



**THEMATIC STRUCTURES IN THE TEXT OF ENGLISH STATE
EXAMINATION (UN) IN JUNIOR HIGH SCHOOL**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatera Medan as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan*

ARMA SURYATI
Reg. No. 0304161036

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIAH OF TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
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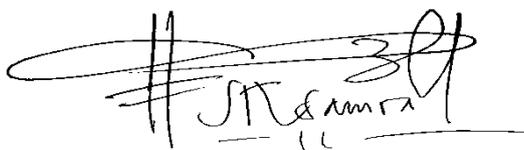
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Judul : Thematic Structures in The Text of English State Examination (UN) in Junior High School

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam siding munaqosyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri kecuali kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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ABSTRACT

Thematic Structures In The Text Of English State Examination (Un) In Junior High School

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Keywords: Thematic Structure, Theme, English State Examination (UN)

This research was aimed to find out the types of theme and how the thematic structure occurred.. The subject of this research f this study is English test State Examination (UN). The objective of this research was to know the the thematic structures in the text of English State Examination (UN) in junior high school.. This research was conducted in three method each consists' observation, analyzing and validation, documentation. The data were gathered through qualitative data. The result The first types of the most theme in English State Examination (UN) is *Experiential Topical*. This type occur 35,9% overall. The second is *Textual Structural* reach 22,8%. The third is *Interpersonal Vocative* 20,2%, the fourth is *Textual Conjunctive* reach 12,1%, the fifth is *Interpersonal modal* 3,07%. The Sixth is *Textual conjunctive* occur 3,0% and the last is the least used in Junior High School's English State Examination is *Interpersonal Integrative* only 1,9%.It means that reading text of the Junior High School's State Examination (UN) used simple language according to their age, so the students can get exact meaning from reading text of English State Examination (UN). Students easily to undertsand the text, grasp the idea of the text and it will be easier to the finish the State Examination (UN) on English subject in a limit time. The reason why thematic structure are used in reading text of the Junior High School's State Examination (UN) because theme play important role in the text especially in the paragraph which means theme is the topic sentences. Theme and text are two aspect which cannot be separated one each other aims as signaling the maintenc or progression of what the text is about, specifiying or changing the framework for interpretation, signaling the boundaries of section in the text and signaling the speaker or writer thinks is a viable, useful, important starting. Thematic structure can make students easily to understand the text , grasp the idea of the text and it will be easier to finish the English State Examintion (UN) on English subject in a limit time without translate the whole the text and without cheating to another friend.

ACKNOWLEDGEMENT



Assalamualaikum Wr.Wb

First of all, I would like to Thank to Allah SWT. Who has given His Blessing to me for finishing this thesis entitled “Thematic Structures In The Text of English State Examination (UN) In Junior High School” . Furthermore, great thanks to Muhammad SAW, Peace be upon him, who has taken us from the darkness period into the brilliant period like now.

This thesis was written to fulfill one of the requirements for S-1 program at Department of English Education Faculty of Tarbiyah and Teachers Training the State Islamic University of North Sumatera Medan. In writing this thesis , I found Various difficulties. This thesis would not be as it is now without any helps and supports for many parties.

The deepest gratitude goes to the advisor I Dr.Hj.Farida Repelita Waty Kembaren, M.Hum and to the advisor II Yani Lubis, S.Ag. M.Hum, who have exhaustively devoted a lot of time to given me valuable guidance, advice and direction in preparing and writing this thesis. As my validator of may appendix is Emeliya Sukma Dara Damanik, M.Hum.

A lot of thank are also directed to Sholihatul Hamidah Daulay, S.Ag, M.Hum, she dean of PBI, Head and her secretary of English Department for their administration help in requirements process, and to all lecturer in the State Islamic University of North Sumatera Medan who have guide me during my time of study in this University

Saying thank you is always my favorite part. Because it gives me to think who my real friends are, who stays through thick and thin, supporting me unconditionally. And most of all, it makes me realize how lucky I am to be surrounded by wonderful people. Papa who always supports and believe in me, Mama for the tenderness of heart and the sweet people in this world, My special thanks to my sister Nelvi Arianti, Amelda Arianti, Emi Suryati, Nafiah Arianti who have always support, and prayer during finishing this thesis. Thank you for reminding me that family is always having each other, no matter what. I hope this is a good moment to finally say, “ This is for my family.”

I also express thanks to my best friends and my roommates Nelly Yulida Lubis and Nur Ainun Rangkuti. Then Also all my friends in PBI-1 especially for my best friends Nabilah Yumni, Laisya Tanzila, Elsa Tiara Siregar, Yuni Maulidya, Dea Azlina and Yolanda Izatul Zikra. Also for my friends in the same PS Dinda Novita Sari and Zumarni septania limbong. They all my friends that always do anything together to get our dreams come true to finish this thesis and All my friends that I can't call one by one and all my story when we are still in students college in UINSU. Finally, I obviously realize that tis thesis is not perfect , but I hope this thesis will be useful and given a contribution in improving the quality of education in this country.

Medan, Agustus 2020



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CHAPTER I

INTRODUCTION

A. The Background of Study

English becomes a very important language as an international communication tool. As an international language, it has commonly use in various aspect of life such as in culture, economics, business, politics, etc. Therefore, knowing and studying become necessity for most people world wide to communicate and to get information. English language make easier people in communicate with another people because use in internatioanl communication. English language gives many benefit to help people in the world. Without language, we cannot express our ideas, thoughts, and feelings to other people. As we know that we do not always communicate with people around us. We may be communication with other people from many parts of the world. We can talk to other people by English language.

English is very important in our daily life. If someone want to communicate with people from another countries, he should master English well. There are four main skill in English, there are reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do. While speaking and writing are called productive skill because when they do it, they need the ability to produce written or spoken language. So, from that reading and listening receive something to do it, speaking and writing produce something to do it. From four skill have each other's relationships. Every skill has process to mastered in depth can be improve abilitiy in english language skill. Each process has different

ways to be mastered, many ways can we choose to increase our ability in English skill.

Reading is one of the skills in English. Reading is a process of a reconstruction the meaning. Sometimes reading being not understandable well by the people, many of them think that reading is only about uttering the words printed in the textbook silently or loudly depending on they are reading for themselves or the other people. Knowledge derived from reading. When people understand what he reads, he has already acquired some knowledge. Reading also one of the language skills that enable to understand the information clearly. Reading is a form of communication using written language or symbols (text).

Reading comprehension is a fairly complex subject and requires precision, accuracy and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text. Reading text also applied in magazine, newspaper, catalogue, novel, letters and in education. Reading text can be found in science book and students' text book. The more familiar reading text can be found in English State Examination (UN) that always is held every year. The state examination is a test to determine whether students can pass and continue to higher education. English as one of the subject tested in UN sometimes make most of the students feel unhappy and afraid.

Based on the related study of the observation study, the researcher found that the students are afraid of facing the English state examination (UN) either before or while doing it. Some of them could not understand the questions, which in turn causes some difficulties to get the correct answer. Whereas English is not

as difficult as what they think. It is easy and enjoyable to read the text besides challenging particularly when it deals with State Examination (UN). Most of the questions are related to the reading text. So, the answer can be found in intrinsically or extrinsically through out the passage.

In English state examination (UN) there are fifty question and ten until sixteen for reading text consist in packet. Each text consist just two to four questions. Not all of the students' familiar with the text but sometimes they know the title of the text. It doesn't mean they know what the text talking about. It cause the lack of their vocabulary, the concept of each text and disable comprehend the text. State Examination would be held by taking computer based state examination (UNBK), it appeared a new problem. The students must face a bad computer network beside the limited time, while the goverment just provide two hours to finish fifty questions.

Nowdays, State examination using computer based State Examination (UNBK), while goverment just give two hours to finish the examination. To finishing all the question students do cheating, ask their friends even teacher help to answer the question. Sometimes students buy the answer key of the state examination and teacher also do anything so that students can pass in examination. That is problem in every year in Indonesian.

Based on this problem, the researcher found that in Junior High School's State Examination the paragraph about reading text. Reading text is constructed from clause or phrase in order to make the readers easily to comprehend the text. According to Halliday stated that functional grammar can be recognised in the sense that each element in a language is explained concerning its function in the

total linguistic system. That is to say, each single unit of language such as clause or phrase, is interpreted as functional with reference to the whole. Clause consist of a theme combined with a rheme and the structure is expressed by order.

According to Bloor and Bloor stated that a clause begins and start of a realization of the theme. This is followed by the realization of the rheme. Textual function has function to organize the message of the text which relevant to the context situation. Textual metafunction is realized by the thematic structure. According to Bloor and bloor thematic structure is structure and in many clauses similar to information a parallel equivalence between theme and follow rheme and new on the other (what the type of theme)

Theme is realized by the first element of the clause up to and including the first ideational element. Theme and text are two aspect which can not be separated one each other aims as signaling the maintence or progression of what the text is about. It can help students understand the text easily, the idea of the text and know the key concept of each text. So it will be easier to finish the State Examination on English subject in a limit time without translate the whole the text first.

Based on the explanation and theory above, the researcher interest to conduct a study with a title ***“Thematic Structures in the text of English State Examination (UN) in Junior High School”***. This tittle will be interesting because there are in methodological explantion.

B. The Limitation of The Study

Based on the identification above of the study, the researcher limits the study in reading text on “ Theme in the text of English State Examination (UN) in Junior High School” especially in reading text.

C. The Formulation of Study

Based on the background , the problems are formulated as the following :

1. What types of theme are used in reading text of the Junior High School’s State Examination ?
2. How are thematic structures occur in reading text of the Junior High School’s State Examination?

D. The Objectives of Study

In line with the problems, the objectives of this study are :

1. To describe the types of themes used in reading text of the Junior High School’s State Examination
2. To find out process thematic structures in reading text of the Junior High School’s State Examination.

E. The Significances of Study

The significance of this research is expected to be significant :

1. Theoretically, the findings can add up new horizon to linguistics theories and the findings can be relevant for further researchers.
2. Practically, the findings can be useful for teacher to teach and guide students are to easy answer English State Examination (UN). The students are easy understand and to enjoy answering the test without cheating. Textbook writing can guide and help students to do test in textbook writing.

CHAPTER II

LITERATURE REVIEW

To support the ideas of this research, this chapter present: (A) Theoretical Framework; (B) Conceptual Framework and; (C) Relevant Study.

A. Theoretical Framework

1. Structure

a. Definition of Structure

The word "structure" derives from Latin "structura", from the root "struo" and indicated the result of a building activity. This original meaning has been dominant for a long time. For instance, in French in the end of the xIxth century we find in Littre¹ about the "neologisme : structllrer" ecce verbe est fait avec structure, comme conjecturer avec conjecture, mais il est inutile, car on a construire". So originally the term "structure" did indicate a role of that part of reality which had been constructed by man himself. Structure show the role or the real happened in the text and we can see it.

Architecture is a term model in particularly right here, because for the first time in the history of mankind, isomorphic representation on paper of a part of reality was produced. In all the text structure in the important think to get the point what the text talking about. The first extension of the term "structure" comes when the old grammarians applied the concept to sentence structure especially in the text. We have a metaphoric use here: the familiarity with the term "structure" as a result of construction activity is utilized in order to describe the characteristics features and the role of language in an indirect way. The elements

¹Litre, E. (1870) Dictionnaire de la langue trant;aise : Paris

of the "structure" are no longer stones or wood, but have become variables, and "structure" has become an expression of the result of human action, namely, combining, linking together and constituting a whole, on the basis of undetermined elements. Element is the important part in sentence in to build the grammar and in structure. Grammar and structure are different meaning is the real life and in practice. Grammar has aims to manage word by word and its good to put and chosen what is the best word using in the text. In other hand structure is to manage formtion and arragement in the sentence usually in the reading text.

Based on above curriculum, generic structure usually structure in the text used leaners in target language and devided into five element, there are :

1. Orienatation (introduction)
2. Sequence of Events
3. Reolution
4. Re-Orientation
5. Evaluation

b. Thematic Structures

Functional grammar called (also known as Systemic Functional Grammar) is a theory of language developed by Michael Halliday, a key pioneer of Second Foreign Language (SFL) which has been very telling linguistic approach in Australia and world wide for the past three decades. Halliday said clause and pharase is the single unit in the language. It is interpreted as functional with reference to the whole. In a word, functional grammar is “the interpretation of texts, of the system and of the elements of linguistic structures”. Because the richness of this theory, it provides powerful principles to understand and manage

complexity.² Halliday explain the textual component consisting the features associated with two groups of the grammar of English (and hence texture) , there resources are the structural and the cohesive.

The first (the structural) is consist into the two parts . The second (the cohesive) is consist into four parts, it can be seen in the following summary³

Structural component :

- a. Given and New: information structure and focus
- b. Theme and Rheme: the thematic structure

Cohesive component :

- a. reference
- b. ellipsis and substitution
- c. conjunction
- d. lexical cohesion

Not only grammar and structure every sentence has own thematic structure. When a sentence exists alone, its Theme and Rheme are certain and cannot develop because it has no context. However, almost all the texts are made up of two or more sentences. At that time, there are some connections and changes between Themes and Rhemes, which are called progression. Themes in head of sentences or called subject or the main point every sentence. Not yet all the theme is the subject but also just in generally. The complete meaning text is the whole text gradually unfolds until it forms the complete meaning. Theme and rheme always exist in sentence to make it complete the element of the text and well in

² Vin To, (2018), "Thematic Structure in Reading Comprehension Texts in English Textbooks". *International Journal of language* vol 4 (1), P 45.

³ Ibid., p. 45

fuctional grammar. While in rheme always follow by theme. Rheme is explanatory sentence to make the sentences has the obvious information in the text not only when reading, but also in speaking.

As we know from the above analysis, a clause is supposed to include two parts. One is Theme, and the other is Rheme. Theme is what the clause is concerned; it is the element that serves as the start of a clause. Following Theme, Rheme further explains what Theme is about to make the clause complete in structure. Thus, thematic structure is always expressed by the order, in a clause, Theme is put in the first place. In addition, people are accustomed to talking with other from the known message to the new. Message is starting theme as the starting point of the message, is already known by the speakers and hearers. Based on this, it is possible for Rheme to convey the new information without exist in theme. Rheme can't standing alone without theme follow. At last, integrated menaing will express the clause. From that point, the thematic structure in a clause can be considered to push ahead with the communication smoothly and clearly.

According to Bloor and Bloor theme will started of clause to begins the part of theme build or realization of the theme. This is followed by the realization of the rheme. Textual function has aims to organize the message adn information of the text which relevant to the context situation. Textual metafunction is realized by the thematic structure. According to Bloor and bloor thematic structure is information in similar structure and in many clauses there is a parallel equivalence between theme and follow rheme and new on the other, it will complete the information and new knowledge in linguistics. Bloor and Bloor to be

one of the most expert widely used in thematic structure especially in theme and rheme. He tells that sentences will has the first types it called clause.

Pay attention in several aspect to write a good composition and read the text in grammar and structures well. Theme or clauses is One of them. Starting a sentence with a Theme is useful in helping students to communicate their ideas successfully and clearly. Clause concerned in the theme as element of clause structures which serves as the point of departure of the message. The Theme becomes the prominent element for standing as the grammatical system that organizes the clause in such a way that it helps construct the environment because it provides the environment for the remainder of the message, which is known as the Rheme, in the Theme and Rheme organization.⁴ If rheme not followed by theme it will be not has the information when the reader want to know it, because rheme sometimes called as compliment different way with theme as the subject or the main point. Theme and Rheme will explain clearly in the next part.

2. Theme and Rheme

When speakers/writers produce a message, information and knowledge, they produce only one word at a time, and they have to choose a starting point for their message. Halliday defines theme is the point of departure of the message and rheme as remainder of the message. In other words, The element which comes first in the message is rheme, while Rheme is the one which provides additional information to the starting point and is available for subsequent development in the text or it called compliment to tell the theme in clearly and

⁴Sri yunita, (2018). Theme And Thematic Progression In Students' Recount Texts *Indonesian Journal of Applied Linguistics*. 2018. Vol 7 (3). P 524.

smoothly. Theme and rheme is a relation one and each other will helping to get information well.

