TEACHING HORTATORY EXPOSITION READING BY USING MARKING THE TEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)

by

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di
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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul " **TEACHING HORTATORY EXPOSITION READING BY USING MARKING THE TEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG**", ditulis oleh saudara **Satria Santi (10250059)** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

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on February 8th, 2017

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DEDICATION

This thesis is dedicated especially for:

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ABSTRACT

The objectives of the study were to find out whether or not there was a significant improvement on the eleventh grade students' hortatory exposition reading who were taught by using Marking the Text strategy at SMA Nurul Iman Palembang before and after treatment, and to find out whether or not there was a significant difference on the eleventh grade students' hortatory exposition reading between those who were taught by using Marking the Text strategy and those who were not at SMA Nurul Iman Palembang. One of the quasy-experimental designs, nonequivalent pretest-posttest was used. The population of the study was all the eleventh grade students of SMA Nurul Iman palembang. convinience sampling was used, where 35 students belonged to the experimental group and 35 students belonged to the control group. In collecting the data, test was used. The text was given twice to the experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest of the experimental and control group were analyzed by using paired sample t-test and independent t-test in SPSS program. The finding showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and the t-value (6.654) was higher than t-table with df=34 (2.032). P-output from independent sample t-test was 0.000 whic was lower than 0.05 and the t-value (3.492) was higher than t-table with df=68 (1.995). it means that teaching hortatory exposition reading by using Marking the Text strategy had a significant effect on the students' hortatory exposition reading.

Keywords : *Marking the text strategy, teaching hortatory exposition reading.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) significance of the study; (5) hypotheses; and (6) criteria of hypotheses testing.

1.1. Background

Language is the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our career to gain artistic satisfaction or simple pleasure. Through language we exchange ideas and experiences. We form our social and invidual identities. Moreover, language is the most unique thing about human being. One of the main features of language is communication. Language is used as a tool of communication or a means to convey information, express thoughts, ideas, or feelings among the nations all over the world. Goldstein (2008, p. 357) argues that language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences. Algeo (2010, p. 2) adds that a language is a system of conventional vocal signs by means of which human being communicate. Through language, we can connect with other people and make sense of our experiences and used it to let others know how we feel, what we need, and to ask questions. On the other hand language is a system that can be expressed in many ways, one of them is spoken language. Patel and Jain (2008, p. 28) defined language is consisting of small

parts and a set of rules which decide the way in which these parts can be combined to produce messages that have meaning.

There are many languages in the world, and English is used as an International language. English can help people from different countries to communicate and understand each other. In Indonesia, English has become one major subject that should be taught from junior high school until university.

Reading is one of the skills that should be learned and mastered. It is an important activity for expanding knowledge of a language. Through reading, the readers can get the information and knowledge from the text that they read. According to Moreillon (2007, p. 10), reading is making meaning from print and from visual information. In accordance McNamara (2007, p. 3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Therefore, reading is one of the four skills that should be achieved and mastered, and it is an extraordinary process. Reading is about more than decoding written symbols. We read in order to make sense of the world, to learn, to explore new territory and to inspire us to new enterprise. (Larkin, 2010, p. 69). Therefore, to catch the goal of reading, the reader must have comprehension to understand the text. If they do not have the capacity to comprehend a text, they will not be able to understand the meaning of the content from the text. According to McNamara, (2007, p. 111), reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. Meanwhile, Brassell & Rasinsky (2008, p. 18) states that reading comprehension is the ability to take information from

written text and do something with it in a way that demonstrates knowledge or understanding of that information. It is clear that when a reader is able to apply information from a text, the reader is demonstrating comprehension.

However, Indonesian students reading skill is still at the lower level. A research conducted by Programe for International Student Assesment (PISA 2009). Showed that Indonesian eccupied the position of 57 out of 66 participating countries with the number of overal reading scale is 402 for PISA reading. Meanwhile, the data of PIRLS (Progress in International Reading Literacy Study) showed that the mean scores from Indonesian students reading literacy is 405 under the average International score 500. This study implies that Indonesian students reading is below the average.

Based on the Curriculum 2006, there are some reading text types which are learned at schools, they are narrative, recount, descriptive, news item, spoof, discussion, and expository. Expository text is designed to inform, rather than simply entertain, and communicates information about the natural or social world (Guzzetti 2002, p. 386). The are five components of the generic structure of expository, they are cause-effect, compare-contrast, time-order, simple listing, and problem-solution. Furthermore, there are two kinds of expository, analytical exposition and hortatory exposition. Hortatory exposition is a type of non-fictional text that tells of factual information such as phenomena, science, etc. According to Vacca (1998, p. 604), hortatory exposition text has its own unique structures that are different from those of narrative text. Hortatory exposition text is written to convey, describe or explain non-fictional information. Moreover,

Achugar (2008, p. 145) argues that hortatory exposition to persuade the audience of their point of view or position in the argument. Then, hortatory exposition aims to persuade someone to do something and it posseses some characteristics of oral language.

However, students of SMA Nurul Iman Palembang found the difficulties in learning hortatory exposition text. Preleminary study was conducted by interviewing the teacher of English. It was found that the students were lazy to read the text, because the words in hortatory exposition text is too hard and unfamiliar due to the lack of vocabularies related to the texts. It was also found that the students were having more difficulties to comprehend hortatory exposition text compared to other kinds of text. As a result, the students need much time to read and comprehend the text, because they cannot guess the meaning, cannot find the main idea, and cannot get the information from the text. It was also found that the students did not understand the generic structure of the text. Furthermore, the writer also acquire the data from the teacher of English at Nurul Iman Palembang about the eleventh grade students' reading comprehension score. Based on the data, it was known that 47% of the total of the students got the lowest score, under the criteria of KKM of 75 (Appendix B).

Because of the problems, conducting a research in that school is interesting. There are many strategies to help students improve their reading comprehension specifically in hortatory exposition reading, one of them is Marking the Text strategy. Marking the Text strategy is a reading strategy used to find the important information of the text. Dixon and Mainville (2012, p. 28) state that Marking the

Text is an active reading strategy to cite/identify information in the text relevant to the reading purpose. Moreover, LeMaster (2011, p. 55) argues that Marking the Text is an active reading strategy used by students to think critically about their reading. While reading the text, students analyze ideas, evaluate ideas, circle and underline essential information. By using the circle and underline, the students will be able to get the detail of information. LeMaster (2011, p. 56) adds Marking the Text gives students a way to issolate essential information that can be referenced quickly during reading. Students can easily direct others to those places where they have found relevant information. And this strategy is designed to help readers to connect section of the text and gain greater comprehension. Therefore, Marking the Text strategy is a reading comprehension strategy in expository text for seventh to twelfth graders.

Based on description above, the writer was interested in conducting a research entitled " Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to The Eleventh Grade Students of SMA Nurul Iman Palembang."

1.2. Problems of the Study

Based on the background above, the problems of this study are formulated as follows:

1. Is there any significant improvement on the eleventh grade students' hortatory exposition reading who are taught by using Marking the Text strategy at SMA Nurul Iman Palembang before and after treatment?
2. Is there any significant difference on the eleventh grade students' hortatory exposition reading between those who are taught by using

Marking the Text strategy and those who are not at SMA Nurul Iman Palembang?

1.3. Objectives of the Study

Based on the problems above, the objectives of this study are as follows:

1. To find out whether or not there is a significant improvement on the eleventh grade students' hortatory exposition reading who are taught by using Marking the Text strategy at SMA Nurul Iman Palembang before and after treatment
2. To find out whether or not there is a significant difference on the eleventh grade students' hortatory exposition reading between those who are taught by using Marking the Text strategy and those who are not at SMA Nurul Iman Palembang

1.4. Significance of the Study

This study is expected to be beneficial for the following parties:

1) This strategy can be useful for teacher of English at Nurul Iman Palembang to become a source of consideration in teaching reading comprehension especially in hortatory exposition text. Moreover, practically, this research gives a reference for the teachers of English to be more creative in teaching reading. The procedure of this strategy provides the teacher to guide peer of students to comprehend an English text, especially in hortatory exposition text in order to improve students' reading achievement. This strategy gives an opportunity to the teacher to

lead the students to discuss an issue concern. This study also gives suggestion to teachers to identify the problems faced by their students in reading

2) This strategy can make the students pay more attention in learning reading especially in hortatory exposition reading. They can improve their comprehension of the complex issues and understand the text intrinsically and extrinsically. In addition, this strategy is appropriate for the eleventh grade students to improve their understanding and their reading achievement. Practically, it allows the students to have a physical movement during the activity and a communication to other students. The students give and get information from others by discussing the argument from the same hortatory exposition reading. Furthermore, the students are able to comprehend hortatory exposition text easily so that, it improves their reading comprehension.
3) This study helped the writer to have a deeper understanding on how students' problems in hortatory exposition reading. It gave an opportunity to the writer to know that the effectiveness of this strategy towards students' hortatory exposition reading. By conducting this research, it gave a practical benefit to the writer. This study was used as a reference for the writer to improve the knowledge about teaching hortatory exposition reading by using Marking the Text strategy". This result for the writer is the most important solutions in teaching hortatory exposition reading, especially for the eleventh grade students.

4) For next researchers, this study is expected to be one of references for conducting further study specifically related to hortatory exposition reading and Marking the Text and may be useful as an enhancer of inspiration in her research that can be used for improving or developing students comprehension about the complex issues expanding students general knowledge, and helping them as the guidance in developing their research in the same field. In addition, the study will give information for other researcher on how to create a reading activity interesting. This study provides the steps how to solve the students' problem in reading hortatory exposition text such as, finding main ideas and detail information of a text.

1.5. Hyphotheses of Study

The formulation of the hypothesis of this study is stated below:

1. (H_a) : There is a significant improvement on the eleventh grade students' hortatory exposition reading who are taught by using Marking the Text strategy at SMA Nurul Iman Palembang before and after treatment

   (H_0) : There is no significant improvement on the eleventh grade students' hortatory exposition reading who are taught by using Marking the Text strategy at SMA Nurul Iman Palembang before and after treatment

2. (H_a) : There is a significant difference on the eleventh grade students' hortatory exposition reading between those who are taught by using

Marking the Text strategy and those who are not at SMA Nurul Iman Palembang

(H_0) : There is no significant difference on the eleventh grade students' hortatory exposition reading between those who are taught by using Marking the Text strategy and those who are not at SMA Nurul Iman Palembang

1.6. Criteria of Testing the Hypotheses

Fraenkel, Wallen, and Hyun (2012, p. 83) state that hypothesis is a prediction of the possible outcomes of a study. To prove the study problem, testing research hypothesis is formulated:

1. - If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2,032), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

   - If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2,032), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

2. - If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (1,995), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

   - If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (1,995), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) theoretical descriptions (2) previous related studies, and (3) research setting.

2.1. Theoritical Descriptions

This part discusses: (1) concept of reading, (2) concept of reading comprehension, (3) concept of exposition text, (4) concept of hortatory exposition text, (5) concept of marking the text strategy, (6) adventages of marking the text strategy, (7) procedure of marking the text strategy,

2.1.1. Concept of Reading

Reading is making meaning from print and from visual information (Moreillon 2007, p. 10). Reading is an active process that requires a great deal of practice and skill. Furthermore, Schoenbach, Greenleaf, and Murfhy (2012, p. 17) define reading as a simple process; readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. Reading is about more than decoding written symbols. We read in order to make sense of the world, to learn, to explore new territory and to in spire us to new enterprise (Larkin, 2010, p. 69). Therefore, reading is a process of making meaning from print and from visual information. and it is a simple process for readers how to pronounce each word in a text and then automatically comprehend the meaning of the words. Reading

functions not only to enhance the knowledge and information, but also to get new vocabulary and knowing thing. A verse from Al-qur'an that explains about reading is:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ.

Meaning: "Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet". (Al-Alaq, verse 1-5)

Based on the verse above, the first message from Allah SWT to messenger Muhammad SAW is an obligation to read. It means that reading is very important in education field. The people will give much information and knowledge by reading a lot.

2.1.2. Concept of Reading Comprehension

Schoenbach, Greenleaf, and Murfhy (2012, p. 17) reading as a simple process; readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. In reading process, the reader should comprehend what they have read to get the information from the text. Furthermore, Duffy (2009, p. 14) states that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. Therefore, the goal of reading is comprehend the message of written language. Richardson, Morgan, and Fleener (2009, p. 106), argue that comprehension is influenced by how much teachers help students to understand the way texts are organized and presented. So, the students will be

able to comprehend the text by how much teachers help them to understand the text are organized and presented. Additionally, Brassell and Rasinsky (2008, p. 18) state that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. It means that, the reader is comprehend the text by taken information from written text and demonsrate it by spoken language. Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation (McNamara, 2007, p. 111). Morever, Klingner, Vaughn, and Boardman (2007, p. 8), state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Therefore, comprehension is the essence of reading because the goal of written language is communication of messages.

Reading comprehension can be achieved when the readers take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

2.1.3. Concept of Exposition Text

Exposition is a type of oral or written discourse that is used to explain, describe, give information or informs. According to Guzzetti, (2002, p. 386) exposition is text to inform, rather than simply entertain, and communicates information about the natural or social word. On the other hand, exposition is a

factual information is used to explain, describe, entertain, communicates by oral or written discourse about natural or social word. The are five components of the generic structure of expository, they are cause-effect, compare-contrast, time-order, simple listing, and problem-solution. Based on Curriculum 2006 for eleventh grade students at senior high school, there are two kinds of exposition text that should be learned by students, they are analytical exposition and hortatory exposition. The differences of both is hortatory exposition aims to persuade someone to do something and it possesses some characteristic of oral language. On the other hand, analytical exposition aims to persuade the audience that something is correct, therefore it is more impersonal and that nothing needs to be changed.

2.1.4. Concept of Hortatory Exposition Text

According to Vacca (1998, p. 604), hortatory exposition text has its own unique structures that are different from those of narrative text. It means that hortatory exposition is an informational text that have own character that are different from another texts. Moreover Achugar (2008, p. 145) adds that hortatory exposition to persuade the audience of their point of view or position in the argument. Therefore, Hortatory exposition has a unique way to guide the reader and listener of point of view in the text. Hortatory exposition to persuade the reader or listener that something should or should not be the case (Sudarwati and Grace, 2007, p. 204). Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. There are three components of the generic structures in hortatory

exposition, includes: Thesis; it is statement or announcement of issue concern, Arguments; it shows reasons for concern that will lead to recommendation, Recommendation; it includes statement of what should or should not happen or be done based on the given arguments.

2.1.5. Concept of Marking the Text Strategy

Marking the Text strategy is a reading strategy used to find the important information of the text. The reader can remember the word or sentences by marking. Dixon and Mainville (2012, p. 28), Marking the Text is an active reading strategy to cite/identify information in the text relevant to the reading purpose. Furthermore, LeMaster (2011, p. 55) agues that Marking the Text is an active reading strategy used by students to think critically about their reading. While reading the text, students analyze ideas, evaluate ideas, and circle and underline essential information. By using the circle and underline, the students will be able to get the detail of information.

Teachers' Welfare Should Come First

1 The announcement by the Education Ministry that teachers will receive a functional monthly allowance of Rp 100.000,00 as of 2007 gives reason for concern. The government is apparently unwilling to improve teachers' welfare.

2 Education is an entry point for raising the worsening Human Development Index. However, educational improvement in this country seems to be undertaken half-heartedly.

3 For a bigger allowance, teachers will later have to pass certification tests. They should also be prepared to be disappointed if most of them fail the tests. Yet, how can the government pay

the allowance if the majority of test takers pass? The 20% educational allocation of the state budget cannot yet be realized because of inadequate funds. Should education always be sacrificed for the sake of other sectors?

4 I think it's high time the government consider priority rating. The government should appreciate teachers for their painstaking efforts to create human resources of high quality.

2.1.6. Advantages of Marking the Text Strategy

LeMaster (2011, p. 55) argues that there are some advantages of Marking the Text, they are (1) Marking the Text gives students a way to issolate essential information that can be referenced quickly during reading. Therefore, students can be select an inportant information that the students read. (2) by using Marking the Text, students can easily direct others to those places where they have found relevant information. It means that, when the students used Marking the Text, students can easily found the important information. (3) and this strategy is designed to help readers to connect section of the text and greater comprehension. So, by the three steps of marking, students can easily connect section of the text and can be more comprehend it.

Dixon, et. al (2012, p. 9) state that there are 3 advantages of Marking the Text, which are this strategy can activates background knowledge. Furthermore, this strategy can be guide the students and motivated them to active in a class. Provides a specific purpose for reading text, and this strategy can be done individually, in small group, or with the whole class.

2.1.7. Procedure of Marking the Text Strategy

LeMaster (2011, p. 62), and Dixon and mainville (2012, p. 8), proposed the teaching steps of Marking the Text as follows:

1. Number the paragraphs : **#1, 2, 3,...**

   Before the students read the text, the teacher ask students to number the paragraph. Students takes a moment and number the paragraphs in the section of students are planning to read. Students start with number one and continue numbering sequentially until the students reach the end of the text. Then, the teacher ask the students to write the number near the paragraph indention and circle the number; write it small enough so that the students have room to write in the margin. Paragraph numbers will act as a reference so the students can easily refer to specific sections of the text.

2. The teacher ask the students to circle key terms, cited authors, and other essential words or numbers. In order to identify a key term, consider if the word or phrase is:

   - repeated word
   - defined by the author
   - Used to explain or represent an idea
   - Used in an original or unique way
   - a central concept or idea
   - relevant to one's reading purpose

3. The teacher ask the students underline the author's claims or other information relevant to the reading purpose.(an arguable statement or assertion made by author).
    - a claim may appear anywhere in the text (beginning, middle, or at the end)
    - a claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text
    - ofter, an author will make several claims throughout his or her argument
    - an author may signal his or her claim, letting you know that this is his or her position

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2.2. Previous Related Study

There are two previous studies which are related to the writer's present study. The first study entitled "Teaching Reading Comprehension by Using Marking the Text Strategy for Senior High School Students" written by Kusniati in 2010. The purpose of this study was to find out whether or not there is a significant emprovement between condition of marking the text strategy on reading comprehension of the second year students of senior high school. And the result of the study showed that there was a significant improvement to the students' reading comprehension. The similarities of Kusniati' study and the writers' study are by the independent and dependent variables, and the differences are by the population and sample.

