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APPENDICS

1. **Lesson plan**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs Ashhabul Maimanah

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester : V

Materi   : Narrative Text

Alokasi Waktu   : 4 x 45 Menit (2x Pertemuan)

A. Kompetensi Inti:

KI 1   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   : Memahami menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Menemukan makna tersirat pada teks naratif sederhana berbentuk legenda rakyat. 3.10.2 Menemukan ide pokok yang terdapat dalam text naratif sederhana berbentuk legenda rakyat.
4.15 Menangkap makna teks naratif tulis berbentuk legenda rakyat	4.15.1 Merumuskan informasi rinci yang terdapat dalam text naratif sederhana berbentuk legenda rakyat. 4.15.2 Menyimpulkan pesan moral (moral value) dalam teks naratif tulis berbentuk legenda sederhana.

C. Materi Pembelajaran

Narrative Text

1. Definition of Narrative

Narrative is a text focusing specific participants. Its social function is
to tell stories or past events and entertain the readers.

2. Generic Structure of Narrative

1. Orientation: Introducing the participants and informing the time and
the place

2. Complication: Describing the rising crises which the participants
have to do

3. Resolution: Showing the way of participant to solve the crises,
better or worse

3. Language Features of Narrative

- Using processes verbs

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1. Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

2. Struktur

a. Pengenalan tokoh dan setting

b. Komplikasi terhadap tokoh utama

c. Solusi dan akhir cerita

3. Unsur kebahasaan

a. Kata-kata terkait karakter, watak, dan setting dalam legenda

b. Modal auxiliary verbs.

c. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

e. Rujukan kata

D. Media, Alat, Bahan dan Sumber Belajar

1. Media : Gambar
2. Alat : Papan tulis, Spidol, Penghapus.
3. Sumber :
   - Buku Bahasa Inggris,
   - Dictionary
   - Suara guru

E. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Pendahuluan (15 Menit)

1) Guru member salam (greeting) dan mengajak peserta didik untuk berdoa bersama.
2) Guru memeriksa kehadiran peserta didik.
3) Guru menyiapkan kesiapan pesertadidik secara psikis dan fisik untuk mengikuti pelajaran.
4) Guru bertannya ke beberapa peserta didik secara individual untuk memastikan bahwa mereka dapat merespon ungkapan guru
5) Guru melakukan apersepsi materi untuk merespon siswa memasuki materi yang akan di ajarkan,

   Apersepsi : guru memperlihatkan sebuah gambar dan memberi kan teks naratif sederhana berbentuk legenda rakyat.
6) Guru menyampaikan tujuan pembelajaran dan kegiatan yang akan dilakukan

b. Kegiatan Inti (60 Menit)

Pertemuanke-I

Observing (Mengamati)

1) Siswa memperhatikan gambar yang diperlihatkan oleh guru dan menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru

2) Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya

3) Siswa mengamati keteladanan dari cerita legenda

4) Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

Questioning (Menanyakan)

1) Guru membimbing pesertadidik untuk dapat mengajukan pertanyaan secar amandiri.

2) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

3) Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu.

Experimenting (Mencoba, mengeksplorasi)

1) Siswa membaca beberapa teks legenda dari berbagai sumber.

2) Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu serta pesan moral (*moral value*) dalam teks tersebut.

Pertemuanke-II

Associating (Menalar)

1) Siswa secara berkelompok mendiskusikan teks narrative yang diberikan oleh guru dan memahami isi cerita yang ada pada teks tersebut secara rinci.

2) Secara berkelompok siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.

3) Siswa secara individu dalam kelompoknya menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut di dalam story recipe.

4) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Communicating (Menginformasikan, melaporkan)

1) Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasan yang ditemukan setelah membaca teks legenda.

2) Salah satu siswa dari masing-masing kelompok membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat di depan kelas dan kelompok yang lain menyimaknya

3) Melalui arahan guru, peserta didik mengumpulkan tugas dan melaporkan apa yang telah mereka tulis di depan kelas.

c. Kegiatan Penutup

1) Guru dan siswa secara bersama-sama membuat kesimpulan pembelajaran pada pertemuan hari ini.

2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru mengakhiri kegiatan belajar dengan memberikan pesan untuk tetap semangat belajar dan menutup pembelajaran dengan salam.