Message in clause is therefore organised into Theme + Rheme. The system of Theme relates to the textual metafunction of the language. It organize “the clause to show what its local context is in relation to the general context of the text it serves”. As Theme is the first constituent of the clause, and Rheme is the rest of the clause; the different choice of Theme contributes to a different meaning and different organisation of the text.⁵ In other word theme usually as a subject and rheme as object. But not all the the theme as subject and rheme as an object. In generally we can see that most of the theme is a subject and rheme as an object.

According to Halliday, the first element is theme realized of the clause up to and including the first ideational element. Departing from this, in the present study the ‘special status’ assigned message to the starting point of may include more than one ideational element, which means by definition the subject of the main clause will be included in the Theme. In addition, Subjects which are found after the verb of the independent clause will not be analyzed. If the subject of the independent clause has been ellipsed, then the ellipsed subject will be noted and analysed as ellipsed.

The Theme extends from the beginning of a clause up to (and including) the first element that has a function in transitivity. This means that the Theme of a clause ends with the first constituent that is participant, circumstance, or process, which is referred to as the topical Theme. The topical Theme may be preceded by elements which are textual and/or interpersonal in function, and they are called

⁵Ibid, Vin to. P. 56

textual Theme and interpersonal Theme respectively in SFG (Second Foreign Language). This typology of Themes into topical, textual and interpersonal Themes is made in terms of textual metafunction.⁶

2.1. Theme and Rheme

THEME	RHEME
Lion	Beats the unicorn all round the town
All round the town	The lion beat the unicorn
However, the unicorn	Still did not want to bow to the lion
Would the unicorn	Give in to the lion

Based on the above sample division of Theme-Rheme, two inferences can be made as follows: first, theme is not necessarily the subject of a sentence, nor is Rheme equated with the predicate. When Theme and Rheme overlap with sentential grammatical components (subject and predicate), like sentence one and four in the above example, the Theme is called unmarked Theme.

On the other hand, a Theme that does not coincide with a subject of the sentence is called marked Theme. Example of marked Theme can be “All around the town” in sentence 2 above, which is actually a prepositional phrase. Second Theme can be “realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause”. Whether a theme is represented in one way or another, is distinct characteristic that Theme appears first in a clause presents given information is preserved.

Theme is used as attribute, descriptor, element, and concept. As an implicit topic that organizes a group of repeating ideas, it enables researchers to answer

⁶ Wei, Jing, (2015). Theme and Thematic Progression in English Writing Teaching. *Journal of Education and Practice*.vol 6 (21). P 180.

the study question. It contains codes that have a common point of reference and has a high degree of generality that unifies ideas regarding the subject of inquiry. It is considered at head of underlying meaning implicitly discovered at the interpretative level and elements of subjective understandings of participants. Each theme may have some subthemes as subdivisions to obtain a comprehensive view of data and uncovers a pattern in the participants' account.⁷

Thema and rheme is element system in writing and speaking text. Theme concerned to subject or general aspect but in Rheme is the object or complement in the text or speak. Theme is key information and rheme will explain the subject, it will be the reader will know what talking about knowledge and news and each other. Theme and rheme has relation in structure and grammar in functional grammar. Theme system and thematic structures supports the characters of the student in reading and writing the text in various types of the text in the school material.

2.1 Kinds of Theme and Rheme

Based on above type, theme can be classified into topical, interpersonal and textual.

2.1.1 Simple Themes (Topical theme or experiential theme)

Simple Themes are also recognised as experiential (topical) theme or ideational Theme. Topical theme consist in participant or adverb and circumstances in the text. The example will explain next part. Simple Themes are divided into unmarked topical and marked topical. If the first topical element or the topical theme of a declarative clause is also the Subject, it is an unmarked

⁷Mojtavba, Vaismoradi friends. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing Education and Practice*. Vol 6(5). P 101.

Theme which may be a noun or pronoun or adverb realised as a nominal group or a nominalisation. Vice versa, non-subject Themes are marked or called rheme. Marked Theme functions as adjunct or complement of the clause. Adjunct consists of adverbial group or prepositional phrase or rheme it will clearly complete the subject.. Complement can be a nominal group or a nominalisation. Simple Theme is the first element in the clause that convey the ‘representational’ meaning. It contains only one structural element which is constituted by just one unit: one nominal group, adverbial group or prepositional phrase. Therefore, it might be a ‘participant’ (a), a ‘circumstance’ (b), giving information about time, place, manner, cause, etc. or the process (c). In Examples 1, 2 and 3, Themes are recognised in italic face.

Example 1: *Many people in North America* begin college at the age of eighteen. (Unmarked Theme as a participant) Example 2: *In the United States*, the cost of a college education can be quite expensive. (Marked Theme as a circumstance) Example 3: *Says* Mr Smith: “It’s too early to draw any conclusions yet”. (Marked Theme as the process)

2.1.2 Multiple themes (textual and interpersonal themes)

We have discussed simple or topical Theme which expresses the representational function and construes a quantum of human experience in the clause. There are also other elements preceding the topical Theme which are either textual or interpersonal in function, playing no part in the experiential meaning of the clause (Halliday & Matthiessen, 2004). Textual and Interpersonal have many types in specific types. In Textual there are : Textual continuative/relative, Textual Structural/ Pronoun, and Textual conjunctive. Vice

verses Inetrprsonal reached from : Interpersonal vocative, Interpersonal modal, and Interpersonal Integrative/realitive. There are all the type in textual and Interpersonal types in theme. All the example will explain next part.

When that is a topical Theme plus textual Themes and/or interpersonal Themes in a clause, the clause has multiple Themes. Multiple Themes are normally ordered like this: textual interpersonal experiential. In all cases, the experiential (the topical Theme) comes last and the one followed is part of the Rheme. In All the type of theme will followed rheme. Rheme contribute to the theme to make structure and grammar well.

2.1.3 Textual Theme

“Textual Themes almost always constituted the first part of the Theme, coming before any interpersonal Themes. They give thematic prominence to textual elements with a linking function”. Textual theme come by conjunctions, relative pronouns, conjunctives, and continuatives which are in bold face in Examples 4-8. Structural conjunctions can link two clauses in a coordinating relation as seen in Example 4 and can mark one clause as dependent on another as seen in Example 5.

Example 4:

*Now, I often eat soup when I am tired or worried, **and** it helps me feel better.*

Example 5:

***As** she approaches, your classmate suddenly raised her eyebrows. (Relatives which is related like “yes, no, well, oh, which)*

Example 6:

*We heard Professor Smith’s lecturer, **which** was a great disappointment.*

(Conjunctives which is related in “in any case, in fact, moreover, however)

Example 7:

However, *the English language has many variations.* (Continuatives which is related like “yes, no, well, oh, which)

Example 8:

Oh, *what a surprise to see you here!*

2.1.4 Interpersonal Theme

The Interpersonal Theme is any combination of vocative, modal and mood-marking Besides, many ways to define interpersonal Theme based on the factors below.

- vocative which is realised personal name

Example 11:

Mr Wolf, Mr. Wolf, *may we cross your golden waters?*

- An Adjunct which is normally realised as an adverb

Example 12 :

In 1857, *the first soccer team was created in Sheffield, England.*

- Integrative / Relative which is realised 5W + 1H

Examples 13:

How *we are organise ourselves ?*

Example 14:

Where *we are in place and time?*⁸

⁸ Ibid, Vin to, op.cit. p.56

3. State Examination of English State Examination (UN)

The information about the success of education evaluation can be seen from the instrument of the evaluation whether it is appropriate and can measure every aim. Irrelevant instrument causes inaccurate measurement. According Brown the instrument is called a test.⁹ State examination is one of the evaluation instruments to deep the achievement of the students' competencies held by Indonesian Government through The Education National Standard Board (Badan National Standard Pendidikan or BSNP). It is also can be an instrument to measure the level of education's aim achievement.

Moreover, the National Examination is applied in order to develop the quality of national education and it is supported by the Government Regulation Number 19 year 2005 on the National Standard of Education.¹⁰ Rupilele claimed that the national examination is a form of a national scale evaluation as a part of the education world and it is used as the national achievement standards.

State Examination in Indonesia it is called *Ujian Nasional (UN)* in the point of view people generally, it is still a dilemma. People said that it is not fear for certain students and school in remote areas if it is for educational decision passed and failed. The standard and of curriculum and expectation of the government are too high for them. It is known that the standard of State Examination is the same in all areas whether in big cities or remote areas such small villages. In big cities, the facilities are adequate and complete such as language laboratory, a complete

⁹ Brown, D.H. (2004). *Language Assessment Principles and Classroom Practices*. Longman: Pearson Education. P. 5

¹⁰ Sukyadi and Mardiani. (2011). The washback effect of the English National Examination (ENE) on English Teachers' Classroom Teaching and Student's Learning. *Education Journal*. Vol 13 (1). P. 5

library, internet or easiness to find books and references. While in remote areas, it is still far from the expectation. They have limited facilities, laboratory, library, internet or books.

The main focus of teaching English at the Junior High school is the four language skills, and the state examination focuses on assessing reading, writing, grammar, and vocabulary relevant to the basic competences stated in the curriculum. These test should have the same content and item formats.

English State Examination (UN) in Junior High School there are consist 50 questions. Each question has 4 choice and each reading tetxt has 3-5 question. the time just 60 minutes to finishing all the test in one subject in junior High School. Without cheating, key answer and ask their friends or teachers.

3.1 Reading

Reading is a one way to do of communication, using written language or symbol (text). Reading is has to aspect communication between an author and a reader. Reading is interpretation and unserstanding. All of these response are correct. Written words are meaningless if you do not understand, what thee subject talking about, what an author is saying.¹¹ Reading is daily communication activities because always we do in daily. We know information, knowledge , opinion, fact, and news. So reading is important think that we should to understand noy just in book, newspaper and also in this era we can reading in any aspect and nwe material like gadget and social media.

Reading is an active process that depends on both an author's ability to submit the meaning using words and your ability to create meaning from them. To

¹¹ Deborah Daiek Nancy Anter. (2004). *Critical Reading for College and Beyond* (MrGraw-Hill: NewYork. p. 5

read successfully, you need constantly connect what you already know about the information and news to the words the author has written.¹²

The reading process begins with decoding words, that is deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text, when you think about one subject that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also take on almost mechanical qualities. Isolating the steps makes the process seem mechanical or reducible to a formula but nothing about reading is mechanical or formatic.¹³

From the above definition by some experts time by time we can make summary that reading is an activities that all people are doing to communication and to get information, knowledge, news, fact and depends on both an author's ability to readers using meaning words and reader ability to create meaning with what they think.

3.1.1 Reading Comprehension

Otto states that a multiplication affected by various skills based on the statement is reading comprehension. At comprehending text, reader has to find the main ideas and the compliment ideas that will determine the quality of their reading comprehension.¹⁴

¹² Ibid, p. 5

¹³ Spears Deanne. (1983). *Developing Critical Reading Skills*. McGraw-Hill:New York. P,2

¹⁴ Wayne Otto. (1979). *How to Teach Reading*, Philippines; Addison-Wesley Publishing Company. P. 241

Reading comprehension is the mind ability of reader to understand the ideas in a text and the message and purpose of the author to the reader.¹⁵ Reading comprehension has been a part of classroom as long as there have been schools, texts, and test students who desire to read them and teachers wanting both to promote and assess students understanding.¹⁶

Based on above the description, it can be concluded that reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding or without the conding and the important aims is to make the reader get the writer want to tells, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences. Reding comprehension is one way to make student get the point what they are want tell to reader with the structure, grammar, thematic structure well based on chprovision in language.

People should realize that the main goal of reading process is comprehension or get the main point in text. Comprehension is a process of deriving meaning from connected text with intermediary. In involves word knowledge (vocabulary) as well as thinking and reasoning. Comprehension is a componential construct, and not yet everyone will agree on these constituent proess but also all the expert agree what they are talking talking about.¹⁷ It means that in reading comprehension the reader expected to understand fully the reading

¹⁵ Flores Debra, Moran Alyssa, and Orzo Tracey. (2004). *Reading Comprehension*. Huntington Brach: creative Teching Press. P. 3

¹⁶ E, Israel, Susan. *Reading Comprehension*. NewYork; The Guildford Press. P14

¹⁷ Tennet wayne. (2015). *Understanding Reading Comprehension*. London: Sage Publication. 2015.

material and have new information and knowledge in material tells. The reader should be able to give a clear explanation about the reading when she/he is asked some questions concerning that ideas contained the text because when they are reading it will be clearly and smoothly understood well. If he/she is able to do, so we can say that he/she has already understood the reading material talking about.

3.2 Reading Text of State Examination (UN)

The Junior High School English examination focuses on reading comprehension. Each set has 15 texts of narrative, procedure, recount report, descriptive, letters/emails, and short functional texts followed by multiple-choice question with 4 options. Two texts of the fifteen are used as completion texts, there are also 3 grammar items of making sentences from jumbled words and 2 items of arranging sentences into a paragraph. The later part is writing test in which students do not produce a written discourse but use their writing competence especially about paragraph format to arrange sentences into an appropriate paragraph.

English State Examination (UN) can be defined as a test to measure and evaluate the student's competence nationally by the central government after the process of teaching and learning (the regulation of the Minister of Education, 2005:1). The State Examination (UN) is implemented as a way of improving national education quality and continued education by this test, which is supported by Government Regulation Number 16 year 2005 on the National Standard of Education. The Junior High School English Exam focuses on reading comprehension. The time allotted to do the exam was 120 minutes or 60 minutes depends on the subject in the school.

3.3 Kinds of Text in English State Examination

Reading text is able to be divided into two, literary texts and factual text. According to the Anderson, literary texts are divided into three main text types: narrative, poetic, and dramatic, but explanation, discussion, exposition, information report, recount, factual description, procedure, and recount text are included in factual texts. Furthermore, students are able to learn kinds of reading texts such as recount, report, discussion, explanation, exposition, news item, anecdote, narrative, description, procedure, and review. At least, there are five reading texts relate to monolog text in the form of procedure, descriptive, recount, narrative, and report text and each of them should provide linguistic feature, generic structure, and social function.

Here are the explanation about those genres which are learned in Junior High School, those genres are descriptive, recount, narrative, procedure, and report.

3.3.1 Descriptive Text

Descriptive text is a text that describes a particular person, place or thing and how the way to describe the think or place without picture but from text the reader will know it . The social function of this text is to tell about the subject by describing its feature without including personal opinions and get the picture in their brain. The structure that constructs the text is a typical of description (opening paragraph that introduce the subject) and it is followed by a series of each paragraph (it describe a feature of subject) and conclusion as the signal the text ends. This text also has grammatical features which consist of the use of present tense, adjective to describe the feature of the subject and topic sentence to

begin paragraphs and organize the various aspects of the description. This type will exist in English State Examination.

3.3.2 **Recount Text**

Recount text is type of text a piece of text that retells past events, usually in the order in which they occurred. The social function is to provide the audience with a description of what occurred and when it occurred in past time. The structure of the text is the introductory paragraph which tells who, what, where, and when. It is followed by a sequence of events (retell the events in the order in which they happened) and conclusion (it is an optional). The grammatical of this text is the use of proper noun, use of descriptive words, the use of past tense, and words that show the order of events. This type usually consist just one in English State Examination (UN) and has 3-5 question.

3.3.3 **Narrative Text**

Narrative text is a text that tells the story or experience to the reader. According Mark Anderson & Kathy Anderson, a narrative is a type text that tells a story and, in doing so, entertains the audience. The social function of this text is to entertain or to amuse the reader. The generic structure of this text is orientation, complication, sequence of events, resolution and coda. They also mention that the grammatical features of narrative are nouns that identify the specific characters and places in the story, adjectives that provide accurate descriptions of the characters and setting, verbs that show the actions that occur in the story, and time words that connect events, telling when they occurred.¹⁸

¹⁸ Mark Anderson and Kathy Anderson. (2003). *Text Type in English*. London : Macmilan. P. 88

Narrative always found in English State Examination (UN).