The second previous conducted by Sari in 2012 entitled “Teaching Reading Comprehension by Using Marking the Text Strategy to the Eighth Grade Students of Junior High School ”. The objective of this study was to find out whether or not there was a significant difference on students recount reading score between those who are taugh by using Marking the Text strategy and those who are not. The result of the study showed that teaching reading comprehension by using marking the text strategy was effective. The similarity between Necis’ study and the writer’s study is by the independent variable, that is marking the text strategy. And the differences are by population and sample.

2.3. Research Setting

This study was conducted in SMA Nurul Iman Palembang. It is located at Jl. Mayor Salim Batubara No. 358 Kebun Semai Sekip Palembang. And the certificate of accreditation for SMA Nurul Iman Palembang is rated A.

Furthermore, SMA Nurul Iman Palembang has a vision, and mission. Its vission is good attitude, excellence and achievement scientific. The mission is education oriented to creative and innovative. Moreover, SMA Nurul Iman has some facilities that can make students comfortable to study. The facilities can be seen in table 1.

Table 1
The Facilities of SMA Nurul Iman Palembang

No	Facility	Total of the Facility
1	Classroom	12
2	Science Laboratory	1
3	Library	1
4	Guidance and Counseling Room	1
5	School Medical Room	1
6	In Field /Futsal	1
7	Mosque/Auditorium	1
8	Place of Ritual Ablution	1 location
9	Canteen	1
10	Student's Toilets	6
11	Office Room	1
12	Teacher's Room	1
13	Teacher's Toilet	2
14	Security's Room	1
15	OSIS Room	1
16	Mading	2 location
Total		**34**

The headmaster of SMA Nurul Iman Palembang is Mr. Supardi, S. Ag. The total of teachers and staffs of SMA Nurul Iman Palembang are 45 people. The further describing was described in table 2.

Table 2
Total of Teachers and Staff of SMA Nurul Iman

No	Personil	Total
1	Civil Servant	12
2	Honorer Teacher	16
3	Permanent Employee	8
4	Honorer Employee	9
	Total	**45**

(Source: Administration SMA Nurul Iman Palembang Academic Year 2016/2017)

SMA Nurul Iman Palembang has 313 students from class X until class XII. The total students of SMA Nurul Iman Palembang can be seen in table 3.

Table 3
Total Students of SMA Nurul Iman

No	Class	Total
1	X I	35
2	X II	35
3	X PLUS	30
Total Class X		**100**
4	XI IPA 1	35
5	XI IPA 2	35
6	XI IPS 1	41
Total Class XI		**111**
7	XII IPA 1	30
8	XII IPA 2	39
9	XII IPS 1	33
Total Class IX		**102**
Total Students		**313**

(Source: Administration SMA Nurul Iman Palembang Academic Year 2016/2017)

CHAPTER III

RESEARCH METHOD

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) population and sample, (5) technique for collecting the data, and (6) technique for analyzing the data.

3.1. Research Design

This study, Quasi Experimental design was used. Fraenkel and Wallen (2009, p. 275) explain that quasi-experimental design which is not included the use of random assigment. It means that the subject research was taken non randomly from the population but it was taken in all subjects from the group naturally. Instead, quasi-experiment does not have randomly assigned groups. There are many research designs in quasi-experimental, one of the design is pretest-posttest non-equivalent group design. The pretest-posttest non-equivalent group design indicate that the experimental and control groups have not been equated by randomization-hence the term 'non-equivalent'. Marking the Text strategy was given for the treatments in experimental group, but the control group was not.

The figure is suggested by Cohen, Manion, & Marrison (2011, p. 323) as follows :

Experimental	$\mathbf{O_1}$	**X**	$\mathbf{O_2}$
	.....		
Control	$\mathbf{O_3}$		$\mathbf{O_4}$

Where :

O_1 : Pretest in experimental group

O_3 : Pretest in control group

X : Treatment in experimental group by using Marking the Text strategy

O_2 : Posttest in experimental group

O_4 : Posttest in control group

- - - - : Dash line indicates that the experimental and control group have not equated by randomization

3.2. Research Variables

Frankel, Wallen, and Hyun (2012, p. 77) state that variable is a concept- a noun that stands for variation within a class of objects, such as chair, weight, gender, colour, size, shape, achievement, motivation. Cohen, et. al. (2011, p. 606) argue a variable can be considered as a construct, operationalized construct or particular property in which the researcher is interested.

There are two kinds of variables: independent variable and dependent variable. According to Craswell (2012, p. 115-116), dependent variable is an attribute or characteristic that is dependent variable on influenced by the independent variable. An independent variable is an attribute or characteristic that is influences or effects or outcome or dependent variable. Similarly, Cohen, et. al. (2011, p. 606) state that an independent variable is an input variable, that which causes, in part or in total, a particular outcome, it is a stimulus that influences a response, an antecedent or a factor which may be modified. A dependent variable is the outcome variable, that which is caused, in total or in part, antecedent

variable. Therefore this study, the independent variable is the use of Marking the Text strategy, and the dependent variable is hortatory exposition reading.

3.3. Operational Definitions

The title of this study is "Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang". To avoid misunderstanding, some terms used in this study, are required be defined. They are as follows :

1) Teaching

   Teaching is a process of activity to inform knowledge from someone to athers, like teachers and students.

2) Reading Comprehension

   Reading comprehension is the ability to take the information from the text and transform it in some way. If he or she reads something by understanding it can be said that he or she does a reading comprehension.

3) Marking the Text Strategy

   Marking the Text strategy is a reading strategy used to find the important information of the text. The reader can remember of the word or sentences by marking. And this strategy suitable for seventh to twelfh graders in expository text.

4) Hortatory Exposition text

   A Hortatory exposition is a type of non-fictional text that tells of factual information such as phenomena, science. There are three components of the generic structures in hortatory exposition, includes: Thesis, it is the

defenition what is the text discuss, its usually at the first paragraph, Arguments; it shows the reasons for concern that will lead recommendation, Recommendation; it is suggestions from the author or conclusion by author based on the given arguments

3.4. Population and Sample

3.4.1. Population of the Study

Craswell (2012, p. 142) states that population is a group of individuals who have the same characteristic. If someone wants to investigate all of the elements in a research area, his research is population research. Meanwhile, Gay and Diehl (1996, p. 127) state that the term population is the group which a researcher would like the result of the study to be generalizable. Population of this study was all the eleventh grade students of SMA Nurul Iman Palembang in the academic year of 2016/2017. The eleventh grade students consist of 3 classes, IA 1, IA 2 each consist of 35 students ,and 41 students for IS1 class. The total number of the three classes was 111 students. Then, population of the study is presented in table 4.

Table 4
The Population of the Study

Class	Number of students		Total
	Male	Female	
XI IPA1	12	23	35
XI IPA2	11	24	35
XI IPS3	28	13	41
Total			111

(Source: SMA Nurul Iman Palembang in academic year 2016/2017)

3.4.2. Sample of the Study

Fraenkel, et. al. (2012, p. 122) state that sample is one of the most important steps in the study process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals. Meanwhile, Craswell (2012, p. 146) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. To get the sample of this study, convenience sampling was used. Fraenkel, et. al. (2012, p. 99) states that a convenience sample is a group of individual who (conveniently) are available for study. The writer argues that population and sample is one of some processes to observe the sample or individuals in population of this study. The class XI.IPA1 and XI.IPA2 were chosen as the sample because the two classes are averagely in the same level and the same amount of students. Therefore, the teacher of English in that school was recommended to chose those classes. The total samples were 70 students from 111 populations. There were 35 students for experimental group that was treated by using Marking the Text strategy and 35 students for control group was not treated using Marking the Text strategy.

Table 5
The Sample of the Study

Class	Number of students		Total
	Male	Female	
XI IPA1 (Control Group)	12	23	35
XI IPA2 (Experimental Group)	11	24	35
Total	23	47	70

3.5. Data Collection

3.5.1. Tests

In this study, the test was used in collecting the data. Reading comprehension on hortatory exposition test in the form of multiple choice was used. The test are taken Look a head: an English Course for Senior High School Students Years XI, published by Erlangga and written by M. Sudarwati & Grace. The total number of questions are eighty in multiple choice questions from each consist of five options namely (a, b, c, and d). The test was given twice for students as pretest and postest. The test items in the pretest and postest was the same as those of pretest, because the purpose giving them test is to know the student's progress on hortatory exposition reading scores before and after treatment.

3.5.1.1Pretest

Pretest was done before treatments in both groups, experimental and control group. The pretest was held on Saturday 24th September 2016. The test consisted of 40 multiple choice questions. There were 9 hortatory exposition text, and each texts consisted of 4 multiple choice question. The writer was given the same questions in both test, pre-test and post-test. The result emphasized that the students test score of class XI IPA 2 was a bit lower than the students' test score of XI IPA 1. Therefore, XI IPA1 was the control group, and XIPA2 was the experimental group with treatment by the writer.

3.5.1.2. Posttest

posttest is done after treatments in both group, experimental and control group. The posttest was held on Wednesday 12th October 2016. There were 9 hortatory exposition text, and each texts consisted of 4 multiple choice question. The writer was given the same questions in both test, pre-test and post-test. Then, this test is done comparing students' score in reading comprehension before and after treatments. The result of this test emphized that the students' score in experimental group was signivicance improved than the students in control group.

3.6. Data Instrument Analysis

3.6.1. Validity Test

Cohen, et. al. (2011, p. 179) state that validity is the view that it was essentially a demonstration that a particular instrument in fact measures what it purport to measure. Additionally, Fraenkel et, al. (2012, p. 147) state that validity is the most important idea to consider when preparing or selecting an instrument for use. In this part, , they are construct validity, validity of each question items and content validity to be administered for research instrument.

3.6.1.1.Construct Validity

Construct validity of the instrument is consulted with three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. In this part, the construct validity of the research instruments involves two types. They are question items for pretest and posttest activities, and lesson plans for experimental and control groups. In this study, some lecturers

were asked as validators. They were Amalia Hasanah, M.Pd, Eka Sartika, M.Pd, and Beni Wijaya M.Pd who are the lecturers of UIN Raden Fatah Palembang. The first validator asked to choose only seventh longest texts and the questions into eighty questions for all, and the result of instruments test and lesson plan was B. The second validator asked to notice the spacing in written the instrument test and lesson plan. And the result of instruments test and lesson plan was B. And the third validator asked to check specification of test more, and the result of instrument test and lesson plan was B. After measuring the format of the instrument test, the writer concluded the three validators accepted it to continue doing tryout to the eleventh grade students.

3.6.1.2.Validity Test of Each Question Item

Validity of each question item was used to indicate whether the test item of the instruments in each question are valid or not. To find out the validity of test question items, the try-out was done. The try - out of the test was carried out on Tuesday, 25nd of August 2016 at 16.10-17.30 p.m. The instruments of the test was tested to 33 students (XI IPA2) of eleventh grade students at SMA Karya Ibu Palembang. The result of the test was analyzed by using SPSS Statistics Program Version 20 with the correct answer was labeled 1 and the wrong answer was labeled 0. To know whether it is valid or not, the score of signivicance (r-output) should be compared with the score of "r-table" product moment. According to Basrowi and Soenyono (2007, p.24), if the result of the test shows that r_{output} is higher than r_{tabel} (0,344), it means that the item is valid.

Table 6
Result of Validity Test

No	Validity Test	Sig.(2-tailed) of Pearson Correlation	r-table score	Result
1	Item1	0	0.344	Invalid
2	Item2	0.220	0.344	Invalid
3	Item3	0.580	0.344	**Valid**
4	Item4	0.645	0.344	**Valid**
5	Item5	0.250	0.344	Invalid
6	Item6	0.518	0.344	**Valid**
7	Item7	0.250	0.344	Invalid
8	Item8	0.804	0.344	**Valid**
9	Item9	0.310	0.344	Invalid
10	Item10	0.612	0.344	**Valid**
11	Item11	0.645	0.344	**Valid**
12	Item12	0.612	0.344	**Valid**
13	Item13	0.518	0.344	**Valid**
14	Item14	0.458	0.344	**Valid**
15	Item15	0.220	0.344	Invalid
16	Item16	0.032	0.344	Invalid
17	Item17	0.399	0.344	**Valid**
18	Item18	0.429	0.344	**Valid**
19	Item19	0.399	0.344	**Valid**
20	Item20	0.131	0.344	Invalid
21	Item21	0.399	0.344	**Valid**
22	Item22	0.280	0.344	Invalid
23	Item23	0.370	0.344	**Valid**
24	Item24	0.429	0.344	**Valid**
25	Item25	0.429	0.344	**Valid**
26	Item26	0.458	0.344	**Valid**
27	Item27	0.220	0.344	Invalid
28	Item28	0.000	0.344	Invalid
29	Item29	0.190	0.344	Invalid
30	Item30	0.429	0.344	**Valid**
31	Item31	0.280	0.344	Invalid
32	Item32	0.052	0.344	Invalid
33	Item33	0.340	0.344	Invalid
34	Item34	0.280	0.344	Invalid
35	Item35	0.549	0.344	**Valid**
36	Item36	0.518	0.344	**Valid**
37	Item37	0.340	0.344	Invalid
38	Item38	0.280	0.344	Invalid
39	Item39	0.458	0.344	**Valid**
40	Item40	0.161	0.344	Invalid
41	Item41	0.580	0.344	**Valid**
42	Item42	0.220	0.344	Invalid
43	Item43	0.220	0.344	Invalid

44	Item44	0.220	0.344	Invalid
45	Item45	0.310	0.344	Invalid
46	Item46	0.220	0.344	Invalid
47	Item47	0.518	0.344	**Valid**
48	Item48	0.518	0.344	**Valid**
49	Item49	0.190	0.344	Invalid
50	Item50	0.580	0.344	**Valid**
51	Item51	0.161	0.344	Invalid
52	Item52	0.399	0.344	**Valid**
53	Item53	0.250	0.344	Invalid
54	Item54	0.518	0.344	**Valid**
55	Item55	0.001	0.344	Invalid
56	Item56	0.399	0.344	**Valid**
57	Item57	0.220	0.344	Invalid
58	Item58	0.518	0.344	**Valid**
59	Item59	0.280	0.344	Invalid
60	Item60	0.190	0.344	Invalid
61	Item61	0.488	0.344	**Valid**
62	Item62	0.280	0.344	Invalid
63	Item63	0.488	0.344	**Valid**
64	Item64	0.280	0.344	Invalid
65	Item65	0.580	0.344	**Valid**
66	Item66	0.518	0.344	**Valid**
67	Item67	0.429	0.344	**Valid**
68	Item68	0.399	0.344	**Valid**
69	Item69	0.280	0.344	Invalid
70	Item70	0.250	0.344	Invalid
71	Item71	0.458	0.344	**Valid**
72	Item72	0.399	0.344	**Valid**
73	Item73	0.370	0.344	**Valid**
74	Item74	0.370	0.344	**Valid**
75	Item75	0.077	0.344	Invalid
76	Item76	0.310	0.344	Invalid
77	Item77	0.399	0.344	**Valid**
78	Item78	0.429	0.344	**Valid**
79	Item79	0.399	0.344	**Valid**
80	Item80	0.518	0.344	**Valid**

3.6.1.3.Content Validity

The writer also analyzed content validity. To know if the contents of the test items given are appropriate, the writer was checked the test materials to the curriculum. The instruments were made based on syllabus of English subject for senior high school for the eleventh grade. In this study, fourty question items were

taken to be an instrument of pretest and posttest after obtaining fourty valid question items. The instrument focused on hortatory exposition text.

Table 7
Test Specification of the Test Items

Objective	Indicators	Numbers of the test	Type of text	Answers key
The students are able to respond, understand, and comprehend the written meaning of reading text in short functional texts and essays in the contect of daily life	The students are able to: 1. To find the detail and factual information	3, 4, 18, 19, 48, 50, 63, 77,	Multiple Choice	a, a, d, b, c, b, b, a, c
	2. To find the main idea of the text	8, 14, 23, 36, 41, 47, 61, 67, 68, 72		c, a, a, d, c, b, a, a, a, a,
	3. To find couse/effect of the text	13, 25, 26, 35		a, b, b, c
	4. To find vocabulary of the text	11, 12, 17, 39, 54, 65, 73, 74, 80		a, a, b, c, d, c, b, d, a, c
	5. To find reference word	6, 10, 21, 24, 52, 57, 71, 78, 79,		c, b, b, b, d, d, d, b, b

3.6.2. Reliability Test

Fraenkel and Wallen (2009, p. 154) state that the reliability refers to the concistency of the scores obtioned how consistence they are for each individual from one administration of an instrument to another and from one set of items to another. Reliability test measures whether or not research instrument used for pre-test and post-test activity are reliable or not. Split-half was used to measures the reliabelity by SPSS version 20.0 program.

Table 8
Result of Reliability analysis Using Split Half

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,254
		N of Items	20[a]
	Part 2	Value	,474
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			,616
Spearman-Brown Coefficient	Equal Length		,762
	Unequal Length		,762
Guttman Split-Half Coefficient			,752

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

3.6.3. Readability Test

Readability test was done to know the appropriate level of reading texts for students' class level in comprehending the reading texts. The readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level of each reading text during research treatments. Readability test was measured by online readability test which is accessed *from http//www.readibility testFormula.com*.

