

**THE EFFECT OF APPLYING SURVEY, QUESTION, READ, RECITE,
REVIEW (SQ3R) METHOD ON THE STUDENTS' ACHIEVEMENT IN
READING HORTATORY EXPOSITION TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
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By

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ABSTRACT

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The objective of this research was to find out the effect of applying SQ3R Method on the students’ achievement in reading hortatory exposition text. This research was conducted at SMK Bina Satria , Jln. Marelan IX, No 1 Tanah Enam Ratus Medan. The Polulation of this research was XI grade students of the academic year 2016-2017. There two classes consisting 60 students. The researcher took all the students as the sample. The sample was divided into two groups. First group as experimental group consist of 30 students and second group as control groups consist of 30 students. The research design was experimental research. In experimental research, the students were divided into two group. First experimental group taught by applying SQ3R and second control group taught by using lecturing method. The data were asquired by administrating a written test which was given in pre test and post test. After analyzing the data, it was obtained that $t_{observe}$ was 7.33 and t_{table} 2.00 with $\alpha= 5\%$. It showed that $t_{obs} > t_{table}$ ($7.33 > 2.00$). So, the alternative hypothesis was accepted. The result of this study concluded that students achivement in reading hortatory exposition text was significant than those without using SQ3R.

Key word: SQ3R, Method, Reading, Hortatory exposition text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills which has a very complex process. It is a learning process of transferring information from the writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless. Able to gain the information order to improve the knowledge of the readers is the competence of reading.

Furthermore, there are some types of reading comprehension in academic level. One of them is hortatory exposition text. Hortatory exposition text is type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or done. In other words, the main function of hortatory exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some argument as the fundamental reasons of the given idea in other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazine, newspaper articles, academic speech or lectures, research report. Teachers need to teach students how to read hortatory exposition text and how to read them successfully.

The problem of this research came from the real problem in the classroom. Based on the researcher's experience in the field teaching practicing program (PPL) at the XI grade students of SMK YP. Bina Satria of the academic year 2016/2017, at Jl. Marelan Raya Pasar 1 Rel No. 1 Medan. The researcher found the students had low ability in finding the meaning of words and mentioning the detail information implied in the hortatory exposition text. The written test was given by the researcher, it was found that the students had difficulties in comprehending reading especially hortatory exposition text. They could not find the main idea which made them did not understand what the topic explained in the text.

Based on the problem, the research is very interested to help them to solve the problem. It was applying SQ3R Method. SQ3R stands for Survey, Question, Read, Recite, Review. It is a proven method to sharpen textbook reading skill. SQ3R help make reading purposeful and meaningful, so that we can use our time most effectively (Stanly, 2005).

According Soedarso (2010:59-60) in this SQ3R system, before reading our first survey of reading to get a main idea of what we read. Then by asking question to myself that the answer we expect is there in the reading will understand the readings, and then by trying to express through their own words the main point of importance, we will retain remember it longer. In this research, the researcher was apply SQ3R Method. Based on the background, the researcher is interested to choose the title "The Effect of Applying SQ3R Method on the Students' Achievement in Reading Hortatory Exposition Text.

B. The Identification of the Problem

The problem of the research are identified as follows:

1. The students have low ability in finding the meaning of the words
2. The students cannot mention the detail information implied in the hortatory exposition text.
3. The students are difficult in comprehending reading hortatory exposition text.

C. The Scope and Limitation

The scope of this research was focused in reading skill. The research was limited in hortatory exposition text by applying SQ3R Method at eleventh grade in SMK YP. Bina Satria at academic year 2016/2017.

D. The Formulation of the Problem

The problem of this study was formulated as follows: “Is there any significant effect of applying SQ3R Method on the students’ achievement in reading hortatory exposition text.

E. The Objective of the Study

The objective of study is expected as the following: “to find out the significant effect of applying SQ3R Method on the students’ achievement in reading hortatory exposition text.

F. The Significance of the Study

The significant of the research in formulated as follows:

a. Theoretically

The result of this research is hoped to give contribution to the reading comprehension teaching especially to teaching of hortatory exposition text.

b. Practically

1. To English teacher, as an input to increase their knowledge in teaching reading comprehension especially hortatory exposition text.
2. Students, to increase their achievement in reading comprehension especially in hortatory exposition text.
3. Other researchers, to provide information for further research about hortatory exposition text by.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to clarify some terms, which are used. The clarification of the term will avoid misinterpretation and confusion in understanding the problems. The term many function to give a limited concept, which is specifically mean in the particular context. In this case, it provides some terms, which are important to make clear from the start in order to prevent possible misunderstanding between the research and the reader about this convey. There are many points in this study that will be presented.

1. Description of the Effect

Effect in this research means as any ability improvement after learning something. Slamento (1995:15) states that improvement in learning is certain proof of success or ability of students in doping their learning activities which based on their level of class.

According to Richard and Plat (1992:133) effect is defined to change of ability that the students have by using certain technique of teaching. It is usually in experimental technique in which an idea hypothesis is tasted or verified by setting up situation in which the relationship between the different subject or variable can be determined. According to Wikipedia effect is result or change of something. Oxford Advanced learner's Dictionary, effect is a change which is a

result or consequence of an action or other cause. Buehl stated that the result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teacher with students. Effect of teaching treatment in language is related to the changes of getting something into human cognitive system. The final result of effect in teaching is the improvement on the students' ability.

2. Description of Applying

Experiential learning that supports students' in applying their knowledge and conceptual understanding to real-world problems or situation where the instructor direct and facilitates learning.

