

worksheet, following standard conventions	KC								
Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	TL KD KC								
Implement ICT to make the process easier	TL KD KC								
Use search engines, online databases, and email to find resources.	TL KD KC	√	√	√	√	√	√		√
Know web browser; google chrome, internet explorer to search the potential material on the internet	TL KD KC								

following standard conventions									
Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	TL KD KC								
Implement ICT to make the process easier	TL KD KC								
Use search engines, online databases, and email to find resources.	TL KD KC	√	√	√	√	√	√		
Know web browser; google chrome, internet explorer to search the potential material on the internet	TL KD KC								

Appendix 3

Table of Specification

Test Code and Name : Literal Reading

Test Type : Final Test

Assessment Type : Test

CEFR Level : A1

Time : 60 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can analyze an author's thesis in digital text, e-book, e-journal. • Students can identify author's thesis in advertisement, political ads, digital reading text, e journal. • Students can criticize author's thesis. • Students can apply skimming and scanning skills using word processing software • Students can skim and scan digital textbook materials, ads, journal, digital online text • Students can identify digital reference material by scanning. • Students can recognize main point of the text by scanning and skimming • Students can analyze word recognition in the digital text, internet reference. • Students can analyze phrase of reading in the text, e journal, e-book. 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>
Test Level	CEFR level B1	
Taxonomy		Decide and design relevant materials to test students'

	Remembering and Understanding	achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Internet Web/Online based references	Implement ICT to make the process easier Use search engines, online databases, and email to find resources.
Topics	How to make the best use of clever people. Insect dies Fuel	Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner Know web browser; google chrome, internet explorer to search the potential material on the internet Download resources from website Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
Time Allocation	60 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers Know web browser, google chrome, internet explorer to search the potential material on the internet Download resources from website

Test Items	24 Items	
Scoring	Using scoring rubric in analysis the students answer	
Administration	<p>Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet following standard convention</p>



Table of Specification for Mid Test

Test Code and Name : Critical Reading

Test Type : Mid Term Test

Assessment Type : Test

CEFR Level : B1

Time : 60 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can distinguish fact and opinion in the reading text. • Students can identify fact-finding in the both critical reading process and higher-level digital reading skills. • Students can analyze fact and opinion of reading text that spread of digital devices and digital texts. • Students can criticize the veracity of opinion texts in the internet website, information from multiple sources. • Students can detect the propaganda techniques in the TV commercial, cell phone, political ad • Students can navigate behavior, tone, and intent explains a significant part of the differences in digital reading performances 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>
Test Level	CEFR level is B1	
Taxonomy	Remembering, Understanding and applying	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	Implement ICT to make the process easier

		Use search engines, online databases, and email to find resources.
Topics	Pool Crvijaya Empire Potato plant	Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner Know web browser; google chrome, internet explorer to search the potential material on the internet Download resources from website Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
Time Allocation	60 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers Know web browser, google chrome, internet explorer to search the potential material on the internet Download resources from website
Test Items	20 Items	
Scoring	Using scoring rubric in analysis the /students answer	
Administration	Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)	Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers

	Submission's instruction	<p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet following standard convention</p>
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Table of Specification

Test Code and Name : Critical Reading

Test Type : Final Test

Assessment Type : Test

CEFR Level : B1

Time : 60 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can analyze and evaluate message, purpose, and perspective of figurative language from a variety of literary forms (e.g. Text, Music, Media, Film, Poetry, Cultural idioms) and demonstrate their understanding of the Unit's Figurative Language • Students can identify a text or author's potential biases in the internet website, digital reading, e-book, political ads, and journal • Students can summarize and inference a text or search for information on the internet to be more proficient in reading • Students are be able to recognize figurative language that author's use in the text 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>
Test Level	CEFR level is B2	
Taxonomy	Remembering, Understanding and applying	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	Implement ICT to make the process easier

		Use search engines, online databases, and email to find resources.
Topics	<p>Potato plant</p> <p>Painting</p> <p>A small furry animal</p> <p>Fuchsias</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Know web browser; google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>
Time Allocation	60 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	<p>Use word processing software to write a worksheet following standard convention</p> <p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p>
Test Items	20 Items	
Scoring	Using scoring rubric in analysis the students answer	
	Guidelines for test takers and administrators, regulations in the	Know basic hardware; desktop, laptop, tablet, smartphone,

Administration	exam room (seating plan, silence) Submission's instruction	cameras, TV, speakers, projectors, printers Know presentation software; power point, Prezi, google presentation Know management application; google classroom, Padlet, class chart and class max Use word processing software to write a worksheet following standard convention
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Table of Specification for Mid Test

Test Code and Name : Affective Reading

Test Type : Mid Term Test

Assessment Type : Test

CEFR Level : B2

Time : 90 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can identify affective or emotional involvement in the digital text, ads, political ads, internet references, e-journal, eBook. • Students can analysis affective or emotional involvement in the digital text, ads, political ads, internet references, internet website, e-journal, eBook. • Students can identify positive and negative affective language in the digital text, ads, political ads, internet references, internet website, e-journal, e-book. • Students can make analysis report of affective or emotional from the text, ads, internet references, e-book using word processing software. • Students can recognize figurative language use in imaginative literature, digital literature, digital text, e-book. • Students can distinguish factual materials and fiction in digital text, e-book, e-journal, website article. 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>

	<ul style="list-style-type: none"> • Students can analyze material, fiction, and language in internet references, website article. • Students can present material, fiction, and language from digital text, e-book, e-journal, website article using presentation software • Students can identify thoughts and belief in digital reading text, news, internet references, article website. • Students can compare the thought and belief from different references, news, website article • Students can present their own thought and belief toward reading materials using word processing and presentation software • Students can recognize affective responding in an ad, a cartoon, an essay in the internet. • Students can identify affective responding in news, article, novel, e-book, and poem • Students can make their own poem using word processing software. • Students can publish their own poem in Blogspot, WordPress, and Tumblr. 	
Test Level	CEFR level is B2	
Taxonomy	Remembering, Understanding, applying and evaluating	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	Implement ICT to make the process easier Use search engines, online databases, and email to find resources.
Topics		Know basic hardware; desktop, laptop, tablet, smartphone,

	A NEW ENGLAND SPINSTER	<p>cameras, TV, speakers, projectors, printer, scanner</p> <p>Know web browser; google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>
Time Allocation	60 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	<p>Use word processing software to write a worksheet following standard convention</p> <p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p>
Test Items	20 Items	
Scoring	Using scoring rubric in analysis the students answer	
Administration	<p>Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p>

		Use word processing software to write a worksheet following standard convention
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Table of Specification