Fielding (2006, p. 205), proposed some categories of flesch reading ease score and flesch reading grade level. For more detail the category can be seen on the following table 9 and table 10.

Table 9
Reading Ease Score

Flesh Reading Ease Score	Grade
90 – 100	Very easy
80 - 90	Easy
70 - 80	Fairly easy
60 - 70	Standard
50 - 60	Fairly difficult
30 - 50	Difficult
0 – 30	Very difficult

Table 10
Reading Grade Level

Flesh Reading Ease Score	Grade
90 – 100	5
80 - 90	6
70 - 80	7
60 - 70	8 – 9
50 - 60	10 – 12
30 - 50	Post-school/college
0 – 30	University graduate

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3.6.3.1. Readability of Research Instruments

For research instruments, hortatory exposition text are taken from books. The first book is entitled are Look A Head: An English Course for Senior High School Students Years XI, which is published by Erlangga and written by M. Sudarwati & Grace. The second book is entitled Bahasa Inggris XI-B SMA/MA-SMK/MAK (K13), published by CV Setia-Aji and written by Joko Priyana. The third book is TOPS: Siap UN BAHASA INGGRIS SMA, published by Erlangga and written by Lilia D. Sumarno. Therefore, the appropriate Flesh Reading Ease Score for both the research instrument and treatment is 50 t0 60 since the population of this study is the eleventh grade students. The tests taken from the books were tested by using the readability formula.

Table 11
Result of Readability Test for Research Instruments

No	Text Title	Text Statistics			Flesch-Kincaid Reading Eease Score	Reading level	Text Category
		Character Per Word	Number of Sentece	Words Per Sentence			
1	Pollution	4.9	9	19	50.1	Elevent grade	Fairly difficult
2	Tourism Benefit on Local People	5.1	15	16	53.6	Eleventh grade	Fairly difficult
3	Lets' Make City Clean and Fresh	4.9	11	21	53.6	Eleventh grade	Fairly difficult
4	Faster Planes and Cheaper Flights	5.2	13	18	58.6	Eleventh grade	Fairly difficult
5	Keeping Dog	4	12	19	60	Eleventh grade	Fairly difficult
6	Cheating	5.1	13	15	60	Eleventh grade	Fairly difficult
7	Smooking is Dangerous for People	4.9	8	21	56.4	Eleventh grade	Fairly difficult
8	House Husband's Heart Risk	4.5	14	22	56.4	Eleventh grade	Fairly difficult
9	Old Enough	4.5	18	15	60	Eleventh grade	Fairly difficult

3.6.3.2.Readability of Research Treatments

For research treatments, the hortatory exposition texts are used. The texts are taken from three books. The first book is entitled "Look a head: An English Course for Senior High School Students Years XI", published by written by M. Sudarwati & Grace. The second book is entitled Bahasa Inggris XI-B SMA/MA-SMK/MAK (K13), published by CV Setia-Aji and written by Joko Priyana. The third book is TOPS: Siap UN BAHASA INGGRIS SMA, published by Erlangga and the author is Lilia D. Sumarno. Before the texts is conducted for the treatments, readability formula were used to measures the appropriete level of reading texts. There are some results obtained after checking readability test for research instrument texts in flesh-kincaid reading ease score. The result of hortatory exposition text is displayed in table 12, as follows:

Table 12
Readability Test for Research Treatments

No	Text Title	Text Statistics			Flesch-Kincaid Reading Eease Score	Reading level	Text Category
		Character Per Word	Number of Sentence	Words Per Sentence			
1	Students in Modern Era	5.1	18	13	60	Eleventh grade	Fairly difficult
2	Seat belt	4.2	20	14	60	Eleventh grade	Fairly difficult
3	Should Not Bring Mobile Phone to School	5	23	12	60	Elevent grade	Fairly difficult
4	Home Schooling	4.8	12	23	55.4	Eleventh grade	Fairly difficult
5	Should Ads be Banned from TV Program	4.3	20	11	60	Eleventh grade	Fairly difficult
6	Removing Lead From Petrol	4.4	4	42	50	Eleventh grade	Fairly difficult
7	Where Should be After High School	4.6	23	15	60	Eleventh grade	Fairly difficult
8	Never Try Smooking	4.6	23	11	60	Eleventh grade	Fairly difficult
9	Why Should Wearing a Helmet When Motorcicling	4.8	14	19	54.1	Eleventh grade	Fairly difficult
10	Lets Make Campaign in Reading	5	24	15	58.1	Eleventh grade	Fairly difficult

3.7. Research Teaching Schedule

The treatments were conducted to the eleventh grade students of SMA Nurul Iman Palembang. The treatments were given twice a week. Each meeting took ninenty minutes. The writer gave the treatment to the experimental group as many as twelve meetings with pretest and posttest. The reading materials were taught based on the teaching and learning objectives that refers to the English syllabus (KTSP 2006) of Senior High School. The schedule of research treatment was presented in table 13.

Table 13
Teaching Schedule

NO	Teaching Schedule	Research Meeting	Teaching Material	Time Allocation
1	Saturday,24th Sept 20016	PRETEST		2X45'
2	Wednesday,28th Sept 2016	1st	Students in Moderen Era	
3	Saturday,1st Oct 2016	2nd	Seat Belt	
4	Wednesday,5th Oct 2016	3rd	Should Not Bring Mobile Phone to School	
5	Saturday,8th Oct 2016	4th	Home Schooling	
6	Wednesday,12th Oct 2016	5th	Should Ads be Banned from TV Program	
7	Saturday,15th Oct 2016	6th	Removing Lead from Petrol	
8	Wednesday,19th Oct 2016	7th	Where Should be After High School	
9	Saturday,22nd Oct 2016	8th	Never Try to Smooking	
10	Wednesday,26th Oct 2016	9th	Why Should Wearing a Helmet When Motorcicling	
11	Saturday,29th Oct 2016	10th	Lets Make Campaign in Reading	
12	Wednesday,12th Nov 2016	POSTTEST		

3.8. Techniques for Analyzing Data

To the analyze the data, the writer used t-test to measure to means (between control and experimental group) it was run by SPSS version 20.0 sofware. They are paired sample and independent sample t-test. The paired sample measure whether or not there is a significant improvement on students' reading comprehension score before and after the treatment. Meanwhile, the independent sample measure whether there is any significant difference on students' reading comprehension scores between those who are taught by using marking the text strategy and those who are not. In analyzing the data, some techniques were describes as follows:

3.8.1. Data Descriptions

Before the data is analyzed, distribution of the data is used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data is described as follows:

3.8.1.1. Distribution of Frequency Data

In distributions of frequency data, the students' score frequency, percentage is achieved. The distributions of frequency data are obtioned from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data is displayed in table analysis.

3.8.1.2. Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are analized. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental groups.

3.8.2. Prerequisite Analysis

before analyzing the data, pre-requisite analysis is done to see whether the data obtain are normal and homogenous. The procedures in pre-requisite analysis analyzed.

3.8.2.1.Normality Test

Normality test is conducted to know whether the data obtain normal or not. The data can be classfied into normal when the p-output is higher than 0.05 (Basrowi, et. al. 2007, p.85). in order to test the normality, Kolmogorov Smirnov is used. The normality test is used to measure students' pretest and posttest scores in both groups (control and experimental).

3.8.2.2.Homogeneity Test

According to Basrowi, et. al. (2007, p. 106), Homogenity test is used to measure the scores obtain whether it is homogen or not. He stated that the score is categorized homogen when the p-output was higher than mean significant difference at 0.05 levels. The homogeneity test is used to measure students' pretest and posttest score in control and experimental groups. In measuring homogeneity test, the writer used Levene Statistics in SPSS versian 20.0 softwere.

3.9. Hypotheses Testing

In this study, In this study, there are two kinds in measuring the significant improvement and the significant defferent. Paired sample t test and and independent t test.

a. In measuring a significant improvement, the paired sample t test was used for testing students' pretest to posttest scores in experimental groups. The significant of experimental is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.032). while, the

sifnificant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.032).

b. In measuring the significant difference. independent Sample t-test was used for testing student's posttest scores in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (1.995). while, the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0.05 and t-value is lower than t-table (2.032).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents and explains: (1) findings and (2) interpretations of the research study.

4.1 Findings

The findings of the research were to show about: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

4.1.1.1 Distribution of Frequency Data

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

4.1.1.1.1. Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pretest scores in control group was described in table 14.

Table 14
Distribution of Data Frequency on Students' Pretest Scores in Control Group

	Interval Score	*Category*	*N*	*Frequency*	*Persentage(%)*
Control Group	80-100	Very good	35	0	0%
	66-79	Good		0	0%
	56-65	Average		11	31.5%
	40-55	Less		22	62.8%
	30-39	fail		2	5.7%

Based on the result analysis of students' pretest scores in control group, it showed that 2 students (5.7%) were in fail category, 22 students (62.8%) were in less category, and 11 students (31.5%) were in average category.

4.1.1.1.2. Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group was described in table 15.

Table 15
Distribution of Data Frequency on Students' Posttest Scores in Control Group

	Interval Score	*Category*	*N*	*Frequency*	*Persentage(%)*
Control Group	80-100	Very good	35	0	0%
	66-79	Good		5	14.5%
	56-65	Average		6	37.2%
	40-55	Less		24	54.4%
	30-39	Fail		0	0%

Based on the result analysis of students' posttest scores in control group, it showed that 24 students (54.4%) were in less category, 6students (37.2%) were in average category, and 5 students (14.5%) were in good category.

4.1.1.1.3. Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group was described in table 16.

Table 16
Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

	Interval Score	***Category***	***N***	***Frequency***	***Persentage(%)***
Experimental Group	80-100	Very good	35	0	0%
	66-79	Good		3	8.6%
	56-65	Average		7	20.1%
	40-55	Less		18	51.5%
	30-39	fail		7	20%

The result of students' pretest in experimental group showed that 7 students (20%) were in fail category, 18 students (51.5%) were in less category, 7 students (20.1%) were in average category, and 3 students (8.6%) were in good category.

4.1.1.1.4. Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in Experimental group was described in table 17.

Table 17
Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

	Interval Score	***Category***	***N***	***Frequency***	***Persentage(%)***
Experimental Group	80-100	Very good	35	1	2.9%
	66-79	Good		10	28.7%
	56-65	Average		18	51.4%
	40-55	Less		6	17.2%
	30-39	Fail		0	0%

The result of students' postttest in experimental group showed that 6 students (17.2%) were in less category, 18 students (51.5%) were in average category, 10 students (28.7%) were in good category, and 1 students (2.9%) were in very good category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were got from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

4.1.1.2.1 Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group was described in table 18.

Table 18
Descriptive Statistics of Students' Pretest Scores in Control Group

	N	Min	Max	Mean	Std. Deviation
Pretest Scores	35	37.50	65.00	50.5000	7.94744

In descriptive statistics of Students' Pretest Scores in Control Group, it was found that the total number of sample was 35 students. The minimum score was 37.50, the maximum score was 65.00, the mean score was 50.5000, and the score of standard deviation was 7.94744.

4.1.1.2.2 Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group was described in table 19.

Table 19
Descriptive Statistics of Students' Posttest Scores in control Group

Posttest Scores	N	Min	Max	Mean	Std. Deviation
	35	40.00	77.50	53.3571	10.41321

In descriptive statistics above, it was found that the total number of sample was 35 students. The minimum score was 40.00, the maximum score was 77.50, the mean score was 53.3571, and the score of standard deviation was 10.41321.

4.1.1.2.3 Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in table 20.

Table 20
Descriptive Statistics of Students' Pretest Scores in Experimental Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	35	32.50	70.00	50.2857	10.92709

In descriptive statistics on students' pretest scores in experimental group above, it was found that the total number of sample was 35 students. The

minimum score was 32.50, the maximum score was 70.00, the mean score was 50.2857, and the score of standard deviation was 10.92709.

4.1.1.2.4 Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in table 21.

Table 21
Descriptive Statistics of Students' Posttest Scores in Experimental Group

Posttest Score	N	Min	Max	Mean	Std. Deviation
	35	42.50	80	62.5029	8.94189

In descriptive statistics on students' posttest scores in experimental group above, it was found that the total number of sample was 35 students. The minimum score was 42.50, the maximum score was 80.00, the mean score was 62.5029, and the score of standard deviation was 8.94189.

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality test and homogeneity test were analyzed.

4.1.2.1 Normality Test

In the normality test, the total of sample (N), kolmogorov smirnov, significat and resul were analyzed. The scores were got from; (1) pretest scores in control and experimental groups; and (2) posttest scores in control and experimental groups.

4.1.2.1.1 Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result of analysis was figured out in table 22.

Table 22
Normality Test of Students' Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	35	0.761	0.608	Normal
2	Experimental Group	35	0.665	0.768	

From the table analysis above, it was found the p-output from students' pretest scores in control group was 0.761 and experimental group was 0.665. From the score, it could be stated that the students' pretest scores in control and experimental groups were considered normal since they were higher than 0.05.

4.1.2.1.2 Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result of analysis was figured out in table 23.

Table 23
Normality Test of Students' Posttest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	35	0.728	0.664	Normal
2	Experimental Group	35	0.735	0.652	

From the table analysis above, it was found the p-output from students' posttest scores in control group was 0.728 and experimental group was 0.664. From the score, it could be stated that the students' posttest scores in control and experimental groups were considered normal since they were higher than 0.05.

4.1.2.2 Homogeneity Test

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula that used to analyze the homogeneity data, it was found in *SPSS program.* The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

4.1.2.2.1 Pretest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used the computation in SPSS 20. The result of homogeneity test of students' pretest was figured out in table 24.

Table 24
Homogeneity Test on Students' Pretest Scores
in Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	35	3,491	0.066	Homogen
2	Experimental group	35			

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.066. From the result of the output, it can be

stated that the students' pretest scores in control and experimental groups were homogen since it was higher than 0.05.

4.1.2.2.2 Posttest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used the computation in SPSS 20. The result of homogeneity test of students' posttest is figured out in table 25.

Table 25
Homogeneity Test on Students' Posttest Scores in Control and Experimental groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control group	35	0.768	0.384	Homogen
2	Experimental group	35			

Based on measuring homogeneity test, it was found that the significance level was 0.384. From the result of the output, it can be stated that the students' postest scores in experimental and control groups were homogen since it was higher than 0.05.

4.1.3 Result of Hypothesis Testing

In this result of hypothesis testing, measuring means significant improvement was presented.

4.1.3.1 Measuring a Significant Improvement on Students' Hortatory Exposition Reading Achievement

The analysis result of Paired sample t-test was figured out in table 26.

Table 26
Result Analysis in Measuring Significant Improvement on Students' Pretest-Posttest Scores in Experimental Groups

Marking the Text Strategy	Paired Sample t-Test			Ha
	T	Df	Sig. (2-tailed)	
	6.654	34	0.000	**Accepted**

Based on the table analysis, it was found that the p-output is 0.000 with df=34(2.032), and t-value= 6.654. It can be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught using Marking the Text strategy since p-output was lower than 0.05. It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha)was accepted.

4.1.3.2 Measuring a Significant Difference on Students' Hortatory Exposition Reading Score

The analysis result of independent sample t-test was figured out in table 27.

Table 27
Result Analysis of Significant Difference on Students' Posttest Scores in Experimental and Control Groups

Marking the Text Strategy and those who are not	Independent Sample t-Test			Ha
	T	Df	Sig. (2-tailed)	
	3.942	68	0.000	**Accepted**

From the table analysis, it was found that the p-output was 0.000 and the t-value was 3.942. It can be stated that there was significant difference on students' reading comprehension scores since the p-output was lower than 0.05 and the t-value was higher than t-table df=68 (1.995). So that the null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted.

4.2. Interpretations

On the basis of the finding stated previously, some interpretation could be drawn. Before doing the treatments, the writer did the pretest in control and experimental group. During the test in experimental group, The students do the test faster than time was offer, It happened because students seemed bored in doing the test. They were lazy to read the providen texts in the test. So, they just guess answer despite the writer remember them to review their answer. After did the pretest, the data of the students' pretest in both group were found. After the students' score obtained from experimental and control group, the writer chose XI IPA 2 as experimental group. It was because the students' scores in experimental group were lower than the students' score in control group. It was also proved by the mean of pretest in XI IPA1 was higher than XI IPA2.

Then, the writer did the treatments by using Marking the Text strategy. In first meeting, the students discussed hortatory exposition text entitled "Students in Modern Era", but they confused about the steps of Marking the Text strategy. It happened because the students did not focus and learn seriously. So, They could not follow the rule of Marking the Text strategy which were the students numbered the paragraph, students circle key terms, and the students underlined

the authors' claims. The writer had to explain them again to make them understand. Nevertheless, in the second meeting in implementing Marking the Text strategy, the students still confused how to apply the steps of strategy. The students hortatory exposition reading still at the lower score. It can be seen when they answer the questions of the text given about Seat Belt. They could not find the main idea in the text and could not get the information. In the third and fourth meeting, the writer gave students the text about Should Not Bring Mobile Phone to School and Home Schooling. In this meeting, the students started to understand the concept of Marking the Text strategy , they could apply Marking the Texts strategy in teaching and learning process. It could be seen from students' worksheet. (see Appendix W). By numbered the paragraph, circle and underline the text, the students could guess the meaning, identify the main idea, and got the information from the text. It is in line with LeMaster (2011, p. 56) who states that Marking the Text strategy gave students away to issolate essential information that can be referenced quickly during reading, students can easily direct other to those places where they have found relevant information.