According to Knapp and Watkins, that narrative does not only have one purpose to entertain the reader, but also narrative has another purpose is a medium of entertainment and medium for changing the social opinions and attitudes. The grammatical features of this text are using action verb, temporal connectives, action verb are used, narrative often use rhythm and repetition to create particular effects, play with sentence structure (a short phrase is used to create poignant effects).¹⁹ This type students will found this type in the English State Examination (UN) because this is the important type of text in reading text.

3.3.4 Procedure Text

Procedure text is a text that tells the reader or listener how to do something and how the way with the steps. The social function of this text could be to provide instructions for making something, doing something or getting somewhere or how the way to do something. The structure that constructs this text is the aim/goal (the introductory statement or title), materials (things that needed to complete the goal), and steps (it is needed to achieve the goal). Procedure text also has different grammatical features from other text such as the sentence begin with the verb and stated as command, time words or number that show the order for carrying out the procedure, adverbs to describe how the action should be performed, and precise terms and technical language.

¹⁹ Knapp and Watkins. (2005). Genre Text, Grammar: Technologies for Teaching and Assesing Writing. *The Electronic Journal for English as a Second Language*. Vol 12(2). P 221-222

Meanwhile, Knapp and Watkins also add the grammatical features of this text such as the addressee may be referred to either directly or indirectly, using action verb to represent the process, using simple present tense and imperative, adverbs are used to provide the information how the task is completed, using temporal connectives to ensure the task is completed in the order time, using conditional connectives, using modality to state the obligation in completing task.²⁰ This type always in English State examination (UN). This always we are doing in daily life.

3.3.5 Report Text

Report text is a text that reports information about a subject or give the knowledge. According Mark Anderson & Kathy Anderson, report text is a piece of text that presents information about a subject. The social function of this text is to classify and/or describe using facts about the subject's parts, behavior, and qualities. The generic structure of this text is, the first is general classification (tells what the phenomenon under discussion is) and then it is followed by the description (tells what the phenomenon under discussion is like in term of part, qualities, habits behaviors). also add that the grammatical features usually found in a report text are the use of term that related to the subject, general term, and use of present tense.²¹ English State Examination always need this type of text because will give new information about the subject what talking about

²⁰ Knap and Watkins, op.cit. p. 28

²¹ Mark Anderson and Kethy Anderson, Loc. Cit

B. Conceptual Framework

Based on theoretical before, researcher will search about thematic structure in the text of English State Examination in Junior High School. So, the researcher split into two focus. The first focus from general thematic structure then theme and rheme, next kind of theme and rheme (what is the types of theme and rheme). Another part is English State Examination (UN) that is in general, then in specific is reading text in English State Examination and kind of the reading text. From all the part the researcher combined two part from to be analysis theme and rheme in the text specially reading text English State Examination (UN). Until the students are able to work English State Examination with honest, individual and with good result. The final result is to make the students as a best graduate in Junior High School.

In this research. The researcher combine between linguistics and reading material in Junior High School. Although linguistics still rarely even never discussion in Junior High School. So researcher will combine between linguistic/discourse in another subject to make a new result in this research. Researcher will analysis theme and rheme in text of English State Examination in Junior High School so that has significance as expected to make students be the best score and as the best graduate especially in English material in Junior High School

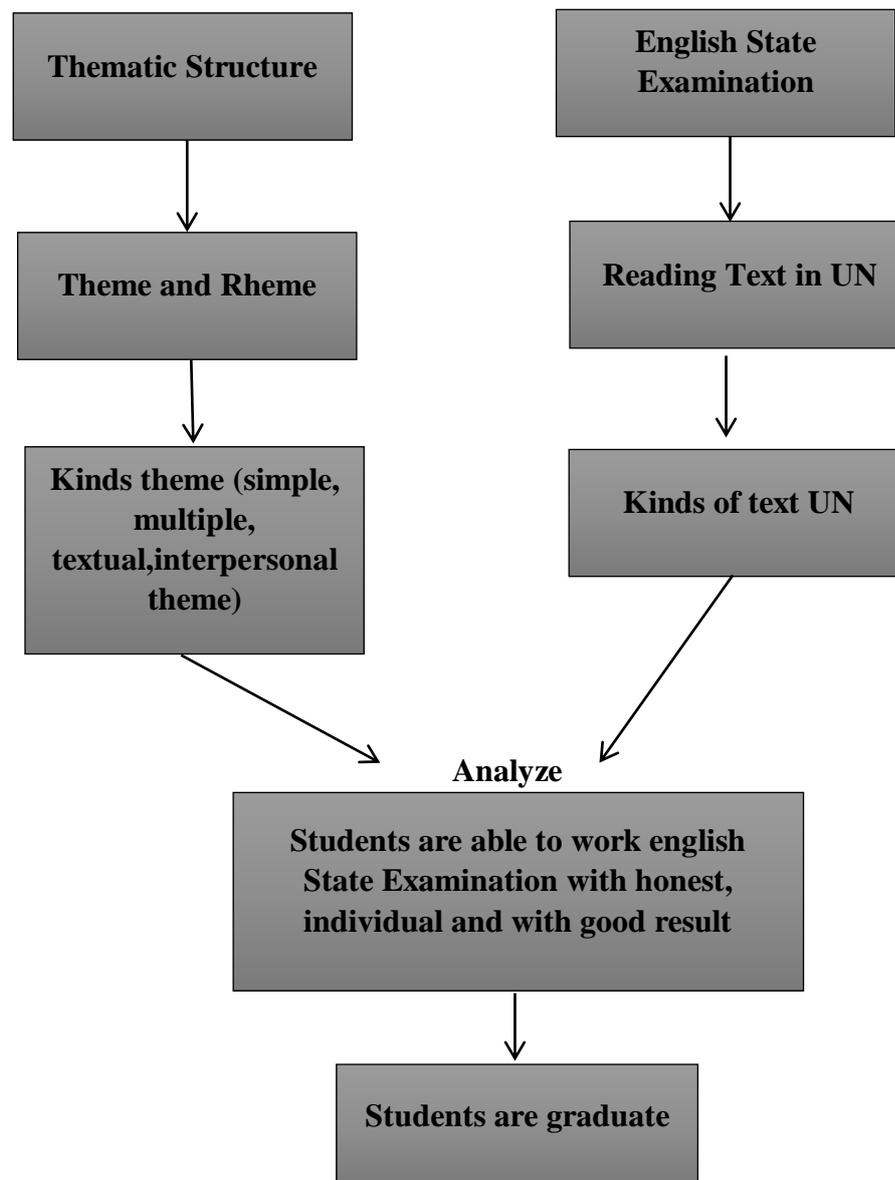


Figure 2. The conceptual Framework

C. Relevant Study

Based from Vin To from 2018 in title “Thematic Structure in Reading Comprehension Texts in English Textbooks” researcher findings the analysis revealed three main findings. First, simple themes, which include topical/unmarked and marked themes, were used most across levels, while multiple themes took the second position, and clausal themes were used the least. Second, the number of multiple and clausal themes increased in accordance with the textbook levels from low to high, though that of simple themes demonstrated a decreasing pattern. Third, among components of multiple themes, the frequency of experiential and textual themes was significantly high in all four books, compared with that of interpersonal themes. It is concluded that a variety of theme types were employed in reading texts across levels, contributing to the coherent organisation of the texts.

Wei Jing, in 2015 from his research “Theme and Thematic Progression in English Writing Teaching” researcher findings writing difficulties and suggested that theme and thematic progression should be included in English writing lessons to help students write more coherently, there has been little more than theoretical advice as to how teachers could apply the theory of theme and thematic progression, and very few studies have developed and studied teaching materials informed by theme and thematic progression. The present study provides an instructional package in theme and thematic progression for Chinese english foreign language students by examining theories in Systemic Functional Grammar and reviewing relevant literature. The activities in this instructional package are designed to build students’ meta-knowledge of coherence and theme and thematic

progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, students would apprehend which theme and thematic progression patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing.

Mojtaba Vaismoradi, Jacqueline Jones, Hannele Turunen, and Sherrill Snelgrove in 2016 from their research entitled “Theme development in qualitative content analysis and thematic analysis” researcher found the findings of qualitative research off deeper understanding of the complexities of human experiences’ at the level of implementation, the method of theme development suggested in this paper can be an effective means by which participants’ experiences can inform practice development and advance the consolidation of results to form well-grounded nursing interventions.

Sri Yunita in 2017 in the research title “Theme And Thematic Progression In Students’ Recount Texts” the findings showed that the Theme and Thematic progression supports the character of Recount text written by the students to some extents: the Topical Theme represents the students’ ability to deliver what the text is about, the Interpersonal Theme helps students declare their personal comments, while the Textual Theme showed the students’ ability to develop the logical relationship between clauses and make their texts more cohesive and coherent. In terms of thematic progression patterns, the Theme Reiteration pattern signposts that the students tend to make the text focus by repeating the same element as Themes; the Zig Zag pattern showed that the

students introduce newly information by promoting the Rheme in a clause to the Theme in the subsequent clause, and the Multiple Theme pattern specifies that the students develop the texts well according to the prior plan before writing those ideas in the text.

According Vin to based on his research he found variety of theme types were employed in reading across level and focus in English textbooks. Second According Wei Jing he, he found students would apprehend which theme/thematic progression patterns are value in English writing and have the opportunities to apply this knowledge to improve their writing. This research focus to increasing writing skill students. The third according Mojtaba and friends the findings is to deeper understanding of the complexities of human experiences of implementation, the method of theme development suggested in to get an effective means by which participants experiences. The fourth researcher is Sri Yunita, the findings showed that the Theme and Thematic progression supports the character of recount text written by the students to increase ability is English skill. The last researcher just focus in one reading text, it is recount text only.

From all the expert each expert focus analyse theme, thematic progression, reading text, but different template to analyse. Like in textbook, recount text, in experiences/habitual, and writing teaching. So researcher will focus to theme and rheme in relevant linguistics because in each related study related to pragmatics, text book, and teaching writing and habitual. So, researcher will focus analyze theme and rheme in text of the English State Examination and this research will related to linguistic. As in accordance with the title and focus of the research that has been described by researchers.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses (A) Method of Research; (B) Subject of the research; (C) Technique of collecting data; and (D) Technique of analyzing data

A. Method for Research

In conducting this study, descriptive qualitative method is use. According to Burns and Grove descriptive qualitative method is designed of research to provide a situation as it naturally happens daily life. It may be used to justify current practice and make judgment and also to develop theories.

In this study, descriptive qualitative method use to analyze teks in English State Examination (UN). The procedure are the first search the test english UN, the second reading the teks what the kinds of texts. The third is segmenting each sentences into clauses. The forth is identifiying theme in each clauses. The last is identifiying the development of theme in order determine the pattern mostly applied.

B. Subject for the Research

The data of this study was the implemetation of theme in English State Examination (UN). The subject of this study is English in State Examination. In this study researcher firstly tried to do get test English State Examination (UN) from Junior High School. After that, Observed the theme and rheme in English State Examination (UN). This was intended to analyse and observed theme and rhem in each text in UN test. After that researcher will validate the findings to another expert espececially focus in theme and rheme related in discourse analysis

material. This material there are as subject in English department in UINSU. Researcher will make the relation with lecturer in English department which expert focus in theme and rheme material. So, the finding will has relation to another expert.

C. Technique for Data Collection

In collecting the data, the ways of collection data were in a variety of ways. The resercher do some technique to get he data and get the accurate result. In this research, researcher use the two technique collecting data. There are observation and analysis.

1. Observation

In this case, observation would be done by investigating the test English State examination (UN) Junior High School 2018/2019. There are many packet in English test. So the researcher chose one the packet to collect the data about them and thematic structure in English test State Examination.

2. Analyzing and validation

In this part, The researcher will analyzing the reading text to get information about theme and rheme use in the test. Then continue to validate the data to other expert for investigating the data. It will be make coherence between researcher and other expert and will has the accurate data about what the types of theme in English State Examination (UN) 2018/2019 and thematic structure occure in the test in Junior High School.

3. **Documentation**

Documentation is a way to collect the data from State Examination(UN) and collect the data pas events. This way will complement the research to get the result.

D. Technique for Analyzing Data

After the data was analyzed, the data was validate in order to know the accuracy. The data was communicated to the experts using communication validation, whether the data was coded in the exact category or not. The experts were people who understand to this field. In this study, they were one lecturer in English education study program of Islamic State University of North Sumatera Medan.

The researcher will validate the findings to another expert espececially focus in theme and rheme related in discourse analysis material. This material there are as subject in English department in UINSU. Researcher will make the relation with lecturer in English department which expert focus in theme and rheme material. So, the finding will has relation to another expert. After conducting the validity accuracy and agreed with findings the researcher coded the data in the exact category. After that the findings will explain in clearly to make it easy and clear to understand for students and teacher in Junior High School.

CHAPTER IV

THE RESULT AND DISCUSSION

A. General Theme

State Examination in Indonesia it is called *Ujian Nasional (UN)*. The Junior High School English Examination 2018/2019 focuses on reading comprehension. Each test has 50 question in every packet. Each packet has 17 reading text test and every reading text has 2 until 5 question in one reading text. Each set English State Examination (UN) consist of descriptive, Recount, narrative, procedure, report, and announcement.

English State Examination has limited time to finishing their test. Students have 120 minutes to finishing test. It conclude fiil in the list yourself , reading the text, reading the question and answer the question. So it will spend much time. In one reading text consist 4 until more than 50 sentences in one reading test. student not always reading the text and know the answer but also analyze what is the best answer to get the good score. So thematic strucure, theme, and rheme will help students to finishing their test without spend their time.

Reading text are devided into two. There are literary text and factual text. The Junior High School English State Examination (UN) 2018/2019 used both of them, literary and factual text. Literary text In English State Examination (UN) consisted of narrative text and dramatic text. And the other hand factual text consist in explanation, discussion, information, recount and procedure text in English State Examination (UN).

Students able to learn the kinds of reading text such as recount, report, discussion, explanation, exposition, news item, narrative, description, and

procedure text. All the material in English reading text provide linguistic feature, generic structure, and social function. Students need to pay attention to several aspect to reading text to get a good composition. One of them is theme and rheme. Starting a sentence with a theme is useful in helping students to get the information of the text without translate the whole. It can help the students to easily understand the contents of the text.

State Examinantion (UN) become a reference for education in Indonesia to continue their school. In in this yer, the first State Examination (UN) has been deleted because problem in this pandemi. The goverment has done the best way to do education in Indonesia by doing electronic sytem in the school. Maybe it will help education, teacher and students in Indonesia.

B. Spesific Theme

According to Bloor and Bloor thematic structure is structure and in many clause it called theme is similar to get information. There is a parallel equivalence between theme and follow rheme and new on the other to make massage in text. Clause start with a realization of the theme. The clause as message is therefore organised into theme and rheme. The system of the theme related to the textual and structural metafunction of the language.

Theme is realized by the first element of the clause up to and including the first ideational element in thematic structure. Theme is used as attribute, descriptor, element, and concept in pharagraph. Kind of theme in this research are Textual (continuative, structural, and conjunctive), Interpersonal (Vocative, modal/adjuct, integrative/relative), and Experiential topical.

Thematic structure occurred in English State Examination (UN) in Junior High School because theme is the important role in sentence and will be followed by rheme. In other context theme can be called as the subject and rheme can be called as the object. It doesn't mean all the time but sometimes theme doesn't mean subject and rheme as the object. It should be seen what is the clause used in the message or in the text. Thematic structure helps the students to understand and finish the test without chatting, key answer, and get the best score because they know the best way to do their test. It means that they have knowledge and information about the material to make it easy.

In other context teachers also teach students to make it for them to know about it. Teachers also know information about thematic structure, theme and rheme. Don't just about reading text and about the question in the English State Examination (UN). If they know the simple way to get the main point, or subject what talking about it will save their time to do the text especially in English State Examination (UN) in Junior High School. In other context Thematic Structure can be used when the teacher is reading/listening/writing and speaking. It means all the activities in English study thematic structure have many functions in their daily life.

