

**THE EFFECT OF USING 3H (HERE, HIDDEN AND IN MY HEAD) ON  
THE STUDENTS' ACHIEVEMENT OF READING COMPREHENSION  
IN EXPOSITION TEXT**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements*

*For the Degree of Sarjana Pendidikan (S.Pd)*

*English Education Program*

**By:**

**DINA HARLIANTI**

**NPM: 1502050206**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2019**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 03 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Dina Harlianti  
NPM : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

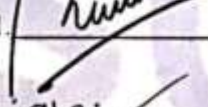
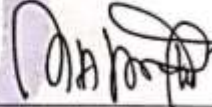

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( A- ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

Ketua  Sekretaris   
**Dr. H. Elfrianto Nasution, S.Pd., M.Pd.** **Dra. Hj. Svamsuyurnita, M.Pd.**

**ANGGOTA PENGUJI:**

1. Dr. Bambang Panca S, S.Pd., M.Hum.
2. Mandra Saragih, S.Pd., M.Hum.
3. Rita Harisma, S.Pd., M.Hum.

1.   
2.   
3. 



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)

### LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

sudah layak disidangkan.

Medan, 23 September 2019

Disetujui oleh:

Pembimbing

Rita Harisma, S.Pd., M.Hum.



Dr. H. Elfrianty Nasution, S.Pd, M.Pd

Diketahui oleh:

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umma.ac.id> E-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05 Sept 2019	Revisi - Chapter I - Chapter II - Chapter III	
10 Sept 2019	Revisi Data	
13 Sept 2019	Data Analysis and hypothesis	
16 Sept 2019	Conclusion and Abstract	
23 Sept 2019	Acc to have Green Table.	

Medan, 23 September 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)

## ABSTRACT

**Harlianti Dina. 1502050206. The Effect of Using 3H(Here, Hidden and in my Head) on the Students' Achievement of Reading Comprehension in Exposition Text. Skripsi. English Department of Faculty of Teachers Training and Education of University Muhammadiyah Sumatera Utara (UMSU). MEDAN. 2019**

The objectives of this research was to find out the effect of using 3H (Here, Hidden and in my Head) on the students' achievement in reading analytical exposition text. This was an experimental research which conducted at SMA Harapan Mekar which was located at Jl.Marelan Raya No.77 Kelurahan Rengas Pulau Kecamatan Medan Marelan. The population of this research was the XI<sup>th</sup> grade students of 2019/2020 academic year which consisted of 60 students. By using total sampling technique, the total sample was 60 students. The sample of this research was all of the population. The sample was divided into two groups, class XI – IPA as the experimental group and XI – IPS as the control group. The experimental group was taught by using 3H (Here, Hidden and in my Head) strategy and the control group was taught by using conventional method. Experimental quantitative method was applied in this research. In order to collect the data, the researcher was chosen multiple choice test consisted of 20 items were administrated to the student, the result showed that  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $2.76 > 1.672$ ), at  $\alpha=0.05$  and  $df= 58$ . It meant that  $H_a$  was accepted. There was a significant effect of using 3H (Here, Hidden and in my Head) strategy.

*Key Words: 3H(Here, Hidden and in my Head) Strategy, Reading Comprehension, Report Text*

## ACKNOWLEDGEMENTS



Alhamdulillahirobbalalamin, first of all the researcher would like to deliver her thanks to Allah SWT the Most Almighty, who has given healthy and chance to her in finishing this study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today. The researcher would like to thanks to her dearest mother **Herlina** and the dearest father **Mahar Efendi** who has given the prayer, material, support, and motivation during her education process.

In finishing this research entitle “The Effect of Using 3H(Here, Hidden and in My Head) on the Students’ Achievement of Reading Comprehension in Exposition Text” it’s not easy for the researcher in writing this study. There are many difficulties and problems faced by her, physically and mentally. Without helps of following people, it may possible for her to finish it. Therefore the writer would like to express her gratitude to

1. **Dr. Agussani, M.AP** as a Rector of University of Muhammadiyah Sumatera Utara
2. **Dr. H. Elfrianto Nasution, S.Pd., M.Pd**, the Dean of FKIP UMSU who has given recommendation to write this research
3. **Mandra Saragih, S.Pd., M.Hum**, the head of English Education Departement of FKIP UMSU and **Pirman Ginting, S.Pd, M.Hum** as the secretary, thanks for their suggestion in implementing this research.

4. **Rita Harisma, S.Pd, M.Hum**, as her beloved supervisor, who gave invaluable thought, advice, comment, guidance, support and suggestion for the writer to complete this research.
5. All of lecturers especially those of English Department for their instruction, advice guidance and encouragement during her academic years at FKIP UMSU.
6. The employees of Biro administration FKIP, University of Muhammadiyah Sumatera Utara who had given supporting in administrative system service of completing necessary requirements, so all of business could be resolved easily.
7. **Hafizan S.Pd** the Headmaster of SMA Harapan Mekar who has given advice, comments, guidance, support and permission to her in going the observation.
8. Her beloved brother and sister, **Dany Hardiansyah** and **Diaz Pradya Azmi**, who has given supports, love and prays, Also to all of family, Thanks a lot for your supports and prays.
9. Her beloved friends **Yuni Lestari, Windi Wardani**, and **Widya Putri Purba** for their supported, for their helped and for anything
10. Her beloved sister at boarding house 47 **Sri Handayani, Anggi, Nabila, Cici, Dela, Yuli** and **Yuhri** who has given supports for the writer to complete this research.
11. Her beloved friends **Vivin Agustin, Fitri Kurniati** and all of **Mam Rita's Squad** who always accompany, support, motivation and helped her during complete this research

12. And for all friends in class D Morning, thank you for their prayer, suggestion and for their helped for this research. And also thank you for all who were not mentioned here, may ALLAH SWT bless us. Aminn

Medan, September 2019  
The Researcher

**DINA HARLIANTI**  
**NPM :1502050206**



## TABLE OF CONTENT

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLE</b> .....	<b>viii</b>
<b>LIST OF APPENDIX</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problem .....	3
C. Scope and Limitation .....	3
D. The Formulation of the Problem.....	3
E. The Objective of the Study .....	4
F. The Significance of the Study.....	4
<b>CHAPTER II REVIEW AND LITERATURE</b> .....	<b>5</b>
A. Theoretical Framework.....	5
1. Reading .....	5
1.1. Definition of Reading .....	5
1.2.Types of Reading .....	6
1.3.Kinds of the Reading Text .....	7
2. Reading Comprehension.....	9
2.1. Definition of Reading Comprehension .....	9
3. Analytical Exposition Text .....	10
3.1. Definition of Analytical Exposition.....	10

3.2. The Generic Structure .....	10
3.3. Dominant Language Feature .....	11
4. 3H (Here, Hidden and in my Head) Strategy .....	11
4.1. The Nature of 3H Strategy .....	11
4.2. The steps of 3H Strategy .....	12
4.3. The Advantages of 3H Strategy .....	13
4.4. The disadvantages of 3H Strategy .....	14
5. Description of Approach and Strategy .....	14
6. Conventional Method .....	15
6.1. Concept of Conventional Method .....	15
6.2. Advantages of conventional Method .....	15
6.3. Disadvantages of conventional Method .....	16
B. Relevant Studies .....	17
C. Conceptual Framework .....	18
D. Hypothesis .....	18
<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>19</b>
A. Location of the Research .....	19
B. Population and Sample .....	19
C. Research Design .....	20
D. Instrument of the Research .....	22
E. Technique of Collecting Data .....	23
F. Technique of Analyzing Data .....	23
G. Statistical Hypothesis .....	25

<b>CHAPTER IV DATA AND ANALYSIS.....</b>	<b>27</b>
A. The Data Collection .....	27
B. The Data Analysis.....	29
C. Testing Hypothesis.....	37
D. Research Finding .....	37
<b>CHAPTER V CONCLUSIONS AND SUGGESTION.....</b>	<b>39</b>
A. Conclusions.....	39
B. Suggestion.....	39
<b>REFERENCE</b>	
<b>APPENDIX</b>	

## LIST OF TABLES

Table 3.1	Population and Sample.....	19
Table 3.2	The Research Design .....	20
Table 3.3	The Treatment of Experimental Group.....	21
Table 3.4	The Treatment of Control Group .....	22
Table 4.1	The score of Pre-test and Post-test in Experimental Group .....	27
Table 4.2	The score of Pre-test and Post-test in Control Group .....	28
Table 4.3	The Differences Scores of Pre-test and Post-test in Experimental Group .....	30
Table 4.4	The Differences Scores of Pre-test and Post-test in Control Group.....	31
Table 4.5	The Calculation of Standard Deviation in Experimental Group.....	32
Table 4.6	The Calculation of Standard Deviation in Control Group .....	33

## **LIST OF APPENDIXES**

Appendix I	Lesson Plan Experimental Group
Appendix II	Lesson Plan Control Group
Appendix III	Test Instrument
Appendix IV	Answer Key
Appendix V	Students' Answer Sheets
Appendix VI	Form K-1
Appendix VII	Form K-2
Appendix VIII	Form K-3
Appendix IX	Berita Acara Bimbingan Proposal
Appendix X	Berita Acara Seminar Proposal
Appendix XI	Lembar Pengesahan Proposal
Appendix XII	Lembar Pengesahan Hasil Proposal
Appendix XIII	Surat Kereterangan Plagiat
Appendix XIV	Surat Izin Riset
Appendix XV	Surat Balasan Riset
Appendix XV I	Berita Acara Bimbingan Skripsi
Appendix XVII	Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Reading is one of the most language skills in learning language and in reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them. The teaching of reading has a unique relationship to and with language.

According to Zare (2013,p.1567) in Oktarina journal, reading is a cognitive activity in which the readers take part in a conversation with the author through the text. It means that by reading people to get much information, in reading activities many hope in reader can understand content in the text and making the reader can develop their knowledge to find message of the text

For Indonesian students, reading is still difficult to understand, especially in English texts, because English is a foreign language, many students do not reach KKM (Kriteria Ketuntasan Maksimum) in English lessons. In the activities of the teaching and learning process it was found that some students had difficulty understanding and finding information in a text. This is because there is still a lack of students understanding the text, with the reason that students feel bored in reading the text. However, reading is indeed not easy. Many do not know the difficulty in reading, especially for some students who lack understanding of

vocabulary will find it difficult to find information in the text. Problems during the examination will be experience problems when reading a long text resulting in students not wanting to read the text.

Based on the researcher's when doing the real teaching program, it was difficult for the students to comprehend English text and difficulties to find main idea and implied and explicit sentence of the text. The process of teaching reading comprehension could not run well. Because most of them passive in the class, they only read and answer question from the English book without asking some information of the text. So, learning reading comprehension making bored in the class.

In term of the teaching process, the problem of teaching found by the teacher is not only the teaching material, but also the strategy of teaching. The teaching process not always gives a good result if the way of teaching is not suitable to the students condition. Therefore, the teacher should choose proper teaching students in order to make the teaching learning process run well, especially for the needs of the students, the teacher must know the suitable strategy for the students to make the students more comfortable in the class. One of teaching strategies that can be applied in proving reading comprehension of the students is 3H.