In the fifth meeting, students discussed the text entitled "Should Adds be Banned from TV Program". They became interested in answering the questions correctly and students could more comprehend the text easily. It can be seen when the students anthusiasm in guess and answer their text. It is related to LeMaster (2011, p. 56) who mentions that Marking the Text is designed to connect section of the text and more comprehension. In the sixth to eight meetings, the students found more active in identify information in the text, it can be seen when they

discussed all the text with their groups. (see Appendix X). They asked their group and gave suggest how to find the main idea and information from the text. It is the same line with Dixon and Mainville (2012, p. 28) argue that Marking the Text is an active reading strategy to cited/ identify information in the text relevanth to the reading purpose. In the ninth to the last meeting, the writer found that the students were really interested, when the writer taught through Marking the Text strategy in the experimental group, the students were motivated to learn by answering several question from the texts. They could use their power of thinking to evaluate ideas, circle and underline essential information and students were more comprehend the text easily and they taught that hortatory exposition reading is interested subject after they studied it by using Marking the Text strategy, it is related to LeMaster (2011, p. 55) who mentions that Marking the Text strategy is a reading strategy used by students to think critically about their reading, while reading the text the students analyze ideas, evaluate ideas, circle and underline important information.

After the treatments, the posttest was given to the students in control group and experimental group. Based on the result of paired sample t-test, it was found that the p-output was 0.000 with df=34(2.032), and t-value= 6.654. It can be stated that there was a significant improvement from students' pretest to posttest scores in experimental group. In other words, students' reading comprehension scores in experimental group improved after they were being taught by using Marking the Text strategy. Moreover, based on the result of independent sample t-test, it was found that the p-output was 0.000 and the t-value was 3.942 since the

p-output was lower than 0.05 and the t-value was higher than t-table df=68 (1.995) it can be stated that there was significant difference on students' reading comprehension scores between the students who were taught by using Marking the Text strategy and those who were not. The students' scores in experimental group were higher than students' score in control group. Therefore, the writer assumed that Marking the Text was effective to be used in teaching reading comprehension specifically hortatory exposition text. This is line with previous related studies from Kusniati (2010) and Sari (2012), they found that there was significant effect toward students' reading comprehension achievement who were taught by using Marking the Text strategy. Beside that, the students in experimental group also felt the advantages on their reading comprehension from the implementation of Marking the Text strategy. They were more attracted and motivated by picture which were given by the writer since the picture had an inportant role on the teaching and learning process because it can be used to pass on the material. It is related to Wright (2004, p. 4) who said that pictures can play a role in motivating students, contextualizing the language they are using, giving them reference and helping discipline to the activity. Also, when the students marks their text, they were able to connect the information from the text and their prior knowledge. This is in line with Dixon, et. al (2012, p. 9), they state that Marking the Text strategy can activates background knowledge and this strategy can be guide the students and motivated them to active in a class.

From the explanations above, the writer would like to interpret that Marking the Text was effective in teaching hortatory exposition reading to the eleventh

grade students of SMA Nurul Iman Palembang. This strategy can be considered as one of alternative strategy to be used especially in teaching hortatory exposition reading.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions based on the findings and interpretations in the previous chapter.

5.1. Conclusion

Based on analysis data in the previous chapter, that there were some conclusion was concluded. First, there was significant improvement from students' pretest to posttest score in experimental group that taught using Marking the Text strategy. The second, from the result analysis in measuring means a significant difference on students' reading score, the writer concluded that there was significant difference on students' reading comprehension score taught by using Marking the Text strategy. The result could be seen from the improvement to the eleventh grade students, as follows:

1. After conducted Marking the Text strategy, the students' motivation in learning English significantly improved especially in reading skill.
2. The students became active readers in the class and feel comfortable to learn.
3. The students felt enthusiasm and enjoyed following the materials in the class.
4. The students began to show a greater interest in asking and answering several questions.
5. The students were able to comprehend the hortatory exposition text easily.

Therefore, it could be assumed that Marking the Text strategy was effective to the eleventh grade students of SMA Nurul Iman Palembang. The students could also increase their achievement in reading specifically in hortatory exposition text. It also could be seen from the result of the test, it implied that Marking the Text could be used as an alternative strategy in teaching reading specifically in hortatory exposition text.

5.2 Suggestions

Based on the conclusion above and based on the study that has been done, the writer would like to give some suggestions to English teacher, the students of SMA Nurul Iman Palembang, and for the next researchers as follows:

5.2.1 For teachers of English

The writer would like to suggest for the teachers of English, the English teacher can apply this strategy in teaching reading to improve students' reading comprehension. This strategy makes the students more interesting and more effective in learning process. So, it will be reference as one of strategy for the teacher to teach reading.

5.2.2 For Students

The writer suggests and motivates the students to improve their vocabulary, grammar, pronunciation, and other aspect of reading in order to comprehend reading text easily. The teachers should motivate the students by giving and explaining the moral value that is stated in the text. By connecting the moral value in hortatory exposition text, the students will be motivated in learning and reading.

5.2.3 Next Researcher

Hopefully this study can be useful for theoretical references and some innovations and improvements in teaching English will be obtained or even renewed. The other researcher also can consider the weaknesses of the result from this research to conduct a better research.

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UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
Jalan Prof. KH. Zainal Abidin Fikry Km. 3,5 Tlp 0711 354668 Palembang

SKRIPSI CONSULTATION CARD

Students' Name : Satria Santi
Students' Number : 10250059
Program Study : English Education Study Program
Faculty : Tarbiyah
Thesis Title : TEACHING HORTATORY EXPOSITION READING BY USING MARKING THE TEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

Advisor I : M. Hollandyah, M.Pd

No	Days/Date	Consulted Aspect	Comment	Signature
	9-8-16	Revise as suggested Put result analysis in every analysis	I - III	
	21/9-16	Revise your " Construct Validity 4	I - III	
	22/9.16	Ok Continue to	I - III your treatment Soon!	
	27/10-16	IV - V	Ok. Register for the exam.	

UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
ALAMAT: JL.PROF.K.H.ZAINAL ABIDIN FIKRI KODE POS: 30126 KOTA POS: 54 TELP: (0711) 353276 PALEMBANG

THESIS CONSULTATION CARD

Name :Satria Santi
Students' Number : 10250059
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II :Winny Agustria Riznanda, M.Pd
Thesis Title :TEACHING HORTATORY EXPOSITION READING BY USING MARKING THE TEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG

No	Date	Aspect Consulted	Comment	Signature
1	June 29th, 2016	Title	Specify the kind of expository text 'teaching hortatory exposition reading by using ... Palembang'	
2	June 2nd, 2016	Title Chapter 1	ok Organise your paragraph : Language → English → Reading → Hortatory Exposition Reading → Problems faced by EFL students → Marking the Text	
		Chapter 2	• Add the benefits of Marking the text • Add the generic structure of Hortatory Exposition Text • Organise your subheading	
		Chapter 3	• Use the newest version of the design • Determine the sampling method • Prepare your instrumentation and lesson plans	

3.	July 28th, 2016	Chapter 1	· Fix the grammatical mistakes · Conduct a preliminary study : interview the students too and provide data of the students' expository reading. · Fix the research problems, objectives and significance of the study	
		Chapter 2	· Explain further on Marking the Text, give example in a text	
		Chapter 3	· Check the readability of both the instrumentation and treatment	
4.	August 9th, 2016	Chapter 1 Chapter 2 Chapter 3	OK OK · Revise as suggested. Already on the right track. · OK for research	
5.	Aug. 23rd, 2016	Chapter 3	OK	
6.	Sept. 29th, 2016	Chapter 2 Findings Interpretation	. Fix the grammatical mistakes . Explain why and how	

Palembang, 2016

Advisor II

Winny Agustria Riznanda, M.Pd

7.	Oct. 5th, 2016	Chapter 4 Interpretation	Fix the grammatical mistakes	
8.	Oct. 6th, 2016	Chapter 4	ok Proceed to Manuscript Comprehensive Exam	
9.	Nov. 2nd, 2016	Chapter 5	the suggestions should relate to your variable	
10	Dec. 1st, 2016	Chapter 1 - 5	ok Bring the abstract and appendices	
11	Dec. 9th, 2016	Appendices Abstract	ok ok Proceed to Munaqosyah Prepare the Power Point Presentation	

Palembang, 9 Dec., 2016

Advisor II

Winny Agustia Riznanda, M.Pd

STUDENTS' ATTENDANCE LIST PRETEST IN EXPERIMENTAL GROUP

SCHOOL : SMA NURUL IMAN PALEMBANG

CLASS :XI IPA 2 (ELEVENTH GRADE STUDENTS)

NO	NAME OF STUDENTS	SIGNATURE
1	ADITYA REVALDI	1
2	ANDIKA SEGARA P.	2
3	APRILIA SUSANTI	3
4	BELLA SAPITRI	4
5	DWI LESTARI	5
6	DEA MARETHA	6
7	FITRA TAQWA	7
8	FITRI YANIH	8
9	INTAN GISTINI	9
10	JERRY FEBRIYANTI	10
11	KARINA PUTRI FERIYANTI	11
12	LINTAN KUSUMA NINGRUM	12
13	MARCELA SANDIKA	13
14	MISBATUL HASANAH	14
15	MUHAMMAD ALDAN	15
16	M. SYEH MAULANA	16
17	MOZA FARAH HANIFAH	17
18	M. DIMAS RAHMAT JUNI	18
19	M. RANDI ADITYA	19

20	M. REALDI	20
21	NURHASANAH	21
22	NANDA APRILIA PUTRI	22
23	PUTRI ERYANI S.	23
24	RIRIN JUNIARTI	24
25	ROBIN TASHIBA	25
26	ROBY TRI ZULKAHFI	26
27	SELLA MAHARANI	27
28	SARI MAHARANI	28
29	SITI NURHALIMAH	29
30	SELLY SELVIANA	30
31	SERLY AGUSTINA V.	31
32	THASYA INSYARA	32
33	TIARA NURULITA	33
34	TAUFIQ HIDAYAT	34
35	YOLANDA ANDINI	35

Palembang, 2016

Mengetahui,

Teacher of English

Henny Puravati, S.Pd

NIP:

Researcher

Satria Santi

NIM : 10250059

STUDENTS' ATTENDANCE LIST POST-TEST IN CONTROL GROUP

SCHOOL : SMA NURUL IMAN PALEMBANG

CLASS :XI IPA 1 (ELEVENTH GRADE STUDENTS)

NO	NAME OF STUDENTS	SIGNATURE
1	ACHMAD RIFKI	1
2	ALPINA RAHMAWATI	2
3	CENDIKIANI	3
4	EKA MANISA	4
5	**ELFA MELIANTIKA**	5
6	FAJRI SURONO	6
7	HERMIATI ANDARI	7
8	INTAN PUSPITA SARI	8
9	ISSAROTUL NIKMAH	9
10	IMAM IKBAR	10
11	**INTAN HANITALIA**	11
12	KHOTIUL IMAM	12
13	KARLIAMEILIANA	13
14	**LOVI AYU FRANSISKA**	14
15	MUHAMMAD AIMUL ARIF	15
16	MUHAMMAD RIDHO	16
17	YUSUF NUR IKHSAN	17
18	NURMAYA WANDIRA SARI	18
19	NYANYU UMI KALSUM	19

20	NURSILA WATI	20
21	**NURUL AMRINA**	21
22	OCTA YULIANI	22
23	**PUTRI NABILA**	23
24	RESTY MARDINA S.	24
25	ROBY ZULFIKRIYANSAYAH	25
26	**RETNO DWI DANIAWAN**	26
27	**RISNAINI**	27
28	SADDAM HUSEN	28
29	SINDI SANDORA	29
30	SHINTA WULANDARI	30
31	SINTA PUSPITA SARI	31
32	TIARA MAYANG PRATIWI	32
33	UMI QONA'AH SANI	33
34	WJ. ALFISYAR	34
35	YULI ANDARI	35

Palembang, 2016

Mengetahui,

Teacher of English

Henny Purwati, S.Pd

NIP:

Researcher

Satria Santi

NIM : 10250059

STUDENTS' ATTENDANCE LIST POST-TEST IN EXPERIMENTAL GROUP

SCHOOL : SMA NURUL IMAN PALEMBANG

CLASS :XI IPA 2 (ELEVENTH GRADE STUDENTS)

NO	NAME OF STUDENTS	SIGNATURE
1	ADITYA REVALDI	1
2	ANDIKA SEGARA P.	2
3	APRILIA SUSANTI	3
4	BELLA SAPITRI	4
5	DWI LESTARI	5
6	DEA MARETHA	6
7	FITRA TAQWA	7
8	FITRI YANIH	8
9	INTAN GISTINI	9
10	JERRY FEBRIYANTI	10
11	KARINA PUTRI FERIYANTI	11
12	LINTAN KUSUMA NINGRUM	12
13	MARCELA SANDIKA	13
14	MISBATUL HASANAH	14
15	MUHAMMAD ALDAN	15
16	M. SYEH MAULANA	16
17	MOZA FARAH HANIFAH	17
18	M. DIMAS RAHMAT JUNI	18
19	M. RANDI ADITYA	19

20	M. REALDI	20
21	NURHASANAH	21
22	NANDA APRILIA PUTRI	22
23	PUTRI ERYANI S.	23
24	RIRIN JUNIARTI	24
25	ROBIN TASHIBA	25
26	ROBY TRI ZULKAHFI	26
27	SELLA MAHARANI	27
28	SARI MAHARANI	28
29	SITI NURHALIMAH	29
30	SELLY SELVIANA	30
31	SERLY AGUSTINA V.	31
32	THASYA INSYARA	32
33	TIARA NURULITA	33
34	TAUFIQ HIDAYAT	34
35	YOLANDA ANDINI	35

Palembang, 2016

Mengetahui,

Teacher of English

Hanna Prawesti, S.Pd

NIP:

Researcher

Satria Santi

NIM : 10250059

STUDENTS' ATTENDANCE LIST

Name of School : **SMA Karya Ibu Palembang**

Class : **XI**

No.	Name of Students	Signature
1	Resi Elmira	1.....
2	Delanur haisona	2.....
3	Widya Astuti	3.....
4	Okta Ayu Khairunnisa	4.....
5	Sonia Septia Dewi	5.....
6	Pertiwi Pahayu	6.....
7	Eka Yanti	7.....
8	MELINI WULANDARI	8.....
9	Rainaldi Yuda Prasetya	9.....
10	Reza . P	10.....
11	Wulandari	11.....
12	Marina Sista	12.....
13	Dian Meliani	13.....
14	Lili fibrilianti	14.....
15	M. Ridho.	15.....
16	Indah Permatasari	16.....
17	Putri Katerina Ishaen	17.....
18	Melisya putri	18.....
19	ADREA	19.....
20	Linda Syafrianti . M.	20.....
21	SELVI RELANI	21.....

22	Sali Anska	22....
23	Indah putri dewant	23....
24	Hendra Widaya	24....
25	M. Yusuf Ibnu Sina	25....
26	Pro Ernaldhi. T	26....
27	RIKI ARIANTO	27....
28	ALFINA DAMAYANTI	28....
29	NUR HAFSHAH	29....
30	Albert baihaky	30....
31	Zaky Zima	31....
32	Yayuk Sukma	32....
33	Yayan Saputra	33....
34		34. .....
35		35. .....
36		36. .....
37		37. .....
38		38. .....
39		39. .....
40		40. .....

Palembang, 23 Agustus 2016

Teacher of English

Tri Wulandari, S.Pd
NIP.

Researcher

Satria Santi
NIM. 10250059

Daftar Nilai Siswa
Tahun Pelajaran 2016/2017 SMA NURUL IMAN

Mata pel :
Kelas prog: XI IPA 1 — Wali Kelas: Candra Fitriansyah, S.Pd

NO	NIS	Nama Siswa	L / P	PENILAIAN																Ket
				KOGNITIF					PSIKOMOTOR					AFEKTIF						
				1	2	3	4	NH	1	2	3	4	NH	1	2	3	4	NH		
1	6614	ACHMAD RIFKI	L	70	50	55														
2	6617	ALPINA RAHMAWATI	P	70	75	60														
3	6625	CENDIKIANI	P	65	60	65														
4	6634	EKA MANISA	P	40	50	70														
5	6636	ELFA MELIANTIKA	P	75	70	60														
6	6638	FAJRI SURONO	L	60	65	60														
7	6643	HERMIATI ANDARI	P	70	75	75														
8	6645	INTAN PUSPITA SARI	P	70	70	70														
9	6646	ISSAROTUL NIKMAH	P	45	70	65														
10	6648	IMAM IKBAR	L	70	65	65														
11	6649	INTAN HANITALIA	P	55	65	65														
12	6653	KHOTIUL IMAM	L	60	60	60														
13	6654	KARLIAMELIANA	P	60	70	75														
14	6657	LOVI AYU FRANSISKA	L	55	60	60														
15	6665	M. AIMUL ALIF	P	50	60	65														
16	6676	M. RIDHO	L	65	65	65														
17	6716	YUSUF NUR IKHSAN	L	65	70	60														
18	6678	NURMAYA WANDIRA	P	65	65	60														
19	6680	NYAYU UMI KALSUM	P	45	40	70														
20	6682	NURSILA WATI	P	75	60	73														
21	6679	NURUL AMRINA	P	75	70	70														
22	6683	OCTA YULIANI	P	50	65	50														
23	6684	PUTRI NABILA	P	65	60	60														
24	6691	RESTY MARDINA	P	70	70	70														
25	6694	ROBY ZULFIKRIANSYAH	L	70	70	65														
26	6687	RETNO DWI DANIAWAN	P	65	65	60														
27	6693	RISNAINI	P	60	75	70														
28	6697	SADDAM HUSSEIN	L	40	50	65														
29	6698	SINDI SANDORA	P	60	60	75														
30	6701	SHINTA WULANDARI	P	80	70	70														
31	6702	SINTA PUSPITA SARI	P	65	65	60														
32	6708	TIARA MAYANG P.	P	70	60	75														
33	6711	UMI QONAAH SANI	P	75	50	65														
34	6712	WJ. ALFISYAR	L	65	65	65														
35	6714	YULI ANDARI	P	60	70	65														