The results of this research are the most used types in Junior High School's English State Examination (UN) are experiential topical types. Experiential topical contains only one structural element which is constituted by just one unit. One nominal group, adverbial group or prepositional phrase. Therefore, it might be a participant, circumstance, giving information about time, place, manner, cause, or the process.

The least used in Junior High School's English State Examination (UN) 2018/1019 is Interpersonal Integrative. Interpersonal Integrative might be a relatif or 5W + 1H. There are what, why, where,when, who and how. This type is very rarely found in reading text test in English State Examination (UN) 2018/2019. Both of the types are contradictory in reading text test.

C. Research Finding

There are 13 text which were analysed in English State Examintaion (UN). These text were divided into three types theme of English State Examination (UN). There are : Textual (continuative, structural, conjunctive), Interpersonal (vocative, modal, integratif/relative) and Experiential topical. This part is answer types of theme are used in reading text of Junior High School's State Examination (UN). There are following various types of reading text in English State Examination (UN). The findings concerning the types of theme are outline in the table :

Table 1.
Identifying all the Type of Theme in Reading Text Test
in English State Examination (UN)

		Identifying Types of Theme									
Types of Theme		text 1	%	text 2	%	text 3	%	text 4	%	text 5	%
Textual	Continuative	1	3,7	0	0	2	9,09	2	8,69	2	5,55
	Structural	5	18,51	2	33,33	6	27,27	17	73,91	10	27,77
	Conjunctive	2	7,4	0	0	2	9,09	2	8,69	1	2,77
Interpersonal	vocative	13	48,14	1	16,66	3	13,63	15	65,21	7	19,44
	Modal/adjuct	0	0	0	0	1	4,54	2	8,69	0	0
	integrative/relative	0	0	0	0	0	0	1	4,34	2	5,55
Experiential	Topical	6	22,22	3	50	9	40,9	14	60,86	13	36,11

Types of Theme		text 6	%	text 7	%	text 8	%	text 9	%	text 10	%
Textual	Continuative	0	0	5	9,25	2	5	0	0	0	0
	Structural	0	0	17	31,48	9	22,5	7	35	13	27,65
	Conjunctive	0	0	9	16,66	6	15	3	15	8	17,02
Interpersonal	vocative	0	0	2	3,7	5	12,5	3	15	11	23,4
	Modal/adjuct	1	25	0	0	0	0	0	0	0	0
	integrative/relative	0	0	2	3,7	0	0	0	0	3	6,38
Experiential	Topical	3	75	19	35,18	18	45	7	35	12	25,53

Types of Theme		text 11	%	text 12	%	text 13	%
Textual	Continuative	0	0	0	0	1	4,26
	Structural	1	8,33	7	21,87	2	8,3
	Conjunctive	4	33,33	5	15,62	9	37,5
Interpersonal	vocative	2	16,66	11	34,37	7	29,16
	Modal/adjuct	2	16,66	0	0	0	0
	integrative/relative	1	8,33	0	0	0	0
Experiential	Topical	2	16,66	9	28,12	14	58,33

All the types in theme Textual (continuative, structural,conjunctive), Interpersonal (vocative, modal, interrogative), and Experiential topical are applied in English State Examination (UN) 2018/2019. In text one interpersonal vocative is the most frequent theme used. It reaches 13 times or 48,14% in one paragraph. Text two is experiential topical occurred 50% although just 3 times in paragraph. Text three is experiential topical reached 9 times or 40,90%. Text four interpersonal modal reached 17 times or 73,91%. Text five occurred 36,11% as 13 times on experiential topical.

The table shows the most theme used in each paragraph. On the six text the most theme used is experiential theme although just 3 times and it is occurred 75%. The text seven used 19 times in 35,18% and text eight occurred 18 times in 45%. Both of them used experiential topical is the most theme. Different with text nine used textual structural and experiential topical in the same number. It is 7 times as 35% in paragraph.

In another, text ten used textual structural occurred 13 times on 27,65%. Text eleven reached 4 times or 33,33% used textual conjunctive. Teks twelve used interpersonal vocative on 11 times or 34,37%. The last text thirteen

used experiential topical reached 1 times on 58,33%. There are all the text used the most theme used in pharagraph in English State Examination (UN). The result show the table from the most theme used until rarely used.

Table 2.
Identify Theme that are Used Frequenly and Rarely

Identify the frequently and the rarely theme							
Reading Text Test	T. Continjuative	T. Sructural	T. Conjunctive	I. Vocative	I. Modal	I. Integrative	E. Topical
Text 1	3,7	18,51	7,4	48,14	0	0	22,22
Text 2	0	33,33	0	16,66	0	0	50
Text 3	9,09	27,27	9,09	13,63	4,54	0	40,9
Text 4	8,69	73,91	8,96	65,21	8,69	4,34	60,86
Text 5	5,55	27,77	2,77	19,44	0	5,55	36,11
Text 6	0	0	0	0	25	0	75
Text 7	9,25	31,48	16,66	3,7	0	3,7	35,18
Text 8	5	22,5	15	12,5	0	0	45
Text 9	0	35	15	15	0	0	35
Text 10	0	27,65	17,02	23,4	0	6,38	25,53
Text 11	0	8,33	33,33	16,66	16,66	8,33	16,66
Text 12	0	21,87	15,62	34,47	0	0	28,12
Text 13	4,16	8,3	37,5	29,16	0	0	58,33
Amount	45,44	335,92	178,35	297,97	54,89	28,3	528,91
%	3,091619154	22,85512117	12,1344691	20,2731021	3,734572521	1,925458232	35,98565772

The above table describe that all the types of theme used in Junior High School's State Examination (UN) 2018/2019. From all reading text types and the types of theme The first of the most theme in English State Examination (UN) is *Experiential Topical*. This type occured 35,9% overall. The second is *Textual Structural* reach 22,8%. The third is *Interpersonal Vocative* 20,2%, the fourth is *Textual Conjunctive* reach 12,1%, the fifth is *Interpersonal modal* 3,07%. The Sixth is *Textual conjunctive* occured 3,0% and the last is the least used in Junior High School's English State Examination is *Interpersonal Integrative* only 1,9%.

In other explanation about the amount used theme occured without ordering but explaining based on amount textual conjunctive is 45,44. Textual structural 335,92 and textual conjunctive occured amount 178, 89. Interpersonal theme, the

first type is interpersonal vocative amount 297,89 , interpersonal modal occur in 54, 89 and interpersonal integrative 28,3. The last part is Experiential topical occur in 528, 91. So the result of the most popular used in the type of thematic structure is the same with the describe before there are Experiential Topical occurred 528,91 and the last is interpersonal integrative reached 28,3.

It means that reading text of the Junior High School's State Examination (UN) used simple language according to their age, so the students can get exact meaning from reading text of English State Examination (UN). Students easily to understand the text, grasp the idea of the text and it will be easier to finish the State Examination (UN) on English subject in a limit time.

The reason why thematic structure are used in reading text of the Junior High School's State Examination (UN) because theme play important role in the text especially in the paragraph which means theme is the topic sentences. Theme and text are two aspect which cannot be separated one each other aims as signaling the maintenance or progression of what the text is about, specifying or changing the framework for interpretation, signaling the boundaries of section in the text and signaling the speaker or writer thinks is a viable, useful, important starting. Thematic structure can make students easily to understand the text , grasp the idea of the text and it will be easier to finish the english State Examination on English subject in a limit time without translate the whole the text and without cheating to another friend.

Overall, if there are a good way and correct system in education will give birth to intelligent children not only at the national level but also at the international level with the best knowledge and it will influence another students

to more active study about anything with the best and good way without there is fraud.

D. Research Discussion

Based above on the data, the researcher agree with opinion by Halliday as the expert in theme and rheme. Halliday stated that the first element comes from theme as the main point or the message and rheme as the reminder in of the message. Theme and rheme is a relation one and each other will helping to get information well. Message in clause organised into Theme + Rheme. In another way ususally theme as the subject and rheme as the object, not only all the subject is a theme but also sometimes compliment or rheme. The theme comes from the beginning of a clause up to (and including) the first element that has a function in message in the text.

Theme have many fuction other than that used as attribute, descriptor, element and concept in writing or reading something. Each theme may have some subtheme as subdivision to build a conversation with participant doing well. Theme also the important element to show for the reader or listener about the the information, news, knowledge talking about. Then rheme will complited as the object or tas the compliment sentences. This term very needed in Junior High School's to do English State Examination (UN) with a good way and the best score in their test.

Vise verces, other expert also recomended about thematic structure like Bloor and Bloor. Bloor and Bloor show that theme will started of clause to begins the part of theme build or realization of the theme and it will be follow by rheme. While thematic structure is information and new knowledge in linguistics and he

also most expert in widely used theme and rheme. Each sentences will has first type it called clause. Themes is a head in sentences or called subject and rheme as the explanatory in sentence or called object in the message but not all the time.

Halliday and Bloor and Bloor become most expert in used thematic structure especially in theme and rheme. Their theory recomended to use in thematic structute. it easy to understand and make it in message or reading text especially. From the above explanation the researcher also find new theory about theme and rheme connect with reading text especially the type reading in Junior High School.

Thematic structure is one of element to build theme and rheme in reading text, the first element called clause. Clause is a unit of grammar organization consist of subject and predicate. Clause also can called as the theme. Theme is the head or the subject in the message also like main point in the message talking about. And the theme will follow by rheme. Rheme is explanatory, compliment and object in the message. Rheme will make more explanation about the material what talking about. Both of them equally the important things because has relation to build a good grammar and structure doing well. The message or ca called the reading text will always has main point and explanatory sentences. So in the simple way main point is the theme and explanatory is rheme. Or other way is theme is the subject and rheme as the object, but not all the time because we also see what the clause include for what the type.

Theme and rheme also has the type in accordance with the research findings in this research. The type in consist to the three part there are : Textual, Interpersonal and Topical. Each part have the type. Textual consist of continuative

(is the realitive like yes, no, well, which, and ohh), Structural (is the pronoun or the conjunction like and, because, for, etc), and conjuctive (is the relate the clause to the preciding text like in any case in fact, in fact, moreover). There are type in Textual theme. Interpersonal consist in three type also, there are Vocative (is the personal name like Amelda, Emi and Nafiah), modal (is theany modal/adjuct like may,could, can, should, etc), and integrative /relative (is the 5w + 1h, like what, who, how, where, etc). There are the type in interpersonal textual in theme. The last in part is Experiential. Experiential doesn't have type but stand alone, it is the participant/adver and circumantces like she, it , they, etc)

Those are all the type researched in message or reading text focus in reading text in English State Examination (UN) in Junior High School. In there so many kind in reading text type so the resaercher done to research about theme and rheme and focus until what the type also the thamtic structure in the reading text occured while have done explain in research findings. In English State Examination (UN) have 17 reading text with various type text but the reasearcher just focus in 13 text and have spelled it out one by one extensively.

In this year, State Examination (UN) has been eliminated due to the impact of covid cases that have occured in the world today. this is the first year without State Examination (UN) but this research also can doing in reading text not always in English State Examination (UN) buta also in overall. pay attention in several aspect in reading text composition clause, theme, rheme, grammar and structure to get the new information, knowledge, and news about anything what we are read. Reading is the important activity in real life.

The Result show that various theme types happen in various reading text in English State Examination (UN). It is interesting to find what is the type in text in three part. Consist with 7 types theme in text in test with no statistically differences on theme were some general patterns. The findings show that variety themes were adopted in selected text in various level in reading test. Studies are recommended to explore about thematic structure, clause, theme and rheme to made progression and periodicity in the reading test in English State examination (UN) 2018/2019.

This research focus on the thematic structure and application in reading text especially in State examination (UN). The theme and Rheme are theory in thematic progression as the key issue in this research. with the discussion about them, we can see that they play in structure and grammar in text to made the theme and rheme as the best way and get the main point in the text easily and clearly without translate word by word to get the message when what the reading text talking about and information writer want to share in the reader. Besides, we acquire more measure to get the existing problem in students reading text in English State Examination (UN) in the last year and can apply in the next year. This research make a skin-deep study about that material thematic structure, clause, theme, and rheme. More studies should be carried out in order to explore the practical strategies in simple and good way on education in Indonesia.

CHAPTER V

CLOSING

A. Conclusion

In terms of Theme system, the result showed that the theme choice and thematic structure support the characters of the reading text test in Junior High School's English State Examination (UN) 2018/2019. The topical theme represents what the text talking about. The interpersonal theme to present the personal attitude. And the textual theme promotes the logical relationship between clauses in order to build text cohesion and coherence. This research found the most used types in Junior High School's English State Examination (UN) is experiential topical theme. The least used is Interpersonal integrative theme.

In the term of thematic structure is a preoccupying conception of a preposition which runs throughout a media text, usually around an initiating topic. It is a strategically specific concept or statement on the basic social forms of knowledge and social forms of knowledge. Thematic structure can make students easily to understand the text, grasp the idea of the text and it will be easier to finish the English State Examination on English subject in a limit time without translate the whole the text and without cheating to another friend.

B. Implications

Based on those findings above. The researcher wanted to implication in Junior High School's English State Examination (UN) to help the teacher to do their work to teach the students. To more understand and has new knowledge to

improve their ability and make a good relationship between teacher, students and knowledge. For the students can carry out the test well, honestly, confidently, without cheating until they can continue their school with the best score and has a good understanding and the best experience in class room when they are in Junior High School.

C. Suggestions

Based on those above findings, the researcher wanted to give the suggestion to any aspect based on problem in this thesis English State Examination (UN) in Junior High School especially in English subject for teachers, students and another expert. The following are suggestion that can be follow :

For the Teachers :

1. The teacher should know and underatand theme and rheme in reading text test in subject English State Examination (UN).
2. The teacher should know the types of theme to improve knowledge about reading text.
3. The teachers must mastery in theme in reading text to know subjet and main idea in reading text.
4. The teacher can easier to teach students, if teacher expert in theme because it can prepared material reading text before start a class.
5. The teacher should be creative teacher to master the class became alive and interest.
6. The teacher should always improve own skills and knowledge in exploring the class.

For the Students :

1. The students should be more active in reading test to help in understanding knowledge in English State Examination (UN).
2. The students should be prepared themselves to get good scores in English state examination (UN).
3. The students should more diligently practicing reading test in English State Examination (UN).
4. The students should more follow teacher direction about material in English subject to be master in English reading test.

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Bahasa Inggris SMP/MTs

UJIAN nasional

TAHUN PELAJARAN 2018/2019

UTAMA

SMP/MTs



Badan Standar Nasional Pendidikan

KEMENTERIAN

**MATA PELAJARAN**

Materi Pelajaran : Bahasa Inggris

WAKTU PELAKSANAAN

Hari/Tanggal : Rabu, 24 April 2019

Jam : 10.30 - 12.31

PETUNJUK UMUM

1. Periksa Naskah Soal yang Anda terima sebelum mengerjakan soal yang meliputi:
 - a. Kelengkapan jumlah halaman dan urutannya.
 - b. Kelengkapan nomor soal dan urutannya.
 - c. Kesesuaian Nama Nelayan dan Program Studi yang tertera pada kanan atas Naskah Soal dengan Lembar Jawaban Ujian Nasional (1.JUN).
 - d. Lembar yang masih menyatu dengan naskah soal
2. Laporkan kepada pengawas ruang ujian apabila terdapat lembar soal, nomor soal yang tidak lengkap atau tidak urut, serta LJUN yang rusak, robek atau terlipis untuk diperbaiki.
3. Masukkan Nomor Peserta Ujian Anda pada kolom yang disediakan pada halaman pertama soal ujian.
4. Gunakan pensil 2B untuk mengisi LJUN dengan ketentuan sebagai berikut:
 - a. Tuliskan Nama Anda pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
 - b. Tuliskan Nomor Peserta dan Tanggal Ujian pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya.
 - c. Tuliskan Nama Sekolah, Tanggal Ujian, dan bertukarkan Tanda Tangan Anda pada kotak yang disediakan.
 - d. Salinlah kalimat berikut pada tempat yang disediakan dalam LJUN: "Saya mengerjakan ujian dengan jujur"
5. Jika terjadi kesalahan dalam mengisi bulatan, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar.
6. Pisahkan 1.JUN dari Naskah Soal secara hati-hati dengan cara menjobek pada tempat yang telah ditentukan.
7. Waktu yang tersedia untuk mengerjakan Naskah Soal adalah 120 (120) menit.
8. Naskah terdiri dari 50 butir soal yang masing-masing dengan 4 (empat) pilihan jawaban.
9. Dilarang menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung

lainnya.