According Graham and Wong (1993) cited in Westwood (2001,p.61) explain that 3H (Here, Hidden and in my Head) strategy can improve reading comprehension and increase metacognitive functioning related to comprehension task. This strategy can help motivate students and imperative that students master the right strategies and technique. And 3H can more actively engage in reading

process. And in this strategy, students have many chances to get information and improve their communication skill. So, in getting information, think creative and active in learning activity.

## **B. Identification of the Problem**

The problem of research as follow:

1. The students had low achievement in English especially in reading comprehension
2. The students felt bored when studied English.
3. The students English vocabulary are less

## **C. Scope and Limitation**

The scope in this study was focused in reading comprehension and it was limited in using 3H (Here, Hidden and in my Head) strategy in learning Analytical exposition text, especially for the XI grade students of SMA Harapan Mekar Medan of academic year 2019/2020.

## **D. The Formulation of the Problem**

The problem of this research were formulated as the follow “Is there any significance effect of using 3H (here, Hidden and in my Head) strategy on the students’ achievement in reading comprehension?”



### **E. The Objective of the Study**

The objective of the study was “to find out the significance effect of using 3H (here, Hidden and in my Head) strategy on the students’ achievement in reading comprehension.”

### **F. The Significance of the Study**

The result of this research was expected to be useful for.

#### 1. Theoretically

As theoretical, this research could expand or add knowledge for students of learning process in reading comprehension especially analytical exposition text, especially for the XI grade students of SMA Harapan Mekar Medan of academic year 2019/2020.

#### 2. Practically

The writer expects that the result of the study would be useful for:

- a. Teacher, to provide the English teachers a plan and to conduct a better and interesting learning process, used as an alternative strategy.
- b. Students, to get their experience by using 3H (Here, Hidden and in my Head) strategy to learn reading comprehension easily and enjoyable.
- c. The reader, especially in UMSU library.
- d. Other researcher was expected to add insight or knowledge by doing this research.

## **CHAPTER II**

### **REVIEW AND LITERATURE**

#### **A. Theoretical Framework**

In conducting research, theories are needed to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on terms use will be presented.

#### **1. Reading**

##### **1.1. Definition of Reading**

According Othman Yahya (2010), Reading is an important verbal skill that needs to be accomplished by students so that they can explore knowledge thoroughly. Another words, finding the main idea, information, explanation or facts intended to be delivered. In another words, the reading process can be complex have to involve the quality of thought for the purpose of understanding the text.

According McGuinness (2005). Reading is a complex act and it's important to pin down which memory systems matter most. It means that reading is a complex activity in reading for get information from a text. Reading is important in language skill. By reading, have a lot of new knowledge and not only get the information from a text but can share that knowledge after reading with each other.

## 1.2. Types of Reading

Brown (2003: 189) explains the case of reading, variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedures, several types of reading performance are typically identified following:

1. Perceptive. In keeping with set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading,. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, function, and other graphic symbols. Bottom-up processing is implied.
2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used : picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.
3. Interactive. Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process a negotiating meaning ; the reader brings to the text a set of schemata for understanding it, and intake is the product of that

interaction, typical genres that lend themselves to interactive reading are anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbols, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. Extensive. Extensive reading, as discussed in this book, applies to text of more than a page, up to and including professional article, essays, technical, reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretch of discourse such as long articles and books that are usually read outside a classroom hour. Here that definition is messaged a little in order to encompass any text longer than page). The purposes of assessment usually are to tap into a learner’s global understand of a text, as opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for the most extensive tasks.

### **1.3. Kinds of Reading Text**

Text is writing that consists of several sentences that provide information with a specific purpose. Another words, the text is very helpful for the reader to

find the desired information. Text is also very useful for increasing knowledge for the reader.

Based on generic structure and dominant features used, text are decided into several types. There are narrative, recount, descriptive, report, explanation, hortatory exposition, analytical exposition, procedure, discussion, spoof, anecdote, review, and news item. These variations are known as genres.

1. Narrative

Purpose: To amuse/entertain the readers and to tell a story

2. Recount

Purpose: to retell something that happened in the past and to tell a series of past event

3. Description

Purpose: to describe a particular person, place or thing in detail.

Generic structure

4. Report

Purpose: to present information about something, as it is

5. Explanation

Purpose: to explain the process involved in the formation or working of natural or socio-cultural phenomena.

6. Procedure

Purpose: to help readers how to do or make something completely.

7. Analytical exposition

Purpose: to reveal the readers that something is the important case

## 8. Hortatory Exposition

**Purpose: to persuade the readers that something should or should not be the case or be done.**

## 9. Discussion

Purpose: to present information and opinion about issues in more specific

## 10. News item

Purpose: to inform readers about events of the day the events are considered newsworthy of important

## 11. Review

Purpose: to critique or evaluate and art work or even for public audience

## 12. Anecdote

Purpose: to entertain the readers

## 13. Spoof

Purpose: to entertain and share the story

## 2. Reading Comprehension

### 2.1. Definition of Reading Comprehension

Reading comprehension is a skill that must be developed and can be only developed by means of extensive and continual practices in comprehending reading text, reader have to find the main ideas to obtain the message. In order word, finding the main ideas determine the quality of their reading comprehension. It means the reader is expected to understand fully the reading material.

### **3. Analytical Exposition Text**

#### **3.1. Definition of Analytical Exposition**

Analytical exposition text is a text that needs students' critical thinking on it about one important issue. Analytic shows about something that is happening around. With complete and intended information for the reader, it can be read and understood by the information. The purpose of analytical text is to provide information and provide the reader with confidence in an important topic to be discussed or received by giving arguments or opinions that support the main idea or topic.

Martin and Rose (2008:118) state that analytical exposition text is a piece of text in which some thesis is expanded.

#### **3.2. The Generic Structure**

- a. Thesis is introduces the main topic or idea to be discussed.
- b. Argument is this section present arguments or opinions that support the main idea, usually in an Analytical Exposition Text there are more than two arguments. The more arguments that are displayed the more trust the reader that the topics discussed are very important topics or need attention
- c. Reiteration is this section the closing part of an Analytical Exposition text which is always located at the end of the paragraph. Reiteration contains the rewriting or re-placement of the main ideas in the first paragraph.

### 3.3. Dominant Language Feature

- a) Using simple present tense
- b) Using relational process
- c) Using internal conjunction
- d) Using casual conjunction

## 4. 3H (Here, Hidden, and in my Head) strategy

### 4.1. The Nature of 3H Strategy

Westwood (2001:61) state that 3H Strategy is the technique strategy in which the classroom activity is based the question raised by the teacher and expected to be answered by the students. The answer of the question may be found in text (here), not in the text (hidden), or in students' head (head). The teacher constructs the question into three types, they are: here, hidden and in my head.

#### *a. Here*

The first cue in this strategy, *here*, indicate that the answer of this type of this question can be found in text that stated explicitly. It is *here* in one sentence in the text.

#### *b. Hidden*

The second cue, *hidden*, indicate that the answer is implicit in the text. It is found by joining together information from two or more places in the text or from information from the text and what student already knows.



**c. *Head***

The last cue, *head*, indicates that the answer requires the reader to use their background knowledge about the topic being discussed.

In teaching 3H strategy, the students are cued to use appropriate text-based information to answer specific question, they are also taught to use self-questioning to focus their own attention on selecting appropriate source of information and to monitor their performance.

**4.2. The Steps of 3H Strategy**

According to Westwood (2001, p.61) provides some steps in applying this strategy

- 1) Teacher asks question related to the text
- 2) Teacher demonstrates how to find the answer for “here” question by locating relevant information on the passage
- 3) Students precise applying this step with teacher’s guidance and feedback
- 4) Teacher demonstrates how to find the answer for “*hidden*” question by using the information on the passage to infer or predict the possible answer  
Students precise applying the first and second step with teacher’s guidance and feedback
- 5) Teacher demonstrates how to find the answer for “*in my head*” question by using the information which is not stated in the text or outside the text, for instance from students’ background knowledge.

- 6) Teacher reviews the strategy over the following lessons and uses it for the variety of the text types.

### **4.3. The Advantage of 3H Strategy**

Generally, the advantages of 3H (here, Hidden, and in my Head) Strategy is to improve the student's comprehension in teaching reading and answer the question in teaching reading and answer the question whether explicit, implicit and in the students background knowledge. According Westwood (2001:61) the advantages of 3H strategy is to help the students in improving their reading comprehension and increase their Meta-cognitive functioning related to the comprehension task.

The advantage of Here Hidden in my Head Strategy :

1. 3H strategy helps students to gain a better understanding about the explicit and implicit ideas contained in the text through different comprehension levels.
2. 3H strategy helps students to understand some types of the question and find the locations of the answer.
3. Students can become more skillful in figuring out the answer in the text or creating the answer by their own.
4. This strategy can lead students to get a better result in a reading test and Certainly have a better reading comprehension.

Based on the explanation above, advantage of 3H (Here Hidden in my Head) Strategy is improving reading comprehension for students and students can answer the question.

#### **4.4. The Disadvantage of 3H Strategy**

3H (Here, Hidden, In My Head) Strategy has disadvantages in teaching learning reading comprehension. The disadvantage of 3H(Here Hidden in my Head) Strategy:

1. Sometimes the students are curious with the 3H strategy, they do not pay attention on their task.
2. Sometimes the students are noisy.

Based on the explanation above, disadvantage of 3H (Here Hidden in my Head) Strategy students do not pay attention on their task.

### **5. The Description of Approach and Strategy**

According to Richard and Roger (2001:37) “approach refer to the cerise about the nature of language learning that serve as the source practices in principles in the language teaching learning”.it would be made teaching process become more effective, because approach was very important element in teaching learning process.

According to Brown (2001:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Then

strategy is as a remedy the teacher making system area that happened to process teaching learning.

In learning process, he teacher was required good strategy to be applied when the learning process is done by students to be more effective and efficiently in the learning process.

## **6. Conventional Method**

### **6.1. Concept of Conventional Method**

According to McCharthy in Li W.Y journal, Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams, Conventional teaching is also limiting the room for more creative thinking and also seldom considering individual differences. It is necessary to realize these limitations in conventional teaching and take a step to move forward.

### **6.2. Advantages of Conventional Method**

As Chuda (2008) states the very last thing the teacher does during the lesson is that “he sums up the topic and sets assignments for the next lesson”. We can see that the students always know what follows. First, the previous lesson’s subject matter is revised either collectively or by one student, who is examined, or

possibly in a test that all the students take. The second component is the new subject matter: the teacher's explanation of it, followed by exercise, mostly translation as practice. The last component is revision and the assignment homework.

So, in this method the students just listen the explanation of the teachers about the subject. When teachers' explain about the subject, the teachers using national language, so the students not using their language is not use. It means that the students can know of the using of.

### **6.3. Disadvantages of Conventional Method**

Traditional methodology, however, also appear to have some disadvantages. There is not enough attention paid to teaching the basic skill, reading and writing, speaking and listening. As mentioned above, "reading, in a foreign language seems to have more to do with deciphering that with reading in one's mother tongue. The student tries understanding every single word and its grammatical form, because he believes it is essential for understanding the text.

So the weakness in traditional method the learning process is not interactive because the students just listen the explanation of the teachers. The students should pay more attention if they want to understand about the subject. It means the students not more active in earning process.