Test Code and Name : Affective Reading

Test Type : Final Test

Assessment Type : Test

CEFR Level : B2

Time : 90 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can recognize images in both fictional and nonfictional writings in the internet. • Students can explain fictional and nonfictional images in the internet such as ads, poster, marketing poster. • Students can recognize affective language of images and analogies in the internet. • Students can analysis affective language in fictional and nonfictional images • Students can identify lines in poetry • Students can analysis language in poetry and poem • Students can analyze images in a poem. • Students can explain the meaning of poem and poetry in presentation class. • Students can make their own poem and poetry using word processing software • Students can discuss the feeling in developing affective level of comprehension • Students can analyze the change of taste in digital reading, e book, article website, e journal 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>

Test Level	CEFR level is B2	
Taxonomy	Remembering, Understanding, applying and evaluating	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	Implement ICT to make the process easier Use search engines, online databases, and email to find resources.
Topics	High-frequency waves The Smithsonian Institution What are the dolphins saying: whistlers or words?	Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner Know web browser; google chrome, internet explorer to search the potential material on the internet Download resources from website Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
Time Allocation	60 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers Know web browser, google chrome, internet explorer to search the potential material on the internet

		Download resources from website
Test Items	20 Items	
Scoring	Using scoring rubric in analysis the students answer	
Administration	<p>Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet following standard convention</p>



Table of Specification for Mid Test

Test Code and Name : Syntopical Reading

Test Type : Mid Term Test

Assessment Type : Test

CEFR Level : C1

Time : 90 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> •Students can combine suitable references from the internet. •Students can analysis references from the internet. •Students can compare internet references from different internet source •Students can compare the ideas, vocabulary, and arguments from the internet •Students can analyze ideas, vocabulary, and arguments from the internet. •Students can make their own ideas and argument different from the internet. •Students can analyze fact from idea and argument in the internet. <p>Students can analyze the subject of the digital reading, e-journal, website article, e-book.</p> <ul style="list-style-type: none"> •Students can apply skimming and scanning skills using word processing software •Students can skim and scan digital textbook materials, ads, journal, digital online text. 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>

	<ul style="list-style-type: none"> • Students can recognize main point of the text by scanning and skimming • Students can distinguish main ideas and details in the digital text, information in the internet, news, commercial text. • Students can analysis main ideas of the text in the internet, online advertisement, e-journal, e-book. • Students can locate the main ideas and details of the text. • Students can make their own question using word processing software. 	
Test Level	CEFR level is C2	
Taxonomy	Remembering, understanding, applying, evaluating, creating	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	<p>Implement ICT to make the process easier</p> <p>Use search engines, online databases, and email to find resources.</p>
Topics	A STUDY ON STUDENTS' NEED ANALYSIS ON WEB-BASED ENGLISH LEARNING MATERIALS	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Know web browser; google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>
Time Allocation	90 minutes	
Test Format	Essay Question Test	

Instruction	Clear, simple with appropriate time to read.	<p>Use word processing software to write a worksheet following standard convention</p> <p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p>
Test Items	2 Items	
Scoring	Using scoring rubric in analysis the students answer	
Administration	<p>Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet following standard convention</p>

Table of Specification

Test Code and Name : Syntopical Reading

Test Type : Final Test

Assessment Type : Test

CEFR Level : C1

Time : 100 Minutes

Criteria	Description	Integrated ICT Competencies
Learning Objectives	<ul style="list-style-type: none"> • Students can identify the issues in the digital reading text. • Students can compare the issues from different internet references. • Students can analyze the issues find the internet article, news, and internet references. • Students can identify the terms in digital reading text. • Students can analysis author's term in digital reading text. • Students can explain the meaning of author's term in digital text, news, ads, website article. • Students can combine multiple perspectives within an issue from the internet references, internet website, internet article • Students can compare multiple perspectives within an issue from the internet references, internet website, internet article. • Students can discuss reading issues. • Students can compare the answer between two authors in internet references, internet website, internet article 	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>

	<ul style="list-style-type: none"> • Students can analyze the different conceptions of the question in internet references, internet website, internet article • Students can analyze different views of the subject internet references, internet website, internet article. 	
Test Level	CEFR level is C1	
Taxonomy	Remembering, Understanding, applying, evaluating, creating	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.
Input Sources	Web/Online based references	<p>Implement ICT to make the process easier</p> <p>Use search engines, online databases, and email to find resources.</p>
Topics	<p>I Can't Let My Daughter Die</p> <p>Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-playing)</p> <p>Identifying Reading Preferences of Secondary School Students</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printer, scanner</p> <p>Know web browser; google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>
Time Allocation	100 minutes	
Test Format	Essay Question Test	
Instruction	Clear, simple with appropriate time to read.	Use word processing software to write a worksheet following standard convention

		<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p>
Test Items	2 Items	
Scoring	Using scoring rubric in analysis the students answer	
Administration	<p>Guidelines for test takers and administrators, regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet following standard convention</p>

Appendix 4

FINAL TEST

Course	: Literal Reading	Semester/Class	: 1 (A-B)
Lecturer	:	Time allocation	: 60 Minutes
Credit	: 3 SKS	Date of Test	: 22 February 2020

Rules of Test:

1. Access your *google classroom* by using your laptop
2. Write name, class/semester and NIM
3. Read the instruction carefully and answer the questions
4. Click the link to open the paragraph
5. Type all the answer of tests using Ms. Word
6. Don't open google translate during the test
7. Don't discussion during the test
8. Use our own words, don't just copy from your friends
9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1a2HnxCYwl_E6_oihPuINCz-g_t8Yuac-nxVDktIL9Ng/edit

1. What is the appropriate explanation the relationship between the last sentence and the previous one?
2. What is the coordinator showing a conclusion?
3. What pattern of paragraph does the third paragraph 3 have?
4. The signal words of paragraph 3 showing its relation to the previous paragraph are

5. What is **NOT** containing definition/additional information in paragraph 3?
6. Employees who criticize ... (paragraph 1) The underlined word means ...
7. So they decide to set up on their own (paragraph 2). The underlined words can be replaced by

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/14SgG_1fXA8GR7cUPK0ZjXW9YeVJqcGw1aCX2YK1vv5U/edit

1. In general, which of the statement is true about what this text tells us?
2. The idea in the fourth paragraph is given through a
3. The World Wildlife Fund will be more and more successful if
4. ...; they will nearly disappeared in twenty years. (paragraph 3). The underlined word means

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1BO_663N1841fIV3zrLSEFTWN12kJ2zSd5om4ok723eE/edit

1. Paragraph two tells us about
2. What is the correct title for the reading text?
3. What are the sources of energy is **NOT** running out?
4. The sun energy is used to in communication.
5. We still have a problem of using the sun energy because

6. Solar energy can also be used for power plants but it has not been developed yet.
7. People worry about fossil fuel as source of energy because

GOOD LUCK



MID TERM TEST

Course	: Critical Reading	Semester/Class	: 2 (A-B)
Lecturer	:	Time allocation	: 60 Minutes
Credit	: 3 SKS	Date of Test	: 22 Augustus 2020

Rules of Test:

1. Access your *google classroom* by using your laptop
 2. Write name, class/semester and NIM
 3. Read the instruction carefully and answer the questions
 4. Click the link to open the paragraph
 5. Type all the answer of tests using Ms. Word
 6. Don't open google translate during the test
 7. Don't discussion during the test
 8. Use our own words, don't just copy from your friends
 9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.
-

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1GQfRRe47H7kY_mJyyPvFr4fbm39bWdFlTIXRRDx_oAI/edit

1. According to the passage, which of the following statements is an opinion?
2. What is the tone of the men towards the floor-length skirt?
3. What is the author's bias against?
4. What is the author's purpose in writing the passage?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1bpFL72klXhVjqk53ANBgBPmI05Qaof7PKxXkrZKIHym/edit>

1. This passage belongs to the type of ...
2. The purpose of the passage the writer wrote is to ...
3. The topic of the passage is ...