F. Penilaian

1. Sikap

a. Teknik penilaian : Observasi (sikap)

b. Instrumen penilaian

Aspek	Keterangan	Skor
Bertanggung jawab	✓ Melaksanakan tugas dengan baik tepat waktu.	3
	✓ Melaksanakan tugas tetapi tidak tepat waktu.	2
	✓ Tidak melaksanakan tugas	1
Peduli	✓ Bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses pembelajaran	3
	✓ Sedikit bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses pembelajaran	2
	✓ Tidak bersungguh-sungguh dalam memperhatikan dan ikut serta dalam setiap kegiatan dalam proses pembelajaran	1
Kerjasama	✓ Bekerja sama dan proaktif dalam kelompok selama proses pembelajaran	3
	✓ Tidak sepenuhnya dan kurang proaktif dalam kelompok selama proses pembelajaran	2
	✓ Tidak bekerja sama dan proaktif dalam kelompok selama proses pembelajaran	1

Pedoman penilaian Aspek sikap

- Nilai maximal setiap siswa 3 x 3 = 9
- Nilai akhir = Skor penilaian   x 100

Skor Maximal

2. Pengetahuan

a. Teknik penilaian : Tes

b. Bentuk Instrumen :*Multiple choice and essay*

c. Kisi-kisi

No	Indikator	Butir Instrumen
1.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	*Answer the question well!* Soal terlampir.

Pedoman penilaian Aspek Pengetahuan

- Nilai PG   : Jumlah betul x 1

  Nilai max PG   : 10 x 1 = 10

- Nilai Essay   : Jumlah betul x 2

  Nilai max essay : 5 x 2 = 10

- Skor maximal   : Nilai max PG (10) + Nilai max essay (10) = 20

- Nilai akhir   = SkorPG + Skor Essay   x 100

  Skor Maximal

3. Keterampilan

a. Teknik penilaian : Unjuk kerj akelompok dan individu

b. Bentuk Instrumen :Tes *Mengisi Recipe Story*

c.Kisi-kisi

No	Indikator	Butir Instrumen
1.	Menangkap makna teks naratif tulis berbentuk legenda rakyat	*Read and translate the story about Malin Kundang comprehensively with your group and list the intrinsic unsure in recipe story by yourself!* Soalterlampir.

d. Instrumen Penilaian

1) Penilaian Individu

Setiap kolom benar mendapat skor 10.

Rincian	Skor
Jawaban benar dan sesuai dengan kunci jawaban	10
Jawaban hamper mendekati benar dan sesuai dengan kunci jawaban, namun tidak sempurna.	7,5
Jawaban hamper mendekati benar, tapi penulisan tidak sesuai namun mendekati kunci jawaban	5
Jawaban kurang tepat, penulisan tidak sesuai namun mendekati kunci jawaban	2,5
Jawaban tidak benar dan tidak sesuai dengan kunci jawaban	0

2) Penilaian Kelompok

Penilaian diraih dengan menambahkan rata-rata skor yang diperoleh dari masing-masing anggota kelompok dan diberi bonus poin dalam setiap kelompok.

Score Bonus points

Below 50	1
51–55	2
56–60	3
61–65	4
66–70	5
71–75	6
76–80	7
81–85	8
86–90	9
91+	10

Penghitungan nilai kelompok

- ± 46 : 95-100
- ± 45 : 80-94
- ± 30 : 65-79
- ± 15 : 49-64

Pedoman penilaian Aspek Keterampilan

- Nilai akhir $= \dfrac{\text{Nilai individu} + \text{Nilai Kelompok}}{2} \times 100$

KONVERSI KOMPETENSI PENGETAHUAN, KETERAMPILAN DAN SIKAP

Predikat	Nilai Kompetensi		
	Pengetahun	Keterampilan	Sikap
A	89-100	89-100	Sangat baik
B	79-89	79-89	Baik

C	69-80	69-80	Cukup
D	50-60	50-60	Kurang

Serang, Maret 2018   Mengetahui,

Guru Mata Pelajaran   Peneliti

Akbar S Pd   Anis Fuad

NIP.   NIM. 132301536

II. INTERVIEW SHEET

Student's Response of Using Scaffolding technique

in Learning Reading Comprehension on Narrative Text

A. Respondent Identity

Name   : ………………………..

Class   : ………………………..

Date   : ………………………..