## **B. Relevant Studies**

There are some research had been conducted by this study. The first a thesis by Rejeki S.N (2013) with a title “The Effect of Using Here, Hidden, and in my Head (3H) Strategy towards Reading Comprehension in Narrative text of the First Year Students at SMAN 1 Tapung of Kampar Regency” the study aim to the students’ reading comprehension in narrative text that is after being by using here, hidden and in my head strategy, to find out the students’ reading comprehension in narrative text before being by using here, hidden and in my head strategy, and to find out the significant effect of using here, hidden and in my head strategy towards reading comprehension in narrative text. The problems were some students are not able to identifying the orientation in narrative text, some students are not able to identifying the complication in narrative text, and some students are not able to identifying the resolution of narrative text. So, the researcher was interested in carrying out the research about this problem.

The second is journal of OktarinaRevi (2017) vol 2 No.2 entitle “The Use of 3H(Here, Hidden, in my Head) Strategy to Improve Students’ Reading Comprehension” the researcher was done of this study was to find out whether or not there was a significant different in reading comprehension achievement and the students to understand some types of the question and to find the location of the answer.

Over all previous research, the similarities of all these research are to find out to improve reading, especially reading comprehension skill although in differences object. The writer focused on analytical exposition using 3H(Here,

Hidden and in my Head) strategy. The result of this study expected the effect of using 3H (Here, Hidden and in my Head) to the students' achievement of reading comprehension especially in exposition text at SMA HarapanMekar Medan.

### **C. Conceptual Framework**

In this researchers wants to describe about the effect of 3H (Here, Hidden, and in my Head) strategy on students' achievement in reading comprehension. In order to be able to give a good strategy in teaching, to be useful for reader and give contribution and learning comprehension. And the teacher can be reach and good to English for specific purpose, and to find out which function of 3H and it is expert to be useful English teacher in teaching reading.

### **D. Hypothesis**

The hypothesis can be formulate following

Ha : There is significant effect using 3H (Here, Hidden and in my Head) strategy on the students' achievement in reading comprehension (the hypothesis is accepted)

Ho : There is no significant effect using 3H (Here, Hidden and in my Head) strategy on the students' achievement in reading comprehension (the hypothesis is rejected).

## CHAPTER III

### METHOD AND RESEARCH

#### A. Location of the Research

This research was conducted in August 2019 at SMA Harapan Mekar which was located at Jl.Marelan Raya No.77 Kelurahan Rengas Pulau Kecamatan Medan Marelan. The researcher took the students to eleventh grade students of academic year 2019/2020.

#### B. Population and Sample

The population of the research were eleventh grade students in SMA Harapan Mekar. There was two classes XI-IPA consisted of 30 students and XI-IPS consisted of 30 students. Total of population were 60 students.

Arikunto (2010:102) stated that: “if the populations are less than 100 it is better to include all of them as the sample. However, if there are more than 100, 15%, 20%, 25% or 50% can be taken as there sample”.

**Table 3.1**  
**Population and Sample**

<b>No</b>	<b>Class</b>	<b>Population</b>	<b>Sample</b>
<b>1</b>	<b>XI-IPA</b>	<b>30</b>	<b>30</b>
<b>2</b>	<b>XI-IPS</b>	<b>30</b>	<b>30</b>
<b>Total</b>		<b>60</b>	<b>60</b>

Total sampling was the single way to obtain representative sample. The strategy in taking the sample by writing the classes' name on the piece of paper and then



insert to the box, after being mix, it was taken out the determine the experimental group and control group.

### C. Research Design

The research was used the experimental research. It dealt with quantitative. This study had two groups namely group experimental and control group. The experimental group was taught by using 3H (Here, hidden and in my Head) strategy. Meanwhile the control group was taught by using lecture method (Conventional Method). Both of groups would be given pre-test, treatment and post-test. The test would be known the differences of average scores. The design of study would be presented as follow

**Table 3.2**  
**The Research Design**

Class	Groups	Pre-Test	Treatment	Post-Test
XI – IPA	Experimental Group (X)	✓	3H(Here, Hidden and in my Head)	✓
XI – IPS	Control Group (Y)	✓	Conventional Method	✓

Where:

X : The experimental group, where the sample was taught by using 3H (Here, Hidden and in my Head) strategy.

Y : The control group, where the sample was taught by using conventional Method.

### 1. Pre-test

The pre-test was conducted to both classes (experimental group and control group) before the treatment or teaching presentation. It was meant to find the homogeneity of the sample. The function of pre-test was to know the means score each group, (experimental and control group).

### 2. Treatment

The treatment was conducted after the administration of the pre-test. The experimental group was taught by using 3H (Here, Hidden, and in my Head) Strategy in Analytical Exposition Text and the control group was taught by using conventional method.

**Table 3.3**  
**Treatment of Experimental Group**

	<b>Teacher's Activities</b>	<b>Students' Activities</b>
1	The teacher gave motivation to students.	The students gave response to the teacher
2	The teacher gave the analytical exposition text	The students gave the analytical exposition text
3	The teacher asked students to read silently the analytical exposition text to the students.	The students read silently the exposition text
4	The teacher asked the students to re-read or review the analytical exposition looking for the sentence, phrase, and word to find out implied and explicit sentence of the analytical exposition text	The students re-read the analytical exposition text looking for the sentence, phrase and word to find out implied and explicit sentence of the analytical exposition text.
5	The teacher demonstrated (by "thinking aloud" while applying the first step in the strategy (locating information here on the page)	The students practiced applying this step, with feedback from the teacher
6	The teacher did demonstration "think aloud" for the second step	The students practiced the first step and the second step with guidance

7	(hidden information) The teacher did a demonstration of the third step (information is not her or hidden and has to be retrieved from a source outside the texts).	and feedback. The students practiced the first, the second, and the third steps with guidance and feedback.
8	The teacher asked the students to summary of the reading passage in the text	The students summarized of the reading passage in the text.

**Table 3.4**  
**Treatment of Control Group**

No.	Teacher's Activities	Students' Activities
1	Teacher guided the students and checked the attendance list, and then introduces the lesson that will be teaching.	Students gave response to the teacher and listened to the teacher
2	The teacher gave a text for each student.	The students had the text but they didn't read the text until the teacher gives them an instruction.
3	The teacher asked the students to read a text.	The students read a text loudly.
4	After finishing reading the teacher asked the students to answer the question.	The students answered the question.

### 3. Post-test

After giving treatment the students reading Analytical Exposition Text by using 3H (Here, Hidden and in my Head) Strategy (Experimental group), the researcher gave them a post-test in order to see the result whether the strategy was effective or not. The test of the pre-test and post-test the same.

### D. Instrument of the Research

The instrument to collecting the data in this research is multiple choice test, with five option (a,b,c,d and e). There are 20 items to answer and the score for

each correct answer was given score 5 and wrong answers was scored 0. The highest score was 100. Calculating by using formula

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100$$

The procedure in administrating to both groups after the students think by 3H(Here, Hidden and in my Head) Strategy and conventional method, and the test was taken from students exercise book.

### **E. The Technique of Collecting the Data**

In collecting the data, some steps were applied as follow

1. Giving pre-test to experimental and control groups by giving multiple choice test to the students.
2. Giving the treatment to experimental group by using 3H(Here, hidden and in my head) Strategy.
3. Giving the treatment to control group with lecturing method.
4. Giving post-test to both classes, by giving multiple choice test to the students in experimental and control groups.
5. Scoring the students' answer on the two groups.

### **F. Technique of Analyzing of Data**

After collecting the data from the paper based test, it was calculated by using t-test. The following procedure was implemented to analyze the data. The data were calculated by using Sudijono (2018).

1. Tabulated the Scores of Experimental and Control Group in Pre-test and Post-Test

2. Finding the Mean by using the formula:

a. Mean of Experimental Group

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2018: 81})$$

b. Mean of Control Group

$$M_y = \frac{\sum y}{N}$$

3. Finding the Standard Deviation by using the formula:

a. Standard Deviation (SD) of Experimental Group

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2018: 157})$$

b. Standard Deviation (SD) of Control Group

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

4. Finding the Standard Error by using the formula:

a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2018: 282})$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

5. Finding the Standard Error differential between  $M_x$  and  $M_y$  by using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono, 2018: 283})$$

6. Finding  $t_0$  by using the formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \quad (\text{Sudijono, 2018: 284})$$

Where:

$M_x$  = Mean score of experimental group

$M_y$  = Mean score of control group

$N_1$  = Number of students in experimental I group

$N_2$  = Number of students in control group

$SD_x$  = Standard deviation of experimental group

$SD_y$  = Standard deviation of control group

$SE_{M_1}$  = Standard Error of Mean of experimental group

$SE_{M_2}$  = Standard Error of Mean of control group

$SE_{M_1 - M_2}$  = Standard Error differential between  $M_x$  and  $M_y$

$t_0$  = Test Observation

### G. Statistical Hypothesis

In this research statistical hypothesis was used to device whether the hypothesis would be accepted or rejected. The statistical statistic formula

If  $t - \text{test} > t - \text{table}$  =  $H_a$  is accepted and  $H_o$  is rejected

If  $t - \text{test} < t - \text{table}$  =  $H_a$  is rejected and  $H_o$  is accepted

Where:

Ha : There is significant effect using 3H (Here, Hidden and in my Head) strategy on the students' achievement in reading comprehension (the hypothesis is accepted)

Ho : There is no significant effect using 3H (Here, Hidden and in my Head) strategy on the students' achievement in reading comprehension (the hypothesis is rejected)

## CHAPTER IV

### DATA COLLECTING AND DATA ANALYSIS

#### A. The Data Collecting

After the researcher present the research method in preceding chapter, gave the explanation about the result of the study in the fourth chapter. In this chapter the researcher classified and analyzed the data based on the research method in the third chapter before. The researcher wanted know an effect of using 3H (Here, Hidden and in my Head) strategy on the students' reading comprehension.

**Table 4.1**  
**The score of Pre-test and Post-test in Experimental Group**

No	Students' Initial	Score	
		Pre-test ( $x_1$ )	Post-test ( $x_2$ )
1	ARS	50	95
2	AH	55	80
3	APB	65	85
4	AL	65	70
5	BCL	50	95
6	CA	45	85
7	CDS	60	85
8	DF	45	95
9	DC	65	70
10	DNS	65	80
11	FK	50	90
12	GRM	50	80
13	IRA	65	80
14	JAD	60	95
15	KA	50	95
16	KI	65	75
17	LSD	50	80
18	LJS	45	80
19	MTZ	50	85
20	MHH	50	90
21	MM	65	75
22	NPD	50	75
23	NF	55	95



24	PA	55	80
25	RR	60	85
26	RP	65	85
27	SM	65	85
28	SWN	50	85
29	TTR	50	90
30	WAN	65	75
	<b>Total</b>	<b><math>x_1 = 1680</math></b>	<b><math>x_2 = 2520</math></b>

From the table 4.1 above, it showed that the pre-test of experimental group, the students got lowest score 45 was 3 student and the highest score 65 was 10 students from 30 students. In the post-test of experimental group, the students got the lowest score 70 was 2 students and the highest score 95 was 6 students from 30 students and the total score of pre-test experimental group was 1680 and the total score of post-test of experimental group was 2520.

