



**THE EFFECTIVENESS OF PARAPHRASING
TO IMPROVE STUDENTS' READING
COMPREHENSION SKILLS OF HORTATORY
EXPOSITION TEXT**

**(a Pre-Experimental Study at Grade XI of SMA Negeri 1
Kutowinangun
in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by
Aprilia Setiawati

2201407194


**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**


2011


APPROVAL


This final project has been approved by the board of examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on August 16th 2011.

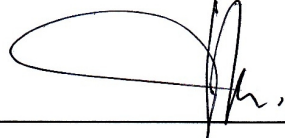
Board of Examiners

1. Chairperson,
Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001


2. Secretary,
Dr. Dwi Anggani L.B., M.Pd.
NIP. 195901141989012001


3. First Examiner,
Prof. Dr. Mursid Saleh, M.A.
NIP. 194406091971021001



4. Second Advisor as Second Examiner,
Drs. La Ode Musyaridun
NIP. 194612271983011001


5. First Advisor as Third Examiner,
Widhiyanto, S.Pd., M.Pd.
NIP. 19730905200511001


Approved by

Dean of Faculty of Languages and Arts,




Prof. Dr. Agus Nuryatin, M. Hum

NIP. 196008031989011001

PERNYATAAN

Dengan ini saya:

Nama : Aprilia Setiawati

NIM : 2201407194

Prodi/Jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas : FBS UNNES

Dengan ini menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

**THE EFFECTIVENESS OF PARAPHRASING TO IMPROVE
STUDENTS' READING COMPREHENSION SKILLS OF
HORTATORY EXPOSITION TEXT**

**(a Pre-Experimental Study at Grade XI of SMA Negeri 1 Kutowinangun
in the Academic Year of 2010/2011)**

Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui bimbingan, penelitian, diskusi, dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 30 Juni 2011

Aprilia Setiawati

*“You don't have to be famous. You just have to
make your mother and father proud of you”
(Meryl Streep)*



To my great parents, Siswadi Untung Tjahjono and Ribus Sunarti; my beloved siblings, Desinta Dwi Cahyani and Dian Novita Rahmasari; my lovely cousin, Aditya Danang Satriyo; my sweetheart, Heri Wahyudi; and also my best friends

ACKNOWLEDGEMENT

First and foremost, the writer would like to express her great gratitude to Allah SWT, the Lord of the universe, for the blessing and inspiration leading her to the completion of this final project.

The writer also extends her gratitude to the following people:

- a. Prof. Dr. Agus Nuryatin, M.Hum. as the Dean of the Languages and Arts Faculty, Semarang State University
- b. Drs. Ahmad Sofwan, Ph.D. as the Head of the English Department
- c. Widhiyanto, S.Pd., M.Pd. as her first advisor for his guidance and patience during the process of this final project
- d. Drs. La Ode Musyaridun as her second advisor, for his great suggestions in finishing this final project
- e. Dra. Nurhidayati, principal of SMA Negeri 1 Kutowinangun, Siti Chusniah, S.Pd. and Mahadi, S.S., the English teachers, for their permission to have a research
- f. Her beloved students of class XI IPA 1 and 3 of SMA Negeri 1 Kutowinangun, for their helps and cooperation
- g. Her great parents, for their love, pray, and supports
- h. Her sisters, for their love, helps, and pray

- i. Her beloved fiancé, for his love, patience, and support to finish this final project on time
- j. Her best friends (Gita, Fita, Ana, Mazfa, Anas, Taufiq, Aini, Dian, Vinda and all my best friends in Dream House) for their helps and supports

Semarang, June 30th 2011

The writer



ABSTRACT

Setiawati, Aprilia. 2011. *The Effectiveness of Paraphrasing to Improve Students' Reading Comprehension Skills of Hortatory Exposition Text (a Pre-Experimental Study at Grade XI of SMA Negeri 1 Kutowinangun in the Academic Year of 2010/2011)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Widhiyanto, S.Pd., M.Pd., Second Advisor: Drs. La Ode Musyaridun

Keywords: Paraphrasing, Reading Comprehension, Hortatory Exposition Text

The topic of this study is the effectiveness of paraphrasing to improve students' reading comprehension skills of hortatory exposition text – a pre-experimental study at grade XI of SMA Negeri 1 Kutowinangun in the academic year of 2010/2011. The objective of this study is to investigate whether paraphrasing is significantly effective to improve students' mastery of reading comprehension skills of hortatory exposition text.

The research method used in this study was pre-experimental design by applying one group pre-test post-test. This study was conducted to the students at grade XI of SMA Negeri 1 Kutowinangun as the population and the sample (class XI IPA 1) was taken by applying cluster random sampling. This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population. Besides, there was other one group that was used for try-out (class XI IPA 3). The experimental group had four meetings. The first meeting was for giving pre-test. The second and third meetings were for treatments by using paraphrasing in teaching reading comprehension of hortatory exposition text. For the last meeting, the post-test was given to the students to know their achievement. The result of the pre-test showed that the average score of pre-test was 70.7. Whereas, the average score of post-test was 75.325. From the data, the result of post-test in comprehending hortatory exposition text was better than the result of pre-test. So, there was an improvement of students' ability in comprehending hortatory exposition text through paraphrasing.

In order to find out the significance of the increase between pre-test and post-test, t-test was applied. After having the test of significance, the t-value (2.678) was higher than t-table (2.02). So, H_0 (paraphrasing is not effective to improve Senior High School students' reading comprehension skills of hortatory exposition text) was rejected. From the result, it could be concluded that using paraphrasing can effectively improve the students' reading comprehension skills of hortatory exposition text.

TABLE OF CONTENTS

	Page
Acknowledgement	v
Abstract	vii
Table of Contents	viii
List of Figures	xi
List of Tables	xii
List of Appendices	xiii
Chapter	
I INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Question	4
1.4 Hypotheses	4
1.5 Objective of the Study	5
1.6 Variable	5
1.6.1 Independent Variable	5
1.6.2 Dependent Variable	5
1.7 Significance of the Study	6
1.8 Limitation of the Study	6
1.9 Outline of the Report	7
II REVIEW OF RELATED LITERATURE	
2.1 Teaching and Learning English as a Foreign Language	8
2.1.1 Foreign Language Teaching	8
2.1.2 Foreign Language Learning	9
2.2 Reading	10
2.2.1 General Concept of Reading	10

2.2.2	Reading comprehension	11
2.2.3	Reading Technique	11
2.3	Paraphrasing	13
2.3.1	Definition of Paraphrase	13
2.3.2	How to Paraphrase	14
2.3.3	The Need of Paraphrasing in Reading Comprehension	14
2.3.4	Teaching Reading by Using Paraphrasing	15
2.4	Hortatory Exposition Text	16
2.4.1	Definition and Social Function of Hortatory Exposition Text	16
2.4.2	Generic Structure of Hortatory Exposition Text	16
2.4.3	Lexicogrammatical Features of Hortatory Exposition Text	18
2.5	Teaching Reading in Senior High School	19
2.5.1	The Characteristic of Senior High School Students	19
2.5.2	Teaching Reading	20
2.5.3	Goals of Teaching Reading	20
III METHOD OF INVESTIGATION		
3.1	Experimental Research	22
3.2	Research Design	22
3.3	Subject of the Research	24
3.3.1	Population	24
3.3.2	Sample	24
3.4	Variable	25
3.5	Instrument for Collecting Data	26
3.5.1	Test	26
3.5.2	Try Out	28
3.6	Data Collecting	29
3.7	Data Analysis	30
3.7.1	Validity of the Test	30
3.7.2	Reliability of the Test	31
3.7.3	Difficulty Level	31

3.7.4	Discriminating Power	32
3.8	Method of Data Analysis	34
3.8.1	Normality Test of Pre-test and Post-Test Data	34
3.8.2	Test of Significance	34
IV RESULT OF STUDY		
4.1	Result of Try Out	36
4.1.1	Item Validity	36
4.1.2	Level of Difficulty	37
4.1.3	Discriminating Power	37
4.1.4	Reliability	38
4.2	Activities of the Research	38
4.2.1	Pre-Test	38
4.2.2	Treatment	39
4.2.3	Post-Test	39
4.3	Normality Test of Pre-test and Post-Test Data	40
4.4	Significant Difference between two Means of Pre-test and Post-test	41
4.5	Test of Significance	43
4.6	Discussion of the Result	48
V CONCLUSION AND SUGGESTIONS		
5.1	Conclusion	50
5.2	Suggestions	51
Bibliography		53
Appendices		55

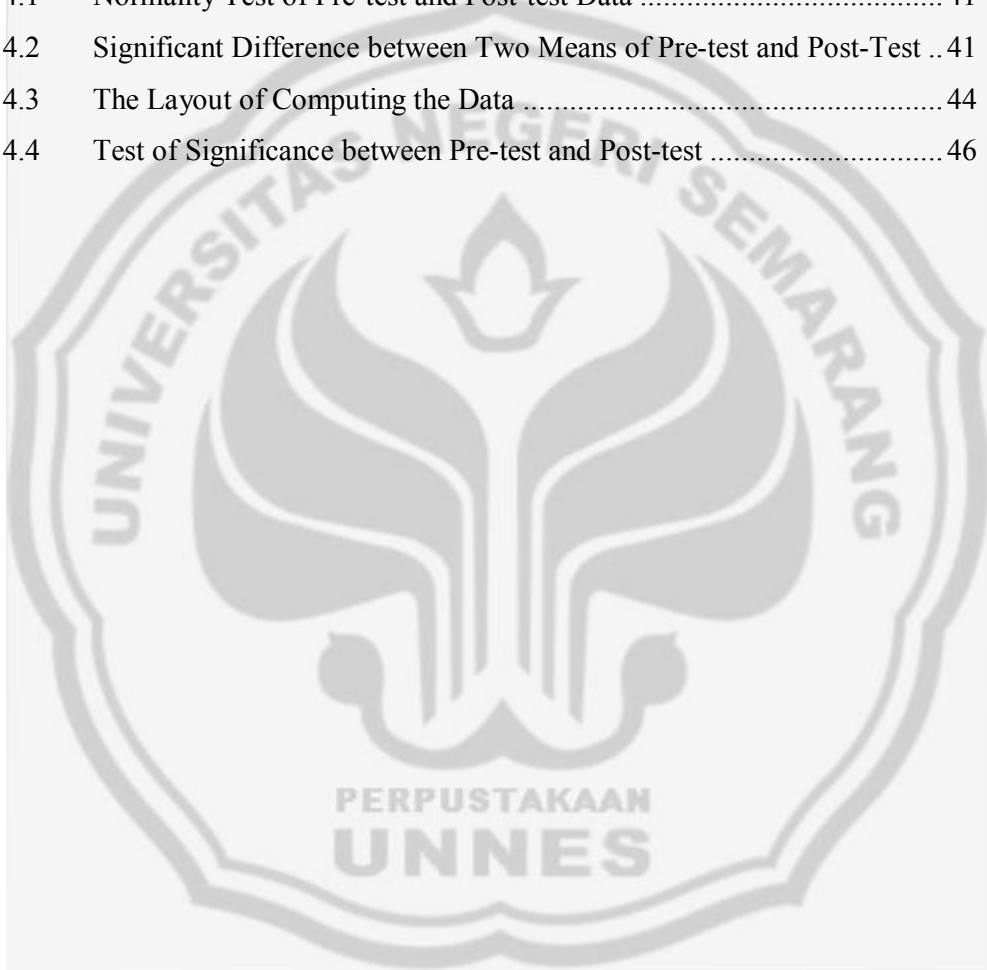
LIST OF FIGURES

Figure	Page
3.1 One group pre-test post-test design	23
3.2 Revision of Bloom's Taxonomy	27



LIST OF TABLES

Table	Page
3.1 Classification of Test Items	27
4.1 Normality Test of Pre-test and Post-test Data	41
4.2 Significant Difference between Two Means of Pre-test and Post-Test ..	41
4.3 The Layout of Computing the Data	44
4.4 Test of Significance between Pre-test and Post-test	46



LIST OF APPENDICES

1. Item Analysis of Try-out	55
2. List of Name of Try-out Group	65
3. List of Name of Experimental Group	66
4. The Computation of Validity in Reading Comprehension Test	67
5. The Computation of Difficulty Level in Reading Comprehension Test	69
6. The Computation of Discriminating Power in Reading Comprehension Test	70
7. The Computation of Reliability in Reading Comprehension Test	71
8. Normality Test of Pre-test Data	73
9. Normality Test of Post-test Data	74
10. Table of Test of Significance between Pre-test and Post-test	75
11. T-test of One Group Pretest-Posttest Design	77
12. Content Standard at Grade XI of Senior High School	79
13. Lesson Plan for Experimental Group (first meeting)	82
14. Lesson Plan for Experimental Group (second meeting)	95
15. Try Out of Reading Comprehension	109
16. Pre Test of Reading Comprehension	119
17. Post Test of Reading Comprehension	128
18. The Answer Key of Try Out	137
19. The Answer Key of Pre-test and Post-test	138
20. Table of Frequency between Pre-test and Post-test Score	139
21. Pie Chart of Frequency between Pre-test and Post-test Score	140

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research question, hypotheses, objectives of the study, variable, significance of the study, limitation of the study and outline of the report.

1.1 Background of the Study

In order to interact with others, people need a language as a means of communication. By using language people can convey their thoughts, ideas and feelings. Almost every country in the world has its own language. Avoiding miscommunication among the people from different countries, English plays an important role as an international language. Brumfit (1981: 1) states that, English is an international language and the most widespread medium of communication because of both the number and geographical areas of its speakers and because of the large number of nonnative speakers who use it for part of their international contact.

In Indonesia, English has an important role especially in education (Ramelan, 1992: 3). That is the reason why the Indonesian government chooses English as the first foreign language to be taught in schools. By putting it as one of the subjects in the curriculum, hopefully students will have an ability to use English in the international community.

As the first foreign language in Indonesia, English is considered as the compulsory subject in Junior High School and Senior High School. Nowadays, English is taught in Elementary School and Kindergarten as local content.

As we know that English is not our native language; therefore it is difficult for Indonesian students to learn it. In line with the difficulties of learning English, English teaching is also difficult. English teachers have to try hard to pay attention on developing their own mastery of English, their students' competence in English and the technique of teaching English.

Teaching English in Indonesia is based on the system which is called curriculum. Since 2006, the government has applied a new curriculum known as School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). According to this curriculum, one of the goals of teaching English at Senior High School is to prepare the students in mastering listening, speaking, reading, and writing skills in reaching the informational literacy level (the skill in understanding and creating various text and monologue such as procedure, descriptive, hortatory exposition, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking) and the supporting competence (socio-cultural competence, strategic competence, and discourse competence). In addition, those four skills have to be supported by language components such as grammar, vocabulary, sound system and so on.

Reading is one of important ways to improve learners' language skills in English. Reading helps learners to find out information, new ideas, facts, and experiences. Practically, it is not easy for students to read materials in a foreign

language. In reading texts in English, EFL (English as Foreign Language) learners must deal with the unfamiliar vocabulary, grammar structures, and cultural references which maybe different from their own language. So, comprehending texts written in a foreign language is a significant challenge for students. In reading class the challenge for a foreign language teacher is to provide appropriate reading technique to improve students' reading comprehension skills.

Paraphrasing is one of reading techniques. An essential step in paraphrasing is understanding the text well. It requires the students to read and reread the text carefully. In paraphrasing, students try to understand the main ideas of a text and express them in their own words.

In this final project, the writer tries to use paraphrasing as a technique to measure the learners' understanding of the main ideas of a text by writing ideas in their own words.

1.2 Reasons for Choosing the Topic

The writer have chosen topic "The Effectiveness of Paraphrasing to Improve Students' Reading Comprehension Skills of Hortatory Exposition Text" for these following reasons:

- (1) Reading is a good way to find out information, new ideas, facts, and experiences. In addition, reading can enrich the learners' English vocabulary. The more the learners read, the more vocabulary that they find.

- (2) Reading comprehension helps the learners to understand everything they read. It means that when we read a text, we try to grasp the main idea of the text. If we do not understand what we read, then we read for nothing.
- (3) Based on the Base Competence of Grade XI semester 2 (11.2), it is said that the students should be able to comprehend the meaning of short functional text and essay in form of *narrative*, *spoof* dan *hortatory exposition* in daily life context and for accessing science. In this study the writer focuses on hortatory exposition text.
- (4) The writer wants to know how far the learners can show his understanding by re-expressing the main ideas of the text in their own words. So, the writer uses paraphrasing to measures the learners' understanding of the main ideas of a text.

1.3 Research Question

The question of this research can be stated as follow:

- Is paraphrasing effective to improve Senior High School students' reading comprehension skills of hortatory exposition text?

1.4 Hypotheses

H1 = Paraphrasing is effective to improve Senior High School students' reading comprehension skills of hortatory exposition text.

Ho = Paraphrasing is not effective to improve Senior High School students' reading comprehension skills of hortatory exposition text.

1.5 Objective of the Study

The objective of this study can be stated as follows:

- To investigate whether paraphrasing is significantly effective to improve the mastery of reading comprehension skills of hortatory exposition text of Senior High School students.

1.6 Variable

Variable is the object of study or the focus of the study (Arikunto, 2006: 116). In this research, there are two variables involved, those are:

1.6.1 Independent Variable

Independent variable is one of the conditions, which is manipulated by the experiment. From this definition, the independent variable of this research was the use of paraphrasing to improve students' reading comprehension skills of hortatory exposition text.

1.6.2 Dependent Variable

Dependent variable is the one that measures the influence of the independent variable. From this definition, the dependent variable of this research was the improvement of students' achievement through the score in reading comprehension test.

1.7 Significance of the Study

The result of the study is expected to be able to give useful contribution to English teaching, especially:

- (1) The Senior High School students can improve their reading comprehension skills, especially in reading hortatory exposition texts.
- (2) The teacher can use paraphrasing as an alternative technique in teaching reading comprehension to Senior High School students.
- (3) The writer gets an experience of using paraphrasing in teaching reading comprehension to Senior High School students. Therefore, this research can improve the writer's skill in teaching.
- (4) The readers can obtain certain understanding about the application of using paraphrasing in teaching reading comprehension to Senior High School students.

1.8 Limitation of the Study

The writer conducts the study to the eleventh grade students of SMA Negeri 1 Kutowinangun in the academic year of 2010/2011. In this study, the writer limits the discussion on the use of paraphrasing in improving the eleventh grade of Senior High School students' reading comprehension skills of hortatory exposition text.

1.9 Outline of the Report

In this final project the outline of the report will be divided into five chapters.

Chapter I is the introduction. This chapter consists of background of the study, reasons for choosing the topic, research question, hypotheses, objectives of the study, variable, significance of the study, limitation of the study and outline of the report.

Chapter II is review of related literature that discusses teaching and learning English as a foreign language, general concept of reading, reading comprehension, reading technique, definition of paraphrase, how to paraphrase, the need of paraphrasing in reading comprehension, teaching reading by using paraphrasing, hortatory exposition text, the characteristics of Senior High School students, teaching reading, and goals of teaching reading.

Chapter III deals with research method that discusses experimental research, research design, subject of the research (population and sample), variable, instrument for collecting data, data collecting, data analysis and method of data analysis.

This chapter presents the result of the research, including the result of try-out, pre-test, and post-test, normality of pre-test and post-test data, the difference between two means of pre-test and post-test, test of significance, and the discussion of the result.

Chapter V is the last chapter. This chapter contains the conclusion and suggestion.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter discusses teaching and learning English as a foreign language, general concept of reading, reading comprehension, reading technique, definition of paraphrase, how to paraphrase, the need of paraphrasing in reading comprehension, teaching reading by using paraphrasing, hortatory exposition text, the characteristics of Senior High School students, teaching reading, and goals of teaching reading.

2.1 Teaching and Learning English as a Foreign Language

2.1.1 Foreign Language Teaching

It has already been known that it is not easy to master a foreign language. There are many factors that may affect it. One of them is the teacher. It is clear because the teachers play a very important role in the language learning process.

In teaching, a teacher should have an objective. The common objective of teaching a foreign language is to make learners able to communicate by using foreign language both spoken and written.

Teaching a language, especially a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Ramelan (1992: 1) states that, teaching English in Indonesia is teaching a language to students whose native language is quite

different both phonologically and grammatically from that of foreign language. It is, therefore, understandable why it is difficult for Indonesian students to learn English.

From the argument above, it can be said that teaching English in Indonesia is challenging because the students will meet some learning problems. The problems, which are faced by students, may due to the differences of grammatical and phonological system.

