READING COMPREHENSION PROFICIENCY BETWEEN

BIOLOGY EDUCATION STUDENTS,

AND SIYASAH JINAYAH STUDENTS

(A Comparative Study at the Third Semester of UIN Walisongo Semarang in Academic Year of 2017/2018)

A Thesis

Submitted In Partial Fulfillment of the Requirement

for The Degree of Bachelor of Education

in English Education Department

By

Rasyidha Anis Rahmayani

Student Number : 133411086

EDUCATION AND TEACHER TRAINING FACULTY

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SEMARANG

2018

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THESIS STATEMENT

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is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

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Title : READING COMPREHENSION PROFICIENCY BETWEEN BIOLOGY EDUCATION STUDENTS, AND SIYASAH JINAYAH STUDENTS (A Comparative Study at the Third Semester of UIN Walisongo Semarang in Academic Year of 2017/2018)

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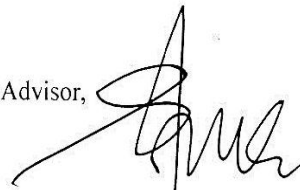Walisongo State Islamic University

Assalamu'alaikum wr. wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

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Wassalamu'alaikum wr. wb

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DEDICATION

In the name of Allah the beneficent and the merciful,
The final project is dedicated for my special people,
My lovely parents (Bapak Sopi'I, S.Ag, M.M and Ibu Pri Hartati)
My lovely old sister, Dwi Rahma Fita Hamidha
My Lovely Bigger Talbi Family
Thanks a lot for all your everything given to me
Because of your love, pray, and support, motivation, contributions and
sacrifice
Allah confers thousand of pleasantness.

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ABSTRACT

Rasyidha Anis Rahmayani (133411086) READING COMPREHENSION PROFICIENCY BETWEEN BIOLOGY EDUCATION STUDENTS, AND SIYASAH JINAYAH STUDENTS (A Comparative Study at the Third Semester of UIN Walisongo Semarang in Academic Year of 2017/2018) A final project, Semarang: Bachelor Program of English Language Education of Islamic Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2018.

The purpose of this study is to explain how high reading comprehension proficiency of Biology Education Students, to explain how high the reading comprehension proficiency of Siyasah Jinayah Students, and to explain the proficiency differences in reading comprehension between Biology Education Students and Siyasah Jinayah Students. The research design was comparative study used the Test strategy, after collecting the data, it was found that the mean Biology Education Students score was = 71.355, and the mean score of Siyasah Jinayah Students = 71,871. Meanwhile, the mean score of Try Out English Education Students is 72,129, English Education is here as an mean comparison reference on reading comprehension and English Education here as a representative of English Language Course which is in the third semesters which is on Biology Education Students and Siyasah Jinayah Students. Based on the results of the study, the researcher concluded that the mean of reading comprehension on proficiency is little difference between Biology Education Students and Siyasah Jinayah Students at the Third Semesters UIN Walisongo Semarang in Academic Year of 2017/2018)

Keywords: Reading Comprehension, Biology Education Students, and Siyasah Jinayah Students

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ACKNOWLEDGEMENT

بسم الله الر حمن الر حيم

I do thank Allah who has given me insight and strength to finish this research completely. Sholawat and Salam always are given to the Prophet Muhammad who brings us from the darkness to the brightness. This research entitle "READING COMPREHENSION PROFICIENCY BETWEEN BIOLOGY EDUCATION STUDENTS, AND SIYASAH JINAYAH STUDENTS (A Comparative Study at the Third Semester of UIN Walisongo Semarang in Academic Year of 2017/2018)" is submitted to fulfill one of the requirements for achieving the graduate degree at the Department of English of Faculty of Tarbiyah and Teaching Training UIN Walisongo Semarang, 2018.

I realize that I couldn't complete this final project without help from others. Many people had helped me during writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St., the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.

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3. Sayyidatul Fadlillah, M. Pd, the Secretary of English Language Education and Teacher Training Faculty of UIN Walisongo Semarang.

4. Dra. Hj. Siti Mariam, M.Pd, my advisor who had guided and advised me patiently during the arrangement of my thesis.

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6. My beloved parents, My Father Sopi'i and My Mom Pri Hartati, My lovely old sister Dwi Rahma Fita Hamidha, and My Bigger Talbi Family. Thank you so much for any prays, motivation and love.
7. My lovely close friends; Candra, Muna, Ikaf, Puput, Shela, and Rizki, who always support me.
8. My dearest special friend; Yusup Yulianto Nugroho who always supports, and gives motivation me.
9. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the readers' suggestions and criticisms to make it perfect is needed. The researcher hopes this thesis can be useful for the improvement of English teaching learning, especially for the researcher and for the readers in general.

Semarang, 05 February 2018

Rasyidha Anis Rahmayani
133411011086

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MOTTO

يَرْفَعِ اللهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللهُ بِمَا تَعْمَلُونَ خَبِيرُۥ

Artinya :

Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.[i] (Q.s. al-Mujadalah : 11)

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[i] Syaamil Al-Qur'an, Departmen Agama RI, *AL QUR'AN TERJEMAH PERKATA*, (Yayasan Penyelenggara Penerjemah oleh Lajnah Pentashih Mushaf Al-Qur'an : 2007) [IX]

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Nomor : B-3412/Un.10.3/D.1/TL.00/08/2017
Lamp : -
Hal   : Mohon Izin Riset
      a.n   : Rasyidha Anis Rahmayani
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      ....
      Di tempat
      Assalamu'alaikum Wr.Wb.,
      Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

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Pembimbing	: Ibu Siti Mariam, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 2 hari, mulai tanggal 04 September 2017 sampai dengan 11 September 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, disampaikan terima kasih.
Wassalamu'alaikum Wr.Wb

Mengetahui,
An. Dekan,
Wakil Dekan Bidang Akademik

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Semarang, 16 Maret 2017

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Assalamu'alaikum, Wr.Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

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Dan menunjuk saudari :

Dra. Hj. Siti Mariam, M.Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini disampaikan. Atas kerjasamanya, kami mengucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents the background of the study, reasons for choosing the topic, reasearch question, objective of the research, significances of the research, and limitations of the research.

1.1 Background of the study

Reading comprehension is the ability to read a text, process it and try to comprehend the meaning. Reading is an important skill in our daily life because it can give so many advantages for us. Through reading, students can obtain plenty of information which can expand their knowledge more and more. Besides, in learning English, being able to reading comprehension passage is a must.

Grellet mentioned that reading as the process of understanding a written text, means extracting the required information from it as efficiently as possible.[1] It also supported by Bernhardt in Suparman that quoted reading is considered as an intrapersonal problem-solving task that takes place within the brain knowledge structure. It meant that, people read and tried to understand and got a lot of information based on what they were reading.

In addition, Rubin assumed that the reading skills that are usually found in the interpretation are as follow : (1) determining word meaning from the context, (2) finding main idea, (3) reading

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[1]F.Grellet, *A Practical Guide To Reading Comprehension Exercise*, Cambridge: Cambridge, University Press, 1981

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between the lines or drawing inference, (4) drawing conclusion, (5) making generalization, (6) recognizing cause and effect reasoning, and (7) recognizing.[2]

English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia. However, every language has its own rules and uniqueness, English does too. English has four basic language skills. They are listening, reading, speaking, and writing. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

English learning has an important role in education, especially in Indonesia. It can be seen that the English lessons have been learned at some level of education. For example, in Indonesia, this language has been taught from kindergarten to university level. However, every language has its rules and its own uniqueness. In the subjects in English has four basic language skills such as listening, speaking, writing, and reading. Speaking and writing involve the production of language, so that they are considered as productive skills. On the other hand, listening and reading involve

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[2]D. Rubin, *How To Be More Successful Language Learner*, Boston: Heinle & Heinle Publisher.1993.

receiving messages, so they are considered as receptive skill. The researcher explained the difference of reading skills competence between of science students and social science students at UIN Walisongo Semarang.

1.2 Reasons for Choosing the Topic

The writer chooses this topic due to the following reasons :

1. Reading comprehension is very important for non-English department students so they can understand textbooks in English.

2. Reading comprehension is part of the TOEFL test they have to undergo as a requirement for a comprehensive exam.

1.3 Research Questions

1. How high is Biology Education students' reading comprehension proficiency?

2. How high is Siyasah Jinayah students' reading comprehension proficiency?

3. Is there any significant difference of reading comprehension proficiency between Science Students and Social Science Students ?

1.4 Objective of the Study

1. To explain how high reading comprehension proficiency of Biology Education students'

2. To explain how high the reading comprehension proficiency of Siyasah Jinayah students

3. To explain the proficiency differences in reading comprehension between Biology Education students and Siyasah Jinayah students

1.5 Significance of the Study

There are some benefits to gain as follows:

1. Theoretically

    a. This research generally will contribute to improve the quality of teaching and learning of English, especially in teaching subjects in reading skill

    b. This is also an information and contributing ideas for education in the formal sector, such as the system of English teaching and learning in university.

2. Practically

    The result of research is expected to be able to give some benefits for students, institutions, and other researchers

    a. For the students

        To master English language in order to be able to read English textbooks

    b. For institutions

        The results of the study can be a guide in the development of English language learning for other teachers and also to motivate them to develop other innovations in English reading comprehension strategies are different.

c. For the other researchers

The result of the study can be used as a starting point for further research conducted in the future in order to create a better English teaching learning process

1.6 Limitation of the Study

The writer identified the differences of reading comprehension proficiency between science students and social science students. The subject of research was the Biology Education students and Siyasah Jinayah students at the third semester students of Walisongo State Islamic University of Semarang in Academic Year of 2017/2018.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two main points (i) previous studies , (ii) review of related literature which contains material about reading, (iii) Hypothesis

1.1 Previous study

Relating to this research studies , the researcher chose some literatur about previous which are relevant to the research:

1.1.1   A Comparative Study of Reading Strategies among College Students, By : Liu Mingxu, Jinan University, Zhuhai Campus, Year of 1995

This journal authors used quantitative methods which use two questionnaires for their studies and using Independent samples t-test which has the goal of identifying the differences between the two groups of students.he students are from the department of computer science majoring in computer science and information management.

The result of the study showed that : Among the four language skills, the ability to read academic text is considered one of the most important skills that university students of English as a second language and foreign language need to

acquire.[1] To understand and complete the large amount of reading material by means of contributory reading strategies is essential for college students. Unfortunately, many students enter universities unprepared for the reading demands placed upon them. Reading requires reader's coordination of attention, memory, perceptual and comprehension processes. Research has demonstrated that reading comprehension is not just understanding words, sentences, or texts, but involving a complex integration of the reader's prior knowledge, language proficiency and their metacognitive strategies.[2] Metacognition refers to knowledge about cognition and self-regulation of cognition.[3] Metacognitive reading strategies fall into two categories: contributory strategies and noncontributory strategies. Contributory metacognitive reading strategies are essential in reading comprehension in that students plan, monitor, regulate and evaluate their reading activities and solve problems. Students who read well are found good users of such strategies. On the contrary, students with LD (learning difficulties) are poor users and what they depend on

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[1] Levine, A., O. Ferenz. & T. Reves. 2000. *EFL Reading and Modern Technology: How Can We Turn Our Students into Independent Readers?* TESL-EJ [J]. 4(4).

[2] J. Hammadou, 1991. *Interrelationship among Prior Knowledge, Inference and Language Proficiency in Foreign Language Reading*. The Modern Language Journal [J]. 75/1: 27-38.

[3]Grabe, W. 1991.*Current Developments in Second Language Reading Research*. TESOL Quarterly [J]. 25/ 3: 375-406.

mostly are strategies to cope with reading tests.[4] They are in the last stage of English study. The selecting criteria: the top twenty students scored more than 32 points (out of a total of 40 points) in five consecutive preliminary tests for CET-4. The last 20 students averaged below 26 in the same series of tests. Two questionnaires were administered in the week before the final examination in the fourth semester. The author asked all the students (total 121 students in two classes) to fill in two questionnaires in the last 15 minutes in two separate sessions within one week. The first questionnaire is administered to get an overall picture of the two groups of students concerning reading. It consists of five incomplete statements concerning their reading self-efficacy, causes for poor reading performance, students' perceived means of improving their reading comprehension, the frequency at which they finish the teacher's reading assignment and the frequency at which they read materials in English other than textbooks. Second questionnaire is adapted from Oxford which consists of six parts, altogether 24 strategies. Each strategy is followed by a five-point Likert scale with 'one' representing completely not true and 'five' very true of the student. Soranastaporn & Chuedoung reported coefficient alpha reliability of 0.78. Independent Samples T-test was used

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[4] Y Huizhong,& Weir. C, 1998. *Validation Study of the National College English Test [M]*.Shanghai: Shanghai Foreign Language Education Press. Pp.78-83.

to identify the differences between the two groups of students.[5]

The similarity with my research is used the same instrument as well as two types of questionnaire used independent sample t-test is the aim to compare between the two groups of students of Biology Education students and Siyasah Jinayah students in Walisongo State University Semarang.

The difference in the research conducted by Liu Mingxu with my research lies in the method used is located in the research instrument that uses questionnaire and reading performance of each student, while my research using test instrument that will be done by two different classes of majors such as Biology Education students and Siyasah Jinayah students.

1.1.2   Comparative Study of Reading First Schools Reading Achievement to Non-Reading First Schools. By : Wandaleen Adams, the faculty of the Department of Educational Leadership and Policy Analysis, East Tennessee State University, Year of 2011

A quantitative comparative research design was used for this study. The comparative analysis study examined the significance of reading achievement for third grade reading

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[5]http://www.celea.org.cn/pastversion/lw/pdf/liumingxu.pdf
Accessible on Monday, January 15, 2017, at 12:40 pm

test scores between Reading First and Non-Reading First to determine if there was a significant difference in reading achievement in six elementary schools located in southwest Virginia.

The experimental group for this study included students who participated in the Reading First program in grade 3 for the years 2004-2009. The control group for this study included the students who participated in the Non-Reading First program for 2004-2009. The data were obtained from Virginia Department of Education webpage with permission granted from the division superintendent. This study was organized around two research questions.

The purpose of this study was to determine if there was any significant increase in the reading achievement of Reading First third grade students compared to the reading achievement of the third grade reading students in Non-Reading First schools located in southwest Virginia for 2004-2009. The Standards of Learning (SOLs) reading test scores were compiled from the Virginia Standards of Learning test scores that are available to the public from the Virginia Department of Education website. The elementary schools chosen for this study have a similar number of disadvantaged students and similar demographics. The reading achievement was being examined after 6 years of implementation of

teaching strategies using Reading First in 3 of the elementary schools and compared to Non-Reading First schools .

The Reading First program provided funding for scientifically based researched reading programs for students in kindergarten through grade three to ensure that every student could read at grade level or above not later than the end of the grade. The Report of the National Reading Panel (RNRP)[6], identified critical skills that young students need to learn in order to become good readers: phonemic awareness, phonics, fluency, vocabulary, and comprehension and emphasized that for children to become proficient readers by the end of third grade that the schools must help teachers in each and every classroom benefit from the relevant research "by providing professional development for teachers on the use of scientifically based reading programs; by the use of instructional materials and programs that are also based on sound scientific research; and by ensuring accountability through ongoing assessments". The Reading First teachers in the three Reading First schools and staff received professional development in the dimensions of reading instruction as well as in reading teaching strategies. In order to know if Reading

[6]National Reading Panel Press Releases. (April 13, 2000). *National Reading Panel Releases Report on Research-Based Approaches to Reading Instruction*; Expert Panel Offers its Groundbreaking Findings to U. S. Congress and Nation. Retrieved February 21,2007 from http://www.nationalreadingpanel.org/Press/press_rel_4_13_00.html, Accessible on Wednesday, May 31, 2017, at 09.15 a.m

First was working, states decided to measure progress in reading skills for children in grades 1-2; and, as required by NCLB, states had to ensure that all children in grades 3-8 were tested annually in reading. "Virginia's Standards of Learning accountability program included a commitment to inform the public of the progress of schools in raising student achievement and enhancing the learning environment. Online report cards for schools, school divisions, and the commonwealth included data on student achievement by grade, subject, student subgroup and information on other indicators of school quality". Virginia uses criterion-referenced tests, specifically the Virginia Standards of Learning tests, to meet the student assessment requirements of NCLB.[7]

The similarity with my research is located on a comparison of two groups of class readings with non-reading classes in the Virginia area while researching my research on a comparison of reading comprehension in the English language class Biology Education students and Siyasah Jinayah students in Walisongo State University Semarang.

The differences in the research conducted by Wandaleen Adams with my research lies in the method used is located in

[7]Virginia Department of Education. (2010). *Understanding Your Child's SOL Report Card*. Retrieved February 19, 2010, from http://www.doe.virginia.gov/testing/scoring, Accessible on Wednesday, May 31, 2017, at 09.15 a.m

the research instrument that uses test and reading performance of each two different steps such as reading first and non-reading, while my research using test instrument that will be done by two different classes of majors such as Biology Education students and Siyasah Jinayah students.

1.2 Theoretical Review

1.2.1 Definition of Reading

In general, reading is one of the important skills in learning English. "Reading is an extraordionary achievement when one considers the number levels and components that must be mastered"[8]

According to Christine Nutall, reading means the communication process through decoding a message or information from the written words to get the meaning of the text.[9] From the definition can be interpreted that reading is an activity which related to the eyes and brain. There is a cooperation with them that support the readers can understand what they read.

Reading is useful especially for language acquisition. As stated by Teresa Walted, "Reading are an effective process in which students think, reason, and apply strategies to construct

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[8] Danielle S. McNamara, *Reading Comprehension Strategies*: *Theories, Interventions and Technologies,* (New York: Lawrence Erlbaum Associates, 2006), p.3.

[9] Christine Nutall, *Teaching Reading Skills in a Foreign Language*, (Oxford: Heineman International, 1989), p.4.

meaning".[10] Reading can make students learn thinking systematically because they are used to be read a text which has a general to specific explanation.

Meanwhile based on William Grabe & Fredricka L. Stoller statement in their book, "Reading are the ability to draw meaning from the printed page and interpret information appropriately."[11] So reading is always makes active our brain. Reading is needs an imagination to draw symbols or words so that it is easier to be comprehend.

In addition, Edward David Allen and Rebecca M. Valette stated in their book, "reading are developmental process, its first stage is recognizing sound-symbol whether directly or reading aloud sentences and words orally."[12] By reading, people or students can practice listening. When reading aloud, they can hear how spell the words.

Alderson, defines reading as a complicated process in which researchers are unable to identify all of its features, though there are some commonalities in terms of interaction between the written text and a reader while reading is performed. According to Anderson, "reading is an active,

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[10] Teresa Walted, *Teaching English Language Learners*, (New York: Longman, 2004), p.49

[11] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p.11.

[12] Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language,* (New York: Harcourt Brace Jovanovich, Inc, 1977), p.249.

fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, not it is only in the reader"[13]

Reading comprehension can be defined as an interactive mental process. Three fundamental activities are applied regarding the mental process including linguistic knowledge, schematic knowledge and knowledge about a given topic. Urquhart and Weir described reading as an intellectual skill which one can apply while reading a text.[14] Reading could be seen as an unconscious process which seems simple, but as a matter of fact it is a complex and complicated process since it involves a great deal of precise knowledge which needs to be acquired or learned.[15]

There are four main component processes in reading comprehension suggested by Hannon.[16] The first process includes retrieving relevant knowledge from long-term memory. The second one refers to integrating accessed knowledge with information from the text. The third process

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[13]N. J. Anderson, (1999). *Exploring Second Language Reading: Issues and Strategies*. Boston: Heinle & Heinle.

[14] Urquhart S, & Weir C. (1998). *Reading in a Second Language : Process, Product and Practice*. London: Longman

[15] Birch B.M, (2002). *English L2 Reading, Getting to the Bottom*. Inc. Mahwah, New Jersey : Lawrence Erlbaum Associates

[16] Hannon, B. (2001). *A New Tool for Measuring and Understanding Individual Differences in the Component Processes of Reading Comprehension* Doctoral dissertation, University of Toronto, 2001). Retrieved from https://tspace.library.utoronto.ca/bitstream/1807/15629/1/NQ63776.pdf

is making inferences based on information in the text, and the fourth one is recalling newly learned text from memory. However, it is not very easy to appropriately describe and elaborate on reading comprehension in such a brief fashion.