**Table 4.2**  
**The score of Pre-test and Post-test in Control Group**

No	Students' Initial	Score	
		Pre-test ( $y_1$ )	Post-test ( $y_2$ )
1	AA	40	70
2	ADP	35	65
3	APU	55	70
4	AS	50	65
5	BUP	60	70
6	DPS	40	70
7	DA	55	65
8	DF	55	70
9	DN	40	75
10	DNU	45	75
11	GR	55	70
12	HAP	50	75
13	IW	60	75
14	KA	40	70
15	LR	45	65
16	NF	50	80
17	PR	60	65

18	RH	60	65
19	SW	45	75
20	SP	60	85
21	SS	45	75
22	SAK	40	75
23	SY	40	55
24	SP	55	60
25	WN	35	65
26	ZA	45	65
27	MAA	60	75
28	FO	60	75
29	RS	50	70
30	MU	60	70
	<b>Total</b>	<b><math>y_1=1490</math></b>	<b><math>y_2=2105</math></b>

From the table 4.1 above, it showed that the pre-test of experimental group, the students got lowest score 35 was 2 student and the highest score 60 was 8 students from 30 students. In the post-test of experimental group, the students got the lowest score 60 was 1 students and the highest score 85 was 1 students from 30 students and the total score of pre-test experimental group was 1490 and the total score of post-test of experimental group was 2105.

## **B. Data Analysis**

The effect of 3H (Here, Hidden and in my Head) Strategy on the students' Achievement in Reading Comprehension exposition text. Based on the data from the test the score were analyzed in other to know differences between pre-test and post-test of experimental group it could be seen on table 4.3 below.

## 1. Mean of Variable X (Variable 1)

**Table 4.3**  
**The Differences Scores of Pre-test and Post-test in Experimental Group**

No	Initial Name	Score		
		Pre-test ( $x_1$ )	Post-test ( $x_2$ )	$X(x_2 - x_1)$
1	ARS	50	95	45
2	AH	55	80	25
3	APB	65	85	20
4	AL	65	70	5
5	BCL	50	95	45
6	CA	45	85	40
7	CDS	60	85	20
8	DF	45	95	50
9	DC	65	70	5
10	DNS	65	80	15
11	FK	50	90	40
12	GRM	50	80	30
13	IRA	65	80	15
14	JAD	60	95	35
15	KA	50	95	45
16	KI	65	75	10
17	LSD	50	80	30
18	LJS	45	80	35
19	MTZ	50	85	35
20	MHH	50	90	40
21	MM	65	75	10
22	NPD	50	75	25
23	NF	55	95	40
24	PA	55	80	25
25	RR	60	85	25
26	RP	65	85	20
27	SM	65	85	15
28	SWN	50	85	35
29	TTR	50	90	40
30	WAN	65	75	10
	<b>Total</b>	<b><math>x_1 = 1680</math></b>	<b><math>x_2 = 2520</math></b>	<b><math>\sum X = 830</math></b>

The data of table 4.3 showed that the calculation mean of experimental group as follow:

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{830}{30} \\
 &= 27.66
 \end{aligned}$$

## 2. Mean of Variable Y (Variable II )

**Table 4.4**  
**The Differences Scores of Pre-test and Post-test in Control Group**

No	Students' Initial	Score		
		Pre-test ( $y_1$ )	Post-test ( $y_2$ )	$Y (y_2 - y_1)$
1	AA	40	70	30
2	ADP	35	65	30
3	APU	55	70	15
4	AS	50	65	15
5	BUP	60	70	10
6	DPS	40	70	30
7	DA	55	65	10
8	DF	55	70	15
9	DN	40	75	30
10	DNU	45	75	25
11	GR	55	70	15
12	HAP	50	75	25
13	IW	60	75	15
14	KA	40	70	30
15	LR	45	65	20
16	NF	50	80	30
17	PR	60	65	5
18	RH	60	65	5
19	SW	45	75	30
20	SP	60	85	25
21	SS	45	75	30
22	SAK	40	75	30
23	SY	40	55	15
24	SP	55	60	5
25	WN	35	65	30
26	ZA	45	65	25
27	MAA	60	75	5

28	FO	60	75	15
29	RS	50	70	20
30	MU	60	70	10
	<b>Total</b>	<b>y<sub>1</sub>= 1490</b>	<b>y<sub>2</sub>=2105</b>	<b>∑ Y =595</b>

The data of table 4.4 showed that the calculation mean of control group as follow:

$$\begin{aligned}
 M_y &= \frac{\sum Y}{N} \\
 &= \frac{595}{30} \\
 &= 19.83
 \end{aligned}$$

### 1. Standard Deviation (SD) of Variable X (Variable I)

**Table 4.5**  
**The Calculation of Standard Deviation in Experimental Group**

No	Initial Name	Score		
		$X(x_1 - x_2)$	$X$ $= (X - M_x)$	$(X - M_x)^2$
1	ARS	45	17.34	300.68
2	AH	25	-2.66	7.07
3	APB	20	-7.66	58.67
4	AL	5	-22.66	513.48
5	BCL	45	17.34	300.68
6	CA	40	12.34	152.28
7	CDS	20	-7.66	58.67
8	DF	50	22.34	499.08
9	DC	5	-22.66	513.48
10	DNS	15	-12.66	160.28
11	FK	40	12.34	152.28
12	GRM	30	2.34	5.47
13	IRA	15	-12.66	160.28
14	JAD	35	7.34	53.87
15	KA	45	17.34	300.68
16	KI	10	-17.66	311.88
17	LSD	30	2.34	5.47
18	LJS	35	7.34	53.87
19	MTZ	35	7.34	53.87

20	MHH	40	12.34	152.28
21	MM	10	-17.66	311.88
22	NPD	25	-2.66	7.07
23	NF	40	12.34	152.28
24	PA	25	-2.66	7.07
25	RR	25	-2.66	7.07
26	RP	20	-7.66	58.67
27	SM	15	-12.66	160.28
28	SWN	35	7.34	53.87
29	TTR	40	12.34	152.28
30	WAN	10	-17.66	311.88
	<b>Total</b>	<b><math>\sum X = 830</math></b>		<b><math>\sum X^2 = 5036.62</math></b>

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{5036.62}{30}} \\
 &= \sqrt{167.88} \\
 &= 12.95
 \end{aligned}$$

**Table 4.6**  
**The Calculation of Standard Deviation in Control Group**

No	Students' Initial	Score		
		$Y (y_2 - y_1)$	$Y = (Y - M_y)$	$(Y - M_y)^2$
1	AA	30	10.17	103.43
2	ADP	30	10.17	103.43
3	APU	15	-4.83	20.07
4	AS	15	-4.83	20.07
5	BUP	10	-9.83	96.62
6	DPS	30	10.17	103.43
7	DA	10	-9.83	96.62
8	DF	15	-4.83	20.07
9	DN	30	10.17	103.43

10	DNU	25	5.17	26.73
11	GR	15	-4.83	20.07
12	HAP	25	5.17	26.73
13	IW	15	-4.83	20.07
14	KA	30	10.17	103.43
15	LR	20	0.17	0.0289
16	NF	30	10.17	103.43
17	PR	5	-14.83	219.93
18	RH	5	-14.83	219.93
19	SW	30	10.17	103.43
20	SP	25	5.17	26.73
21	SS	30	10.17	103.43
22	SAK	30	10.17	103.43
23	SY	15	-4.83	20.07
24	SP	5	-14.83	219.93
25	WN	30	10.17	103.43
26	ZA	25	5.17	26.73
27	MAA	5	-14.83	219.93
28	FO	15	-4.83	20.07
29	RS	20	0.17	0.0289
30	MU	10	-9.83	96.62
	<b>Total</b>	<b><math>\Sigma Y = 595</math></b>		<b><math>\Sigma y^2 = 2471.68</math></b>

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\Sigma y^2}{N}} \\
 &= \sqrt{\frac{2471.68}{30}} \\
 &= \sqrt{82.38} \\
 &= 9.07
 \end{aligned}$$

Based on the calculation above showed the facts were presented as follows:

$$SD_x = 12.95$$

$$SD_y = 9.07$$

$$N_1 = 30$$

$$N_2 = 30$$

$$X = 1.150$$

$$Y = 855$$

$$(X - M_x)^2 = 5036.62$$

$$(Y - M_y)^2 = 2471.68$$

Therefore, the formula was implemented as follows:

- a. Standard Error of Experimental Group

$$\begin{aligned} SE_{M1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{12.95}{\sqrt{30 - 1}} \\ &= \frac{12.95}{\sqrt{29}} \\ &= \frac{12.95}{5,38} \\ &= 2.40 \end{aligned}$$

- b. Standard error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$



$$\begin{aligned}
&= \frac{9.07}{\sqrt{30-1}} \\
&= \frac{9.07}{\sqrt{29}} \\
&= \frac{9.07}{5,38} \\
&= 1.68
\end{aligned}$$

c. The differences of Standard Error

$$\begin{aligned}
SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
&= \sqrt{(2,40)^2 + (1,68)^2} \\
&= \sqrt{5.76 + 2.28} \\
&= \sqrt{8.04} \\
&= 2.83
\end{aligned}$$

### C. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test value was seen in the following calculation:

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
&= \frac{27.66 - 19.83}{2.83} \\
&= \frac{7.83}{2.83} \\
&= 2.76
\end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the  $t_o$  was higher than the value of the  $t_{table}(t_{observe} > t_{table})$ ,  
to Where  $t_{table}$  value for the degree of freedom was calculated as follows:

$$\begin{aligned} Df &= (N_1 + N_2 - 2) \\ &= (30 + 30 - 2) \\ &= 58 \end{aligned}$$

### C. Testing Hypothesis

After accounting the data previously by using t-test formula that value then after seeking the  $t_{table}$  of distribution written test method as basic of counting t-critical degree of freedom (df), the calculation shows that df is  $(N_1 + N_2 - 2)$  in line 58 that  $t_{table}$  is 1.672 for 5%. while the critical value ( $t_{observe}$ ) was 2.76. It could be concluded  $t_{observe} > t_{table}$  or  $2.76 > 1.672$ . So,  $H_0$  is rejected and  $H_a$  is accepted or there was the effect of 3H (Here, Hidden, and in my Head) Strategy on students' Achievement in Reading Comprehension Exposition Text.

### D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying 3H (Here, Hidden and in my Head) Strategy got higher score than those who were taught by using Lecturing Method. It is also proved from the result of t-test which was  $2.76 > 1.672$  ( $t_{observe} > t_{table}$ ),

2.76 > 1.672). It means effect on the students' achievement reading comprehension Exposition text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there was a significant effect of 3H(Here, Hidden and in my Head) Strategy On The Students' Achievement of Reading Comprehension in Exposition Text , it was prove from the calculation of  $t_{observe}$  which was higher than  $t_{table}$  ,  $2.76 > 1.672$  at  $\alpha=0.05$ , and  $df=58$  it means that the alternative hypothesis or is accepted.