L : 10
P : 25
JL: 35

Palembang, 2016
Guru mata pelajaran

Henny Turwati, S.Pd
NIP:

Daftar Nilai Siswa
Tahun Pelajaran 2016/2017 SMA NURUL IMAN

Mata pel :
Kelas prog: XI IPA 2 — Wali Kelas: Uswatun Hasanah, S.Pd

NO	NIS	Nama Siswa	L / P	PENILAIAN															Ket
				KOGNITIF					PSIKOMOTOR					AFEKTIF					
				1	2	3	4	NH	1	2	3	4	NH	1	2	3	4	NH	
1	6615	ADITYA REVALDI	L	60	50	65													
2	6732	ANDIKA SEGARA P.	L	65	70	60													
3	6622	APRILIA SUSANTI	P	80	85	65													
4	6623	BELLA SAPITRI	P	70	60	70													
5	6629	DWI LESTARI	P	65	65	60													
6	6630	DEA MARETHA	P	65	60	70													
7	6636	FITRA TAQWA	L	60	60	60													
8	6639	FITRI YANIH	P	50	45	70													
9	6644	INTAN GUSTINI	P	40	50	45													
10	6650	JERRI FEBRIYANTI	P	80	70	65													
11	6652	KARINA PUTRI F.	P	60	60	65													
12	6656	LINTAN KUSUMA N.	P	80	65	65													
13	6659	MARCELLA SANDIKA	P	70	70	70													
14	6661	MISBATUL HASANAH	P	60	60	60													
15	6626	M. ALDAN	L	70	70	70													
16	6666	M. SYEH MAULANA	L	65	70	60													
17	6667	MOZA FARAH H.	P	60	60	60													
18	6672	M. DIMAS RAHMAT JUNI	L	70	60	60													
19	6676	M. RANDI ADITYA	L	65	65	65													
20	6675	M. REALDI	L	60	60	60													
21	6677	NURHASANAH	P	70	70	65													
22	6719	NANDA APRILIA PUTRI	P	65	65	65													
23	6686	PUTRI ERYANI S.	P	50	50	50													
24	6692	RIRIN JUNIARTI	P	60	60	45													
25	6695	ROBIN TASHIBA	L	45	70	70													
26	6741	ROBY TRI ZULKAHFI	L	60	75	50													
27	6700	SELLA MAHARANI	P	50	50	50													
28	6703	SARI MAHARANI	P	70	50	55													
29	6706	SITI NURHALIMAH	P	60	70	70													
30	6722	SELLY SELVIANA	P	65	65	65													
31	6728	SERLY AGUSTINA V.	P	40	40	70													
32	6707	THASYA INSYARA	P	65	65	60													
33	6709	TIARA NURULITA	P	80	70	60													
34	6710	TAUFIQ HIDAYAT	L	60	70	65													
35	6713	YOLANDA ANDINI	P	65	55	70													

L : 11
P : 24
JL: 35

Palembang, 2016
Guru mata pelajaran

Hermy Haryati, S.Pd
NIP:

	FORMULIR KONSULTASI REVISI SKRIPSI	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS TARBIYAH IAIN RADEN FATAH PALEMBANG Kode:GPMPFT.SUKET.04/R0

Setelah melalui proses koreksi dan bimbingan, maka terhadap skripsi mahasiswa

NIM : 10250059

Nama : Satria Santi

Jurusan : Pendidikan Bahasa Inggris (PBI)

Judul Skripsi : Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang

Maka skripsi mahasiswa tersebut disetujui untuk dijilid hardcover dan diperbanyak sesuai kebutuhan.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya diucapkan terima kasih.

Palembang, Februari 2017

Ketua Penguji

(Hj. Lenny Marzulina, M.Pd)
NIP. 197103120110120 01

Sekretaris Penguji

(M. Hollandyah, M.Pd)
NIP. 197405072011011 1

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Satria Janti.
NIM : 10250059
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : Teaching Hortatory Exposition Reading by using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang
Penguji : Renny Kurnia Sari, M.Pd

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1	20/2-17	Thesis revision revised Chapter IV & V as suggested.	
2	22/2-17	Thesis revision ok. Consult Nyam Secretary for thesis	

Palembang .....
Dosen Penguji

(Renny Kurnia Sari, M.Pd)
NIP

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NECERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Satria Janti
NIM : 1025039
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang
Penguji : Beni Wijaya, M.Pd

No	Hari/Tanggal	Masalah yang dikonsultasikan	Tanda Tangan Penguji
1.	Jum'at/17-2-2017	Revisi Skripsi : Ok! ACC	

Palembang 17-2-2017
Dosen Penguji,

(Beni Wijaya, M.Pd)
NIP :

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Jum'at/ 7 November 2016
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	12250032	Dini Aulia Dwinta	82	93	83	70	82	A
2	12250040	Eska Putri Afriani	84	95	85	70	83,5	A
3	11250025	Indah Purwati	85	74	86	62	76,75	B
4	11250028	Jhonni Iskandar	82	88	80	70	80	A
5	12250149	Wilta Purnama Sari	86	91	75	75	81,75	A
6	12250139	Syarifah Sukainah	86	79	86	64	78,75	B
7	12250055	Indah Tri Lestari	84	91	73	64	78	B
8	11250044	Nuruajati	71	86	68	70	73,75	B
9	11250059	Sustrayani	71	71	70	62	68,5	C
10	10250063	Supartini	72	71	60	61	66	C
11	10250711	Retna Handayani	72	84	75	60	72,75	B
12	12250145	Tria Novita	86	72	85	73	79	B
13	10250059	Satria Santi	71	68	65	61	66,25	C

Keterangan
Mata Uji
I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Interval Nilai
80 -100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Dosen Penguji

Winny Agustia Riznanda, M.Pd.
M. Holandyah, M.Pd
Beni Wijaya, M.Pd
Hj. Lenny Marzulina, M.Pd

Palembang, 15 November 2016
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan

Ketua,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Sekretaris,

M. Holandyah, M.Pd
NIP. 19801123 200801 2 013

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

HASIL UJIAN SKRIPSI/MAKALAH

Hari	: Rabu	
Tanggal	: 8 Februari 2017	
Nama	: Satria Santi	
NIM	: 10250059	
Jurusan	: PBI	
Program Studi	: S-1 Reguler	
Judul Skripsi	: *Teaching Hortatory Exposition Reading by using marking the text strategy to the eleventh grade students of SMA Nurul Iman Palembang*	
Ketua Penguji	: Hj. Leny Marzulina, M.Pd	(.....)
Sekretaris Penguji	: M. Holandiyah, M.Pd	(.....)
Pembimbing I	: M. Holandiyah, M.Pd	(.....)
Pembimbing II	: Winny Agustia R, M.Pd.	(.....)
Penguji I/Penilai I	: Hj. Renny Kurniasari, M.Pd	(.....)
Penguji II/Penilai II	: Beni Wijaya, M.Pd.	(.....)

Nilai Ujian : 94 / B IPK : .....

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :

(.....) dapat diterima tanpa perbaikan
(.....) dapat diterima dengan tanpa perbaikan kecil
(.....) dapat diterima dengan tanpa perbaikan besar
(.....) belum dapat diterima

Palembang, 8 Februari 2017

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Sekretaris,

M. Holandiyah, M.Pd.
NIP. 19740507 201101 1 001

DEPARTEMEN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS

PROGRAM STUDI : ILMU PENGETAHUAN SOSIAL

TAHUN PELAJARAN 2008/2009

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas Negeri 1 Sungai Rotan, Kabupaten Muara Enim menerangkan bahwa:

nama	:	SATRIA SANTI
tempat dan tanggal lahir	:	SUNGAI ROTAN, 27 Desember 1991
nama orang tua	:	ZAKARUDIN
sekolah asal	:	SMAN 1 Sungai Rotan
nomor induk	:	395
nomor peserta	:	3-09-11-05-026-101-4

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Muara Enim, 13 Juni 2009

Kepala Sekolah

PEMERINTAH KABUPATEN MUARA ENIM DINAS PENDIDIKAN SMA Negeri 1 Sungai Rotan

RAFIK EFFENDIE, S.Pd

NIP. 195712181981031009

TELAH DIPERIKSA KEBENARANNYA DAN SESUAI DENGAN ASLINYA

PALEMBANG,.....20...

Nomor : In.03/4.2/PP.009/...../20...

Kepala BAAK,

MIRWAN FASTA, S.Ag,.M.Si.

NIP. 19701020 199603 1 001

BANK SUMSELBABEL
SYARIAH
Mitra Amanah Membangun Daerah

BANK SUMSELBABEL
009 CABANG PEMBANTU SYARIAH UIN RADEN FATAH
29/08/16 1:48:22 419671
GTL809 06SRFTLAMI

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas	:	0009 IAIN R.FATAH
ID.Mahasiswa	:	10250059
Nama Mahasiswa	:	SATRIA SANTI
Keterangan Bayar	:	SPP
Semester Bayar	:	GANJIL
Tahun Angkatan	:	2016
Nama Fakultas	:	TARBIYAH DAN KEGURUAN
Nama Jurusan	:	PENDIDIKAN BAHASA IN
Nomor Induk Mhs	:	10250059
Detail Pembayaran	:	

---

001 SPP			600,000 00
Reference Code	:		
Nilai transaksi	:	Rp.	600,000.00
Biaya Bank	:	Rp.	.00
Total Pembayaran	:	Rp.	600,000.00

Terbilang :
ENAM RATUS RIBU RUPIAH

== Universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah ==

BANK SUMSELBABEL
SYARIAH
CAPEM UIN RADEN F

========== HARAP DISIMPAN BAIK BAIK ==========

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"

2 = berarti "cukup baik"

3 = berarti "baik"

4 = berarti "sangat baik"

a: dapat digunakan tanpa revisi

b: dapat digunakan dengan sedikit revisi

c: dapat digunakan dengan banyak revisi

d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	***Perumusan Indikator Belajar***				
	1. Kejelasan rumusan				√
	2. Kelengkapan cakupan rumusan indikator				√
	3. Kesesuaian dengan kompetensi dasar				√
	4. Kesesuaian dengan standar kompetensi				√
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				√
	2. Kesesuaian dengan karakteristik peserta didik				√
	3. Keruntutan dan sistematik materi				√
	4. Kesesuaian materi dengan alokasi waktu				√
III.	**Pemilihan Sumber Belajar/Media Pembelajaran**				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				√
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian sumber belajar/media dengan karakteristik peserta didik				√
IV.	**Skenario/Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran				√
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				√
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				√

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"

2 = berarti "cukup baik"

3 = berarti "baik"

4 = berarti "sangat baik"

a: dapat digunakan tanpa revisi

b: dapat digunakan dengan sedikit revisi

c: dapat digunakan dengan banyak revisi

d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	***Aspek Petunjuk***				
	1. Petunjuk tes dinyatakan jelas				√
	2. Kriteria skor dinyatakan jelas		√		
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			√	
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif			√	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar			√	
	3. Menggunakan kalimat dan kata-kata yang *mudah dipahami*			√	
IV	**Penilaian validasi umum**	a	b	c	d

Kesimpulan:

Choose only 7 longest texts and add the questions into 70 QS for all.

Palembang, 2016
Validator I

Amalia Hasanah, M. Pd.

	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrument soal		✓		
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat		✓		
	4. Bentuk huruf dan angka baku			✓	
VII.	***Penilaian validasi umum***	**a**	**(b)**	**c**	**d**

Kesimpulan:

Revise as suggested. Put the answers to the questions you've made after the questions

.....

Palembang, 2016

Validator I

Amalia

Amalia Hasanah, M. Pd.

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan rumusan			✓	
	2. Kelengkapan cakupan rumusan indikator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar kompetensi			✓	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematik materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	**Pemilihan Sumber Belajar/Media Pembelajaran**				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar/media dengan karakteristik peserta didik			✓	
IV.	**Skenario/Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	**Aspek Petunjuk**				
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas			✓	
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	**Aspek Bahasa**				
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	**Penilaian validasi umum**	a	(b)	c	d

Kesimpulan:

.....

.....

.....

Palembang, 2016

Validator II

Beni Wijaya, M.Pd.

	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrument soal			✓	
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII.	**Penilaian validasi umum**	**a**	**b**	**c**	**d**

Kesimpulan:

.....

.....

.....

Palembang, 2016

Validator II

Beni Wijaya, M. Pd.

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	***Perumusan Indikator Belajar***				
	1. Kejelasan rumusan			✓	
	2. Kelengkapan cakupan rumusan indikator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar kompetensi			✓	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keruntutan dan sistematik materi			✓	
	4. Kesesuaian materi dengan alokasi waktu			✓	
III.	**Pemilihan Sumber Belajar/Media Pembelajaran**				
	1. Kesesuaian sumber belajar/media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar/media dengan karakteristik peserta didik			✓	
IV.	**Skenario/Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	

	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	✓
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrument soal			✓	
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII.	***Penilaian validasi umum***	**a**	**b**	**c**	**d**

Kesimpulan:

.....

Perhatikan persiapan sebelum melakukan

treatment

.....

Palembang, 2016

Validator III

Eka Sartika, M. Pd.

LEMBAR VALIDASI TES

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" — a: dapat digunakan tanpa revisi

2 = berarti "cukup baik" — b: dapat digunakan dengan sedikit revisi

3 = berarti "baik" — c: dapat digunakan dengan banyak revisi

4 = berarti "sangat baik" — d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	***Aspek Petunjuk***				✓
	1. Petunjuk tes dinyatakan jelas			✓	
	2. Kriteria skor dinyatakan jelas			✓	
II.	**Aspek Cakupan Tes Prestasi Kognitif**				
	1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas			✓	
III.	**Aspek Bahasa**				✓
	1. Rumusan pernyataan komunikatif			✓	
	2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar			✓	
	3. Menggunakan kalimat dan kata-kata yang *mudah dipahami*			✓	
IV	**Penilaian validasi umum**	a	b	c	d

Kesimpulan:

.....

Check your test specification again.

.....

.....

Palembang, 2016

Validator III

Eka Sartika, M.Pd.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 1296 /2012

Diberikan kepada

Nama : **Satria Santi**

NIM : **10250059**

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan **Baca Tulis Al-Qur'an (BTA)** yang diselenggarakan oleh **Lembaga Pengabdian Masyarakat (LPM)**

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan **SK Rektor No. : In.03/1.1/Kp.07.6/266/2012**

Palembang, 31 Oktober 2012

Mengetahui,
Rektor IAIN Raden Fatah Palembang,

Prof. Dr. H. Aflatun Muchtar, MA
NIP. 19520601 198503 1 002

Ketua LPM,

Dr. Muhajirin, MA
NIP. 19730125 199903 1 002

LP2M IAIN RADEN FATAH PALEMBANG
LEMBAGA PENELITIAN DAN
PENGABDIAN KEPADA MASYARAKAT

Sertifikat

Nomor : In.03/8.0/PP.00/400/2014

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) IAIN RADEN FATAH MENERANGKAN :

Nama	:	**Satria Santi**
Tempat/Tgl.lahir	:	**Sungai Rotan, 27 Desember 1991**
Fak/Jur/NIM	:	**Tarbiyah/PBI/10250059**

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 63 TEMATIK POSDAYA
DARI TANGGAL 11 FEBRUARI S/D 27 MARET 2014 DI :

Desa	:	**Sumber Agung**
Kecamatan	:	**Keluang**
Kabupaten	:	**Musi Banyuasin**
Lulus dengan nilai	:	**A (Amat Baik)**

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 26 Mei 2014
Ketua,

Prof. Dr. Rifan Rusli, MA
NIP. 19650519 199203 1 003

www.lp2m-iainrf.com

UNIT PELAKSANA TEKNIS PUSAT KOMPUTER
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH
JL. PROF. K. H. ZAINAL ABIDIN FIKRY KM.3,5 PALEMBANG 30126. ☎ 0711 - 354668 FAX. 0711 - 356208

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 004 / 2013

Diberikan kepada :

NAMA	**: SATRIA SANTI**
NIM	**: 10250059**
FAKULTAS	**: TARBIYAH**
JURUSAN	**: PENDIDIKAN BAHASA INGGRIS**

Atas partisipasinya sebagai peserta **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2010 - 2011 dengan nilai sebagai berikut :

Materi / Silabus	Nilai
Microsoft Office Word 2003	B
Microsoft Office Excel 2003	B
Akumulasi Nilai	B

Palembang, 03 Juni 2013
Kepala Pusat Komputer,

Sholeh Khudin, S.Ag
NIP. 19741025 200312 1 003

Ampera 2012

(Acara Mahasiswa Perkenalan Akademik 2012)

Sertifikat

No. /Pan-Pel/AMPERA/IAIN RF/IX/2012

Diberikan Kepada:

SATRIA SANTI

SEBAGAI PESERTA DALAM KEGIATAN
ACARA MAHASISWA PERKENALAN AKADEMIK (AMPERA 2012)
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

"Mewujudkan Kepemimpinan Muda Yang Transendensi dan Humanisasi Untuk Indonesia yang lebih baik"

04-06 September 2012

Mengetahui,

Rektor IAIN Raden Fatah	Presiden Mahasiswa	Ketua Pelaksana	Sekretaris Pelaksana
Prof. Dr. H. Aflatun Muchtar, MA	M. Ali Alatas	Mukarrom	Hardono Ciputra
NIP: 195206011985031002	NIM: 08522007	NIM: 09290049	NIM: 10140008

TANDA TERIMA

Nama : Satria Santi

NIM : 10250059

Jurusan : Pend. Bahasa Inggris

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, munaqasyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, 1 November 2016

Yang menerima

Kasub. Akademik dan Kemahasiswaan FITK

Rp300.000,00

Terbilang: tiga ratus ribu rupiah

Dra. Dewi Sunaryo

NIP 195912011994032001

BANK SUMSELBABEL
0009 CABANG PEMBANTU SYARIAH UIN RADEN FATAH
29/08/16 1:48:22 419671
GTL809 06SRFTLAMI

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas	:	0009 IAIN R.FATAH
ID.Mahasiswa	:	10250059
Nama Mahasiswa	:	SATRIA SANTI
Keterangan Bayar	:	SPP
Semester Bayar	:	GANJIL
Tahun Angkatan	:	2016
Nama Fakultas	:	TARBIYAH DAN KEGURUAN
Nama Jurusan	:	PENDIDIKAN BAHASA IN
Nomor Induk Mhs	:	10250059
Detail Pembayaran	:	

001 SPP		600,000 00
Reference Code	:	
Nilai transaksi	: Rp.	600,000.00
Biaya Bank	: Rp.	.00
Total Pembayaran	: Rp.	600,000.00

Terbilang :
ENAM RATUS RIBU RUPIAH

== Universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah ==

BANK SUMSELBABEL SYARIAH
Mitra Amanah Membangun Daerah
BANK SUMSELBABEL SYARIAH CAPEM UIN RADEN F

========== HARAP DISIMPAN BAIK BAIK ==========

TELAH DIPERIKSA KEBENARANNYA DAN SESUAI DENGAN ASLINYA

PALEMBANG,.....20...