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/13_bdqkuVdusaaDnyJ92jQDbx2w5VFqyXkJg-Obq8I/edit

1. The topic of the passage is ...
2. The words indicating the type of the paragraph are
3. What is the effect found in the passage?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1ezOSzGdU9M9GiSCUwMdmNbbOwzYH7r-i58Kc3yMPFZQ/edit>

1. What is the organization of ideas in this paragraph?
2. What is the first thing this study does in his experiment?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1jIMKPgXocDtc2mRzFApQojP5SS_zPULki0zi5NKeQ9A/edit

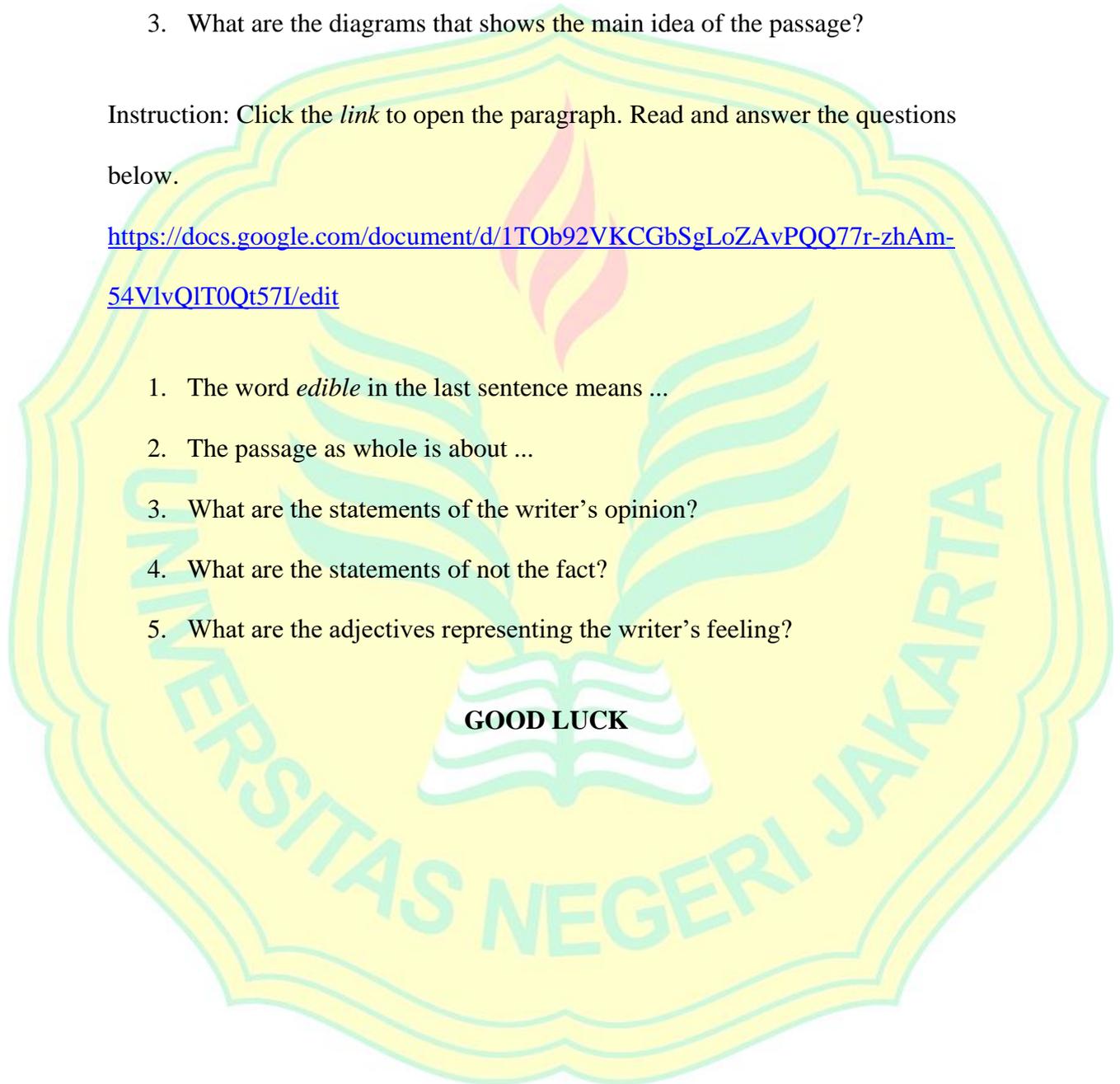
1. What is the topic sentence of the passage?
2. What is the main idea of the passage?
3. What are the diagrams that shows the main idea of the passage?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1TOB92VKCGbSgLoZAvPQQ77r-zhAm-54VlvQIT0Qt57I/edit>

1. The word *edible* in the last sentence means ...
2. The passage as whole is about ...
3. What are the statements of the writer's opinion?
4. What are the statements of not the fact?
5. What are the adjectives representing the writer's feeling?

GOOD LUCK



FINAL TEST

Course	: Critical Reading	Semester/Class	: 2 (A-B)
Lecturer	:	Time allocation	: 60 Minutes
Credit	: 3 SKS	Date of Test	: 22 August 2020

Rules of Test:

1. Access your *google classroom* by using your laptop
 2. Write name, class/semester and NIM
 3. Read the instruction carefully and answer the questions
 4. Click the link to open the paragraph
 5. Type all the answer of tests using Ms. Word
 6. Don't open google translate during the test
 7. Don't discussion during the test
 8. Use our own words, don't just copy from your friends
 9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.
-

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1I7PcfYbB6sPmPF3Mn9wUPVlpmLRWhLBEaf0f7hosnqc/edit>

1. What are sentences showing the clue of the writer's attitude?
2. The writer's intent in writing the passage is to inform the reader that ...
3. What kind of relationship do you found in the passage?
4. What are words found in the passage show contrast relationship?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1zc0OMx2Vg->

[L2_KYOQP0Nuz8Gw75DgTxfu-OV_InnkPQ/edit](https://docs.google.com/document/d/1zc0OMx2Vg-L2_KYOQP0Nuz8Gw75DgTxfu-OV_InnkPQ/edit)

1. What are the two things being compared?
2. What is the similarity of the two things being compared?
3. What are statements is not contrasted in the passage?
4. What words or phrases indicate the similarities?
5. What words or phrases in the passage indicate the contrast?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1Hwk0QRqycdXMUhc2n9qx7xJ4z9bgvJJH>

[PV3oALcD1c0/edit](https://docs.google.com/document/d/1Hwk0QRqycdXMUhc2n9qx7xJ4z9bgvJJH-PV3oALcD1c0/edit)

1. What is the gist of the first sentence of the passage?
2. It is a nocturnal animal, sleeping during the day in a tree where it can grasp the branches firmly with its long toes. The word *nocturnal* means ...
3. It is a marsupial, the mother suckling her new-born in her pouch for about seven months after birth, then carrying her young on her back until maturity.