Wardinger & Carlson (2010), the classroom, laboratory, or studio can serve as a setting for experimental learning through embedded activities such as case and problem-based studies, guided inquiry, simulation, experiments, or art projects.

3. Description of Students' Achievement

According to Johson, K (2001:282) said that “ the students” achievement is concerned with how a students has formed in relation to a particular course of program.” They usually come at the end of the programs, and deliberate based on the content covered it in. achievement test is useful to the teacher as well as the students. They indicated how well teaching has success and improvements need to be made.

The students' achievement is measured by using achievement test. The achievement test used most frequently by a teacher are those he develops himself. In this study, the students' achievement in reading comprehension will be related bloom's taxonomy that consist of cognitive, effective and psychomotor. Where cognitive domain consist knowledge, comprehension, application, synthesis, analysis, and evaluation and this study just focuses on cognitive, they are knowledge, comprehension, and application.

From the explanation above, can be concluded that students' achievement is the result or what students have done using their effort and their skill in doing of finishing something.

4. Description of SQ3R Method

SQ3R method is one of the methods that can help the teacher to solve the problem of the students in comprehending the reading material. The procedure SQ3R method described in five steps they are: survey, question, read, recite, review. This method is design as a procedure for students to use to monitor their comprehension and learning as they read and study expository text. The students are led by the teacher to survey about what they are going to read. After surveying, the students build the question about it. The students make some question about the things they found in surveying the text. Then the students need to read the text and try to answer their question. After they have read, recite question to make the logic comprehension. The last after recite

they review about the material in order to remember and to make the comprehension clearer.

SQ3R stands for Survey, Question, Read, Recite, Review. It is a proven method to sharpen textbook reading skill. SQ3R helps reading purposeful and meaningful, so that we can use your time most effectively (Stanly, 2005).

According Soedarso (2010:59-60) in this SQ3R system, before reading our first survey of reading to get a main idea of what we read. Then by asking question to my self that the answer we expect is there in the reading will be easier to understand the readings, and then by trying to express though their own words the main points of importance, we will retain and remember it longer.

4.1 The Procedures of SQ3R Method

Students should be guided through the following five steps:

a. Survey

The students should survey the entire teks. Attention should be drawn to titles, headings, diagrams, maps, chart, and pictures. This gives the student an overview of the material. The introduction and summary should be read to determine the major points examined.

b. Question

The students should go back to the title and formulated a question based on the information in the title. This should also be done with all subsequent headings. This establishes a purpose for a more detailed reading of the material.

c. Read

The students read the sections, looking for answer to his/her question. Jot notes may be made at this time.

d. Recite

Looking away from the text and notes, the students recites answers to the questions in his/her own words.

e. Review

The student reviews the notes and teks of the facts. To assist in memory, students should repeat the review stage after twenty-four hours and periodically afterwards.

4.2 The Advantages of SQ3R Method

Advantage of SQ3R Method is in the early stages of learning, the main aim is often to present and practice a body of lexis, grammatical forms and language forms and language functions.

4.3 The Disadvantages of SQ3R Method

The disadvantages SQ3R method according to Fitria (2011), among others;

- 1) Allocation of time that used to understand a text with SQ3R learning model may not be much different from studying plain text.
- 2) Students tough conditioned (crowded) when discussing with friends in studying the text of the subject matter.
- 3) There is effectively implemented class by the number of students who re too big for the guidance of the teacher was not optimal, especially in formulating question.

5. Description of Reading

Reading is language process. It means that reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronunciation of a written form. An extension of this definition would be the correct pronunciation of the word aloud by the reader followed by a comprehension of that word as it is known from spoken vocabulary.

Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into a new whole in order to construct the meaning, to make sense out of text.

5.1 The Purpose of Reading

Like doing other activities, the reader also has some purpose in doing reading. There are numerous reasons in reading. Rivers and temporally (in nunan 1999: 98) suggest there are seven main purposes for reading:

1. To obtain for some purpose or because we are curious about topic.
2. To obtain an how to perform some task for our work daily life (e.g. knowing how an appliance work).
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when and where something will take place or what is available.
6. To know what is happening has happened (as reported newspaper, magazine, reports).

5.2 The Basic Skill of Reading

Nunan, (1999:137) defines the basic skill of reading as follows:

1. Pronunciation

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.

2. Structural system

Structural system is the part of a word that form unit of meaning or sound. The unit maybe pasts of an inflectional ending, a compound word, prefix, and syllable.

3. Vocabulary

Vocabulary is a list of words in which a readers can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary.

6. Text

Language is always produce, exchange or receive as text, that is language as language is always produce, exchange or receive as text, that is language as a system of communication is organize as cohesive units we call text. Stevensons (2004:479) states that a text is any complete act of communication such as a greeting between friends in the street, a television advertisement, a novel or film soon. As far as speech and writing are consternate, a text stands alone as an act of communication.

According Pardiyo (2007:8) “text is define as a term of meaning realization shape an information, message, or ideas in a series of sentences arrange rhetorically in an exact genre grammatically”. In other hand, a written text basically is a meanings delivery in a series of sentence, not

only about kinds of sentence: simple, compound complex, so the information, the message or idea can be pour exactly and effectively. Sentence is a series of word arrange to express a complete through of one or more clause. Clause is a group of words that least contains a subject and verb as the predicate.

7. Description of Hortatory Exposition Text

According to Pradiyono (2007:215), hortatory exposition text is like as suggestive arguments. To respond the other conflict in human life, the people should be convey their argument in effectively, then the reader get the message from the speaker. By hortatory exposition text speaker try to persuade the audiences to do something and invite the reader that is should be or ought to be like this or not.