2.1.2 Foreign Language Learning

Learning a foreign language is not easy as learning native language. To learn a foreign language, Indonesian learners will meet some kinds of learning problems dealing with vocabulary, sound system, structure, spelling and how to arrange words into sentences which maybe different from those of their native language. In line with this, Ramelan (1994: 4) states that, if someone wants to learn a foreign language, he will obviously meet with all kinds of learning problems. The difficulties have to do with the learning of the new sound system, the learning of the new vocabulary item, and the learning of the unfamiliar ways of arranging the foreign words into sentences.

Based on the explanation above, the writer concludes that in learning foreign language, learners have to master the four language skills; they are listening, speaking, reading, and writing. In mastering those four skills there are some problems that learners will face. The problems deal with the English components which include phonology, vocabulary, and grammar which maybe different from their native language. The students who have mastered those four

skills and the English components are regarded to be able to use this language at the recognition level as well as the production level.

2.2 Reading

2.2.1 General Concept of Reading

Reading is one of the four skills in learning English. Some linguistics gave some definitions of reading that may help us to get clearer description.

According to Harris and Sipay (1980: 9), reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols.

In line with this idea, Callahan and Clark (1982: 260) stated that, reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page.

Another definition of reading is stated by Martha Rapp Ruddell (2005: 31) she explains that, reading is the act of constructing meaning while transacting with text. The reader makes meaning through the combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate remembered, or anticipated social interaction and communication.

From the arguments above it can be said that reading is the act of getting the meaning from written texts. Reading has a very important role in learning English as a foreign language. English texts enrich the learners with new vocabularies, structure of English sentences, and also the knowledge of its culture.

By reading books in English, they can study more about the components for language such as vocabulary, pronunciation, and structure.

2.2.2 Reading Comprehension

Reading comprehension is the degree to which we understand what we read. There are some researchers' statements about comprehension as follows:

- (1) Reading comprehension is most likely to occur when students are reading what they want to read. (Simanjuntak, 1988: 4)
- (2) Comprehension involves almost every type of "understanding or thinking". (Carnine, Silbert and Kameenui, 1990:40)
- (3) Reading Comprehension instruction is something a teacher does that ought to help children acquire the ability to understand or work out the meaning of connected text (Durkin in Carnine, Silbert, and Kameenui 1990:40)

Based on the definitions above, the writer assumes that reading comprehension is about understanding the content of a written text. It relates to the effort to get information and the author's intended meaning of a text. Comprehension in reading becomes important because it makes the readers have meaningful reading. In other word, their reading is not useless.

2.2.3 Reading Technique

Reading technique is technique which helps you to read in a very efficient way. By doing the right technique, hopefully, the readers can maximize the reading and reach the purpose of reading.

There are some kinds of reading techniques. Here, Tanner and Green (1988: 62) mentioned kinds of reading techniques and their purposes.

- (1) Skimming. Skimming is reading a passage quickly to grasp the main idea or gist.
- (2) Scanning. Scanning is reading a passage quickly to find specific information of a text.
- (3) Contextual guessing. Contextual guessing is a technique by making guess about the meaning of words by looking at the surrounding words or situation.
- (4) Cloze procedure. Cloze procedure is doing by filling in the blank exercise. The readers try to fill in some words that are omitted. This technique is designed to measure how well the reader understands how a text is linked together.
- (5) Outlining. Outlining is note taking. It is designed to help the reader see the overall organization of a text.
- (6) Paraphrasing. Paraphrasing is the ability to say or write ideas in others words. The purpose of this technique is to measure the reader understanding of the main ideas of a text.
- (7) Scrambled story. Scrambled story is also called as 'jigsaw reading'. In this technique, the reader re-orders the mixed up pieces of a text to show that he is able to make a text fits together.
- (8) Information transfer. Information transfer is exercise which requires readers to transfer information from the text into another form of related text or

drawing, e.g. filling in a chart and tracing a route on a map. It is designed to measure the readers' comprehension of the text.

(9) Making inferences. Practically, this technique can be seen as reading between the lines. The reader understands what is meant but not stated in a passage.

(10) Intensive reading. Intensive reading is reading carefully for complete, detailed comprehension, for example, main ideas and vocabulary.

(11) Extensive reading. Extensive reading is reading widely in order to improve reading comprehension, reading speed, and vocabulary.

(12) Passage completion. Passage completion is finishing a reading passage orally or in writing. It involves predicting a logical or suitable conclusion based on a thorough understanding of the text. (Grabe and Stoller, 2002: 19)

The focus of this study is on using paraphrasing to improve students' reading comprehension skills of hortatory exposition text.

2.3 Paraphrasing

2.3.1 Definition of Paraphrase

There are some definitions of paraphrase. From <http://en.wikipedia.org/wiki/Paraphrase>, paraphrase is restatement of a text or passages, using other words. The term "paraphrase" derives from the Latin "*paraphrasis*" from the Greek *para phrasein*, meaning "additional manner of expression". The act of paraphrasing is also called "paraphrasis." Then, according to Oxford Advanced Learners Dictionary, paraphrase is expressing the meaning of

something written or said, using different words, especially in order to make it easier to understand.

From the explanation above, it can be said that paraphrase is re-expressing another's ideas using your own words but still keep the original meaning.

2.3.2 How to Paraphrase

To paraphrase means to express someone else's ideas in your own words. It is different from just quoting or summarizing in that you must read and comprehend the material in order to write your own version of what it says. Paraphrase gives clarity when the original passage is vague.

The followings are the steps of how to paraphrase properly:

- (1) Quickly review the passage to get a sense of the whole, and then go through the passage carefully, sentence by sentence.
- (2) State the ideas in your own words, defining words as needed.
- (3) If necessary, edit for clarity, but don't change the meaning.
- (4) If you borrow phrases directly, put them in quotation marks.
- (5) Check your paraphrase against the original for accurate tone and meaning."

(R. Vandermeij, *The College Writer*. Houghton, 2007)

2.3.3 The Need of Paraphrasing in Reading Comprehension

Paraphrasing is important in our EFL teaching. Teachers use this technique to explain complex sentences or words so that they can help their students to get better understanding. Paraphrasing is helpful for both teachers and students.

Paraphrasing is based on understanding. Without understanding, paraphrasing is hard to be achieved. However, understanding is only the first step for paraphrasing. The second step is expressing. Right expressing is not only based on right understanding. Expressing capability is more important here. Therefore, by doing paraphrasing, teachers can comprehend their teaching materials much better and students can practice and improve their comprehension and expression capability. This is the reason why paraphrasing is important in our EFL teaching.

2.3.4 Teaching Reading by Using Paraphrasing

In teaching reading by using paraphrasing, the writer gives some instruction for the students to do.

Following are the instructions:

- (1) The writer gives a hortatory exposition text to the students.
- (2) The students are asked to read and reread the text until they fully understand the point and purpose of the text.
- (3) The students are asked to put the text away and try to paraphrase it using their own words.
- (4) The students are asked to check their grammar and word order.
- (5) The students are asked to check their word choice.
- (6) The students are asked to make sure that they have fully and clearly catch the author's idea.
- (7) The writer measures the students' understanding of the text through their paraphrase.

2.4 Hortatory Exposition Text

2.4.1 Definition and Social Function of Hortatory Exposition Text

According to Linda Gerot and Peter Wignell (1995: 209-210), hortatory exposition argues that X ought or ought not to be or should or should not be the case. The social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

It can be concluded that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc.

2.4.2 Generic Structure of Hortatory Exposition Text

Generic structure is the steps for constructing a text. In hortatory exposition there are three components: thesis, arguments and recommendation.

- (1) Thesis: Statement or announcement of issue concern

Example:

Is it important to know what your kids are watching? Of course yes.

Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

- (2) Arguments: Reasons for concern that will lead to recommendation

Example:

Argument 1

A study demonstrated that spending too much time on watching TV during the day or bedtime often causes bedtime disruption, stress, and short of sleep duration.

Argument 2

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Argument 3

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

- (3) Recommendation: Statement of what should or should not happen or be done based on the given arguments.

Example:

Considering some facts mentioned above, you should protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day
2. Do not allow your children to have a TV set in their bedrooms
3. Review the rating of TV shows that your children watch
4. Watch television with your children and discuss what is happening the show

(Taken from: Understanding Types of Text)

2.4.3 Lexicogrammatical Features of Hortatory Exposition Text

Lexicogrammatical feature is language feature that is found in a text.

Language features that usually found in hortatory exposition text are:

- (1) Focus on generic human and non-human participants, except for speaker or writer referring to self.

Example: smoking in a restaurant, bringing mobile phone in school, etc.

- (2) Use of mental processes. It is used to state what the writer thinks or feels about issue. For example: realise, feel, etc.
- (3) Use of material processes. It is used to state what happens, e.g. is polluting, drive, travel, spend, should be treated, etc.
- (4) Use of relational processes. It is to state what is or should be, e.g. doesn't seem to have been, is, etc.
- (5) Use of Simple Present Tense. It is a tense that is used to expresses events or situation that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. The formula of Simple Present Tense is S+V₁ (-s/-es).
For example: - I watch television every day.
- She reads a novel every night.
- (6) Use of temporal conjunction, e.g. firstly, secondly, thirdly, finally, etc.

2.5 Teaching Reading in Senior High School

2.5.1 The Characteristic of Senior High School Students

Senior High School students or teenagers are categorized into adolescents' learners. The characteristics of adolescents' learners according to Harmer (2001: 38-39) are:

- (1) they seem to be less lively and humorous than adults;
- (2) identity has to be forgetting among classmates and friends; peers approval maybe considerably more important for the student than the attention of the teacher;
- (3) they would be much happier if such problem did not exist;
- (4) they are maybe disruptive in class; and
- (5) they have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Based on the explanation above, the writer assumes that adolescents are young people who are developing into adult. In this period they need opportunities for self-expression, do what they want to do, loyal in friendship, not too serious in paying attention to the lesson, and sometimes need the teacher's attention.

Teachers' jobs are to motivate and guide the students to develop their potential in learning and also give more attention to the students' difficulties or problems in learning.

2.5.2 Teaching Reading

Reading is a crucial skill for students of English as a Foreign Language (EFL). There are two main approaches on teaching reading. One is bottom-up processing. It focuses on developing the basic elements in the text (focus on the words and phrases). The other is top-down approach. It focuses on the background knowledge about the text (attend to the overall meaning).

Teaching reading is more than just work hard through the textbook. Teachers need to develop and apply appropriate technique to help the learners in mastering reading comprehension skills.

2.5.3 Goals of Teaching Reading

Martha Rapp Ruddell (2005: 88) states that, the most academic goal of reading is text comprehension—the construction of meaning that is some way corresponds to the author's intended meaning. In school, however, reading has three additional goals:

- (1) Subject Matter Learning. Students read not only to understand text but to extend their knowledge in subject areas as well.
- (2) Increasing Reading Skill. At each grade level, students are expected to become better readers and to read increasingly difficult text.
- (3) Knowledge Application. Throughout the middle and secondary grades, students are expected to apply knowledge constructed from their reading of subject text.

From the argument above, it can be said that the goal of teaching reading is to help the learners to comprehend the reading material that they read so that they can get knowledge and hopefully they can applied it in their life.



CHAPTER 3

METHOD OF INVESTIGATION

This chapter deals with research method that discusses experimental research, research design, subject of the research, instrument for collecting data, data collecting, data analysis, and method of data analysis.

3.1 Experimental Research

In this research the writer uses quantitative approach. A quantitative approach is a numerical method of describing observations of material or characteristics (Best, 1981: 154). One of quantitative approach is experimental research.

Arikunto (2003: 272) states that experimental research is a research which has a purpose to investigate whether there is an effect of “something” that is treated to the subject of research. In this research, the researcher tries to arouse a condition or situation and then tries to find out the effect. In other words, an experiment is conducted in order to know the effect of the treatment.

3.2 Research Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question (Christensen, 2001:233).

There are several designs of the experimental design. One of them is pre-experimental design.

In this research, the writer uses pre-experimental design. Pre-experimental design is a design which a single group is often studied but no comparison between an equivalent non-treatment group is made (Heffner, 2004). Heffner also stated that a benefit of this design is the inclusion of a pre-test to determine baseline scores. In this kind of research, there are three designs drawn in pre-experimental design. They are one-shot case study, one group pre-test post-test study, and static group comparison study. In this research, the writer used one group pre-test post-test design. The aim of this design is to evaluate the influence of a variable (Leedy, 1997: 232-233).

By this design, one group is given a pretest, followed by treatments, and finally a posttest. Besides, there is no comparison group in this design.

One group pre-test post-test design can be described as follows:

O1	X	O2
Key:		
O1	= pre-test	
X	= treatment	
O2	= post-test	

Figure 3.1 Pre-Experimental Design
by Heffner in *Research Methods for Education,
Psychology, and the Social Sciences*

The research was conducted at SMA Negeri 1 Kutowinangun located on Jl. Raya Barat No. 185 Kutowinangun, Kebumen. In this research, there was one group that was experimented based on this design. Therefore, the writer only used one class in collecting data, whereas the other class was used to measure the validity of the test that would be used in the class experimented. In this case, the writer used two classes for try-out group and experimental group. The writer chose class XI IPA 3 for try-out group and class XI IPA 1 for experimental group.

3.3 Subject of the Research

3.3.1 Population

According to Best (1981: 8), population is any group of individuals that have one or more characteristics in common, while population as quoted by Arikunto (2002: 108) from *Encyclopedia of Educational Evaluation* is a set (or collection) of all elements possessing one or more attributes of interest.

The population that was used to conduct this study was the eleventh grade students of SMA Negeri 1 Kutowinangun in the academic year of 2010/2011. There are 7 classes of eleventh grade. The total number of the population was 277 students.

3.3.2 Sample

According to Arikunto (2002: 109), sample is a part of population that can represent all the population observed. If the population is more than 100 persons, we may take 10-15 percent or 20-25 percent or more from the population.

In selecting the sample, the writer used cluster random sampling. This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population.

There are 7 classes of the eleventh grade of SMA N 1 Kutowinangun. In this case, the writer took one class as sample; it was class XI IPA 1 which consisted of 40 students. They equal to 14.4 percent of the whole population. So, the sample was sufficient to represent all the population. Whereas, there was the other class as the try out group that was used for measuring the validity of the test. It was class XI IPA 3 which is also consisted of 40 students.

3.4 Variable

Christensen (2001:40) defines variable as any characteristics of an organism, environment or experimental situation that can vary from one organism to another, from one environment to another and from one experimental situation to another. By this definition, there are two types of variables as follow:

(1) Independent Variable

Independent variable is one of the conditions, which is manipulated by the experiment. From this definition, the independent variable of this research was the use of paraphrasing to improve students' reading comprehension skills of hortatory exposition text.

(2) Dependent Variable

Dependent variable is the one that measures the influence of the independent variable. From this definition, the dependent variable of this research

was the improvement of students' achievement through the score in reading comprehension test.

3.5 Instrument for Collecting Data

3.5.1 Test

According to Arikunto (2002: 136) research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research the researcher used a test as a method of data collection. Therefore, the role of test here is an instrument to collect data. This is related to Kerlinger's opinion that for most part of the instrument used to measure the achievement in education is a test (Kerlinger, 1965: 481). Test is a set of questions or other practice or device used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here is achievement test. Achievement tests attempt to measure what individual has learned- his or her present level of performance (Best, 1981: 193).

An instrument plays an important role in a study in the sense that the reliability of the instrument will influence the reliability of the data obtained. The instrument used in this experiment is intended to measure the students' achievement in reading comprehension test.

In this research, the writer used one test type only. It was a multiple choice test. This type of test was chosen mainly for reason of practicality (Brown, 2004:19) that it is easy to administer and can be scored quickly.

Based on Bloom Taxonomy, items of the test can be classified into six terms. Those terms are remembering, understanding, applying, analyzing, evaluating, and creating. According to Pohl (2000:8), the diagram of those six terms is as follow (Figure 3.2):

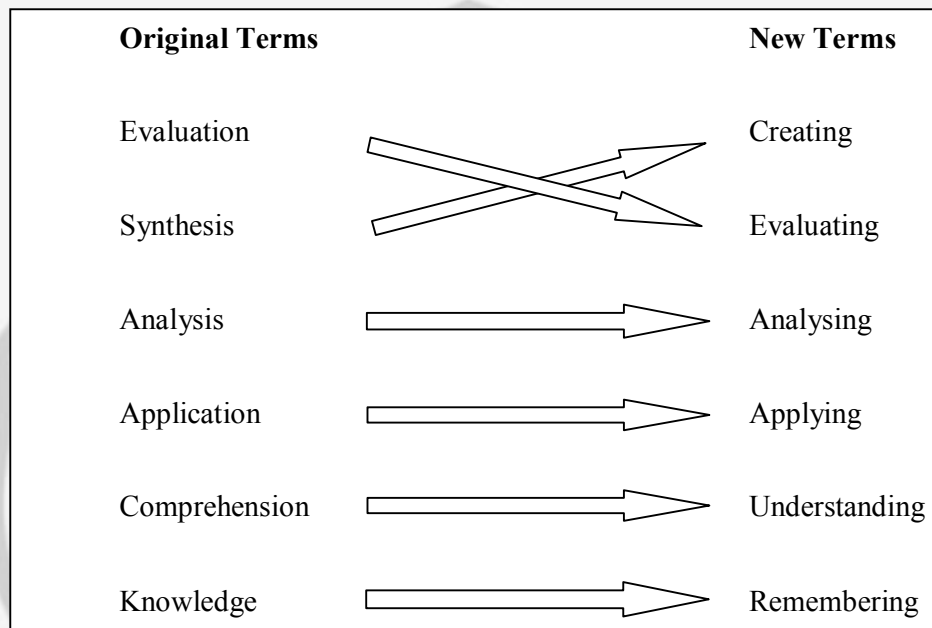


Figure 3.2 Revision of Bloom's Taxonomy

Based on the diagram, the test items that were used in this research can be classified in the following table:

Table 3.1 Classification of Test Items

Term	Number of Item	Sum
Remembering ; ability in recognizing a core of words, recalling information, retrieving knowledge	4, 17, 26, 27, 28, 34, 35 and 36	8

Understanding; ability in constructing meaning of written discourse, detecting the main idea, recognizing that a particular meaning may be expressed in different grammatical forms	1, 3, 5, 6, 7, 8, 9, 13, 14, 15, 16, 20, 21, 22, 23, 24, 29, 30, 31, 32, 33, 37, 38, 39, and 40	25
Applying; ability in recognizing and implementing grammatical word classes, systems such as tense, patterns, rules, etc.	11, 18	2
Analyzing; ability in determining words in an appropriate context	2, 10, 19, and 25	4
Evaluating; ability in making inference that is not explicit	12	1
Total items		40

The test items were designed based on the skills that have to be fulfilled of the Senior High School students. The number of questions for each term was arranged based on the level of the students' competence.

3.5.2 Try Out

The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable.

Trying out the test, according to Mouly (1967: 371), is necessary since the result is used to make sure that the measuring instrument has such characteristics validity and reliability. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in another class. The writer carried out a try out to 40 students of class XI IPA 3 of SMA Negeri 1 Kutowinangun in the academic year of 2010/2011 on March 26th 2011.

After scoring the result of the try-out, the writer made an analysis to find out the validity, reliability, index of difficulty, and index of discrimination of the item of the try out. All of them were used to decide which items that will be used in collecting the data.

3.6 Data Collecting

In this research, the writer had four meeting. In the first meeting, the students of experimental group were given pre-test in order to measure the condition before treatment. The pre-test was conducted on April 11st 2011. In the second meeting, on April 28th 2011, the treatment was given to experimental group. The students were taught reading hortatory exposition text by using paraphrasing. In the third meeting, on May 2nd 2011, the experimental group was also taught reading hortatory exposition text by using paraphrasing. The text that is used in the third meeting is different with the text that is used in the second meeting. In the fourth meeting, the writer had a post-test to experimental group in order to know the effect of the treatment. The post-test for experimental group was given on May 5th 2011.

3.7 Data Analysis

3.7.1 Validity of the Test

Concerning with validity, Heaton (1979: 152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. So, the test items should cover the material stated in English curriculum of Senior High School, in this case is eleventh grade.

Validity can also be defined as the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998: 226).

In this research, the writer used the item validity and calculated them by using Point Biserial Correlation. The formula can be described as follow:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbis} = coefficient of point biserial correlation

M_p = mean of total score of them who give correct answer of the test item

M_t = mean of total scores

S_t = standard deviation of total scores

p = proportion of students who give correct answer of each test item

q = proportion of students who give wrong answer of each test item

Arikunto (2006, 283)

3.7.2 Reliability of the test

Reliability refers to the consistency of measurement that is, to how consistent test score or other evaluation results are from one measurement to another (Gronlund, 1981: 93). In other words, the test measures examiner's ability consistently. Harris (1969: 14) says that to have confidence in measuring instruments, the researcher needs to make sure that approximately some result would be obtained if the test were given by different times. Reliability means the stability of test scores when the test is used. A test is reliable to the extent that it measures consistently, from one time to another.