This sentence means that the koala ...

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1MgLTEys9McvjXDE0N4qJdtkqkk715Nes>

[C4iZX5G5Fz0/edit](https://docs.google.com/document/d/1MgLTEys9McvjXDE0N4qJdtkqkk715Nes-C4iZX5G5Fz0/edit)

1. Fuchsias are decorative flowers. The word *flowers* may connote ...

2. Fuchsias must have partial shade and plenty of water. The word *partial* means ...
3. They should also be fertilized frequently from May to October. The word *frequently* means ...

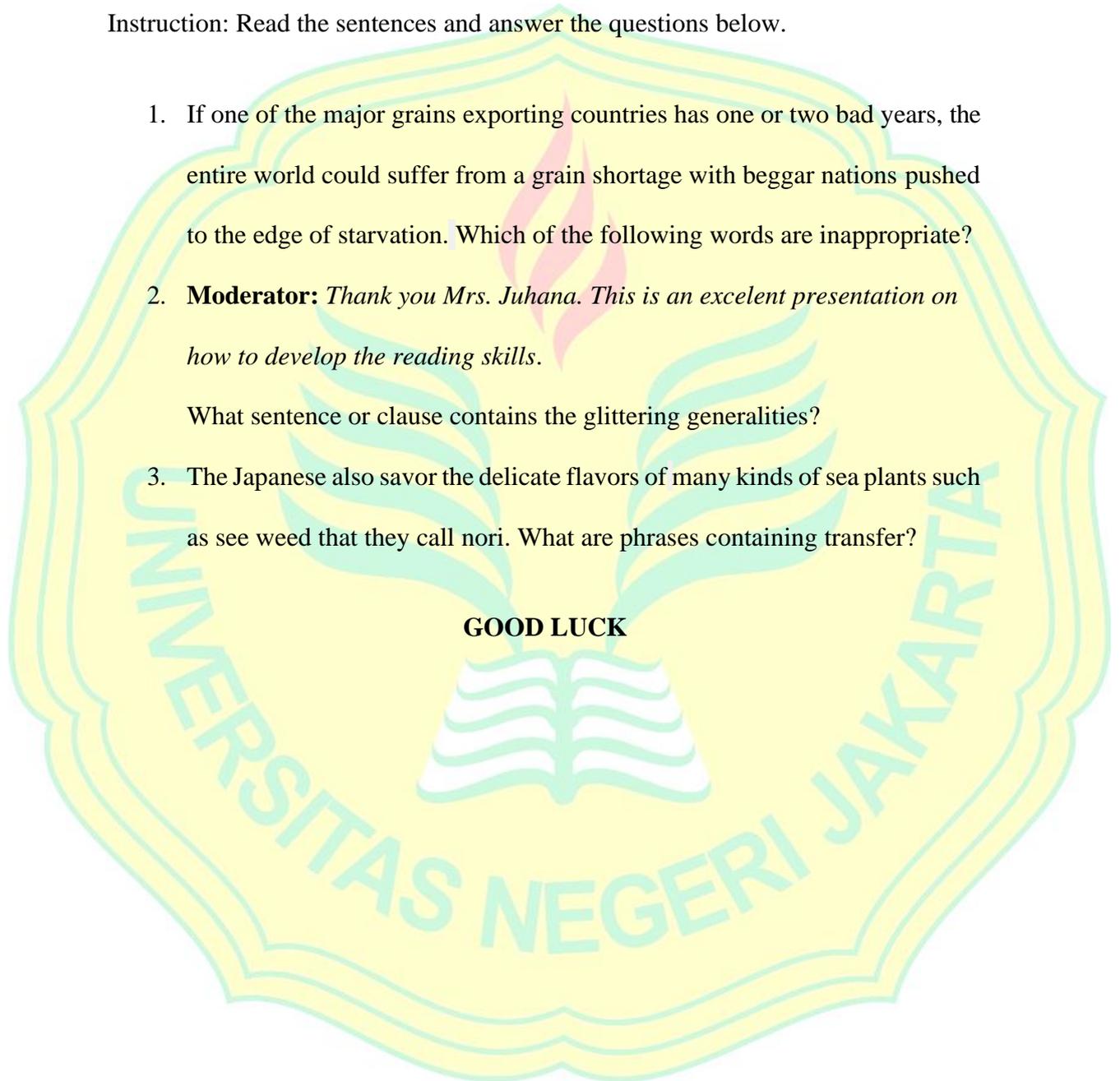
Instruction: Read the sentences and answer the questions below.

1. If one of the major grains exporting countries has one or two bad years, the entire world could suffer from a grain shortage with beggar nations pushed to the edge of starvation. Which of the following words are inappropriate?
2. **Moderator:** *Thank you Mrs. Juhana. This is an excellent presentation on how to develop the reading skills.*

What sentence or clause contains the glittering generalities?

3. The Japanese also savor the delicate flavors of many kinds of sea plants such as sea weed that they call nori. What are phrases containing transfer?

GOOD LUCK



MID TERM TEST

Course	: Affective Reading	Semester/Class	: 3 (A-B)
Lecturer	:	Time allocation	: 60 Minutes
Credit	: 3 SKS	Date of Test	: 22 February 2021

Rules of Test:

1. Access your *google classroom* by using your laptop
 2. Write name, class/semester and NIM
 3. Read the instruction carefully and answer the questions
 4. Click the link to open the paragraph
 5. Type all the answer of tests using Ms. Word
 6. Don't open google translate during the test
 7. Don't discussion during the test
 8. Use our own words, don't just copy from your friends
 9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.
-

Instruction: Click the *link* to open the text. Read and answer the question below.

https://docs.google.com/document/d/1mGqkpfSgL461dU1L-6ulpB2CT7Si9d_feccEOv3Esvk/edit

1. What do you think Caesar is?
2. What did Joe believe about Caesar?
3. When did the conversation between Joe Dagget and Lily Dyer take place?
4. From the title of the story, we know that the story probably took place in
...
5. Why were the villagers threatened by Caesar?
6. Caesar was put away from the many experiences that dog seem to enjoy
because...