Nomor : In.03/4.2/PP.009/...../20...

Kepala BAAK,

MIRWAN FASTA, S.Ag,.M.Si.

NIP. 19701020 199603 1 001

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) RADEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Prof.KH.Zainal Abidin Fikri, Kode Pos. 30126,
Telp. (0711)353276 Palembang

Nomor : Un. 03/1.1/PP.00.9/ /2016 Palembang, 2016
Lampiran : -
Perihal : Mohon Izin Uji Soal Mahasiswa/i Fakultas Tarbiyah UIN Raden Fatah Palembang

KepadaYth
Bapak/Ibu Kepala SMA Karya Ibu Palembang

Di
Tempat

AssalamualaikumWr. Wb

Kami yang bertandatangan di bawah ini, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang memberitahukan bahwa salah satu mahasiswa kami.

Nama	: Satria Santi
NIM	: 10250059
Jurusan/Program Studi	: Pendidikan Bahasa Inggris/S1
Tahun Akademik	: 2016/2017
Judul Skripsi	: Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Sehubungan dengan kegiatan akhir studi mahasiswa yang akan mengadakan *penelitian skripsi, dengan ini mengajukan permohonan izin pengujian soal pelajaran bahasa* inggris di sekolah Bapak/Ibu. Adapun rincian tersebut sebagai berikut:

Kelas	: XI
Materi	: Hortatory exposition Text
Jenis Tes	: Multiple Choice
Jumlah Soal	: 80

Demikian surat keterangan ini di buat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya tanpa merugikan pihak mana pun. Atas perhatian dan bantuannya kami ucapkan terima kasih.
WassalamualaikumWr. Wb

Palembang, 2016
Ketua Prodi Pendidikan B.Inggris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

KEMENTERIAN UNIVERSITAS ISLAM NEGERI (UIN)
REDEN FATAH PALEMBANG
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT : JL. PROF. K. H. ZAINAL ABIDIN FIKRY KODE POS : 30126 KOTA POS : 54 TELP. (0711) 353276 PALEMBANG

PENUNJUKKAN PEMBIMBINGAN SKRIPSI

NIM : 10250059

NAMA : Satria Santi

PRODI/JURUSAN : Pendidikan Bahasa Inggris

SEMESTER :

JUDUL SKRIPSI : Teaching Expository Reading by Using Marking The Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang

PEMBIMBING I NIP.	: :	M. Hollandyah, M.Pd
PEMBIMBING II NIP.	: :	Winny Agustia Riznanda, M.Pd

Palembang, 20 Juli 2016

PEMBANTU DEKAN I

Dr. Dewi Warna, M.Pd
NIP. 19747231999032002

KAPRODI PBI

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

PENGESAHAN PENGAJUAN JUDUL SKRIPSI

Nama : Satria Santi

Nim : 10250059

Program Study : Pendidikan Bahasa Inggris

Judul : Teaching Expository Reading By Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang

Research Questions : 1. Is there any significant improvement on the eleventh grade students' expository reading who are taught by using marking the text strategy at SMA Nurul Iman Palembang before and after treatment?

2. Is there any significant difference on the eleventh grade students' expository reading score who are taught by using marking the text strategy and those who are not at SMA Nurul Iman Palembang?

Palembang, 26 Juli 2016

Mengetahui,

Beni Wijaya, M. Pd

Mahasiswa yang bersangkutan

Satria Santi
NIM. 10250059

PENGESAHAN PERUBAHAN JUDUL SKRIPSI

Nama : Satria Santi

NIM : 10250059

Program Study : Pendidikan Bahasa Inggris

Judul Lama : Teaching Expository Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Judul Baru : Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Research Questions :1."Is there any significant improvement on the eleventh grade students' hortatory exposition reading who are taught by using marking the text strategy at SMA Nurul Iman Palembang before and after treatment?"

2. "Is there any significant difference on the eleventh grade students' hortatory exposition reading score between those who are taught by using marking the text strategy and those who are not at SMA Nurul Iman Palembang?"

Palembang, Juli 2016

Mahasiswa yang Bersangkutan,

Satria Santi
NIM. 10250059

Mengetahui,
pembimbing 1

M. Hollandyah, M. Pd
NIP. 197405072011011001

Pembimbing 2

Winny A. Riznanda, M.Pd
NIP.

UIN RADEN FATAH PALEMBANG	**SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH**	**GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG** **Kode:GPMPFT.SUKET.01/R0**

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama	: Satria Santi
NIM	: 10250059
Fakultas/Jurusan/ Prodi	: Tarbiyah/PBI/S1
Judul Skripsi	: Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang,
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

UIN RADEN FATAH PALEMBANG	**SURAT KETERANGAN LULUS UJIAN KOMPREHENSIF**	**GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG** **Kode:GPMPFT.SUKET.01/R0**

Yang bertanda tangan di bawah ini adalah Ketua atau Sekretaris Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah IAIN Raden Fatah Palembang, menerangkan bahwa mahasiswa:

Nama : Satria Santi

NIM : 10250059

Fakultas/Jurusan/ Prodi : Tarbiyah/PBI/S1

Judul Skripsi : Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada hari Jumat, 7 November 2016, dengan memperoleh nilai 66.25 (C).

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang,
Ketua/Sekretaris

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

YAYASAN PENDIDIKAN KARYA IBU
SMA KARYA IBU
Status : TERAKREDITASI "A"
Alamat : Jl. Sosial Km.5 No.510 Telp. (0711) 5478673 Palembang

Nomor : 1295/IV.11.1/SMA.KI/DP-2016
Hal : Izin Uji Soal

Kepada Yth.
Ketua Prodi Pendidikan Bahasa Inggris
UIN Raden Fatah Palembang
di
Palembang

Dengan hormat,
Menanggapi surat Saudara Nomor : In. 03/1.1/PP.00.9/ /2016, tanggal 23 Agustus 2016 tentang permohonan Izin Uji Soal Mahasiswi di SMA Karya Ibu Palembang, maka dengan ini kami menyatakan :

N a m a	:	SATRIA SANTI
No. Registrasi	:	10250059
Program Studi	:	Pendidikan Bahasa Inggris/S1
Judul	:	**Teaching Hortatory Exposition Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang".**

Yang bersangkutan telah mengadakan Uji Soal di SMA Karya Ibu Palembang, pada tanggal 25 Agustus 2016 , dan semua informasi yang dibutuhkan telah diberikan sesuai dengan keperluannya.

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.

Palembang, 26 Agustus 2016
Kepala Sekolah,

Dra. Huzaimah
NIP. 196801302007012003

PERGURUAN YAYASAN NURUL IMAN PALEMBANG
SEKOLAH MENENGAH ATAS (SMA)
STATUS : TERAKREDITASI A
Jl. Mayor Salim Batubara No. 358 Kebon Semai Sekip Jaya Telp. (0711) 357076 Fax (0711) 357076
E-mail : PYNIP1951@Yahoo.co.id Website : www.nurulimanpalembang.net Palembang (30126)
Akta Yayasan No. 139 28 Desember 2007 Kep. MENKUMHAM RI No.AHU-104.AH.01.02 TAHUN 2008
NDS : K.090240032 NPSN : 10609671 NSS : 304116001036

SURAT KETERANGAN

Nomor :386/ SMA-NI / SR-2 // 2016

Yang bertanda tangan di bawah ini, Kepala SMA Nurul Iman Palembang menerangkan bahwa :

N a m a	: SATRIA SANTI
N I M	: 10250059
Prodi	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris.

Dalam rangka penyusunan Skripsi dengan judul "TEACHING HORTATORY EXPOSITION READING BY USING MARKING THE TEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL IMAN PALEMBANG."

Dengan waktu Penelitian dari tanggal 24 September 2016 sampai dengan 12 Oktober 2016, dan surat keterangan ini dikeluarkan berdasarkan izin penelitian Dekan Fakultas Keguruan dan Ilmu Tarbiyah dan Keguruan Palembang, Nomor : B-3005/UN.09./II.1./PP.00.9/8/2016, tanggal 16 Agustus 2016..

Demikianlah Surat Keterangan ini agar dapat dipergunakan seperlunya.

Palembang, 02 Desember 2016
Kepala Sekolah

PERGURUAN YAYASAN NURUL IMAN SMA NURUL IMAN TERAKREDITASI A PALEMBANG

Supardi,S.Ag
NIY : 29.20.26

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-2626/Un.09/II.1/PP.009/7/2016
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang :
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

Mengingat :
1. Peraturan Menteri Agama RI No. 1 Tahun 1972 jo. No. 1 1974
2. Peraturan Menteri Agama RI No. 60 Tahun 1972
3. Keputusan Senat IAIN Raden Fatah No. XIV Tahun 1984
4. Keputusan Senat IAIN Raden Fatah No. 11 Tahun 1985
5. Keputusan Rektor IAIN Raden Fatah No. B/11-1/UP/201 tgl 10 Juli 1991

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara
1. **M. Holandiyah, M.Pd** **NIP. 19740507 201101 1 001**
2. **Winny A. Riznanda, M.Pd**

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama	:	Satria Santi
NIM	:	10250059
Judul Skripsi	:	Teaching Expository Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 27 Juli 2016
Dekan,

KEMENTERIAN AGAMA R.I. UIN RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN PALEMBANG

Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-2907/Un.09/II.1/PP.009/8/2016

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-2626/Un.09/II.I/PP.009/7/2016, Tanggal 27 Juli 2016, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama	:	Satria Santi
NIM	:	10250059
Fakultas	:	Tarbiyah
Jurusan	:	PBI

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama	:	Teaching Expository Reading by Using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.
Judul Baru	:	Teaching Hortatory Exposition Reading by using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 10 Agustus 2016
A.n. Dekan
Ketua Prodi PBI,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-3005/Un.09/II.I/PP.00.9/8/2016
Lampiran : -
Perihal : Mohon Izin Penelitian Mahasiswa /i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Palembang, 16 Agustus 2016

Kepada Yth,
Kepala SMA Nurul Iman Palembang
di-
Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama	:	Satria Santi
NIM	:	10250059
Prodi	:	Pendidikan Bahasa Inggris
Alamat	:	Dusun IV Sungai Rotan
Judul Skripsi	:	Teaching Hortatory Exposition Reading by using Marking the Text Strategy to the Eleventh Grade Students of SMA Nurul Iman Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb

Dekan,

Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

LESSON PLAN

SCHOOL : NURUL IMAN PALEMBANG

SUBJECT : ENGLISH

CLASS/SEMESTER : XI/ 2

TIME ALLOCATION : 2 X 45 MINUTES

TOPIC : HORTATORY EXPOSITION TEXT

I. Standard Competence

Reading

11. Understanding the meaning of short functional text in form of narrative, spoof, and hortatory exposition in daily life context accessing popular knowledge.

II. Basic Competence

11.2. Responding the meaning and rhetorical steps in essay using a variety of written language accurrately, fluently, and appreciate in the context of daily life and accessing popular knowledge in from of Narrative, spoof, and Hortatory Exposition.

III. Indicators

- Main idea
- Reference
- Vocabulary
- Detail Information
- Purpose of the text

IV. Teaching Objectives

At the end of study, students are able to :

- Identify main idea
- Identify reference
- Identify vocabulary
- Identify the deatil information
- Identify purpose of the text

V. Learning Strategy

Marking the text Strategy

VI. Material

A. Definition of Hortatory Exposition

Exposition is a type of oral or written discourse that is used to explain, describe, give information or informs.

Hortatory exposition text are written to convey, describe or explain non-fictional information. hortatory exposition aim to persuade someone to do something and it possesses some characteristic of oral language.

B. Components of the Generic Structure of Hortatory Exposition

- **Thesis**, it is statement or announcement of issue concern.
- **Arguments**, it shows reasons for concern that will lead to recommendation.
- **Recommendation**, it includes statement of what should or should not happen or be done based on the given arguments.

C. Language Features :

- Uses simple present tense (is, am, are, and Verb 1)
- Use temporal connectives (first, second, third, etc)
- Use evaluative words (importantly, valuably, trustworthly,etc)

Example of Hortatory exposition Text

Thesis : Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

Arguments 1: First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Arguments 2: Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive

information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

Recommendation : From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

VII. Media/ Source

1. Media : white board, picture, worksheet.
2. Book : Grace, E., & Sudarwati, M., (2007). *Look ahead an english course for senior high school students year XI*. Erlangga: Gelora Aksara Pratama.

VIII. Learning Activities

A. Pre –Activities (30 minutes)

1. Teacher greets the students
2. Teacher checks the attedance list
3. Teacher motivates the students by doing brainstorming.
4. Teacher explain to students a hortatory exposition text, generic structure, and language features
5. Teacher distributes the example of hortatory exposition text
6. Teacher explain about marking the text strategy clearly
7. Teacher ask students to make a small group, students can mark texts together
8. Teacher ask students to read the text once without marking

B. Whilst Activities (50 minutes)

1. Teacher ask students to number the paragraphs of hortatory text by using pencil

   #1,2,3,....

2. Students reread the text

3. Students circle key term: cited authors, and other essential words or numbers, repeated word, defined by the author, used to explain or represent an idea, used in an original or unique way, a central concept or idea, relevant to one's reading purpose.

4. Students underline the author's claims and other information relevant to the reading purpose.(an arguable statement or assertion made by author).

5. Teacher asks the students to share their markings by calling one student in front of class, and another students watch and mark their texts.
6. Teacher collects texts that have been marked and write comments in the margins

C. Post Activities (10 minutes)

1. Teacher ask students, if they still have difficulties about the material that was given
2. Teacher ask students to do the exercise
3. Teacher gives the positive feedback to students in learning process by giving the result on their assignment
4. Teacher stimulates students to conclude the material
5. The teacher conclude the lesson

IX. Assessment

Written Test

Every correct answer will get 20 points

Score = Correct answer x 20

X. Instrument

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student's desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

Answer the following questions based on the text:

1. What is the appropriate title for the text above?
2. What is the text mainly discuss?
3. Why did the students need mobile keyboards ?
4. "**this** method will help student to get better understanding"(paragraph 2) The underline word refers to...?
5. In the third paragraph, what is the opposite meaning of the word **delivered** ?

Answer

1. Students in Modern Era
2. Students need mobile keybords and demonstrative method to reach their progressive depelovement and catch the target of curricullum
3. Students need mobile keyboards to record every presented subject easily
4. Demonstrative method
5. Undelivered

SILABUS

Mata pelajaran : Bahasa Inggris
Kelas : XI IPA
Semester : 2

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

KOMPETENSI DASAR	MATERI POKOK/ MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER/ BAHAN/ ALAT
Membaca 11.2 merespon makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan diterima dalam kehidupan sehari-hari untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, spoof, dan hortatory exposition	• teks tulis berbentuk narrative • teks tulis berbentuk spoof • teks tulis berbentuk hortatory exposition • complex sentenses • modals	• membaca nyaring bermakna teks exposition secara indvidu • mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok	• mengidentifikasi ide pokok yang ada dalam teks hortatory exposition • mengidentifikasi referenses yang ada dalam teks hortatory exposition • mengidentifikasi vocabulary yang terkandung dalam teks hortatory exposition • mengidentifikasi informasi yang mendetail yang ada didalam teks hortatory exposition • mengidentifikasi tujuan dari teks hortatory expsition	Kuis Ulangan harian tugas	1X45’ 1X45’ 1X45’ 1X45’ 1X45’ 1X45’	Buku Paket

SILABUS

Mata pelajaran : Bahasa Inggris
Kelas : XI IPA
Semester : 2

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

KOMPETENSI DASAR	MATERI POKOK/ MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU	SUMBER/ BAHAN/ ALAT
Membaca 11.2 merespon makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan diterima dalam kehidupan sehari-hari untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, spoof, dan hortatory exposition	• teks tulis berbentuk narrative • teks tulis berbentuk spoof • teks tulis berbentuk hortatory exposition • complex sentenses • modals	• membaca nyaring bermakna teks exposition secara indvidu • mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok	• mengidentifikasi makna kata dalam teks yang dibaca • mengidentifikasi kasus yang dibahas dalam teks • mengidentifikasi argumen yang diberikan • mengidentifikasi saran yang diberikan • mengidentifikasi langkah-langkah retorika dari teks • mengidentifikasi tujuan komunikasi teks dibaca	Kuis Ulangan harian tugas	1X45’ 1X45’ 1X45’ 1X45’ 1X45’ 1X45’	Buku Paket

Subject	: English
Skill	: Reading
Level	: SMA
Class	: XI

Directions:

1. Write down your name and your class on your answer sheet.
2. Read the directions from each text.
3. Fill the correct answer based on the text by crossing (X) A, B, C, or D on your answer sheet.