According to Pradiyono (2007:228) hortatory exposition text includes of three stages, they are:

- a. Thesis: it contains a writer's statement that it will be a certain topic or problem.
- b. Argument: that can be argument of description of fact to support the statement in the thesis.
- c. Recommendation: it presents the statement of what ought not to happen.

Language Features

- a. Focus on generic human and non-human participants
- b. The use material process
- c. Using Present Tense
- d. Using conjunction

8. The Procedure of Applying SQ3R Method in Teaching Reading.

Brown (2007) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding”. Therefore, teaching reading can be defined as the activity in helping and guiding the students to read and providing the instructions and knowledge that are useful for their reading process. In teaching reading, the teachers not only help the students to understand the reading materials, but they should create a good atmosphere of learning and design reading activities which can develop the students’ reading skills as well.

This research is about students’ achievement in reading hortatory exposition text comprehension by using SQ3R Method in the process of reading comprehension. Sometimes the students make mistakes. In teaching reading comprehension, like the students are difficult to answer the question in reading. So, the researcher thinks what they have to do solve the problem above, like applying strategy or method to teach reading hortatory exposition text by using SQ3R Method is one of the method

that will help the teacher to overcome this matter, in this research the researcher used SQ3R type to guide the students to answer the question in reading comprehension.

The procedures of teaching reading hortatory exposition text by applying SQ3R Method are first survey, in this step students should survey the entire text to get a general idea of what they read. Second question, in this step students should go back to the text and formulate a question based on the information in the text. Third read, the students read the sections, looking for answer to his/her question. Fourth recite, looking away from the text and notes, the students recite answer to the question in his/her own words. Five review, and the last step students review the notes and text of the fact. To assist in memory, students should repeat the review stage after twenty-four hours and periodically afterwards.

B. Conceptual Framework

Reading as one of the language skills that is important should be mastered by the students. The students of junior and senior high school face many difficulties in learning English as a foreign language. Mostly the students have no problem in reading but to comprehend about what they are reading. In this case, the researcher applied the method to increase the students' achievement in reading.

Based on the problem, the researcher applied SQ3R Method this method could make the lesson interesting because this method has many advantages for the students. Therefore, applying SQ3R method can increase the ability of the students to comprehend the text and this method also makes the students easy to grasp the information from the text. Using this method makes the students to be more creative, attentive, and energetic readers who reach deep rather than cursory understandings of the text well. So the students are more confident to give opinion.

By using SQ3R method as a method in teaching learning process can be effective to help students. In this case, the researcher was given divided the sample into two groups, Experimental and control group, after that researcher gave a treatment to them. SQ3R Method was treated to experimental group and control group was treated by using lecturing method. After having the treatment, the post-test was given to both of the groups. It means to compare whether the treatment was given the effect or not on the students' achievement in reading hortatory exposition text.

C. Hypothesis

The research will be answered the question about whether there were the effect of applying SQ3R Method on the students' achievement in

reading hortatory exposition text. To get the answer of question, the researcher propose alternative hypothesis (Ha) below:

Ha : alternative hypothesis is receivable, so, there is a significant effect of applying SQ3R method on the students' achievement in reading hortatory exposition text.

CHAPTER III

METHOD OF THE RESEARCH

A. Location of Research

This research was conducted at SMK YP.BINA SATRIA on Jalan Marelan IX, No 1 Tanah Enam Ratus Medan of the academic year 2016/2017. In that school, students got problem in comprehending a text especially hortatory exposition text and the researcher intended to help them by using SQ3R Method.

B. Population and Sample

1. Population

The population of this research was the XI grade students' academic year 2016/2017 of SMK YP BINA SATRIA Medan, Sumatra Utara. There were two parallel classes such as XI-1 TKJ consist 30 students, XI-2 TKJ consist 30 students. So, the entire of the students consist 64 students.

Table 3.1
Population

No	Class	Population	Sample
1	XI- 1 TKJ	30	30
2	XI- 2 TKJ	30	30
Total Number		60	60

2. Sample

The sample of this research was conducted at two parallel classes that are XI-1 TKJ and XI-2 TKJ of SMK YP. Bina Satria. Total sampling technique was applied to determine the sample. So, in this research it is obtained took 30 students from XI-1 TKJ class as the experimental group and 30 students from XI-2 TKJ class as control group. Thus, overall number of research sample are 64 students.

Table 3.2
Sample

No	Class	Population	Sample
1	XI- 1 TKJ	30	30
2	XI- 2 TKJ	30	30
Total Number		60	60

C. Research Design

The research was conducted by using quantitative design. The research was used experimental method which consist of two groups, they are experimental group and control group. The Experimental group was taught by SQ3R Method, and the Control group was taught by Lecturing Method. The design was applied in order to investigate the effect of applying SQ3R Method on the students' achievement in reading exposition text. The explanation can be seen in table 3.3.

Table 3.3
Research Design

Class	Pre-test	Treatment	Post-test
Experimental XI- 1 TKJ	✓	SQ3R in SGD	✓
Control XI- 2 TKJ	✓	Lecturing Method	✓

There were three steps in this research, they are:

1. Pre Test

Pre-test was given to both groups; experimental group and control group before the treatment. Pre-test was applied to find out quality and homogeneity of the sample. Pre-test was given to both classes.

2. Treatment

The treatment was conducted after the pre-test. In the experimental group, the students was taught by applying SQ3R method while the control in the control group was taught by Lecturing Method. Both experimental and control group was taught with the same material but the different treatment. The followings are the learning activities during the treatment for the experimental group.