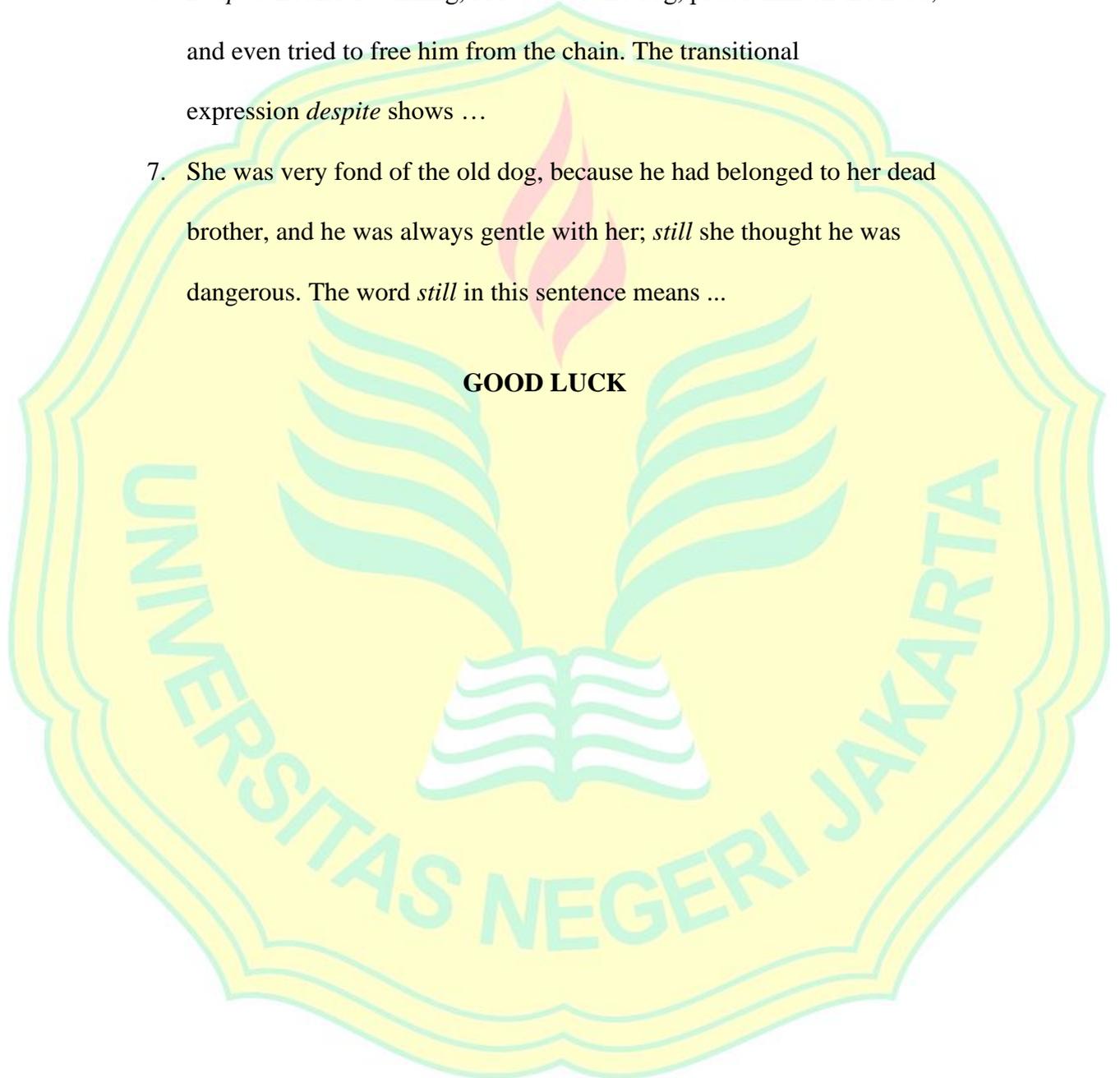
7. The reading passage entitled “A New England Spinster” belongs to ...
8. What is the main idea of the fourth paragraph?
9. Which of the following statements *is not* the supporting idea of the fourth paragraph?
10. What is the appropriate adjective that best describes the tone of the writer in the fifth paragraph of the story?
11. What is the topic of the story?
12. What does the story tell us about?
13. What is the theme of the story?

Instruction: Read the text carefully and answer the questions.

1. She was very fond of the old dog, because he had belonged to her dead brother, and he was always gentle with her; still she thought he was dangerous. This sentence means ...
2. A neighbour still bore the marks of Caesar’s white youthful teeth, and because of that he had lived at the end of a chain, all alone in a little hut, for fourteen years. The underlined word (hut) in this sentence means ...
3. Fourteen years ago, in youthful play or perhaps anger, Caesar had bitten a man, and with the exception of short walks in the neighbourhood, always at the end of a chain, under the watchful eye of his master or Louisa, the old dog had remained a prisoner. The underlined word means ...
4. She was very fond of the old dog, because he had belonged to her dead brother, and he was always gentle with her; still she thought he was dangerous. The underlined he in this sentence refers to ...

5. "There is not a more peaceful dog in town," he said. "... Someday I'm going to take him out." Louisa was sure he would do it, when their interests and possessions were more completely joined. What are the pronouns in these sentences refer to take him out?
6. *Despite* Louisa's warning, Joe went to the dog, patted him on the head, and even tried to free him from the chain. The transitional expression *despite* shows ...
7. She was very fond of the old dog, because he had belonged to her dead brother, and he was always gentle with her; *still* she thought he was dangerous. The word *still* in this sentence means ...

GOOD LUCK



FINAL TEST

Course	: Affective Reading	Semester/Class	: 3 (A-B)
Lecturer	:	Time allocation	: 60 Minutes
Credit	: 3 SKS	Date of Test	: 22 February 2021

Rules of Test:

1. Access your *google classroom* by using your laptop
 2. Write name, class/semester and NIM
 3. Read the instruction carefully and answer the questions
 4. Click the link to open the paragraph
 5. Type all the answer of tests using Ms. Word
 6. Don't open google translate during the test
 7. Don't discussion during the test
 8. Use our own words, don't just copy from your friends
 9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.
-

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

<https://docs.google.com/document/d/1CAfBsa8CskSdBVCfamlfWpLLRwKGrxWa-nz0Obzir9c/edit>

1. What type of writing does the writer write?
2. What type of order does the writer present?
3. Why did Clarke and Pierce suggested using satellite as the transmission towers?
4. When was the *Telstar I* set up?
5. What is the writer's intent in writing the passage?
6. What does the story teach us?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1LDD5oVC_g5bQvZL4XrDYXZpyVKfgYNWh87UaDMIFTNo/edit

1. What type of expository text does the passage belong to?
2. What are signal words or phrases indicate the type of text?
3. What is the main characteristic of the passage?
4. What is the following benefit doing the zoo probably have?

Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1JswRvP1bXWP4qAog_ICEUXxtlR8TBbEZr5xMGLpNWeA/edit

1. What kind of description does the passage present?
2. What do you learn about the Middle East regions?
3. What language does the writer use?
4. "The Middle East is one of the birthplaces of civilization." What type of figurative language does this sentence contain?

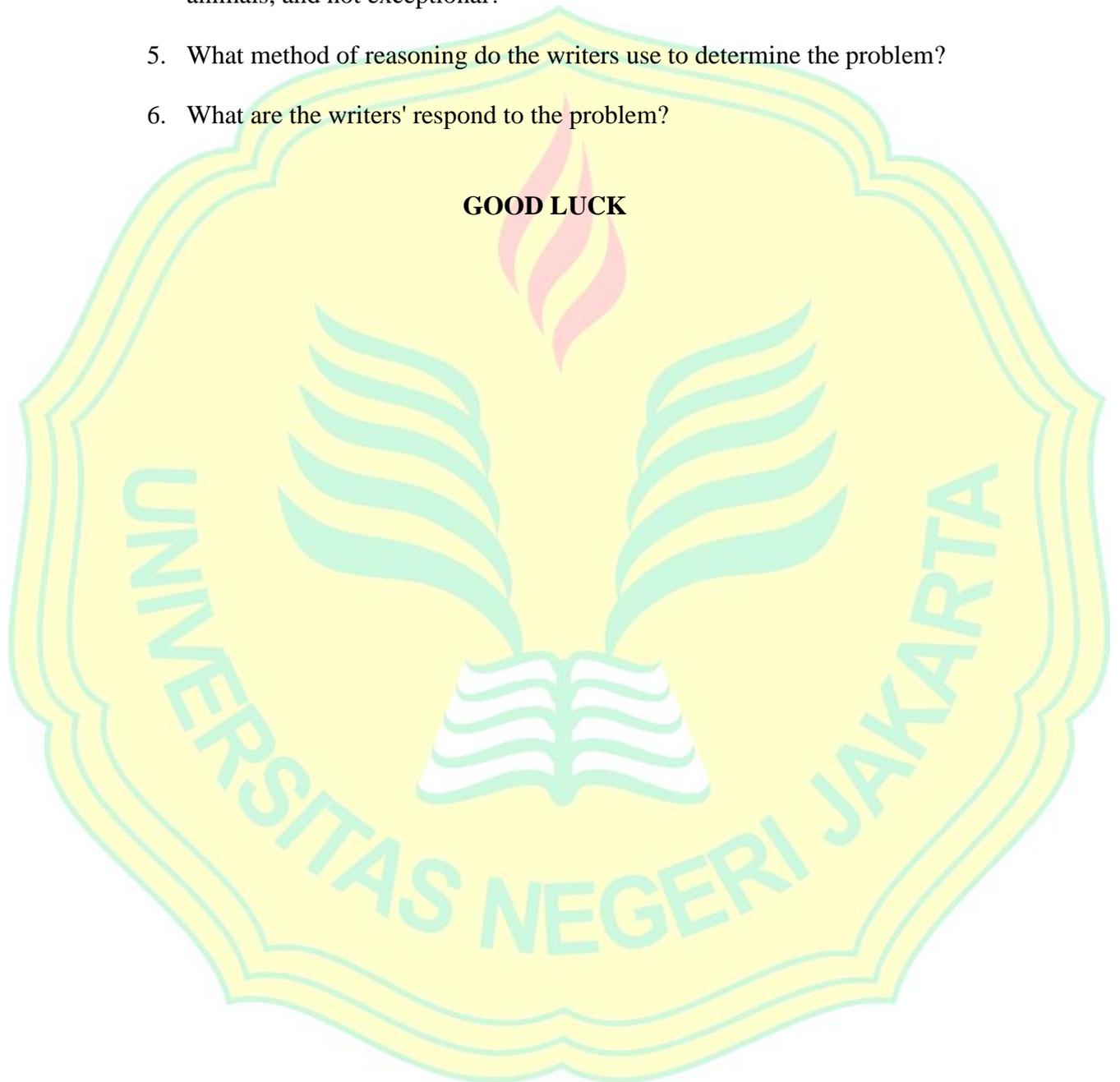
Instruction: Click the *link* to open the paragraph. Read and answer the questions below.

https://docs.google.com/document/d/1A2pvyREeML3j_LOjBSyINX_LUFNV_WkYKLciO5YrLoA/edit

1. What is the problem the writers present in the passage?

2. What is the solution to the problem the writers provide?
3. What is the information that proves that dolphins are not able to communicate as human beings are?
4. What is the writers' response to the idea that dolphins are fun-loving animals, and not exceptional?
5. What method of reasoning do the writers use to determine the problem?
6. What are the writers' respond to the problem?

GOOD LUCK



MID TERM TEST

Course	: Syntopical Reading	Semester/Class	: 4 (A-B)
Lecturer	:	Time allocation	: 90 Minutes
Credit	: 3 SKS	Date of Test	: 22 August 2021

Rules of Test:

1. Access your *google classroom* by using your laptop
2. Write name, class/semester and NIM
3. Read the instruction carefully and answer the questions
4. Click the link to open the paragraph
5. Type all the answer of tests using Ms. Word
6. Don't open google translate during the test
7. Don't discussion during the test
8. Use our own words, don't just copy from your friends
9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.

Part A

Instruction: Click the *link* to open the article. Review the article by using following format below.

<https://drive.google.com/drive/u/0/folders/1zF7d8GjInqYbVFaidkMmlsgubXRvo>

YjC

1. Title of article :
2. Complete citation :
(Author, date of publication, Volume)
3. Web access: URL; date accessed :
4. Key words :
5. General Subject :
6. Specific Subject :

7. Hypothesis :
8. Methodology :
9. Results :

Part B

Instruction: Find an article, then review it with the same format.

GOOD LUCK



FINAL TEST

Course	: Syntopical Reading	Semester/Class	: 4 (A-B)
Lecturer	:	Time allocation	: 100 Minutes
Credit	: 3 SKS	Date of Test	: 22 September 2021

Rules of Test:

1. Access your *google classroom* by using your laptop
2. Write name, class/semester and NIM
3. Read the instruction carefully and answer the questions
4. Click the link to open the paragraph
5. Type all the answer of tests using Ms. Word
6. Don't open google translate during the test
7. Don't discussion during the test
8. Use our own words, don't just copy from your friends
9. Submit it on Google Class at the end of the time. Your work won't be accepted if you late.

Instruction: Click the *link* to open the text. Read and answer the questions below.

https://docs.google.com/document/d/1enIjWHFEdUMCeUnBCElygv2ZL_Jx08FSKC-rYEBcYnI/edit

1. What happened to the plane when Ariane and her father flew to the Dominican Republic?
2. In which part of continent did the story happen?
3. Read paragraph 5! What language did Ana use to speak to the pilot?
4. What statements is correct based on the story?
5. Ariane had bumped her head, I had a bleeding gash on my chin, Delia's nose seemed broken. Ana had cuts around her eyes, a broken arm and a concussion.