1.2.2   Genre of the Reading Text

The genre of the text are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, review, anecdote, spoof, and news story.

A. Narrative,

Purpose : to amuse or entertain the readers and to tell a story.

1) Generic Structure

a) Orientation, b) Complication, c) Resolution, d) Re-orientation

2) Language Features :

a)   Focus on specific and usually individually participants, b) Use of material (actions) processes, c) Use of relational and mental processes, d) Use of temporal conjunction and temporal circumstances, e) Use of past tense, and f) Short telegraphic information about story summarized in one sentence headline.[17]

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[17] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

B. Recount

Purpose: showing memory of a series of events for purpose of informing or entertaining.

1) Generic Structure :

a) Orientation, b)Events, c) Re-orientation

2) Language Features :

a) Focus on the individual participant, b) Use of material (action) processes, c) Use of past tense, d) Focus on a temporal sequences, e) Circumstances of time and place

C. Descriptive

Purpose: to describe something, particular person or place.

1) Generic Structure:

a) Identification, b) Description

2) Language Features:

a) Focus on specific participant, b) Use of attributive and identifying processes, c) Frequent use of epithets and classfier in nominal groups, d) Use of simple present.[18]

D. Report

Purpose : to inform the way thing are, with reference to arrange or natural, and social phenomena in our environment.

1) Generic Structure

a) General Classification, b) Description

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[18] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

2) Language Features :

a) Focus on generic participants, b) Use of simple present, c) Use of "being" and "having" clauses, d) No temporal sequence.[19]

E. Explanation

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

1) Generic Structure :

a) A general statement, b) A sequenced explanation of why or how something occurs

2) Language Features :

a) Focus on generic, non human participant, b) Use of simple present, c) Use of temporal and causal conjunctive relations, d) Use of mainly material or action clauses, some passive to theme right.

F. Analytical Exposition

Purpose: to persuade reader/listener that something is the case.

1) Generic Structure :

a) Thesis, b) Arguments, c) Reiteration

2) Language Features :

a) Focus on generic human and non-human participant,b) Use of material processes, c) Use of relational processes, d) Use

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[19] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

of mental processes,e) Reasoning expressed as verbs and nouns, f) Use of simple present, g) More use of modality.[20]

G. Hortatory Exposition

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

1) Generic Structure :

a) Thesis, b) Argument, c) Recommendation.

2) Language Features :

a) Focus on generic human and non-human participant, b) Use of mental processes, c) Use of material processes, d) Use of relational processes, f) Use of simple present

H. Procedure

Purpose : to tell how something is done through sequence of actions or steps.

1) Generic Structure :

a) Goal, b) Materials (optional), c) Steps

2) Language Features :

a) Focus on generalized human agent, b) Use of simple present tense, often imperative, c) Use mainly of temporal conjunctions, d) Use of material processes.

I. Review

Purpose : to critique/complain about an art work or public performance[21]

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[20]http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf , Accessible on Monday, January 29, 2018, at 05.30 am

1) Generic Structure :

   a) Orientation, b) Interpretative recount, c) Evaluation, d) Evaluative summation.

2) Language Features :

   a) Focus on particular participants, b) Direct expression of opinions through use of attitudinal lexis, c) Use of elaborating and extending clause and group complexes to package the information, d) Use of metaphorical language[22]

J. Anecdote

   Purpose : about telling something funny or amusing incident with expected ending.

   1) Generic Structure :

      a) Abstract, b) Orientation, c) Crists, d) Reaction, e) Coda

   2) Language Features :

      a) Use of material processes to retell the event (in present or past tense), b) Use of exclamation, thetorical question and intensifiers to point up the significant of event, c) Use of relational and mental processes to evaluate event

K. Spoof

   Purpose : to retell something funny with a humorous twist or unexoected ending.

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[21] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf , Accessible on Monday, January 29, 2018, at 05.30 am
    [22] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

1) Generic Structure :

   a) Orientation, b) Event (s), c) Twist

2) Language Features :

   a) Focus on individual participant, b) Use of material processes,c) Circumstances of time and place, d) Use of past tense.[23]

L. News Story

   Purpose : to elaborate sensational and dramatic events of the day.

1) Generic Structure :

   a) Newsworthy events, b) Background events, c) Sources

2) Language Features :

   a) Short telegraphic information about story summarized in one-sentence headline,b) Use of material (action)processes to retell story, c) Use of objecting verbal processes in source stage , d) Focus on circumstantial meaning, e) Often dramatic use of participant structure especially in thematic position[24]

1.2.3   Genre of Reading Text Type

   Variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering

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[23] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

[24] http://eprints.walisongo.ac.id/6678/3/CHAPTER%20II.pdf, Accessible on Monday, January 29, 2018, at 05.30 am

assessment procedures, several types of reading performance are typically identified and these will serve as organizers of various assessment tasks. The types of reading consists of :

1. Perceptive

   Perceptive reading tasks involve attending to the components of larger stretches of discourse : letters, words, punctuation, and other graph emic symbols. Bottom-up processing is implied.[25]

2. Selective

   This category is largerly an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks used : picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top down processing may be used.[26]

3. Interactive

   Interactive reading stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is,

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[25] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisci: Pearson Education, 2004), page 189
[26] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisci: Pearson Education, 2004), page 189

reading is a process of negotiating meaning, the reader brings to the text a set schemata for understanding it, and intake is the product of that interaction. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processing is typical of such tasks, although some instance of bottom-up performance maybe necessary.

4. Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles essays, technical report, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.[27]

Based on the explanation above, it can be concluded than in this research used Extensive Genre of Reading such as Narrative Text.[28]

[27] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisci: Pearson Education, 2004), page 189
[28] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisci: Pearson Education, 2004), page 189

Extensive reading will help the readers : read faster, learn new words, write better, learn about world. New vocabulary in extensive reading in many steps there are :

a. Read some more

b. Try to guess the meaning of new word

c. Or try to understand the passage without the word

d. Don't stop to look for every new word in dictionary. This takes time, and sometimes you forget what you are reading.

e. Look up the word only if you can't guess the meaning and it's important for the meaning of the passage.[29]

1.2.4 The Four Characteristics of Strategic Readers.

Brown referred to effective readers as those students who have some awareness of and control over their cognitive reading skills. Interviews with children concerning their reading knowledge revealed vague and often inaccurate conceptions of reading. The less-skilled readers showed little awareness of the need to use different strategies for variations in reading purposes and texts. The good readers used the knowledge of structure and content to increase reading efficiency.

Strategic readers have the following four characteristics :

a. They establish goals for reading.

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[29] Jeffries, Linda and Mikulecky S. Beatrice, *Basic Reading Power 1*, (United States of America:Pearson Education, 2009), page 3

b. They select reading strategies appropriate for the text.

c. They monitor their reading to determine whether comprehension is occurring.

d. They have a positive attitude toward reading.[30]

1.2.5   Establishing reading goals

Establishing a goal for reading is a prerequisite for monitoring the reading process and planning appropriate strategies for understanding the text. By setting goals, students are able to generate hypotheses and formulate expectations which will guide their reading. Anderson and Armbruster suggested that surveying the text and determining the goal can improve both enjoyment and comprehension. Seeing a definite need for goals, Stauffer emphasized the importance of goal setting in his Directed Reading-Thinking Activity. As a result of setting goals, students gain experience in structuring the specific objectives which will guide and aid them in reading. Reading must be goal-directed because readers must determine strategies for utilizing texts in various ways and must establish appropriate goals. Once goals are formulated, students will be able to make use of their knowledge of the topic. These goals, either explicit or implicit, general or specific, can influence children's understanding of text. In general, good readers are constantly determining reasons for

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[30]Anderson, R. H., & Armbruster, B. B. (1982).*Reader and Text Studying Strategies*.In W. Otto & S. White (Eds.), *Reading Expository Material*. NY: Academic Press.

reading, then reading to achieve these purposes, and, finally, rereading to confirm understanding of text. This cognitive process requires readers to depend heavily upon their experiential background to comprehend what they are reading.[31]

1.2.6   The important of developing reading skills

Equally important to building students listening skills is helping the develop their reading skills. Teaching reading can reinforce students understanding of new information they are learning. It is recognized that general language acquisition is helped enormously when students read a lot, this is because when they are reading, they assimilate and review chunks of language subconsciously.

Another reason why it is good to help your students get into the habit of reading and to find it enjoyable is because it is something they can do on their own. For this reason, in addition to the materials provided by your school /organization, you can help motivate your students to develop this by selecting texts that you read or think that they might be interested in and by adapting them for your reading skills lessons. Your students will be able to use their reading skill

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[31]http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1650&context=reading_horizons Accessible on Thursday, April 27, 2017, at 08.00 pm

every day, and in some cases it could be very important that they are able to read.[32]

Here are some instances where your students will need to use their reading skills :

1. Following a recipe (you need to use the right ingredients and measurements. Also think about potential health implications, such as allergies)
2. Road warning signs
3. Newspapers
4. Official documents
5. Timetables (you don't want to miss your train on the first day of work)
6. Medicine prescriptions
7. Instructions
8. Weather reports
9. Important letters or bills that need paying.

When you teach, consider using these types of reading materials. Also consider creative writing, such as poems, songs, short stories, novels or advertisements.[33]

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[32] http://info.moe.gov.et/elic/elictlr.pdf, Accessible on Sunday, May 28, 2017, at 05.30 pm

[33] http://info.moe.gov.et/elic/elictlr.pdf, Accessible on Sunday, May 28, 2017, at 05.30 pm

1.2.7   The Strategies in Teaching Reading

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down process. Following are ten such strategies, each of which can be practically applied in the classroom :

A. Identify The Purpose of Reading

Efficient reading consists of clearly identifying the purpose in reading something. Then, as a learner should make sure the purpose in reading something.

In identifying the purpose of reading text the teacher should make sure by asking the students what the purpose the text that they are reading. And help the students by giving another example that there is correlation with the text so the students know what they are looking for.[34]

B. Skim The Text for Main Idea

Skimming consists of quickly running one's eyes across a whole text (such an essay or article). Skimming gives the advantages of being able to predict the purpose of passage, the main topic, or message in the written text.

This strategies can be applying by training students to skim passages by giving them, say, thirty seconds to look

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[34] http://info.moe.gov.et/elic/elictlr.pdf, Accessible on Sunday, May 28, 2017, at 05.30 pm

through a few pages of material, close their books and then tell to the teacher what they learned.

How to skim :

a. Read the title

b. Read the introduction or the first paragraph

c. Read the first sentence of every paragraph or every other paragraph

d. Read any headings and sub-headings

e. Notice any pictures, charts, or graphs

f. Notice any italicized or boldface words or phrases[35]

g. Read the last paragraph or summary[36]

When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.

Skimming is therefore a more through activity which requires a overall view of the text and implies a definite reading competence.[37]

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[35]http://info.moe.gov.et/elic/elictlr.pdf , Accessible on Sunday, May 28, 2017, at 05.30 pm

[37] Grellet, Francoise. *Developing Reading Skills(A Practical Guide to Reading Comprehension Exercise): Cambridge University Press. United Kingdom:Cambridge, page 19*

C. Scan The Text for Specific Information

Scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names of dates, to find a definition of a key. Concept or to list a certain number of supporting details. And the purpose of scanning is to extract specific information without reading through the whole text.

In using this strategy, the teacher can ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

How to scan :

a. Try to anticipate how the answer will appear and what clues might help you locate the answer. For example, if you are looking for a certain date, quickly read the passage looking only for numbers.

b. Use any aids, such as headings and sub-headings, that will help you identify which part of the text contains the necessary information.

c. Selectively read and skip through sections of the passage.[38]

When scanning, we only try to locate specific information and often we do not even follow the linearity

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[38]http://info.moe.gov.et/elic/elictlr.pdf, Accessible on Sunday, May 28, 2017, at 05.30 pm

of the passage to do so. Scanning, on the contrary is fat more limited since it only means retrieving what information is relevant to our purpose.[39]

D. Use Semantic Mapping and Clustering

Readers can easily be overwhelmed by a long string of ideas or events. This strategies help reader to provide some orders to chaos. For this strategies the teacher can show a first attempt by a small group of students to draw a semantic map of an article. For example : The Planet, "an article about a total solar eclipse".

Reading requires a rich and complex array of abilities that enable comprehension, not all of which are specially reading comprehensiom skills. For example, successful decoding undergirds successful reading comprehension, and it certainly should be taught, but the panel believes decoding instruction alone will not produce desired levels of reading comprehension for all students.[40] The current research on reading indicates that the following types of skills and knowledge are critical to building a young student's capacity to comprehend what he or she reads :

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[39]Grellet, Francoise. *Developing Reading Skills(A Practical Guide to Reading Comprehension Exercise) : Cambridge University Press. United Kingdom:Cambridge, page 19*

[40] United State Department of Education, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010), p.6

a. Word-level skills

Allow students to identify, or decode, words in text accurately and fluently. Instruction in this area includes phonemic awareness, word analysis strategies (especially phonemic decoding), sight word vocabulary, and practice to increase fluency while reading.

b. Vocabulary knowledge and oral language skills

Help readers understand the meaning of words and connected text. Instruction in this area involves strategies to build vocabulary and activities to strengthen listening comprehension.

b. Broad conceptual knowledge

Includes not only general knowledge of the world but also knowledge drawn from science, social studies and other disciplines. An information rich curriculum can help students develop the background that is necessary for good reading comprehension.

Knowledge and abilities required specifically to comprehend text. Include an understanding of the different ways text can be structured and the ability to use a repertoire of cognitive strategies.[41]

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[41] United State Department of Education, Improving Reading Comprehension in Kindergarten Through 3rd Grade, Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010), p.6

E. Thinking and reasoning skills

That are involved, for example : in making inferences are essential to reading comprehension as text becomes more complex and as a student's tasks depend more on the thoughtful analysis of content.

F. Motivation to understand and work toward academic goals

Makes it more likely that students will intentionally apply strategies to improve their reading comprehension.Comprehending complex text requires active mental effort, which is most likely to occur when a student is engaged the task at hand.[42]

G. Guess When We Aren't Certain

The teacher can help learners to become accurate guessers by encouraging them to use effective guessing in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

The strategies above are obviously the key to all teaching methodology in teaching reading in classroom. By now, teacher may be able to profess at least some strategies above to teaching reading and have a beginning

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[42]United State Department of Education, *Improving Reading Comprehension in Kindergarten Through 3rd Grade,* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010), p.6

of an understanding of how these strategies enlighten in classroom practice.

Urquhart and Weir regarded reading strategies as "ways of getting around difficulties encountered while reading".[43] Naseri noted that reading can be performed with many different aims. These purposes include reading a students thesis in order to criticize, or reading a simple newspaper text or an article for fun.[44] Birch stated that "the strategies allow the reader to take the text as a source of information and, drawing on the knowledge base as another source, make sense of what is on the printed page".[45]

1.2.8   The Three Phase of Reading

Teachers have very important role to improve reading skills to their students to improve other language skills. They can follow some stages and strategies when teaching reading text. Reading strategies are defined as the mental operations

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[43]Urquhart, S., & Weir, C. (1998).*Reading In A Second Language: Process, Product And Practice*. London: Longman.

[44]Naseri, M. (2012).*The Relationship Between Reading Self-Efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners. World Journal of Education*, 2, 64-74.

[45]Birch, B. M. (2002).*English L2 Reading, Getting To The Bottom*. Inc. Mahwah, New Jersey: Lawrence Erlbaum Associates.

involved when readers approach a text effectively and make sense of what they read.[46]

The stages and strategies of reading that teachers should promote for their students are : pre-reading, while reading, and post-reading stages. They are very important when teaching any reading text. Each of these stages has its own characteristics, although they are related to one another. That is, the pre-reading stage leads to the while-reading stage and finally to the post-reading one. These stages make the student understand and comprehend text reading.

The first is pre-reading strategies. Teachers in order to enable their students to understand a reading text, without their looking up every single word, teachers, should employ the pre-reading stage, as it is important in building confidence and creating security within the learners before they approach a reading text. The pre reading stage also helps to make the next stages of reading more easily adaptable for the reader.

Secondly is during reading stages, the reading activities of while-reading stage help to encourage critical thinking of students and increase comprehension and easy retention. This stage includes some activities for example: read silently, re-read, read aloud, check predictions, clarifying/verifying comprehension, monitoring/adjusting comprehension,

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[46] Adrian Tennant. *"Reading Matter, What Is Reading?"*, Retrieved from http//www.webstructure.net/one-stop-english/ accessed at 22 may 2017. 07:49 p.m

analyze, guess, find answers, word associations and grouping. Then, it also uses phonetic cues : sound patterns, affixes, word roots, word chunk, word division and dictionary use.[47]

The third is post-reading strategies, to check the student's comprehension and retention of the information of text that they have already tackled, teachers should employ the last stage the post-reading stage. This stage includes some activities for example: summarize/paraphrase, reflecting on what has been learned, find relationships/mapping, associate new information with old, seek feedback, interpret text, make connections, confirm predictions, journals, reading logs, and note-taking.

In order to understand a text, the readers need to relate what is being read to what is known. Comprehend meaning of word, sentences, and the whole text depend on both linguistic and background knowledge of the topic.

From the description above, we know that the goal of reading comprehension is to understand the whole text. And the goal in reading comprehension also can be functioned as a means of communication, the writer expresses his ideas on paper with language and the reader tries to get information or meaning and the goal of reading is looking for getting

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[47] Adrian Tennant. "*Reading Matter, what is Reading?*", Retrieved from http//www.webstructure.net/one-stop-english/ accessed at 22 may 2017. 07:49 p.m

information, including the content, understanding or comprehending reading material.[48]

1.2.9   Improving Reading Speed

Students who read to slowly easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage.

One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversion table, taking the length of the text and the reading time into account, will tell them what their reading speed is and this will make it easier for them to try and read a little faster very time. Reading should also be followed by comprehension questions or activities since reading speed should not be developed at the expense of comprehension.

Most of the exercises in this book *"Developing Reading Skills"* can therefore be used with faster reading in mind. Below is an example of a conversion table for 500 word texts.

When practicing faster reading systematically, the students can be encouraged to keep a record of their result, showing their progress. This should encourage them to read more.

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[48] Adrian Tennant. *"Reading Matter, what is Reading?",* Retrieved from http//www.webstructure.net/one-stop-english/ accessed at 22 may 2017. 07:49 p.m

The few exercises on speed reading included in this book are of a different kind since they aim to develop speed in recognizing words and their meaning.[49]

Reading Time (min/secs)	Speed (w.p.m)	Reading Time (min/secs)	Speed (w.p.m)
1.00	500	3.10	158
1.10	427	3.20	150
1.20	375	3.30	143
1.30	334	3.40	137
1.40	300	3.50	131
1.50	273	4.00	125
2.00	250	4.10	120
2.10	231	4.20	116
2.20	215	4.30	111

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[49] Grellet, *Francoise. Developing Reading Skills (A Practical Guide toReading Comprehension Exercise) :* Cambridge University Press. United Kingdom:Cambridge,1981

2.30	200	4.40	107
2.40	188	4.50	104
2.50	174	5.00	100
3.00	167		

From the table above describes how to calculate the speed of reading every second or minute in the reading skill.[50]

1.2.10 The Purpose of Reading

Everything we do, it must be purpose. Reading is an activity with a purpose. Whatever the materials which people read definitely they have an objective in reading. People may read to get a new information every day. Meanwhile, some people read in order to get further information, facts, or idea to verify an existing knowledge.

According to Christine Nutall, when people read, it means that they want to get something from the writing, such as facts, ideas, enjoyment, or even feelings of the letters. Whatever ways the writer expressed the message, the readers will get and need the message.