Table 3.4
Treatment in Experimental Group

NO	Teacher Activities	Students Activities
1	The teacher divided the students into five groups, one group consist of six students.	The students follow teacher's direction to sit down with the group.
2	The teacher gave topics of hortatory exposition text to students.	The students give response to the teacher.
3	The teacher asked students to survey the text to before reading to get a main idea of what they read.	The students survey the text to get the main idea.
4	The teacher asked students to make question based on the infomation in the text.	The students to make question based on the information in the text.
5	The teacher asked students to read the sections, looking for answer to his/her question.	The students read sections, looking for answer to his/her question.
6	The teacher asked students to recite looking away from the text and notes.	The students recite looking away from the text and notes.
7	The teacher asked students to review the notes and text of the facts.	The students review the notes and text of the fact.
8	Teacher evaluated the result from all groups and gave enforcement to the students.	The students in their groups listen to the teacher.
9	Teacher closed the lesson by making the summary of the teaching reading	

	hortatatory exposition text.	
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3. Post Test

The post-test was given to both groups experimental and control group after the treatment. It was intended to discover the mean score of experimental and control group. It is also used to find out the students' achievement in reading hortatory exposition text after the treatment.

D. Instrument of the Research

The instrument for collecting the data in this reseach was reading test. The text was constructed in the form of multiple choice test, the test consists of 20 items with five option (A,B,C,D,E) and the score for each correct answer was scored 1 and the wrong answer was score 0 . The test was taken from MAHIR MENGHADAPI (MM) UJIAN NASIOANAL (UN) DAN UJIAN SEKOLAH (US) SMA/MA IPA 2012/2013 5 TAHUN By Tim Widya Gamma.

E. Technique of Collecting the Data

In collecting the data, steps are:

1. Giving pre-test to experimental and control group by giving multiple choice test to students.

2. Giving the treatment to experimental group by applying SQ3R Method and giving the treatment to control group by applying Lecturing Method.
3. Giving post-test to both classes, by giving multiple choice test to the students in experimental and control groups.
4. Collecting the students' answer sheet.

F. Technique for Analyzing Data

In analyzing the data, some technique was taken as follow: Sudijono (2010:314) stated that to test the hypothesis:

1. Reading the students' sample answer sheet
2. Identifying the students' answer
3. Scoring the students' answer by counting the correct answer with this formula :

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the test

R = number of correct answer

N = number of question

4. Listing their scores in two scores tables; first for experimental group scores as X variable and control group scores as Y variable
5. Calculating the total score pre test and post test in experimental group and control group

6. Calculating the mean of the students' score by using formula:

$$M_1 = \frac{\sum X}{N_1} \text{ for variable X}$$

$$M_2 = \frac{\sum Y}{N_2} \text{ for variable Y}$$

7. Measuring Standard Deviation of variable X and Y by using the following formula:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}} \text{ for variable X}$$

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \text{ for variable Y}$$

8. Finding out a standard error of mean of both variable by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \text{ for variable X} \quad SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}} \text{ for variable Y}$$

9. Finding out the Standard Error differential between M_x and M_y using

the formula: $SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$

10. Testing the hypothesis by applying T-test:

$$t_o = \frac{M_1 - M_2}{SE_{M1 - M2}}$$

Note:

SDx : Standard Deviation of experimental group

SDy : Standard Deviation of control group

X² : Total score of (X₂ - X₁)²

Y² : Total score of (Y₂ - Y₁)²

N₁ : Total sample of experimental group

N_2	: Total sample of control group
SE_{M1}	: Standard Error of Mean in experimental group
SE_{M2}	: Standard Error of Mean in control group
SE_{M1-M2}	: Standard Error differential between M_x and M_y
t_0	: Test observation

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data Collection

The data was collected by giving the students a test consisting of 20 multiple choice test. In this research, the sample divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The score of pre-test and post-test in each group can be seen in table 4.1 and 4.2 below:

Table 4.1

The Score of Pre-test and Post-test of Experimental Group

NO	Students' Initial	Pre-test	Post test
1	CY	50	80
2	RA	50	85
3	AP	50	80
4	AA	30	85
5	EW	20	75
6	SA	40	80
7	SRN	40	90
8	SI	30	60
9	SFK	40	80
10	WA	20	75
11	MAA	30	90

No	Students' Initial	Pre-Test	Post-Test
12	ZMF	40	80
13	RN	30	85
14	RA	50	90
15	AM	20	75
16	AR	50	80
17	AY	50	70
18	FSR	30	85
19	GU	20	75
20	IL	20	90
21	NR	30	95
22	FE	40	95
23	WDN	30	85
24	SU	20	80
25	RI	30	85
26	FF	30	80
27	SAS	30	90
28	IA	50	90
29	RP	40	80
30	ARL	50	90
	Total Score	1060	2480

based on Table 4.1 showed that the lower score of pre-test was 20 and the highest score was 50, while the lower score of post-test was 70 and the highest score was 95.

Table 4.2
The Differences Score of Pre-test and Post-test of Control Group

No	Students' Initial	Pre- Test	Post- Test
1	DA	40	65
2	APS	20	60
3	MJ	30	60
4	NK	20	55
5	FA	40	50
6	RA	30	55
7	NH	20	55
8	DP	20	50
9	YTP	40	65
10	ES	20	50
11	WR	40	65
12	MN	20	55
13	PR	30	55
14	YDA	30	50
15	IMN	20	55
16	AS	40	50
17	MTU	20	55
18	HO	30	60
19	IK	40	55
20	FA	30	60
21	SA	20	55
22	DP	30	60
23	DA	20	60
24	PM	20	50
25	DR	30	65

No	Students' Initial	Pre-Test	Post-Test
26	AW	20	60
27	AI	30	50
28	DK	30	55
29	PS	40	60
30	AF	40	50
	Total Score	860	1690

Based on the table 4.2 showed that the lower score of pre-test was 20 and the highest score was 40, while the lower score of post-test was 50 and the highest score of post-test was 65. After getting the students' score in pre-test and post-test of both classes, it can be know that there was a difference of students' achiement in reading comprehensin after recieving the treatment.