These two sentences mean that ...

6. Ana's big life jacket and Ari's smaller one was *sufficient* to support us all.

The word *sufficient* means ...

7. Just before we went down, the pilot had talked to land; word might have gotten through. The words *had talked to land* mean ...
8. Read paragraph eleven! I thought he had set the plane down as well as possible, probably sacrificing his life to save ours. The word ours refers to ...
9. I had omitted sharks from my discussion, *though* Ariane and I were sick with fear of them. The word *though* shows ...
10. Since I was in a rear-facing seat, I had Ari unbuckle her seat belt and sit on my lap, facing away. The word since at the beginning of the sentence, means ...
11. After you read the story, you identified that the story is a kind of ...
12. On the other hand, we could double our chances if Ari and I tried to swim ashore for help. That made sense, but it involved the terrible decision – one that haunts me to this day – of leaving Ana, with her broken arm, and Delia, a poor swimmer. I was for separating, and Ari strongly agreed. Delia agreed reluctantly, Ana still more reluctantly, if at all.

What statements *are not* the supporting idea based on the excerpt of the paragraph?

13. What statements is a fact based on the story?
14. What is the attitude of the father against his daughter?
15. What is the theme of the story?

Instruction: Click the *link* to open the articles. Read and review them.

<https://drive.google.com/drive/u/0/folders/1Ij->

[DkPxyzibyR18d118CPfBZpz15EdFL](https://drive.google.com/drive/u/0/folders/1Ij-DkPxyzibyR18d118CPfBZpz15EdFL)



Appendix 5

	4	3	2	1
	The student response accurately demonstrates with <i>higher level</i>	The student response accurately demonstrates:	The student response partially demonstrates:	The student response does not demonstrate:
Comprehension Key Ideas/Details Text – Based Evidence (What the response states)	<ul style="list-style-type: none"> • Understanding of text • Relevant Details • Specific text-based examples and citations • Support of reader’s examples/position 	<ul style="list-style-type: none"> • Understanding of text • Relevant Details • Specific text-based examples and citations • Support of reader’s examples/position 	<ul style="list-style-type: none"> • Understanding of text • Relevant Details • Specific text-based examples and citations • Support of reader’s examples/position 	<ul style="list-style-type: none"> • Understanding of text • Relevant Details • Specific text-based examples and citations • Support of reader’s examples/position
Development of Ideas (How the response is organized)	<ul style="list-style-type: none"> • Awareness of task, purpose, audience • Effectively applies key vocabulary • Clear reasoning • Logical organization 	<ul style="list-style-type: none"> • Awareness of task, purpose, audience • Effectively applies key vocabulary • Clear reasoning • Logical organization 	<ul style="list-style-type: none"> • Awareness of task, purpose, audience • Effectively applies key vocabulary • Clear reasoning • Logical organization 	<ul style="list-style-type: none"> • Awareness of task, purpose, audience • Effectively applies key vocabulary • Clear reasoning • Logical organization

<p>Conventions of Writing (How the response looks)</p>	<ul style="list-style-type: none"> • Clear presentation • Command of grammar, mechanics, usage • Response protocol 	<ul style="list-style-type: none"> • Clear presentation • Command of grammar, mechanics, usage • Response protocol 	<ul style="list-style-type: none"> • Clear presentation • Command of grammar, mechanics, usage • Response protocol 	<ul style="list-style-type: none"> • Clear presentation • Command of grammar, mechanics, usage • Response protocol
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Scoring Rubric for Reading Comprehension



Appendix 6

Rubric for Expert Judges for ICT Competences Integrated Reading Assessment Instruments and Table of Specification of Reading Test and Non-Test

Expert's Name :

Purpose of Validation : The rubric of expert judgment aims to validate the prototype of reading assessment instruments and table of specification of reading test and non-test that integrated ICT Competences.

Instructions : 1) Read the content of assessment instruments components and ICT description
 2) Analyze whether the statements correspond to ICT competence descriptors
 3) Put checklist (√) in the column "Explicit" when the ICT competences stated explicitly in the components
 4) Put checklist (√) in the column "Implicit" when the ICT competences stated implicitly in the components
 5) Give remarks in in the column "Notes" if necessary

No	Assessment Instruments and Table of Specification Components	ICT Descriptors	Statements	Incorporations of ICT Descriptors on Assessment Instruments and Table of Specification Components		Notes
				Explicit	Implicit	
1	Learning Objective	Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers,	<ul style="list-style-type: none"> • Students can identify words in digital device and digital reading text. • Students can recognize 			

		<p>projectors, printer, scanner</p> <p>Use ICT to search for, manage, analyze, integrate and evaluate information that can be used to support their professional learning.</p> <p>Use word processing software to write a worksheet, following standard conventions</p>	<p>contextual words in various text in the internet website, information from multiple sources.</p> <ul style="list-style-type: none"> • Students can classify contextual words in digital device and digital text. • Students can highlight, underline, bold, or vary the font (size, style, or color) of unknown words and/or the surrounding context • Students can distinguish words clue in digital text • Students can identify words clue in a video, images, and audio. • Students can recognize words 		
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			<p>clue in a reference text, website</p> <ul style="list-style-type: none">• Students can identify the signal words in a paragraph, digital text, website references.• Students can explain the signal words in the digital text, paragraph, text commercials, marketing text.• Students can select the signal words in the e-book, e-journal, paragraph, and internet reference.• Students can identify prefixes and suffixes in the sentences• Students can list prefixes and suffixes from digital text, internet reference.		
--	--	--	---	--	--

		<ul style="list-style-type: none"> • Students can explain the part and structure of word. • Students can discuss suffixes and prefixes from internet references • Students can distinguish main ideas and details in the digital text, information in the internet, news, commercial text. • Students can analysis main ideas of the text in the internet, online advertisement, e journal, e-book. • Students can locate the main ideas and details of the text <p>(MID TERM TEST)</p>		
2	Test Level		B1	

3	Taxonomy	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.	Remembering, Understanding and analyzing			
4	Input Sources	<p>Implement ICT to make the process easier</p> <p>Use search engines, online databases, and email to find resources.</p>	Web/Online based references			
5	Topics	<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search</p>				

		<p>the potential material on the internet</p> <p>Download resources from website</p> <p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p>			
6	Time Allocation		60 Minutes		
7	Test Format	Use word processing software to write a worksheet, following standard conventions	Essay		
8	Instruction	Use word processing software to write a worksheet following standard convention	Clear, simple with appropriate time to read.		