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as The following:

1. The English teachers had better applying 3H(Here, Hidden and in my Head) Strategy in teaching reading in order to increase their students' achievement in reading Comprehension because it has been proved that the strategy gave the better outcome to students' achievement.
2. It is hoped that the students kept comprehend reading that had been learned before. That should the teacher used strategy in teaching reading as 3H(Here, Hidden and in my Head) strategy to help the students in reading comprehension
3. The teacher should be creative in teaching reading and could applied a lot of technique, one of was 3H(Here, Hidden and in my Head).

## REFERENCE

- Brown. H.Douglas. 2000. *Teaching by Principles and Interactive Approach to Language Pedagogy*. New York. Longman
- Brown, H. Douglas. 2003. *Language Assessment : Principles and Practice*. New York. Longman
- Chuda, Jana, and Chudy, Tomas. 2008. *Topics for English Conversation*. Havlickuv Brod: Fragment.
- Mahmudah A.R.dkk. 2017. *An Analysis of Generic Structure in Students' Writing of an Analytical exposition text at grade XI of MAN 2 PADANG in the 2015/2016 Academic Year*. Vol.6 No.1. Padang. English Language Teaching
- McGuinness Diane. 2005. *Language Development and Learning to Read*. Cambridge. Cambridge Center
- Oktarina Revi. 2017. *The use of 3H (here, hidden, in my head) strategy to improve students' reading comprehension, vol.2. no.2*
- Othman Yahya, dkk. 2014. *The Effect of Metacognitive Strategy in Reading Expository Text*. Vol. 7. No. 13. Malaysia. Canadian Centre
- Rejeki S.N. 2013. *The Effect of Using Here, Hidden, and in my Head (3H) Strategy towards Reading Comprehension in Narrative text of the First Year Students at SMAN 1 Tapung of Kampar Regency*. Thesis. Riau
- Richards, J.C., & Rodgers, T.S. 2001. *Approached and Method in Language Teaching (Second Addition)*. Combridge: CUP
- Rokayah, S. 2015. *The Effect of Applying Preview Question Read Reflect Recite Review (PQ4R) Strategy on the Students' Achievement in Reading Comprehension*. UMSU (Unpublished)
- Sudijono, Anas. 2018. *Pengantar Statistik Pendidikan*. Depok. Rajawali Pers
- Westwood, Peter. 2001. *Reading and learning difficulties approaches to teaching and assessment*. Australian: Acer press
- Zare, P and Othman, M. (2013). *The Relationship between Reading Comprehension and Reading Strategy Use Among Malaysia ESL Learners*. *International Journal of Humanities and Social Science*, vol.3, no. 13, July

## **APPENDIX I**

### **LESSON PLAN (Experimental Group)**

Name of School	: SMA Harapan Mekar Medan
Subject	: English
Aspect/Skill	: Reading
Class	: XI IPA
Time Allocation	: 2 x 45 Minutes
Material	: Analytical Exposition

#### **A. Core Competence**

- KI 1 : Comprehending and applying the religion devine values
- KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural envirointment; and being good Indonesian in world socialization
- KI 3 : understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems.
- KI 4: : processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods.

#### **B. Basic Competence**

- 1.1 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning

- 1.2 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication
- 1.3 Analyzing social function, the structure of the text, and element in the expression of opinion and mind, according to the usage of the context
- 1.4 Responding the meaning in the text of Analytical Exposition about the topic discussed in common

**C. Indicator**

1. To identify the short functional text
2. To find the main idea, detail information, and specific information from the text
3. To develop the students' thinking to the material

**D. Learning Purpose**

1. The students can identify the short functional text well
2. The students can analyze the structure of the text, and elements of analytical exposition text about hot topic discussed generally according to the usage of the context.
3. The students can respond the meaning from analytical exposition

**E. Learning Material**

Analytical Exposition

The purpose of analytical text is to provide information and provide the reader with confidence in an important topic to be discussed or received by giving

### **Cars Should be Banned in The City**

Thesis	}	Cars should be banned in the city, as we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Argument		Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live In the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.
Reiteration		In conclusion, cars should be banned from the city for the reason listed

#### **F. Learning Method/Technique**

3H(Here, Hidden and in my Head) strategy

#### **G. Teaching and Learning Process**

<b>Activity</b>	<b>Description</b>	<b>Time Allocation</b>
<b>Opening Activity</b>	1. Give greeting to the students. 2. Check the students' attendance. 3. Communicate to the	10 minutes



	students and give the students question about material will be taught.	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students look at variety of analytical exposition text that shown by the teacher in 3H (Here, Hidden and in my Head) strategy.</li> <li>2. Students observe the social function, structure of the text, and elements of the text.</li> <li>3. Teacher demonstration and ‘thinking aloud’ while applying the first step in the strategy (locating information <i>here</i> on the page).</li> <li>4. thinking aloud’ for the second step (<i>hidden</i> information).</li> <li>5. the third step (information is not <i>here</i> or <i>hidden</i> and has to be retrieved from a source outside the text).</li> </ol>	20 minutes
	<p><b>Questioning</b></p> <p>Under the guidance and direction of teacher, students ask question about the main idea, detail and specific informations from the analytical exposition</p>	25 minutes
	<p><b>Exploring</b></p> <p>The teacher asks the students to understand about generic structure of analytical exposition text.</p> <p><b>Associating</b></p> <p>The teacher corrects the students’ answer.</p>	15 minutes
	<p><b>Communicating</b></p> <p>Teacher asks the students to study more about analytical</p>	15 minutes

	exposition at home.	
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>1. Students and teacher reflect on their learning activities and benefits.</li> <li>2. Students and teacher give each other feedback on the process and learning outcomes.</li> <li>3. Students receive assignments that done in Extensive Reading Strategy.</li> </ol>	5 minutes

## H. Source Learning Material

-Students' exercise book Ringkasan Materi dan Latihan (Britain) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI

## I. Evaluation

- a. Assessment Technique : Reading test
- b. Form :Essay test in Analytical Exposition
- c. Form Instrument :
  1. Pre-test : Read the text carefully, and answer the following questions !
  2. Post-test : Read the text carefully, and answer the following questions !

## J. Assessment Rubric

Every correct answer score = 1  
Amount of maximum score 1 x 10 = 10  
Maximum mark = 100

$$\text{Students' mark} = \frac{\text{Getting Score}}{\text{amount of maximum score}} \times 100\%$$

English Teacher

(Tuti Suryanti, S.Pd)

Medan, Sept 2019

Researcher

(Dina Harlianti)

Known by Headmaster of  
SMA Harapan Mekar  
Sumatera Utara

(Hafizan ,S.Pd)

## **APPENDIX II**

### **LESSON PLAN (Control Group)**

Name of School	: SMA Harapan Mekar Medan
Subject	: English
Aspect/Skill	: Reading
Class	: XI IPA
Time Allocation	: 2 x 45 Minutes
Material	: Analytical Exposition

#### **K. Core Competence**

- KI 1 : Comprehending and applying the religion devine values
- KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural envirointment; and being good Indonesian in world socialization
- KI 3 : understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems.
- KI 4:: processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods.

#### **L. Basic Competence**

- 1.5 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning

- 1.6 Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication
- 1.7 Analyzing social function, the structure of the text, and element in the expression of opinion and mind, according to the usage of the context
- 1.8 Responding the meaning in the text of Analytical Exposition about the topic discussed in common

**M. Indicator**

4. To identify the short functional text
5. To find the main idea, detail information, and specific information from the text
6. To develop the students' thinking to the material

**N. Learning Purpose**

4. The students can identify the short functional text well
5. The students can analyze the structure of the text, and elements of analytical exposition text about hot topic discussed generally according to the usage of the context.
6. The students can respond the meaning from analytical exposition

**O. Learning Material**

Analytical Exposition

The purpose of analytical text is to provide information and provide the reader with confidence in an important topic to be discussed or received by giving

### **Cars Should be Banned in The City**

Thesis	Cars should be banned in the city, as we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Argument	<p>Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.</p> <p>Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.</p> <p>Thirdly, cars are very noisy. If you live In the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.</p>
Reiteration	In conclusion, cars should be banned from the city for the reason listed

**P. Learning Method/Technique :** Lecturing Method

**Q. Teaching and Learning Process**

Activity	Description	Time Allocation
<b>Opening Activity</b>	<ul style="list-style-type: none"> <li>4. Give greeting to the students.</li> <li>5. Check the students’ attendance.</li> <li>6. Communicate to the students and give the students question about</li> </ul>	10 minutes

	material will be taught.	
<b>Core Activity</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>6. Students look at variety of analytical exposition text that shown by the teacher in traditional method.</li> <li>7. Students observe the social function, structure of the text, and elements of the text.</li> <li>8. Students identify the main idea, detail, and specific informations from the text.</li> </ol>	20 minutes
	<p><b>Questioning</b></p> <p>Under the guidance and direction of teacher, students ask question about the main idea, detail and specific informations from the analytical exposition</p>	25 minutes
	<p><b>Exploring</b></p> <p>The teacher asks the students to understand about generic structure of analytical exposition text.</p> <p><b>Associating</b></p> <p>The teacher corrects the students' answer.</p>	15 minutes
	<p><b>Communicating</b></p> <p>Teacher asks the students to study more about analytical exposition at home.</p>	15 minutes
<b>Closing Activities</b>	<ol style="list-style-type: none"> <li>4. Students and teacher reflect on their learning activities and benefits.</li> <li>5. Students and teacher give each other feedback on the process and learning outcomes.</li> <li>6. Students receive assignments that done in Extensive Reading Strategy.</li> </ol>	5 minutes

## R. Source Learning Material

-Students' exercise book Ringkasan Materi dan Latihan (Britain) Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI

## S. Evaluation

- d. Assessment Technique : Reading test
  - e. Form :Essay test in Analytical Exposition
  - f. Form Instrument :
3. Pre-test : Read the text carefully, and answer the following questions !
  4. Post-test : Read the text carefully, and answer the following questions !

## T. Assessment Rubric

Every correct answer score	= 1
Amount of maximum score 1 x 10	= 10
Maximum mark	= 100

$$\text{Students' mark} = \frac{\text{Getting Score}}{\text{amount of maximum score}} \times 100\%$$

English Teacher

(Tuti Suryanti, S.Pd)

Medan, Sept 2019

Researcher

(Dina Harlianti)

Known by Headmaster of  
SMA Harapan Mekar  
Sumatera Utara

(Hafizan,S.Pd)



### APPENDIX III

#### **The importance of reading**

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written an books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

(Question 1-5)

1. What does the text tell us about?
  - a. The purpose of reading
  - b. The function of reading
  - c. The description of reading
  - d. The importance of reading
  - e. The disadvantage of reading
  
2. Why is reading very importance in our life?
  - a. Because we can get a lot of friends,

- b. Because we are always relaxed
  - c. Because we can get little knowledge but a lot of entertainment
  - d. Because we are always happy.
  - e. Because we can get a lot of knowledge, news, information and entertainment.
3. What should we do if we want to get knowledge?
- a. Buy lot a book
  - b. Read a lot of books and other printed materials.
  - c. Look for newspaper and magazine
  - d. Sell and buy many expensive books
  - e. Borrow a lot of books
4. What is the social function of the text?
- a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader
5. Which one is the thesis of the paragraph?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

### **Building Strong Relationship**

Since building Indonesian nation in 1945, Indonesia shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for

independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

6. Which one is a thesis based on the text?
  - a. In 1947, a strong imperialist was in Australia.
  - b. The Dutch were unable to ship supplies through Australian ports
  - c. Indonesia shared a positive and friendly relationship with Australia
  - d. Australia supported Indonesia's struggle for independence by placing embargos.
  - e. Australians's demonstration was supporting Indonesian's independence at that time
7. Which paragraph in an argument based on the text?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 2 and paragraph 3
8. What do you think about paragraph two?
  - a. Australian demonstrated in 1947
  - b. Australian's people ports were forbidden by the country

- c. A Dutch were unable to access Indonesian's port.
  - d. The Dutch stopped their troops' supply in Indonesia.
  - e. Australia supported Indonesia's Independence by placing an embargo to Dutch
9. "There was also a strong anti-imperialist." (paragraph 3)  
What is the antonym of the underlined word?
- a. Less
  - b. Super
  - c. Weak
  - d. Strength
  - e. Powerful
10. Which one reiteration of the text?
- a. Indonesia shared a positive and friendly relationship with Australia.
  - b. Australia supported Indonesia's Independence by placing an embargo to Dutch
  - c. It is significant for Indonesia and Asian neighbors to strength then the relationship
  - d. Much of the support Australians gave to Indonesian was based on the friendship.
  - e. The Dutch were unable to ship supplies through Australian ports during this period.