B. The Data Analysis

Based on the data from the test, the score were analyzed in order that the differences of pre-test and post-test of experimental group and control group.

Table 4.3
The Differences Score between Pre Test and Post Test of the Experimental Group

NO	Students' Initial	Pre-Test (x1)	Post Test (x2)	X (x2-x1)
1	CY	50	80	30
2	RA	50	85	35
3	AP	50	80	30

No	Students' Initial	Pre-Test (x1)	Post Test (x2)	X (x2-x1)
4	AA	30	85	55
5	EW	20	75	55
6	SA	40	80	40
7	SRN	40	90	50
8	SI	30	60	30
9	SFK	40	80	40
10	WA	20	75	55
11	MAA	30	90	60
12	ZMF	40	80	40
13	RN	30	85	55
14	RA	50	90	40
15	AM	20	75	55
16	AR	50	80	30
17	AY	50	70	20
18	FSR	30	85	55
19	GU	20	75	55
20	IL	20	90	70
21	NR	30	95	65
22	FE	40	95	55
23	WDN	30	85	55
24	SU	20	80	60
25	RI	30	85	55
26	FF	30	80	50
27	SAS	30	90	60
28	IA	50	90	40
29	RP	40	80	40
30	ARL	50	90	40
	Total	$\Sigma = 1060$	$\Sigma = 2480$	$\Sigma = 1420$

Based on the table 4.5 above the mean score of experimental group were calculated as the follows:

$$M_x = \frac{\sum X}{N} = \frac{1420}{30} = 47,33$$

Which :

M_x : The mean score of experimental group

$\sum X$: The score of $X_2 - X_1$

N : The sample of experimental group

Table 4.4

The Differences Score between Pre Test and Post Test of Control Group

No	Students' Intial	Pre- Test (x1)	Post- Test (x2)	Y (y2-y1)
1	DA	40	65	25
2	APS	20	60	40
3	MJ	30	60	30
4	NK	20	55	35
5	FA	40	50	10
6	RA	30	55	25
7	NH	20	55	35
8	DP	20	50	30
9	YTP	40	65	25
10	ES	20	50	30
11	WR	40	65	25
12	MN	20	55	35
13	PR	30	55	25
14	YDA	30	50	20

No	Students' Intial	Pre- Test (x1)	Post- Test (x2)	Y (y2-y1)
15	IMN	20	55	35
16	AS	40	50	10
17	MTU	20	55	35
18	HO	30	60	30
19	IK	40	55	15
20	FA	30	60	30
21	SA	20	55	35
22	DP	30	60	30
23	DA	20	60	40
24	PM	20	50	30
25	DR	30	65	35
26	AW	20	60	40
27	AI	30	50	20
28	DK	30	55	25
29	PS	40	60	20
30	AF	40	50	10
	Total Score	860	1690	830

Based on the table 4.4 above the mean score of control group were calculated as the follows:

$$M_y = \frac{\sum Y}{N} = \frac{830}{30} = 27,66$$

Which :

M_y : The mean score of control group

$\sum y$: The score of $y_2 - y_1$

Based on the mean score of both sample groups, the following tables were the tables for calculating standard deviation score in both groups.

Table 4.5

The Calculation of Mean and Standard Deviation score of Experimental Group

No	Students' Initial	X (x2-x1)	X= X-Mx	(X-Mx)²
1	CY	30	-17,33	300,3289
2	RA	35	-12,33	152,0289
3	AP	30	-17,33	300,3289
4	AA	55	7,67	58,8289
5	EW	55	7,67	58,8289
6	SA	40	-7,33	53,7289
7	SRN	50	2,67	7,1289
8	SI	30	-17,33	300,3289
9	SFK	40	-7,33	53,7289
10	WA	55	7,67	58,8289
11	MAA	60	12,67	160,5289
12	ZMF	40	-7,33	53,7289
13	RN	55	7,67	58,8289
14	RA	40	-7,33	53,7289
15	AM	55	7,67	58,8289
16	AR	30	-17,33	300,3289
17	AY	20	-27,33	746,9289
18	FSR	55	7,67	58,8289
19	GU	55	7,67	58,8289
20	IL	70	22,67	513,9289
21	NR	65	17,67	312,2289

No	Students' Initial	X (x2-x1)	X= X-Mx	(X-Mx)2
22	FE	55	7,67	58,8289
23	WDN	55	7,67	58,8289
24	SU	60	12,67	160,5289
25	RI	55	7,67	58,8289
26	FF	50	2,67	7,1289
27	SAS	60	12,67	160,5289
28	IA	40	-7,33	53,7289
29	RP	40	-7,33	53,7289
30	ARL	40	-7,33	53,7289
	Total	$\Sigma = 1420$	$\Sigma = 0,1$	$\Sigma x^2 = 4386,667$

Based on table 4.5 above the standard deviation of experimental group were calculated as the follows:

$$SD_X = \sqrt{\frac{\Sigma x^2}{N}} = \sqrt{\frac{4386,667}{30}} = \sqrt{146,22} = 12.09$$

Table 4.6

The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial	Y (y2-y1)	Y= Y-My	(Y-My)2
1	DA	25	-2,66	7,0756
2	APS	40	12,34	152,2756
3	MJ	30	2,34	5,4756
4	NK	35	7,34	53,8756
5	FA	10	-17,66	311,8756
6	RA	25	-2,66	7,0756