		<p>Know basic hardware; desktop, laptop, tablet, smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know web browser, google chrome, internet explorer to search the potential material on the internet</p> <p>Download resources from website</p>			
9	Test Item		25 items		
10	Scoring		Using scoring rubric of reading comprehension in analysis the students answer		
11	Administration	Know basic hardware; desktop, laptop, tablet,	Guidelines for test takers and administrators,		

		<p>smartphone, cameras, TV, speakers, projectors, printers</p> <p>Know presentation software; power point, Prezi, google presentation</p> <p>Know management application; google classroom, Padlet, class chart and class max</p> <p>Use word processing software to write a worksheet, following standard conventions</p>	<p>regulations in the exam room (seating plan, silence)</p> <p>Submission's instruction</p>		
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Appendix 7

Indicator Literal Reading

Code	Indicator
A1	Be able to recognize the definition of the words being read accurately.
A2	Be able to recognize the way words are used in context.
A3	Be able to recognize some methods and drills in the areas of sight recognition, parts and roots of words.
A4	Be able to recognize the root elements of a word and its relationship to other words with that root.
A5	Be able to recognize the symbols and abbreviation in the dictionary.
A6	Be able to explain the method that aids in the continuing development of the vocabulary and use it regularly.
A7	Be able to analyze the differences between skimming and scanning as well as know when and how to do both properly.
A8	Be able to explain the word's meaning by its use in context. A close context in which a word is used.
A9	Be able to describe how to use dictionary as a source of information on the word's origin (various meaning, pronunciation, part of speech, spellings, etc.)
A10	Be able to separate main ideas from details. Whether it is implicit or explicit.
A11	Be able to analyze how to add or delete prefixes and suffixes.

A12	Be able to Identify how synonym and antonym form families of words.
A13	Be able to discuss the main ideas, supporting details, and locate specific information or facts as rapidly as possible using scanning and skimming.
A14	Be able to identify and analyze errors in reasoning (either or thinking, stereotyping, attacking the person, etc.)
A15	Be able to discuss the text that will be reading, looking for specific items, and reviewing for tests.
A16	Be able to develop reading versatility is with vocabulary development.
A17	Be able to develop literal recall by understanding how writers form paragraph.
A18	Be able to apply study-reading strategy that will offer the best results for the time and effort into studying.
A19	Be able to elaborate skimming and scanning to develop perception skills and find technique that works well.
A20	Be able to use the visual perception in order to read rapidly and to see correctly the words being read.

Indicator Critical Reading

Code	Indicator
A1	Be able to recognize and distinguish fact from opinion
A2	Be able to recognize objective and subjective statements and then draw own conclusion.
A3	Be able to recognize intent, attitude, and tone in reading text.
A4	Be able to recognize the conclusion or an opinion drawn from reasoning based on facts or events.
A5	Be able to recognize and detect the propaganda in print or online text.
A6	Be able to recognize fact and opinion in reading text
A7	Be able to categorize author's intent by using intent, attitude, and tone.
A8	Be able classify the satire language in a problem and condition.
A9	Be able to compare literal and figurative language.
A10	Be able to review an author's point of view and motives in a text.
A11	Be able to explain author's meaning through intent, attitude, and tone.
A12	Be able to tell the development of the skill of separating fact from opinion.

A13	Be able to critique the author's disguise on their true purpose or thesis or present evidence in a biased way.
A14	Be able to summarize the author's inferences hidden meaning.
A15	Be able to reiterate the many points of view as possible before making up own minds on controversial issues.
A16	Be able to make connection of sentence which offer the grounds or reasons for author's support for those prepositions.
A17	Be able to construct the basic arguments in their own words and see if can bring their own example to justify their point of view.
A18	Make discussion by ordering the questions and issues in such a way on the subject.
A19	Be able to report fewer general ones, and relations among issues should be clearly indicated.
A20	Be able to note and summarize any special phrases and terms that the author uses.

Indicator Affective Reading

Code	Indicator
A1	Be able to diagnose how authors use figurative language to stimulate our sense.
A2	Be able to construct the affective reaction to a variety of materials: pictures, cartoons, advertisements, and literature.
A3	Be able to define figurative language used in imaginative literature.
A4	Be able to recognize images and analogies in affective language.
A5	Be able to recognize denotative and connotative meaning in the words from the poem in the spaces provided.
A6	Be able to construct the pictures' reaction as well as to words in order to help understand what affective comprehension.
A7	Be able to respond author's selected words that provide strong connotative feeling in readers.
A8	Be able to distinguish thesis in essay, paragraph, forms, structure.
A9	Be able to appraise words, sentences, meanings in reading imaginative literature.
A10	Be able to relate the suggestion meaning in images created by figurative language, and the mood or feeling the author intended.
A11	Be able to test the affective reaction to a variety of materials: pictures, cartoons, advertisements, and literature.

A12	Be able to relate the affective reason to investigate the reasons behind emotional an intellectual response.
A13	Be able to conduct how to read the form the writer chooses to use.
A14	Be able to revise what writer has asked the reader to enter the world of character telling the story.
A15	Be able to compose the clues the author provides.
A16	Be able to build the ability to recognize writer's figurative language to stimulate reader's sense.
A17	Be able to create the ability to recognize in both fictional and nonfictional writings
A18	Be able to modify the affective comprehension
A19	Be able to formulate the connection between literal, critical, and affective levels of comprehension.
A20	Be able to extrapolate the emotional and intellectual responses as a reader.

Indicator Syntopical Reading

Code	Indicator
A1	Be able to justify the level of the book that the most germane to your needs.
A2	Be able to manage the aims of first inspection of the book was to zero in on the subject matter of your syntopical.
A3	Be able to distinguish the difference between the first books in the course of syntopical reading, and those that come to after having read many others on the subject.
A4	Be able to select the authors to terms.
A5	Be able to construct the terminology between reader and any of the author on the merely list.
A6	Be able to select author's key sentences and propositions.
A7	Be able to review the neutral terminology that applies to all or most of the authors examined, framed and ordered a set of questions.
A8	Be able to compare the discussion of a problem may provide the groundwork for further productive work.
A9	Be able to devise which books should be read, in general way, is the second requirement.
A10	Be able to choose the summary of an author's argument are presented, must be presented in that language and not the authors.

A11	Be able to scan, read and later discuss a set of materials.
A12	Be able to assess on specific issues the participants are addressing yet should provide as broad a range of perspective as possible, appropriate to the situation.
A13	Be able to evaluate an analysis of the subject that may not be in any of the books.
A14	Be able to interpret selection and identification of a bibliography of works about interest.
A15	Be able to support the terms and bring authors to them rather than the other way around.
A16	Be able to synthesize the author's meaning into own language.
A17	Be able to write the idea of author's ideas using different terms and phrases.
A18	Be able to translate terms and ideas into one language so that can build a coherent and intelligible conversation.
A19	Be able to raise the critical specific questions based on the text.
A20	Be able adequately apply their own terminology while expressing ideas or situations.



CURRICULUM VITAE



Personal Details

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4. 2008-2011 SMAN 3 Padang
5. 2011-2017 English Education Degree of Universitas Negeri Padang

Jakarta, Februari 2020

Fardhi Afindra Putra