As Jeremy Harmer has divided the purpose of reading, he divided the purpose into two general objectives. The first is

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[50] Grellet, Francoise. Developing Reading Skills (A Practical Guide toReading Comprehension Exercise) : Cambridge University Press. United Kingdom:Cambridge,1981

reading for pleasure. People read because they get interesting to the material which they read such as, reading comic, novels, or magazines. The second is reading for general language improvement. People read for they need information contained in the text, like textbook, newspaper, encyclopedia, etc.[51]

Meanwhile based on Williams cited in Jo Mc Donough & Christopher Shaw, he classified the purpose of reading into three : getting general information from the text, getting specific information from the text and pleasure or for interest.[52]

1.3 Hypothesis

In this find project, there is hypothesis to answer statistically at this final project, the hypothesis is presented as follows :

1. Working Hypothesis (Ha)

There is a significant difference of value between Biology Education students and Siyasah Jinayah students in the ability to comprehend reading English through multiple choice test in UIN Walisongo Semarang.

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[51] Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Longman, 1989), p.182.

[52] Rivers and Temperly in Jo Mc Donough & Christopher Shaw, *Materiasl & Method in ELT,* (Oxford:Blackwell Publishers, 1993), p.90.

2. Null Hypothesis (Ho)

There is no significant difference of value between Biology Education students and Siyasah Jinayah students in the ability to comprehend reading English through multiple choice test in UIN Walisongo Semarang.

CHAPTER III

RESEARCH METHOD

This was an overview chapter of the method of research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

Here the researcher of this study represented a clear description design time, and setting of the research, subject of the study, instrument, technique of data collection, and technique of data analysis.

1.1 Research Design

The researcher used quantitative methods in conducting this research. This means that the researcher collected and analyzed statistical data from the test scores of reading comprehension of Biology Education students and Siyasah Jinayah students of the third semester at Walisongo State Islamic University of Semarang in Academic Year 2017/2018 . As well as to compare the ability of reading comprehension owned two majors through tests. So the reseacher collected two variables of this study.[1]

Comparative research is a descriptive study that compares between two or more situation, phenomenon, activity and others

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[1] Nana Syaodih Sukmadinata, *Metode Penelitian*, (Bandung: PT Remaja Rosdakarya, 2006), p.79

which are same or similar and then it is shown to find the similarity or difference.[2] Comparative study is used to compare two variables that are difference and know the factors that make them different.[3]

In other words, the researcher concerned on the interpretation and analysis on the object with some assistances of library books or journal published. Thus, the researcher applied comparative research since compared the data that had been collected.

1.2 Instrument

Instruments used in the study consists of :

1.2.1   Test

Test is a series of questions or exercises or other tools used to measure the skills, science, intelligence, abilities or material of individuals or groups. By using teacher test and the researchers know how students understand about the material. The test is important to be used to determine students' reading comprehension skills on test questions that contain paragraphs such as descriptions paragraphs on tourist attractions.

Test consists of 25 questions that must be answered Biology Education students and Siyasah Jinayah students.

1.2.2   Validity of the test

In order to collect the data properly, the tests used in this research should fulfill the requirements of a good test : validity and reliability. The researcher uses face validity, this validity is

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[3]Nana syaodah Sukmadinata, *Metodologi Penelitian Pendidikan*, (Bandung:PT Remaja Rosdakarya, 2010), cet 6, p.56

mostly used by test makers. A test achieved its face validity if it looked like what it should be Harmer reveals that face validity is "a particular kind of validity that concerns most test designers. This means that the look the test should look, on the face of it, as if it is valid.[4]

Validity according to Graziano and Raulin in Marczyk is an important term in research that refers to the conceptual and scientific soundness of a research study.

In this study, item validity is used to know the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item. It is obtained that from 25 test items; there are 20 test items which are valid and 5 test items which are invalid. They are on number 8, 11, 13, 14, and 25. They are invalid with reason computation result of their r_{xy} value (the correlation of score each item) is lower than their r_{table} value.

The following is the example of item validity computation for item number 1 and for the other items would use the same formula. :

$$r_{xy} = \frac{N \sum XY - \sum(X)\sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

[4]Jeremy Harmer, *The Practice of English Language Teaching,* Fourth Edition, (USA: Longman, 2008), p.381

1.2.3   Reliability of the test

The relability is used to know whether the instrument is reliable (consistent and dependable) or not and can be used as a device to collect the data. According to Brown reliable test is consistent and dependable means that the test will give the similar result for different occasions.

Instead of validity, a test should fulfill reliability requirement. Reliability is the consistency of a test, test a could be considered as reliable if it yields the consistent result when it was administered repeatedly. "Reliability is the degree to which assessment results are consistent across repeated administrations, or consistent no matter who collects the evidence."[5]

1.3 Participants and Time of the research

This study was conducted at the Third Semester of reading comprehension proficiency of Biology Education students and Siyasah Jinayah students at the Walisongo Islamic State University of Semarang in academic year 2017/2018, which was located in Ngaliyan Semarang. This study involved two students classes who were in working: multiple choice about reading into 25 exercises.

The time required for the research process in UIN Walisongo Semarang precisely in Biology Education students and Siyasah Jinayah students for a week that is on 01 October 2017 - 06 October 2017. At the time of the week is the observation of research students

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[5]Musial,et ai, *Foundations of Meaningful Educational Assessment*, (NewYork:McGraw-Hill), p.18

third semester class Biology Education students and Siyasah Jinayah Students.

1.4 Purposes of the Research

The purpose of the research is to explain whether there is a significant different of reading comprehension of English language in Biology Education students and Siyasah Jinayah students at UIN Walisongo Semarang in the third semester.

1.5 Technique of Collecting the Data

This study used a quantitative approach. Basically a quantitative approach uses numbers as data size. The goal is to provide statistical descriptions, relationships or explanations.

There are many techniques which can be used to collect data either primary or supporting data. According to Suharsimi Arikunto, there are five methods in data collection: test, questionnaire, interview, observation, and documentation.[6] However in this research the researcher used one of them namely Test.

To obtain the data can be used techniques of data retrieval as follows:

a) For variable X, use Biology Education Students

b) For variable Y, using Siyasah Jinayah Students

The use of methods to be used at the time of research, among others, as follows:

a. Observation

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[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p.266-274.

Observation as a data collection technique has a specific characteristic when compared with other techniques. Observation is not limited to people, but also other natural objects. Sutrisno Hadi argued that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are observation and memory processes.

Technique of collecting data with observation is used if, research related to human behavior, work process, natural phenomenon and if respondent observed not to big.

Observations in this study are direct observations used to determine how much the mean ability of Biology Educations Students and Siyasah Jinayah Students through a matter of multiple choice test provided by researchers.[7]

b. Test

The test is a series of questions or exercises as well as other tools used to measure the knowledge skills of the intelligence, abilities or talents possessed by individuals or groups. This test method is used to obtain the value of problem solving ability on reading comprehension of third semester of Biology Education Students and Siyasah Jinayah Students.

The value obtained by the researcher aims to test the correctness of the research hypothesis.

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[7] Prof.Dr. Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (ALFABETA,CV : Bandung), p.145

The form of test used by researcher is a matter of dual choice of English language that contains the comprehension of reading skills.

1.6 Technique of Data Analysis

Techniques of data analysis in this research are descriptive statistic and inferential statistical analysis. Before using descriptive statistic and inferential statistical analysis, the researcher divided the one test of each question regarding the ability to understand the English reading of the test was distributed. In this study, there are 25 questions. Test analysis was among others as follows :

1) Descriptive Statistical Analysis

   Descriptive Statistical Analysis is explaining or description the collected data. The technique is used to describe about Biology Education students and Siyasah Jinayah students by using frequency of distribution table.

2) Inferential Statistical Analysis

   Inferential Statistical Analysis is a statistical technique which is used to analyze sample data. the technique is used to test the influence of variable as partial. Testing of clasic assumption is used to get on accurate or almost accurate appraiser (eksimator). the testing are normality, mulkticolinearitas, heteroskedastisitas and autocorrelation test.

3) Try Out Test

   Before the test was used as instrument to collect the data, it had been tried out first to the students in another class. It was

applied to analyze validity, reliability, difficulty level and also the discrimination power of each item. The try out test was given to English Education of the students of UIN Walisongo Semarang. The writer prepared items as the instrument of the test. From twenty five test items of try out, some items were chosen as the instrument of the test while some others were left out. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power.

a. Validity

The validity is an important quality of any test. According to Arikunto, "a test is valid if it measures what it is supposed to be measured".[8]

The validity of test is calculated using Product Moment Formula, which is as follows:

$$r_{xy} = \frac{N \sum XY - \sum(X)\sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : The correlation coefficient between X variable and Y variable

N : The number of students

$\sum X$: The sum of score of X item

[8] Suharsimi Arikunto, *prosedur Penelitian Suatu Pendekatan Praktik*, p. 168

$\sum Y$: The sume of score of Y item

Calculation result of r_{xy} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{xy} is higher than r_{table} the item of question is valid.[9]

b. Reliability

Reliability means "consistent and dependent".[10] Besides validity, a good test should have reliability as well. Reliability is necessary characteristic of any good test. A reliable test score will be consistent across different characteristics of the testing situation.

Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is $K - R.\ 20.$[11]

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

Where:

r_{11} : The reliability coefficient of items

k   : The number of item in the test

p   : The proportion of students who give the right answer

q   : The proportion of students who give the wrong answer

[9] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2008), p. 179

[10] H. Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco : Longman, 2004), p. 20.

[11] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 187.

S^2 : The standard deviation of the test

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table} , the item of question is reliable.[12]

c. Degree of Test Difficulty

A good question is a question that is not really difficult and not really easy. Formula for degree of test difficulty is:

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

Where:

P   : item difficulty

B   : number of students who answered the item correctly

JS   : number of students[13]

The level of difficulty of each item was determined by using this following categorization:

$0 < P \leq 0.3$ is difficulty

$0.3 < P \leq 0.7$ is medium

$P > 0.70$ is very easy[14]

d. Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. It is used to know how accurate the question differ

[12] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, p. 372.

[13] Anas sudijono, *Pengantar Evaluasi Pendidikan*, p. 372.

[14] Suharsimi Arikunto, *prosedur Penelitian Suatu Pendekatan Praktik*, p. 207

higher subject and lower subject. The formula for discriminating power is:

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

Where :

D : discrimination index

JA : member of student in upper group

JB : member of student in low group

BA : member of students in upper group who answer the item correctly

BB : member of students in low group who answer the item correctly

The criteria are:

D < 0.2 is poor

$0.2 < D \leq 0.4$ is fair

$0.4 < D \leq 0.7$ is good

$0.7 < D \leq 1$ is very good

4) Normality Test

The normality test is performed to determine whether the class in detail is normally distributed or not. Normality test is done on the value data that has been done by the third semester classes of Biology Education students and Siyasah Jinayah students at UIN Walisongo Semarang.

The statistical hypothesis used is as follows:

Ho : The data is normally distributed

Ha :The data is not normally distributed

The formula used is the formula *T-Test* is :

$$t = \frac{(X_1 - X_2) - (\mu_1 - \mu_2)}{\frac{\sqrt{(n1-1)S1^2 + (n2-1)S2^2}}{n1+n2-2}} \frac{1}{\sqrt{(\frac{1}{n1} + \frac{1}{n1})}}$$

a) If t- score > t- table and the degree of the significance of 0.05 (5%) it means that there is significance so, Ho is rejected while Ha is accepted.

b) If t- score t- table, and the degree of significance of 0.05 (5%), it means the different is not significance. So Ho or Null hypothesis is accepted and Ha or alternative hypothesis is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter, the researcher presents the findings of the research, Analysis of Data, Discussion of research finding, and Limitation during the research.

4.1 Findings of the Research

The researcher took the scores of Biology Education Students as Variable X using 25 questions from 31 students, Siyasah Jinayah students as Variable Y using 25 questions from 31 students and English Education Students as a representative of English Education using 25 question from 31 students at the third semesters of UIN Walisongo Semarang.

Table 1

The list of the English Education students, Biology Education Students, and Siyasah Jinayah Students

No.	English Education Students	Biology Education Students	Siyasah Jinayah Students
1.	Bayu Septi Pratiwi	Ahmad Indrawan	Yuniar C.C
2.	Husna Amalia	Ahmad Zubaid	Agus Suprapto
3.	Adib Kafabih	Ainur Rofida	Ani Fitriyani
4.	Farih Alfinia S.	Anna Farida A.	Rahmita Utami
5.	Yunita Widyastuti	Aulia Nur R.	Siti Robiah

6.	A. Izza Ulil Wafa	Ayun Musthofiyah	Kartika Sati
7.	M. Fajar Kurniawan	Eva Maya Oktaviana	Nurul Islamiyati
8.	Rizka Dwi Kurniawati	Farah F.H	Yonandha D.F
9.	Erva Yunita	Hiya Emiliya	Anna Muhimah
10.	Kartika Sati K.	Humairotunnisa	Nisa' Adiyatul
11.	Hesti Rindhi A.	Ilham Rojikin	Bayu Septi Pratiwi
12.	Intania Sifa P.D	Irma Hanafia	Abdul Wahib
13.	Hanif Mustaghfiroh	Irma Ulfa	Dwi Sura Aprilia
14.	Indah Rifa'ah	Istianah U.L	Dian Islamiati
15.	Ela Maryam Saraswati	Laila Nh	Davi Hidayat
16.	Agung Setiawan	Lulu Arifattul Ch.	Sabiq Ariquru Nabih
17.	Ainun H	M. Bagus Nauval	Farih Alfinia S.
18.	Yonandha D.F	Meli Ana Syam	Rahmat Akbar B.P
19.	Zumrotul Uluwiyah	Nabilatul Irbah N.H	Adib Wahyu N.
20.	Anin Sofiya S.	Najiyah Maksyufah	Ainin Sofiya S.
21.	Nur Wahidzatun N.	Nur Deviana E	Qowi Millati
22.	Anjar Widiyanti	Onny Nurjanah	Ainun H.
23.	Nafilatun Nafiah	Rakhma Maulida B.	Indah Darmawati

24.	Rowong Soburi	Rena Indriana	Afifatuz Zahroh
25.	Nida Aya Sofia	Robert Haikal F.	Hanny Ira Kusumawardani
26.	Rahmita Utami	Sheilla Maharani	Hikmatun Nazila
27.	Davi Hidayat	Siti Arifah	Ela Maryam Saraswati
28.	Ani Fitriyani	Siti Muarifah	Nuvika Nastiti W
29.	Nurul Ismiyati	Triama Zulfita N.	Erva Yunita
30.	Nisa' Adiyatul U.	Wiwit M.N	Lilis
31.	Achmad Agung Prayoga	Nafilatun Nafiah	Mila Andiliya

Table 2

The Try Out Score of the English Education Students

No	Name	Score
1.	Bayu Septi Pratiwi	64
2.	Husna Amalia	72
3.	Adib Kafabih	68
4.	Farih Alfinia S.	72
5.	Adib Wahyu N.	76
6.	M.Izza Ulil Wafa	68
7.	M. Fajar Kurniawan	64

No.	Name	Score
8.	Rizka Dwi Kurniawati	76
9.	Erva Yunita	64
10.	Kartika Sati K.	64
11.	Hesti Rindhi A.	68
12.	Intania Sifa P.D	68
13.	Hanif Mustaghfiroh	68
14.	Indah Rifa'ah	64
15.	Ela Maryam Saraswati	80
16.	Agung Setiawan	68
17.	Ainun H	80
18.	Yonandha D.F	76
19.	Zumrotul Uluwiyah	84
20.	Anin Sofiya S.	76
21.	Nur Wahidzatun N.	76
22.	Anjar Widiyanti	72
23.	Nafilatun Nafiah	76
24.	Rowong Soburi	84
25.	Nida Aya Sofia	68
26.	Rahmita Utami	72
27.	Davi Hidayat	76
28.	Ani Fitriyani	72
29.	Nurul Ismiyati	72
30.	Nisa' Adiyatul U.	76
31.	Achmad Agung Prayoga	72
Amount		**2236**

N	31
Mean	72.129
Variant (S^2)	32.516
Deviation Standard (S)	5.702

Table 3

Calculation Table Searching for Mean and

Standard Deviation of English Education Students

No.	Oi	Oi$-Ei$	$(Oi - Ei)^2$	$(Oi - Ei)^2$ /Ei
1	64	-8.13	66.08	0.9162
2	72	-0.13	0.02	0.0002
3	68	-4.13	17.05	0.2364
4	72	-0.13	0.02	0.0002
5	76	3.87	14.98	0.2077
6	68	-4.13	17.05	0.2364
7	64	-8.13	66.08	0.9162
8	76	3.87	14.98	0.2077
9	64	-8.13	66.08	0.9162
10	64	-8.13	66.08	0.9162
11	68	-4.13	17.05	0.2364
12	68	-4.13	17.05	0.2364
13	68	-4.13	17.05	0.2364
14	64	-8.13	66.08	0.9162
15	80	7.87	61.95	0.8589
16	68	-4.13	17.05	0.2364
17	80	7.87	61.95	0.8589
18	76	3.87	14.98	0.2077
19	84	11.87	140.92	1.9537
20	76	3.87	14.98	0.2077
21	76	3.87	14.98	0.2077
22	72	-0.13	0.02	0.0002
23	76	3.87	14.98	0.2077
24	84	11.87	140.92	1.9537
25	68	-4.13	17.05	0.2364
26	72	-0.13	0.02	0.0002
27	76	3.87	14.98	0.2077
28	72	-0.13	0.02	0.0002
29	72	-0.13	0.02	0.0002
30	76	3.87	14.98	0.2077
31	72	-0.13	0.02	0.0002
∑	**2236**		**975.48**	**13.5242**

Based on the table that calculated score Try Out from English Education Students there are the results obtained include : The mean

value of English Education Students is $\frac{\sum X}{N} = \frac{2236}{31} = 72.129$, the calculation of variant is $S^2 = \frac{\sum(X_i - \bar{X})^2}{n-1} = \frac{975.48}{31} = 32.516$, the calculation of Deviation Standard is $\sqrt{32.516} = 5.702$. According to the calculation of frequency distribution of English Education students using SPSS as follows :

Table 4

Frequency Distribution of English Education Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		72.1290
Median		72.0000

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	5	16.1	16.1	16.1
	68	7	22.6	22.6	38.7
	72	7	22.6	22.6	61.3
	76	8	25.8	25.8	87.1
	80	2	6.5	6.5	93.5
	84	2	6.5	6.5	100.0

	Total	31	100.0	100.0	

Based on the SPSS calculation table it can be concluded that the mean of the English Education Students obtained is 72.129, and the Median English Education Class is 72. The number of frequencies of valid data on the English Education Students is 64 values of the frequency is 5, the value of 68 frequency is 7, the value of 72 frequency is 7, the value of 76 frequency is 8, the value of 80 frequency is 2, and the value of 84 frequency is 2. In the form of percent it can be concluded that 64 gets 16.1%, value 68 gets 22.6%, 72 gets 22.6%, 76 gets 25.8%, 80 gets 6.5%. So in this table the English Education Students have a good average in reading comprehension in a given test question.