To measure the reliability of the test, the writer used the formula of Kuder and Richardson that is K-R 21. The formula is:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

Where:

r_{11} = reliability of the test

k = the number of item

M = the mean of scores

V_t = total variance

Arikunto (2006, 188)

3.7.3 Difficulty Level

After administering and scoring the try out test, an item analysis was made to evaluate the effectiveness of the items. It was to check whether each item may be the requirement of a good test item or not.

JB Heaton (1975: 172) said that all items should be examined from the point of view of their difficulty level of discrimination. The index difficulty of an item simply showed how easy or difficult the particular item proved in the test.

It can be calculated by using the formula according to Arikunto (2006: 208) as follows:

$$P = \frac{B}{JS}$$

Where:

P = item difficulty

B = number of students who answered the item correctly

JS = number of students in a class

The criteria used here are:

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

3.7.4 Discriminating Power

The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test. The higher the values of discriminating power are, the more effective the item will be.

Heaton (1975: 173) states that the discrimination index of an item indicated the extent to which the item discriminated between the testers, separating the more able testers from the less able. The index of discriminating

told us whether those students who performed well and the whole test tended to do well or badly on each item in the test.

The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

Discriminating power can be obtained by using this following formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = discriminating power

BA = number of students in the upper group who answered the item correctly.

BB = number of students in the lower group who answered the item correctly.

JA = number of all students in the upper group.

JB = number of all students in the lower group.

(Arikunto, 2006: 213)

The criteria are:

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

3.8 Method of Data Analysis

3.8.1 Normality Test of Pre-test and Post-test Data

This test is used to know whether the data that will be analyzed have normal distribution or not. Here, the writer used chi-square formula.

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = chi square

O_i = observation frequency

E_i = expected frequency

k = the numbers of interval class

i = 1,2,3,...,k

(Sudjana, 2005: 273)

Criterion

For $\alpha = 5\%$ and $df = k-1$, if $\chi^2_{\text{value}} < \chi^2_{\text{table}}$, the data is normally distributed.

3.8.2 Test of Significance

To see whether the means of pre-test and post-test was statistically significant, the t-value should be obtained and consulted with the critical value in t-table.

The writer used the t-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

In which,

t = t-value

M_d = mean from different score between pre-test and post-test

x_d = deviation of each subject ($d - M_d$)

$\sum x_d^2$ = total deviation square

N = number of subject

df = $N - 1$

Arikunto (2006, 306)

Criterion

There is a significant difference between pre-test and post-test if $t > t_{table}$



CHAPTER IV

RESULT OF STUDY

This chapter presents the result of the research, including the result of try-out, pre-test, and post-test, normality of pre-test and post-test data, the difference between two means of pre-test and post-test, test of significance, and the discussion of the result.

4.1 The Result of Try Out

The result of try out was analyzed based on item validity, level of difficulty, discriminating power, and reliability. Those aspects influenced the number of items that were used in the pre-test and post-test. Therefore, those aspects were very important to calculate.

4.1.1 Item Validity

Concerning with validity, Heaton (1979: 152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. In this research, the writer used the item validity and calculated them by using Point Biserial Correlation.

For example, the validity index of number 1 is 0.40. Then the writer consulted the table of r with $N = 40$ and significance level 5% is 0.312. Since the result of the computation is higher than r in the table, the index validity of item number 1 is considered to be valid. (See Appendix 4)

Based on the computation of all items, there were 9 items which were invalid on the try-out test. Those were the item number 3, 8, 14, 20, 24, 27, 32, 35, and 38. In these items, based on the calculation done after the try out test, it was found that $r_{pbis} < r_{table}$. Since there were 31 valid items, the writer only used 30 items for the test based on consideration of time allocation and calculation.

4.1.2 Level of Difficulty

Level of difficulty is calculated from the number of students who answered correctly and the total number of the students. After calculating the item number 1 for example, the index of difficulty level is 0.28. According to the criteria, the difficulty level of item number 1 is difficult. The index of other items can be seen in Appendix 5.

As mentioned in the previous chapter, there are three categories for level of difficulty. They are difficult, medium, and easy. After calculating 40 items of try-out test, there were 20 items that were easy, 15 items were medium, and 5 items were difficult.

4.1.3 Discriminating Power

Discriminating power is calculated from the number of students in the upper and lower group who answered correctly and the number of all students in the upper and lower group. After calculating the item number 1, the discriminating power of it is 0.45. Therefore the criterion of the item number 1 is good. (See Appendix 6 for the other result)

In discriminating power, there are four categories. They are poor, satisfactory, good, and excellent. From 40 items of try-out test, there were 10 items that were poor, 28 items were satisfactory, and 2 items were good.

4.1.4 Reliability

In a test, the reliability of the test is needed to be calculated for the category of a good test. The reliability of the test was calculated from the number of items, the means of scores, and the total of variants. A test is considered to be reliable if r_{11} (result of calculation) is higher than r in the table (0.312). From the calculation for α (significance level) 5% and the number of students is 40, the result was 0.60. Since the r_{11} is higher than r_{table} , the test was considered to be reliable. (See Appendix 7)

4.2 Activities of the Research

In this research, there were three main activities. Those were pre-test, treatments, and post-test.

4.2.1 Pre-Test

Pre-test was given before doing the experiment. The pre-test was given in class XI IPA 1 at April 11st 2011. In pre-test, the students were given thirty items of reading comprehension test of hortatory exposition text. This was used to measure the students' ability in comprehending hortatory exposition text before they were given any treatment. They were asked to do the test for about 90 minutes.

4.2.2 Treatment

In conducting the experiment, the students of experiment group were given treatments after pre-test for two times; the first was at April 28th 2011 and the second was at May 2nd 2011. The purpose of these treatments was to apply the use of paraphrasing in comprehending hortatory exposition text. In the first meeting, the writer gave the students a hortatory exposition text. The writer gave an explanation about the definition and example of paraphrase, especially paraphrase of a sentence. The writer also gave a material about present tense. After that the writer assigned the students to make paraphrase of some sentences in the text. The writer also gave them several questions related to the passage. The questions were about analyzing the generic structure, language feature, and determining the main idea. Besides, the writer also treated them in mastering of vocabulary, for example in finding the meaning of some words in the passage. In the second meeting, the students were given the different topic of the text. In this meeting, the writer tried to treat them to paraphrase a paragraph. The writer also treated them with the several questions like in the first meeting. After that the writer assigned the students to make paraphrase of some paragraph in the text. The aim of giving treatments about paraphrase was to help the students in comprehending the texts given.

4.2.3 Post-Test

Post-test was given after all treatments had already been done. The post-test was conducted at May 5th 2011. The test items of post-test were the same as the test items of pre-test.

4.3 Normality Test of Pre-test and Post-test Data

This test is used to know whether the data that will be analyzed have normal distribution or not. Here, the writer used chi-square formula.

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = chi square

O_i = observation frequency

E_i = expected frequency

K = the numbers of interval class

i = 1, 2, 3, ..., k

(Sudjana, 2005: 273)

The writer compared chi-square value with chi-square table with significance level 5%, if $\chi^2_{\text{value}} < \chi^2_{\text{table}}$, the data is normally distributed.

The first data that was be analyzed was taken from the pre-test score of reading comprehension of hortatory exposition text. From the computation the writer got $\chi^2_{\text{value}} = 2.08$; with criteria $\alpha = 5\%$ and $df = k-1$, $\chi^2_{\text{table}} = 12.59$. Because $\chi^2_{\text{value}} < \chi^2_{\text{table}}$, it can be concluded that the pre-test score of experimental group is normally distributed. (Appendix 8)

The second data that was be analyzed was taken from the post-test score of reading comprehension of hortatory exposition text. From the computation the writer got χ^2_{value} of experimental group was 5.48; with criteria $\alpha = 5\%$ and $df =$

$k-1$, $\chi^2_{table} = 12.59$ Because $\chi^2_{value} < \chi^2_{table}$, it can be concluded that the post-test score of experimental group is normally distributed. (Appendix 9)

Table 4.1 Normality Test of Pre-test and Post-test Data

No.	Test	χ^2_{value}	χ^2_{table}	Criteria
1.	Pre-test	2.08	12.59	Normally distributed
2.	Post-test	5.48	12.59	Normally distributed

4.4 Significant Difference between Two Means of Pre-test and Post-Test

To know the significant different between two means of pre-test and post test, the writer did computation as follow:

Table 4.2 Significant Difference between Pre-test and Post-Test

NO.	Subject	Pre-test	Post-test	Differences (d)	d ²
1.	E-01	63	73	10	100
2.	E-02	73	76	3	9
3.	E-03	83	90	7	49
4.	E-04	73	76	3	9
5.	E-05	73	80	7	49
6.	E-06	66	73	7	49
7.	E-07	66	63	-3	9
8.	E-08	76	83	7	49

9.	E-09	80	80	0	0
10.	E-10	73	60	-13	169
11.	E-11	80	83	3	9
12.	E-12	70	83	13	169
13.	E-13	80	80	0	0
14.	E-14	83	86	3	9
15.	E-15	50	70	20	400
16.	E-16	63	70	7	49
17.	E-17	66	66	0	0
18.	E-18	63	66	3	9
19.	E-19	76	73	-3	9
20.	E-20	66	83	17	289
21.	E-21	76	76	0	0
22.	E-22	43	86	43	1849
23.	E-23	60	76	16	256
24.	E-24	63	70	7	49
25.	E-25	70	73	3	9
26.	E-26	76	73	-3	9
27.	E-27	83	70	-13	169
28.	E-28	63	83	20	400
29.	E-29	66	76	10	100
30.	E-30	86	83	-3	9

31.	E-31	60	73	13	169
32.	E-32	70	73	3	9
33.	E-33	56	70	14	196
34.	E-34	63	76	13	169
35.	E-35	83	63	-20	400
36.	E-36	63	66	3	9
37.	E-37	76	70	-6	36
38.	E-38	76	66	-10	100
39.	E-39	86	80	-6	36
40.	E-40	86	96	10	100
Σ		2828	3013	185	5509
Mean		$\bar{x}_1 = 70.7$	$\bar{x}_2 = 75.325$	Md = 4.625	137.725

From the data on Table 4.2, the mean scores between pre-test and post-test increased from 70.7 to 75.325. Therefore, the increase of score from pre-test to post-test was 4.625. This data showed that there was a significant difference between pre-test and post-test scores.

4.5 Test of Significance

In the result of calculation, to check whether the means of pre-test and post-test was statistically significant, the t-value should be obtained and consulted with the critical value in t-table.

In this research, the number of students was 40. The degree of freedom (df) was 39 which was calculated from the formula $N - 1$, because the subject of pre-test and post-test was the same. The t-table with the degree of freedom 39 and level of significance (α) 5% was 2.02.

Table 4.3 The Layout of Computing the Data

No.	Pre-test	Post-test	Gain(d)	$x_d = (d - M_d)$	x_d^2
1.	-	-	-	-	-
2.	-	-	-	-	-
....	-	-	-	-	-
....	-	-	-	-	-
...	-	-	-	-	-
40.	-	-	-	-	-
$\sum N=40$	\sum pre-test score=	\sum post-test score=	$\sum d=$	$\sum x_d=$	$\sum x_d^2=$

The formula of computing the t_{value} :

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{N(N-1)}}}$$

In which,

t = t-value

M_d = mean from different score between pre-test and post-test

x_d = deviation of each subject ($d - M_d$)

$\sum x^2d$ = total deviation square

N = number of subject

df = $N-1$

Arikunto (2006, 306)

Criterion

There is a significant difference between pre-test and post-test if $t > t_{table}$

The steps of computing t_{value} :

- (1) First, find the individual scores of pre-test then put them under the pre-test column. After that, find the total score of pre-test.
- (2) Second, find the individual scores of post-test then put them under the post-test column. After that, find the total score of post-test.
- (3) Third, find the gain or difference scores between pre-test and post-test then put them under the d column. After that, find the total of d or $\sum d$.
- (4) Next, find the mean of difference score between pre-test and post-test (M_d) by computing $\sum d$ divided by total number of subject ($N=40$).

$$M_d = \frac{\sum d}{N}$$

$$M_d = \frac{185}{40}$$

$$M_d = 4.625$$

- (5) Then, find the x_d by computing d subtracted by M_d .
- (6) After that, find the x_d square (x^2_d).
- (7) Finally, apply the formula.

Table 4.4 Test of Significance between Pre-test and Post-test

Code	Pre-test	Post-test	Gain (d)	$xd=(d-Md)$	xd^2
E-01	63	73	10	5.375	28.891
E-02	73	76	3	-1.625	2.641
E-03	83	90	7	2.375	5.641
E-04	73	76	3	-1.625	2.641
E-05	73	80	7	2.375	5.641
E-06	66	73	7	2.375	5.641
E-07	66	63	-3	-7.625	58.141
E-08	76	83	7	2.375	5.641
E-09	80	80	0	-4.625	21.391
E-10	73	60	-13	-17.625	310.641
E-11	80	83	3	-1.625	2.641
E-12	70	83	13	8.375	70.141
E-13	80	80	0	-4.625	21.391
E-14	83	86	3	-1.625	2.641
E-15	50	70	20	15.375	236.391
E-16	63	70	7	2.375	5.641
E-17	66	66	0	-4.625	21.391
E-18	63	66	3	-1.625	2.641
E-19	76	73	-3	-7.625	58.141
E-20	66	83	17	12.375	153.141
E-21	76	76	0	-4.625	21.391
E-22	43	86	43	38.375	1472.641
E-23	60	76	16	11.375	129.391
E-24	63	70	7	2.375	5.641
E-25	70	73	3	-1.625	2.641
E-26	76	73	-3	-7.625	58.141
E-27	83	70	-13	-17.625	310.641
E-28	63	83	20	15.375	236.391
E-29	66	76	10	5.375	28.891
E-30	86	83	-3	-7.625	58.141
E-31	60	73	13	8.375	70.141
E-32	70	73	3	-1.625	2.641
E-33	56	70	14	9.375	87.891
E-34	63	76	13	8.375	70.141
E-35	83	63	-20	-24.625	606.391
E-36	63	66	3	-1.625	2.641
E-37	76	70	-6	-10.625	112.891
E-38	76	66	-10	-14.625	213.891
E-39	86	80	-6	-10.625	112.891
E-40	86	96	10	5.375	28.891

Σ	2828	3013	185	0	4653.375
Mean	70.7	75.325	4.625		

The t-value is computed as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{4.625}{\sqrt{\frac{4653.375}{40(40-1)}}$$

$$t = \frac{4.625}{\sqrt{\frac{4653.375}{40(39)}}$$

$$t = \frac{4.625}{\sqrt{\frac{4653.375}{1560}}$$

$$t = \frac{4.625}{\sqrt{2.983}}$$

$$t = \frac{4.625}{1.727}$$

$$t = 2.678$$

The t_{table} with degree of freedom (df) = $N-1=40-1=39$ and $\alpha=5\%$ was 2.02.

After consulting with the t_{table} , the t-value was higher than t-table ($2.678 > 2.02$).

See appendix 11. So, H_0 (paraphrasing is not effective to improve Senior High School students' reading comprehension skills of hortatory exposition text) was

rejected. It can be concluded that paraphrasing is statistically effective to improve students' scores of reading comprehension test of hortatory exposition text.

The contribution of paraphrasing to improve students' reading comprehension skills of hortatory exposition text can be computed statistically as

follow:

$$\begin{aligned} & \frac{|\bar{x}_1 - \bar{x}_2|}{\bar{x}_1} \times 100\% \\ &= \frac{|70.7 - 75.325|}{70.7} \times 100\% \\ &= \frac{4.625}{70.7} \times 100\% \\ &= 0.065 \times 100\% \\ &= 6.5\% \end{aligned}$$

From the computation, it can be concluded that statistically the contribution of paraphrasing to improve students' reading comprehension scores of hortatory exposition text is about 6.5%. Whereas, 93.5% is influenced by others factors. Hopefully it can be used as reference for the next researchers to find other factors that can improve students' reading comprehension skills.

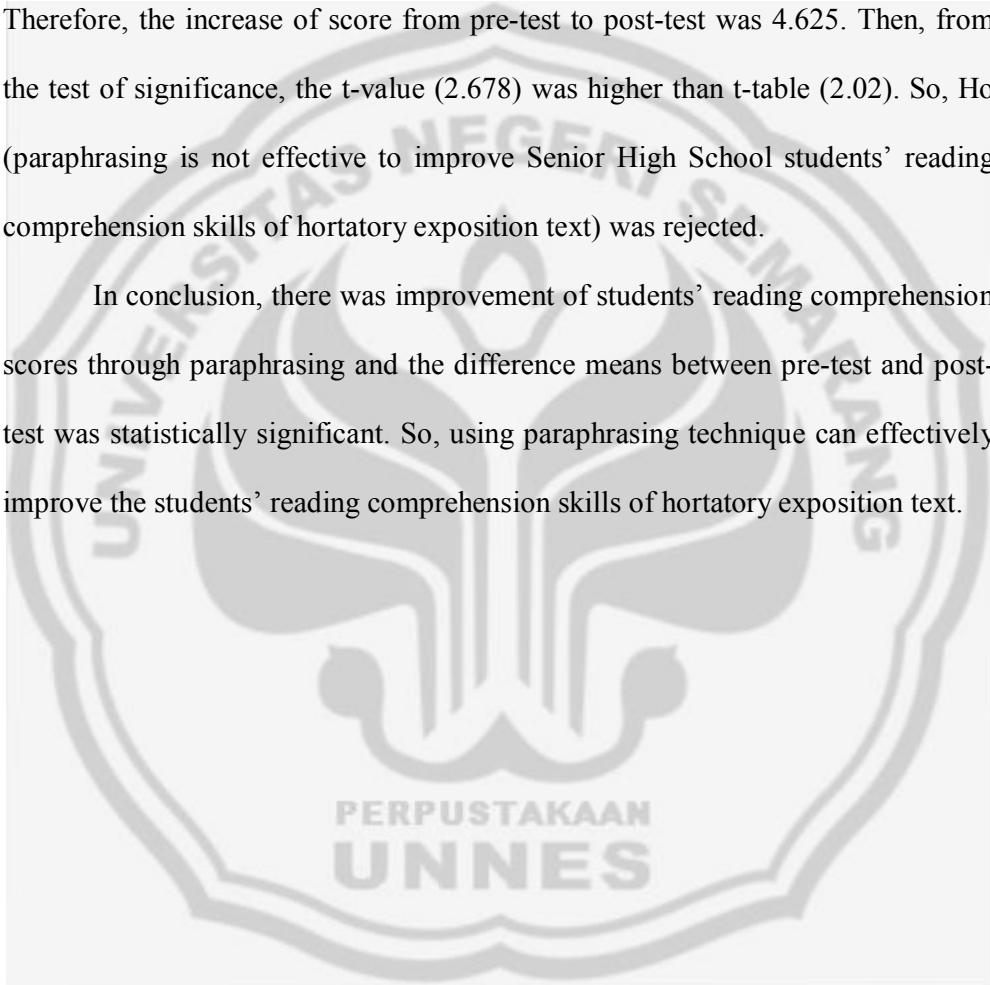
4.6 Discussion of the Result

In this study, the objective is to investigate whether paraphrasing is significantly effective to improve the mastery of reading comprehension skills of hortatory exposition text of Senior High School students by applying test of

significance. The aim of the significance test was to know the significant difference between students' scores in pre-test and post-test.

From the result of the test, students' scores in pre-test and post-test was significantly different. The mean of scores increased from 70.7 to 75.325. Therefore, the increase of score from pre-test to post-test was 4.625. Then, from the test of significance, the t-value (2.678) was higher than t-table (2.02). So, H_0 (paraphrasing is not effective to improve Senior High School students' reading comprehension skills of hortatory exposition text) was rejected.

In conclusion, there was improvement of students' reading comprehension scores through paraphrasing and the difference means between pre-test and post-test was statistically significant. So, using paraphrasing technique can effectively improve the students' reading comprehension skills of hortatory exposition text.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the study based on the result of the study and suggestions for the students, teachers, and next researchers.

5.1 Conclusion

The main objective of this study was to investigate whether paraphrasing is significantly effective to improve the mastery of reading comprehension skills of hortatory exposition text of Senior High School students.

The method used was pre-experimental design that was designed in the form of one group pre-test post-test. The result showed that there was significant difference between pre-test and post-test. The mean of scores increased significantly from 70.7 to 75.325. To know the significance, t-test was applied from the difference of means until 4.625. From the t-test, t-value (2.678) was higher than t-table (2.02). So, H_0 (paraphrasing is not effective to improve Senior High School students' reading comprehension skills of hortatory exposition text) was rejected. In conclusion, paraphrasing is effective to improve students' reading comprehension skills of hortatory exposition text.