Petunjuk:

1. Tulis nama dan kelas di lembar jawaban.
2. Bacalah petunjuk di masing-masing teks.
3. Isilah jawaban yang benar berdasarkan text dengan cara memberi tanda silang pada kolom A, B, C, atau D pada lembar jawaban.

Example : Read the text and answer the questions

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.

One of the problems is, 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. It is a dark side of Jakarta.

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.

1. Based on the text above, how many reasons cause flood in Jakarta?
   a. One
   b. Two
   c. Three
   d. Four

A	B	C	D

The text is for questions 1-4

Pollution

The verb "to pollute" means to contaminate for instance, with bacteria or harmful subtances. However, in its wider seense, to pollute means contaminate the natural environment, changing it to such an content as to make it unfit for or harmful to living things.

Pollution of the environment is harmful result of the activities of men. The air becomes polluted with furners from furnaces, fatory chimney and car exhaust fumes.earth becomes contaminated when it is polluted by non-biodegradable product in waste material. Water becomes polluted with rubbish from homes and factories and spillage from oil tankers. The environment becomes polluted by bacteria and thoughtless us of chemical products. There is also noise pollution which arises in certain places of work or in areas near airport, where the level of sound is above the tolerance threshold.

Althouht men have polluted in the past, we are now beginning to understand that we have to use our brains a little to think and put things right, as best we can.

(Source: Fresh-Kincaid Grade Level 13)

1. What kinds of pollution contaminate the environment?
   a. Air, water, and earth
   b. Air, water, earth, plants, and animals
   c. Water and plants
   d. All substances in the world

2. There is pollution in areas near airports due to...
   a. Bacteria
   b. Waste material
   c. Rubbish from homes and factories
   d. Furnes from furnaces

3. The pronoun **us** in line 10 refers to...
   a. Men
   b. Environment
   c. The readers
   d. The writers

4. What is the main idea of the last paragraph ?
   a. Men have polluted in the future
   b. Men have polluted in the past
   c. We have to use our brains to thinking about polluted
   d. a, b, c are true

The text is for questions 5-9

Tourism Benefit on Local People

What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.

Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of that multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

5. "...multinational hotel chains don't care about the surrounding nature when **they** build new hotels. (line 6). The underlined word refers to...
   a. Local people
   b. Tourism industries
   c. Hotels
   d. Investors

6. "Most important thing, tours or **excursions** of tourism have little effect on nature." (paragraph 4 line 14). Closes in meaning to...
   a. Journey
   b. Imigrans
   c. Tourism
   d. local people

7. In the last paragraph, what is the best synonym for **spreading** ?
   a. Infect
   b. Including
   c. contains
   d. Cover

8. Why is tours or excursions of tourism have little effect on nature?
   a. Can disrupt or destroy ecosystems and environments
   b. The local people will get the risk
   c. Tourism industries can bring money
   d. a, b, c, are true

9. What is the main idea of the last paragraph ?
   a. The local government policies should be put in place to ensure that tourism will make the benefit spreading widely
   b. The policies should guarantee that tourism will not cause any harm to any local people or places
   c. that tourism will make the benefit spreading widely
   d. a, b,c are true

The text is for questions 10-13

Let's Make City Clean and Fresh

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all road must be watered with clean water and swept by the workers of regional government under the mayor's instruction.

To protect people from heavy pollution caused by cars, trucks and motorcycles, enough trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees bear colorful flowers.

Bad and improper habits which cause disadvantages, such as smoking and throwing rubbish anywhere should be stopped at once.

The city mayor will have to think over the way to educate people, so they realize how important cleanliness and health are. More public lavatories are badly needed.

It will be wise if the city mayor decides a certain amount of fine to be paid by those who breaks government regulation on cleanliness matter. For example, a man who urinates not at a lavatory, smokes not at a smoking room or throws rubbish at the roads should be fined. Besides dirtying the environment with cigarettes' butts, smoking will also cause pollution and bad lung diseases to other people.

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never attract foreign and domestic tourists as well.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

10. The word "**impolite**" in paragraph 5 closest in meaning...
    a. Respectful
    b. Uncouth
    c. Good manners
    d. Behaviour

11. Where do you find the recommendation of the text above?
    a. Paragraph 1 and 2
    b. Paragraph 3 and 4
    c. Paragraph 5 and 6
    d. paragraph 6

12. The purpose of this passage is to...
    a. Describe the effect of bad habits and impolite attitude
    b. To persuade someone to do something
    c. To entartain the readers about effect of impolite attitude
    d. Telling the story

13. The pronoun **it** in line 11 refers to...
    a. City mayor
    b. Cleanliness and healhty
    c. Public lavoratories
    d. government

The text is for questions 14-17

Faster Planes and Cheaper Flights

Faster planes and cheaper flights are making it easier than ever before for people to travel. In the most 'developed' societies, visiting exotic places is a sought-after status symbol. The tourism industries of both developed and developing countries have recognised this fact and are learning to take advantage of it.

There are, however, some problems associated with this new industry.Firstly, there is the increasing crime rate. Some local's tourists as an easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelery which can be disposed of quickly for profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was diagnosed. Moreover, the emergence of many diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is the natural environment, which can be seriously threatened by too many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the more delicate coral cays.

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

14. What is the text mainly discuss?
    a. Faster planes and cheaper flights are making it easier than ever before for people to travel.
    b. Tourism industries have recognize to depeloving countries
    c. Any country should be wary of committing itself to an extensive tourism development program
    d. a, b, c, are true

15. line 7, the pronoun word **themselves** refers to...
    a. Local industries
    b. Local's toursts
    c. Local goverments
    d. Faster planes and cheaper flight

16. Why does the natural environment become one of the serious problem associated with the faster planes ail cheaper flight? Because ....
    a. It easily started an epidemic before their illness was diagnosed
    b. It can be destroyed by too many visitors
    c. The health problem will increase
    d. They carry visible items of wealth

17. Why is the crime rate increasing due to the new industry?
    a. The tourists are spreading contagious diseases.
    b. The government is planning to restrict visitors to some coral cays.
    c. The new industry makes the number of unemployment increase.
    d. Some tourists carry visible items of wealth.

The text is for questions 18-21

Keeping Dog

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken care properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while the family is at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbours and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dogs can make a lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get to lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is not greater loyalty a person can get than from a well-cared dog.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

18. Some people do not like the presence of pet dogs in their surroundings because ....
    a. The dogs are left in the yards
    b. The dogs are often neglected
    c. The dogs often bark and disturb the neighbours
    d. The dogs play with the owner's child

19. We can infer from the text that keeping pet dogs in the city will not cause any problem as long as ....
    a. The dogs are amusing
    b. The neighbours like having pet dogs
    c. The dogs do not bark at the neighbours
    d. Its presence does not disturb the neighbourhood

20. The word **nuisance** in paragraph 1 closest in meaning...
    a. Unwaiting
    b. Agreement
    c. Unwilling
    d. Disruption

21. The main idea of the last paragraph is ....
    a. Pet dogs are loyal animals
    b. Pet dogs are more loyal than humans
    c. Dogs can be a great source of pleasure
    d. The writer has no objection to keeping dogs in the city

The text is for questions 22-26

Cheating

Students' cheating is one of the biggest problems faced by teachers nowadays.

Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many crime up cheating that students do during the test of examination, such as looking other student's 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 causes negative result to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create depindence. 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 continues, the students will lose their opportunity to develop their intelectual and mind.

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

(Source: Fresch-Kincaid Grade Level 13)

22. What is the text mainly discuss ?
    a. The biggest problems of teachers
    b. The biggest problems of students' cheating
    c. Cheating is the biggest crime
    d. Student cheat with others

23. What kinds of cheating that students NOT probably do during the test?
    a. Writing notes or formulas on their desks, make hand signal
    b. Looking other students' work
    c. Reading the notes on their desks loudly
    d. Putting some notes under their clothes

24. Cheating is a bad habit that makes the students...
    a. Because more diligent in studying
    b. Lose of their opportunity to develop their intelectual
    c. Develop their intelectual and mind
    d. Create a new opportunity to develop their skill

25. "They weaken **<u>their</u>** self confidence."(paragraph 2 in line9) What does the underlined word refers to?
    a. Tests
    b. Papers
    c. Results
    d. Students

26. The word **<u>punishment</u>** in line 15 synonym with the word ?
    a. Appreciation
    b. Repriment
    c. Prisoner
    d. a, b, c are true

The text is for questions 27-31

Smoking is dangerous for people

Smoking is dangerous for people, not only for smokers themselves, but also for people around them who are called passive smokers. Smokers have risks of suffering from cancer, heart diseases, including heart attack, breathingproblems, cough/sore throat. This is because there are 4,000 chemicals found in cigarette, 250 are toxic poisons and 50 cause cancer. Some other chemicals found in tobacco include: Ammonia, Arsenic, Polonium 210, Carbon Monoxide, and Acetone. Nicotine remains in body for 8 to 12 after a single use tobacco.

The smoke which arises when person is smoking a cigarette is very hazardous, and the smoke of bidi or cigar is even more hazardous to passive smokers who inhale the smoke in the vicinity of active smokers. The smoke inhaled by the former is unfiltered therby causing more ill effects. Several pulmonary disease such as cough, bronchitis asthma and last but not the least carcinoma of lungs may occur as a consequence of breathing in cigarette or cigar smoke.

27. What is the main idea of paragraph 1 ?
    a. Smoking is dangerous for people
    b. Smokers have risks of suffering from cancer, heart diseases
    c. There are 4,000 chemicals found in cigarette, 250 are toxic poisons and 50 cause cancer
    d. Smoking a cigarette is very hazardous

28. According to the text, smokers have risks of suffering from cancer because ?
    a. They breathe in so many harmful chemicals
    b. They inhale to much smoke
    c. Their body can not stand dangerous smoke
    d. They are not strong enough to inhale smoke

29. The word **suffering** in line 2 closes in meaning to...
    a. Contain
    b. Infliction
    c. Effect
    d. Cause

30. The pronoun **them** in line 2 refers to...
    a. Smokers
    b. People around the smokers
    c. Smokers around the people
    d. Active smoke

31. What is the main idea of second paragraph?
    a. Person is smoking a cigarette is very hazardous
    b. bidi or cigar is even more hazardous to passive smokers who inhale the smoke in the vicinity of active smokers
    c. Several pulmonary disease such as cough, bronchitis asthma etc
    d. a, b, c are true

The text is for questions 32-36

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA.

Accoding to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assigm to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

They are crazy. Most men are not used to performing a variety of activities simultanously – the kind of multi-tasking which is second nature to most women.

It is estimated that men have taken over the main homemaker's role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

32. The main idea of the first paragraph is…
    a. People living in the rat race tend to have heart attacks
    b. The research on house-husbands health involved 2,500 people
    c. Scientists did some research on the people's health living in Boston
    d. House-husbands have understandable reasons why they gave up their jobs

33. In line 7, the pronoun **them** refers to...
    a. House husband
    b. Jack O'Sullivan
    c. Dr Elaine Eaker
    d. Some men

34. What is the main idea of paragraph 4 ?
    a. Many men tend to underestimate the task of caring for a family
    b. Professor Gary Cooper, a psycology
    c. Putting their feet up with a cup of coffee.
    d. Some men taking their kids

35. The word **estimated** in line 18 closes in meaning to...
    a. Opinion
    b. Claim
    c. Stated
    d. Approximating

36. The synonim of the word **belonging** in line 11 is...
    a. Including
    b. Concluding
    c. Taking
    d. Beco

The text is for questions 37-40

Old Enought

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough

The law at present protects children aged between ten years and four years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

(Source:http//najmimaulana.wordpress.com/2009/03/10/old-enough/)

37. In what age are the children protected by the present low from being punished for committing crimes ?
    a. Ten years old
    b. Fourteen years old
    c. Ten to fourteen
    d. Eight years old

38. The pronoun **their** in line 5 refers to...
    a. Mr. Stephen Scarlett
    b. Person
    c. Teenagers
    d. Students

39. Teenagers these days are far more sopisticated than **those** in the past. The word those refers to...
    a. Day
    b. Teenagers
    c. Lows
    d. Children

40. The antonym of the word **young** in line 12 is...
    a. Teenagers
    b. Youngest
    c. Old
    d. Human

The text is for questions 1-8

Pollution

The verb "to pollute" means to contaminate for instance, with bacteria or harmful subtances. However, in its wider seense, to pollute means contaminate the natural environment, changing it to such an content as to make it unfit for or harmful to living things.

Pollution of the environment is harmful result of the activities of men. The air becomes polluted with furners from furnaces, fatory chimney and car exhaust fumes.earth becomes contaminated when it is polluted by non-biodegradable product in waste material. Water becomes polluted with rubbish from homes and factories and spillage from oil tankers. The environment becomes polluted by bacteria and thoughtless us of chemical products. There is also noise pollution which arises in certain places of work or in areas near airport, where the level of sound is above the tolerance threshold.

Althouht men have polluted in the past, we are now beginning to understand that we have to use our brains a little to think and put things right, as best we can.

(Source: Fresh-Kincaid Grade Level 13)

1. The text is about...
   a. Natural environment
   b. Men's harmful activities
   c. Non-biodegrable product
   d. Pollution
2. Why is pollution harmful for all people in the world?
   a. Because pollution contains some positive energies
   b. Because pollution contaminate with bacteria and harmful substances
   c. Because bacteria is not in the natural environment
   d. Because pollution are good substances for many people
3. What kinds of pollution contaminate the environment?
   a. Air, water, and earth
   b. Air, water, earth, plants, and animals
   c. Water and plants
   d. All substances in the world
4. There is pollution in areas near airports due to...
   a. Bacteria
   b. Waste material
   c. Rubbish from homes and factories
   d. Furnes from furnaces
5. "...as to make **<u>it</u>** unfit for or harmful to living things."(line 3) The word "it" refers to..
   a. The natural environment
   b. The substances
   c. The place
   d. The bacteria
6. The pronoun **<u>us</u>** in line 10 refers to...
   a. Men
   b. Environment
   c. The readers
   d. The writers
7. The word **<u>threshold</u>** in line 12 closes in meaning to...
   a. Float
   b. Firstly
   c. Near
   d. Nearby
8. What is the main idea of the last paragraph ?
   a. Men have polluted in the future
   b. Men have polluted in the past
   c. We have to use our brains to thinking about polluted
   d. a, b, c are true

The text is for questions 9-14

Tourism Benefit on Local People

What is the benefit of tourism for local people? Well, Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to developing regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits for local people.

Tourism industries will not give much benefit for local people if, for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that International hotel chain. However in case of missing that opportunity, some of them still have their own environment.

Moreover, some facts show that tourists tend to go, visit and spend their money in restaurants, bars and even luxury hotels of that multinational chains. They less go to such places; restaurant, bar, hotel, shop which are owned by local people. This can prevent the local people's business from becoming even larger.

Most important thing, tours or excursions of tourism have little effect on nature. Even it can disrupt or destroy ecosystems and environments, and if it does, the local people will get the risk.

So the local government policies should be put in place to ensure that tourism will make the benefit spreading widely. The policies should guarantee that tourism will not cause any harm to any local people or places.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

9. What is the main idea of the first paragraph ?
   a. Tourism is now a huge contributor to the economies of most countries
   b. Tourism industries can bring money
   c. Job vacancy and advancement especially to developing regions
   d. Tourism industries will not give much benefit for local people
10. "...multinational hotel chains don't care about the surrounding nature when **they** build new hotels. (line 6). The underlined word refers to...
    a. Local people
    b. Tourism industries
    c. Hotels
    d. Investors
11. "Most important thing, tours or **excursions** of tourism have little effect on nature." (paragraph 4 line 14). Closes in meaning to...
    a. Journey
    b. Imigrans
    c. Tourism
    d. local people
12. In the last paragraph, what is the best synonym for **spreading** ?
    a. Infect
    b. Including
    c. contains
    d. Cover
13. Why is tours or excursions of tourism have little effect on nature?
    a. Can disrupt or destroy ecosystems and environments
    b. The local people will get the risk
    c. Tourism industries can bring money
    d. a, b, c, are true
14. What is the main idea of the last paragraph ?
    a. The local government policies should be put in place to ensure that tourism will make the benefit spreading widely
    b. The policies should guarantee that tourism will not cause any harm to any local people or places
    c. that tourism will make the benefit spreading widely
    d. a, b,c are true

The text is for questions 15-22

Let's Make City Clean and Fresh

A clean and fresh city will surely make the inhabitants healthy. Every morning especially in dry season, all road must be watered with clean water and swept by the workers of regional government under the mayor's instruction.

To protect people from heavy pollution caused by cars, trucks and motorcycles, enough trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees bear colorful flowers.

Bad and improper habits which cause disadvantages, such as smoking and throwing rubbish anywhere should be stopped at once.

The city mayor will have to think over the way to educate people, so they realize how important cleanliness and health are. More public lavatories are badly needed.

It will be wise if the city mayor decides a certain amount of fine to be paid by those who breaks government regulation on cleanliness matter. For example, a man who urinates not at a lavatory, smokes not at a smoking room or throws rubbish at the roads should be fined. Besides dirtying the environment with cigarettes' butts, smoking will also cause pollution and bad lung diseases to other people.