Table 5

The Test Score of Biology Education Students

No	Name	Score
1.	Ahmad Indrawan	68
2.	Ahmad Zubaid	76
3.	Ainur Rofida	80
4.	Anna Farida A.	64
5.	Aulia Nur R.	76
6.	Ayun Musthofiyah	84
7.	Eva Maya Oktaviana	64
8.	Farah F.H	72
9.	Hiya Emiliya	76
10.	Humairotunnisa	68
11.	Ilham Rojikin	76
12.	Irma Hanafia	76
13.	Irma Ulfa	76
14.	Istianah U.L	80
15.	Laila Nh	76
16.	Lulu Arifattul Ch.	64
17.	M. Bagus Nauval	72
18.	Meli Ana Syam	56

19.	Nabilatul Irbah N.H	72
20.	Najiyah Maksyufah	76
21.	Nur Deviana E	72
22.	Onny Nurjanah	76
23.	Rakhma Maulida B.	56
24.	Rena Indriana	72
25.	Robert Haikal F.	72
26.	Sheilla Maharani	68
27.	Siti Arifah	60
28.	Siti Muarifah	60
29.	Triama Zulfita N.	76
30.	Wiwit M.N	72
31.	Nafilatun Nafiah	76
Amount		**2212**
Mean		**71.355**
Variant (S2)		**49.170**
Deviation Standard (S)		**7.012**

Table 6

Calculation Table Searching for Mean and

Standard Deviation of Biology Education Students

No.	Oi	$Oi - Ei$	$(Oi - Ei)^2$	$(Oi - Ei)^2 /Ei$
1	68	-3.35	11.25	0.1577
2	76	4.65	21.58	0.3024
3	80	8.65	74.74	1.0474
4	64	-7.35	54.09	0.7581
5	76	4.65	21.58	0.3024
6	84	12.65	159.90	2.2409
7	64	-7.35	54.09	0.7581
8	72	0.65	0.42	0.0058
9	76	4.65	21.58	0.3024
10	68	-3.35	11.25	0.1577
11	76	4.65	21.58	0.3024
12	76	4.65	21.58	0.3024
13	76	4.65	21.58	0.3024
14	80	8.65	74.74	1.0474
15	76	4.65	21.58	0.3024
16	64	-7.35	54.09	0.7581
17	72	0.65	0.42	0.0058
18	56	-15.35	235.77	3.3042
19	72	0.65	0.42	0.0058
20	76	4.65	21.58	0.3024
21	72	0.65	0.42	0.0058
22	76	4.65	21.58	0.3024
23	56	-15.35	235.77	3.3042
24	72	0.65	0.42	0.0058
25	72	0.65	0.42	0.0058
26	68	-3.35	11.25	0.1577
27	60	-11.35	128.93	1.8069
28	60	-11.35	128.93	1.8069
29	76	4.65	21.58	0.3024
30	72	0.65	0.42	0.0058
31	76	4.65	21.58	0.3024
Σ	2212		1475.10	20.6727

Based on the table that calculated score Biology Education Students there are the results obtained include : The mean value of Science Students is $\frac{\sum X}{N} = \frac{2212}{31} = 71.355$, the calculation of variant is $S^2 = \frac{\sum(X_i - \bar{X})^2}{n-1} = \frac{1475.10}{31} = 49.170$, the calculation of Deviation Standard is $\sqrt{49.170} = 7.012$. According to the calculation of frequency distribution of Biology Students using SPSS as follows :

Table 7
Frequency Distribution of Biology Education Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		71.3548
Median		72.0000
Variance		49.170
Range		28.00
Minimum		56.00
Maximum		84.00

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.5	6.5	6.5
	60	2	6.5	6.5	12.9
	64	3	9.7	9.7	22.6
	68	3	9.7	9.7	32.3
	72	7	22.6	22.6	54.8
	76	11	35.5	35.5	90.3
	80	2	6.5	6.5	96.8
	84	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the SPSS calculation table it can be concluded that the mean of the Biology Education Students obtained is 71.354, and the Median Biology Education Students is 72. The number of frequencies of valid data on the Biology Education Students is 56 values of the frequency is 2, the value of 60 frequency is 2, the value of 64 frequency is 3, the value of 68 frequency is 3, the value of 72 frequency is 7, the value of 76 frequency is 11, the value of 80 frequency is 2, and the value of 84 frequency is 1. In the form of percent it can be concluded that 56 gets 56%, value 60 gets 6.5%, 64 gets 9.7%, 68 gets 9.7%, 72 gets 22.6%, 76 gets 35.5%, 80 gets 6.5%, and 84 gets 3.2%. So in this table the

Science Students have a good mean in reading comprehension in a given test question.

Table 8

The Test Score of Siyasah Jinayah Students

No	Name	Score
1.	Yuniar C.C	80
2.	Agus Suprapto	84
3.	Ani Fitriyani	72
4.	Rahmita Utami	72
5.	Siti Robiah	72
6.	Kartika Sati	64
7.	Nurul Islamiyati	72
8.	Yonandha D.F	76
9.	Anna Muhimah	60
10	Nisa' Adiyatul	76
11	Bayu Septi Pratiwi	64
12	Abdul Wahib	80
13	Dwi Sura Aprilia	84
14	Dian Islamiati	80
15	Davi Hidayat	76
16	Sabiq Ariquru Nabih	72

17	Farih Alfinia S.	72
18	Rahmat Akbar B.P	64
19	Adib Wahyu N.	76
20	Ainin Sofiya S.	72
21	Qowi Millati	80
22	Ainun H.	64
23	Indah Darmawati	68
24	Afifatuz Zahroh	84
25	Hanny Ira Kusumawardani	50
26	Hikmatun Nazila	50
27	Ela Maryam Saraswati	80
28	Nuvika Nastiti W	68
29	Erva Yunita	64
30	Lilis	76
31	Mila Andiliya	76
Amount		**2228**
Mean		**71.871**
Variant (S2)		**77.049**
Deviation Standard (S)		**8.778**

Table 9

Calculation Table Searching for Mean

and Standard Deviation of Siyasah Jinayah Students

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$	$(Oi - Ei)^2$ /Ei
1	80	8.13	66.08	0.9194
2	84	12.13	147.11	2.0469
3	72	0.13	0.02	0.0002
4	72	0.13	0.02	0.0002
5	72	0.13	0.02	0.0002
6	64	-7.87	61.95	0.8620
7	72	0.13	0.02	0.0002
8	76	4.13	17.05	0.2372
9	60	-11.87	140.92	1.9607
10	76	4.13	17.05	0.2372
11	64	-7.87	61.95	0.8620
12	80	8.13	66.08	0.9194
13	84	12.13	147.11	2.0469
14	80	8.13	66.08	0.9194
15	76	4.13	17.05	0.2372
16	72	0.13	0.02	0.0002
17	72	0.13	0.02	0.0002
18	64	-7.87	61.95	0.8620
19	76	4.13	17.05	0.2372
20	72	0.13	0.02	0.0002
21	80	8.13	66.08	0.9194
22	64	-7.87	61.95	0.8620
23	68	-3.87	14.98	0.2085
24	84	12.13	147.11	2.0469
25	50	-21.87	478.34	6.6555
26	50	-21.87	478.34	6.6555
27	80	8.13	66.08	0.9194
28	68	-3.87	14.98	0.2085
29	64	-7.87	61.95	0.8620
30	76	4.13	17.05	0.2372
31	76	4.13	17.05	0.2213
Σ	2228		2311.48	32.1456

Based on the table that calculated score Siyasah Jinayah Students there are the results obtained include : The mean value

of Siyasah Jinayah Students is $\frac{\sum X}{N} = \frac{2228}{31} = 71.871$, the calculation of variant is $S^2 = \frac{\sum(X_i - \bar{X})^2}{n-1} = \frac{2311.48}{31} = 77.049$, the calculation of Deviation Standard is $\sqrt{77.049} = 8.778$. According to the calculation of frequency distribution of Siyasah Jinayah Studentsusing SPSS as follows :

Table 10
Frequency Distribution of Siyasah Jinayah Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		71.8710
Median		72.0000
Std. Deviation		8.77778
Variance		77.049
Range		34.00
Minimum		50.00
Maximum		84.00

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.5%	6.5	6.5
	60	1	3.2%	3.2	9.7
	64	5	16.1%	16.1	25.8

	68	2	6.5%	6.5	32.3
	72	7	22.6%	22.6	54.8
	76	6	19.4%	19.4	74.2
	80	5	16.1%	16.1	90.3
	84	3	9.7%	9.7	100.0
	Total	31	100.0	100.0	

Based on the SPSS calculation table it can be concluded that the mean of the Siyasah Jinayah Students score obtained is 71.8710, and the Median Siyasah Jinayah Students score is 72. The maximum Siyasah Jinayah Students score is 84, the minimum Siyasah Jinayah Students score is 50, the variance Siyasah Jinayah Students is 77.049. So, The number of frequencies of valid data on the Siyasah Jinayah Students is 50 values of the frequency is 2, the value of 60 frequency is 1, the value of 64 frequency is 5, the value of 68 frequency is 2, the value of 72 frequency is 7, the value of 76 frequency is 6, the value of 80 frequency is 5, and the value of 84 frequency is 3. In the form of percent it can be concluded that 56 gets 6.5%, value 60 gets 3.2%, 64 gets 16.1%, 68 gets 6.5%, 72 gets 22.6%, 76 gets 19.4%, 80 gets 16.1%, and 84 gets 9.7%. So in this table the Siyasah Jinayah Students have a good mean in reading comprehension in a given test question.

4.2 Data Analysis

4.2.1 Validity

1) Validity

Validity is the precise measurement of the test. In this research, the item validity was used to know the index validity of test. The researcher used product moment formula to analyze each item. There were 25 test items, there were 19 test items were valid and 7 test items were invalid.It was invalid with the reason the computation result of their r_{xy}value was lower than their r_{table} value. Then, the researcher took 20 test items to use in pre test.

Validity of test item

Criteria	r_{table}	Number of question	Total
Valid	0,334	1,2,3,4,5,6,7,9,10,12,15,16,17,18,19,20,21,22,23,24	20
Invalid		8,11,13,14,25	5

The following is the example of item validity computation for item number 1 and for the other items will use the same formula.

Formula:

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Explanation:

M_P : The mean of subject score who can answer right on the items which the validity is looked for

M_t : The average of total score

S_t : The standard deviation of total score

p : The student proportion who can answer right

q : The student proportion who answer wrong

Criteria:

The item is valid if $r_{xy} > r_{table}$

The following is the example of the item validity of number 1, and the other items use the same formula.

Table 11
The computation of item validity test

No	Code	X	Y	X^2	Y^2	XY
1	T-1	1	21	1	441	21
2	T-2	1	20	1	400	20
3	T-3	1	19	1	361	19
4	T-4	1	19	1	361	19
5	T-5	1	19	1	361	19
6	T-6	1	19	1	361	19
7	T-7	1	19	1	361	19
8	T-8	1	19	1	361	19
9	T-9	1	19	1	361	19
10	T-10	1	19	1	361	19
11	T-11	1	18	1	324	18
12	T-12	1	18	1	324	18
13	T-13	1	18	1	324	18
14	T-14	1	18	1	324	18
15	T-15	1	18	1	324	18
16	T-16	1	18	1	324	18
17	T-17	1	18	1	324	18
18	T-18	1	17	1	289	17
19	T-19	1	17	1	289	17
20	T-20	1	17	1	289	17
21	T-21	1	17	1	289	17
22	T-22	1	17	1	289	17
23	T-23	1	17	1	289	17

24	T-24	1	17	1	289	17
25	T-25	1	16	1	256	16
26	T-26	1	16	1	256	16
27	T-27	1	16	1	256	16
28	T-28	0	16	0	256	0
29	T-29	1	16	1	256	16
30	T-30	1	15	1	225	15
31	T-31	1	15	1	225	15
$\sum$		30	548	31	9750	532

From the table, obtained data:

$M_P=$

Total scores of student who get right answer on item number 1

Total students who get right answers on item number 1

$$= \frac{532}{30} = 17.73$$

M_t = $\dfrac{\text{Total score of whole students}}{\text{Total of students}}$

$$= \frac{548}{31} = 17.68$$

P = $\dfrac{\text{Total students who get right answer on item number 1}}{\text{Total of students}}$

$$= \frac{30}{31}$$

$$= 0.97$$

q = 1 - p

q = $1 - 0.97$ = 0,03

$$S_t = \sqrt{\frac{9750 - \frac{(548)^2}{31}}{31}} = 1.42$$

$$\gamma_{pbi} = \frac{Mp - Mt}{St}\sqrt{\frac{p}{q}}$$

$$= \frac{17.73 \, 17.68}{1.42} \sqrt{\frac{0,97}{0,03}} = 0.215$$

r_{xy} for α = 5% with N = 31, it would be obtained 0,334
Because r count > r table, so the item number 1 is valid. From the computation above, the result of computing validity of the item number 1 was 0.215. Then, the researcher counted the result to the r $_{table}$ with the number of subject (N) = 31 and significance level 5% it was 0.334. The result of the computation was higher than r_{table}, and the index of validity of the item number 1 to be valid.

4.2.2 Reliability

After validity items was done, the next analysis was to test the realibility. A good test must be valid and realiable. Besides the index of validity, the researcher calculated the reliability of the test using Kuder-Richarson Formula 20 (K-R 20). It was as follow:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

The result of 25 test items with N=31 it was obtained $r_{11} = 0.$ 215 and $r_{table} = 0.334$. So that the

Criteria of reliability analysis

Interval	Criteria
$r_{11} \leq 0,2$	Very low
$0,2 < r_{11} \leq 0,4$	Low
$0,4 < r_{11} \leq 0,6$	Medium
$0,6 < r_{11} \leq 0,8$	High
$0,8 < r_{11} \leq 1,0$	Very High

4.2.3   Degree of the Test Difficulty

The difficulty level generally was showed by percentage of students who gave the right answer. The difficulty level analysis is used to determine the level of test difficulty, whether the test has the criteria easy, medium, or difficult. Criteria of difficulty level is classified as follows:

- Test with P 1.00 to 0.30 is difficult

- Test with P 0.30 to 0.70 is medium

- Test with P 0.70 to 1.00 is easy

The following computation of the level difficulty for the item number 1 and for the other items would use the same formula.

$B = 18 + 13$

$JS=31$

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

$$P = \frac{31}{31}$$

$P = 1,00$

From the computation above, the question number 1 can be said as the easy category, because the calculation result of the item number 1 is in the interval $0.71 < P < 1.00$

4.2.4 Discriminating Power

The following is the computation of the discriminating power for item number 1, and for other items would use the same formula.

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

Table 12

Discriminating Power

UPPER GROUP			LOW GROUP		
NO	CODE	SCORE	NO	CODE	SCORE
1.	PBI-9	1	1.	PBI-25	1
2.	PBI-11	1	2.	PBI-35	1
3.	PBI-21	1	3.	PBI-29	1
4.	PBI-27	1	4.	PBI-19	1
5.	PBI-34	1	5.	PBI-1	1
6.	PBI-10	1	6.	PBI-2	1
7.	PBI-14	1	7.	PBI-3	1
8.	PBI-17	1	8.	PBI-5	1
9.	PBI-30	1	9.	PBI-22	1
10.	PBI-31	1	10.	PBI-7	0
11.	PBI-24	1	11.	PBI-15	1
12.	PBI-6	1	12.	PBI-26	1
13.	PBI-8	1	13.	PBI-33	1
14.	PBI-12	1	14.	PBI-35	1

15. PBI-13		1	15.		
16. PBI-16		1	16.		
17. PBI-18		1	17.		
18. PBI-23		1			
Total Score		18	Total Score		13

From the table above known as below

BA = 18   BB = 13

JA = 18   JB = 17

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

$$D = \frac{18}{18} - \frac{13}{17}$$

$$D = 1 - 0,76$$

$$D = 0,24$$

4.2.5   Normality Test

The normality test is performed to determine whether the class in detail is normally distributed or not. Normality test is done on the value data that has been done by the third semester classes of Biology Education students and Siyasah Jinayah Students at UIN Walisongo Semarang.

The statistical hypothesis used is as follows:

Ho : The data is normally distributed

Ha :The data is not normally distributed

$$t = \frac{(X_1 - X_2) - (\mu_1 - \mu_2)}{\frac{\sqrt{(n1-1)S1^2+(n2-1)S2^2}}{n1+n2-2}} \frac{1}{\sqrt{(\frac{1}{n1} + \frac{1}{n1})}}$$

Ho accepted if t < t(1-α)(n1+n2-2)

Table 13

Counting T-Test

Class	Biology Education Students	Siyasah Jinayah Students
Amount	2212	2228
n	31	31
$\overline{X}$	71.35	71.87
Variant (s^2)	49.17	77.05
Deviation Standard(s)	7.01	8.78

Calculation					
S^2	=	(31-1) .	49.17	+ (31-1) .	77.05
		31 + 31 - 2			
S^2	=	63.10967742			
S	=	7.94			

$$t_{count} = \frac{71.35 \quad - \quad 71.87}{7.94 \sqrt{\frac{1}{31} + \frac{1}{31}}}$$

$$t_{count} = \frac{-0.516}{2.017818647}$$

$$= \quad -0.256$$

With a significant level obtained α = 5% dk = n1+n2-2 = 31 + 31 - 2 = 60

$t_{table} = 2000$
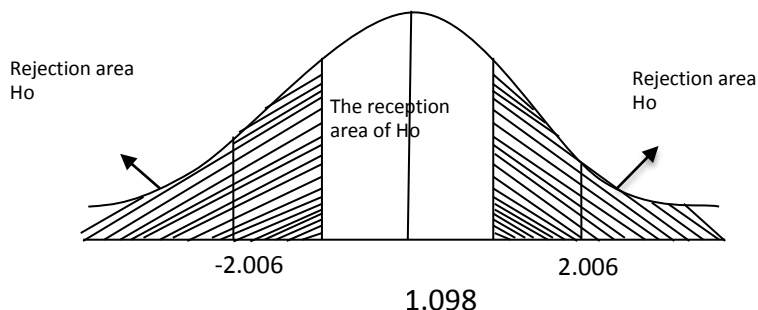
Based on the above table is known test of normality of test value in Biology Education Students for normality of test value in Science Students for significant level 5% with dk = (31-1) = 30, obtained T_{table} = 2000 and Tcount **=** 0.256. Because Tcount   it is smaller from Ttable then Tcount is at the Ho reception area. Therefore, it can be concluded that there is no average difference between Biology Education Students and Siyasah Jinayah Students.

4.3 Interpretation

The researcher held a research to explain the difference of Biology Education Students and Siyasah Jinayah Students at the third semesters in their reading comprehension proficiency.

According to the result of Test, there are 31 Students from the Biology Education Students and Siyasah Jinayah Students as a samples. Meanwhile, there are 31 students from the English

Education Students as a comparison. It can be concluded that each students has a dominant learning style. It is based on the best way of themselves easier to comprehend or accepting the information. Then, the dominant students' leasing style might difference in the world.

From the results of the average class can be concluded that each student has a difference in the ability to read understanding of the problem. This can be seen as they answer the questions given by the researchers, on the basis of answering those who actually do their work thoroughly, and some are not careful or careless. It can be seen from the mean of each class among the mean Biology Education Students is 71.3548, while the mean Siyasah Jinayah Students is 71.871, basically the mean understanding of reading science students is not better than or less than the same as Siyasah Jinayah Students.

5 Limitation of Study

The researcher realized that this research had not optimally enough. There were some obstacles had been faced by the researcher during doing this research, some of limitations of this research were :

1. The place of research had not strategy enough for the researcher to reach it.

2. Some equipment of campus had not adequate enough. For example, the researcher couldn't find Electric dead at the

class, so , she must changed the media she had planned at lesson plans.

CHAPTER V

CONCLUSION AND SUGGESTION

4.1 Conclusion

From the results of research on comparing the ability of reading comprehension class of science students and social science students at UIN Walisongo in the old semester obtained the following conclusions:

1. The results of reading comprehension proficiency of Biology Education students was 71.355.

2. The results of reading comprehension proficiency of Siyasah Jinayah Students was 71.871.

3. From the results there is a little difference of reading comprehension proficiency between Biology Education Students and Siyasah Jinayah Students was better.

4.2 Suggestion

Based on the results obtained, there are several suggestions as follows:

1. Lecturers should be innovative in choosing the models, methods and learning techniques in accordance with the ability of students and learning materials, so that the learning process of history more interesting and successfully achieve the learning objectives.

2. It is expected that students can better practice reading reading by reading general English text and practicing vocabulary in English dictionary, and also can open cambridge about pronunciation for reading comprehension ability better than before.