5.2 Suggestions

In this study, the writer would like to give some suggestions related to the improvement of students' ability in reading comprehension to get better result.

(1) For the students

- a. It is very important for the students to improve their skill in English through reading because reading is a good way to find out knowledge, information, new ideas, facts, and experiences.
- b. It is very useful for the students to enrich their vocabulary and English grammar through reading. By doing so, hopefully they will be able to make paraphrase so that they can re-express something by their own words easily.

(2) For the teacher

- a. It is very important for the teachers to use appropriate technique in teaching reading to the students. They should apply the appropriate technique to the text they taught. The technique should be chosen based on the students' education level to minimize misunderstanding between teacher and students.
- b. It is very important for the teacher to use paraphrasing technique in teaching reading comprehension in order to gives clarity when the original passage is vague.

(3) For the next researcher

- a. The writer hopes other researchers can use this study as one of references in conducting their research on the same field of study. There is possibility to find another more effective way in teaching reading comprehension.
- b. The writer hopes there will be an improvement for the next study from the weaknesses of this final project.



BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian; Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Best, J.W. 1981. *Research in Education 4th Edition*. New Jersey: Prentice Hall Inc.
- Bloom, B.S. 1956. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
- Brown, H. D. 2004. *Language Assessment*. New York: Longman.
- Brumfit, Christopher. J. 1981. *English for International Communication*. London: Pergamon Press
- Callahan, F. and Clark L. H. 1982. *Teaching in the Middle and Secondary School: Planning for Competence*. USA: Macmillan Publishing Co., Inc.
- Carnine, D., Silbert, J., and Kameenui, E.J.1990. *Direct Instruction Reading*. Ohio: Merrill Publishing Co.
- Christensen, B. Larry. 2001. *Experimental Methodology* 8th ed. USA: A Pearson Education Company.
- Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas.
- Gerot, L., and P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Grabe, W., and Stoller F. 2002. *Teaching and researching reading*. Essex, England: Longman.
- Gronlund, N. E. 1998. *Assessment of Student Achievement 6th Edition*. Boston: Allyn and Bacon.
- Harmer, J. 2001. *The Practice of English Language Testing*. London: Longman Group Ltd.

- Harris, D. P. 1969. *Testing English as a Second Language*. New York: McGraw-Hill.
- Harris, A.J and E.R. Sipay. 1980. *How to Increase Reading Ability: Guide to Developmental and Remedial Methods*. New York: Longman, Inc.
- Heaton, J.B. 1975. *Writing English Language Test*. England: Longman Group Limited.
- Heffner, C. L. 2004. *Research Methods for Education, Psychology, and the Social Sciences*. Florida: Heffner Media Group.
- Hornby, A.S. 1995. *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press
- Kerlinger, F.N. 1965. *Foundation of Behavioral Research*. New York University: Holt, Rinehart Winston.
- Leedy, P.D. 1997. *Practical research: Planning and design (6th ed.)*. Upper Saddle River, NJ: Prentice-Hall, Inc., p. 232-233.
- Mouly. 1976. *Test for Experiment*. New York: Mac Millian, Inc.
- Pohl, M. 2000. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Ruddell, Martha Rapp. 2005. *Teaching Content Reading and Writing*. USA: John Wiley and sons, Inc.
- Simanjuntak, Edhitia G. 1988. *Developing Reading Skills for EFL Students*. Jakarta : Depdikbud.
- Sudjana. 2005. *Metoda Statistika*. Bandung: PT Tarsito.
- Tanner, R. and C. Green. 1998. *Task for Teacher Education*. Harlow, UK: Longman .
- Vandermeij, R. 2007. *The College Writer*. Houghton

<http://en.wikipedia.org/wiki/Paraphrase> (accessed 01/08/11)

Appendix 1

ITEMS ANALYSIS OF TRY OUT

No.	Code	Number of Item						
		1	2	3	4	5	6	7
1	S-22	1	1	1	1	1	1	1
2	S-25	0	1	1	1	1	1	1
3	S-37	1	1	1	1	1	1	1
4	S-05	0	1	0	1	1	1	1
5	S-16	1	1	1	1	1	1	1
6	S-26	0	1	0	1	1	1	1
7	S-02	0	1	0	1	1	1	1
8	S-07	1	1	0	1	1	1	1
9	S-10	0	1	1	1	1	1	1
10	S-12	1	1	1	1	1	1	1
11	S-14	0	1	1	1	0	1	1
12	S-15	1	1	1	1	1	1	0
13	S-17	0	1	0	1	1	1	1
14	S-21	0	1	0	1	1	1	0
15	S-29	1	1	1	1	1	1	0
16	S-01	1	1	1	1	1	1	1
17	S-08	1	1	1	1	0	1	1
18	S-09	1	1	0	1	1	1	1
19	S-13	0	1	0	1	1	1	0
20	S-20	0	1	0	1	1	1	0
21	S-24	0	0	1	1	1	1	0
22	S-27	0	1	1	1	0	1	1
23	S-28	0	0	0	1	1	1	0
24	S-31	0	0	1	1	0	0	0
25	S-32	0	1	1	1	1	1	0
26	S-34	0	0	1	1	1	1	0
27	S-39	0	1	1	1	1	1	0
28	S-03	0	1	1	1	0	1	0
29	S-04	0	1	1	0	0	0	0
30	S-11	0	1	1	1	0	1	1
31	S-19	0	0	1	0	0	0	0
32	S-23	0	1	0	0	1	1	1
33	S-30	0	1	0	1	0	1	0

34	S-33	0	1	1	1	1	0	0
35	S-36	0	1	1	1	1	1	1
36	S-40	0	0	1	0	0	1	1
37	S-06	0	1	1	1	1	1	1
38	S-18	0	1	1	1	0	1	0
39	S-35	0	1	1	1	1	0	1
40	S-38	1	0	1	0	0	1	0
TOTAL		11	33	28	35	28	35	22
Validity	Mp	30.73	28.48	27.04	28.57	29.18	28.46	29.23
	Mt	27.83	27.83	27.83	27.83	27.83	27.83	27.83
	p	0.28	0.83	0.70	0.88	0.70	0.88	0.55
	q	0.73	0.18	0.30	0.13	0.30	0.13	0.45
	p/q	0.38	4.71	2.33	7.00	2.33	7.00	1.22
	St	4.46	4.46	4.46	4.46	4.46	4.46	4.46
	rpbis	0.40	0.32	-0.27	0.44	0.46	0.37	0.35
	t _{table}	$\alpha = 5\%$ and $N = 40$, $r_{table} = 0.312$						
Difficulty Level	Criteria	Valid	Valid	Invalid	Valid	Valid	Valid	Valid
	B	11	33	28	35	28	35	22
	JS	40	40	40	40	40	40	40
	P	0.28	0.83	0.70	0.88	0.70	0.88	0.55
Discriminating Power	Criteria	Difficult	Easy	medium	Easy	medium	Easy	medium
	BA	10	20	11	20	18	20	15
	BB	1	13	17	15	10	15	7
	JA	20	20	20	20	20	20	20
	JB	20	20	20	20	20	20	20
	D	0.45	0.35	-0.30	0.25	0.40	0.25	0.40
Reliability	Criteria	good	satisfactor	poor	satisfactor	satisfactor	satisfactor	satisfactor
	Criteria	used	used	unused	used	used	used	used
	p	0.275	0.825	0.7	0.875	0.7	0.875	0.55
	q	0.725	0.175	0.3	0.125	0.3	0.125	0.45
	pq	0.199375	0.144375	0.21	0.109375	0.21	0.109375	0.2475
	k	40						
	Σpq	6.7519						
Vt	19.89438							
r ₁₁	0.6776							
Criteria	reliabel							

Number of Items							
8	9	10	11	12	13	14	15
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	0	1	1	1	1	0	1
0	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1
1	0	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1
1	1	1	1	1	1	0	1
0	0	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	0
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
1	1	1	1	0	1	1	0
1	0	1	1	1	1	1	1
0	0	1	1	1	1	1	1
1	1	0	1	1	1	0	1
1	0	1	1	1	1	0	1
1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	1
1	1	0	1	1	1	1	0
1	1	1	1	1	0	1	1
1	0	0	1	1	0	0	0
1	0	1	1	0	1	1	1
1	0	1	1	0	0	1	1
1	0	0	1	0	0	0	1
1	0	1	1	1	1	0	1
1	1	1	1	1	0	0	1
1	0	1	1	1	1	0	1
1	0	1	1	0	0	0	0
0	1	1	0	1	1	1	0
1	0	1	0	0	1	0	0

1	0	0	0	1	1	0	1
35	23	35	37	34	34	12	33
27.91	29.13	28.46	28.46	28.59	28.68	26.83	28.64
27.83	27.83	27.83	27.83	27.83	27.83	27.83	27.83
0.88	0.58	0.88	0.93	0.85	0.85	0.30	0.83
0.13	0.43	0.13	0.08	0.15	0.15	0.70	0.18
7.00	1.35	7.00	12.33	5.67	5.67	0.43	4.71
4.46	4.46	4.46	4.46	4.46	4.46	4.46	4.46
0.05	0.34	0.37	0.50	0.41	0.45	-0.15	0.39

$\alpha = 5\%$ and $N = 40$, $r_{table} = 0.312$

Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
35	23	35	37	34	34	12	33
40	40	40	40	40	40	40	40
0.88	0.58	0.88	0.93	0.85	0.85	0.30	0.83
Easy	medium	Easy	Easy	Easy	Easy	Difficult	Easy
18	15	20	20	20	20	3	19
17	8	15	17	14	14	9	14
20	20	20	20	20	20	20	20
20	20	20	20	20	20	20	20
0.05	0.35	0.25	0.15	0.30	0.30	-0.30	0.25
poor	satisfactory	satisfactory	poor	satisfactory	satisfactory	poor	satisfactory
unused	used	used	unused	used	used	unused	used
0.875	0.575	0.875	0.925	0.85	0.85	0.3	0.825
0.125	0.425	0.125	0.075	0.15	0.15	0.7	0.175
0.10938	0.244375	0.109375	0.06938	0.1275	0.1275	0.21	0.144375

Number of Item

16	17	18	19	20	21	22	23
0	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0
0	1	1	1	1	1	1	0
1	1	1	1	1	1	1	0
0	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1

0	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1
0	1	1	1	0	1	1	0
0	1	1	1	0	1	1	0
0	1	1	0	1	1	1	1
0	1	1	1	1	0	1	0
0	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1
0	1	1	0	1	1	1	0
0	1	1	1	1	1	1	0
0	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0
0	0	1	1	1	1	0	1
1	0	1	0	1	0	0	0
0	0	1	1	1	1	0	0
0	0	1	1	1	0	1	1
0	1	0	0	1	1	1	0
0	1	1	1	1	1	1	0
0	0	1	1	1	1	1	1
0	1	1	0	1	0	1	1
0	1	1	0	1	1	1	0
0	0	1	0	1	1	1	0
0	0	0	0	1	0	1	1
0	0	0	0	1	1	1	0
1	1	0	1	1	1	0	0
0	1	1	0	1	0	1	0
0	1	1	0	1	0	0	0
0	1	1	1	1	1	1	0
12	32	35	26	38	33	35	18
30.25	28.81	28.51	29.04	27.66	28.70	28.43	29.39
27.83	27.83	27.83	27.83	27.83	27.83	27.83	27.83
0.30	0.80	0.88	0.65	0.95	0.83	0.88	0.45
0.70	0.20	0.13	0.35	0.05	0.18	0.13	0.55
0.43	4.00	7.00	1.86	19.00	4.71	7.00	0.82
4.46	4.46	4.46	4.46	4.46	4.46	4.46	4.46
0.36	0.44	0.41	0.37	-0.16	0.42	0.36	0.32

$\alpha = 5\%$ and $N = 40$, $r_{table} = 0.312$

Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
12	32	35	26	38	33	35	18
40	40	40	40	40	40	40	40
0.30	0.80	0.88	0.65	0.95	0.83	0.88	0.45

Difficult	Easy	Easy	medium	Easy	Easy	Easy	medium
9	20	20	16	18	19	20	12
3	12	15	10	20	14	15	6
20	20	20	20	20	20	20	20
20	20	20	20	20	20	20	20
0.30	0.40	0.25	0.30	-0.10	0.25	0.25	0.30
satisfactor y	satisfactor y	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory
used	used	used	used	unused	used	used	used
0.3	0.8	0.875	0.65	0.95	0.825	0.875	0.45
0.7	0.2	0.125	0.35	0.05	0.175	0.125	0.55
0.21	0.16	0.109375	0.2275	0.0475	0.144375	0.109375	0.2475

Number of Item							
24	25	26	27	28	29	30	31
1	1	1	1	1	1	0	0
0	1	1	1	1	1	1	1
0	1	1	1	1	0	1	1
1	1	1	0	1	1	1	1
1	1	1	1	1	0	1	1
1	1	1	0	1	1	1	1
1	1	1	0	1	1	1	1
0	1	1	1	1	0	1	0
0	0	1	1	1	0	1	0
1	1	1	1	1	0	1	1
0	1	1	0	1	0	1	1
1	1	1	1	1	0	1	1
1	1	1	0	1	1	0	1
0	1	1	1	1	1	1	1
1	1	1	1	1	0	0	0
0	1	1	1	1	1	1	1
1	1	1	0	1	0	0	1
0	1	1	0	1	0	1	0
0	1	1	0	1	1	1	1
0	1	1	0	1	1	1	1
1	1	1	1	1	0	1	1
1	1	1	1	1	0	0	1
1	0	1	1	1	0	1	0
0	1	1	1	1	0	1	0
1	1	1	0	0	1	0	1
0	0	1	1	1	0	1	0

1	1	1	1	0	0	1	0
1	1	1	1	0	0	0	0
1	0	0	1	1	0	0	1
1	1	1	1	1	0	0	1
1	1	1	1	1	0	1	0
1	0	0	1	1	0	0	0
1	1	1	1	1	0	1	1
0	0	1	1	1	0	0	0
0	0	0	1	0	0	1	0
1	1	0	1	1	0	1	1
0	0	1	1	1	0	1	0
0	0	1	1	1	0	0	0
1	1	1	0	1	1	0	0
0	1	0	0	0	0	0	1
23	31	35	28	35	12	26	23
27.83	28.84	28.63	27.39	28.46	30.42	28.96	29.22
27.83	27.83	27.83	27.83	27.83	27.83	27.83	27.83
0.58	0.78	0.88	0.70	0.88	0.30	0.65	0.58
0.43	0.23	0.13	0.30	0.13	0.70	0.35	0.43
1.35	3.44	7.00	2.33	7.00	0.43	1.86	1.35
4.46	4.46	4.46	4.46	4.46	4.46	4.46	4.46
0.00	0.42	0.48	-0.15	0.37	0.38	0.35	0.36

$\alpha = 5\%$ and $N = 40$, $r_{table} = 0.312$

Invalid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid
23	31	35	28	35	12	26	23
40	40	40	40	40	40	40	40
0.58	0.78	0.88	0.70	0.88	0.30	0.65	0.58
medium	Easy	Easy	medium	Easy	Difficult	medium	medium
10	19	20	11	20	10	16	15
13	12	15	17	15	2	10	8
20	20	20	20	20	20	20	20
20	20	20	20	20	20	20	20
-0.15	0.35	0.25	-0.30	0.25	0.40	0.30	0.35
poor	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory	satisfactory
unused	used	used	unused	used	used	used	used
0.575	0.775	0.875	0.7	0.875	0.3	0.65	0.575
0.425	0.225	0.125	0.3	0.125	0.7	0.35	0.425
0.24438	0.174375	0.109375	0.21	0.109375	0.21	0.2275	0.244375

Number of Item								
32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	0
0	1	1	1	1	0	0	1	1
0	1	1	1	1	1	0	1	1
0	1	1	1	1	1	1	1	0
1	1	1	1	1	0	0	0	0
0	1	1	1	1	1	1	1	0
0	1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	0
1	1	1	1	1	0	1	0	1
0	1	1	1	1	1	0	0	1
0	1	1	1	1	0	0	1	1
1	0	1	1	1	1	0	1	0
0	0	1	1	1	1	1	1	1
0	1	1	1	1	0	0	0	1
1	1	1	1	1	1	1	0	1
0	0	1	1	1	1	0	0	1
1	1	1	1	1	0	1	0	0
1	1	1	1	1	1	1	0	1
0	1	1	1	1	1	0	0	1
0	1	1	1	1	0	0	1	1
1	1	1	1	1	1	1	0	0
1	0	1	1	1	0	1	0	0
1	1	1	1	1	1	0	0	0
0	0	1	1	1	1	1	0	0
1	1	1	1	1	1	1	0	0
1	0	1	1	1	0	1	0	0
1	1	0	1	1	0	1	0	0
1	0	1	1	1	1	1	0	1
1	0	1	1	1	0	0	0	0
1	1	1	1	0	0	1	0	0
1	1	1	1	0	1	1	1	0
0	1	0	1	1	0	1	0	1
1	1	1	1	1	0	1	0	0
1	1	1	1	0	0	1	0	0
0	0	0	1	1	0	1	0	0
0	0	0	1	1	1	0	0	0
0	0	1	1	0	0	1	1	0
1	0	0	1	1	0	1	0	0

0	1	1	1	0	0	1	0	1
22	28	35	40	35	21	27	12	16
27.27	28.93	28.69	27.83	28.66	29.38	26.85	30.58	29.75
27.83	27.83	27.83	27.83	27.83	27.83	27.83	27.83	27.83
0.55	0.70	0.88	1.00	0.88	0.53	0.68	0.30	0.40
0.45	0.30	0.13	0.00	0.13	0.48	0.33	0.70	0.60
1.22	2.33	7.00	#DIV/0! !	7.00	1.11	2.08	0.43	0.67
4.46	4.46	4.46	4.46	4.46	4.46	4.46	4.46	4.46
-0.14	0.38	0.51	#DIV/0! !	0.49	0.37	-0.31	0.40	0.35

$\alpha = 5\%$ and $N = 40$, $r_{table} = 0.312$

Invalid	Valid	Valid	#DIV/0! !	Valid	Valid	Invalid	Valid	Valid
22	28	35	40	35	21	27	12	16
40	40	40	40	40	40	40	40	40
0.55	0.70	0.88	1.00	0.88	0.53	0.68	0.30	0.40
medium	medium	Easy	Easy	Easy	medium	medium	Difficult	medium
8	17	20	20	20	13	10	10	13
14	11	15	20	15	8	17	2	3
20	20	20	20	20	20	20	20	20
20	20	20	20	20	20	20	20	20
-0.30	0.30	0.25	0.00	0.25	0.25	-0.35	0.40	0.50
poor	satisfactory	satisfactory	poor	satisfactory	satisfactory	poor	satisfactory	good
unused	used	used	#DIV/0! !	used	used	unused	used	used
0.55	0.7	0.875	1	0.875	0.525	0.675	0.3	0.4
0.45	0.3	0.125	0	0.125	0.475	0.325	0.7	0.6
0.2475	0.21	0.109375	0	0.109375	0.249375	0.219375	0.21	0.24

Y	Y ²
34	1156
34	1156
34	1156
33	1089
33	1089
33	1089
32	1024
32	1024
32	1024
32	1024

31	961
31	961
31	961
31	961
31	961
31	961
30	900
30	900
30	900
30	900
29	841
29	841
27	729
26	676
26	676
26	676
25	625
24	576
24	576
24	576
24	576
24	576
23	529
23	529
22	484
21	441
21	441
20	400
20	400
20	400
1113	31765

Reliability

k	=	40
k-1	=	39
p	=	0.70
q	=	0.30
Vt	=	20.40
M	=	27.83
r ₁₁	=	0.60

Appendix 2

LIST OF NAME FOR TRY-OUT GROUP

NO.	NAME	CODE
1.	AHMAD PRIAWAN C.	S-01
2.	ANGGUN TRI NOFITASARI	S-02
3.	APRILIANI W.A	S-03
4.	ARIF SUDIBYO PERMADI	S-04
5.	DARA WIDIA N.	S-05
6.	DWI LESTARI	S-06
7.	DWI MEGAWATI S.	S-07
8.	DWI SUNU H.	S-08
9.	EKA NAFIATUL R.	S-09
10.	ELANATA OKTAVIA	S-10
11.	ERNI PRIYANTI	S-11
12.	GIAN NURMASARI	S-12
13.	HERLINA OKY YULIATI	S-13
14.	IMADUDDIN N.A	S-14
15.	INDRI ARYANTI	S-15
16.	ISTIQOMAH	S-16
17.	INTANG WIDYOWATI	S-17
18.	JAYANTI INDAH LAYLA	S-18
19.	LILI NUR INDAH S.	S-19
20.	MEIKO BAYU LUXYANA	S-20
21.	MELLIA INDRIANI	S-21
22.	MUHAMMAD FARHAN	S-22
23.	MUHANAH	S-23
24.	MUKHTAR LUTHFI	S-24
25.	NINING ISTIQOMAH	S-25
26.	NOFI ITASARI	S-26
27.	NURUL FADLILAH	S-27
28.	PARYATI	S-28
29.	RAHMAT WIDI UTAMA	S-29
30.	REDICHA NITAMI PUTRI	S-30
31.	RIFQI ALFIANI R.	S-31
32.	RISQI AMANAH	S-32
33.	RIZKIANI	S-33
34.	SALISKA NUR AFSARI	S-34
35.	SISKA ARIS MAYA	S-35
36.	SITI RAHMAWATI H.P	S-36
37.	SUAD FATIHATI	S-37
38.	TSALITS AL JAMILATUL LAYL	S-38
39.	UMI HABIBAH	S-39
40.	WINDA PRIMA RINI	S-40