No	Students' Initial	Y (y2-y1)	Y= Y-My	(Y-My) ²
7	NH	35	7,34	53,8756
8	DP	30	2,34	5,4756
9	YTP	25	-2,66	7,0756
10	ES	30	2,34	5,4756
11	WR	25	-2,66	7,0756
12	MN	35	7,34	53,8756
13	PR	25	-2,66	7,0756
14	YDA	20	-7,66	58,6756
15	IMN	35	7,34	53,8756
16	AS	10	-17,66	311,8756
17	MTU	35	7,34	53,8756
18	HO	30	2,34	5,4756
19	IK	15	-12,66	160,2756
20	FA	30	2,34	5,4756
21	SA	35	7,34	53,8756
22	DP	30	2,34	5,4756
23	DA	40	12,34	152,2756
24	PM	30	2,34	5,4756
25	DR	35	7,34	53,8756
26	AW	40	12,34	152,2756
27	AI	20	-7,66	58,6756
28	DK	25	-2,66	7,0756
29	PS	20	-7,66	58,6756
30	AF	10	-17,66	311,8756
	Total	$\Sigma = 830$	$\Sigma = 0,2$	$\Sigma y^2 = 2186,668$

Based on the table 4.7 above the standard deviation of control group were calculated as the follows:

$$SD_Y = \sqrt{\frac{\sum y^2}{N}} = \frac{\sqrt{2186,668}}{30} = \sqrt{72,88} = 8,53$$

Based on the calculation above shown the following facts:

$$SD_x = 12,09$$

$$SD_y = 8,53$$

$$N_1 = 30$$

$$N_2 = 30$$

$$x = 1420$$

$$y = 830$$

$$M_x = 47,33$$

$$M_y = 27,66$$

$$(x - M_x)^2 = 4386,667$$

$$(y - M_y)^2 = 2186,668$$

Therefore, the following formula was implemented:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1-1}} = \frac{12,09}{\sqrt{30-1}} = \frac{12,9}{\sqrt{29}} = \frac{12,9}{5,38} = 2,39$$

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}} = \frac{8,53}{\sqrt{30-1}} = \frac{8,53}{\sqrt{29}} = \frac{8,53}{5,38} = 1,58$$

Next, the following was implemented to find out the error standard deviation between $M_1 - M_2$

$$SE M_1 - M_2 = \sqrt{SE M_1^2 + SE M_2^2}$$

$$\begin{aligned}
&= \sqrt{(2,39)^2 + (1,58)^2} \\
&= \sqrt{5,7121 + 2,4964} \\
&= \sqrt{8,2085} \\
&= 2,86
\end{aligned}$$

C. Testing Hypothesis

The result above then be applied to test hypothesis:

$$\begin{aligned}
t_0 &= \frac{M_1 - M_2}{SE M_1 - M_2} \\
&= \frac{47.33 - 27.66}{2.86} \\
&= \frac{19.67}{2.68} \\
&= 7.33
\end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted. The hypothesis could be tested as follows:

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$).

After the data above were calculated by using t-test formula, the result showed that the t-critical was 7.33 Then after looking the table of distribution of t-critical as the basic of counting t-critical in certain of df (the degree of freedom), the calculation shown as follow:

$$df = (N1 + N2 - 2)$$

$$= (30 + (30 - 2))$$

$$= (30 + 28)$$

$$= 58$$

It was taken from the table of distribution was got t_{table} for 5%. The calculation of the test for the degree of freedom (df) 58 at level of significance 5% showed that the critical value ($t_{observe}$) was 7.33 calculated $>t_{table}$ with df 58 or $7.33 > 2.00$.

Based on the calculation of testing hypothesis above, it was found that the value of t_{table} ($7.33 > 2.00$). therefore alternative hypothesis (H_a) was accepted. So, there was a significance effect of using SQ3R Method on the students' achievement in reading hortatory exposition text.

D. Findings

After conducting the pre test and post test for experimental and control group it was found that the result of t-test was $t_{observe}(7.33)$ and $t_{table}(2.00)$ in the hypothesis testing. It was shown that the alternative hypothesis was accepted because $t_{observe}$ was higher than t_{table} . It meant that that SQ3R method gave the significant effect of reading hortatory exposition text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the finding and analysis of the data, the conclusion can be draw as follow:

There was a significant effect of applying SQ3R Method on the students' achievement in reading hortatory exposition text, which was proven from the result of the test that was $t_{observe} > t_{table}$ or $7.33 > 2.00$.

B. Suggestions

Based on the result of this research, suggestions are put forward as follows:

1. The English teacher must be creative in choosing teaching method to make students interested in learning reading comprehension especially hortatory exposition text.
2. Based on research finding above, the English techer can apply this method to increase students' reading achivement in hortatory exposition text.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

School : SMK YP. BINA SATRIA

Subject : English Lesson

Material : Hortatory Exposition Text

Skill : Reading

Class : XI-1 TKJ

Time Allocation : 2 x 45 Minutes

A. Standard Competence

Understanding the meaning of short functional text/ monologue and simple essay in the form of hortatory exposition in the context of daily life.

B. Basic Competence

Responding to the meaning in the text hortatory exposition monologue form by using a variety of written language accurately, fluently and acceptable in the context of daily life.

C. Indicators

- Finding specific information from a text, shaped as hortatory exposition text.
- Determine the meaning of a particular word in the text, shaped as hortatory exposition text.
- To find the main idea from hortatory exposition text.
- Determining the structure of the text writing / rhetoric shaped hortatory exposition text.