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Appendix 1 The list of the English Education students, Science Students, Social Science Students

No.	English Education Students	Science Students	Social Science Students
1.	Bayu Septi Pratiwi	Ahmad Indrawan	Yuniar C.C
2.	Husna Amalia	Ahmad Zubaid	Agus Suprapto
3.	Adib Kafabih	Ainur Rofida	Ani Fitriyani
4.	Farih Alfinia S.	Anna Farida A.	Rahmita Utami
5.	Yunita Widyastuti	Aulia Nur R.	Siti Robiah
6.	A. Izza Ulil Wafa	Ayun Musthofiyah	Kartika Sati
7.	M. Fajar Kurniawan	Eva Maya Oktaviana	Nurul Islamiyati
8.	Rizka Dwi Kurniawati	Farah F.H	Yonandha D.F
9.	Erva Yunita	Hiya Emiliya	Anna Muhimah
10.	Kartika Sati K.	Humairotunnisa	Nisa' Adiyatul
11.	Hesti Rindhi A.	Ilham Rojikin	Bayu Septi Pratiwi
12.	Intania Sifa P.D	Irma Hanafia	Abdul Wahib
13.	Hanif Mustaghfiroh	Irma Ulfa	Dwi Sura Aprilia
14.	Rahmat Akbar	Istianah U.L	Dian Islamiati
15.	Ela Maryam Saraswati	Laila Nh	Davi Hidayat
16.	Nuvika Nastiti W.	Lulu Arifattul Ch.	Sabiq Ariquru Nabih
17.	Ainun H	M. Bagus Nauval	Farih Alfinia S.
18.	Mila Andiliya	Meli Ana Syam	Rahmat Akbar

			B.P
19.	Sabiq Ariquru Nabih	Nabilatul Irbah N.H	Adib Wahyu N.
20.	Anin Sofiya S.	Najiyah Maksyufah	Ainin Sofiya S.
21.	Nur Wahidzatun N.	Nur Deviana E	Qowi Millati
22.	Anjar Widiyanti	Onny Nurjanah	Ainun H.
23.	Nafilatun Nafiah	Rakhma Maulida B.	Indah Darmawati
24.	Rowong Soburi	Rena Indriana	Afifatuz Zahroh
25.	Nida Aya Sofia	Robert Haikal F.	Hanny Ira Kusumawardani
26.	Rahmita Utami	Sheilla Maharani	Hikmatun Nazila
27.	Davi Hidayat	Siti Arifah	Ela Maryam Saraswati
28.	Ani Fitriyani	Siti Muarifah	Nuvika Nastiti W
29.	Nurul Ismiyati	Triama Zulfita N.	Erva Yunita
30.	Nisa' Adiyatul U.	Wiwit M.N	Lilis
31.	Achmad Agung Prayoga	Nafilatun Nafiah	Mila Andiliya

Appendix 2 The Try Out Score of the English Education Students

No	Name	Score
1.	Bayu Septi Pratiwi	64
2.	Husna Amalia	72
3.	Adib Kafabih	68
4.	Farih Alfinia S.	72
5.	Adib Wahyu N.	76
6.	M.Izza Ulil Wafa	68
7.	M. Fajar Kurniawan	64
8.	Rizka Dwi Kurniawati	76
9.	Erva Yunita	64
10.	Kartika Sati K.	64
11.	Hesti Rindhi A.	68
12.	Intania Sifa P.D	68
13.	Hanif Mustaghfiroh	68
14.	Rahmat Akbar	64
15.	Ela Maryam Saraswati	80
16.	Nuvika Nastiti W.	68
17.	Ainun H	80
18.	Mila Andiliya	76
19.	Sabiq Ariquru Nabih	84
20.	Anin Sofiya S.	76

21.	Nur Wahidzatun N.	76
22.	Anjar Widiyanti	72
23.	Nafilatun Nafiah	76
24.	Rowong Soburi	84
25.	Nida Aya Sofia	68
26.	Rahmita Utami	72
27.	Davi Hidayat	76
28.	Ani Fitriyani	72
29.	Nurul Ismiyati	72
30.	Nisa' Adiyatul U.	76
31.	Achmad Agung Prayoga	72
Amount		**2236**
N		**31**
Mean		**72.129**
Variant (S^2)		**32.516**
Deviation Standard (S)		**5.702**

Appendix 3 Calculation Table Searching for Mean and Standard Deviation of English Education Students

No.	Oi	Oi−Ei	$(Oi - Ei)^2$	$(Oi - Ei)^2 / Ei$
1	64	-8.13	66.08	0.9162
2	72	-0.13	0.02	0.0002
3	68	-4.13	17.05	0.2364
4	72	-0.13	0.02	0.0002
5	76	3.87	14.98	0.2077
6	68	-4.13	17.05	0.2364
7	64	-8.13	66.08	0.9162
8	76	3.87	14.98	0.2077
9	64	-8.13	66.08	0.9162
10	64	-8.13	66.08	0.9162
11	68	-4.13	17.05	0.2364
12	68	-4.13	17.05	0.2364
13	68	-4.13	17.05	0.2364
14	64	-8.13	66.08	0.9162
15	80	7.87	61.95	0.8589
16	68	-4.13	17.05	0.2364
17	80	7.87	61.95	0.8589
18	76	3.87	14.98	0.2077
19	84	11.87	140.92	1.9537
20	76	3.87	14.98	0.2077
21	76	3.87	14.98	0.2077
22	72	-0.13	0.02	0.0002
23	76	3.87	14.98	0.2077
24	84	11.87	140.92	1.9537
25	68	-4.13	17.05	0.2364
26	72	-0.13	0.02	0.0002
27	76	3.87	14.98	0.2077
28	72	-0.13	0.02	0.0002
29	72	-0.13	0.02	0.0002
30	76	3.87	14.98	0.2077
31	72	-0.13	0.02	0.0002
Σ	2236		975.48	13.5242

Appendix 4 Frequency Distribution of English Education Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		72.1290
Median		72.0000

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	5	16.1	16.1	16.1
	68	7	22.6	22.6	38.7
	72	7	22.6	22.6	61.3
	76	8	25.8	25.8	87.1
	80	2	6.5	6.5	93.5
	84	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Appendix 5 The Test Score of Science Students

No	Name	Score
1.	Ahmad Indrawan	68
2.	Ahmad Zubaid	76
3.	Ainur Rofida	80
4.	Anna Farida A.	64
5.	Aulia Nur R.	76
6.	Ayun Musthofiyah	84
7.	Eva Maya Oktaviana	64
8.	Farah F.H	72
9.	Hiya Emiliya	76
10.	Humairotunnisa	68
11.	Ilham Rojikin	76
12.	Irma Hanafia	76
13.	Irma Ulfa	76
14.	Istianah U.L	80
15.	Laila Nh	76
16.	Lulu Arifattul Ch.	64
17.	M. Bagus Nauval	72
18.	Meli Ana Syam	56
19.	Nabilatul Irbah N.H	72
20.	Najiyah Maksyufah	76

21.	Nur Deviana E	72
22.	Onny Nurjanah	76
23.	Rakhma Maulida B.	56
24.	Rena Indriana	72
25.	Robert Haikal F.	72
26.	Sheilla Maharani	68
27.	Siti Arifah	60
28.	Siti Muarifah	60
29.	Triama Zulfita N.	76
30.	Wiwit M.N	72
31.	Nafilatun Nafiah	76
Amount		**2212**
Mean		**71.355**
Variant (S2)		**49.170**
Deviation Standard (S)		**7.012**

Appendix 6 Calculation Table Searching for Mean and Standard Deviation of Science Students

No.	Oi	Oi−Ei	$(Oi - Ei)^2$	$(Oi - Ei)^2$ /Ei
1	68	-3.35	11.25	0.1577
2	76	4.65	21.58	0.3024
3	80	8.65	74.74	1.0474
4	64	-7.35	54.09	0.7581
5	76	4.65	21.58	0.3024
6	84	12.65	159.90	2.2409
7	64	-7.35	54.09	0.7581
8	72	0.65	0.42	0.0058
9	76	4.65	21.58	0.3024
10	68	-3.35	11.25	0.1577
11	76	4.65	21.58	0.3024
12	76	4.65	21.58	0.3024
13	76	4.65	21.58	0.3024
14	80	8.65	74.74	1.0474
15	76	4.65	21.58	0.3024
16	64	-7.35	54.09	0.7581
17	72	0.65	0.42	0.0058
18	56	-15.35	235.77	3.3042
19	72	0.65	0.42	0.0058
20	76	4.65	21.58	0.3024
21	72	0.65	0.42	0.0058
22	76	4.65	21.58	0.3024
23	56	-15.35	235.77	3.3042
24	72	0.65	0.42	0.0058
25	72	0.65	0.42	0.0058
26	68	-3.35	11.25	0.1577
27	60	-11.35	128.93	1.8069
28	60	-11.35	128.93	1.8069
29	76	4.65	21.58	0.3024
30	72	0.65	0.42	0.0058
31	76	4.65	21.58	0.3024
Σ	2212		1475.10	20.6727

Appendix 7 Frequency Distribution of Science Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		71.3548
Median		72.0000
Variance		49.170
Range		28.00
Minimum		56.00
Maximum		84.00

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	2	6.5	6.5	6.5
	60	2	6.5	6.5	12.9
	64	3	9.7	9.7	22.6
	68	3	9.7	9.7	32.3
	72	7	22.6	22.6	54.8
	76	11	35.5	35.5	90.3
	80	2	6.5	6.5	96.8
	84	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Appendix 8 The Test Score of Social Science Students

No	Name	Score
1.	Yuniar C.C	80
2.	Agus Suprapto	84
3.	Ani Fitriyani	72
4.	Rahmita Utami	72
5.	Siti Robiah	72
6.	Kartika Sati	64
7.	Nurul Islamiyati	72
8.	Yonandha D.F	76
9.	Anna Muhimah	60
10	Nisa' Adiyatul	76
11	Bayu Septi Pratiwi	64
12	Abdul Wahib	80
13	Dwi Sura Aprilia	84
14	Dian Islamiati	80
15	Davi Hidayat	76
16	Sabiq Ariquru Nabih	72
17	Farih Alfinia S.	72
18	Rahmat Akbar B.P	64
19	Adib Wahyu N.	76
20	Ainin Sofiya S.	72

21	Qowi Millati	80
22	Ainun H.	64
23	Indah Darmawati	68
24	Afifatuz Zahroh	84
25	Hanny Ira Kusumawardani	50
26	Hikmatun Nazila	50
27	Ela Maryam Saraswati	80
28	Nuvika Nastiti W	68
29	Erva Yunita	64
30	Lilis	76
31	Mila Andiliya	76
Amount		**2228**
Mean		**71.871**
Variant (S2)		**77.049**
Deviation Standard (S)		**8.778**

Appendix 9 Calculation Table Searching for Mean and Standard Deviation of Social Science Students

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$	$(Oi - Ei)^2$ /Ei
1	80	8.13	66.08	0.9194
2	84	12.13	147.11	2.0469
3	72	0.13	0.02	0.0002
4	72	0.13	0.02	0.0002
5	72	0.13	0.02	0.0002
6	64	-7.87	61.95	0.8620
7	72	0.13	0.02	0.0002
8	76	4.13	17.05	0.2372
9	60	-11.87	140.92	1.9607
10	76	4.13	17.05	0.2372
11	64	-7.87	61.95	0.8620
12	80	8.13	66.08	0.9194
13	84	12.13	147.11	2.0469
14	80	8.13	66.08	0.9194
15	76	4.13	17.05	0.2372
16	72	0.13	0.02	0.0002
17	72	0.13	0.02	0.0002
18	64	-7.87	61.95	0.8620
19	76	4.13	17.05	0.2372
20	72	0.13	0.02	0.0002
21	80	8.13	66.08	0.9194
22	64	-7.87	61.95	0.8620
23	68	-3.87	14.98	0.2085
24	84	12.13	147.11	2.0469
25	50	-21.87	478.34	6.6555
26	50	-21.87	478.34	6.6555
27	80	8.13	66.08	0.9194
28	68	-3.87	14.98	0.2085
29	64	-7.87	61.95	0.8620
30	76	4.13	17.05	0.2372
31	76	4.13	17.05	0.2213
Σ	2228		2311.48	32.1456

Appendix 10 Frequency Distribution of Social Science Students

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		71.8710
Median		72.0000
Std. Deviation		8.77778
Variance		77.049
Range		34.00
Minimum		50.00
Maximum		84.00

VAR00001

Data		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.5	6.5	6.5
	60	1	3.2	3.2	9.7
	64	5	16.1	16.1	25.8
	68	2	6.5	6.5	32.3
	72	7	22.6	22.6	54.8
	76	6	19.4	19.4	74.2
	80	5	16.1	16.1	90.3
	84	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

Nama : Intania Sifci P.D

Nim :

Jurusan : PBI B

Assalamu'alaikum Warahmatullahi Wabarakatuh

Mohon kesediaan saudara untuk mengisi tes ini.
Tes ini tidak berkaitan dengan nilai apapun yang berkaitan dengan saudara.
Jawaban tes langsung dikerjakan dilembar soal ini.
Atas kesediaan saudara diucapkan terima kasih.

Read the passage below, and then choose the correct answer by crossing (A), (B), (C), (D), or (E) !

Questions number 1-5 refer to the following text !

Petruk Cave

Petruk cave is one of the leading tourists attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Source : Zamrud, Putra Nugraha. 2006

---

1. What is the text purpose ?
   a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To introduce the local tourism in Kebumen

e. To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet ?

a. Because the cave belongs to Petruk

b. Because Petruk is the first explorer of the cave

c. Because Petruk is buried at the cave

d. Because the cave's length is as long as Petruk's nose

e. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor ?

a. In the basic cave

b. In petruk cave

c. In Hindu cave

d. In front of the cave

e. Inside the cave

4. What does stalactites mean ?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guides the visitor in the cave

e. Kind of animals in the cave

5. What does "lead" mean in paragraph 2 ?

a. Guide

b. Take

c. Bring

d. Put

e. Place

6. Man   : My God !

    Woman   : What happens?

    Man   : Look. I lost the data that I've typed the whole day, yesterday.

2

Woman : This can't be true. We need the data for our presentation tomorrow.

What would the woman and the man probably do ?

    a. Make a presentation tonight

    ~~b.~~ Retype the data for the presentation

    c. Use the data in their presentation

    d. Ask a person to make the presentation

    e. Collect data again.

Questions number 7-11 refer to the following text.

To   : All Personel

From   : Manager

Date   : May 25, 2013

Subject : Typus vaccine shorts

Dear all,

Due to the typus epidemic in our region, all personel must gather on Friday, 27 May 2013 to have the typus vaccine shot at the clinic. The doctor and his staff are available from 9 to 12 o'clock only. Should you miss the shot, you have make your own appointment with the doctor at ext.512. talking the vaccine is obligatory.

Svdnev Johns

Source : Zamrud, Putra Nugraha. 2006

7. Why are the employees given a vaccine shot ?

    a. To make all the employees healthy

    ~~b.~~ To prevent the employes from getting the typus

    c. To meet manager's project

    d. It is the manager's project

    e. It is obligatory

8. Who is Sydney Johns ?

    a. The doctor

    b. One of the doctor's staff

X The managers

d. The manager's secretary

e. The vaccine's provider

9. When will the shot be given ?

a. On May 25, 2010

b. At the clinic

c. At 512

X On May 27, 2012

e. At your own time

10. Who should take the vaccine shot ?

a. All employees

b. The manager

c. The doctor's staff

X All people in the region

e. Those who have the typus disease

11. The extention mumber 512 suggests...

a. The manager's phone number

b. The doctor's phones number

X The address of the clinic

d. The address of the doctor

e. The code number of the vaccine

12. 'What is a pediatrician?'

'Oh, it is a doctor......specialization is treating children.'

a. Whom

b. Which

X Who

d. That

e. Whose

Questions number 13-14 refer to the following text.

> **Rose Field Cleaning Day**
>
> - Organized by Rose Field Housing
> - Sunday, 2 August from 8.00 am to 12.30 pm
> - Assemble at the playground
>
> **We will get to know our neighbourhood better**
>
> **Contact : 081 3654 888 (Mrs Sinta)**

Source : Zamrud, Putra Nugraha. 2006

13. From the advertisement above, which of the following statement is true ?
    a. The activity is organized for the children in the housing estate
    b. It is a fund-rising activity by the residents of Rose Field
    c. It is a community activity to clean up the neighbourhood
    d. The activity is a weekly community activity
    e. The activity last the whole day

14. Assemble at the playground. What does the underlined word mean ?
    a. Join
    b. Start
    c. Relate
    d. Gather
    e. Cooperate

The following text is for questions 15 and 16.

> **To All Third Grade Students**
>
> All library books have to be returned on the twenty second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.
>
> Library Staff

15. What is informed on the announcement ?

 ✗ A request to return library books.
 b. The subjects of the library books.
 c. A compulsory to replace lost books.
 d. The library administration officers.
 e. Submission of receipts.

16. What will happen if the book you borrowed is lost ?

 a. You will get receipts.
 b. It should be convered by non-colorful plastic.
 c. The librarian will be fined by a certain amount of money.
 d. You should cover with wrapping plastic.
 ✗ It should be replaced with a similar book.

The following text is for questions 17 and 18.

Intended Future Occupation

Farida, Fikri, Sahlan, Susi and Rafiqah are close friends. They live in the same neighbourhood, but they enter different Universities.

Farida is a student of "ASMI", Fikri is a student of "IKIP", while Sahlan is a student of "The Faculty of Economics, Universitas Indonesia", Susi is a student of "Sekolah Tinggi Kesenian" and Rafiqah is a student of "IIQ". They are going to finish their study next year. Now, they are discussing about what they will become. They are planning their carriers.

Farida chooses to become a secretary. As a secretary she will write letters, answer the telephone and meet people. She will use a typewriter computer and she will put papers away in the file cabinet.

Fikri chooses to be a teacher. He will work in school. He will help the student to learn. He will explain the lesson, give homework, and correct papers. At the end of every term he will grade the students.

6

Sahlan doesn't make his choice yet. Maybe he wants to become a businessman. He is going to work in an office. He is going to plan business activities. He is going to learn about buying and selling, and maybe producing things. He is going to hire workers to help him.

Susi has a wonderful talent in music. She will become a musician. She is going to work with other musicians. Musicians will play together in an orchestra. They will practice playing instruments. They will read new music and play until it sounds good.

Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an. She will recite verses of the Qur'an, and teach them to the students of IIQ, the only high institution for women who are studying the Qur'an in depth. Probably one day, Rafiqah will participate in the "MTQ Nasional" and achieve first prize. The present she is going to receive, is going to Mecca to perform the Haj. This is what she always dreams of. (Source : Drs. H. Murni Djarnal, M.A, Prenada Media. 2005)

17. Who will become a businessman?
    a. Farida
    b. Sahlan
    c. Fikri
    d. Susi
    e. Rafiqah

18. Which of the following is **Not True** about the text ?
    a. Farida is going to become a secretary. She will write letters, answer the telephone, and meet people.
    b. Fikri chooses to be a teacher. He will work in school.
    c. Susi has a wonderful talent in music. She will become a musician.
    d. Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an.
    e. Sahlan will be a good teacher one day.

The following text is for questions 19 and 20.

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Moslem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right

doing), all of which are included in the term *din* (religion). "Verily the religion with God is Islam."

Iman involves belief in God and His Angels, His "books" and His messengers and in the last day. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. In *iman* the conception of God stands supreme. In fact, over ninety percent of Moslem theology has to do with Allah. He is the one true God. The profession of His unity receives its most poignant expression in *surah 112*. God is supreme reality, the pre-existent, the creator, the omniscient, omnipotent, the self-subsistent.

The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah, His prophet, the admonisher of his people, the last of a long line of prophets of whom he is the "*seal*", and therefore the greatest. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran, but in tradition, folklore and popular belief he is invested with a divine aura. (Souce : Drs. H. Murni Djarnal, M.A, Prenada Media. 2006)

19. Which of the following is **Not True** about the text ?
    a. *Iman* involves belief in God
    b. In *iman* the conception of God stands supreme
    c. The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah
    d. Muhammad is my best friend
    e. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran

20. Its first and <u>greatest</u> dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. What does the underlined word same meaning ?
    a. Biggest
    b. Tall
    c. Momentous
    d. Huge
    e. Smallest

The following text is for questions 21 and 23.

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) – Spain's most wanted thief. The loner, saw himself as a Robin Hood style figure and said he robbed banks only because they stole money from the public, his lawyer said Thurday.

Accussed of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance, companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newpapers El Pais and El Mundo. Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters. (Source : Marah Uli, Cv Pustaka Setia.2011)

21. What is the text about ?
  a. The websites of newspaper El Pais and El Mundo
  b. Spanish media reporter, Jose Mariano Trillo-Figueroa
  c. The arresting of Spain's most wanted thief in Portugal
  d. A submachine gun in preparation for another bank robbery
  e. A Spanish 1970s television bandit in the style of Robin Hood

22. Before being arrested, Jaime Jimenez Arbe... in Spain.
  a. Had just robbed policeman
  b. Had robbed 30 banks
  c. Would have killed three officers of the law
  d. Had robbed insurance companies
  e. Had been working for companies

23. The reason why "The Loner" robbed the banks is because...

a. His lawyer helped him

b. He was the most wanted thief in Spain

c. He was accused of killing three policeman

d. The believed that the banks stole money from the public

e. He saw himself as a Robin Hood style figure

The following text is for questions 24 and 25.