10. Periksa pekerjaan Anda sebelum diserahkan kepada penawas i uang ujiaii.
- ; 11. Lembar soal boleh dicorat-ctiret, sed g ill1 LJUN tidak bolch dicorat-corset.

SELAMAT MENGER7AKAN

Berdooloh sebelum mengerjakan soal.

Kerjakan dengan jujur, karena kejujuren adalah cermin kepribadian.



 Nama

 Nn Per

Questions 1 and 2 refer to the following **notice**.



- a. What merit will students get upon understanding the notice?
 - A. They feel secure as everyone should be friendly.
 - B. They have to make friends with anybody.
 - C. They will be careful in choosing friends.
 - D. They should behave appropriately.

- b. If the school spots any student against others, what most likely must be done by school?
 - A. The school will establish a stricter rule.
 - B. The school environment will not be conducive for learning.
 - C. The student will not become popular among others.
 - D. The school must handle this problematic student wisely.

Questions 3 to 6 refer to the following text.

Nowadays museum becomes a great and valuable tourist object. There are many museums in Indonesia, one of which is Museum Purbakala at Sangiran. The museum is located 15 km from Surakarta. Sangiran is a village located on 17 km north of Surakarta, on the road to Punvodadi. It is an important place for Pithecanthropus Erectus, the prehistoric Java man. It is a land of fossilized prehistoric living things. The Pleistocene Museum keeps some skulls of the erectus, fossils of plants, and those of animals. Sangiran and other places such as Wajak (near Tulungagung) and Trinil (near Ngawi) are significant places for building up human evolution theories.

Sangiran is an interesting place for scientific tourism in the field of geology, anthropology, and archaeology. Many experts come to this site to do research and studies. There is no other place in the world like Sangiran. The Sangiran fossils are very various. These fossils used to be flora and fauna from the earth surface and the sea. There was a possibility that the island of Java was appeared from the bottom of sea million years ago. The villagers of Sangiran are making souvenirs from stones such as the statues, axes, eggs, rings, etc to promote local tourism.

- c. What is the topic of the text above?
 - A. A number of fossils in Sangiran.
 - B. An archaeological museum.
 - C. A village near a tourism spot.
 - D. A scientific historical study.



- d. What makes Sangiran special for research?
- A. There are many various fossils found in it.
 - B. The villagers are making souvenirs from stones.
 - C. Java island appeared from the bottom of sea.
 - D. Many experts come to this site for research.
- e. What is the main idea of paragraph 1?
- A. Prehistoric Java man lived around Sangiran.
 - B. Sites of Sangiran are important for ancient Java men.
 - C. Sangiran is an important prehistoric Java man museum.
 - D. Museums are important to keep the fossils of ancient men.
- f. Many archaeologists visit Sangiran ... they want to do their research and study,
- A. when
 - B. because
 - C. although
 - D. only if

Questions 7 and 8 refer to the text below.

Dear Bram,

CONGRATS on taking home the Best Art award tonight! It makes me so happy to see you thrive in art class. I have every bit of faith in you that you will only continue to excel in the years to come.

Love,

- g. We are informed from the text that...
- A. Bram's teacher awarded him a medal.
 - B. Bram defeated everyone in his art class.
 - C. Bram's success became the family pride.
 - D. Bram's mother saluted him on the art achievement.
- h. Why was the text above written to Bram?
- A. Bram was the best student in his class.
 - B. Bram took home the Art Award at night.
 - C. Bram got the best Art Award in the art class.
 - D. Bram already made his mother proud of him.

Questions 9 to 13 refer to the following text.

have you ever seen the pictures on Our banknote *rupiah*? Yes, the Indonesian national hero picture. One of them is the picture Mohammad Thamrin. His face is featured on the one side of Rp 20,000.00 banknote. Mohammad Hoesni Thamrin was a Betawi or Jakarta of origin. He was born in *Weltevreden, Batavia* (now Sawah Besar, Jakarta), on 16 February 1894. His father Thamrin bin Thabri was a *Wedana* (district head) of the Batavia Dutch East Indies administrative under Governor General Johan Comelis van der Wijck. It was a very rare position for an inlander (Indonesian native) in the Dutch East Indies government system.

Because of his father's position, little Thamrin was lucky enough to have education in his early days. First he entered Bosch Institute (a kind of private Dutch Elementary School). After graduated from this school, he then proceeded to Koning Willem III Gymnasium High School, which made him very easy to get an administrative job later. He then worked in several governmental jobs before finally working as a Book Keeper in *Koninklijke Paketvaart Maatschappij* (KPM - a Dutch Shipping Venture). This was his last job as an

- i. The text mainly focuses on . . .
- A. the Betawi's great figure
 - B. Moh. Hoesni Thamrin biography
 - C. Muhammad Hoesni Thamrin's political activities
 - D. the education privilege of Moh. Hoesni Thamrin
- j. Hoesni Thamrin found an easy job because ...
- A. he had studied in a Dutch school.
 - B. he had a good educational background.
 - C. his father had a good position as an inlander.
 - D. his father worked in several governmental jobs.
- k. What did Moh. Hoesni Thamrin do before being involved in a social political issue?
- A. Spending most of his time studying.
 - B. Working in a Dutch company.
 - C. Changing job several times.
 - D. Taking his father's position.
- l. The underlined word in "... he only devoted his energy and mind ..." in paragraph 2 can be replaced with ...
- A. spent
 - B. thought
 - C. gave
 - D. served
- m. Hoesni Thamrin finally decided to stop being an employee and dedicated his life ... social and political issues.
- A. Behind
 - B. under
 - C. for
 - D. to

Questions 14 and 15 refer to the following text.

ANNOUNCEMENT 7th

APRIL 2017

Try outs will be held on Monday, April 10th and Tuesday April 11st from 5:30 p.m. – 7:30 p.m. and Wednesday April 12th, 2017 from 6:00 p.m. – 8:00 p.m. in the common room. Registration forms are available in the administrative office.

- n. The text above is intended to .. .
- tell the deadline of the tryouts
 - inform the tryouts payment
 - announce the tryouts schedule
 - remind the change of tryouts schedule
- o. For students wishing to join the tryouts, what should they do after reading the announcement?
- Check the schedule of the try outs.
 - Go to the common room and get registered.
 - Ask the materials of the tryouts.
 - Register in the administrative office.

Questions 16 to 18 refer to the following text.

A young lion prince was born in Akica to the Lion King, Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar, the second in line to the throne. His presence made his cruel uncle envious that he had a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and Prince Simba, to make himself a king.

The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the king was murdered. This left the kingdom in shame. Simba felt guilty about his father's death so that he decided to live in exile.

While the uncle ruled with iron hands, the Prince grew up beyond the Savannah, living by a philosophy "leave no **worries** for the rest of your days". Simba and his friends sang a song entitled "Hakuna Matata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came to haunt him, the young Prince had to decide his fate: would he remain an outcast, or face his demons and become what he needed to be? After years in exile, he was Persuaded to return home to bring down Scar and claimed the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father.

- E. This text is mainly about
- the evil plan of Scar's
 - the battle of Simba and Scar
 - the downfall of Scar
 - the prince Simba



17. Which characteristic best describes Simba?
- Patient.
 - Chccrful.
 - Couragcous.
 - Adventurous.
18. The underlined word in "... he was persuaded to return home to bring down ..." in paragraph 4 is closest in meaning to ...
- convinced
 - asked
 - requested
 - invited

Questions 19 to 22 refer to the following text.

Dorothy Hodgkin was a British chemist. She was born on May 12, 1910, in Cairo, Egypt. Her determination to study the structure of penicillin and vitamin brought her the 1964 Nobel Prize for Chemistry. Her work on critical discoveries of the structure of both penicillin and later insulin led to significant improvements in health care.

Dorothy Hodgkin was the eldest of four sisters whose parents worked in North Africa and the Middle East as archaeologists. She was sent to England for her education, therefore she spent much of her childhood away from her parents. But it was her mother who especially encouraged Hodgkin to pursue her interest in crystals that she first displayed at age 10.

Dorothy Hodgkin studied at a state secondary school in the small town of Suffolk. She fought to be allowed to study science along with the boys. She succeeded and was later accepted in 1928 to pursue a degree in chemistry at University of Oxford. She was one of the first scientists who studied the structure of an organic compound by using X-ray crystallography. An Australian pathologist, Howard Florey, who shared the Nobel Prize in Physiology or Medicine with Alexander Fleming and his colleagues at Oxford succeeded in isolating penicillin. He asked Hodgkin to solve its structure. By 1945 she did her job. Hodgkin's work on penicillin was recognized by the Royal Society, Britain's premier scientific academy, in 1947. That was only two years after a woman had been elected for the first time.

source: <https://www.britannica.com/>

19. What had Dorothy Hodgkin done to get the Nobel Prize?
- Living away from her parents with her sisters on her childhood.
 - Studying crystals she displayed at age 10.
 - Working on the structure of an organic compound.
 - Solving the structure of penicillin and vitamin.
20. Where did Dorothy and the boys study science?
- In Britain's premier scientific academy.
 - At a state secondary school in Suffolk.
 - At a state secondary school in North Africa.
 - At University of Oxford.



21. "He asked Hodgkin to solve s structure. (last paragraph).
'I"he underlined word refers to . . .
- A. organic compound
 - B. x-ray crystallography
 - C. crystals
 - D. penicillin
22. "... who especially encouraged Hodgkin to pursue her interest (paragraph 2)
2) The underlined word is closest in meaning to...
- A. supported
 - B. inspired
 - C. empowcred
 - D. insisted

Questions 23 rind 24 refer to the following text.

Dear Hanna,

Can you pick me up? I have just landed safely at the airport. I am on my way to take my luggage.

I will be waiting in the passenger lounge.

Thanks, dear.

Love,

23. \Why does Mom send the message?
- A. To ask I-lanna to pick her up.
 - B. To tell Hanna about her luggage.
 - C. Toinform Hanna about the plane.
 - D. To describe the passenger lounge.
24. Hanna's mother sent the message while she was
- A. landing in the airport
 - B. walking to take the luggage
 - C. waiting at the lounge
 - D. keeping her luggage



Questions 25 and 26 refer to the following text.

Steak & Mushroom Casserole

Chunks of steak, mushrooms and carrots in a rich sauce, accompanied by mashed potato, broccoli and mashed carrot



501002568

Best Before: 26.12.13

Ingredients: Potato, carrot, beef (17% A), water, broccoli, mushrooms (10%), onion, vegetable oil, sesame seeds, modified potato starch, butter, (milk), paraffin, sugar, salt, dried

whole milk, tomato puree, brown sugar syrup, yeast extract, maltodextrin, potato starch,

natural flavourings, pepper, caramelised sugar powder, onion powder, beef extract powder,

dried mushroom, acidifier (E330), spice extracts, dried onion, dried parsley, love. Made in a factory that does not handle nuts. No guarantee of freedom from traces.

Cooking guidelines (all ovens may vary). Preheated

oven 160°C/325°F/Mark 3-4. If fan assisted 140°C/275°F. Typically 35-60 mins or until piping hot. Cook from frozen.

Cook from frozen. Position the plastic container in the centre of the microwave oven FULL power.

Nutritional Information

Protein	18.1g
Fat	18.2g
Of Which Saturated	(5.2g)
Carbohydrates	26g
Of Which Sugars	(7.2g)
Sodium	0.464g
Salt	1.2g
Potassium	906mg
Fibre	4.7g
kCalories	322 kCal
KJoules	1.347 kJ

Price E2.95 360g

*Frozen Food keep Stored at -5°C

25. The function of the text is ...
- to persuade the readers to buy the product
 - to provide detailed information about the product
 - to inform about the expired date of the product
 - to give instructions about how to cook the product
26. We can assume that the product is
- healthy food
 - junk food
 - fresh food
 - dietary food

Question 27 o 29 e to fo o te t

Takatuliang, the Woodcarver

Long time ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll, Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the contest day, all of the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented everything he had. Together, Takatuliang and the prince led happily ever after.

27. What can we learn from the story above?
- We should relax and take things easily.
 - We must do your best with whatever you have.
 - We need to be rich to win a competition.
 - We must give your valuables to get what you want.
28. Why did Takatuliang carve a doll as a gift?
- That was the only thing that he could do.
 - He was a poor wood carver.
 - His father told him to do it.
 - He found the best tree in the forest.
29. to marry — because — the wood carver — was touched — she — the princes — by his sincerity —
- 1 2 3 4 5 6 7

decided

8

The best **arrangement of the words to make a sentence is ...**

A. 6—3—1—2—5—8—4—7

B. 6—8—1—3—2—5—4—7

C.6-4-7-2-3-8-4-5
D.6-8-4-5-1-2-7-3

**Questions 30 to 32 refer to the following text.**

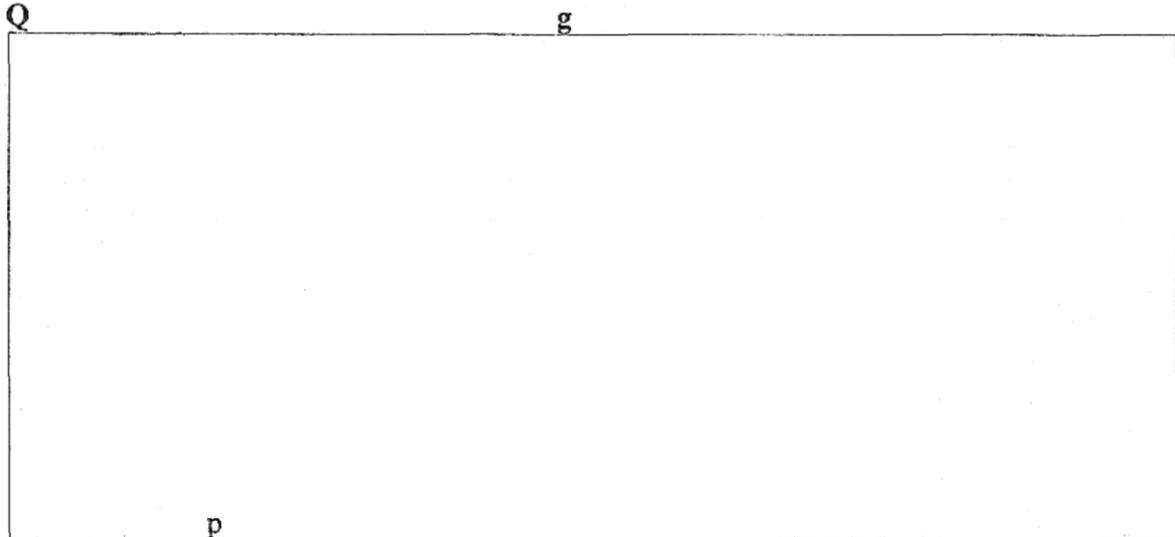
Koala (*Phascolarctos cinereus*) is one of the Australia's unique animals that have pockets (marsupials) like a kangaroo. The name of Koala comes from the aboriginal language which means "not drinking". It is because Koala rarely drinks water. They rely on water contained in eucalyptus leaves. They can be found along the eastern coast of Australia from Adelaide to Cape York Peninsula. They can also be found far inside the jungle. They live in areas which have enough rainfalls.

They have a distinctive body shape. They have thick and soft fur and wide ears. They also have large claws for climbing trees. The body weight is different from one another. For example, the males can reach 14 kg, while the females in the northern part weigh only 5 kg.