Appendix 3

LIST OF NAME FOR EXPERIMENTAL GROUP

NO.	NAME	CODE
1.	ADE IRFAN PRANOTO	E-01
2.	ADNAN KHAIRUL SYA'BANI	E-02
3.	AKHMAD RIYANTO	E-03
4.	AMALIA KHUSNUL KH.	E-04
5.	ANY MACHRUDIYAH	E-05
6.	ARIS SETIYONO	E-06
7.	ASALIS ULI SATRIYANI	E-07
8.	AYU PRILISCIA	E-08
9.	CHUSNUL WIDIYANTI	E-09
10.	DANU PRASETYO	E-10
11.	DIAN YULIANTI	E-11
12.	DWI NOVIA NINGRUM	E-12
13.	ENDAH NURHIDAYAH	E-13
14.	FERNINDA KHOERUNNISA	E-14
15.	HANIATUS SHOLIKHAH	E-15
16.	IMAROH KHAYATI	E-16
17.	ISTIFAIYAH	E-17
18.	JATI NURLIYANAWATI	E-18
19.	KHOLIDAH NURBAETY	E-19
20.	MAHATMA RADEA KRESNO	E-20
21.	MA'RIFATUN)	E-21
22.	MUHAMMAD ERFAN A.	E-22
23.	MUHAMAD SUKRON NAWAWI	E-23
24.	MUHAMMAD RIYADITIA DANANG	E-24
25.	MUNTOFINGAH	E-25
26.	NASIR MACHMUD	E-26
27.	NINDIYA NURULITA	E-27
28.	NURUL ALIFAH	E-28
29.	OKI NURSIYANA	E-29
30.	PUJI KURNIASIH	E-30
31.	RETNO SUBEKTI	E-31
32.	RINA INDRAWATI	E-32
33.	RIZKI FATYANI	E-33
34.	ROWIYAH	E-34
35.	SHAFa CHANDRA	E-35
36.	S. MARIYAH U.	E-36
37.	SRI MULYANI	E-37
38.	SRI WAHYUNI	E-38
39.	TRI ASTUTI	E-39
40.	WIDYASTUTI R.CH	E-40

Appendix 4

The Computation of Validity

Formula

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where:

M_p = mean of total score of students who answered the item correctly

M_t = mean of total score of students

S_t = standart deviation of total score

p = proportion of students who answered the item correctly

q = proportion of students who answered the item incorrectly

Criteria

The tes item is valid if $r_{value} > r_{table}$.

The following table is the example of calculation for the validity of item number 1, and the same formula is also be used for the other items.

No.	Code	Item Number 1 (X)	Total Score (Y)	Y^2	XY
1	S-22	1	34	1156	34
2	S-25	0	34	1156	0
3	S-37	1	34	1156	34
4	S-05	0	33	1089	0
5	S-16	1	33	1089	33
6	S-26	0	33	1089	0
7	S-02	0	32	1024	0
8	S-07	1	32	1024	32
9	S-10	0	32	1024	0
10	S-12	1	32	1024	32
11	S-14	0	31	961	0
12	S-15	1	31	961	31
13	S-17	0	31	961	0
14	S-21	0	31	961	0
15	S-29	1	31	961	31
16	S-01	1	31	961	31
17	S-08	1	30	900	30
18	S-09	1	30	900	30
19	S-13	0	30	900	0
20	S-20	0	30	900	0
21	S-24	0	29	841	0
22	S-27	0	29	841	0
23	S-28	0	27	729	0
24	S-31	0	26	676	0
25	S-32	0	26	676	0
26	S-34	0	26	676	0
27	S-39	0	25	625	0

28	S-03	0	24	576	0
29	S-04	0	24	576	0
30	S-11	0	24	576	0
31	S-19	0	24	576	0
32	S-23	0	24	576	0
33	S-30	0	23	529	0
34	S-33	0	23	529	0
35	S-36	0	22	484	0
36	S-40	0	21	441	0
37	S-06	0	21	441	0
38	S-18	0	20	400	0
39	S-35	0	20	400	0
40	S-38	1	20	400	20
Total		11	1113	31765	406

Based on the table, it can be got:

$$\begin{aligned}
 M_p &= \frac{\text{total score of students who answer correctly item number 1}}{\text{number of students who answer correctly item number 1}} \\
 &= \frac{338}{11} \\
 &= 30.73
 \end{aligned}$$

$$\begin{aligned}
 M_t &= \frac{\text{total score}}{\text{number of students}} \\
 &= \frac{1113}{40} \\
 &= 27.83
 \end{aligned}$$

$$\begin{aligned}
 p &= \frac{\text{number of students who answer correctly item number 1}}{\text{number of students}} \\
 &= \frac{11}{40} \\
 &= 0.28
 \end{aligned}$$

$$q = 1 - p = 1 - 0.28 = 0.73$$

$$S_t = \sqrt{\frac{31765 - \frac{(1113)^2}{40}}{40}} = 4.46$$

$$\begin{aligned}
 r_{pbis} &= \frac{30.73 - 27.83}{4.46} \sqrt{\frac{0.28}{0.73}} \\
 &= 0.40
 \end{aligned}$$

For $\alpha = 5\%$ and number of subjects is 40, $r_{table} = 0.312$

Because $r_{pbis} > r_{table}$, therefore the item number 1 is valid.

Appendix 5

The Computation of Difficulty Level

Formula

$$P = \frac{B}{JS}$$

Where:

- P = item difficulty
 B = number of students who answered the item correctly
 JS = number of students in a class

Criteria

The criteria of the computation are as follow:

Interval	Criteria
$0.00 < P \leq 0.30$	difficult
$0.30 < P \leq 0.70$	medium
$0.70 < P \leq 1.00$	easy

The following is the example of difficulty level calculation for item number 1, and the same formula is also be used for the other items.

No.	Upper Group		No.	Lower Group	
	Code	Score		Code	Score
1	S-22	1	1	S-24	0
2	S-25	0	2	S-27	0
3	S-37	1	3	S-28	0
4	S-05	0	4	S-31	0
5	S-16	1	5	S-32	0
6	S-26	0	6	S-34	0
7	S-02	0	7	S-39	0
8	S-07	1	8	S-03	0
9	S-10	0	9	S-04	0
10	S-12	1	10	S-11	0
11	S-14	0	11	S-19	0
12	S-15	1	12	S-23	0
13	S-17	0	13	S-30	0
14	S-21	0	14	S-33	0
15	S-29	1	15	S-36	0
16	S-01	1	16	S-40	0
17	S-08	1	17	S-06	0
18	S-09	1	18	S-18	0
19	S-13	0	19	S-35	0
20	S-20	0	20	S-38	1
Total		10	Total		1

By using the formula above, the calculation is as follow:

$$IK = \frac{11}{40} = 0.28$$

Therefore, the criteria of the difficulty index for item number 1 (0.28) is difficult.

Appendix 6

The Computation of Discriminating Power

Formula

$$D = \frac{B_A}{J_B} - \frac{B_B}{J_B}$$

Where:

D	=	Discriminating power
BA	=	Number of students in the upper group who answered correctly
BB	=	Number of students in the lower group who answered correctly
JA	=	Number of all students in the upper group
JB	=	Number of all students in the lower group

Criteria

The criteria of the computation are as follow:

Interval	Criteria
$D \leq 0.20$	poor
$0.20 < D \leq 0.40$	satisfactory
$0.40 < D \leq 0.70$	good
$0.70 < D \leq 1.00$	excellent

The following is the example of discriminating power calculation for item number 1, and the same formula is also be used for the other items.

No.	Upper Group		No.	Lower Group	
	Code	Score		Code	Score
1	S-22	1	1	S-24	0
2	S-25	0	2	S-27	0
3	S-37	1	3	S-28	0
4	S-05	0	4	S-31	0
5	S-16	1	5	S-32	0
6	S-26	0	6	S-34	0
7	S-02	0	7	S-39	0
8	S-07	1	8	S-03	0
9	S-10	0	9	S-04	0
10	S-12	1	10	S-11	0
11	S-14	0	11	S-19	0
12	S-15	1	12	S-23	0
13	S-17	0	13	S-30	0
14	S-21	0	14	S-33	0
15	S-29	1	15	S-36	0
16	S-01	1	16	S-40	0
17	S-08	1	17	S-06	0
18	S-09	1	18	S-18	0
19	S-13	0	19	S-35	0
20	S-20	0	20	S-38	1
Total		10	Total		1

$$D = \frac{10}{20} - \frac{1}{20} = 0.45$$

Based on the criteria, the item number 1 is good.

Appendix 7

The Computation of Reliability of the Test based on K-R21 Formula

Formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kVt} \right)$$

Where:

r_{11}	=	reliability of the test
k	=	the number of items
M	=	the means of scores
Vt	=	the total of variants

Criteria

The test is reliable if $r_{11} > r_{table}$

r_{11}	Criteria
$0,8 < r_{11} < 1,0$	very good
$0,6 < r_{11} < 0,8$	good
$0,4 < r_{11} < 0,6$	enough
$0,2 < r_{11} < 0,4$	poor
$r_{11} < 0,2$	very poor

The following is the calculation of the reliability of the test.

$$k = 40$$

$$M = 27.83$$

$$Vt = 20.40$$

$$r_{11} = \left(\frac{40}{40 - 1} \right) \left(1 - \frac{27.83 [40 - 27.83]}{40 \cdot 20.4} \right)$$

$$= 0.60$$

For $\alpha = 5\%$ and number of subject is 40, $r_{table} = 0.312$

Because $r_{11} > r_{table}$, therefore the test is reliable.

From the computation we get $r_{11} = 0.60$,

so based on the criteria the reliability of the test is enough.

The Computation of Reliability of the Test based on K-R20 Formula

Formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} : reliability of the test

n : numbers of items

p : proportion of students who answer the item correctly

q : proportion of students who answer the item incorrectly = $1 - p$

$$S^2 : \text{variants} = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$\sum X^2$: total deviation

N : numbers of students

Criteria

Interval	Criteria
$r_{11} \leq 0,2$	very poor
$0,2 < r_{11} \leq 0,4$	poor
$0,4 < r_{11} \leq 0,6$	enough
$0,6 < r_{11} \leq 0,8$	good
$0,8 < r_{11} \leq 1,0$	very good

The computation:

$$n = 40$$

$$\sum pq = 6.7519$$

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} = \frac{31765 - \left(\frac{1238769}{40} \right)}{40} = 19.8944$$

$$r_{11} = \left(\frac{40}{40 - 1} \right) \left(\frac{19.8944 - 6.7519}{19.8944} \right)$$

$$= 0.6776$$

For $\alpha = 5\%$ and number of subject is 40, $r_{table} = 0.312$

Because $r_{11} > r_{table}$, therefore the test is reliable.

From the computation we get $r_{11} = 0.6776$, so the reliability of the test is good.

Appendix 8

Normality Test of Pre-test Data of Class XI IPA 1

Hypothesis

Ho : The data is normally distributed

Ha : The data is not normally distributed

Hypothesis Test:

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

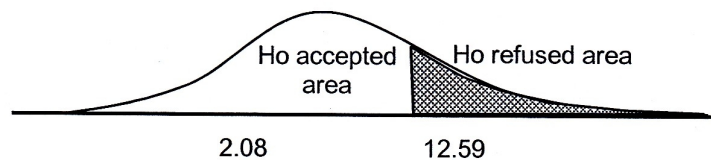
Ho is accepted if $\chi^2 < \chi^2_{table}$

Hypothesis Test

Max. score	=	86	Class width	=	7
Min. score	=	43	Mean (\bar{x})	=	70.70
Range	=	43	s	=	10.03
Class interval	=	7	n	=	40

Kelas interval	Batas kelas	Z untuk batas kelas.	Peluang untuk Z	Luas kls. Untuk Z	Ei	Oi	$(O_i - E_i)^2$	
							Ei	
43 - 49	42.5	-2.81	0.4975	0.0148	0.5926	1	0.2800	
50 - 56	49.5	-2.11	0.4827	0.0612	2.4466	2	0.0815	
57 - 63	56.5	-1.42	0.4216	0.1580	6.3201	9	1.1363	
64 - 70	63.5	-0.72	0.2635	0.2556	10.2237	8	0.4837	
71 - 77	70.5	-0.02	0.0080	0.2590	10.3612	10	0.0126	
78 - 84	77.5	0.68	0.2511	0.1645	6.5787	7	0.0270	
85 - 91	84.5	1.38	0.4155	0.0654	2.6158	3	0.0564	
	91.5	2.07	0.4809					
							χ^2	= 2.08

For $\alpha = 5\%$, $dk = 7 - 1 = 6$, $\chi^2_{table} = 12.59$



Because $\chi^2 < \chi^2_{table}$, Ho is accepted.

So the pre-test score of experimental group is said to be normally distributed.

Appendix 9

Normality Test of Post-test Data of Class XI IPA 1

Hypothesis

Ho : The data is normally distributed

Ha : The data is not normally distributed

Hypothesis Test:

Formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Criteria

Ho is accepted if $\chi^2 < \chi^2_{table}$

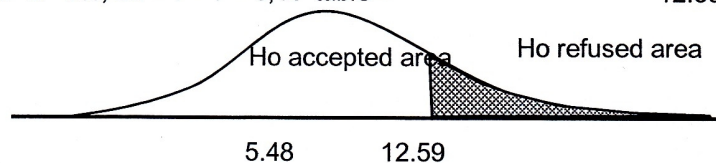
Hypothesis Test:

Max. score	=	96	Class width	=	6
Min. score	=	60	Mean (\bar{x})	=	75.33
Range	=	36	s	=	7.86
Class interval	=	7	n	=	40

Kelas interval	Batas kelas	Z untuk batas kls.	Peluang untuk Z	Luas kls. Untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
60 - 65	59.5	-2.01	0.4780	0.0836	3.3438	3	0.0354
66 - 71	65.5	-1.25	0.3944	0.2076	8.3046	10	0.3461
72 - 77	71.5	-0.49	0.1868	0.2958	11.8313	13	0.1155
78 - 83	77.5	0.28	0.1090	0.2419	9.6746	10	0.0109
84 - 89	83.5	1.04	0.3509	0.1135	4.5392	2	1.4204
90 - 95	89.5	1.80	0.4644	0.0305	1.2206	1	0.0399
96 - 101	95.5	2.57	0.4949	0.0047	0.1878	1	3.5138
	101.5	3.33	0.4996				

$$\chi^2 = 5.48$$

For $\alpha = 5\%$, $dk = 7 - 1 = 6$, $\chi^2_{table} = 12.59$



Because $\chi^2 < \chi^2_{table}$, Ho is accepted.

So the post-test score of experimental group is said to be normally distributed.

Appendix 10

Table of Test of Significance between Pre-test and Post-test

Code	Pre-test	Post-test	Gain (d)	xd=(d-Md)	xd ²	d ²
E-01	63	73	10	5.375	28.891	100
E-02	73	76	3	-1.625	2.641	9
E-03	83	90	7	2.375	5.641	49
E-04	73	76	3	-1.625	2.641	9
E-05	73	80	7	2.375	5.641	49
E-06	66	73	7	2.375	5.641	49
E-07	66	63	-3	-7.625	58.141	9
E-08	76	83	7	2.375	5.641	49
E-09	80	80	0	-4.625	21.391	0
E-10	73	60	-13	-17.625	310.641	169
E-11	80	83	3	-1.625	2.641	9
E-12	70	83	13	8.375	70.141	169
E-13	80	80	0	-4.625	21.391	0
E-14	83	86	3	-1.625	2.641	9
E-15	50	70	20	15.375	236.391	400
E-16	63	70	7	2.375	5.641	49
E-17	66	66	0	-4.625	21.391	0
E-18	63	66	3	-1.625	2.641	9
E-19	76	73	-3	-7.625	58.141	9
E-20	66	83	17	12.375	153.141	289
E-21	76	76	0	-4.625	21.391	0
E-22	43	86	43	38.375	1472.641	1849
E-23	60	76	16	11.375	129.391	256
E-24	63	70	7	2.375	5.641	49
E-25	70	73	3	-1.625	2.641	9
E-26	76	73	-3	-7.625	58.141	9
E-27	83	70	-13	-17.625	310.641	169
E-28	63	83	20	15.375	236.391	400
E-29	66	76	10	5.375	28.891	100
E-30	86	83	-3	-7.625	58.141	9
E-31	60	73	13	8.375	70.141	169
E-32	70	73	3	-1.625	2.641	9
E-33	56	70	14	9.375	87.891	196
E-34	63	76	13	8.375	70.141	169
E-35	83	63	-20	-24.625	606.391	400
E-36	63	66	3	-1.625	2.641	9
E-37	76	70	-6	-10.625	112.891	36
E-38	76	66	-10	-14.625	213.891	100

E-39	86	80	-6	-10.625	112.891	36
E-40	86	96	10	5.375	28.891	100
Σ	2828	3013	185	0	4653.375	5509
Mean	70.7	75.325	4.625			



Appendix 11

T-test of One Group Pretest-Posttest Design

Hypothesis

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

The Calculation

Formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

which

$$Md = \frac{\sum d}{N}$$

and

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

H_a is accepted if t value $\geq t_{(1-\alpha)(N-1)}$

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{185}{40} \\ &= 4.625 \end{aligned}$$

and

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 5509 - \left(\frac{185}{40} \right)^2 \\ &= 5509 - 855.625 \\ &= 4653.375 \end{aligned}$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

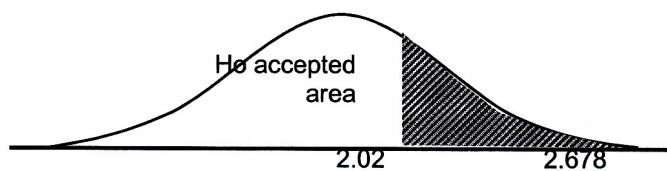
$$t = \frac{4.625}{\sqrt{\frac{4653.375}{40(40-1)}}}$$

$$= \frac{4.625}{\sqrt{2.983}}$$

$$= 2.678$$

For $\alpha = 5\%$ and $df = 40 - 1 = 39$, $t_{(0.95)(39)} =$

2.02



Since $t_{\text{value}} > t_{\text{table}}$, it means that there is a significant difference between pre-test and post-test scores on reading comprehension.



Appendix 12

STANDAR ISI SMA KELAS XI

Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan</p>

	<i>hortatory exposition</i>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjutan (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjutan (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjutan (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>
	<p>Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof</i>, dan <i>hortatory exposition</i></p>

<p>Membaca</p> <p>11. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, spoof</i>, dan <i>hortatory exposition</i></p>
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof</i>, dan <i>hortatory exposition</i></p>

Appendix 13

LESSON PLAN FOR EXPERIMENT GROUP

School	: SMA N 1 Kutowinangun
Subject	: English
Grade/Semester	: XI/2
Text Type	: Hortatory Exposition Text
Skill	: Reading
Time Allotment	: 1 meeting (2 x 45')
Standard	: 11. Membaca
Competence	Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
Basic Competence	: 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .

A. Purpose of Study

In the end of the lesson students are able to:

- ☉ Identify the social function, generic structure and language features of hortatory exposition text.
- ☉ Find the meaning of difficult words.

- ☞ Identify the main idea of each paragraph in the hortatory exposition text.
- ☞ Write a paraphrase of some sentences.

B. Learning Material

1. Paraphrase

According to <http://en.wikipedia.org/wiki/Paraphrase>, paraphrase is restatement of a text or passages, using other words. Then, according to Oxford Advanced Learners Dictionary, paraphrase is expressing the meaning of something written or said, using different words, especially in order to make it easier to understand.

Example: I don't know its implication

- I fail to understand its implication.
- I can't comprehend what it implies.
- I am unable to make out its implication.
- I am incapable of understanding its implication.
- I am not clear about its implication.
- I have no idea of what it implies.
- I have no knowledge of its implication.
- I have no understanding of its implication.
- Its implication is unknown to me.
- Its implication is not understandable to me.
- What it implies is not comprehensible to me.
- What it implies couldn't be understood by me.
- Its implication is Greek to me.
- Its implication is beyond me.
- Its implication is above my comprehension.