### **Use of Formalin and other Additives in Foods**

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin in not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body. The second reason is that there is not tight control from the government. This

condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...
  - a. It is a disinfectant for human beings
  - b. It is not food preservatives
  - c. It is 10% solution of formaldehyde in water
  - d. It is controlled flighty from the government
  - e. It is used preserve biological specimens
12. Based on the fact above, the writer suggest that..
  - a. People have to avoid consuming formalin in their food
  - b. The use of formaldehyde is necessary to control the food
    - c. People should add 100% solution of formaldehyde in water
    - d. The food preservative is required to make the food delicious
    - e. Food seller is supposed to four formalin for vegetables and food product
13. What is the main idea of paragraph 2?
  - a. After consuming the formalin, the human's bodies will be harmful
  - b. The use of formalin firmly is not controlled by the government
  - c. The weak control of using formalin is not threatening the human
  - d. The human's bodies will be gain the bad effect after consuming the formalin
  - e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?
- a. Argument-recommendation-thesis
  - b. Thesis-argumentation-recommendation
  - c. Thesis-argument-reiteration
  - d. Thesis-supporting point-contrasting points-reiteration
  - e. Reiteration –argement-thesis
15. What is the type in the text?
- a. Narrative
  - b. Recount
  - c. Analytical exposition
  - d. Hortatory exposition
  - e. Review

**Weather related problem**

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and p neumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....
- a. 2003
  - b. Britain

- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

## **APPENDIX IV**

### **Key Answer**

1. D (the importance of reading)
2. E (Because you can get a lot of knowledge, news, information and entertainment)
3. B (read a lot of books and other printed materials)
4. E (to persuade the reader)
5. A (1)
6. C (Indonesian shared a positive and friendly relationship with Australia)
7. E (Paragraph 2)
8. E (Australia supported Indonesia's Independence by placing an embargo)
9. C (Weak)
10. C (It is significant for Indonesia and Asian neighbors to strengthen then the relationship)
11. C (It is 10% solution of formaldehyde in water)
12. A (People have to avoid consuming formalin in their food)
13. B (The use of formalin firmly is not controlled by the government)
14. C (Thesis-argument-reiteration)
15. C (Analytical exposition)
16. D (Winter and summer)
17. D (Every year thousands of people die, due to weather related problems)
18. B (Headache)
19. D (Comparison of hot-related death latest condition in Europe)
- 20. E (Supporting point)**



T : 9  
F : 11

45

Name : Lisa Juliani Sinaga  
Class : XI IPA  
School : SMA Harapan Mekar

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written an books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?
- The purpose of reading
  - The function of reading
  - The description of reading
  - The importance of reading
  - The disadvantage of reading
2. Why is reading very importance in our life?
- Because we can get a lot of friends,
  - Because we are always relaxed
  - Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

~~3.~~ What should we do if we want to get knowledge?

- a. Buy lot a book
- b. Read a lot of books and other printed materials.
- c. Look for newspaper and magazine
- d. Sell and buy many expensive books
- e. Borrow a lot of books

~~4.~~ What is the social function of the text?

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- e. To persuade the reader

~~5.~~ Which one is the thesis of the paragraph?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

**Building Strong Relationship**

Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

~~6.~~ Which one is a thesis based on the text?

- a. In 1947, a strong imperialist was in Australia.

- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

~~9.~~ Which paragraph in an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- e. Paragraph 2 and paragraph 3

~~10.~~ What do you think about paragraph two?

- a. Australian demonstrated in 1947
- b. Australian's people ports were forbidden by the country
- c. A Dutch were unable to access Indonesian's port.

- d. The Dutch stopped their troops' supply in Indonesia.
- e. Australia supported Indonesia's Independence by placing an embargo to Dutch

~~9.~~ "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

- a. Less
- b. Super
- c. Weak
- d. Strength
- e. Powerful

10. Which one reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
- b. Australia supported Indonesia's Independence by pacing an embargo to Dutch
- c. It is significant for Indonesia and Asian neighbors to strength then the relationship
- d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

11. Formalin is dangerous for human body because...

- a. It is a disinfectant for human beings
- b. It is not food preservatives
- c. It is 10% solution of formaldehyde in water
- d. It is controlled tightly from the government
- e. It is used to preserve biological specimens

12. Based on the fact above, the writer suggest that..

- a. People have to avoid consuming formalin in their food
- b. The use of formaldehyde is necessary to control the food
- c. People should add 100% solution of formaldehyde in water
- d. The food preservative is required to make the food delicious
- e. Food seller is supposed to avoid formalin for

vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argement-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

T = 13  
F = 7

Name : Kartini  
Class : XI IPA  
School : SMA Harapan Mekar

65

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

~~1.~~ What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
- d. The importance of reading
- e. The disadvantage of reading

2. Why is reading very importance in our life?

- a. Because we can get a lot of friends,
- b. Because we are always relaxed
- c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- c. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?
- a. Buy lot a book
  - b. Read a lot of books and other printed materials.
  - c. Look for newspaper and magazine
  - d. Sell and buy many expensive books
  - e. Borrow a lot of books

4. What is the social function of the text?
- a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader

5. Which one is the thesis of the paragraph?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

**Building Strong Relationship**  
 Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

6. Which one is a thesis based on the text?
- a. In 1947, a strong imperialist was in Australia.



- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

7. Which paragraph in an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?

- a. Australian demonstrated in 1947
- b. Australian's people ports were forbidden by the country
- c. A Dutch were unable to access Indonesian's port.

- d. The Dutch stopped their troops' supply in Indonesia.
- e. Australia supported Indonesia's Independence by placing an embargo to Dutch

~~9.~~ "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

- a. Less
- b. Super
- c. Weak
- d. Strength
- e. Powerful

~~10.~~ Which one reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
- b. Australia supported Indonesia's Independence by placing an embargo to Dutch
- c. It is significant for Indonesia and Asian neighbors to strengthen the relationship
- d. Much of the support Australians gave to Indonesian was based on the friendship.

- c. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

- ✓ 11. Formalin is dangerous for human body because...
- a. It is a disinfectant for human beings
  - b. It is not food preservatives
  - Ⓒ It is 10% solution of formaldehyde in water
  - d. It is controlled flighty from the government
  - e. It is used preserve biological specimens
- ✓ 12. Based on the fact above, the writer suggest that..
- Ⓐ People have to avoid consuming formalin in their food
  - b. The use of formaldehyde is necessary to control the food
  - c. People should add 100% solution of formaldehyde in water
  - d. The food preservative is required to make the food delicious
  - e. Food seller is supposed to four formalin for

vegetables and food product

✓ 13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- ✓ b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

✓ 14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- ✓ c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

✓ 15. What is the type in the text?

- a. Narrative
- b. Recount
- ✓ c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

✓ 16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- Ⓒ Extreme cold water

✓ 17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- Ⓓ Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

✓ 18. Which of the following is NOT included cold-related illness?

- a. Strokes
- Ⓑ Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

✓ 19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- Ⓓ Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

✗ 20. What is the generic structure of paragraph 3

- a. Thesis
- Ⓑ Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

T : 14  
F : 6

Name : Devia Cahyani  
Class : XI IPA  
School : SMA Harmoni Makasar

70

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
- d. The importance of reading
- e. The disadvantage of reading

2. Why is reading very importance in our life?

- a. Because we can get a lot of friends.
- b. Because we are always relaxed
- c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- c. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?

- a. Buy lot a book
- b. Read a lot of books and other printed materials.
- c. Look for newspaper and magazine
- d. Sell and buy many expensive books
- e. Borrow a lot of books

4. What is the social function of the text?

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- e. To persuade the reader

5. Which one is the thesis of the paragraph?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

**Building Strong Relationship**  
 Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

6. Which one is a thesis based on the text?

- a. In 1947, a strong imperialist was in Australia.

- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

~~7.~~ Which paragraph in an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?

- a. Australian demonstrated in 1947
- b. Australian's people ports were forbidden by the country
- c. A Dutch were unable to access Indonesian's port.

d. The Dutch stopped their troops' supply in Indonesia.

- c. Australia supported Indonesia's Independence by placing an embargo to Dutch

9. "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

- a. Less
- b. Super
- c. Weak
- d. Strength
- e. Powerful

~~10.~~ Which one reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
- b. Australia supported Indonesia's Independence by placing an embargo to Dutch
- c. It is significant for Indonesia and Asian neighbors to strengthen the relationship
- d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...

- a. It is a disinfectant for human beings
- b. It is not food preservatives
- c. It is 10% solution of formaldehyde in water
- d. It is controlled strictly from the government
- e. It is used to preserve biological specimens

12. Based on the fact above, the writer suggest that..

- a. People have to avoid consuming formalin in their food
- b. The use of formaldehyde is necessary to control the food
- c. People should add 100% solution of formaldehyde in water
- d. The food preservative is required to make the food delicious
- e. Food seller is supposed to four formalin for



vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of heat-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

Name : DITA FAHRIANI  
Class : XI IPA  
School : SMA HARAPAN MEKAR

T : 19  
F : 1

95

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?
  - a. The purpose of reading
  - b. The function of reading
  - c. The description of reading
  - d. The importance of reading
  - e. The disadvantage of reading
  
2. Why is reading very importance in our life?
  - a. Because we can get a lot of friends.
  - b. Because we are always relaxed
  - c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?
- a. Buy lot a book
  - b. Read a lot of books and other printed materials.
  - c. Look for newspaper and magazine
  - d. Sell and buy many expensive books
  - e. Borrow a lot of books

4. What is the social function of the text?
- a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader

5. Which one is the thesis of the paragraph?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

**Building Strong Relationship**

Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

6. Which one is a thesis based on the text?
- a. In 1947, a strong imperialist was in Australia.

- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

7. Which paragraph in an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?

- a. Australian demonstrated in 1947
- b. Australian's people ports were forbidden by the country
- c. A Dutch were unable to access Indonesian's port.

d. The Dutch stopped their troops' supply in Indonesia.