Dear all,

Good acting and good story make a play interesting. It is equally important to make it as realistic as possible with suitable costumes, props and sets. Be creative but don't forget to have fun.

Good Luck !

Source : Marah Uli, Cv Pustaka Setia.2011

24. "It is equally important to make it as realistic as...". The underline word refers to...

a. Acting

b. A play

c. Costume

d. Prop

e. A story

25. What is the text about ?

a. The writer's complaint to the actors

b. The directions of making good acting

c. Steps on how to make a play interesting

d. Advice to make the play realistic and interesting

e. A motivation to make the actors work harder.

Good Luck ☺ ☺

Nama : Bayu Septi Pratiwi

Nim :

Jurusan : P31 B

Assalamu'alaikum Warahmatullahi Wabarakatuh

Mohon kesediaan saudara untuk mengisi tes ini.
Tes ini tidak berkaitan dengan nilai apapun yang berkaitan dengan saudara.
Jawaban tes langsung dikerjakan dilembar soal ini.
Atas kesediaan saudara diucapkan terima kasih.

Read the passage below, and then choose the correct answer by crossing (A), (B), (C), (D), or (E) !

Questions number 1-5 refer to the following text !

Petruk Cave

Petruk cave is one of the leading tourists attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Source : Zamrud, Putra Nugraha. 2006

1. What is the text purpose ?

    a. To inform readers about tourism in Kebumen

1

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To introduce the local tourism in Kebumen

X To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet ?

   a. Because the cave belongs to Petruk

   b. Because Petruk is the first explorer of the cave

   c. Because Petruk is buried at the cave

   X Because the cave's length is as long as Petruk's nose

   e. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor ?

   a. In the basic cave

   b. In petruk cave

   X In Hindu cave

   d. In front of the cave

   e. Inside the cave

4. What does stalactites mean ?

   X A type of formation that hangs from the ceiling of caves

   b. Types of formation that lay on the floor of caves

   c. Types of food given to ancestor

   d. Someone who guides the visitor in the cave

   e. Kind of animals in the cave

5. What does "lead" mean in paragraph 2 ?

   X Guide

   b. Take

   c. Bring

   d. Put

   e. Place

6. Man   : My God !

   Woman   : What happens?

   Man   : Look. I lost the data that I've typed the whole day, yesterday.

2

Woman   : This can't be true. We need the data for our presentation tomorrow.

What would the woman and the man probably do ?

    a. Make a presentation tonight

    b. Retype the data for the presentation

    c. Use the data in their presentation

    d. Ask a person to make the presentation

    e. Collect data again.

Questions number 7-11 refer to the following text.

To   : All Personel

From   : Manager

Date   : May 25, 2013

Subject : Typus vaccine shorts

Dear all,

Due to the typus epidemic in our region, all personel must gather on Friday, 27 May 2013 to have the typus vaccine shot at the clinic. The doctor and his staff are available from 9 to 12 o'clock only. Should you miss the shot, you have make your own appointment with the doctor at ext.512. talking the vaccine is obligatory.

Svdnev Johns

Source : Zamrud, Putra Nugraha. 2006

7. Why are the employees given a vaccine shot ?

    a. To make all the employees healthy

    b. To prevent the employes from getting the typus

    c. To meet manager's project

    d. It is the manager's project

    e. It is obligatory

8. Who is Sydney Johns ?

    a. The doctor

    b. One of the doctor's staff

X. The managers

d. The manager's secretary

e. The vaccine's provider

9. When will the shot be given ?

a. On May 25, 2010

b. At the clinic

c. At 512

X. On May 27, ~~2011~~ 2013

e. At your own time

10. Who should take the vaccine shot ?

X. All employees

b. The manager

c. The doctor's staff

d. All people in the region

e. Those who have the typus disease

11. The extention mumber 512 suggests…

a. The manager's phone number

X. The doctor's phones number

c. The address of the clinic

d. The address of the doctor

e. The code number of the vaccine

12. 'What is a pediatrician?'

'Oh, it is a doctor…… specialization is treating children.'

X. Whom

b. Which

c. Who

d. That

e. Whose

Questions number 13-14 refer to the following text.

> **Rose Field Cleaning Day**
>
> - Organized by Rose Field Housing
> - Sunday, 2 August from 8.00 am to 12.30 pm
> - Assemble at the playground
>
> **We will get to know our neighbourhood better**
>
> **Contact : 081 3654 888 (Mrs Sinta)**

13. From the advertisement above, which of the following statement is true ?

    a. The activity is organized for the children in the housing estate

    b. It is a fund-rising activity by the residents of Rose Field

    c. It is a community activity to clean up the neighbourhood

    d. The activity is a weekly community activity

    e. The activity last the whole day

14. Assemble at the playground. What does the underlined word mean ?

    a. Join

    b. Start

    c. Relate

    d. Gather

    e. Cooperate

The following text is for questions 15 and 16.

> **To All Third Grade Students**
>
> All library books have to be returned on the twenty second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.
>
> Library Staff

15. What is informed on the announcement ?

   a. A request to return library books.

   b. The subjects of the library books.

   c. A compulsory to replace lost books.

   d. The library administration officers.

   e. Submission of receipts.

16. What will happen if the book you borrowed is lost ?

   a. You will get receipts.

   b. It should be convered by non-colorful plastic.

   c. The librarian will be fined by a certain amount of money.

   d. You should cover with wrapping plastic.

   e. It should be replaced with a similar book.

The following text is for questions 17 and 18.

Intended Future Occupation

Farida, Fikri, Sahlan, Susi and Rafiqah are close friends. They live in the same neighbourhood, but they enter different Universities.

Farida is a student of "ASMI", Fikri is a student of "IKIP", while Sahlan is a student of "The Faculty of Economics, Universitas Indonesia", Susi is a student of "Sekolah Tinggi Kesenian" and Rafiqah is a student of "IIQ". They are going to finish their study next year. Now, they are discussing about what they will become. They are planning their carriers.

Farida chooses to become a secretary. As a secretary she will write letters, answer the telephone and meet people. She will use a typewriter computer and she will put papers away in the file cabinet.

Fikri chooses to be a teacher. He will work in school. He will help the student to learn. He will explain the lesson, give homework, and correct papers. At the end of every term he will grade the students.

Sahlan doesn't make his choice yet. Maybe he wants to become a businessman. He is going to work in an office. He is going to plan business activities. He is going to learn about buying and selling, and maybe producing things. He is going to hire workers to help him.

Susi has a wonderful talent in music. She will become a musician. She is going to work with other musicians. Musicians will play together in an orchestra. They will practice playing instruments. They will read new music and play until it sounds good.

Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an. She will recite verses of the Qur'an, and teach them to the students of IIQ, the only high institution for women who are studying the Qur'an in depth. Probably one day, Rafiqah will participate in the "MTQ Nasional" and achieve first prize. The present she is going to receive, is going to Mecca to perform the Haj. This is what she always dreams of. (Source : Drs. H. Murni Djarnal, M.A, Prenada Media. 2005)

17. Who will become a businessman?

    a. Farida
    b. Sahlan
    c. Fikri
    d. Susi
    e. Rafiqah

18. Which of the following is **Not True** about the text ?

    a. Farida is going to become a secretary. She will write letters, answer the telephone, and meet people.
    b. Fikri chooses to be a teacher. He will work in school.
    c. Susi has a wonderful talent in music. She will become a musician.
    d. Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an.
    e. Sahlan will be a good teacher one day.

The following text is for questions 19 and 20.

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Moslem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right

doing), all of which are included in the term *din* (religion). "Verily the religion with God is Islam."

Iman involves belief in God and His Angels, His "books" and His messengers and in the last day. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. In *iman* the conception of God stands supreme. In fact, over ninety percent of Moslem theology has to do with Allah. He is the one true God. The profession of His unity receives its most poignant expression in *surah 112*. God is supreme reality, the pre-existent, the creator, the omniscient, omnipotent, the self-subsistent.

The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah, His prophet, the admonisher of his people, the last of a long line of prophets of whom he is the "*seal*", and therefore the greatest. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran, but in tradition, folklore and popular belief he is invested with a divine aura. (Souce : Drs. H. Murni Djamal, M.A, Prenada Media. 2006)

19. Which of the following is **Not True** about the text ?
    a. *Iman* involves belief in God
    b. In *iman* the conception of God stands supreme
    c. The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah
    d. Muhammad is my best friend
    e. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran

20. Its first and <u>greatest</u> dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. What does the underlined word same meaning ?
    a. Biggest
    b. Tall
    c. Momentous
    d. Huge
    e. Smallest

The following text is for questions 21 and 23.

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) – Spain's most wanted thief. The loner, saw himself as a Robin Hood style figure and said he robbed banks only because they stole money from the public, his lawyer said Thurday.

Accussed of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance, companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newpapers El Pais and El Mundo. Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters. (Source : Marah Uli, Cv Pustaka Setia.2011)

21. What is the text about ?
   a. The websites of newspaper El Pais and El Mundo
   b. Spanish media reporter, Jose Mariano Trillo-Figueroa
   c. The arresting of Spain's most wanted thief in Portugal
   d. A submachine gun in preparation for another bank robbery
   ~~e.~~ A Spanish 1970s television bandit in the style of Robin Hood

22. Before being arrested, Jaime Jimenez Arbe... in Spain.
   a. Had just robbed policeman
   b. Had robbed 30 banks
   c. Would have killed three officers of the law
   ~~d.~~ Had robbed insurance companies
   e. Had been working for companies

23. The reason why "The Loner" robbed the banks is because...

a. His lawyer helped him

b. He was the most wanted thief in Spain

c. He was accused of killing three policeman

~~d.~~ The believed that the banks stole money from the public

e. He saw himself as a Robin Hood style figure

The following text is for questions 24 and 25.

Dear all,

Good acting and good story make a play interesting. It is equally important to make it as realistic as possible with suitable costumes, props and sets. Be creative but don't forget to have fun.

Good Luck !

Source : Marah Uli, Cv Pustaka Setia.2011

24. "It is equally important to make <u>it</u> as realistic as...". The underline word refers to...

~~a.~~ Acting

b. A play

c. Costume

d. Prop

e. A story

25. What is the text about ?

a. The writer's complaint to the actors

b. The directions of making good acting

c. Steps on how to make a play interesting

~~d.~~ Advice to make the play realistic and interesting

e. A motivation to make the actors work harder.

Good Luck ☺ ☺

Appendix 12

Counting Different Exercise

1. Multiple Choice

Formula

$$D = \left| \frac{B_A}{J_A} - \frac{B_B}{J_B} \right|$$

Keterangan:

D   :

B_A :   Number of students in the upper group who answer the item correctly

B_B :   Number of students in the lower group who answer the item correctly

J_A :   Number of all students in the upper group

JB   :   Number of all students in the lower group

Criteria

Interval D	Kriteria
D $\leq$ 0.00	Sangat jelek
0.00 < D $\leq$ 0.20	Jelek
0.20 < D $\leq$ 0.40	Cukup
0.40 < D $\leq$ 0.70	Baik
0.70 < D $\leq$ 1.00	Sangat Baik

Perhitungan

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

No	Upper Group Code	Scor	No	Lower Group Code	Score
1	UC-9	1	1	UC-25	1
2	UC-11	1	2	UC-35	1
3	UC-21	1	3	UC-29	1
4	UC-27	1	4	UC-19	1
5	UC-34	1	5	UC-1	1
6	UC-10	1	6	UC-2	1
7	UC-14	1	7	UC-3	1
8	UC-17	1	8	UC-5	1
9	UC-30	1	9	UC-22	1
10	UC-31	1	10	UC-7	0
11	UC-24	1	11	UC-15	1
12	UC-6	1	12	UC-26	1
	UC-8	1	13	UC-33	1
	UC-12	1	14	UC-4	1
	UC-13	1	15	UC-20	0
13	UC-16	1	16	UC-28	0
14	UC-18	1	17	UC-32	0
15	UC-23	1			

Amount	18	Amount	13

$$DP = \frac{18}{18} - \frac{13}{17}$$

$$= 0.24$$

Berdasarkan kriteria, maka soal no 1 mempunyai daya pembeda cukup

Appendix 13

Counting Validity Multiple Choice

Rumus :

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

Explanation

M_p = The propotion of students who give the right answer

M_p = The propotion of students who give the right answer

M_t = The average of total score

S_t = The standard of deviation of total score

p = The propotion respondent who give the right answer

q = The propotion of students who give the wrong answer

Kriteria

If rcount > r_{tabel}, so the items of question was valid.

If rcount > r_{tabel}, so the items of question was valid.

Perhitungan

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

No	Kode	Butir soal no 1 (X)	Skor Total (Y)	X^2	Y^2	XY
1	Uc-9	1	21	1	441	21
2	Uc-11	1	20	1	400	20
3	Uc-21	1	19	1	361	19
4	Uc-27	1	19	1	361	19
5	Uc-34	1	19	1	361	19
6	Uc-10	1	19	1	361	19
7	Uc-14	1	19	1	361	19
8	Uc-17	1	19	1	361	19
9	Uc-30	1	19	1	361	19
10	Uc-31	1	19	1	361	19
11	Uc-24	1	18	1	324	18
12	Uc-6	1	18	1	324	18
13	Uc-8	1	18	1	324	18
14	Uc-12	1	18	1	324	18
15	Uc-13	1	18	1	324	18
16	Uc-16	1	18	1	324	18
17	Uc-18	1	18	1	324	18
18	Uc-23	1	17	1	289	17
19	Uc-25	1	17	1	289	17
20	Uc-35	1	17	1	289	17
21	Uc-29	1	17	1	289	17
22	Uc-19	1	17	1	289	17
23	Uc-1	1	17	1	289	17
24	Uc-2	1	17	1	289	17
25	Uc-3	1	16	1	256	16
26	Uc-5	1	16	1	256	16
27	Uc-22	1	16	1	256	16
28	Uc-7	0	16	0	256	0
29	Uc-15	1	16	1	256	16
30	Uc-26	1	15	1	225	15
31	Uc-33	1	15	1	225	15
Jumlah		30	548	31	9750	532

Berdasarkan tabel tersebut diperoleh:

$$M_p = \frac{\text{Amount total score the answer correct in number 1}}{\text{Many students the answer correct in number 1}}$$

$$= \frac{532}{30}$$

$$= 17.73$$

$$M_t = \frac{\text{Amount Total Score}}{\text{Many Student}}$$

$$= \frac{548}{31}$$

$$= 17.68$$

$$p = \frac{\text{Amount total score the answer correct in number 1}}{\text{Many Student}}$$

$$= \frac{30}{31}$$

$$= 0.97$$

$$q = 1 \, p = 1 - 0.97 = 0.03$$

$$S_t = \sqrt{\frac{9750 - \frac{548^2}{31}}{31}} = 1.42$$

$$r_{pbis} = \frac{17.73 - 17.68}{1.42}\sqrt{\frac{0.97}{0.03}}$$

$$= 0.215$$

Pada taraf signifikansi 5%, dengan N = 35, diperoleh r_{tabel} = 0.334

Karena $r_{hitung} > r_{tabel}$, maka dapat disimpulkan bahwa butir item tersebut Valid.

Appendix 14
Counting Difficulting Multiple Choice

Rumus

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

Keterangan:

P : Index of difficulty

B : The number of students who answer an item correctly

JS : The total number of students

Kriteria

Interval IK	Kriteria
0,00 - 0,30	Sukar
0,31 - 0,70	Sedang
0,71 - 1,00	Mudah

Berikut ini contoh perhitungan pada butir soal no 1, selanjutnya untuk butir soal yang lain dihitung dengan cara yang sama, dan diperoleh seperti pada tabel analisis butir soal.

UPPER GROUP			LOWER GRUP		
No	Kode	Skor	No	Kode	Skor
1	PBI-9	1	1	PBI-25	1
2	PBI-11	1	2	PBI-35	1
3	PBI-21	1	3	PBI-29	1
4	PBI-27	1	4	PBI-19	1
5	PBI-34	1	5	PBI-1	1
6	PBI-10	1	6	PBI-2	1
7	PBI-14	1	7	PBI-3	1
8	PBI-17	1	8	PBI-5	1
9	PBI-30	1	9	PBI-22	1
10	PBI-31	1	10	PBI-7	0
11	PBI-24	1	11	PBI-15	1
12	PBI-6	1	12	PBI-26	1
13	PBI-8	1	13	PBI-33	1
14	PBI-12	1	14	PBI-35	1

15	PBI-13	1			
16	PBI-16	1			
17	PBI-18	1			
18	PBI-23	1			
Amount		18	Amount		13

$$P = \frac{18 + 13}{31}$$

Easy

$$= 1.00$$

Berdasarkan kriteria, maka soal nomor 1 mempunyai tingkat kesukaran yang mudah.

Appendix 15

Analyzes Item (RELIABILITY)

No	Code	Exercise Number											
		1	2	3	4	5	6	7	8	9	10	11	12
1	PBI 1	1	1	1	1	0	1	1	0	1	1	1	1
2	PBI 2	1	1	1	1	1	1	1	0	1	1	0	0
3	PBI 3	1	1	1	1	0	1	1	0	1	1	0	1
4	PBI 4	1	1	1	1	1	1	1	0	1	1	0	0
5	PBI 5	1	1	1	1	1	0	1	0	1	1	1	1
6	PBI 6	1	1	1	1	1	1	1	0	1	1	0	1
7	PBI 7	1	1	1	1	1	0	1	0	1	1	1	1
8	PBI 8	1	1	1	1	1	1	1	0	1	1	0	1
9	PBI 9	1	1	1	1	1	1	1	0	1	1	0	1
10	PBI 10	1	1	1	1	1	1	1	0	1	1	0	1
11	PBI 11	1	1	1	1	1	1	1	0	1	1	0	0
12	PBI 12	1	1	1	1	0	0	1	0	1	1	1	1
13	PBI 13	1	1	1	0	1	1	1	0	1	1	1	1
14	PBI 14	1	1	1	1	1	1	1	1	1	1	1	1
15	PBI 15	1	1	1	0	0	1	0	0	1	0	0	0
16	PBI 16	1	1	1	1	1	1	1	0	1	1	0	0
17	PBI 17	1	1	1	0	1	1	1	0	1	1	0	1
18	PBI 18	1	1	1	1	0	1	1	0	0	1	0	1
19	PBI 19	1	1	1	1	0	1	1	0	0	1	0	1
20	PBI 20	1	1	1	1	0	1	1	0	0	1	0	1
21	PBI 21	1	1	1	1	0	1	1	0	0	1	0	1
22	PBI 22	1	1	1	1	0	1	1	0	1	0	0	1
23	PBI 23	1	1	1	0	1	1	1	0	0	1	0	0

No	Item												
24	PBI 24	1	1	1	1	1	1	1	0	1	1	0	0
25	PBI 25	1	1	1	0	1	1	0	1	1	1	0	1
26	PBI 26	1	1	1	1	1	1	1	0	0	0	0	1
27	PBI 27	1	1	1	1	0	1	1	1	1	1	0	1
28	PBI 28	1	1	1	1	1	0	1	0	1	1	0	0
29	PBI 29	1	1	1	1	0	1	1	0	1	1	0	0
30	PBI 30	1	1	1	1	1	1	1	0	1	1	0	0
31	PBI 31	1	1	1	1	1	0	0	0	1	0	0	1
Amount		31	31	31	26	20	26	28	3	25	27	6	21
Reliability	p	0.885714286	0.885714286	0.885714286	0.702702703	0.540540541	0.702702703	0.756756757	0.081081081	0.675675676	0.771428571	0.162162162	0.567567568
	q	0.114285714	0.114285714	0.114285714	0.297297297	0.459459459	0.297297297	0.243243243	0.918918919	0.324324324	0.228571429	0.837837838	1
	pq	0.10122449	0.10122449	0.10122449	0.208911614	0.248356465	0.208911614	0.184075968	0.074506939	0.219138057	0.176326531	0.135865595	0.567567568
	n	31	31	31	31	20	26	28	3	25	27	6	21
	$\sum pq$	4.6823	4.5811	4.4799	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	3.2348	6.3024	6.3024
	St^2	37.73824885	37.73824885	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	37.73824885	11.92695398	11.92695398
	r_{11}	0.9051	0.9079	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.9494	0.4847	0.4847
	Criteria	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel

Appendix 15   **Realibility**

Exercise Number												No Exercise	Y
13	14	15	16	17	18	19	20	21	22	23	24	25	
0	0	1	1	1	1	1	1	1	1	1	1	1	21
1	0	1	1	1	1	1	1	1	1	1	1	0	20
1	0	1	1	1	1	1	1	1	1	1	1	0	19
1	0	1	1	1	1	1	1	1	1	1	1	0	19
1	0	1	1	1	1	1	1	0	0	1	1	0	19
0	0	1	1	1	1	1	0	1	1	1	1	0	19
1	0	1	1	1	1	1	1	0	0	1	1	0	19
0	0	1	1	1	1	1	0	1	1	1	1	0	19
0	0	1	1	1	1	1	0	1	1	1	1	0	19
0	0	1	1	1	1	1	0	1	1	1	1	0	19
1	0	1	1	1	1	1	0	1	1	1	0	0	18
1	0	1	1	1	1	1	1	0	0	1	1	0	18
1	0	1	1	1	1	1	1	0	0	1	1	0	18
1	1	1	1	1	1	1	1	1	0	1	1	1	18
1	0	1	1	1	1	1	1	0	1	1	1	1	18
0	0	1	1	1	1	1	1	0	1	1	0	0	18
0	0	1	1	1	1	1	1	1	0	1	1	0	18
0	0	0	1	1	1	1	1	0	1	1	1	1	17
0	0	0	1	1	1	1	1	0	1	1	1	1	17
0	0	0	1	1	1	1	1	0	1	1	1	1	17
0	0	0	1	1	1	1	1	0	1	1	1	1	17
0	0	1	1	1	1	0	1	1	1	1	1	1	17
1	0	1	1	1	1		0	1	1	1	1	0	17

0	0	1	1	1	1	1	0	0	1	1	1	0	17
0	0	1	1	1	1	1	0	0	1	1	0	0	16
0	0	1	1	1	1		0	1	0	1	1	0	16
0	0	1	1	1	1	1	1	0	0	0	1	0	16
1	0	1	1	1	1	1	1	0	0	1	1	0	16
1	1	1	0	1	1	1	1	1	1	1	1	0	16
0	0	1	1	1	1	1	1	0	0	1	0	0	15
1	0	1	1	1	1	1	1	0	0	1	0	0	15
14	2	27	30	31	31	28	22	15	20	30	26	8	548
0.378378378	0.054054054	0.72972973	0.810810811	0.837837838	0.837837838	0.756756757	0.594594595	0.405405405	0.540540541	0.810810811	0.702702703	0.216216216	∑Yt =
0.621621622	0.945945946	0.27027027	0.189189189	0.162162162	0.162162162	0.243243243	0.405405405	0.594594595	0.459459459	0.189189189	0.297297297	0.783783784	(∑Yt)² =
0.235208181	0.051132213	0.197224251	0.15339664	0.135865595	0.135865595	0.184075968	0.241051863	0.241051863	0.248356465	0.15339664	0.208911614	0.169466764	∑Yt² =
14	2	27	30	31	31	28	22	15	20	30	26	8	∑pq =
6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	6.3024	∑yt² =
11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	11.92695398	
0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	0.4847	
reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	

Y²	Score			1	2	3	4	5	6	7	8	9
441	84			21	21	21	21	0	21	21	0	21
400	80			20	20	20	20	20	20	20	0	20
361	76			19	19	19	19	0	19	19	0	19
361	76			19	19	19	19	19	19	19	0	19
361	76			19	19	19	19	19	0	19	0	19
361	76			19	19	19	19	19	19	19	0	19
361	76			19	19	19	19	19	0	19	0	19
361	76			19	19	19	19	19	19	19	0	19
361	76			19	19	19	19	19	19	19	0	19
361	76			19	19	19	19	19	19	19	0	19
324	72			18	18	18	18	18	18	18	0	18
324	72			18	18	18	18	0	0	18	0	18
324	72			18	18	18	0	18	18	18	0	18
324	72			18	18	18	18	18	18	18	18	18
324	72			18	18	18	0	0	18	0	0	18
324	72			18	18	18	18	18	18	18	0	18
324	72			18	18	18	0	18	18	18	0	18
289	68			17	17	17	17	0	17	17	0	0
289	68			17	17	17	17	0	17	17	0	0
289	68			17	17	17	17	0	17	17	0	0
289	68			17	17	17	17	0	17	17	0	0
289	68			17	17	17	17	0	17	17	0	17
289	68			17	17	17	0	17	17	17	0	0

289
256
256
256
256
256
225
225
9750
548
300304
9750
1.02
1169.89

68			17	17	17	17	17	17	17	0	17
64			16	16	16	0	16	16	0	16	16
64			16	16	16	16	16	16	16	0	0
64			16	16	16	16	0	16	16	16	16
64			16	16	16	16	16	0	16	0	16
64			16	16	16	16	0	16	16	0	16
60			15	15	15	15	15	15	15	0	15
60			15	15	15	15	15	0	0	0	15
70.70967742	Amount		548	548	548	461	355	461	499	50	447

10	11	12	13	14	15	16	17	18	19	20	21	22	23
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19	0	19	19	0	19	19	19	19	19	19	19	19	19
19	0	0	19	0	19	19	19	19	19	19	19	19	19
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16	0	16	0	0	16	16	16	16	16	0	0	16	16
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16	0	0	16	0	16	16	16	16	16	16	0	0	16
16	0	0	16	16	16	0	16	16	16	16	16	16	16
15	0	0	0	0	15	15	15	15	15	15	0	0	15
0	0	15	15	0	15	15	15	15	15	15	0	0	15
482	113	374	250	34	480	532	548	548	498	388	275	360	532

24	25
21	21
20	0
19	0
19	0
19	0
19	0
19	0
19	0
19	0
19	0
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18	0
18	0
18	18
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17	0

17	0
0	0
16	0
16	0
16	0
16	0
0	0
0	0
466	142

Appendix 16

Hypothesis

Ho : μ_1 = μ_2

Ha : μ_1 $\neq$ μ_2

Hypothesis testing

To test the hypothesis used the formula :

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho accepted if $t \leq t_{(1-\alpha)(n1+n2-2)}$

Data Source

Class	Science Students	Social Science Students
Amount	2212	2228
n	31	31
$\overline{X}$	71.35	71.87
Variant (s^2)	49.17	77.05
Deviation Standard(s)	7.01	8.78

Calculation

S^2 = $\dfrac{(31\text{-}1)\,.\;49.1699 \;+\; (31\text{-}1)\,.\;77.05}{31 + 31 - 2}$

S^2 =   63.1097

S =   7.94

t_{hitung} = $\dfrac{71.35 \quad - \quad 71.87}{7.94\sqrt{\dfrac{1}{31} + \dfrac{1}{31}}}$

          = $\dfrac{-0.516}{2.01782}$

t_{hitung} =   -0.256

With a significant level obtained α = 5% dk = n1+n2-2 = 31 + 31 -2 = 53

t_{tabel} =   2.000

Rejection area Ho

The reception area of Ho

Rejection area Ho

-2.006   1.098   2.006
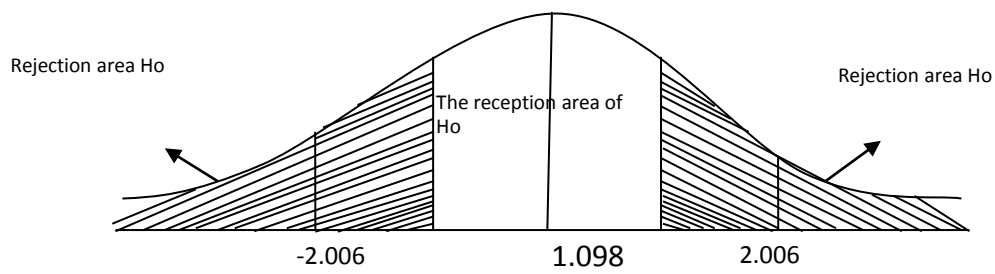
Because Tcount   it is smaller from Ttable   then Tcount   is at the Ho reception
Therefore, it can be concluded that there is no average difference between
Science students and Social Science Students

Appendix 16

SCIENCE STUDENTS

Social Science students

English Education Students

Nama : *Indah Darmawati*

Nim :

Jurusan : Social Science Student

Assalamu'alaikum Warahmatullahi Wabarakatuh

Mohon kesediaan saudara untuk mengisi tes ini.
Tes ini tidak berkaitan dengan nilai apapun yang berkaitan dengan saudara.
Jawaban tes langsung dikerjakan dilembar soal ini.
Atas kesediaan saudara diucapkan terima kasih.

Read the passage below, and then choose the correct answer by crossing (A), (B), (C), (D), or (E) !

Questions number 1-5 refer to the following text !

Petruk Cave

Petruk cave is one of the leading tourists attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Source : Zamrud, Putra Nugraha. 2006

1. What is the text purpose ?

    a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To introduce the local tourism in Kebumen

~~e.~~ To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet ?

   a. Because the cave belongs to Petruk

   b. Because Petruk is the first explorer of the cave

   c. Because Petruk is buried at the cave

   ~~d.~~ Because the cave's length is as long as Petruk's nose

   e. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor ?

   a. In the basic cave

   b. In petruk cave

   ~~c.~~ In Hindu cave

   d. In front of the cave

   e. Inside the cave

4. What does stalactites mean ?

   ~~a.~~ A type of formation that hangs from the ceiling of caves

   b. Types of formation that lay on the floor of caves

   c. Types of food given to ancestor

   d. Someone who guides the visitor in the cave

   e. Kind of animals in the cave

5. What does "lead" mean in paragraph 2 ?

   ~~a.~~ Guide

   b. Take

   c. Bring

   d. Put

   e. Place

6. Man   : My God !

   Woman   : What happens?

   Man   : Look. I lost the data that I've typed the whole day, yesterday.

2

Woman : This can't be true. We need the data for our presentation tomorrow.

What would the woman and the man probably do ?

    a. Make a presentation tonight

    b. Retype the data for the presentation

    c. Use the data in their presentation

    d. Ask a person to make the presentation

    e. Collect data again.

Questions number 7-11 refer to the following text.

> To   : All Personel
>
> From   : Manager
>
> Date   : May 25, 2013
>
> Subject : Typus vaccine shorts
>
> Dear all,
>
> Due to the typus epidemic in our region, all personel must gather on Friday, 27 May 2013 to have the typus vaccine shot at the clinic. The doctor and his staff are available from 9 to 12 o'clock only. Should you miss the shot, you have make your own appointment with the doctor at ext.512. talking the vaccine is obligatory.
>
> Svdnev Johns

Source : Zamrud, Putra Nugraha. 2006

7. Why are the employees given a vaccine shot ?

    a. To make all the employees healthy

    b. To prevent the employes from getting the typus

    c. To meet manager's project

    d. It is the manager's project

    e. It is obligatory

8. Who is Sydney Johns ?

    a. The doctor

    b. One of the doctor's staff

3

c. The managers

d. The manager's secretary

e. The vaccine's provider

9. When will the shot be given ?

a. On May 25, 2010

b. At the clinic

c. At 512

d. On May 27, 2019

e. At your own time

10. Who should take the vaccine shot ?

a. All employees

b. The manager

c. The doctor's staff

d. All people in the region

e. Those who have the typus disease

11. The extention mumber 512 suggests...

a. The manager's phone number

b. The doctor's phones number

c. The address of the clinic

d. The address of the doctor

e. The code number of the vaccine

12. 'What is a pediatrician?'

'Oh, it is a doctor......specialization is treating children.'

a. Whom

b. Which

c. Who

d. That

e. Whose

Questions number 13-14 refer to the following text.

Rose Field Cleaning Day

- Organized by Rose Field Housing
- Sunday, 2 August from 8.00 am to 12.30 pm
- Assemble at the playground

We will get to know our neighbourhood better

Contact : 081 3654 888 (Mrs Sinta)

Source : Zamrud, Putra Nugraha, 2006

13. From the advertisement above, which of the following statement is true ?
    a. The activity is organized for the children in the housing estate
    b. It is a fund-rising activity by the residents of Rose Field
    c. It is a community activity to clean up the neighbourhood
    d. The activity is a weekly community activity
    e. The activity last the whole day

14. Assemble at the playground. What does the underlined word mean ?
    a. Join
    b. Start
    c. Relate
    d. Gather
    e. Cooperate

The following text is for questions 15 and 16.

To All Third Grade Students

All library books have to be returned on the twenty second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.

Library Staff

5

15. What is informed on the announcement ?

~~a.~~ A request to return library books.

b. The subjects of the library books.

c. A compulsory to replace lost books.

d. The library administration officers.

e. Submission of receipts.

16. What will happen if the book you borrowed is lost ?

a. You will get receipts.

b. It should be convered by non-colorful plastic.

c. The librarian will be fined by a certain amount of money.

d. You should cover with wrapping plastic.

~~e.~~ It should be replaced with a similar book.

The following text is for questions 17 and 18.

Intended Future Occupation

Farida, Fikri, Sahlan, Susi and Rafiqah are close friends. They live in the same neighbourhood, but they enter different Universities.

Farida is a student of "ASMI", Fikri is a student of "IKIP", while Sahlan is a student of "The Faculty of Economics, Universitas Indonesia", Susi is a student of "Sekolah Tinggi Kesenian" and Rafiqah is a student of "IIQ". They are going to finish their study next year. Now, they are discussing about what they will become. They are planning their carriers.

Farida chooses to become a secretary. As a secretary she will write letters, answer the telephone and meet people. She will use a typewriter computer and she will put papers away in the file cabinet.

Fikri chooses to be a teacher. He will work in school. He will help the student to learn. He will explain the lesson, give homework, and correct papers. At the end of every term he will grade the students.

6

Sahlan doesn't make his choice yet. Maybe he wants to become a businessman. He is going to work in an office. He is going to plan business activities. He is going to learn about buying and selling, and maybe producing things. He is going to hire workers to help him.

Susi has a wonderful talent in music. She will become a musician. She is going to work with other musicians. Musicians will play together in an orchestra. They will practice playing instruments. They will read new music and play until it sounds good.

Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an. She will recite verses of the Qur'an, and teach them to the students of IIQ, the only high institution for women who are studying the Qur'an in depth. Probably one day, Rafiqah will participate in the "MTQ Nasional" and achieve first prize. The present she is going to receive, is going to Mecca to perform the Haj. This is what she always dreams of. (Source : Drs. H. Murni Djarnal, M.A, Prenada Media. 2005)

17. Who will become a businessman?

    a. Farida
    b. Sahlan
    c. Fikri
    d. Susi
    e. Rafiqah

18. Which of the following is **Not True** about the text ?

    a. Farida is going to become a secretary. She will write letters, answer the telephone, and meet people.
    b. Fikri chooses to be a teacher. He will work in school.
    c. Susi has a wonderful talent in music. She will become a musician.
    d. Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an.
    e. Sahlan will be a good teacher one day.

The following text is for questions 19 and 20.

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Moslem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right

doing), all of which are included in the term *din* (religion). "Verily the religion with God is Islam."

Iman involves belief in God and His Angels, His "books" and His messengers and in the last day. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. In *iman* the conception of God stands supreme. In fact, over ninety percent of Moslem theology has to do with Allah. He is the one true God. The profession of His unity receives its most poignant expression in *surah 112*. God is supreme reality, the pre-existent, the creator, the omniscient, omnipotent, the self-subsistent.

The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah, His prophet, the admonisher of his people, the last of a long line of prophets of whom he is the "*seal*", and therefore the greatest. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran, but in tradition, folklore and popular belief he is invested with a divine aura. (Souce : Drs. H. Mumi Djamal, M.A, Prenada Media. 2006)

19. Which of the following is **Not True** about the text ?
    a. *Iman* involves belief in God
    b. In *iman* the conception of God stands supreme
    c. The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah
    d. Muhammad is my best friend
    e. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran

20. Its first and <u>greatest</u> dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. What does the underlined word same meaning ?
    a. Biggest
    b. Tall
    c. Momentous
    d. Huge
    e. Smallest

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) — Spain's most wanted thief. The loner, saw himself as a Robin Hood style figure and said he robbed banks only because they stole money from the public, his lawyer said Thursday.

Accussed of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance, companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested." Jimenez said in a letter reproduced on the websites of newpapers El Pais and El Mundo. Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig. thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters. (Source : Marah Uli, Cv Pustaka Setia.2011)

21. What is the text about ?
    a. The websites of newspaper El Pais and El Mundo
    b. Spanish media reporter, Jose Mariano Trillo-Figueroa
    c. The arresting of Spain's most wanted thief in Portugal
    d. A submachine gun in preparation for another bank robbery
    e. A Spanish 1970s television bandit in the style of Robin Hood

22. Before being arrested, Jaime Jimenez Arbe... in Spain.
    a. Had just robbed policeman
    b. Had robbed 30 banks
    c. Would have killed three officers of the law
    d. Had robbed insurance companies
    e. Had been working for companies

23. The reason why "The Loner" robbed the banks is because...

9

a. His lawyer helped him

b. He was the most wanted thief in Spain

c. He was accused of killing three policeman

d. The believed that the banks stole money from the public

e. He saw himself as a Robin Hood style figure

The following text is for questions 24 and 25.

Dear all,

Good acting and good story make a play interesting. It is equally important to make it as realistic as possible with suitable costumes, props and sets. Be creative but don't forget to have fun.

Good Luck !

Source : Marah Uli, Cv Pustaka Setia.2011

24. "It is equally important to make _it_ as realistic as…". The underline word refers to…

  a. Acting

  b. A play

  c. Costume

  d. Prop

  e. A story

25. What is the text about ?

  a. The writer's complaint to the actors

  b. The directions of making good acting

  c. Steps on how to make a play interesting

  d. Advice to make the play realistic and interesting

  e. A motivation to make the actors work harder.

Good Luck ☺ ☺

Nama : Siti Robiah

Nim :

Jurusan : Social Science Students

Assalamu'alaikum Warahmatullahi Wabarakatuh

Mohon kesediaan saudara untuk mengisi tes ini.
Tes ini tidak berkaitan dengan nilai apapun yang berkaitan dengan saudara.
Jawaban tes langsung dikerjakan dilembar soal ini.
Atas kesediaan saudara diucapkan terima kasih.

Read the passage below, and then choose the correct answer by crossing (A), (B), (C), (D), or (E) !

Questions number 1-5 refer to the following text !

Petruk Cave

Petruk cave is one of the leading tourists attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Source : Zamrud, Putra Nugraha. 2006

---

1. What is the text purpose ?

    a. To inform readers about tourism in Kebumen

1

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To introduce the local tourism in Kebumen

e. To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet ?

   a. Because the cave belongs to Petruk

   b. Because Petruk is the first explorer of the cave

   c. Because Petruk is buried at the cave

   d. Because the cave's length is as long as Petruk's nose

   e. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor ?

   a. In the basic cave

   b. In petruk cave

   c. In Hindu cave

   d. In front of the cave

   e. Inside the cave

4. What does stalactites mean ?

   a. A type of formation that hangs from the ceiling of caves

   b. Types of formation that lay on the floor of caves

   c. Types of food given to ancestor

   d. Someone who guides the visitor in the cave

   e. Kind of animals in the cave

5. What does "lead" mean in paragraph 2 ?

   a. Guide

   b. Take

   c. Bring

   d. Put

   e. Place

6. Man   : My God !

   Woman   : What happens?

   Man   : Look. I lost the data that I've typed the whole day, yesterday.

2

Woman   : This can't be true. We need the data for our presentation tomorrow.

What would the woman and the man probably do ?

  a. Make a presentation tonight

  b. Retype the data for the presentation

  c. Use the data in their presentation

  d. Ask a person to make the presentation

  e. Collect data again.

Questions number 7-11 refer to the following text.