2. Hortatory Exposition Text

a. The example of hortatory exposition text

When we buy a mobile phone, we have to consider a few points. Doing so, we will be able to make a wise decision.

If we decide to buy a mobile phone, we can start asking ourselves why we want the equipment. We may ask, “Do we want it for our prestige or for its usefulness?”

After we decide to use a mobile phone, we should make a choice on the type of mobile phone. With the various choices in the market, we should decide the one that meets our needs. We must know what we need.

As a consequence of its high operational costs, we have to pay more for a mobile phone compare to a fixed telephone. That is why we have to think carefully before we decide to use it. Therefore, we only use the mobile phone for important talks. It will not be to use it for a chat with a friend.

With all the consequences of the mobile phone, we indeed should give serious considerations before using it. They are:

1. Ask yourself, “Do I really need it at the moment?”
2. Buy the mobile phone that suits your budget.
3. Prioritize the function of the mobile phone, rather than its features.
4. Use the mobile phone for important talks.

Taken from English for a Better Life (for Senior High School Grade XI)

b. Social function: to persuade the reader or listener that something should or should not be the case or be done.

c. The generic structure of hortatory exposition text

- Thesis: announcement of issue of concern
- Arguments: reason for concern, leading to recommendation
- Recommendation: statement of what ought or ought not to happen

d. The language feature of hortatory exposition text

- Focus on **generic human** and **non-human participants**, except for speaker or writer referring to self.
- Use of:
 - Mental processes: to state what writer thinks or feels about issue
Ex: realize, feel, appreciate

- Material processes: to state what happens
Ex: is polluting, drive, travel, spend, should be treated
- Relational processes: to state what is or should be
Ex: doesn't seem to have been, is

➤ Use of simple present tense

S + V₁ (-s/-es)

e. Vocabulary

- | | | |
|----------------|---------------|-------------------|
| ➤ mobile phone | ➤ usefulness | ➤ pay |
| ➤ consider | ➤ choice | ➤ compare |
| ➤ wise | ➤ various | ➤ consideration |
| ➤ decision | ➤ market | ➤ suit (verb) |
| ➤ decide | ➤ need (noun) | ➤ fixed telephone |
| ➤ equipment | ➤ consequence | ➤ prioritize |
| ➤ prestige | ➤ cost (noun) | |

f. Grammar

Simple present tense:

Verbal

- (+) S + V₁ (-s/-es)
 (-) S + do/does + not + Vinf
 (?) Do/does + S + Vinf

Non Verbal

- (+) S + to be (am, is, are) + Noun/Adjective
 (-) S + to be (am, is, are) + not + Noun/Adjective
 (?) to be (am, is, are) + S + Noun/Adjective

C. Method:

- ∅ Lecturing
- ∅ Reading
- ∅ Comprehension

⊗ Question and Answer

⊗ Paraphrasing

D. Learning Steps

1. Opening (5 minutes)

⊗ Teacher greets the students and checks the attendance list.

“Good afternoon, class. How are you today?”

“Before starting our lesson, let’s call the roll.”

⊗ Apperception

“Have you ever read an ad in a newspaper?”

“Does ad persuade you to do or buy something?”

⊗ Motivation

“What’s on your mind about our lesson today?”

⊗ Teacher shows the purpose of study

In the end of the study students will be able to:

- *Identify the social function, generic structure, and language features of hortatory exposition text.*
- *Find the meaning of difficult words.*
- *Identify the main ideas of each paragraph in the hortatory exposition text.*
- *Write a paraphrase of some sentences.*

⊗ Teacher talks about the material

“Today we’re going to learn about hortatory exposition text and paraphrase.”

2. Main Activities (80 minutes)

a. Exploration

⊗ Teacher gives students the example of hortatory exposition text.

“Here, I have an example of hortatory exposition text.”

⊗ Teacher asks students to read the text.

“Well, let’s read the text. Listen carefully and then repeat after me, please.”

- ☉ Teacher explains the social function, generic structure and language feature of the text.

“I will explain the social function, generic structure and language feature of hortatory exposition text.”

- ☉ Teacher explains the grammar used in the text.

“Tense that is used in hortatory exposition text is simple present tense. The formula is $S + V_1$ (-s/-es).”

- ☉ Teacher gives explanation about definition of paraphrase.

“Now, I will tell you about paraphrase. Anyone knows what paraphrase is? Well, paraphrase is restatement of a text or passages, using other words. Paraphrase is expressing the meaning of something written or said, using different words, especially in order to make it easier to understand.”

- ☉ Teacher gives the example of paraphrase.

“I have some example of paraphrase. Look at the blackboard and listen carefully please.”

b. Elaboration (50 minutes)

- ☉ Students are asked to find the meaning of difficult words.

“Work individually. Find the meaning of each difficult word and write it down on your answer sheet.”

- ☉ Students are asked to identify the social function, generic structure, and language feature of the text.

“Work individually. Answer the question on activity 2.”

- ☉ Students are asked to find the main ideas of each paragraph.

“Work individually. Find the main ideas of each paragraph, please.”

- ☉ Students are asked to make a paraphrase of each paragraph.

“Work individually. Write a paraphrase of each sentence.”

c. Confirmation (15 minutes)

- ☉ Teachers discuss the meaning of difficult words and the main ideas of each paragraph with the students.

“Have you finished? Now, let’s discuss together!”

- ∅ Teacher asks students whether there is any difficulty in today's lesson.
"Is there any difficulty in today's lesson?" Have you understood the material well?
- ∅ Teacher gives conclusion and feedback about the material today.
"Well today we have learned about the social function, generic structure and language feature of hortatory exposition text and paraphrase. For the next meeting we will have another example of hortatory exposition text."

3. Closing (5 minutes)

- ∅ Teacher closes the meeting.
"OK class, that's all for today. See you."

E. Learning Source

- ∅ A example of hortatory exposition text
- ∅ Student's worksheet

F. Evaluation

No.	Indicator	Technique	Instrument	Example
1.	Students are able to find the meaning of difficult words.	written test	short answer	Find the meaning of these words.
2.	Students are able to identify the social function, generic structure and language features of the text.	written test	short answer	Answer the questions below based on the text.
3.	Students are able to find the main idea of the text.	written test	essay	Find the main idea of each paragraph.
4.	Students are able to	written	essay	Write a

	make a paraphrase of some sentences.	test	(paraphrase)	paraphrase of each sentence.
--	--------------------------------------	------	--------------	------------------------------

a. Instrument of evaluation

Activity 1

Find the meaning of these words!

- | | | |
|-----------------|-----------------|---------------------|
| 1. mobile phone | 7. prestige | 14. cost (noun) |
| 2. consider | 8. usefulness | 15. pay |
| 3. wise | 9. choice | 16. compare |
| 4. decision | 10. various | 17. consideration |
| 5. decide | 11. market | 18. suit (verb) |
| 6. equipment | 12. need (noun) | 19. fixed telephone |
| | 13. consequence | 20. prioritize |

Activity 2

Answer the questions below based on the text!

1. What is the social function of the text?
2. Which paragraph contains the thesis?
3. Which paragraphs contain the arguments?
4. Which paragraphs contain the recommendation?
5. Mention the mental, material and relational processes of the text?

Activity 3

Find the main idea of each paragraph!

1.
.....
2.
.....
3.
.....
4.
.....

5.

Activity 4

Write a paraphrase of each sentence!

1. When we buy a mobile phone, we have to consider a few points.

2. Doing so, we will be able to make a wise decision.

3. If we decide to buy a mobile phone, we can start asking ourselves why we want the equipment.

4. After we decide to use a mobile phone, we should make a choice on the type of mobile phone.

5. With the various choices in the market, we should decide the one that meets our needs.

6. As a consequence of its high operational costs, we have to pay more for a mobile phone compare to a fixed telephone.

7. That is why we have to think carefully before we decide to use it.

8. With all the consequences of the mobile phone, we indeed should give serious considerations before using it

9. Buy the mobile phone that suits your budget.

10. Prioritize the function of the mobile phone, rather than its features.

b. Rubric of Evaluation

Activity 1: the number of correct answer x 1 = 20 x 1 = 20

Activity 2: the number of correct answer x 3 = 5 x 3 = 15

Activity 3: the maximum score for the aspect x 5 = 5 x 5 = 25

Activity 4: the maximum score for the aspect x 10 = 10 x 5 = 50

ASPECT	SCORE	EXPLANATION
Expresses accurately the main idea.	5	excellently expressed
	4	clearly expressed
	3	clear but little part unexpressed
	2	less clear and many parts unexpressed
	1	almost whole text is wrong

ASPECT	SCORE	EXPLANATION
Paraphrase accurately the sentence.	5	excellently paraphrased
	4	clearly paraphrased
	3	clear but little part do not be paraphrased
	2	less clear and many parts do not be paraphrased
	1	almost whole paraphrase is wrong

Total score = (20 + 15 + 25 + 50) : 11 = 110 : 11 = 10

Kutowinangun, April 28th 2011

The English Teacher

The Researcher

Siti Chusniah, S.Pd

NIP. 19690916 199702 2 004

Aprilia Setiawati

NIM. 2201407194

Name :

SRN :

Class :

WORKSHEET

Activity 1

Find the meaning of these words.

- | | | | |
|-----------------|---|---------------------|---|
| 1. mobile phone | : | 11. market | : |
| 2. consider | : | 12. need (noun) | : |
| 3. wise | : | 13. consequence | : |
| 4. decision | : | 14. cost (noun) | : |
| 5. decide | : | 15. pay | : |
| 6. equipment | : | 16. compare | : |
| 7. prestige | : | 17. consideration | : |
| 8. usefulness | : | 18. suit (verb) | : |
| 9. choice | : | 19. fixed telephone | : |
| 10. various | : | 20. prioritize | : |

Activity 2

Answer the questions below based on the text!

1. What is the social function of the text?

.....

2. Which paragraph contains the thesis?

.....

3. Which paragraphs contain the arguments?

.....

4. Which paragraphs contain the recommendation?

.....

5. Mention the mental, material and relational processes of the text?

.....

.....

.....

.....

Activity 3

Find the main idea of each paragraph!

1.
-
-
2.
-
-
3.
-
-
4.
-
-
5.
-
-

Activity 4

Write a paraphrase of each sentence!

1. When we buy a mobile phone, we have to consider a few points.
-
-
2. Doing so, we will be able to make a wise decision.
-
-
3. If we decide to buy a mobile phone, we can start asking ourselves why we want the equipment.
-

-
4. After we decide to use a mobile phone, we should make a choice on the type of mobile phone.
.....
.....
 5. With the various choices in the market, we should decide the one that meets our needs.
.....
.....
 6. As a consequence of its high operational costs, we have to pay more for a mobile phone compare to a fixed telephone.
.....
.....
 7. That is why we have to think carefully before we decide to use it.
.....
.....
 8. With all the consequences of the mobile phone, we indeed should give serious considerations before using it
.....
.....
 9. Buy the mobile phone that suits your budget.
.....
.....
 10. Prioritize the function of the mobile phone, rather than its features.
.....
.....

Appendix 14

LESSON PLAN FOR EXPERIMENT GROUP

School	: SMA N 1 Kutowinangun
Subject	: English
Grade/Semester	: XI/2
Text Type	: Hortatory Exposition Text
Skill	: Reading
Time Allotment	: 1 meeting (2 x 45')
Standard	: 11. Membaca
Competence	Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
Basic Competence	: 11.3 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .

A. Purpose of Study

In the end of the lesson students are able to:

- ☉ Identify the social function, generic structure and language features of hortatory exposition text.
- ☉ Find the meaning of difficult words.
- ☉ Identify the main idea of each paragraph in the hortatory exposition text.
- ☉ Write a paraphrase of each paragraph.

B. Learning Material

1. Paraphrase

According to <http://en.wikipedia.org/wiki/Paraphrase>, paraphrase is restatement of a text or passages, using other words. Then, according to Oxford Advanced Learners Dictionary, paraphrase is expressing the meaning of something written or said, using different words, especially in order to make it easier to understand.

Example:

- Recent technological changes are making modern medicine a popular and exciting field of study than ever before.

Paraphrase: *Medicine is more exciting now than it used to be because of recent technological changes, so more people want to study it.*

- Transplants of the heart, liver, and other organs of the body are much more common now than they were ten or twenty years ago.

Paraphrase: *Transplants of body organs were not common ten or twenty years ago.*

- Because of modern technology, organ transplants are more successful today than they were in the past. Not long ago, transplant patients often died because after a few days their bodies fought against the new organ. A new drug, however, now helps the human body accept its new part.

Paraphrase: *With a new drug, organ transplants succeed more often because the patient's body does not fight against new organ.*

2. Hortatory Exposition Text

g. The example of hortatory exposition text

A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

*Taken from Communicative Competence 2B: A course in Acquiring English
Communicative Competence, For Senior High School Level, Grade XI
Semester 2*

h. Purpose: to persuade the reader or listener that something should or should not be the case or be done.

i. The generic structure of hortatory exposition text

- Thesis: announcement of issue of concern
- Arguments: reason for concern, leading to recommendation
- Recommendation: statement of what ought or ought not to happen

j. The language feature of hortatory exposition text

- Focus on **generic human** and **non-human participants**, except for speaker or writer referring to self
- Use of:
 - Mental processes: to state what writer thinks or feels about issue
Ex: realize, feel, appreciate
 - Material processes: to state what happens
Ex: is polluting, drive, travel, spend, should be treated
 - Relational processes: to state what is or should be
Ex: doesn't seem to have been, is
- Use of simple present tense
V + S₁ (-s/-es)

k. Vocabulary

- | | | |
|--------------|---------------|---------------|
| ➤ habit | ➤ vehicle | ➤ mass media |
| ➤ realize | ➤ toward | ➤ conduct |
| ➤ transform | ➤ achieve | ➤ tight |
| ➤ improve | ➤ campaign | ➤ competition |
| ➤ literature | ➤ government | ➤ force |
| ➤ valuable | ➤ common | ➤ speed up |
| ➤ motivate | ➤ people | |
| ➤ decision | ➤ face (verb) | |

1. Grammar

Simple present tense:

Verbal

(+) S + V₁ (-s/-es)

(-) S + do/does + not + Vinf

(?) Do/does + S + Vinf

Non Verbal

(+) S + to be (am, is, are) + Noun/Adjective

(-) S + to be (am, is, are) + not + Noun/Adjective

(?) to be (am, is, are) + S + Noun/Adjective

C. Method:

- ⊗ Lecturing
- ⊗ Reading
- ⊗ Comprehension
- ⊗ Question and answer

D. Learning Steps

1. Opening (5 minutes)

- ⊗ Teacher greets the students and checks the attendance list.

“Good morning, class. How are you today?”

“Before starting our lesson, let’s call the roll.”

- ⊗ Apperception

“Have you ever read an ad in a newspaper?”

“Does ad persuade you to do or buy something?”

- ⊗ Motivation

“What’s on your mind about our lesson today?”

- ⊗ Teacher shows the purpose of study

In the end of the study students will be able to:

- *Identify the social function, generic structure, and language features of hortatory exposition text.*
- *Find the meaning of difficult words.*
- *Identify the main ideas of each paragraph in the hortatory exposition text.*
- *Write a paraphrase of each paragraph.*

∅ Teacher talks about the material

“Today we’re going to learn about hortatory exposition text and paraphrase.”

2. Main Activities (80 minutes)

a. Exploration (15 minutes)

1. Teacher gives students the example of hortatory exposition text.

“Here, I have an example of hortatory exposition text.”

2. Teacher asks students to read the text.

“Well, let’s read the text. Listen carefully and then repeat after me, please.”

3. Teacher explains the social function, generic structure and language feature of the text.

“I will explain the social function, generic structure and language feature of hortatory exposition text.”

4. Teacher explains the grammar used in the text.

“Tense that is used in hortatory exposition text is simple present tense. The formula is $S + V_1$ (-s/-es).”

5. Teacher gives explanation about definition of paraphrase.

“Now, I will tell you about paraphrase. Anyone knows what paraphrase is? Well, paraphrase is restatement of a text or passages, using other words. Paraphrase is expressing the meaning of something written or said, using different words, especially in order to make it easier to understand.”

6. Teacher gives the example of paraphrase.

“I have some example of paraphrase. Look at the blackboard and listen carefully please.”

b. Elaboration (50 minutes)

1. Students are asked to find the meaning of difficult words.

“Work individually. Find the meaning of each difficult word and write it down on your answer sheet.”

2. Students are asked to identify the social function, generic structure, and language feature of the text.

“Work individually. Answer the question on activity 2.”

3. Students are asked to find the main ideas of each paragraph.

“Now, work individually. Find the main ideas of each paragraph, please.”

4. Students are asked to make a paraphrase of each paragraph.

“Work individually. Write a paraphrase of each paragraph.”

c. Confirmation (15 minutes)

1. Teachers discuss the meaning of difficult words and the main ideas of each paragraph with the students.

“Have you finished? Now, let’s discuss together!”

2. Teacher asks students whether there is any difficulty in today’s lesson.

“Is there any difficulty in today’s lesson?” Have you understood the material well?

3. Teacher gives conclusion and feedback about the material today.

“Well today we have learned about the social function, generic structure and language feature of hortatory exposition text and paraphrase. For the next meeting we will have another example of hortatory exposition text.”

3. Closing (5 minutes)

- ∅ Teacher closes the meeting.

“OK. I think that’s all for today. Thanks for your attention. Good bye.”

G. Learning Source

∅ A text entitled A Campaign of the Importance of Reading

∅ Student's worksheet

H. Evaluation

No.	Indicator	Technique	Instrument	Example
1.	Students are able to find the meaning of difficult words.	written test	short answer	Find the meaning of these words.
2.	Students are able to identify the social function, generic structure and language features of the text.	written test	short answer	Answer the questions below based on the text.
3.	Students are able to find the main idea of the text.	written test	essay	Find the main idea of each paragraph.
4.	Students are able to make a paraphrase of each paragraph.	written test	essay (paraphrase)	Write a paraphrase of each paragraph.

a. Instrument of Evaluation

Activity 1

Find the meaning of these words.

- | | |
|---------------|--------------|
| 1. habit | 7. motivate |
| 2. realize | 8. decision |
| 3. transform | 9. vehicle |
| 4. improve | 10. toward |
| 5. literature | 11. achieve |
| 6. valuable | 12. campaign |

- | | |
|-------------------|-----------------------|
| 13. government | 17. conduct |
| 14. common people | 18. tight competition |
| 15. face (verb) | 19. force |
| 16. mass media | 20. speed up |

Activity 2

Answer the questions below based on the text!

6. What is the social function of the text?
7. Which paragraph contains the thesis?
8. Which paragraphs contain the arguments?
9. Which paragraphs contain the recommendation?
10. Mention the mental, material and relational processes of the text?

Activity 3

Find the main idea of each paragraph!

6.
.....
7.
.....
8.
.....
9.
.....
10.
.....

Activity 4

Write a paraphrase of each paragraph!

1.
.....

2.

 3.

 4.

 5.

c. Rubric of Evaluation

Activity 1: the number of correct answer x 1 = 20 x 1 = 20

Activity 2: the number of correct answer x 3 = 5 x 3 = 15

Activity 3: the maximum score for the aspect x 5 = 5 x 5 = 25

Activity 4: the maximum score for the aspect x 5 = 5 x 5 = 25

ASPECTS	SCORE	EXPLANATION
Expresses accurately the main idea.	5	excellently expressed
	4	clearly expressed
	3	clear but little part unexpressed
	2	less clear and many parts unexpressed
	1	almost whole text is wrong

ASPECT	SCORE	EXPLANATION
Paraphrase accurately the paragraph.	5	excellently paraphrased
	4	clearly paraphrased
	3	clear but little part do not be paraphrased
	2	less clear and many parts do not be paraphrased
	1	almost whole paraphrase is wrong

Total score = (20 + 15 + 25 + 25) x 2 : 17 = 170 : 17 = 10

The English Teacher

Kutowinangun, May 2nd 2011

The Researcher

Siti Chusniah, S.Pd

NIP. 19690916 199702 2 004

Aprilia Setiawati

NIM. 2201407194



Name :

SRN :

Class :

WORKSHEET

Activity 1

Find the meaning of these words.

- | | |
|-----------------|-------------------------|
| 1. habit : | 11. achieve : |
| 2. realize : | 12. campaign : |
| 3. transform : | 13. government : |
| 4. improve : | 14. common people : |
| 5. literature : | 15. face (verb) : |
| 6. valuable : | 16. mass media : |
| 7. motivate : | 17. conduct : |
| 8. decision : | 18. tight competition : |
| 9. vehicle : | 19. force : |
| 10. toward : | 20. speed up : |

Activity 2

Answer the questions below based on the text!