- c. Australia supported Indonesia's Independence by piacing an embargo to Dutch

9. "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym od the underlined word?

- a. Less
- b. Super
- c. Weak
- d. Strength
- e. Powerful

10. Which one reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
- b. Australia supported Indonesia's Independence by pacing an embargo to Dutch
- c. It is significant for Indonesia and Asian neighbors to strength then the relationship
- d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

- ✓ 11. Formalin is dangerous for human body because...
- a. It is a disinfectant for human beings
  - b. It is not food preservatives
  - Ⓒ It is 10% solution of formaldehyde in water
  - d. It is controlled tightly from the government
  - e. It is used to preserve biological specimens

- ✗ 12. Based on the fact above, the writer suggest that..
- a. People have to avoid consuming formalin in their food
  - Ⓒ The use of formaldehyde is necessary to control the food
  - c. People should add 100% solution of formaldehyde in water
  - d. The food preservative is required to make the food delicious
  - e. Food seller is supposed to four formalin for

vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of heat-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

✓ 16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- Ⓓ Winter and summer
- e. Extreme cold water

✓ 17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- Ⓓ Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

✓ 18. Which of the following in NOT included cold-related illness?

- a. Strokes
- Ⓓ Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

✓ 19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- Ⓓ Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

✓ 20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- Ⓒ Supporting point



T = 7  
F = 13

35

Name : Adesyah Putri  
Class : XI IPS  
School : SMA Harapan Mekar

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

- ✓ 1. What does the text tell us about?
  - a. The purpose of reading
  - b. The function of reading
  - c. The description of reading
  - ⓓ. The importance of reading
  - e. The disadvantage of reading
  
- ✓ 2. Why is reading very importance in our life?
  - a. Because we can get a lot of friends,
  - b. Because we are always relaxed
  - c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?
- a. Buy lot a book
  - b. Read a lot of books and other printed materials.
  - c. Look for newspaper and magazine
  - d. Sell and buy many expensive books
  - e. Borrow a lot of books

4. What is the social function of the text?
- a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader

5. Which one is the thesis of the paragraph?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

**Building Strong Relationship**  
 Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

- (Question 6-10)
6. Which one is a thesis based on the text?
- a. In 1947, a strong imperialist was in Australia.

- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

7. Which paragraph in an argument based on the text?
- a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?
- a. Australian demonstrated in 1947
  - b. Australian's people ports were forbidden by the country
  - c. A Dutch were unable to access Indonesian's port.

- d. The Dutch stopped their troops' supply in Indonesia.
- e. Australia supported Indonesia's Independence by placing an embargo to Dutch

9. "There was also a strong anti-imperialist." (paragraph 3)  
What is the antonym of the underlined word?
- a. Less
  - b. Super
  - c. Weak
  - d. Strength
  - e. Powerful

10. Which one reiteration of the text?
- a. Indonesia shared a positive and friendly relationship with Australia.
  - b. Australia supported Indonesia's Independence by pacing an embargo to Dutch
  - c. It is significant for Indonesia and Asian neighbors to strength then the relationship
  - d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...
- a. It is a disinfectant for human beings
  - b. It is not food preservatives
  - c. It is 10% solution of formaldehyde in water
  - d. It is controlled tightly from the government
  - e. It is used to preserve biological specimens

12. Based on the fact above, the writer suggest that..

- a. People have to avoid consuming formalin in their food
- b. The use of formaldehyde is necessary to control the food
- c. People should add 100% solution of formaldehyde in water
- d. The food preservative is required to make the food delicious
- e. Food seller is supposed to avoid formalin for

vegetables and food product

~~13.~~ What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

~~14.~~ What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

~~15.~~ What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

T : 12  
F : 8

Name : Indah Wulandari  
Class : XI IPS  
School : SMA HARAPAN MEKAR



Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
- d. The importance of reading
- e. The disadvantage of reading

2. Why is reading very importance in our life?

- a. Because we can get a lot of friends.
- b. Because we are always relaxed
- c. Because we can get little knowledge but a lot of entertainment

d. Because we are always happy.

e. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?

a. Buy lot a book

b. Read a lot of books and other printed materials.

c. Look for newspaper and magazine

d. Sell and buy many expensive books

e. Borrow a lot of books

4. What is the social function of the text?

a. To tell a story

b. To describe the reader

c. To entertain the reader

d. To give information

e. To persuade the reader

5. Which one is the thesis of the paragraph?

a. 1

b. 2

c. 3

d. 4

e. 5

**Building Strong  
Relationship**

Since building Indonesian nation in 1945, Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)  
6. Which one is a thesis based on the text?

a. In 1947, a strong imperialist was in Australia.



- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

7. Which paragraph in an argument based on the text?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4
- e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?

- a. Australian demonstrated in 1947
- b. Australian's people ports were forbidden by the country
- c. A Dutch were unable to access Indonesian's port.

- d. The Dutch stopped their troops' supply in Indonesia.
- e. Australia supported Indonesia's Independence by placing an embargo to Dutch

9. "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

- a. Less
- b. Super
- c. Weak
- d. Strength
- e. Powerful

10. Which one reiteration of the text?

- a. Indonesia shared a positive and friendly relationship with Australia.
- b. Australia supported Indonesia's Independence by pacing an embargo to Dutch
- c. It is significant for Indonesia and Asian neighbors to strength then the relationship
- d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course. when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...
- It is a disinfectant for human beings
  - It is not food preservatives
  - It is 10% solution of formaldehyde in water
  - It is controlled flighty from the government
  - It is used preserve biological specimens
12. Based on the fact above, the writer suggest that..
- People have to avoid consuming formalin in their food
  - The use of formaldehyde is necessary to control the food
  - People should add 100% solution of formaldehyde in water
  - The food preservative is required to make the food delicious
  - Food seller is supposed to four formalin for

vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

~~19. The main idea of paragraph 3 is..~~

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

~~20. What is the generic structure of paragraph 3~~

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

Name : Syahrina Putri  
Class : XI IPS  
School : SMA HARAPAN MELKAR

T : 12  
F : 0

60

Read the text to answer question number 1 to 5

### The importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written in books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?

- a. The purpose of reading
- b. The function of reading
- c. The description of reading
- (d.) The importance of reading
- e. The disadvantage of reading

2. Why is reading very importance in our life?

- (a.) Because we can get a lot of friends.
- b. Because we are always relaxed
- c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?
- a. Buy lot a book
  - b. Read a lot of books and other printed materials.
  - c. Look for newspaper and magazine
  - d. Sell and buy many expensive books
  - e. Borrow a lot of books

4. What is the social function of the text?
- a. To tell a story
  - b. To describe the reader
  - c. To entertain the reader
  - d. To give information
  - e. To persuade the reader

5. Which one is the thesis of the paragraph?
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5

<b>Building Strong Relationship</b>		
Since	building	Indonesian
nation	in 1945,	Indonesia

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

- (Question 6-10)
6. Which one is a thesis based on the text?
- a. In 1947, a strong imperialist was in Australia.

b. The Dutch were unable to ship supplies through Australian ports

c. Indonesia shared a positive and friendly relationship with Australia

d. Australia supported Indonesia's struggle for independence by placing embargos.

e. Australians's demonstration was supporting Indonesian's independence at that time

~~7.~~ Which paragraph in an argument based on the text?

a. Paragraph 1

b. Paragraph 2

c. Paragraph 3

d. Paragraph 4

e. Paragraph 2 and paragraph 3

~~8.~~ What do you think about paragraph two?

a. Australian demonstrated in 1947

b. Australian's people ports were forbidden by the country

c. A Dutch were unable to access Indonesian's port.

d. The Dutch stopped their troops' supply in Indonesia.

e. Australia supported Indonesia's Independence by placing an embargo to Dutch

~~9.~~ "There was also a strong anti-imperialist." (paragraph 3)

What is the antonym of the underlined word?

a. Less

b. Super

c. Weak

d. Strength

e. Powerful

~~10.~~ Which one reiteration of the text?

a. Indonesia shared a positive and friendly relationship with Australia.

b. Australia supported Indonesia's Independence by pacing an embargo to Dutch

c. It is significant for Indonesia and Asian neighbors to strength then the relationship

d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...
- It is a disinfectant for human beings
  - It is not food preservatives
  - It is 10% solution of formaldehyde in water
  - It is controlled flighty from the government
  - It is used preserve biological specimens
12. Based on the fact above, the writer suggest that..
- People have to avoid consuming formalin in their food
  - The use of formaldehyde is necessary to control the food
  - People should add 100% solution of formaldehyde in water
  - The food preservative in required to make the food delicious
  - Food seller is supposed to four formalin for



vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

in the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of hear-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

✓ 16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- Ⓓ Winter and summer
- e. Extreme cold water

✓ 17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- Ⓓ Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

✗ 18. Which of the following is NOT included cold-related illness?

- Ⓐ Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

✓ 19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- Ⓓ Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

✗ 20. What is the generic structure of paragraph 3

- a. Thesis
- Ⓑ Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point

T : 17  
F : 3

Name : SYARMILA Pulungan  
Class : XI IPS  
School : SMA Harapan Mekar

85

Read the text to answer question number 1 to 5

**The importance of reading**

I personally think that reading is a very important activity in our life. Why do I say so? First, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, written an books, magazine, newspaper, etc.

Second, by reading we can get a lot of news and information about something happening in any parts of the world which can be seen directly.

Another reason, reading can give us pleasuring too. When we are tired, we read books, newspaper or magazine on the entertainment coloumn such as comedy, short story, and quiz, to make a relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Papua, we may feel we're really sitting in its location.

From the facts above, it's obvious that everyone need to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

1. What does the text tell us about?
- a. The purpose of reading
  - b. The function of reading
  - c. The description of reading
  - d. The importance of reading
  - e. The disadvantage of reading
2. Why is reading very importance in our life?
- a. Because we can get a lot of friends,
  - b. Because we are always relaxed
  - c. Because we can get little knowledge but a lot of entertainment

- d. Because we are always happy.
- e. Because we can get a lot of knowledge, news, information and entertainment.

3. What should we do if we want to get knowledge?

- a. Buy lot a book
- b. Read a lot of books and other printed materials.
- c. Look for newspaper and magazine
- d. Sell and buy many expensive books
- e. Borrow a lot of books

4. What is the social function of the text?

- a. To tell a story
- b. To describe the reader
- c. To entertain the reader
- d. To give information
- e. To persuade the reader

5. Which one is the thesis of the paragraph?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

<p><b>Building Strong Relationship</b></p> <p>Since building Indonesian nation in 1945, Indonesia</p>
---

shared a positive and friendly relationship with Australia.

In 1947, Australian supported Indonesia's struggle for independence by placing embargos on Dutch supplies, aims the troops. Australian dock workers went on strike and significant member of Australian demonstrated in the streets in support of Indonesian independence. The Dutch were unable to ship supplies through Australian ports during this period.

Much of the Australian's support given to Indonesian was based on the friendship that developed between Australian soldiers and the Indonesian people at the end of the Second World War. There was also a strong anti-imperialist mood among some sections of the Australian population at the time.

It is significant for Indonesia and Asian neighbors to strengthen the relationship.