D. Value of characters

Respect the opinion of the others, are responsible.

E. Learning Objective

At the end of the lesson students can specify a range of information to respond and comprehend written text hortatory exposition text.

F. Teaching Material

- Facts (hortatory exposition- reading)
- Concept: Generic structure

G. Learning method : SQ3R

H. Learning activities

1. Preliminary Activity

Apperception

- a. Teacher greets students to open the class
- b. Teacher check the students attendance.

c. Teacher show the example of the hortatory exposition text.

2. Core activities

a. Exploration

1. Teacher explains the communicative purpose, generic structure and grammatical features briefly.
2. Teacher asks the students to give a question about hortatory exposition text by SQ3R (survey, question, read, recite, review)

b. Elaboration

Activiti 1

1. Teacher divided students to some groups
2. Teacher selects a text for the students to read.

Activiti 2

1. Teacher asks the students to find out the answer of WH question from the text.

c. Confirmation

Teacher asks the students to present their result group and discuss with other group.

I. Closing Activities

1. Teacher evaluated the result from all groups and give enforcement to the students.
2. Teacher close the lesson by making the summary of the teaching reading hortatory exposition text.

J. Media and Tools

1. Leptop
2. White bord

K. Evaluation

1. Teachnique : Reading test (multiple choice)
2. Form : Reading a text about hortatori exposition

Medan, February 2017

English Teacher

Reseacher

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APPENDIX II
LESSON PLAN
(CONTROL GROUP)

School : SMK YP. BINA SATRIA

Subject : English Lesson

Material : Hortatory Exposition Text

Skill : Reading

Class : XI-2 TKJ

Time Allocation : 2 x 45 Minutes

A. Standard Competence

Understanding the meaning of short functional text/ monologue and simple essay in the form of hortatory exposition in the context of daily life.

B. Basic Competence

Responding to the meaning in the text hortatory exposition monologue form by using a variety of written language accurately, fluently and acceptable in the context of daily life.

C. Indicators

- Finding specific information from a text, shaped as hortatory exposition text.
- Determine the meaning of a particular word in the text, shaped as hortatory exposition text.
- To find the main idea from hortatory exposition text.
- Determining the structure of the text writing / rhetoric shaped hortatory exposition text.

D. Value of characters

Respect the opinion of the others, are responsible.

E. Learning Objective

At the end of the lesson students can specify a range of information to respond and comprehend written text hortatory exposition text.

F. Teaching Material

- Facts (hortatory exposition- reading)
- Concept: Generic structure

G. Learning method : Lecturing Method

H. Learning activities

3. Preliminary Activity

Apperception

- d. Teacher greets students to open the class

- e. Teacher check the students attendance.
- f. Teacher show the example of the hortatory exposition text.

4. Core activities

d. Exploration

- 3. Teacher explains the communicative purpose, generic stucture and grammatical features briefly.
- 4. Teacher asks the students to give a question about horatory exposition text by Lecturing Method.

e. Elaboration

Activiti 1

- 3. Teacher divided students to some groups
- 4. Teacher selects a text for the students to read.

Activiti 2

- 2. Teacher asks the students to find out the answer of WH question from the text.

f. Confirmation

Teacher asks the students to present their result group and discuss with other group.

I. Closing Activities

- 3. Teacher evaluated the result from all groups and give enforcement to the students.

4. Teacher close the lesson by making the summary of the teaching reading hortatory exposition text.

J. Media and Tools

3. Infocus
4. Leptop
5. White bord

K. Evaluation

3. Teachnique : Reading test (multiple choice)
4. Form : Reading a text about hortatori exposition

Medan, February 2017

English Teacher

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APPENDIX III

Test Item

A. Choose the right answer by crossing (A,B,C,D, or E)

Answer Question 1 to 5 basd on the following text.

Let's Make the City Clean and Fresh

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

To protect people from heavy pollucation caused by cars, truckts and motorcycles, enought trees must be planted along the roads. Every building or house in the city must be surrounded by short and small trees which bear colorful frowers.

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

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

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

So, bad habits and impolite attitude should be immediately stopped, otherwise the city will be dirty, unhealthy, badly polluted and will never

1. The writer suggests that the city inhabitants..... to protect people from pollution caused by cars.
 - A. Plant trees
 - B. Stop smoking
 - C. Urinate at the lavatory
 - D. Throw rubbish at the road
 - E. Smoke at the smoking room

2. What is the difference between paragraph two and four?
 - A. Both paragraphs talk about the condition of a city.
 - B. Both paragraphs tell how to protect people from pollution.
 - C. It is necessary to fine people who break the government regulations.
 - D. The idea stated in paragraph four is contrary to that stated in paragraph two.
 - E. Paragraph two talks about protecting people from pollution and paragraph four talks about what the city mayor should do.

3. Which of the following helps clean the air from dust?
 - A. Smoking only in a smoking area.
 - B. Throwing rubbish anywhere.
 - C. Urinate at someone's fence.
 - D. Planting trees along the road sides.
 - E. Watering roads especially in dry season.

4. "A clean and fresh city will surely make the inhabitants healthy."
 "(paragraph 1) what does the underlined word mean?

A. Building	D. Houses.
B. Families	E. Places
C. Citizens.	

5. Who will have to think over their way to educated people?

A. Village Government	D. National Mayor
B. City Mayor	E. National Education
C. International Education	

The following text is for question 6 to 10

Solve the Problem of Economic Issues

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price hike last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing buying or selling price, standard wages and personal affairs.