1. What is the social function of the text?

.....

2. Which paragraph contains the thesis?

.....

3. Which paragraphs contain the arguments?

-
4. Which paragraphs contain the recommendation?
.....
 5. Mention the mental, material and relational processes of the text?
.....

.....

.....

.....

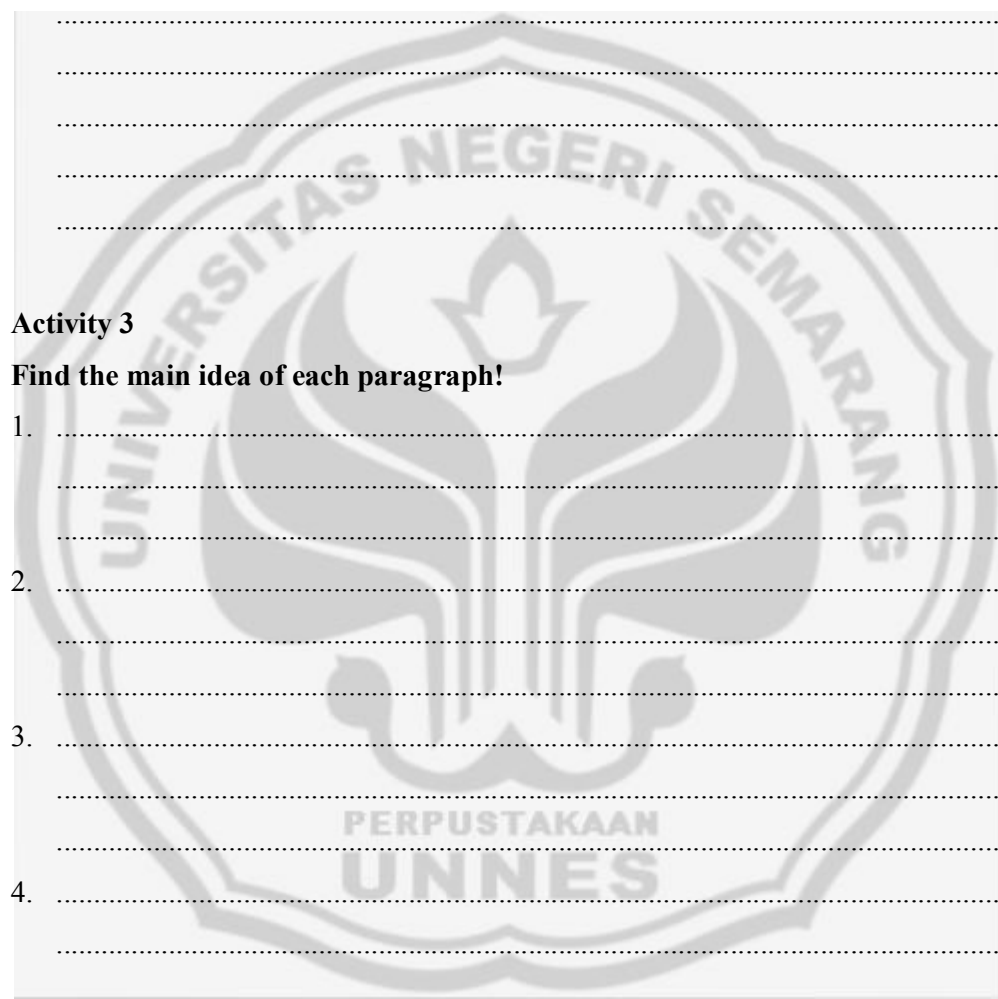
.....

.....

Activity 3

Find the main idea of each paragraph!

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....
.....



Activity 4

Write a paraphrase of each paragraph!

1.
.....
.....

2.
.....
.....

3.
.....
.....
.....

4.
.....
.....
.....

5.
.....
.....
.....

.....
.....
.....

.....
.....
.....

.....
.....
.....



Appendix 15

TRY-OUT OF READING COMPREHENSION CLASS XI IPA 3 OF SMA NEGERI 1 KUTOWINANGUN

Subject : English

Time Allotment : 90 minutes

Date : 26 March 2011

Instruction

1. Write down your name and your student number on your answer sheet.
2. Read the texts and the questions carefully and then choose the correct answer by crossing (x) a, b, c or d on your answer sheet.
3. Be confident and do it yourself.

Passage 1

Read the text below to answer questions 1-8!

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generation from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Adapted from: The Jakarta Post, February, 2005)

Questions:

1. What is the most suitable title for the text above?
 - a. Overcoming the Corruption Problem in Indonesia
 - b. Corruption in Jakarta
 - c. Corruption in the World
 - d. Jakarta as the Most Corrupt Place in Indonesia

2. What is the purpose of the text?
 - a. to tell a story
 - b. to amuse
 - c. to persuade
 - d. to instruct
3. What is the main idea of paragraph 1?
 - a. Corruption is common in the world
 - b. Corruption happens in the U.S
 - c. Corruption is just the matter of intensity
 - d. Jakarta is the most corrupt place in Indonesia
4. Where does the writer live?
 - a. in the U.S
 - b. in Jakarta
 - c. in Tanjung Priok
 - d. here
5. (Paragraph 1 line 3 and 4) *However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. However, it is shocking when a survey claims the most corrupt place in Indonesia.
 - b. However, people know that Jakarta is the most corrupt place in Indonesia.
 - c. However, a survey shocks people by claiming the most corrupt place in Indonesia.
 - d. However, a reliable survey shocks people by claiming Jakarta as the most corrupt place in Indonesia.
6. (Paragraph 2 line 1 and 2) *The survey has made me sad, actually, because I stay and earn a living here in the capital.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. The survey has made me sad because I live in Jakarta.
 - b. The survey has made me sad because I earn a living here in Jakarta.
 - c. The survey has made me sad because I stay here.
 - d. The survey has made me sad because I stay here in Jakarta.
7. (Paragraph 2 line 2 and 3) *As most people know, Tanjung Priok Port smuggling is not a new thing at all.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. People know about Tanjung Priok Port smuggling.
 - b. People have known about Tanjung Priok Port smuggling.
 - c. Tanjung Priok Port smuggling is not hot news for most people.
 - d. Tanjung Priok Port smuggling has been known by most people.
8. (Paragraph 3 line 1 and 2) *Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. Well, punishing the corruptors is enough.
 - b. Well, I think punishing the corruptors is not enough.

- c. Well, overcome the problem by punishing the corruptors is still not far enough.
- d. Well, I think overcome the problem by punishing the corruptors is still far enough.

Passage 2

Read the text below to answer questions 9-16!

Should Ads be Banned from TV Programs?

I'm writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.

Finally, ads play role in what programs people watch. That is because there are a lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I'm sick of ads and now I mostly watch movie in cinema.

(Taken from: Step to Write)

9. What is the main idea of the 1st paragraph?
 - a. There are so many ads during the writer's favorite programs.
 - b. The writer doesn't complain about ads on TV.
 - c. Ads should not be stopped.
 - d. Ads should be banned for a number of reasons.
10. Which part of the text contains the recommendations of the writer to do something better?

a. the 2 nd paragraph	c. the 4 th paragraph
b. the 3 rd paragraph	d. the 5 th paragraph
11. I'm writing to complain about ads on TV. The noun form from the underline word is...

a. complaint	c. complained
b. complaining	d. have complained

12. What did the writer feel about the nuisance of ads on TV?
- annoyed
 - surprised
 - happy
 - sad
13. (*Paragraph 1*) *There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Many ads and unpopular programs should be banned for a number of reasons.
 - Prime time should be banned for a number of reasons.
 - Many unpopular programs should be banned for a number of reasons.
 - Many ads in the prime time should be banned for a number of reasons.
14. (*Paragraph 2*) *First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Firstly, ads are a nuisance. They annoy someone watching TV.
 - First, ads are a nuisance. They are so many and sometimes there seems to be more ads than programs.
 - First, ads are a nuisance. They go on for a long time and sometimes there seems to be more ads than programs.
 - First, ads are a nuisance. They go on for a long time, there are so many and sometimes there seems to be more ads than programs.
15. (*Paragraph 3*) *Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Second, ads give bad influence to people. They make people buy unhealthy food.
 - Second, ads give bad influence to people. They make people buy unhealthy food and unnecessary things.
 - Second, ads give bad influence to people by persuading them to buy unhealthy food and unnecessary things.
 - Second, ads make people buy unhealthy food and unnecessary things.
16. (*Paragraph 4*) *Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
- Some unpopular programs get stopped because they attract enough ads.
 - Ads influence the existence of some unpopular program.
 - Some unpopular programs get stopped even though those programs may be someone's favorite.
 - Some popular programs get stopped because they attract enough ads.

Passage 3

Read the text below to answer questions 17-24!

Damaged Road

The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.

Firstly, the poor conditions of these roads not only jeopardize road safety, but also are an eyesore and put a squalid stamp on surrounding.

Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.

The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.

The road should be repaired using the right sort of asphalt, stones, and sand. Repairs should be done carefully to prevent the roads from constant damage, otherwise repairs would be useless.

(Taken from: Look Ahead 2 for Senior High School Students)

17. Why do locals and road users complain?
- Because of the roads linking Jakarta with west Java
 - Because of the roads in Bekasi and Tangerang
 - Because of the number of damaged roads.
 - Because of the damaged roads linking Jakarta with West Java
18. (Paragraph 2 line 1) ..., the poor condition of these roads not only jeopardize road safety, ... The **antonym** of the underline word is ...
- make danger
 - make safe
 - harm
 - damage
19. Which paragraphs contain the arguments?
- 2nd and 3rd paragraph
 - 3rd and 4th paragraph
 - 2nd, 3rd, and 4th paragraph
 - 4th and 5th paragraph
20. The main idea of the third paragraph is ...
- The situation gets worse when it rains.
 - The road transformed into 'buffalo pools'.
 - The road could cause accidents.
 - Motorists should be careful.

21. *(The first paragraph) The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The number of damaged roads has often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has given cause for complaints and often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has not often been focus of the media.
 - The number of damaged roads has not certainly given cause for complaints from locals and road users.
22. *(Paragraph 3) Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Secondly, the situation gets worse when it rains.
 - Secondly, the situation gets worse if motorists are not careful.
 - Secondly, the situation gets worse when the road transformed into 'buffalo pools'.
 - Secondly, the situation gets worse when it rains. The bad condition of the road could cause accidents.
23. *(Paragraph 4) The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The government should care to the poor condition of the road and why repairs do not seem to last long.
 - The government should analyze, evaluate and care to the poor condition of the road and why repairs do not seem to last long.
 - The government should examine these problems.
 - The government should pay special attention to these problems.
24. *(The last paragraph) The road should be repaired using the right sort of asphalt, stones, and sand. Repairs should be done carefully to prevent the roads from constant damage, otherwise repairs would be useless.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The road should be repaired using the right materials for achieving good repair.
 - The road should be repaired using the right materials and should be done carefully to prevent constant damage, otherwise repairs would be useless.
 - The road should be repaired using the right materials to prevent constant damage.

- d. The road should be repaired using the right materials to prevent constant damage, otherwise repairs would be useless.

Passage 4

Read the text below to answer questions 25-32!

Fuel Cash Aid

The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices. As, expected, there have been some problems.

A number of officials from the Central Statistics Agency were reported to have abused their position by siphoning off the aid meant for the poor. In addition, it turns out that many of recipients were not really poor.

In my opinion, the government's policy of giving money to the poor is not effective. I believe that it will be effective if the aid is given to those who can't afford to send their children to school. Untold numbers of children fail to get a proper education simply because they come from poor families. Consequently, sufficient funds must be allocated for education, which in turn would ease the burden on the poor.

(Taken from: Look Ahead 2 for Senior High School Students)

25. Which paragraphs contain the thesis?
- | | |
|------|-----------|
| a. 1 | c. 3 |
| b. 2 | d. no one |
26. What does the government distribute?
- | | |
|------------------|----------------|
| a. fuel cash aid | c. fuel prices |
| b. fuel | d. check |
27. Who were reported to have abused their position by siphoning off the aid meant for the poor?
- | |
|---|
| a. the government |
| b. the poor |
| c. the Central Statistics Agency |
| d. a number of officials from the Central Statistics Agency |
28. Which of the following statements is not true according to the text?
- | |
|---|
| a. The government's policy of giving money to the poor is not effective. |
| b. It will be effective if the aid is given to those who can't afford to send their children to school. |
| c. Sufficient funds must not be allocated for education. |
| d. Untold numbers of children fail to get a proper education. |

29. *The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- The government is now starting to distribute cash to the poor.
 - Cash to the poor is distributed by the government.
 - Cash to the poor is now distributed by the government.
 - Fuel cash aid is distributed by the government now.
30. *In my opinion, the government's policy of giving money to the poor is not effective.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- I think giving money to the poor is not an effective policy.
 - I think the government's policy is not effective.
 - I think it is not effective.
 - I think giving money is not effective.
31. *I believe that it will be effective if the aid is given to those who can't afford to send their children to school.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- It will be effective if the aid is given to people who do not have enough money to send their children to school.
 - I believe that it is effective to send their children to school.
 - I believe that it will be effective if the aid is given to children.
 - Maybe it will be effective if the aid is given to send their children to school.
32. *Untold numbers of children fail to get a proper education simply because they come from poor families.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- Large numbers of children from poor families cannot get a good education.
 - Large numbers of children fail to get a proper education.
 - Large numbers of poor children can't get proper education.
 - Children fail to get a proper education because they are poor.

Passage 5

Read the text below to answer questions 33-40!

Watch your Kids While Watching TV

Television becomes one of the most important devices which take place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the ratings of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show

(Taken from: [Understanding Types of Text](#))

33. What does the text tell us about?
- a. Watching TV is disadvantageous
 - b. The effects of watching TV on kids
 - c. Reviewing the ratings of TV shows is important
 - d. The importance of knowing the program watched by our children
34. People protect their children from these following things, **except**...
- a. information
 - b. pornography
 - c. consumerism
 - d. violence
35. The following are the effects of watching TV a lot, **except**....
- a. being active
 - b. being aggressive
 - c. bedtime disruption
 - d. short sleep duration
36. Which of the following statements is true according to the text?
- a. All TV programs are good for children.
 - b. It is good for a kid to watch TV all day long.
 - c. It is very important for children to have a TV set in their bedrooms.
 - d. Spending too much time on watching TV may cause kids being inactive.
37. *Television becomes one of the most important devices which take place in almost houses.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- a. There are televisions in almost houses.
 - b. Television is necessary device.

- c. Television takes place in almost houses.
 - d. Television becomes one of the most unnecessary devices.
38. *Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- a. Television can expose violence, pornography, and consumerism.
 - b. Television can expose things to the children.
 - c. Television exposes things you have tried to protect from your children.
 - d. Television protects you from children.
39. *Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- a. Recently, watching TV causes stress.
 - b. Recently, watching TV causes bed-time disruption, stress, and short sleep duration.
 - c. Recently, a study stated that spending too much time on watching TV frequently causes bad affect on children.
 - d. Recently, children are spending too much time on watching TV during the day or at bedtime.
40. *Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- a. Meanwhile, many studies stated that there is a correlation between kids who watch TV a lot and being inactive and overweight.
 - b. Meanwhile, many studies have identified kids who being inactive and overweight.
 - c. Meanwhile, many studies have identified a correlation.
 - d. Meanwhile, many studies have identified a correlation between being inactive and overweight.

-----GOOD LUCK-----

Appendix 16**PRE-TEST OF READING COMPREHENSION
CLASS XI IPA 1 OF SMA NEGERI 1 KUTOWINANGUN**

Subject : English
Time Allotment : 90 minutes
Date : 11th April 2011

Instruction

1. Write down your name and your student number on your answer sheet.
2. Read the texts and the questions carefully and then choose the correct answer by crossing (x) a, b, c or d on your answer sheet.
3. Be confident and do it yourself.

Passage 1

Read the text below to answer questions 1-6!

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generation from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Adapted from: The Jakarta Post, February, 2005)

Questions:

1. What is the most suitable title for the text above?
 - a. Overcoming the Corruption Problem in Indonesia
 - b. Corruption in Jakarta
 - c. Corruption in the World
 - d. Jakarta as the Most Corrupt Place in Indonesia

2. What is the purpose of the text?
 - a. to tell a story
 - b. to amuse
 - c. to persuade
 - d. to instruct
3. Where does the writer live?
 - a. in the U.S
 - b. in Jakarta
 - c. in Tanjung Priok
 - d. here
4. (Paragraph 1 line 3 and 4) *However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. However, it is shocking when a survey claims the most corrupt place in Indonesia.
 - b. However, people know that Jakarta is the most corrupt place in Indonesia.
 - c. However, a survey shocks people by claiming the most corrupt place in Indonesia.
 - d. However, a reliable survey shocks people by claiming Jakarta as the most corrupt place in Indonesia.
5. (Paragraph 2 line 1 and 2) *The survey has made me sad, actually, because I stay and earn a living here in the capital.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. The survey has made me sad because I live in Jakarta.
 - b. The survey has made me sad because I earn a living here in Jakarta.
 - c. The survey has made me sad because I stay here.
 - d. The survey has made me sad because I stay here in Jakarta.
6. (Paragraph 2 line 2 and 3) *As most people know, Tanjung Priok Port smuggling is not a new thing at all.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. People know about Tanjung Priok Port smuggling.
 - b. People have known about Tanjung Priok Port smuggling.
 - c. Tanjung Priok Port smuggling is not hot news for most people.
 - d. Tanjung Priok Port smuggling has been known by most people.

Passage 2

Read the text below to answer questions 7-12!

Should Ads be Banned from TV Programs?

I'm writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.

Finally, ads play role in what programs people watch. That is because there are a lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I'm sick of ads and now I mostly watch movie in cinema.

(Taken from: *Step to Write*)

7. What is the main idea of the 1st paragraph?
 - a. There are so many ads during the writer's favorite programs.
 - b. The writer doesn't complain about ads on TV.
 - c. Ads should not be stopped.
 - d. Ads should be banned for a number of reasons.
8. Which part of the text contains the recommendations of the writer to do something better?

a. the 2 nd paragraph	c. the 4 th paragraph
b. the 3 rd paragraph	d. the 5 th paragraph
9. What did the writer feel about the nuisance of ads on TV?

a. annoyed	c. happy
b. surprised	d. sad
10. (Paragraph 1) *There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
 - a. Many ads and unpopular programs should be banned for a number of reasons.
 - b. Prime time should be banned for a number of reasons.
 - c. Many unpopular programs should be banned for a number of reasons.
 - d. Many ads in the prime time should be banned for a number of reasons.

11. *(Paragraph 3) Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Second, ads give bad influence to people. They make people buy unhealthy food.
 - Second, ads give bad influence to people. They make people buy unhealthy food and unnecessary things.
 - Second, ads give bad influence to people by persuading them to buy unhealthy food and unnecessary things.
 - Second, ads make people buy unhealthy food and unnecessary things.
12. *(Paragraph 4) Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
- Some unpopular programs get stopped because they attract enough ads.
 - Ads influence the existence of some unpopular program.
 - Some unpopular programs get stopped even though those programs may be someone's favorite.
 - Some popular programs get stopped because they attract enough ads.

Passage 3

Read the text below to answer questions 13-18!

Damaged Road

The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.

Firstly, the poor conditions of these roads not only jeopardize road safety, but also are an eyesore and put a squalid stamp on surrounding.

Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.

The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.

The road should be repaired using the right sort of asphalt, stones, and sand. Repairs should be done carefully to prevent the roads from constant damage, otherwise repairs would be useless.

(Taken from: Look Ahead 2 for Senior High School Students)

13. Why do locals and road users complain?
- Because of the roads linking Jakarta with west Java
 - Because of the roads in Bekasi and Tangerang
 - Because of the number of damaged roads.
 - Because of the damaged roads linking Jakarta with West Java
14. (Paragraph 2 line 1) ..., the poor condition of these roads not only jeopardize road safety, ... The **antonym** of the underline word is ...
- make danger
 - make safe
 - harm
 - damage
15. Which paragraphs contain the arguments?
- 2nd and 3rd paragraph
 - 3rd and 4th paragraph
 - 2nd, 3rd, and 4th paragraph
 - 4th and 5th paragraph
16. *(The first paragraph) The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The number of damaged roads has often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has given cause for complaints and often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has not often been focus of the media.
 - The number of damaged roads has not certainly given cause for complaints from locals and road users.
17. *(Paragraph 3) Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Secondly, the situation gets worse when it rains.
 - Secondly, the situation gets worse if motorists are not careful.
 - Secondly, the situation gets worse when the road transformed into 'buffalo pools'.
 - Secondly, the situation gets worse when it rains. The bad condition of the road could cause accidents.