They spend all their time at the top of the tree. They are quiet animals and do not like a fuss. They spend 20 hours each day to sleep. However, during the mating season, they become more active. Even the males can emit a loud sound and can be heard up to a radius of 1 km.

In the wild, they only eat eucalyptus leaves. They contain low protein phenolic and terpene compounds. These compounds can be toxic to other animals. However, they can neutralize those toxins in their heart. They usually eat at night because during the day, they always fall asleep. They generally spend about 500 grams of eucalyptus leaves per

30. What is the text about?
- A general description of koalas.
 - The physical appearance of koalas.
 - The daily behaviour of koalas.
 - An explanation of koalas' life.
31. How can Koala survive although they seldom drink?
- They have pockets to keep water.
 - They get water from eucalyptus leaves.
 - They consume water at the top of the tree.
 - They like sleeping so they do not get thirsty easily.
32. What is the main idea of paragraph 4?
- Eucalyptus leaves contain dangerous compounds.
 - Koalas prevent their bodies from toxins in eucalyptus leaves.
 - Koalas only eat eucalyptus leaves during the night.
 - Koalas have a unique eating habit.



33. The text tells us about the description of tapirs in terms of....
- A. its origin, size, and diet
 - B. its behaviour, size, and diet
 - C. its size, diet and regeneration
 - D. its diet, origin and regeneration
34. The underlined word in the sentence "..., the species will be fewer and rare in the world (paragraph 3)" is closest in meaning to ...
- A. increased
 - B. uncommon
 - C. special
 - D. isolated



Questions 35 to 37 refer to the **following** text.

Washing clothes in a semi-automatic washing machine:

1. Put your dirty clothes and detergent into the drum of the machine.
 2. Fill the drum with water at the temperature you require. Read the instructions to decide how much water to add.
 3. Perform the 'Wash' cycle — remember, a large load will need more time to wash than a smaller one.
 4. Once the 'Wash' cycle has finished, drain the dirty water using the hose. Refill the drum with clean water. Switch on the 'Rinse' cycle. A fully automatic machine will do all of this for you.
 5. After the 'Rinse' cycle, your clothes should be completely clean. Now you need to dry the clothes by pressing the 'Spin' button. A fully automatic machine will do this for you, but if you have a semi-automatic machine, now you need to transfer your clothes from the washing drum into the other drum — again, the size of the load will determine how long you need to spin them.
-

35. With the text above, the writer intends to inform readers how to
 - A, wash clothes automatically
 - B. read the washing machine manual book
 - C, instruct to put in clothes into washing machine
 - D. wash clothes using semi. - automatic washing machines
36. What should we do after finishing the "Rinse" cycle?
 - A. Refilling the drum with clean water.
 - B. Washing the clothes for the second time.
 - C. Drying the clothes by pressing the 'spin' button.
 - D. Removing the clothes and hanging them up to dry.
37. To dry the clothes we need to transfer the clothes.. one drum into the other drum.
 - A. in
 - B. at
 - C. out
 - D. from



Questions 38 to 40 refer to the following text.

Many years ago, the sea tasted like ordinary rainwater so it was tasteless. The people living in the islands did not have salt for their food but, luckily, they knew about a friendly giant who kept mounds of salt in his cave. People would cross the ocean with their boats to reach the giant's island, and that was how they were able to bring salt back to their villages in order to prepare more delicious meals.

One day the ocean was quite rough for several days so they could not sail out to gather salt. They eventually ran out of salt and the villagers could no longer enjoy their tasteless meals. They wondered how they could get salt again. A child suggested them to ask the giant to stretch out his legs over the ocean so that they could walk on his legs to his island. The kind-hearted giant agreed, and the villagers with empty salt sacks walked along the giant's legs.

Unfortunately, the giant's feet landed on an ant hill, and the dangerous red ants started biting his enormous legs. The giant felt hurt, but they still managed to arrive at the giant's island to get the salt. On their way back home, the giant asked the people to hurry up, but the heavy salt sacks slowed them down.

Before the villagers could make it back to their island, the giant cried out and pushed his ant-bitten feet into the ocean. All the packed salt fell into the plain-water sea and dissolved. The giant saved the people from drowning, but no one was able to get the spilled salt again. From that day, the sea became salty.

(adapted from: [http://whisperingbooks.com/Phillipine tales/](http://whisperingbooks.com/Phillipine_tales/))

38. What does the text tell us about?
- A. Why a giant is friendly to people.
 - B. Who the native of the sea was.
 - C. How to get salt from the sea.
 - D. Why the sea is salty.
39. What is the main idea of paragraph 4?
- A. The villagers dropped the salt into the sea.
 - B. The dropping of the salt into the sea made sea water salty.
 - C. The giant could no longer stand the ants' bite.
 - D. The giant saved the people but not their salt sacks.
40. Why did the giant pull his foot off and put it into the ocean?
- A. His feet were full of villagers.
 - i. His feet were loaded with sacks of salt.
 - ii. His feet were bitten by dangerous ants.
 - iii. He felt tired of stretching out his feet.



Questions 41 to 43 refer to the following text.

Sun Cereal

Do you have no time for breakfast in the morning? Get Sun Cereal, pour hot water on it, and that's all! You will have a bowl of nutritious breakfast! Sun Cereal is absolutely for you who are always busy in the morning. Now you can prepare a nutritious breakfast for the whole family in less than 5 minutes.

Sun Cereal contains nourishing ingredients such as: Protein Carbohydrate Calcium, Vitamins A, B, C and D

Hurry Up and Grab Sun Cereal. Do not let time take away your breakfast.

(taken from: <http://www.belajarbahasainggrisku.com>)

41. What is the writer's intention in writing the text?
 - A. To persuade people to buy Sun Cereal.
 - B. To tell how to make nutritious breakfast.
 - C. To promote the nourishing ingredient.
 - D. To give information about the product.

42. We know from the text that Sun Cereal is . . . food.
 - A. complicated
 - B. saturated
 - C. instant
 - D. filling

43. The underlined word "Hurry Up and Grab Sun Cereal" in last paragraph in the text is closest in meaning to . . .
 - A. buy
 - B. win
 - C. carry
 - D. hold



Questions 44 to 46 refer to the **followin** text.

Walt Disney World or simply known as Disney World is located near Orlando, Florida. It has been assumed as the original Disneyland and considered as the iconic American entertainment destination. A statue of Walt Disney and Mickey Mouse in front of Cinderella's Castle welcomes you. It is certainly the most-visited entertainment resort on earth, with an annual attendance of about 47 million people. It is also the largest, covering 30,080 acres or 47 square miles, twice the size of Manhattan.

The resort is comprised of multiple parks, each with a unique theme. Magic Kingdom, the first theme park built at the resort, has rides, shows and attractions divided among seven fantasy areas. This is the place to find all your favorite Disney characters and attractions. Then, Epcot is divided into two areas: Future World and World Showcase. The attractions in Future World are based on modern and futuristic advances in communication, transportation, energy, agriculture and much more. World Showcase allows you to explore culture, cuisine, shopping and entertainment from many countries. At Epcot you can travel around the world without leaving the resort.

The Disney-MGM Studios offers behind-the-scenes looks at the making of movies and popular TV shows and provides live original shows. There are also a number of exciting rides and attractions based on blockbuster movies, which provide fascinating stunts and amazing special effects. The newest and largest is Animal Kingdom, a 500-acre park that is divided into three areas: The Real, The Mythical and The Extinct. The Real area features live animals in exotic landscapes and provides a safari-like experience. In The Mythical area, guests come face-to-face with magical and make-believe creatures. In the Extinct Area, dinosaurs come to life.

Compared to any other Disney's resorts such as Disneyland California, Disneyland Paris or the new Disneyland Tokyo, Disney World in Orlando, Florida is still the best. All other Disney resorts consist of a single theme park and are quite small compared to the massive resort complex in Florida. This resort is referred to as Disney World or Walt Disney World. The other parks are usually called Disneyland. The size and diversity of the Disney World resort ensures that it will probably remain the number one vacation destination in the world for years to come.

44. The text mostly tells the readers
- the physical appearance of Walt Disney
 - the historical facts of Walt Disney
 - the description of Disney World
 - the attractions in Disneyland
45. Which of the following options best describes its Disney character's features?
- The thrilling rides and attractions of animals in the Epcot.
 - The attraction popular TV shows and fantasy areas in the Epcot.
 - The shows and attractions of Disney's characters in Magic Kingdom.
 - The exhibitions of living dinosaurs in the Mythical Area of Animal Kingdom.
46. Disneyland Florida is considered the massive resort complex, its size.
- in spite of
 - due to
 - next to
 - by way of

Questions 47 and 48 refer to the following dialogue.

47. We know from the dialog, it is necessary to
- A. read sport news in the new'spaper
 - B. support our friends to be a good athlete
 - C. show our happiness on someone's achievement
 - D. be the champion in every sport competition
48. How did "1"ania know Johnny's winning on the competition?
- A. Tania came to Johnny's house.
 - B. Tania watched the competition.
 - C. Johnny showed the result of the competition.
 - D. Tania read the news on the newspaper.

liasa Inggi'is
SMP/MTs

Questions 49 **nd 50 refe to th followin t t**

D ' I i abibic 'as born on June 25, 1936, in Pare Pare, South Sulawesi. He was an H/LE.0StiM1 Ellrcraft engineer and politician and former president of Indonesia (1995-99).

I ie w.ts brilliant in science and mathematics since he was a child. He underwent his tertiary education at i he Bandung Institute of Technology in Bandung , Indonesia, and furthered his studies at the Institute of Technology of North Rhine-Wcstphalia, West Germany After gric1uating in 1960, he remained there as an aeronautics researcher and production

SUJ3CFV1 SOT,

Indonesian second president then, Suharto, asked Habibie to return to Indonesia to help build advanced industries. Suharto assured him that he could do whatever was needed to accomplish that goal. Firstly assigned to the state oil company, PeHamina, Habibie became a government adviser and chief of a new aerospace company in 1976. Two years later he became research minister and head of the Agency for Technology Evaluation and Application. In these roles, he supervised a number of companies involving the production and transportation of heavy machinery, steel, electronics and telecommunications equipment, and arms and ammunition.

In 1993 he showed the first Indonesian-developed plane, which he helped design. In the following year he launched a plan to rebuild more than three dozen vessels bought from the former Last German navy at his initiative. The Finance Ministry refused to Finance the later. Nevertheless, Habibie got more than \$400 million for rebuilding. His achievement

made him viewed as one of several possible successors to the aging Suharto in the late

He became a president, from vice- president,

after Suharto announced his resignation in May 1998, after the wake of large-scale violence in Jakarta. He ruled the country until 1999 due to his speech in front of extra-ordinary plenary session. of MPR was rejected. He went back to stay in Germany until his wife passed away in 2010.

(adapted from: <https://www.britannica.com/biography/B-J-Habibie>)

49. The text informs readers about ...
- A. the biography of B.J. Habibie
 - B. the description of B.J. Habibie
 - C. the success stories of B.J. Habibie
 - D. the story of Indonesia's third president
50. We know from the text that B.J. Habibie became Indonesia's president because he
- A. replaced Suharto's position who resigned earlier
 - B. was the best aircraft engineer in Indonesia
 - C. was elected in the Indonesia's general election
 - D. achieved a great success as an aeronautics researcher

SMP/MTs

BAMASA INGGRIS

Rabu, 24 April 2019 (10.30 - 12.30)

dari tanggal	: Rabu, 24 April 2019
Jam	: 10.30 - 12.30

- e. Kelengkapan jumlah halaman dan urutannya.
 - f. Kelengkapan nomor soal dan urutannya.
 - g. Ketersediaan Nama Nelayan dan Program Studi yang tertera pada kanan atas Naskah Soal dengan Lembar Jawaban Ujian Nasional (1.JUN).
2. h. Lembar yang masih menyatu dengan naskah soal
laporkan kepada pengawas ruang ujian apabila terdapat lembar soal, nomor soal yang tidak lengkap atau tidak urut. serta Lembar yang rusak, robek atau terlipis untuk diperbaiki.
4. i. Tuliskan Nama dan Nomor Peserta Ujian Anda pada kolom yang disediakan di halaman pertama soal ujian.
- Gunakan pensil 2B untuk mengisi Lembar dengan ketentuan sebagai berikut:
- e. Tuliskan Nama Anda pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
 - f. Tuliskan Nomor Peserta dan Tanggal Ujian pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya.
 - g. Tuliskan Nama Sekolah, Tanggal Ujian, dan tandai dengan Tanda Tangan Anda pada kotak yang disediakan.
7. h. Salinlah kalimat berikut pada tempat yang disediakan dalam Lembar: "Saya mengerjakan ujian dengan jujur"
8. Jika terjadi kesalahan di lain mengisi bulatan, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar.
9. Pisahkan Lembar dari Naskah Soal secara hati-hati dengan cara menjobek pada tempat yang telah ditentukan.
- Waktu yang tersedia untuk mengerjakan Naskah Soal adalah 120 (120) menit.
- Naskah terdiri dari 50 butir soal yang masing-masing dengan 4 (empat) pilihan jawaban.
10. Dilarang menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
11. Lembar soal boleh dicorat-coret, sedangkan Lembar Jawaban tidak boleh dicorat-coret.

SELAMAT MENGERJAKAN

Berdiam sebelum mengerjakan soal.

Kerjakan dengan jujur, karena kejujuran adalah cermin kepribadian.

Questions 1 and 2 refer to the following **notice**.

- a. What merit will students get upon understanding the notice?
 - A. They feel secure as everyone should be friendly.
 - B. They have to make friends with anybody.
 - C. They will be careful in choosing friends.
 - D. They should behave appropriately.

- b. If the school spots any student against others, what most likely must be done by school?
 - A. The school will establish a stricter rule.
 - B. The school environment will not be conducive for learning.
 - C. The student will not become popular among others.
 - D. The school must handle this problematic student wisely.

Questions 3 to 6 refer to the following text.

- c. What is the topic of the text above?
 - A. A number of fossils in Sangiran.
 - B. An archaeological museum.
 - C. A village near a tourism spot.
 - D. A scientific historical study.

- d. What makes Sangiran special for research?
- A. There are many various fossils found in it.
 - B. The villagers are making souvenirs from stones.
 - C. Java island appeared from the bottom of sea.
 - D. Many experts come to this site for research.
- e. What is the main idea of paragraph 1?
- A. Prehistoric Java man lived around Sangiran.
 - B. Sites of Sangiran are important for ancient Java men.
 - C. Sangiran is an important prehistoric Java man museum.
 - D. Museums are important to keep the fossils of ancient men.
- f. Many archaeologists visit Sangiran ... they want to do their research and study,
- A. when
 - B. because
 - C. although
 - D. only if

Questions 7 and 8 refer to the text below.

- g. We are informed from the text that...
- A. Bram's teacher awarded him a medal.
 - B. Bram defeated everyone in his art class.
 - C. Bram's success became the family pride.
 - D. Bram's mother saluted him on the art achievement.
- h. Why was the text above written to Bram?
- A. Bram was the best student in his class.
 - B. Bram took home the Art Award at night.
 - C. Bram got the best Art Award in the art class.
 - D. Bram already made his mother proud of him.

Questions 9 to 13 refer to the following text.

- i. The text mainly focuses on . .
 - A. the Betawi's great figure
 - B. Moh. Hoesni Thamrin biography
 - C. Muhammad Hoesni Thamrin's political activities
 - D. the education privilege of Moh. Hoesni Thamrin

- j. Hoesni Thamrin found an easy job because ...
 - A. he had studied in a Dutch school.
 - B. he had a good educational background.
 - C. his father had a good position as an islanders.
 - D. his father worked in several governmental job.

- k. What did Moh. Hoesni Thamrin do before being involved in a social political issues?
 - A. Spending most of his time studying.
 - B. Working in a Dutch company.
 - C. Changing job several times.
 - D. Taking his father position.

- l. The underlined word in "... he only devoted his energy and mind ..." in paragraph 2 can be replaced with ...
 - A. spent
 - B. thought
 - C. gave
 - D. scrved

- m. Hoesni 'l"hamrin finally decided to stop being an employee and dedicated his life ... social and political issues.
 - A. Behind
 - B. under
 - C. for

 - D. to

Questions 14 and 15 refer to the following text.