B. Questions

1. Apakah anda setuju bahwa untuk meningkatkan pemahaman membaca, anda harus melatihnya dengan banyak membaca?

   Jawaban:_____

   _____

2. Apakah anda memahami pelajaran yang telah disampaikan oleh peneliti (mahasiswa) tentang teks naratif?

   Jawaban:_____

   _____

3. Apakah anda lebih memahami pelajaran teks naratif yang diajarkan oleh guru anda atau oleh peneliti (mahasiswa)?

   Jawaban:_____

   _____

4. Apakah anda lebih memilih metode scaffolding technique yang digunakan peneliti/ mahasiswa atau metode guru anda untuk meningkatkan pemahaman membaca anda dalam teks naratif?

   Jawaban:_____

   _____

5. Apa alasan anda lebih memilih metode scaffolding technique yang digunakan peneliti/ mahasiswa dalam meningkatkan pemahaman membaca anda dalam teks naratif?

Pre-test

Name   : ……………………………
Class   : ……………………………

Read comprehensively!

Once, there wasa beautiful Javanese princess whose name was RaraJonggrang. RaraJonggrang whose beauty very famous in the land was the daughter of PrabuBaka, an evil king.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed PrabuBaka. On seeing Princess RaraJonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess RaraJonggrang felt sad due to the death of herfather. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested RaraJonggrang. Bandung agreed with this condition.

Helped by the spirit of demons, Bandung Bondowoso started building the temple. Approaching midnight, the work would nearly be done. RaraJonggrang knew and thought, "What shall I do? Bandung is smarter than I. I would loseagainst Bandung."

Suddenly, *she* got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousand temples. "The princess has deceived me!" Following his anger, he *curse* RaraJonggrang. "You have cheated me. Now, the thousandthtemple is you!"

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a far land. From then, people called the Prambanan Temple and the princessstatue, RaraJonggrang Statue.

(Adapted from: Look Ahead I An English Course for Senior High School Student Year X)

I. Multiple Choice Questions!

1. What does the story talk?

   a. Legend of RaraJonggrang

   d. Legend of an evil king

   b. Legend of PrabuBaka Bondowoso

   e. Legend of Bandung

   c. Legend of Prambanan Temple

2. What is the type of the text?

   a. Report

   d. Recount

   b. Narrative

   e. Procedure

   c. Descriptive

3. "Once, there wasa beautiful Javanese princess whose name was RaraJonggrang. RaraJonggrang whose beauty very famous in the land was the daughter of PrabuBaka, an evil king."

   This part of the text is called…?

   a. Resolution

   d. Complication

   b. Orientation

   e. Re orientation

   c. Description

4. Who is Bandung Bondowoso?

   a. An old man

   d. An evil king

   b. A beautiful princess

   e. A handsome prince

c. A handsome young man with super natural power

5. Why did the princess not want to marry BandungBondowoso?

    a. Because she did not like him   d. Because he had killed her father

    b. Because she had a boyfriend   e. Because he is ugly

    c. Because the king did not agree

6. What didRaraJonggrang request as a wedding gift?

    a. One thousand temple   d. One hundred flower

    b. One hundred stone   e. One hundred dollar

    c. One thousand castle

7. "Suddenly, **she** got an idea." The word "s**he**" (in paragraph 5 line 1) refers to..

    a. Women in the palace   d. A daughter

    b. Bandung Bondowoso   e. RaraJonggrang

    c. A young girl

8. "he *curse* RaraJonggrang." (in paragraph 6 line 2) To repair this sentence, we must use…

    a. cursed   d. curses

    b. is cursing   e. will curse

    c. has curse

9. Which is statement **true** according to the text?

    a. RaraJonggrang has married   d. RaraJonggrang was happy

    b. BandungBondowoso has not cheated   e. RaraJonggrang became a
       satute

    c. BandungBondowoso did not regretted

10. What lesson can we take from the story?

a. We should not be an arrogant person.

b. We should be a diligent person.

c. We should not want thing that are beyond our means.

d. We should be patient to get what we want.

e. We should be honest person.

II. Essay Questions!

1. Who are the characters in that story?

Answer:_____

_____

2. Where did RaraJonggrang wake up all the women to make the noisy sounds?

Answer:

_____

_

3. When did Bondowoso hear the sound of grinding rice?

Answer:

_____

__

4. Why did Bandung Bondowoso regret and go away into a far land?

Answer:

_____

5. What the end of the story, happy ending or sad ending?

Answer:
_____

Key Answer

I. Multiple Choice

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

II. Essay

1. Some characters in the story.

a. RaraJonggrang

b. Bandung Bondowoso

c. PrabuBaka

2. In the palace

3. Approaching midnight

4. Because he has cursed RaraJonggrang became a statute

5. The end of the story is sad ending

Post- Test

Name :……………………

Class :……………………

Read the text below carefully and choose the answer between A, B, C, D, or E

Text 1 for questions 1 to 3

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, ”Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom.” Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale". .