18. (Paragraph 4) *The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The government should care to the poor condition of the road and why repairs do not seem to last long.
 - The government should analyze, evaluate and care to the poor condition of the road and why repairs do not seem to last long.
 - The government should examine these problems.
 - The government should pay special attention to these problems.

Passage 4

Read the text below to answer questions 19-24!

Fuel Cash Aid

The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices. As, expected, there have been some problems.

A number of officials from the Central Statistics Agency were reported to have abused their position by siphoning off the aid meant for the poor. In addition, it turns out that many of recipients were not really poor.

In my opinion, the government's policy of giving money to the poor is not effective. I believe that it will be effective if the aid is given to those who can't afford to send their children to school. Untold numbers of children fail to get a proper education simply because they come from poor families. Consequently, sufficient funds must be allocated for education, which in turn would ease the burden on the poor.

(Taken from: Look Ahead 2 for Senior High School Students)

19. Which paragraphs contain the thesis?
- 1
 - 2
 - 3
 - no one
20. What does the government distribute?
- fuel cash aid
 - fuel
 - fuel prices
 - check
21. Which of the following statements is not true according to the text?
- The government's policy of giving money to the poor is not effective.
 - It will be effective if the aid is given to those who can't afford to send their children to school.
 - Sufficient funds must not be allocated for education.
 - Untold numbers of children fail to get a proper education.

22. *The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- The government is now starting to distribute cash to the poor.
 - Cash to the poor is distributed by the government.
 - Cash to the poor is now distributed by the government.
 - Fuel cash aid is distributed by the government now.
23. *In my opinion, the government's policy of giving money to the poor is not effective.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- I think giving money to the poor is not an effective policy.
 - I think the government's policy is not effective.
 - I think it is not effective.
 - I think giving money is not effective.
24. *I believe that it will be effective if the aid is given to those who can't afford to send their children to school.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- It will be effective if the aid is given to people who do not have enough money to send their children to school.
 - I believe that it is effective to send their children to school.
 - I believe that it will be effective if the aid is given to children.
 - Maybe it will be effective if the aid is given to send their children to school.

Passage 5

Read the text below to answer questions 33-40!

Watch your Kids While Watching TV

Television becomes one of the most important devices which take place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the ratings of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show

(Taken from: [Understanding Types of Text](#))

25. What does the text tell us about?
- a. Watching TV is disadvantageous
 - b. The effects of watching TV on kids
 - c. Reviewing the ratings of TV shows is important
 - d. The importance of knowing the program watched by our children
26. People protect their children from these following things, **except**...
- a. information
 - b. pornography
 - c. consumerism
 - d. violence
27. Which of the following statements is true according to the text?
- a. All TV programs are good for children.
 - b. It is good for a kid to watch TV all day long.
 - c. It is very important for children to have a TV set in their bedrooms.
 - d. Spending too much time on watching TV may cause kids being inactive.
28. *Television becomes one of the most important devices which take place in almost houses.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- a. There are televisions in almost houses.
 - b. Television is necessary device.
 - c. Television takes place in almost houses.
 - d. Television becomes one of the most unnecessary devices.

29. *Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- Recently, watching TV causes stress.
 - Recently, watching TV causes bed-time disruption, stress, and short sleep duration.
 - Recently, a study stated that spending too much time on watching TV frequently causes bad affect on children.
 - Recently, children are spending too much time on watching TV during the day or at bedtime.
30. *Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- Meanwhile, many studies stated that there is a correlation between kids who watch TV a lot and being inactive and overweight.
 - Meanwhile, many studies have identified kids who being inactive and overweight.
 - Meanwhile, many studies have identified a correlation.
 - Meanwhile, many studies have identified a correlation between being inactive and overweight.

-----GOOD LUCK-----

Appendix 17

POST-TEST OF READING COMPREHENSION CLASS XI IPA 1 OF SMA NEGERI 1 KUTOWINANGUN

Subject : English
Time Allotment : 90 minutes
Date : May, 5th 2011

Instruction

1. Write down your name and your student number on your answer sheet.
2. Read the texts and the questions carefully and then choose the correct answer by crossing (x) a, b, c or d on your answer sheet.
3. Be confident and do it yourself.

Passage 1

Read the text below to answer questions 1-6!

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generation from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Adapted from: The Jakarta Post, February, 2005)

Questions:

1. What is the most suitable title for the text above?
 - a. Overcoming the Corruption Problem in Indonesia
 - b. Corruption in Jakarta
 - c. Corruption in the World
 - d. Jakarta as the Most Corrupt Place in Indonesia
2. What is the purpose of the text?

a. to tell a story	c. to persuade
b. to amuse	d. to instruct

3. Where does the writer live?
 - a. in the U.S
 - b. in Jakarta
 - c. in Tanjung Priok
 - d. here
4. (Paragraph 1 line 3 and 4) *However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. However, it is shocking when a survey claims the most corrupt place in Indonesia.
 - b. However, people know that Jakarta is the most corrupt place in Indonesia.
 - c. However, a survey shocks people by claiming the most corrupt place in Indonesia.
 - d. However, a reliable survey shocks people by claiming Jakarta as the most corrupt place in Indonesia.
5. (Paragraph 2 line 1 and 2) *The survey has made me sad, actually, because I stay and earn a living here in the capital.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. The survey has made me sad because I live in Jakarta.
 - b. The survey has made me sad because I earn a living here in Jakarta.
 - c. The survey has made me sad because I stay here.
 - d. The survey has made me sad because I stay here in Jakarta.
6. (Paragraph 2 line 2 and 3) *As most people know, Tanjung Priok Port smuggling is not a new thing at all.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
 - a. People know about Tanjung Priok Port smuggling.
 - b. People have known about Tanjung Priok Port smuggling.
 - c. Tanjung Priok Port smuggling is not hot news for most people.
 - d. Tanjung Priok Port smuggling has been known by most people.

Passage 2

Read the text below to answer questions 7-12!

Should Ads be Banned from TV Programs?

I'm writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are a nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.

Finally, ads play role in what programs people watch. That is because there are a lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I'm sick of ads and now I mostly watch movie in cinema.

(Taken from: *Step to Write*)

7. What is the main idea of the 1st paragraph?
 - a. There are so many ads during the writer's favorite programs.
 - b. The writer doesn't complain about ads on TV.
 - c. Ads should not be stopped.
 - d. Ads should be banned for a number of reasons.
8. Which part of the text contains the recommendations of the writer to do something better?

a. the 2 nd paragraph	c. the 4 th paragraph
b. the 3 rd paragraph	d. the 5 th paragraph
9. What did the writer feel about the nuisance of ads on TV?

a. annoyed	c. happy
b. surprised	d. sad
10. (Paragraph 1) *There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
 - a. Many ads and unpopular programs should be banned for a number of reasons.
 - b. Prime time should be banned for a number of reasons.
 - c. Many unpopular programs should be banned for a number of reasons.
 - d. Many ads in the prime time should be banned for a number of reasons.
11. (Paragraph 3) *Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and they cannot afford.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
 - a. Second, ads give bad influence to people. They make people buy unhealthy food.

- b. Second, ads give bad influence to people. They make people buy unhealthy food and unnecessary things.
 - c. Second, ads give bad influence to people by persuading them to buy unhealthy food and unnecessary things.
 - d. Second, ads make people buy unhealthy food and unnecessary things.
12. (Paragraph 4) *Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.* The best paraphrase (sentence with a similar meaning) of that sentence is ...
- a. Some unpopular programs get stopped because they attract enough ads.
 - b. Ads influence the existence of some unpopular program.
 - c. Some unpopular programs get stopped even though those programs may be someone's favorite.
 - d. Some popular programs get stopped because they attract enough ads.

Passage 3

Read the text below to answer questions 13-18!

Damaged Road

The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.

Firstly, the poor conditions of these roads not only jeopardize road safety, but also are an eyesore and put a squalid stamp on surrounding.

Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.

The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.

The road should be repaired using the right sort of asphalt, stones, and sand. Repairs should be done carefully to prevent the roads from constant damage, otherwise repairs would be useless.

(Taken from: Look Ahead 2 for Senior High School Students)

13. Why do locals and road users complain?
- a. Because of the roads linking Jakarta with west Java
 - b. Because of the roads in Bekasi and Tangerang
 - c. Because of the number of damaged roads.
 - d. Because of the damaged roads linking Jakarta with West Java

14. (Paragraph 2 line 1) ..., the poor condition of these roads not only jeopardize road safety, ... The **antonym** of the underline word is ...
- make danger
 - make safe
 - harm
 - damage
15. Which paragraphs contain the arguments?
- 2nd and 3rd paragraph
 - 3rd and 4th paragraph
 - 2nd, 3rd, and 4th paragraph
 - 4th and 5th paragraph
16. (*The first paragraph*) *The number of damaged roads linking Jakarta with West Java has certainly given cause for complaints from locals and road users. Take for example the roads in Bekasi and Tangerang which have often been the focus of the media.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The number of damaged roads has often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has given cause for complaints and often been the focus of the media.
 - The number of damaged roads linking Jakarta with West Java has not often been focus of the media.
 - The number of damaged roads has not certainly given cause for complaints from locals and road users.
17. (*Paragraph 3*) *Secondly, the situation gets worse when it rains. The road transformed into water pools or 'buffalo pools', which could cause accidents if motorists are not careful.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- Secondly, the situation gets worse when it rains.
 - Secondly, the situation gets worse if motorists are not careful.
 - Secondly, the situation gets worse when the road transformed into 'buffalo pools'.
 - Secondly, the situation gets worse when it rains. The bad condition of the road could cause accidents.
18. (*Paragraph 4*) *The government should examine why these roads are in such a poor condition and why repairs do not seem to last long. The government should pay special attention to these problems.* The best paraphrase (sentence with a similar meaning) of that paragraph is ...
- The government should care to the poor condition of the road and why repairs do not seem to last long.
 - The government should analyze, evaluate and care to the poor condition of the road and why repairs do not seem to last long.
 - The government should examine these problems.
 - The government should pay special attention to these problems.

Passage 4

Read the text below to answer questions 19-24!

Fuel Cash Aid

The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices. As, expected, there have been some problems.

A number of officials from the Central Statistics Agency were reported to have abused their position by siphoning off the aid meant for the poor. In addition, it turns out that many of recipients were not really poor.

In my opinion, the government's policy of giving money to the poor is not effective. I believe that it will be effective if the aid is given to those who can't afford to send their children to school. Untold numbers of children fail to get a proper education simply because they come from poor families. Consequently, sufficient funds must be allocated for education, which in turn would ease the burden on the poor.

(Taken from: Look Ahead 2 for Senior High School Students)

19. Which paragraphs contain the thesis?
- | | |
|------|-----------|
| a. 1 | c. 3 |
| b. 2 | d. no one |
20. What does the government distribute?
- | | |
|------------------|----------------|
| a. fuel cash aid | c. fuel prices |
| b. fuel | d. check |
21. Which of the following statements is not true according to the text?
- The government's policy of giving money to the poor is not effective.
 - It will be effective if the aid is given to those who can't afford to send their children to school.
 - Sufficient funds must not be allocated for education.
 - Untold numbers of children fail to get a proper education.
22. *The government is now starting to distribute cash to the poor to help offset the effects of higher fuel prices.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- The government is now starting to distribute cash to the poor.
 - Cash to the poor is distributed by the government.
 - Cash to the poor is now distributed by the government.
 - Fuel cash aid is distributed by the government now.

23. *In my opinion, the government's policy of giving money to the poor is not effective.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- I think giving money to the poor is not an effective policy.
 - I think the government's policy is not effective.
 - I think it is not effective.
 - I think giving money is not effective.
24. *I believe that it will be effective if the aid is given to those who can't afford to send their children to school.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- It will be effective if the aid is given to people who do not have enough money to send their children to school.
 - I believe that it is effective to send their children to school.
 - I believe that it will be effective if the aid is given to children.
 - Maybe it will be effective if the aid is given to send their children to school.

Passage 5

Read the text below to answer questions 33-40!

Watch your Kids While Watching TV

Television becomes one of the most important devices which take place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the ratings of TV shows which your children watch

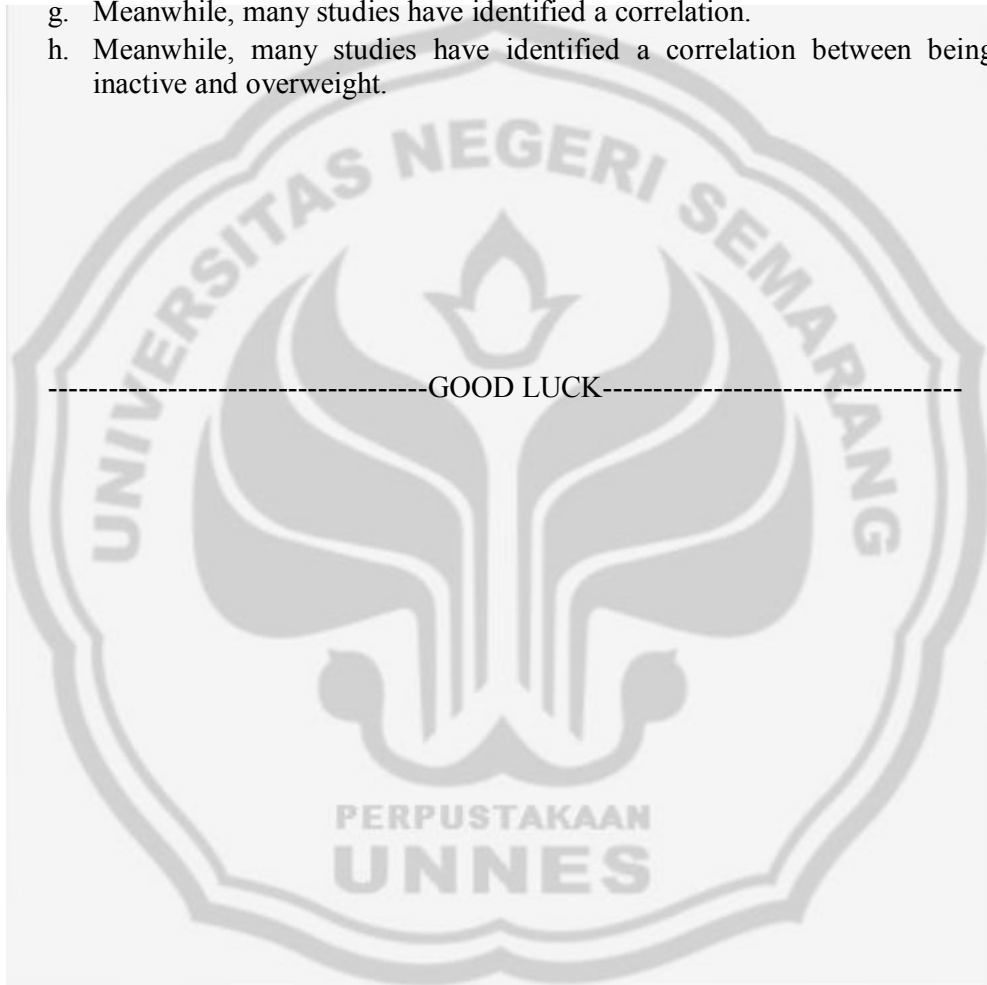
- Watch television with your children and discuss what is happening in the show

(Taken from: [Understanding Types of Text](#))

25. What does the text tell us about?
- Watching TV is disadvantageous
 - The effects of watching TV on kids
 - Reviewing the ratings of TV shows is important
 - The importance of knowing the program watched by our children
26. People protect their children from these following things, **except**...
- information
 - pornography
 - consumerism
 - violence
27. Which of the following statements is true according to the text?
- All TV programs are good for children.
 - It is good for a kid to watch TV all day long.
 - It is very important for children to have a TV set in their bedrooms.
 - Spending too much time on watching TV may cause kids being inactive.
28. *Television becomes one of the most important devices which take place in almost houses.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- There are televisions in almost houses.
 - Television is necessary device.
 - Television takes place in almost houses.
 - Television becomes one of the most unnecessary devices.
29. *Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- Recently, watching TV causes stress.
 - Recently, watching TV causes bed-time disruption, stress, and short sleep duration.
 - Recently, a study stated that spending too much time on watching TV frequently causes bad affect on children.
 - Recently, children are spending too much time on watching TV during the day or at bedtime.

30. *Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.* The best paraphrase (sentence with a similar meaning) of that sentence is...
- e. Meanwhile, many studies stated that there is a correlation between kids who watch TV a lot and being inactive and overweight.
 - f. Meanwhile, many studies have identified kids who being inactive and overweight.
 - g. Meanwhile, many studies have identified a correlation.
 - h. Meanwhile, many studies have identified a correlation between being inactive and overweight.

-----GOOD LUCK-----



Appendix 18**THE ANSWER KEY OF TRY-OUT**

1. A	21. B
2. C	22. D
3. D	23. B
4. B	24. C
5. D	25. A
6. A	26. A
7. C	27. D
8. C	28. C
9. D	29. D
10. D	30. A
11. A	31. A
12. A	32. C
13. D	33. D
14. A	34. A
15. C	35. A
16. B	36. D
17. D	37. B
18. B	38. C
19. A	39. C
20. A	40. A

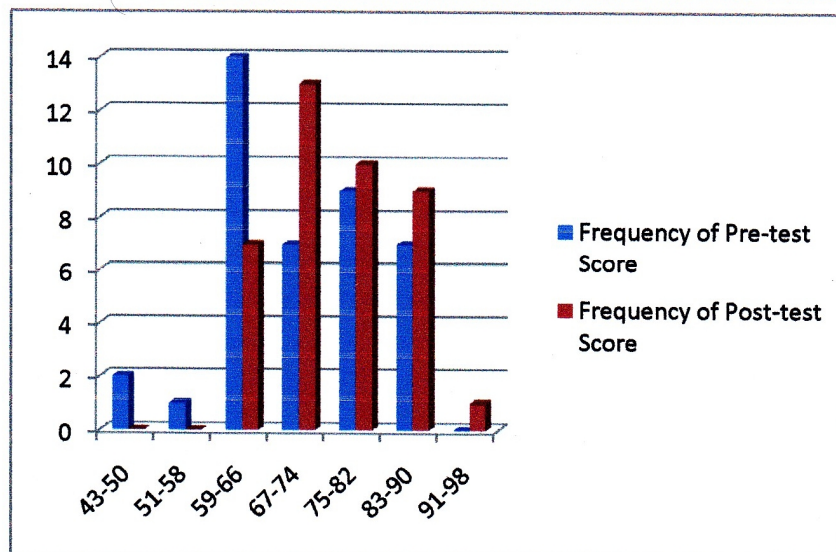
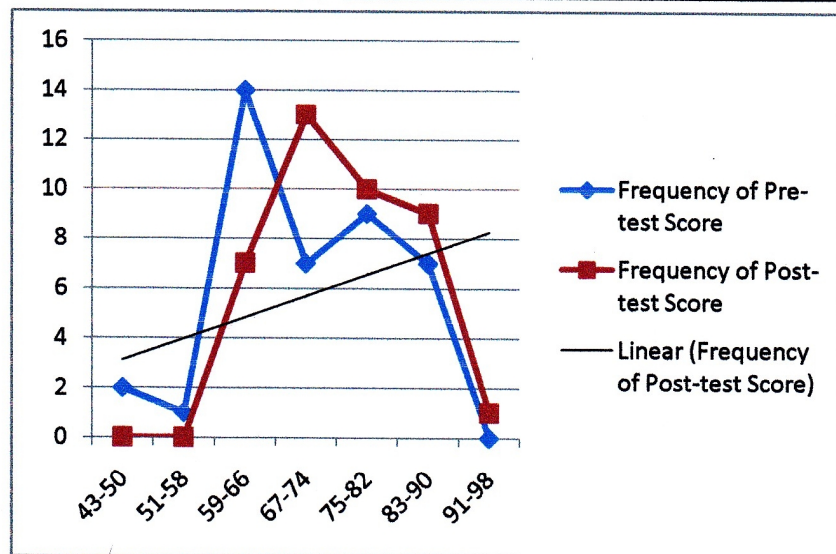
Appendix 19**THE ANSWER KEY OF PRE-TEST AND POST-TEST**

1. A	16. B
2. C	17. D
3. B	18. B
4. D	19. A
5. A	20. A
6. C	21. C
7. D	22. D
8. D	23. A
9. A	24. A
10. D	25. D
11. C	26. A
12. B	27. D
13. D	28. B
14. B	29. C
15. A	30. A

Appendix 20

**Table of Frequency
between Pre-test and Post-test Score**

Interval	Frequency of Pre-test Score	Frequency of Post-test Score
43-50	2	0
51-58	1	0
59-66	14	7
67-74	7	13
75-82	9	10
83-90	7	9
91-98	0	1



Appendix 21

Pie Chart of Frequency between Pre-test and Post-test Score