ANNOUNCEMENT 7th

APRIL 2017

Try outs will be held on Monday, April 10th and Tuesday April 11st from 5:30 p.m. – 7:30 p.m. and Wednesday April 12th, 2017 from 6:00 p.m. – 8:00 p.m. in the common room. Registration forms are available in the administrative office.

- n. The text above is intended to .. .
- E. tell the deadline of the tryouts
 - F. inform the tryouts payment
 - G. announce the tryouts schedule
 - H. remind the change of tryouts schedule
- o. For students wishing to join the tryouts, what should they do after reading the announcement?
- F. Check the schedule of the try outs.
 - G. Go to the common room and get registered.
 - H. Ask the materials of the tryouts.
 - I. Register in the administrative office.

Questions 16 to 18 refer to the following text.

- J. This text is mainly about
- a. the evil plan of Scar's
 - b. the battle of Simba and Scar
 - c. the downfall of Scar
 - d. the prince Simba

17. Which characteristic best describes Simba?
- E. Patient.
 - F. Chccrful.
 - G. Couragcous.
 - H. Adventurous.
40. The underlined word in "... he was persuaded to return home to bring down ..." in paragraph 4 is closest in meaning to
- A. convinced
 - B. asked
 - C. requested
 - D. invited

Questions 19 to 22 refer to the following text.

41. What had Dorothy Hodgkin done to get the Nobel Prize?
- A. Living away from her parents with her sisters on her childhood.
 - B. Studying crystals she displayed at age 10.
 - C. Working on the structure of an organic compound.
 - D. Solving the structure of penicillin and vitamin.
42. Where did Dorothy and the boys study science?
- A. In Britain's premier scientific academy.
 - B. At a state secondary school in Suffolk.
 - C. At a state secondary school in North Africa.
 - D. At University of Oxford.

43. "He asked Hodgkin to solve s structure. (last paragraph).
'I"he underlined word refers to . . .
- A. organic compound
 - B. x-ray crystallography
 - C. crystals
 - D. penicillin
44. "... who especially encouraged Hodgkin to pursue her interest (paragraph 2)
2) The underlined word is closest in meaning to . . .
- A. supported
 - B. inspired
 - C. empowcred
 - D. insisted

Questions 23 rind 24 refer to the following text.

45. \Why does Mom send the message?
- A. To ask I-lanna to pick her up.
 - B. To tell Hanna about her luggage.
 - C. Toinform Hanna about the plane.
 - D. To describe the passenger lounge.
46. Hanna's mother sent the message while she was
- A. landing in the airport
 - B. walking to take the luggage
 - C. waiting at the lounge
 - D. keeping her luggage

Questions 25 and 26 refer to the following text.

Steak & Mushroom Casserole

Chunks of steak, mushrooms and carrots in a rich sauce, accompanied by mashed potato, broccoli and mashed carrot

Ingredients: Potato, carrot, beef (17% A), water, broccoli, mushrooms (10%), onion, vegetable oil; salt, modified potato starch, butter, (milk), parmesan, sugar, salt, dried whole milk, tomato puree, brown sugar syrup, yeast extract, maltodextrin, potato starch, natural flavourings; pepper, caramelised onion powder, onion powder, beef extract powder, dried mushroom; acidifier (E330), spice extracts, dried onion, dried parsley, love. Made in a factory that does not handle nuts. No guarantee of being free of nuts.

501002568

cooking guidelines (all ovens may vary). Preheated

Price E2.95 360g

*Frozen Food keep Stored at -18°C

47. The function of the text is ...
- A. to persuade the readers to buy the product
 - B. to provide detailed information about the product
 - C. to inform about the expired date of the product
 - D. to give instructions about how to cook the product
48. We can assume that the product is
- A. healthy food
 - B. junk food
 - C. fresh food
 - D. dietary food

Question 27 o 29 e to fo o te t

Takatuliang, the Woodcarver

Longtime ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but she was also wise and kind.

Many princes wanted to marry the king's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he had nothing to present. Then, he went far into the forest. There he chose the best tree and carved it into a doll, Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the contest day, all of the princes gathered before the king and the princess. One by one, they presented their gifts: diamonds, silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented everything he had. Together, Takatuliang and the prince lived happily ever after.

49. What can we learn from the story above?
- We should relax and take things easily.
 - We must do your best with whatever you have.
 - We need to be rich to win a competition.
 - We must give your valuables to get what you want.
50. Why did Takatuliang carve a doll as a gift?
- That was the only thing that he could do.
 - He was a poor wood carver.
 - His father told him to do it.
 - He found the best tree in the forest.
51. to marry — because — the wood carver — was touched — she — the princes — by his sincerity —
- 1 2 3 4 5 6 7

decided

8

The best **arrangement of the words to make a sentence is**

A. 6—3—1—2—5—8—4—7

B. 6—8—1—3—2—5—4—7

C.6-4-7-2-3-8-4-5
D.6-8-4-5-1-2-7-3

Questions 30 to 32 refer to the following text.

52. What is the text about?
- A. A general description of koalas.
 - B. The physical appearance of koalas.
 - C. The daily behaviour of koalas.
 - D. An explanation of koalas' life.
53. How can Koala survive although they seldom drink?
- A. They have pockets to keep water.
 - B. They get water from eucalyptus leaves.
 - C. They consume water at the top of the tree.
 - D. They like sleeping so they do not get thirsty easily.
54. What is the main idea of paragraph 4?
- A. Eucalyptus leaves contain dangerous compounds.
 - B. Koalas prevent their bodies from toxins in eucalyptus leaves.
 - C. Koalas only eat eucalyptus leaves during the night.
 - D. Koalas have a unique eating habit.

Questions 33 and 34 refer to the following text.
TAPIR

A tapir appears to be a cross between a pig and an anteater. However, this mammal is actually more closely related to horses and rhinos. Tapirs are native of the jungles of South and Central America.

Adult male tapirs can weigh up to 700 lbs. There are four different species of tapirs. They all have oval white-tipped ears, rounded rumps, stubby tails, and as many as 44 teeth.

Their food consists mainly of fruits and leaves though they have a tendency to eat soft plant underwater if they live near a water source. They usually consume more than 85 pounds of vegetation in a single day. "their size and speed keep them free from most predators.

Unfortunately, nowadays two of the four species of tapirs are on the endangered species list. If the people cannot save them from threatening, the species will be fewer and rare in the world. Help them to survive!

55. The text tells us about the description of tapirs in terms of....
- A. its origin, size, and diet
 - B. its behaviour, size, and diet
 - C. its size, diet and regeneration
 - D. its diet, origin and regeneration
56. The underlined word in the sentence "..., the species will be fewer and rare in the world (paragraph 3)" is closest in meaning to ...
- A. increased
 - B. uncommon
 - C. special
 - D. isolated

Questions 35 to 37 refer to the **following** text.

57. With the text above, the writer intends to inform readers how to
- A, wash clothes automatically
 - B. read the washing machine manual book
 - C, instruct to put in clothes into washing machine
 - D. wash clothes using semi. - automatic washing machines
58. What should we do after finishing the "Rinse" cycle?
- A. Refilling the drum with clean water.
 - B. Washing the clothes for the second time.
 - C. Drying the clothes by prcssing the 'spin' button.
 - D. Removing the clothes and hanging them up to dry.
59. To dry the clothes we need to transfer the clothes.. one drum into the other drum.
- A. in
 - B. at
 - C. out
 - D. from

Questions 38 to 40 refer to the following text.

Many years ago, the sea tasted like ordinary rainwater so it was tasteless. The people living in the islands did not have salt for their food but, luckily, they knew about a friendly giant who kept mounds of salt in his cave. People would cross the ocean with their boats to reach the giant's island, and that was how they were able to bring salt back to their villages in order to prepare more delicious meals.

One day the ocean was quite rough for several days so they could not sail out to gather salt. They eventually ran out of salt and the villagers could no longer enjoy their tasteless meals. They wondered how they could get salt again. A child suggested them to ask the giant to stretch out his legs over the ocean so that they could walk on his legs to his island. The kind-hearted giant agreed, and the villagers with empty salt sacks walked along the giant's legs.

Unfortunately, the giant's feet landed on an ant hill, and the dangerous red ants started biting his enormous legs. The giant felt hurt, but they still managed to arrive at the giant's island to get the salt. On their way back home, the giant asked the people to hurry up, but the heavy salt sacks slowed them down.

Before the villagers could make it back to their island, the giant cried out and pushed his ant-bitten feet into the ocean. All the packed salt fell into the plain-water sea and dissolved. The giant saved the people from drowning, but no one was able to get the spilled salt again. From that day, the sea became salty.

(adapted from: http://whisperingbooks.com/Phillipine_tales/)

60. What does the text tell us about?
- Why a giant is friendly to people.
 - Who the native of the sea was.
 - How to get salt from the sea.
 - Why the sea is salty.
61. What is the main idea of paragraph 4?
- The villagers dropped the salt into the sea.
 - The dropping of the salt into the sea made sea water salty.
 - The giant could no longer stand the ants' bite.
 - The giant saved the people but not their salt sacks.
40. Why did the giant pull his foot off and put it into the ocean?
- His feet were full of villagers.
 - His feet were loaded with sacks of salt.
 - His feet were bitten by dangerous ants.
 - He felt tired of stretching out his feet.

Questions 41 to 43 refer to the following text.

51. What is the writer's intention in writing the text?
- A. To persuade people to buy Sun Cereal.
 - B. To tell how to make nutritious breakfast.
 - C. To promote the nourishing ingredient.
 - D. To give information about the product.
52. We know from the text that Sun Cereal is . . . food.
- A. complicated
 - B. saturated
 - C. instant
 - D. filling
53. The underlined word "Hurry Up and Grab Sun Cereal" in last paragraph in the text is closest in meaning to . . .
- A. buy
 - B. win
 - C. carry
 - D. hold

Questions 44 to 46 refer to the **followin** text.

Walt Disney World or simply known as Disney World is located near Orlando, Florida. It has been assumed as the original Disneyland and considered as the iconic American entertainment destination. A statue of Walt Disney and Mickey Mouse in front of Cinderella's Castle welcomes you. It is certainly the most-visited entertainment resort on earth, with an annual attendance of about 47 million people. It is also the largest, covering 30,080 acres or 47 square miles, twice the size of Manhattan.

The resort is comprised of multiple parks, each with a unique theme. Magic Kingdom, the first theme park built at the resort, has rides, shows and attractions divided among seven fantasy areas. This is the place to find all your favorite Disney characters and attractions. Then, Epcot is divided into two areas: Future World and World Showcase. The attractions in Future World are based on modern and futuristic advances in communication, transportation, energy, agriculture and much more. World Showcase allows you to explore culture, cuisine, shopping and entertainment from many countries. At Epcot you can travel around the world without leaving the resort.

The Disney-MGM Studios offers behind-the-scenes looks at the making of movies and popular TV shows and provides live original shows. There are also a number of exciting rides and attractions based on blockbuster movies, which provide fascinating stunts and amazing special effects. The newest and largest is Animal Kingdom, a 500-acre park that is divided into three areas: The Real, The Mythical and The Extinct. The Real area features live animals in exotic landscapes and provides a safari-like experience. In The Mythical area, guests come face-to-face with magical and make-believe creatures. In the Extinct Area, dinosaurs come to life.

Compared to any other Disney's resorts such as Disneyland California, Disneyland Paris or the new Disneyland Tokyo, Disney World in Orlando, Florida is still the best. All other Disney resorts consist of a single theme park and are quite small compared to the massive resort complex in Florida. This resort is referred to as Disney World or Walt Disney World. The other parks are usually called Disneyland. The size and diversity of the Disney World resort ensures that it will probably remain the number one vacation destination in the world for years to come.

54. The text mostly tells the readers
- the physical appearance of Walt Disney
 - the historical facts of Walt Disney
 - the description of Disney World
 - the attractions in Disneyland
55. Which of the following options best describes its Disney character's features?
- The thrilling rides and attractions of animals in the Epcot.
 - The attraction popular TV shows and fantasy areas in the Epcot.
 - The shows and attractions of Disney's characters in Magic Kingdom.
 - The exhibitions of living dinosaurs in the Mythical Area of Animal Kingdom.
56. Disneyland Florida is considered the massive resort complex, its size.
- in spite of
 - due to
 - next to
 - by way of

Questions 47 and 48 refer to the following dialogue.

57. We know from the dialog, it is necessary to
- A. read sport news in the new'spaper
 - B. support our friends to be a good athlete
 - C. show our happiness on someone's achievement
 - D. be the champion in every sport competition
58. How did "1"ania know Johnny's winning on the competition?
- A. Tania came to Johnny's house.
 - B. Tania watched the competition.
 - C. Johnny showed the result of the competition.
 - D. Tania read the news on the newspaper.

liasa Inggi'is
SMP/MTs

Questions 49 **nd 50 refe to th followin t t**

D ' I i abibic 'as born on June 25, 1936, in Pare Pare, South Sulawesi. He was an H/LE.0StiM1 Ellrcraft engineer and politician and former president of Indonesia (1995-99).

I ie w.ts brilliant in science and mathematics since he was a child. He underwen.t his trctiary education at i he Bandung Institute of Technology in Banclun_s , Indonesia, and furthered his studics at the Institute of Technology of North Rhine-Wcstphalia, West Germany After gr<ic1uating in 1960, he remained there as an aeronautics researcher and production

SUJ3CFV1 SOT,

Indonesian second president then, Suharto, asked Habibie to return to Indonesia to help build advanced industries. Suharto assured him that he could do whatever was needed to accomplish that goal. Firstly assigned to the state oil company, PeHamina, Habibie became a government adviser and chief of a new aerospace company in 1976. Two years later he became research minister and head of the Agency for Technology Evaluation and Application. In these roles, he supervised a number of companies involving the production and transportation of heavy machinery, steel, electronics and telecommunications equipment, and arms and ammunition.

In 1993 he showed the first Indonesian-developed plane, which he helped design. In the following year he launched a plan to rebuild more than three dozen vessels bought from the former Last German navy at his initiative. The Finance Ministry refused to Finance the later. Nevertheless, Habibie got more than \$400 million for rebuilding. His achievement

made him viewed as one of several possible successors to the aging Suharto in the late

He became a president, from vice- president,

after Suharto announced his resignation in May 1998, after the wake of large-scale violence in Jakarta. He ruled the country until 1999 due to his speech in front of extra-ordinary plenary session. of MPR was rejected. He went back to stay in Germany until his wife passed away in 2010.

(adapted from: <https://www.britannica.com/biography/B-J-Habibie>)

59. The text informs readers about ...
- A. the biography of B.J. Habibie
 - B. the description of B.J. Habibie
 - C. the success stories of B.J. Habibie
 - D. the story of Indonesia's third president
60. We know from the text that B.J. Habibie became Indonesia's president because he
- A. replaced Suharto's position who resigned earlier
 - B. was the best aircraft engineer in Indonesia
 - C. was elected in the Indonesia's general election
 - D. achieved a great success as an aeronautics researcher

**Title of Thesis : THEMATIC STRUCTURE IN THE TEXT OF ENGLISH
STATE EXAMINATION (UN) IN JUNIOR HIGH
SCHOOL**

Analysis what the types of theme are used in reading text in english State Examination in Junior High School 2018/2019. There are the analysis by using number code in reading test. Textual Continuative (1), Textual Structural (2), Textual Conjunctive (3), Interpersonal vocative (4), Interpersonal Adject/Modal (5), Interpersonal Integrative (6), Experienral Topical (7)

**ANALISIS THEME AND RHEME IN READING TEST ENGLISH STATE
EXAMINATION (UN) 2018/2019**

Nowdays(3) museum(4) becomes a great and valuable tourist object. There(7) are many museums in Indonesia, one of which(3) is Museum Purbakala at Sangiran. The museum(4) is located to Purwodadi. It(7) is an important place for Pithecanthropus Erectus, the Pre-historic Java man. It(7) is a land of fossilized prehistoric living things. The plcistocence Museum(4) keeps some skulls of the erectus, fossils of plants, and those of animals. Sangiran(4) and other places such as Wajak (ner Tulungagung) and(2) Trinil (mear Ngawi)(4) are significant places for building up human evolution theories.