1. The second paragraph is called ……
   a. orientation
   b. complication
   c. resolution
   d. identification
   e. conclusion

2. Why was it hard for the princess to choose one of the princes?
   a. She loved all the princes.
   b. All the princes were handsome.
   c. All the princes were powerful.
   d. She was afraid of the dangerous risk.
   e. Her father permitted her to marry.

3. "Six of them came to Teberu and <u>ask for</u> her hand of marriage."
   (Paragraph 1)
   The underlined phrase can be replaced by …..
   a. intend
   b. admit
   c. promise
   d. accompany
   e. propose

Text 4 for questions 4 to 6

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him.

"Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

4. What is the purpose of the text?
   a. To entertain the readers
   b. To persuade the readers that something should or should not be the case
   c. To inform the readers about the events of the day which are considered newsworthy
   d. To explain something
   e. To present at least two points of view about an issue

5. What is the moral value of the text?
   a. Don't look at someone because of his clothes
   b. It is best for prepare for the days of necessity
   c. Common people may prove great ones
   d. United we stand, divided we fall

e. Honestly begins at home

6. Paragraph three mainly tells us that ……
   a. The little mouse asked for forgiveness
   b. The hunters carried the lion alive to the King
   c. The lion was tied to a tree by the hunters
   d. The little mouse could prove that he could help the lion
   e. From the first, the lion believed in what the little mouse said

Text below is for question number 7 – 10

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (pesta dansa) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (kereta), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

7. What is the purpose of the text above?
   a. To tell us how to write a story
   b. To inform what happened in the past
   c. To give a description of a beautiful girl
   d. To retell about Cindrella's experience/memory
   e. To entertain readers with an actual, or vicarious experience

8. What was there at the palace one day?
   a. A game
   b. A birthday party
   c. Glass slippers
   d. A ball
   e. Crown part

9. Why did the king hold the event at his palace?
   a. To celebrate his birthday

b. To entertain his people
c. To celebrate his wedding
d. To show give amusement to his guests.
e. To find his crown prince a wife

10. How was the end of the story?
   a. The prince married Cindrella.
   b. The king gave the kingdom to Cindrella.
   c. Cindrella was killed by her step mother .
   d. Cindrella was betrayed by the king.
   e. The prince turned into a horse forever.

II. Essay Question

Text below for question number 9 - 13

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

11. What type of text is the above text? It is
………………………………………………………………………………
………………
12. What destroyed the homes of all rats?
………………………………………………………………………………
………………
13. What helped the elephant's herd free?
………………………………………………………………………………
………………
14. What is generic structure of "once upon a time there lived a group of mice under a tree in
peace"?…………………………………………………………………………
………………
15. At the end of the story, how was the elephant's herd?
………………………………………………………………………………
………………

OBSERVATION SHEET

STUDENT LEARNING PROCESS

School : MTs Ashhabul Maimanah Kedaung Mekar Baru
Tangerang

Class : VIII

Observer : ANIS FUAD

Day, date :

NO.	ASPECT	1	2	3	4	5
1.	Opening the lesson					
	1. Student answer the teacher question					
	2. Student listen the teacher explanation about standard competence					
2.	Learning Process					
	A. Explanation					
	1. Student listen the teacher's explanation about the material					
	2. Student follow the teacher's instruction					
	3. Interaction between student-teacher, student-learning material					
	B. Approachment/Learning Strategies					
	1. Student write the teacher explanation about material					
	2. Student follow the learning procces using scaffolding technique					
	C. Usage of Learning Media					
	1. Interaction between student and learning media					
	2. Interested with the material use scaffolding technique					

	D. Assessment Process					
	1. Student answer the test					

1. Very poor
2. Poor
3. Fair
4. Good
5. Execllent

Observer   : Anis Fuad

Signature :

1. Table T-Test

Pr / Df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002	
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127	
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595	
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089	
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607	
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148	
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710	
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291	
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891	
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508	
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141	
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789	
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451	
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127	
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815	
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515	
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226	
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948	
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680	
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421	
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171	
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930	
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696	
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471	
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253	
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041	
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837	
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639	
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446	
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260	
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079	
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903	
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733	
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567	
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406	
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249	
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096	
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948	
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804	
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663	
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526	

Documentation