Finally, government should raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

6. The text above is in the form of?
 - A. Hortatory exposition text
 - B. Analytical exposition text
 - C. Narrative text
 - D. Explanation text
 - E. Descriptive text

7. The generic structure of the first paragraph is?
 - A. Arguments
 - B. Thesis
 - C. Recommendation
 - D. Description
 - E. Reiteration

8. What is the generic structure of the text?
 - A. Arguments, recommendation and thesis.

- B. Recommendation, arguments and thesis.
 - C. Thesis, arguments and recommendation.
 - D. Introduction, evaluation, interpretation, and summary.
 - E. General classification and description.
9. What is the title of the text?
- A. Why should wearing a Helmet when Motorcycling.
 - B. Mobile phone in the school.
 - C. Solve the Problem of Economic Issues.
 - D. Economic problem.
 - E. Government should raise.
10. What problem has been discussed in the text?
- A. Solve an economic issues
 - B. Effect of smoking
 - C. Floods hit Jakarta
 - D. Government
 - E. Mobile phone in the school.

The following text is for question 11 to 15

Higher education for woman

In this modern era, there are still some parents who are reluctant about sending their daughters to college. The narrow attitude shown to women's education is largely due to the traditional role of women in society. A woman is expected to be a wife and a mother. Most parents believe that if their daughter gets married and chooses to be a housewife, then the higher education will be a waste. However, an educated woman is not only a better wife but also contributes something to the society.

Nowadays, more and more women are successfully combining their career and marriage. Educated women are richer both emotionally and financially. They are able to find an outlet for their monotonous drudgery of their housekeeping. They bring more satisfaction and contentment of their lives.

Depriving girls of higher education is class discrimination. Times have changed; modern society needs the talents of its people regardless of gender. Today, women work alongside men. In fact, in the last few decades, women have made outstanding contributions to society.

Women should be given the freedom to be educated whether or not they get married or go to work after finishing their education, because it is only through education that a woman will find herself useful and discover what she wants in life. A woman who works is not an insult to her husband. Conversely, the husband should feel proud of her achievements since marriage is actually an equal partnership.

Therefore, parents should not think that girls should receive less education just because they will get married one day.

11. What makes parents reluctant to send their daughters to college?
 - A. They think education will be a waster of time.
 - B. More women are successful in their college.
 - C. It is a waster for woman to go to college.
 - D. Traditional roles of woman in society do not need high education.
 - E. They have to contribute something to the society.

12. What is the main purpose of the text?
 - A. To put forward of view or argument about higher education for woman.
 - B. To tell the parents in this modern era about how to educate their daughters.
 - C. To persuade readers what should and should not do about education.
 - D. To explain to readers about how to give education for their daughters.
 - E. To describe the fact about how some parents educate their daughters.

13. Modern society needs
 - A. Educated career woman
 - B. Married woman
 - C. Educated women
 - D. Good housewives and mothers
 - E. Talented people regardless gender.

14. "In fact, in the last few decades, woman have made outstanding contributions to society." (paragraph 3) the synonym of the underlined word is.....
 - A. Main
 - B. Major
 - C. Ordinary

- D. Well-known
- E. Remarkable.

15. Who are richer both emotionally and financially ones?
- A. Strong men
 - B. Weak women
 - C. Smart men
 - D. Educated woman
 - E. Educated men

The following text is for question 16 to 20

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

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

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

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

16. Where do the kids usually ride their skateboard?
- A. In the main roads and foot paths
 - B. In front of their home
 - C. In front of their home
 - D. In the suburbs
 - E. In the park

17. what is the main idea of paragraph 3?

- A. There is no safe place for skateboarders.
 - B. Kids seek an excitement in skate.
 - C. The goodness of skateboarding.
 - D. The skateboarding is a serious sport.
 - E. How to prevent overweight by skateboarding.
18. The writer's purpose in writing the text is.....
- A. To invite local teenagers to skate in park built specifically for skaters.
 - B. To convince the readers that they need a safe place for skaters to skate.
 - C. To provoke young sters into the local government policy.
 - D. To inform parents about the goodness of skateboarding.
 - E. To promote the writer's bussiness of skateboarding class.
19. What must we do to let the skaters play?
- A. Join with them anywhere.
 - B. Give them space in the park.
 - C. Let them play in the main roads.
 - D. Let them play in the local street.
 - E. Build a skate park in the suburbs.
20. They need to practice their 180s, 360s and Ollie's free from restrictions.
(paragraph 5) the synonym of the underlined word is.....
- A. Approval
 - B. Allowance
 - C. Improvement
 - D. Prevention
 - E. Limitation

APPENDIX VI

Key Answer

1. A. Plant trees
2. E. Paragraph two talks about protecting people from pollution and paragraph four talks about what the city mayor should do.
3. A. Smoking only in smoking area
4. E. Places
5. B. City Mayor
6. A. Hortatory exposition text
7. B. Thesis
8. C. Thesis, arguments and recommendation.
9. C. Solve the Problem of Economic Issue.
10. A. Solve an economic issues.
11. D. Traditional roles of women to go to college.
12. A. To tell the parents in this modern era about how to educate their daughters.
13. E. Talented people regardless gender.
14. E. Remarkable
15. D. Educated Woman
16. A. In the main roads and foot paths
17. C. The goodness of skateboarding.
18. B. To convince the readers that they need a safe place for skaters to skate.
19. E. Build a skate park in the suburbs.
20. E. Limitation.

APPENDIX VII

Photo of Reasearch at SMK Bina Satria





CURRICULUM VITAE

I. Personal Details

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Motto: - Bermimpilah dalam hidup dan jangan hidup dalam mimpi.

- Be brave so you can do everything.