Sangiran(4) is an interesting place for scientific tourism in the field of geology, anthropology, and archeology. Many experts(4) come to this site to do research and studies. These(7) is no other place in the world like Sangiran. The Sangiran fossils(4) are very various. These(7) fossils used to be flora and(2) fauna(4) from the earth surface and(2) the sea(4). There(7) was a possibility that(1) the island(4) of Java was appeared from(2) the bottom(4) of sea million years ago. The villagers(4) of Sangiran are making souvenirs from(2) stones(4) such as the statues, axes, eggs, rings, etc to promote local tourism.

(adapted from <http://www.Indonesia-torism.com>)

Dear Bram,

CONGRATS on taking home the Best Art award tonight! It(7) makes me so happy to(2) see(7) you thrive in art class. I(7) have every bit of faith in you that(2) you will only continue to excel in the years to come.

Love,
Mom(4)

Have(5) you(7) ever seen the pictures on our banknote rupiah? Yes,(1) the Indonesian national hero picture. One of the(3) is the picture Mohammad Thamrin. His(7) face is featured on the one side of Rp 20,000.00 banknote. Mohammed Hoesni Thamrin(4) was a Betawi or Jakarta of origin. He(7) was born in weltevreden, Batavia(4) (district head) of the Batavia Dutch East Indies administrative under Governor General Johan Cornelis van der Wijck. It(7) was a very rare position for(2) an inlanders (Indonesia native) in the Dutch east Indies goverment system.

Because(2) of his father position, Little Thamrin(4) was lucky enough to have education in his early days. First he(7) entered Bosch Institute (a kind of private Dutch Elementary School). After(2) graduated from this School, he(7) then proceeded to Koning Willem III Gymnasium High School, Which(1) made him very easy to get an administrative job later. He(7) then worked in several govermmmental jobs before(2) finally working as a Book Keeper in Koninklijke Paketvaart Maatschappij (KPM- a Dutch shipping Venture). This(1) was his last job as an employee because after that,(3) he(7) only devoted his energy and(2) mind(7) to the social and political issues.

A young lion prince(4) was born in Africa to the Lion King, Mufasa. His(7) parents named him Simba. Simba's(4) birth made his uncle, Scar, the second in line to the throne. His(7) presence made his cruel uncle envious that(2) he(7) had a bad idea to destroy them. Scar plotted(4) with(2) the hyenas(4) to kill Mufasa and Prince Simba, to(2) make himself a king.

The decision day came at last. The king(4) was killed and(2) Simba(4) was led to believe that(2) it(7) was his fault that(2) the king(4) was murdered. This(1) left the kingdom in shame. Simba(4) felt guilty about his father's death so that(2) he(7) decided to live in exile.

While(1) the uncle(4) ruled with iron hands, the prince(4) grew up beyond the Savannah, living by a philosophy "leave no worries for the rest of your days". Simba(4) and(2) his(7) friends sang a song entitled "Hakuna Matata", a Shwili(5) phrase from Kenya which roughly means "no worries to any problems." Whenever(3) they(7) face difficulties.

When(2) his(7) past came to haunt him, the young prince(4) had to decide his fate : would(5) he(7) remain an outcast, or(2) face his demons and(2) become what(6) he(7) needed to be? After(2) years in exile, he(7) was persuaded to return home to(2) bring down Scar and claim the kingdom and(2) his(7) own, completing the "circle of Life" with(2) the help of his friends. Timon(4) and(2) Pumbaa(4). Eventually(3) righteousness defeated evil. Simba(4) succeeded to take over the kingdom from(2) his(7) uncle and become the king. He(7) was a wise King just like his father.

Dorothy Hodgkin(4) was a British Chemist. She(7) was born on May 12, 1910, in Cairo, Egypt. Her(7) determination to study the structure of penicillin and(2) vitamin brought her the 1964 Nobel Prize for Chemistry. Her(7) work on critical discoveries of(2) the structure of both penicillin and(2) later insulin led to significant improvements in health care.

Dorothy Hodgkin(4) was the eldest of four sisters whose parents worked in Africa and(2) the Middle East(4) as archaeologists. She(7) was sent to England for

her education, therefore(3) she(7) spent much of her childhood away from her parents. But(2) it(7) was her mother who especially encouraged Hodgkin to pursue her(7) interest in crystal that(1) she(7) first displayed as age 10.

Dorothy Hodgkin(4) studied at a state secondary school in the small town of Suffolk. She(7) fought to be allowed to(2) study science along with the boys. She(7) succeeded and(2) was later accepted in 1928 to pursue a degree in chemistry at University of Oxford. She(7) was one of the first scientists who(6) studied the structure of an organic compound by using X-ray crystallography. An Australian(4) pathologist, Howard Florey, who(6) shared the Nobel Prize in Phycology on Medicine with(2) Alexander(4) Fleming and(2) his(7) colleagues at Oxford succeeded in isolating penicilin. He(7) asked Hodgkin to solve its structure. By 1945 she(7) did her job. Hodgkin's(4) work on penicilin was regocnized by the Royal Society, Britanian's premier scientific academy, in 1974. That(1) was only years after(2) a woman(7) had been elected for the first time.

(Source : <https://www.britannica.com/>)

Dear Hana

Can(5) you pick me up? I(7) have just landed safely at the airport. I(7) am on my way to take my luggage.

I(7) will be waiting in the pessenger lounge.

Thanks, dear

Love,

Your Mom

Takatuliang, the Woodcarver

Long time ago,(3) on the island of Simba, in the Celebes Sea, Lived(7) a king and(2) his(7) beautiful daughter. Not only(3) was the princess beautiful, but(2) she(7) was also wisw and kind.

Many princes(4) wanted to mary the king's daughter and(2) this(1) made the king confused. He(7) then(2), announced a contest. Whoever(3) presented the princess with(2) the most valuable gift would marry her.

Takatuliang,(4) a poor woodcarver, wanted(7) to join the contest, but(2) he(7) was so poor that(1) he(7) had nothing to present. Then,(2) he(7) went far into the forest. There(1) he(7) chose best tree and(2) carved it into a doll. Next,(2) he(7) took an old piece of cloth and(2) sewed it(7) into a dress for the doll. After that,(3) he(7) cut own hair and(2) glued ut to the doll's head.

On the contest day,(3) all of the princess gathered before(2) the king and the princess. One by one,(3) that(1) presented their gift: dioamonds, silk, gold, jewelry, and other expensive gifts. Then(2) came Takatuliang's turn.

"what(6) do you have?" asked the princess

"I(7) bring only a dool." Said takatuliang softly

"How(6) many dolls like this do you have?"asked the princess again.

"Only this one,(3) I(7) carved it myself and decorated it(7) with my own hair and(2) my father's old cloth. He(7) already died and(2) this(1) is the only thing he(7) left for me," answered takatuliang.

The princess(4) was very touched to hear takatuliang's story. She(7) decided to mary Takutuliang because(2) he(7) had presented everythinghe had. Together, Takatuliang(4) and(2) the princess lived happily ever after.

Koala (phascolartos cinereus)(4) is one of the Australia's unique animals that(3) have pockets (marsupials) like a kangaroo. The name of Koala(4) comes from the aboriginal language which(1) means "not drinking". It(7) is because Koala rarely drinkd water. That(3) rely on water contained in eucalyptus leaves.

They(7) can be found along the eastern coast of Australia from Adelaide to Cape York Peninsula. They(7) can also be found far inside the jungle. They(7) live in areas that have enough rainfall.

They(7) have a distinctive body shape. They(7) have thick and(2) soft fur and(2) wide ears. They(7) also have large claws for climbing trees. The body weight(4) is different from one another. For(2) example, the males(4) can reach 14 Kg, while(1) the females in the northern part weigh only 5 Kg.

They(7) spend all their time at the top of their tree. They(7) are quiet animals and(2) do not like a fuss. They(7) spend 20 hours each day to sleep. However(3), during the mating season, they(7) become more active. Even(3) the males can emit a loud sound and(2) can be heard up to a radius of 1 Km.

In the wild,(3) they(7) only eat eucalyptus leaves, that(3) contain low protein phenolic and(2) terpene compounds. The compounds(4) can be toxic to other animals. However,(3) they(7) can neutralize those(3) toxins in their stomach. They(7) usually eat at night because(2) during the day, they(7) always fall asleep. They(7) generally spend about 500 grams of eucalyptus leaves per day. They(7) will chew it(7) till smooth before swallowing it.

TAPIR

A tapir(4) appears to be a cross between a pig and(2) an anteater. However,(3) this(3) mammal is actually more closely related to horses and(2) rhinos. Tapirs(4) are native of the jungles of South and central America.

Adult male tapirs(4) can weigh up to 700 lbs. There(7) are four different species of tapirs. They(7) all have oval white-tipped ears, rounded rumps, stubby tails, and as many as 44 teeth. Their(7) food consists mainly of fruits and(2) leaves though they(7) have a tendency to eat soft plants underwater if(2) they(7) live in near a water source. They(7) usually consume more than 85 pounds of vegetation in a single day. Their(7) size and(2) speed keep them free from most predators.

Unfortunately,(3) nowadays two of the four species of tapirs are on the endamgred species list. If(2) the people cannot save them from threatening, the species will be fewer and(2) rare in the world. Help them to survive!

Many years ago,(3) the sea(4) tasted like ordinary rainwater so(2) it(7) was tasteless. The people(4) living in the islands did not have salt for their food but,(2) luckily, they(7) knew about a friendly giant who(6) kept mounds of salt in his cave. People(4) would cross the ocean with(2) their(7) boats to reach the giant's island, and(2) that was how(6) they(7) were able to bring salt back to their(7) villages in order to prepare more delicious melas.

One day(3) the ocean was quite rough for several days so(2) they(7) could not sail out to gather salt. They(7) eventually ran out of salt and(2) the villagers could no longer enjoy their(7) tasteless meals. They(7) wondered how(6) they(7) could get salt again. A child(4) suggested them to ask the giant to stretch out his legs over the ocean so that(3) they(7) could walk on his legs to his island. The kindherated(4) giant agreed, and(2) the villagers with empty salt sacks walked along the giant's legs.

Unfortunately,(3) the giant's(4) feet landed on ant hill, and(2) the dangerous red ants started biting his enormous legs. The giant(4) felt hurt, but(2) they(7) still managed to arrive at the giant's island to get the salt. On their way(3) back home, the giant(4) asked the people to hurry up, but(2) the heavy salt sacks slowed them down.

Before(3) the villagers could make it back to their island, the giant(4) cried out and(2) push his ant bitten feet into the ocean. All(3) the packed salt fell into the plain water sea and(2) dissolved. The giant(4) saved the people from drowning, but(2) no one was able to get spilled salt again. From that day,(3) the sea(4) became salty.

(adapted from : [http://whisperingbooks.com/Phillipine tales/](http://whisperingbooks.com/Phillipine_tales/))

Sun Cereal

Do(5) you have no time for breakfast in the morning? Get(3) Sun Cereal, pour hot water on it, and(2) that's all! You(7) will have a bowl of nutrition breakfast! Sun Cereal(4) is absolutely for you who(6) are always busy in the morning. Now(3) you(7) can prepare a nutrition breakfast for the whole(3) family in less than 5 minutes.

Sun Cereal(4) contains nourishing ingredients such as : Protein Carbohydrate Calcium. Vitamins A, B,C, and D

Hurry up(3) and Grab Sun Cereal. Do(5) not let time take away your breakfast.

(taken from: <http://www.belajarbahasainggrisku.com>)

Walt Disney world(4) or simply known as Disney world is located near Orlando, Florida. It(7) has been assumed as the original Disneyland and(2) considered as the iconic American entertainment destination. A Statue(4) of Walt Disney and Mickey Mouse(4) in front of Cinderella's Castle welcomes you. It(7) is certainly the most-visited entertainment resort on earth, with(2) an annual attendance of about 47 million people. It(7) is also the largest, covering 30,080 acres or 47 square miles, twice the size of Manhattan.

The resort(4) is comprised of multiple parks, each with a unique theme. Magic kingdom,(4) the first theme park built at the resort, has rides, shows and attractions divided among seven fantasy areas. This(3) is the place to find all your favorite Disney characters and(2) attractions in Future World are based on modern and(2) futuristic advances in communication, transportation, energy, agriculture and much more. World(4) showcase allows you to explore culture, cuisine, shopping and entertainment from many countries. At Epcot(4) you can travel around the world without leaving the resort.

The disney(4) –MGM Studios offers behind-the-scenes looks at the making of movie and(2) popular TV show and provides live original shows. There(7) are also a number of exciting rides and attractions based on blockbuster

movies, which(2) provide fascinating stunts and amazing special effects. The newest(4) and largest is Animal kingdom, a 500-acre park taht is divided into three areas: The Real, The Mythalic and The Extint. The Real(7) area features live animals in exotic landscape and provides a safari-like experience. In The Mythalic area,(7) guest come face-to-face with magical abd make believe creatures. In the Extinct area,(7) dinosaurs come to life.

Compared(3) to any other Disney's resort such as Disneyland california, Disneyland Paris(4) or the new Disneyland Tokyo, Disney World in Orlando, Florida is stiiil the best. All (3) other Disney resort consist of a single theme park and(2) are quite small compared to the massive resort complex in Florida. This(7) resort is referred as Disney World or Walt Disney World. The other(3) parks are usually called Disneyland. The size(4) and diversity of the Disney World resort ensures that(3) it(7) will probably remain the number one vacation destination in the world for years to come.

B.J. Habibie(4) was born on June 25, 1936, in Pare Pare, South Sulawesi. He(7) was on Indonesia aircraft engineer and politician and(2) farmer president of Indonesia (1998-99). He(7) was brilliant in science and mathematics since(3) he(7) was a child. He(7) underwent his teritary education at the Bandung Institute of Technoogy in Bandung, Indonesia, and(2) furthered his studies as the Institute of Technology of North Rhine-Westphalia, West Germany. After(3) graduating in 1960, he(7) remained there as an aeronautics reseracher and production supervisor.

Indonesia(4) second president then, Suharto, asked Habibie(4) to return to Indonesia to help build advanced industries. Suharto(4) assured him that he could do whatever(3) was needed to accomplish that goal. Firstly(3) assigned to the state oil company, Pertamina, Habibie(4) became a government adviser and chief of a new aerospace company in 1976. Two years later(3) he(7) become research minister and head of the Agency for Technology Evaluation and Application. In these roles(3), he(7) supervised a number of companies involving the production and transportation of heavy machinery, steel, electronics and telecominications equipment, and arms amunition.

In 1993(3) he(7) showed the first Indonesian-developed plane, which(1) he(7) helped design. In the following year(4) he(7) launched a plene to rebuild more than three dozen vessels bought from the former East German navy at his initiative. The finance Ministry(4) refused to finance the latter. Nevertheless,(3) Habibie(4) got more than \$400 milion for rebuilding. His(7) achievement made him viewed as one of several possible succeccors to the aging Suharto in the late 1990s.

He(7) became a president, from vice –president, after(3) Suharto(4) announced his regisnation in May 1998, after(3) the wake or large –scale violence in Jakarta. He(7) ruled the country until 1999 due to his speech in front of extraordinary-plenary sessiion of MPR was rejected. He(7) went back to stay in Germany until his wife passed away in 2010.

(adapted from : <https://www.britannica.com/biography/B-J-Habibie>)

BIOGRAPHY

Name : Arma Suryati
Reg. Number : O3O4161036
Sex : Female
Place/Date of Birth : Panyabungan , March 18th 1998
Religion : Islam
Address : Jl Dharma Bhakti (Abri) Panyabungan, Mandailing
Natal
Marital Status : Single
Title : Thematic Structure in The Text of English State
Examination (UN) in Junior High School
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