To   : All Personel

From   : Manager

Date   : May 25, 2013

Subject : Typus vaccine shorts

Dear all,

Due to the typus epidemic in our region, all personel must gather on Friday, 27 May 2013 to have the typus vaccine shot at the clinic. The doctor and his staff are available from 9 to 12 o'clock only. Should you miss the shot, you have make your own appointment with the doctor at ext.512. talking the vaccine is obligatory.

Svdnev Johns

Source : Zamrud, Putra Nugraha. 2006

7. Why are the employees given a vaccine shot ?

  a. To make all the employees healthy

  b. To prevent the employes from getting the typus

  c. To meet manager's project

  d. It is the manager's project

  e. It is obligatory

8. Who is Sydney Johns ?

  a. The doctor

  b. One of the doctor's staff

c. The managers

d. The manager's secretary

e. The vaccine's provider

9. When will the shot be given ?

a. On May 25, 2010

b. At the clinic

c. At 512

d. On May 27, 2010

e. At your own time

10. Who should take the vaccine shot ?

a. All employees

b. The manager

c. The doctor's staff

d. All people in the region

e. Those who have the typus disease

11. The extention mumber 512 suggests...

a. The manager's phone number

b. The doctor's phones number

c. The address of the clinic

d. The address of the doctor

e. The code number of the vaccine

12. 'What is a pediatrician?'

'Oh, it is a doctor......specialization is treating children.'

a. Whom

b. Which

c. Who

d. That

e. Whose

Questions number 13-14 refer to the following text.

> **Rose Field Cleaning Day**
>
> - Organized by Rose Field Housing
> - Sunday, 2 August from 8.00 am to 12.30 pm
> - Assemble at the playground
>
> **We will get to know our neighbourhood better**
>
> **Contact : 081 3654 888 (Mrs Sinta)**

Source : Zamrud, Putra Nugraha. 2006

13. From the advertisement above, which of the following statement is true ?
    a. The activity is organized for the children in the housing estate
    b. It is a fund-rising activity by the residents of Rose Field
    c. It is a community activity to clean up the neighbourhood
    d. The activity is a weekly community activity
    e. The activity last the whole day

14. Assemble at the playground. What does the underlined word mean ?
    a. Join
    b. Start
    c. Relate
    d. Gather
    e. Cooperate

The following text is for questions 15 and 16.

> **To All Third Grade Students**
>
> All library books have to be returned on the twenty second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.
>
> Library Staff

5

15. What is informed on the announcement ?

    a. A request to return library books.

    b. The subjects of the library books.

    c. A compulsory to replace lost books.

    d. The library administration officers.

    e. Submission of receipts.

16. What will happen if the book you borrowed is lost ?

    a. You will get receipts.

    b. It should be convered by non-colorful plastic.

    c. The librarian will be fined by a certain amount of money.

    d. You should cover with wrapping plastic.

    e. It should be replaced with a similar book.

The following text is for questions 17 and 18.

Intended Future Occupation

Farida, Fikri, Sahlan, Susi and Rafiqah are close friends. They live in the same neighbourhood, but they enter different Universities.

Farida is a student of "ASMI", Fikri is a student of "IKIP", while Sahlan is a student of "The Faculty of Economics, Universitas Indonesia", Susi is a student of "Sekolah Tinggi Kesenian" and Rafiqah is a student of "IIQ". They are going to finish their study next year. Now, they are discussing about what they will become. They are planning their carriers.

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6

Sahlan doesn't make his choice yet. Maybe he wants to become a businessman. He is going to work in an office. He is going to plan business activities. He is going to learn about buying and selling, and maybe producing things. He is going to hire workers to help him.

Susi has a wonderful talent in music. She will become a musician. She is going to work with other musicians. Musicians will play together in an orchestra. They will practice playing instruments. They will read new music and play until it sounds good.

Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an. She will recite verses of the Qur'an, and teach them to the students of IIQ, the only high institution for women who are studying the Qur'an in depth. Probably one day, Rafiqah will participate in the "MTQ Nasional" and achieve first prize. The present she is going to receive, is going to Mecca to perform the Haj. This is what she always dreams of. (Source : Drs. H. Murni Djamal, M.A. Prenada Media. 2005)

17. Who will become a businessman?

    a. Farida
    b. Sahlan
    c. Fikri
    d. Susi
    e. Rafiqah

18. Which of the following is **Not True** about the text ?

    a. Farida is going to become a secretary. She will write letters, answer the telephone, and meet people.
    b. Fikri chooses to be a teacher. He will work in school.
    c. Susi has a wonderful talent in music. She will become a musician.
    d. Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an.
    e. Sahlan will be a good teacher one day.

The following text is for questions 19 and 20.

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Moslem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right

doing), all of which are included in the term *din* (religion). "Verily the religion with God is Islam."

Iman involves belief in God and His Angels, His "books" and His messengers and in the last day. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. In *iman* the conception of God stands supreme. In fact, over ninety percent of Moslem theology has to do with Allah. He is the one true God. The profession of His unity receives its most poignant expression in *surah 112*. God is supreme reality, the pre-existent, the creator, the omniscient, omnipotent, the self-subsistent.

The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah, His prophet, the admonisher of his people, the last of a long line of prophets of whom he is the "*seal*", and therefore the greatest. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran, but in tradition, folklore and popular belief he is invested with a divine aura. (Souce : Drs. H. Murni Djamal, M.A, Prenada Media. 2006)

19. Which of the following is **Not True** about the text ?

    a. *Iman* involves belief in God

    b. In *iman* the conception of God stands supreme

    c. The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah

    d. Muhammad is my best friend

    e. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran

20. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. What does the underlined word same meaning ?

    a. Biggest

    b. Tall

    c. Momentous

    d. Huge

    e. Smallest

8

The following text is for questions 21 and 23.

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) – Spain's most wanted thief. The loner, saw himself as a Robin Hood style figure and said he robbed banks only because they stole money from the public, his lawyer said Thurday.

Accussed of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance, companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newpapers El Pais and El Mundo. Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters. (Source : Marah Uli, Cv Pustaka Setia.2011)

21. What is the text about ?
   a. The websites of newspaper El Pais and El Mundo
   b. Spanish media reporter, Jose Mariano Trillo-Figueroa
   c. The arresting of Spain's most wanted thief in Portugal
   d. A submachine gun in preparation for another bank robbery
   e. A Spanish 1970s television bandit in the style of Robin Hood

22. Before being arrested, Jaime Jimenez Arbe... in Spain.
   a. Had just robbed policeman
   b. Had robbed 30 banks
   c. Would have killed three officers of the law
   d. Had robbed insurance companies
   e. Had been working for companies

23. The reason why "The Loner" robbed the banks is because...

a. His lawyer helped him

b. He was the most wanted thief in Spain

c. He was accused of killing three policeman

d. The believed that the banks stole money from the public

e. He saw himself as a Robin Hood style figure

The following text is for questions 24 and 25.

Dear all,

Good acting and good story make a play interesting. It is equally important to make it as realistic as possible with suitable costumes, props and sets. Be creative but don't forget to have fun.

Good Luck !

Source : Marah Uli, Cv Pustaka Setia.2011

24. "It is equally important to make <u>it</u> as realistic as…". The underline word refers to…

a. Acting

b. A play

c. Costume

d. Prop

e. A story

25. What is the text about ?

a. The writer's complaint to the actors

b. The directions of making good acting

c. Steps on how to make a play interesting

d. Advice to make the play realistic and interesting

e. A motivation to make the actors work harder.

Good Luck ☺ ☺

⟨68⟩

Nama : Ahmad Indrawan
Nim : 16070860 48
Jurusan : Pendidikan Biologi

Assalamu'alaikum Warahmatullahi Wabarakatuh

Mohon kesediaan saudara untuk mengisi tes ini.
Tes ini tidak berkaitan dengan nilai apapun yang berkaitan dengan saudara.
Jawaban tes langsung dikerjakan dilembar soal ini.
Atas kesediaan saudara diucapkan terima kasih.

Read the passage below, and then choose the correct answer by crossing (A), (B), (C), (D), or (E) !

Questions number 1-5 refer to the following text !

Petruk Cave

Petruk cave is one of the leading tourists attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because length of cave is as long as Petruk's nose. In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Source : Zamrud, Putra Nugraha. 200?

1. What is the text purpose ?

   a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave
c. To explain the reader about floors in Petruk Cave
d. To introduce the local tourism in Kebumen
e. To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet ?
   a. Because the cave belongs to Petruk
   b. Because Petruk is the first explorer of the cave
   c. Because Petruk is buried at the cave
   d. Because the cave's length is as long as Petruk's nose
   e. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor ?
   a. In the basic cave
   b. In petruk cave
   c. In Hindu cave
   d. In front of the cave
   e. Inside the cave

4. What does stalactites mean ?
   a. A type of formation that hangs from the ceiling of caves
   b. Types of formation that lay on the floor of caves
   c. Types of food given to ancestor
   d. Someone who guides the visitor in the cave
   e. Kind of animals in the cave

5. What does "lead" mean in paragraph 2 ?
   a. Guide
   b. Take
   c. Bring
   d. Put
   e. Place

6. Man   : My God !
   Woman   : What happens?
   Man   : Look. I lost the data that I've typed the whole day, yesterday.

Woman : This can't be true. We need the data for our presentation tomorrow.

What would the woman and the man probably do ?

    a. Make a presentation tonight

    b. Retype the data for the presentation

    c. Use the data in their presentation

    d. Ask a person to make the presentation

    e. Collect data again.

Questions number 7-11 refer to the following text.

To : All Personel

From : Manager

Date : May 25, 2013

Subject : Typus vaccine shorts

Dear all,

Due to the typus epidemic in our region, all personel must gather on Friday, 27 May 2013 to have the typus vaccine shot at the clinic. The doctor and his staff are available from 9 to 12 o'clock only. Should you miss the shot, you have make your own appointment with the doctor at ext.512. talking the vaccine is obligatory.

Svdnev Johns

Source : Zamrud, Putra Nugraha. 2006

7. Why are the employees given a vaccine shot ?

    a. To make all the employees healthy

    b. To prevent the employes from getting the typus

    c. To meet manager's project

    d. It is the manager's project

    e. It is obligatory

8. Who is Sydney Johns ?

    a. The doctor

    b. One of the doctor's staff

c. The managers

d. The manager's secretary

e. The vaccine's provider

9. When will the shot be given ?

a. On May 25, 2010

b. At the clinic

c. At 512

d. On May 27, 2013

e. At your own time

10. Who should take the vaccine shot ?

a. All employees

b. The manager

c. The doctor's staff

d. All people in the region

e. Those who have the typus disease

11. The extention mumber 512 suggests...

a. The manager's phone number

b. The doctor's phones number

c. The address of the clinic

d. The address of the doctor

e. The code number of the vaccine

12. 'What is a pediatrician?'

'Oh, it is a doctor......specialization is treating children.'

a. Whom

b. Which

c. Who

d. That

e. Whose

Questions number 13-14 refer to the following text.

Rose Field Cleaning Day

* Organized by Rose Field Housing
* Sunday, 2 August from 8.00 am to 12.30 pm
* Assemble at the playground

We will get to know our neighbourhood better

Contact : 081 3654 888 (Mrs Sinta)

13. From the advertisement above, which of the following statement is true ?
    a. The activity is organized for the children in the housing estate
    b. It is a fund-rising activity by the residents of Rose Field
    c. It is a community activity to clean up the neighbourhood
    d. The activity is a weekly community activity
    e. The activity last the whole day

14. Assemble at the playground. What does the underlined word mean ?
    a. Join
    b. Start
    c. Relate
    d. Gather
    e. Cooperate

The following text is for questions 15 and 16.

To All Third Grade Students

All library books have to be returned on the twenty second of May, 2009. They should be covered with non-colorful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.

Library Staff

15. What is informed on the announcement ?

a. A request to return library books.

b. The subjects of the library books.

c. A compulsory to replace lost books.

d. The library administration officers.

e. Submission of receipts.

16. What will happen if the book you borrowed is lost ?

a. You will get receipts.

b. It should be convered by non-colorful plastic.

c. The librarian will be fined by a certain amount of money.

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Nama : Farah F.H.
Nim : 1600006099.
Jurusan : PB 3B

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Source : Zamrud, Putra Nugraha. 2006

1. What is the text purpose ?

    a. To inform readers about tourism in Kebumen

1

b. To entertain reader about Petruk Cave

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2. Why did Petruk cave named as one of character in Punokawan puppet ?

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5. What does "lead" mean in paragraph 2 ?

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2

Woman : This can't be true. We need the data for our presentation tomorrow.

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    a. To make all the employees healthy

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3

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We will get to know our neighbourhood better

Contact : 081 3654 888 (Mrs Sinta)

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Sahlan doesn't make his choice yet. Maybe he wants to become a businessman. He is going to work in an office. He is going to plan business activities. He is going to learn about buying and selling, and maybe producing things. He is going to hire workers to help him.

Susi has a wonderful talent in music. She will become a musician. She is going to work with other musicians. Musicians will play together in an orchestra. They will practice playing instruments. They will read new music and play until it sounds good.

Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an. She will recite verses of the Qur'an, and teach them to the students of IIQ, the only high institution for women who are studying the Qur'an in depth. Probably one day, Rafiqah will participate in the "MTQ Nasional" and achieve first prize. The present she is going to receive, is going to Mecca to perform the Haj. This is what she always dreams of. (Source : Drs. H. Murni Djamal, M.A, Prenada Media. 2005)

17. Who will become a businessman?

    a. Farida
    b. Sahlan
    c. Fikri
    d. Susi
    e. Rafiqah

18. Which of the following is Not True about the text ?

    a. Farida is going to become a secretary. She will write letters, answer the telephone, and meet people.
    b. Fikri chooses to be a teacher. He will work in school.
    c. Susi has a wonderful talent in music. She will become a musician.
    d. Rafiqah will become Qari'ah. She has memorized the whole Al Qur'an.
    e. Sahlan will be a good teacher one day.

The following text is for questions 19 and 20.

Islamic Religious Belief (Iman)

In dealing with the fundamentals of their religion Moslem theologians distinguish between *iman* (religious belief), *ibadat* (acts of worship, religious duty), and *ihsan* (right

doing), all of which are included in the term *din* (religion). "Verily the religion with God is Islam."

Iman involves belief in God and His Angels, His "books" and His messengers and in the last day. Its first and greatest dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. In *iman* the conception of God stands supreme. In fact, over ninety percent of Moslem theology has to do with Allah. He is the one true God. The profession of His unity receives its most poignant expression in *surah 112*. God is supreme reality, the pre-existent, the creator, the omniscient, omnipotent, the self-subsistent.

The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah. His prophet, the admonisher of his people, the last of a long line of prophets of whom he is the "*seal*", and therefore the greatest. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran, but in tradition, folklore and popular belief he is invested with a divine aura. (Souce : Drs. H. Mumi Djamal, M.A. Prenada Media. 2006)

19. Which of the following is **Not True** about the text ?

a. *Iman* involves belief in God

b. In *iman* the conception of God stands supreme

c. The second dogma in *iman* treats of Muhammad as the messenger (*Rasul*) of Allah

d. Muhammad is my best friend

e. In the Koranic system of theology Muhammad is a human being whose only miracle is the *i'jaz* of the Koran

20. Its first and <u>greatest</u> dogma is : *La Ilaha Illa-L-Lah*, no God what so ever but Allah. What does the underlined word same meaning ?

a. Biggest

b. Tall

c. Momentous

d. Huge

e. Smallest

The following text is for questions 21 and 23.

Spanish Thief Saw Himself as Robin Hood-Like Bandit

Madrid (Reuters) – Spain's most wanted thief. The loner, saw himself as a Robin Hood style figure and said he robbed banks only because they stole money from the public, his lawyer said Thurday.

Accussed of killing three policemen and holding up more than 30 banks, Jaime Jimenez Arbe was planning to move on to insurance, companies when he was arrested last month, Spanish media reported, citing lawyer Jose Mariano Trillo-Figueroa.

"I am not a killer and if I was obliged to shoot at officers of the law, it was always against my will and in order to avoid being arrested," Jimenez said in a letter reproduced on the websites of newpapers El Pais and El Mundo. Trillo-Figueroa, said Jimenez, who robbed the banks disguised in a false beard and a wig, thinks of himself as Curro Jimenez, a Spanish 1970s television bandit in the style of Robin Hood.

The Loner was arrested in Portugal, armed with a submachine gun in preparation for another bank robbery-Reuters. (Source : Marah Uli, Cv Pustaka Setia.2011)

21. What is the text about ?
    a. The websites of newspaper El Pais and El Mundo
    b. Spanish media reporter, Jose Mariano Trillo-Figueroa
    c. The arresting of Spain's most wanted thief in Portugal
    d. A submachine gun in preparation for another bank robbery
    e. A Spanish 1970s television bandit in the style of Robin Hood

22. Before being arrested, Jaime Jimenez Arbe... in Spain.
    a. Had just robbed policeman
    b. Had robbed 30 banks
    c. Would have killed three officers of the law
    d. Had robbed insurance companies
    e. Had been working for companies

23. The reason why "The Loner" robbed the banks is because...

a. His lawyer helped him
b. He was the most wanted thief in Spain
c. He was accused of killing three policeman
d. The believed that the banks stole money from the public
e. He saw himself as a Robin Hood style figure

The following text is for questions 24 and 25.

Dear all,

Good acting and good story make a play interesting. It is equally important to make it as realistic as possible with suitable costumes, props and sets. Be creative but don't forget to have fun.

Good Luck !

Source : Marah Uli, Cv Pustaka Setia.2011

24. "It is equally important to make <u>it</u> as realistic as…". The underline word refers to…

a. Acting
b. A play
c. Costume
d. Prop
e. A story

25. What is the text about ?

a. The writer's complaint to the actors
b. The directions of making good acting
c. Steps on how to make a play interesting
d. Advice to make the play realistic and interesting
e. A motivation to make the actors work harder.

Good Luck ☺ ☺

PENELITI : Rasyidha Anis Rahmayani
NIM : 133411086
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : READING COMPREHENSION PROFICIENCY BETWEEN SCIENCE STUDENTS AND SOCIAL SCIENCE STUDENT

HIPOTESIS :
a. Hipotesis Varians :
　　H_0 : Varians rata-rata hasil belajar siswa kelas IPA dan Sosial adalah identik.
　　H_1 : Varians rata-rata hasil belajar siswa kelas IPA dan Sosial adalah tidak identik.
b. Hipotesis Rata-rata :
　　H_0 : Rata-rata hasil belajar siswa kelas IPA ≤ Sosial.
　　H_1 : Rata-rata hasil belajar siswa kelas IPA > Sosial.

DASAR PENGAMBILAN KEPUTUSAN :

　　H_0 DITERIMA, jika nilai hitung ≤ t_tabel
　　H_0 DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai awal	IPA	31	71.3548	7.01212	1.25941
	Sosial	31	71.8710	8.77778	1.57654
nilai akhir	IPA	31	75.7742	8.51160	1.52873
	Sosial	31	72.6452	7.70519	1.38389

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai awal	Equal variances assumed	.770	.384	- 256	60	799	- 51613	2 01782	4 55237	3 52011
	Equal variances not assumed			- 256	57 209	799	- 51613	2 01782	4 55642	3 52416
nilai akhir	Equal variances assumed	.782	380	1 517	60	134	3 12903	2 06208	- 99574	7 25380
	Equal variances not assumed			1 517	59 415	134	3 12903	2 06208	- 99657	7 25464

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,380. Karena sig. = 0,380 ≥ 0,05, Sosialka H₀ DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas IPA dan Sosial adalah identik.

2. Karena identiknya varians rata-rata hasil belajar siswa kelas IPA dan Sosial, maka untuk membandingkan rata-rata hasil belajar siswa kelas IPA dan Sosial dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 1.517.

3. Nilai t_tabel (60;0.05) = 1,671 (*one tail*). Berarti nilai t_hitung = 1,517 ≤ t_tabel = 1,671 hal ini berarti H₀ DITERIMA, artinya : Rata-rata hasil belajar siswa kelas IPA tidak lebih baik dari (kurang dari sama dengan) rata-rata hasil belajar siswa kelas Sosial.

Semarang, 28 Desember 2017
Jurusan Pend. Matematika.

Rumadiastri

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