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never attract foreign and domestic tourists as well.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

15. The organization of the text is ….
    a. Thesis – arguments – recommendation
    b. Thesis – arguments – reiteration
    c. Issue – argument for – argument against – conclusion
    d. Orientation – complication – resolution
16. The word "**disadvantages**" in paragraph 3 closest in meaning to which of the following ?
    a. Weakness
    b. Advantages
    c. Contains
    d. Getting
17. The word "**impolite**" in paragraph 5 closest in meaning...
    a. Respectful
    b. Uncouth
    c. Good manners
    d. Behaviour
18. Where do you find the recommendation of the text above?
    a. Paragraph 1 and 2
    b. Paragraph 3 and 4
    c. Paragraph 5 and 6
    d. paragraph 6
19. The purpose of this passage is to...
    a. Describe the effect of bad habits and impolite attitude
    b. To persuade someone to do something
    c. To entartain the readers about effect of impolite attitude
    d. Telling the story
20. The pronoun **they** in line 9 refers to...
    a. Smoker
    b. The reader
    c. people
    d. City mayor
21. The pronoun **it** in line 11 refers to...
    a. City mayor
    b. Cleanliness and healhty
    c. Public lavoratories
    d. government
22. What is the main idea of the last paragraph ?
    a. smoking will also cause pollution and bad lung diseases to other people.
    b. bad habits and impolite attitude should be immediately stopped
    c. the city will be dirty, and unhealthy
    d. smokes not at a smoking room or throws rubbish at the roads should be fined

The text is for questions 23-28

Faster Planes and Cheaper Flights

Faster planes and cheaper flights are making it easier than ever before for people to travel. In the most 'developed' societies, visiting exotic places is a sought-after status symbol. The tourism industries of both developed and developing countries have recognised this fact and are learning to take advantage of it.

There are, however, some problems associated with this new industry.Firstly, there is the increasing crime rate. Some local's tourists as an easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelery which can be disposed of quickly for profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was diagnosed. Moreover, the emergence of many diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is the natural environment, which can be seriously threatened by too many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the more delicate coral cays.

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

23. What is the text mainly discuss?
    a. Faster planes and cheaper flights are making it easier than ever before for people to travel.
    b. Tourism industries have recognize to depeloving countries
    c. Any country should be wary of committing itself to an extensive tourism development program
    d. a, b, c, are true
24. line 7, the pronoun word **themselves** refers to...
    a. Local industries
    b. Local's toursts
    c. Local goverments
    d. Faster planes and cheaper flight
25. Why does the natural environment become one of the serious problem associated with the faster planes ail cheaper flight? Because ....
    a. It easily started an epidemic before their illness was diagnosed
    b. It can be destroyed by too many visitors
    c. The health problem will increase
    d. They carry visible items of wealth
26. Why is the crime rate increasing due to the new industry?
    a. The tourists are spreading contagious diseases.
    b. The government is planning to restrict visitors to some coral cays.
    c. The new industry makes the number of unemployment increase.
    d. Some tourists carry visible items of wealth.
27. "One carrier returning home could easily start an epidemic before their illness was **diagnosed**." (Paragraph 3) The underlined word means ....
    a. Found
    b. Observed
    c. Identified
    d. Examined
28. The pronoun "**itself**" in line 16 refers to....
    a. Any country
    b. Natural environment
    c. People
    d. a, b, c are true

The text is for questions 29-33

Teachers' Welfare Should Come First

The announcement by the Education Ministry that teachers will receive a functional monthly allowance of Rp 100.000,00 as of 2007 gives reason for concern. The government is apparently unwilling to improve teachers' welfare.

Education is an entry point for raising the worsening Human Development Index. However, educational improvement in this country seems to be undertaken half-heartedly.

For a bigger allowance, teachers will later have to pass certification tests. They should also be prepared to be disappointed if most of them fail the tests. Yet, how can the government pay the allowance if the majority of test takers pass? The 20% educational allocation of the state budget cannot yet be realized because of inadequate funds. Should education always be sacrificed for the sake of other sectors?

I think it's high time the government consider priority rating. The government should appreciate teachers for their painstaking efforts to create human resources of high quality.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

29. What is the text mainly discuss ?
    a. Teacher's welfare should come first
    b. The government is apparently unwilling to improve teachers' welfare.
    c. Human development
    d. Appreciating from the government for teachers
30. The word **unwilling** in paragraph 1 closest in meaning to...
    a. Reduce
    b. Willing
    c. Averse
    d. Attention
31. What is the writer's purpose to write this text?
    a. To explain the process of how to improve teachers' welfare.
    b. To persuade the readers that teachers' welfare is impossible.
    c. To tell the difficulty of improving teachers' welfare.
    d. To persuade the readers that teachers' welfare should be improved.
32. What is the main idea of the last paragraph ?
    a. The government should appreciate teachers for their painstaking efforts to create human resources of high quality
    b. Teachers will later have to pass certification tests
    c. The government in this country seems to be undertaken half-heartedly
    d. Teachers' welfare should come first
33. The organization of the text is ….
    a. Thesis – arguments – reiteration
    b. General statement – sequence of process – closings
    c. Issue – argument for – argument against – conclusion
    d. Thesis – arguments – recommendation

The text is for questions 34-41

Keeping Dog

There are many reasons for keeping dogs as pets in the city area, but many people feel that keeping pet dogs should not be allowed in the city. Dogs are often not taken care properly. They are kept in small backyards and rarely taken for walks. They are left in the yard all day by themselves while the family is at work. Very little attention is given to the dog and it is not a very good life for it. It is no wonder why these dogs bark and disturb the neighbours and become a nuisance to the community.

On the other hand, not all people treat their dogs this way and why should the people receive a lot of pleasure and enjoyment from dog's suffer? Dogs can make a lonely person's life happy or make wonderful playmate. It can also teach a child responsibility as they not only get to lay with the dog, but also need to exercise, feed, and care for the dog.

I feel that we should be allowed to keep dogs in the city, because if it is taken care of properly, dogs can be a great source of pleasure. As a child I used to enjoy playing and taking care of my pet. There is not greater loyalty a person can get than from a well-cared dog.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

34. The text is mainly discuss?
    a. Keep the dogs in the city
    b. Keeping dog
    c. The dog in the backyard
    d. Dogs as a pet
35. Some people do not like the presence of pet dogs in their surroundings because ....
    a. The dogs are left in the yards
    b. The dogs are often neglected
    c. The dogs often bark and disturb the neighbours
    d. The dogs play with the owner's child
36. We can infer from the text that keeping pet dogs in the city will not cause any problem as long as ....
    a. The dogs are amusing
    b. The neighbours like having pet dogs
    c. The dogs do not bark at the neighbours
    d. Its presence does not disturb the neighbourhood
37. "..**It** can also teach a child responsibility.." the underline word refers to...
    a. A person
    b. A child
    c. Dogs
    d. Pets
38. The pronoun **themselves** in paragraph 1 refest to...
    a. Pet dogs
    b. Neighbours
    c. People
    d. The writer
39. The word **nuisance** in paragraph 1 closest in meaning...
    a. Unwaiting
    b. Agreement
    c. Unwilling
    d. Disruption
40. The meaning of the word **should** is nearly the same as .... (line 7)
    a. Have to
    b. Could
    c. Would not
    d. Can not
41. The main idea of the last paragraph is ....
    a. Pet dogs are loyal animals
    b. Pet dogs are more loyal than humans
    c. Dogs can be a great source of pleasure
    d. The writer has no objection to keeping dogs in the city

The text is for questions 42-46

Global Warming

Global warming is a complex phenomenon,and its full-scale impacts are hard to predict far in advance. But each year people learn more about what causes global warming.

People argue that vehicles and industries pollution make global warming happen. We know that emission gas of industries and vehicles cause increasing of carbon dioxide and air vapor in atmosphere which makes world temperature hotter, called greenhouse effect.

Illegal logging is one of causes global warming. For example, in our country, Indonesia, illegal logging is most popular activity. Many people, government or commoners like do it. Ironic, they know, if they cut trees more and more, temperature of world will increase. Consequently, Earth to be hotter. But no one care with this problem.

Using electricity much more, cause temperature of earth warm up. In common, people produce energy with fossil power that makes carbon dioxide in atmosphere increase.

Finally, I think that people must be more care about this phenomenon. Some activity can us do to reduce effect of global warming. Among these:

- Modernize power plants and generate electricity from nonpolluting sources
- Cut our electricity use through energy efficiency

Using car that run cleaner and burn less gas.

(Source: Fresch-Kincaid Grade Level 13)

42. What is the main topic of the first paragraph?
    a. Global warming is a complex phenomenon and its full-scale impacts are hard to predict far in advance.
    b. people learn more about what causes global warming
    c. pollution make global warming happen
    d. Illegal logging is one of causes global warming
43. "We know that **emission** gas of industries and vehicles cause increasing of..., (paragraph 2). The synonym of the underlined word is...
    a. Effect
    b. Contain
    c. Contaminate
    d. Dangerous
44. "In common, people **produce** energy with,,,." (paragraph 1). The synonym of the word is..
    a. Power
    b. Outcome
    c. Multitalent
    d. Contain
45. Which is not true based on the text above?
    a. Illegal logging is one of causes global warming
    b. Using electricity much more, cause temperature of earth warm up
    c. Global warming is the one unique phenomenon
    d. Vehicles and industries pollution make global warming happen
46. The organization of the text is ….
    a. Thesis – arguments – recommendation
    b. Thesis – arguments – reiteration
    c. General statement – sequence of process – closings
    d. Issue – argument for – argument against – conclusion

The text is for questions 47-54

Cheating

Students' cheating is one of the biggest problems faced by teachers nowadays.

Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating. There are many crime up cheating that students do during the test of examination, such as looking other student's 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 causes negative result to the students. Students who always cheat deteriorate their mental capacity. Cheating acts also create depindence. 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 continues, the students will lose their opportunity to develop their intelectual and mind.

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

(Source: Fresch-Kincaid Grade Level 13)

47. What is the text mainly discuss ?
    a. The biggest problems of teachers
    b. The biggest problems of students' cheating
    c. Cheating is the biggest crime
    d. Student cheat with others
48. What kinds of cheating that students NOT probably do during the test?
    a. Writing notes or formulas on their desks, make hand signal
    b. Looking other students' work
    c. Reading the notes on their desks loudly
    d. Putting some notes under their clothes
49. What will the school do to eliminate students who commite cheating?
    a. Create a good vision
    b. Select honest students
    c. Make harsh punishment
    d. Make students confidence
50. Cheating is a bad habit that makes the students...
    a. Because more diligent in studying
    b. Lose of their opportunity to develop their intelectual
    c. Develop their intelectual and mind
    d. Create a new opportunity to develop their skill
51. In line 7, the pronoun **my** refers to...
    a. Students
    b. Teachers
    c. Writer
    d. Readers
52. "They weaken **their** self confidence."(paragraph 2 in line9) What does the underlined word refers to?
    a. Tests
    b. Papers
    c. Results
    d. Students
53. The word **deteriorate** in line 8 closes in meaning to...
    a. Fortify
    b. Retard
    c. Make worse
    d. Grow up
54. The word **punishment** in line 15 synonym with the word ?
    a. Appreciation
    b. Repriment
    c. Prisoner
    d. a, b, c are true

The text is for questions 55-60

Boarding School Education

There are many arguments in favor of a boarding school education. Nevertheless, the boarding school is not always the best education institution for everyone.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a great variety of activities such as arts, sports, and music that allow children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding school may helps students to get used to a well ordered way of life. The manners and social skills will help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school can offer excellent education without the parents' constant supervision.

In spite of these good points, it is not advisable to send a child to a boarding school if he/she is a dependent learner. A boarding school usually demands that student learn independently. In addition, the boarding school should not be seen as a measure to solve inappropriate behavior or unsatisfactory study performance. Instead of improving, problematic children may close off their relationship with their peers and teachers.
In conclusion although a boarding school may provide good education to many children, it is not recommended for those who are strongly attached to their families. They may become frustrated and socially isolated.

(Source: TOPS: Siap UN Bahasa Inggris SMA)

55. What is the main idea of the text ?
    a. Boarding school is not always the best education institution for everyone
    b. communicating with people is very important
    c. The boarding school offers a great variety of activities
    d. Boarding school is one of important school for children
56. According to the text, children in a boarding school can develop specialized skills in…
    a. Art
    b. Reading
    c. Music
    d. Community servise
57. Why did parents send their children to boarding school? Because…
    a. It is good for shy children
    b. It gives good education for adults
    c. Interacting and communicating with people is very important
    d. It does not allow children demonstrate excellence and develop their skills
58. In line 7, the pronoun word **their** refers to...
    a. Parents
    b. Boarding school education
    c. Children
    d. Teachers
59. The word **issolated** in line 20 synonym with the word ?
    a. Accepted
    b. Set apart
    c. Rejected
    d. a, b, c are true
60. From the text, we can conclude that…
    a. The boarding school can be very expensive
    b. There are good and bad boarding schools
    c. The boarding school is the solution to our educational problems
    d. It's not necessary to send children to a boarding school because the students can live independently

The text is for questions 61-67

Smoking is dangerous for people

Smoking is dangerous for people, not only for smokers themselves, but also for people around them who are called passive smokers. Smokers have risks of suffering from cancer, heart diseases, including heart attack, breathingproblems, cough/sore throat. This is because there are 4,000 chemicals found in cigarette, 250 are toxic poisons and 50 cause cancer. Some other chemicals found in tobacco include: Ammonia, Arsenic, Polonium 210, Carbon Monoxide, and Acetone. Nicotine remains in body for 8 to 12 after a single use tobacco.

The smoke which arises when person is smoking a cigarette is very hazardous, and the smoke of bidi or cigar is even more hazardous to passive smokers who inhale the smoke in the vicinity of active smokers. The smoke inhaled by the former is unfiltered therby causing more ill effects. Several pulmonary disease such as cough, bronchitis asthma and last but not the least carcinoma of lungs may occur as a consequence of breathing in cigarette or cigar smoke.

61. What is the main idea of paragraph 1 ?
    a. Smoking is dangerous for people
    b. Smokers have risks of suffering from cancer, heart diseases
    c. There are 4,000 chemicals found in cigarette, 250 are toxic poisons and 50 cause cancer
    d. Smoking a cigarette is very hazardous
62. What remains in the body for 12 hours after a person smokes ?
    a. Arsenic
    b. Nicotine
    c. Polonium
    d. Ammonia
    e. Acetone
63. According to the text, smokers have risks of suffering from cancer because ?
    a. They breathe in so many harmful chemicals
    b. They inhale to much smoke
    c. Their body can not stand dangerous smoke
    d. They are not strong enough to inhale smoke
64. The smoke of bidi or cigar is more **hazardous** to passive smokers ? (paragraph 3)
    The underlined word can by ?
    a. Dangerous
    b. Serious
    c. Nutritious
    d. Disadvantageous
    e. Mischievous
65. The word **suffering** in line 2 closes in meaning to...
    a. Contain
    b. Infliction
    c. Effect
    d. Cause
66. The pronoun **them** in line 2 refers to...
    a. Smokers
    b. People around the smokers
    c. Smokers around the people
    d. Active smoke
67. What is the main idea of second paragraph?
    a. Person is smoking a cigarette is very hazardous
    b. bidi or cigar is even more hazardous to passive smokers who inhale the smoke in the vicinity of active smokers
    c. Several pulmonary disease such as cough, bronchitis asthma etc
    d. a, b, c are true

The text is for questions 68-74

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA.

Accoding to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assigm to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main career should be a woman and society is structured around that. Day care is called mother and toddler groups and some men feel awkward about belonging to those groups.

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house husband involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffee.

They are crazy. Most men are not used to performing a variety of activities simultanously – the kind of multi-tasking which is second nature to most women.

It is estimated that men have taken over the main homemaker's role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

68. The main idea of the first paragraph is…
    a. People living in the rat race tend to have heart attacks
    b. The research on house-husbands health involved 2,500 people
    c. Scientists did some research on the people's health living in Boston
    d. House-husbands have understandable reasons why they gave up their jobs
69. "Some men became stressed about performing a role not traditionally assigm to them by society." (paragraph 2, in line 6).
    The statement above is the result of research done by…
    a. A psychologist
    b. Jack O'Sullivan
    c. Dr Elaine Eaker
    d. An American scientist
70. Some house husbands become stressed because…
    a. They are jobless
    b. They earn less than their wives
    c. Most people do not respect them
    d. They do not join the daycare groups
71. In line 7, the pronoun **them** refers to...
    a. House husband
    b. Jack O'Sullivan
    c. Dr Elaine Eaker
    d. Some men
72. What is the main idea of paragraph 4 ?
    a. Many men tend to underestimate the task of caring for a family
    b. Professor Gary Cooper, a psycology
    c. Putting their feet up with a cup of coffee.
    d. Some men taking their kids
73. The word **estimated** in line 18 closes in meaning to...
    a. Opinion
    b. Claim
    c. Stated
    d. Approximating
74. The synonim of the word **belonging** in line 11 is...
    a. Including
    b. Concluding
    c. Taking
    d. Beco

The text is for questions 75-80

Old Enought

When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough

The law at present protects children aged between ten years and four years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children's Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

(Source:http//najmimaulana.wordpress.com/2009/03/10/old-enough/)

75. What does the text talk about ?
    a. When person old enought to be responsible for a crime
    b. When person is being punishedfor commiting crimes
    c. When a children are to young to be responsible for a crime
    d. When a person is too old to be responsible for a crimes
76. Why did the low protect the childreen aged under fourteen years from being punished ?
    a. Because the children do not understand what the crime in for
    b. Because the low prefer to put the children in the school
    c. Because the children are too young to realize the seriousnees of their crimes
    d. Because the low and children do not kno the crime
77. In what age are the children protected by the present low from being punished for committing crimes ?
    a. Ten years old
    b. Fourteen years old
    c. Ten to fourteen
    d. Eight years old
78. The pronoun **their** in line 5 refers to...
    a. Mr. Stephen Scarlett
    b. Person
    c. Teenagers
    d. Students
79. Teenagers these days are far more sopisticated than **those** in the past. The word those refers to...
    a. Day
    b. Teenagers
    c. Lows
    d. Children
80. The antonym of the word **young** in line 12 is...
    a. Teenagers
    b. Youngest
    c. Old
    d. Human

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