggris ( PBI )


Alamat : Menganti Rt 16 Ww 04 Kedung Jepara

Yang bersangkutan melaksanakan Penelitian di MA Darul Hikmah Menganti Kedung Jepara yang terhitung mulai 07 Agustus sd 07 September 2018, dengan judul Penelitian :

THE STUDENTS' READING COMPREHENSION ON HORTATORY EXPOSITION BY USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE (AN EXRERIMENTAL STUDY OF ELEVENTH- GRADE STUDENTS OF MA DARUL HIKMAH MENGANTI KEDUNG JEPARA )

Demikian surat Keterangan ini kami buat, atas perhatiannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Menganti, 08 September 2018  
Kepala MA Darul Hikmah  
  
Drs. H. Sholihin