(Question 6-10)

6. Which one is a thesis based on the text?

- a. In 1947, a strong imperialist was in Australia.

- b. The Dutch were unable to ship supplies through Australian ports
- c. Indonesia shared a positive and friendly relationship with Australia
- d. Australia supported Indonesia's struggle for independence by placing embargos.
- e. Australians's demonstration was supporting Indonesian's independence at that time

7. Which paragraph in an argument based on the text?
- a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
  - e. Paragraph 2 and paragraph 3

8. What do you think about paragraph two?
- a. Australian demonstrated in 1947
  - b. Australian's people ports were forbidden by the country
  - c. A Dutch were unable to access Indonesian's port.

- d. The Dutch stopped their troops' supply in Indonesia.
- e. Australia supported Indonesia's Independence by placing an embargo to Dutch

9. "There was also a strong anti-imperialist." (paragraph 3)  
What is the antonym of the underlined word?
- a. Less
  - b. Super
  - c. Weak
  - d. Strength
  - e. Powerfui

10. Which one reiteration of the text?
- a. Indonesia shared a positive and friendly relationship with Australia.
  - b. Australia supported Indonesia's Independence by pacing an embargo to Dutch
  - c. It is significant for Indonesia and Asian neighbors to strength then the relationship
  - d. Much of the support Australians gave to Indonesian was based on the friendship.

- e. The Dutch were unable to ship supplies through Australian ports during this period.

#### Use of Formalin and other Additives in Foods

The use of formalin and other dangerous preservative in food has been serious problem for three reasons. Firstly, formalin is not used for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, of course, when it is used for food preservative it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spreaded wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which containing formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that is supposed to be used

for the human and animal corpses?

Considering the reason, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Question 11-15)

11. Formalin is dangerous for human body because...
- a. It is a disinfectant for human beings
  - b. It is not food preservatives
  - c. It is 10% solution of formaldehyde in water
  - d. It is controlled tightly from the government
  - e. It is used to preserve biological specimens
12. Based on the fact above, the writer suggests that..
- a. People have to avoid consuming formalin in their food
  - b. The use of formaldehyde is necessary to control the food
  - c. People should add 100% solution of formaldehyde in water
  - d. The food preservative is required to make the food delicious
  - e. Food seller is supposed to avoid formalin for

vegetables and food product

13. What is the main idea of paragraph 2?

- a. After consuming the formalin, the human's bodies will be harmful
- b. The use of formalin firmly is not controlled by the government
- c. The weak control of using formalin is not threatening the human
- d. The human's bodies will be gain the bad effect after consuming the formalin
- e. The use of formalin is known all over the regions.

14. What is the generic structure of the text?

- a. Argument-recommendation-thesis
- b. Thesis-argumentation-recommendation
- c. Thesis-argument-reiteration
- d. Thesis-supporting point-contrasting points-reiteration
- e. Reiteration -argument-thesis

15. What is the type in the text?

- a. Narrative
- b. Recount
- c. Analytical exposition
- d. Hortatory exposition
- e. Review

#### Weather related problem

Every year thousands of people die, due to weather related problem. It can happen in both winter and in summer. Let's examine the causes for a moment

The year 2013 was a time of extreme cold in the winter, extreme, that is by European standard. In Britain, the number of people who died from cold-related illnesses was described as "shameful". Nearly twenty-five thousand people died from illnesses such as strokes, heart attacks, bronchitis, flu and pneumonia.

In the summer of the same year, around twenty-three thousand people died in Europe due to the sizzling temperatures. France we particularly hit, with nearly fifteen thousand death which were related to the sweltering heat. In Britain, the number of heat-related death was much lower than the number of winter deaths.

It is important to note that government needs to give some advices to people o how to protect their health.

(Question 16-20)

16. Based on the text, weather related problem occur in....

- a. 2003
- b. Britain
- c. France
- d. Winter and summer
- e. Extreme cold water

17. According to text, the thesis is...

- a. Let's examine the causes for a moment
- b. Around twenty-three thousand people died in Europe
- c. The year 2003 was a time of extreme cold in the winter
- d. Every year thousands of people die, due to weather related problems
- e. It is important to note that government need to give some advices to people on how to protect their health.

18. Which of the following is NOT included cold-related illness?

- a. Strokes
- b. Headache
- c. Bronchitis
- d. Pneumonia
- e. Heart attacks

19. The main idea of paragraph 3 is..

- a. hot-related death in European
- b. the number of dies people in Europe during the summer
- c. French has a higher number people died than Britain
- d. Comparison of hot-related death and cold-related death
- e. An overview about latest condition in Europe

20. What is the generic structure of paragraph 3

- a. Thesis
- b. Argument
- c. Conclusion
- d. Reiteration
- e. Supporting point





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dina Harlianti  
NPM : 1502050206  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK = 3,45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
	The Effect of Using 3H (Here, Hidden and in my Head) to the Students' Achievement of Reading Comprehension in Exposition Text	
	An Analysis Figurative Meaning in the Script "The Nutcracker and The Four Realms" Movie	
	The Effect of Talking Stick Toward Students Reading Comprehension of Descriptive Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 18 Maret 2019  
Hormat Pemohon,

Dina Harlianti

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dina Harlianti  
NPM : 1502050206  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using 3H (Here, Hidden and in My Head) to the Students' Achievement of Reading Comprehension in Exposition Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rita Harisma, S.Pd, M.Hum Acc <sup>24/</sup>4-2019 *ff*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 April 2019  
Hormat Pemohon,

**Dina Harlianti**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1041 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dina Harlianti  
N P M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using 3H (Here, Hidden and in My Head) to The Students' Achievement of Reading Comprehension in Exposition Text.  
Pembimbing : Rita Harisma, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 22 Sya'ban 1440 H  
21 April 2019 M

  
Dekan  
*[Signature]*  
Dr. H. E. Hanito Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website <http://www.fkip.ummu.ac.id> E-mail [fkip@ummu.ac.id](mailto:fkip@ummu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using 3H (Here, Hidden and in My Head) to The Students' Achievement of Reading Comprehension in Exposition Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 April 2019	Chapter I - Background - Scope and Limitation	
22 April 2019	Chapter II - Relevant of the Studies - Conceptual Framework	
10 May 2019	Chapter III - Population and Sample - Research Design	
17 May 2019	Chapter III - Instrument of the Research	
20 Mei 2019	Acc to Seminar Proposal	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, 26 Mei 2019

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum.)



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

BERITA ACARA SEMINAR PROPOSAL

Pada hari Kamis tanggal 23 Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using 3H (Here, Hidden and in My Head) to The Students' Achievement of Reading Comprehension in Exposition Text

No.	Argument/Komentar/Saran
Judul	<del>ok</del> . Revise
Bab I	- The Background of study. Revise : - Identification of Problems
Bab II	Revise : Level of Reading Comprehension (choose the level of the level).
Bab III	Revise
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ✓ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Rita Harisma, S.Pd, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using 3H (Here, Hidden and in My Head) to The Students' Achievement of Reading Comprehension in Exposition Text

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh  
Pembimbing

Rita Harisma, S.Pd, M.Hum.



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

Pada hari Kamis tanggal 23 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

**Mandra Saragih, S.Pd, M.Hum**

Dosen Pembimbing

**Rita Harisma, S.Pd, M.Hum**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd., M.Hum.**

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



Dina Harlianti

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum





UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 4772 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 19 Dzulqaidah 1440 H  
22 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Harapan Mekar Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dina Harlianti  
N P M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
Dr. H. P. P. Nst, S.Pd, M.Pd.  
NIDN : 0115057302

\*\* Patinggal \*\*



Berdiri 2001

SEKOLAH MENENGAH ATAS  
**SMA "HARAPAN MEKAR"**

NSS : 304076011250

NDS : 3007120165

NPSN : 10210871

AKREDITASI : "B"

Kantor : Jalan Marelan Raya No. 77 Telp (061) 42068197 Medan Marelan 20255

**SURAT KETERANGAN**

NO : L. 049 / YPHM / SMA-331 / VIII / 2019

Yang bertanda tangan dibawah ini, Kepala Sekolah SMA Harapan Mekar Medan dengan ini menerangkan bahwa :

NAMA : DINA HARLIANTI  
NPM : 1502050206  
JURUSAN : Pendidikan Bahasa Inggris  
FAKULTAS : KEGURUAN DAN ILMU PENDIDIKAN  
JUDUL : The Effect of 3H ( Here , Hidden and in My Head) on the Students' Archievement of Reading Comprehension in Exposition Text.

Adalah benar telah melaksanakan riset pada SMA Swasta Harapan Mekar Medan terhitung mulai tanggal 05 Agustus s/d 15 Agustus 2019.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Medan, 15 Agustus 2019  
Kepala Sekolah SMA  
Harapan Mekar Medan.

**HAFIZAN S.Pd.**

cc. Peringgal,-



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Dina Harlianti  
N.P.M : 1502050206  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using 3H (Here, Hidden and in My Head) on the Students' Achievement of Reading Comprehension in Exposition Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05 Sept 2019	Revisi - Chapter I - Chapter II - Chapter III	
10 Sept 2019	Revisi Data	
13 Sept 2019	Data Analysis and hypothesis	
16 Sept 2019	Conclusion and Abstract	
23 Sept 2019	Acc to have Green Table.	

Medan, 23 September 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)

## **CURRICULUM VITAE**

Name : Dina Harlianti  
Place/Date of Birth : Sei Balai, July, 11<sup>th</sup> 1997  
Register Number : 1502050206  
Sex : Female  
Religion : Islam  
Marial Status : Single  
Hobbies : Travelling  
Fathers' Name : Mahar Efendi  
Mothers' Name : Herlina  
Address : Jl. Mukhtar Basri, Gang Ampera 7, No.47 Glugur  
Darat

## **EDUCATION**

1. Elementary School at SD Negeri 013882 (2003-2009)
2. Junior High School at SMP Swasta Pahlawan (2009-2012)
3. Senior High School at SMA Swasta Sei Bejangkar (2012-2015)
4. Students of English Department of FKIP UMSU (2015-2019)

**Medan, September 2019**

**Dina Harlianti**

DINA\_HARLIANTI.docx

ORIGINALITY REPORT

34%

SIMILARITY INDEX

29%

INTERNET SOURCES

7%

PUBLICATIONS

23%

STUDENT PAPERS

PRIMARY SOURCES

1	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	6%
2	<a href="http://jurnal.unimed.ac.id">jurnal.unimed.ac.id</a> Internet Source	6%
3	<a href="http://etheses.iainponorogo.ac.id">etheses.iainponorogo.ac.id</a> Internet Source	2%
4	Submitted to Universitas Muria Kudus Student Paper	2%
5	<a href="http://digilib.iain-palangkaraya.ac.id">digilib.iain-palangkaraya.ac.id</a> Internet Source	2%
6	<a href="http://digilib.unimed.ac.id">digilib.unimed.ac.id</a> Internet Source	2%
7	<a href="http://pharmaliterati.blogspot.com">pharmaliterati.blogspot.com</a> Internet Source	1%
8	<a href="http://repository.uinjkt.ac.id">repository.uinjkt.ac.id</a> Internet Source	1%
9	Othman, Yahya, Zamri Mahamud, and Noradinah Jaidi. "The Effects of Metacognitive	1%