THE ABILITY ON READING COMPREHENSION OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IAIN PADANGSIDIMPUAN IN 2020-2021 ACADEMIC YEAR

A THESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Education Scholar (S.Pd) in English

Written By:

NUR DINGIN HASIBUAN
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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2021

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan, 07 June 2021

a.n. **Nur Dingin Hasibuan**

To:**Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nur Dingin Hasibuan**, entitled **"The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
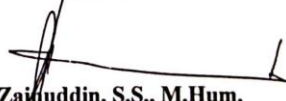
Wassalam 'alaikum wr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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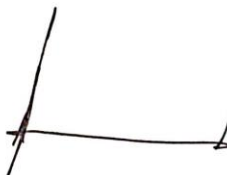
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ABSTRACT

This research focused on the Ability of the Sixth Semester Students in Reading Comprehension at IAIN Padangsidimpuan in 2020-2021 Academic Year. The problems of this research are the students difficult to determine the types of sentences in a text and lack of motivation for reading, the students are lack of vocabulary and inability to connect what they read to the context, and the students have limited knowledge. The goal of this research is to analyze and describe the ability on reading comprehension of the 6th semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year.

There is one formulation of this research it was: how the ability on reading comprehension of the sixth semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year. The method in this research was the descriptive quantitative method. It was analysis research, this research observes one variable and the type of the research was descriptive method.

The population of this research was 6th semester students of English education department IAIN Padamgsidimpuan, the total of population was three classes and the researcher took the sample 10 students for each classes. To collect the data the researcher used test reading comprehension and to analysis the data, the researcher used Z-test.

Based on the result of the research, researcher shows the description of the data was found that mean score of the ability on reading comprehension of the 6th semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year was 60, it was categorized into enough category. It was gotten from the result of students' means score in doing the test by analysis in reading comprehension. Then, from the result of the hypothesis testing, the researcher found that Z_{count} = -4.45, Z_{table} 0.3264. It means the hypothesis was rejected, because Z_{count} less than $Z_{table.}$ So, the ability on reading comprehension of the sixth semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year was enough ability.

Key Words: *Reading Comprehension, Students' Ability*

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ABSTRAK

Penelitian ini difokuskan pada Kemampuan Mahasiswa Semester VI Dalam Pemahaman Membaca di IAIN Padangsidimpuan Tahun Ajaran 2020-2021. Permasalahan dalam penelitian ini adalah siswa sulit menentukan jenis kalimat dalam sebuah teks dan kurangnya motivasi membaca, siswa kurang kosa kata dan tidak mampu menghubungkan apa yang mereka baca dengan konteks, dan siswa memiliki pengetahuan yang terbatas. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan kemampuan membaca pemahaman mahasiswa semester 6 jurusan pendidikan bahasa Inggris IAIN Padangsidimpuan tahun ajaran 2020-2021.

Ada satu rumusan dalam penelitian ini yaitu: bagaimana kemampuan pemahaman membaca mahasiswa semester enam jurusan pendidikan bahasa Inggris IAIN Padangsidimpuan tahun ajaran 2020-2021. Metode dalam penelitian ini adalah metode deskriptif kuantitatif. Ini adalah penelitian analisis, penelitian ini mengamati satu variabel dan jenis penelitian adalah metode deskriptif.

Populasi dalam penelitian ini adalah mahasiswa semester 6 jurusan Pendidikan Bahasa Inggris IAIN Padamgsidimpuan, jumlah populasi adalah tiga kelas dan peneliti mengambil sampel 10 mahasiswa untuk setiap kelas. Untuk mengumpulkan data peneliti menggunakan tes pemahaman bacaan dan untuk menganalisis data peneliti menggunakan Z-test.

Berdasarkan hasil penelitian, peneliti menunjukkan gambaran data ditemukan bahwa rata-rata skor kemampuan pemahaman membaca mahasiswa semester 6 jurusan pendidikan bahasa Inggris IAIN Padangsidimpuan tahun ajaran 2020-2021 adalah 60, dikategorikan ke dalam kategori cukup. Hal ini diperoleh dari hasil nilai rata-rata siswa dalam mengerjakan tes dengan analisis dalam pemahaman bacaan. Kemudian dari hasil pengujian hipotesis diperoleh bahwa Zhitung = -4,45, Ztabel 0,3264. Artinya hipotesis ditolak, karena Zhitung lebih kecil dari Ztabel. Jadi, kemampuan membaca pemahaman mahasiswa semester enam jurusan pendidikan bahasa Inggris IAIN Padangsidimpuan tahun ajaran 2020-2021 sudah cukup kemampuan.

Kata Kunci: *Pemahaman Membaca, Kemampuan Mahasiswa*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
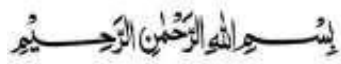
Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled –The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsimpuan in 2020-2021 Academic Year. Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

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Nothing in the world is perfect, the researcher realize that there are still many short comings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

Padangsidimpuan, April 2021
Researcher

NUR DINGIN HASIBUAN
Reg. No 16 203 00113

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one way to improve human ability to understand the world around them. The other hand, reading is an activity that discussed the content of the text or a way to get information somethng written. Read ing is also very important to add insight and human language skills. One of the English skill is reading beside listening, speaking and writing.

Reading comprehension is an ability to process text by understanding the content of the reading that has been read then integreting it. Reading comprehension is an essential skill for English learners at IAIN Padangsidimpuan. Reading comprehension is a compulsory subject for every English major. If the students' reading ability is good then their abilit in speaking, llistening, and writing will also be good. The teaching and learning process activities of the English Education Dapetment at IAIN Padangsidimpuan include the lecturer who provides structure learning materials to students so that students are able to understand and distiguish varies kinds of texts, such as students being able to dicover main ideas, understanding vocabulary, identifying details, summrizing consepts, and to get information of a text.

In fact, after being interviewed during the reading comprehension learning process, students from the English Education Department at IAIN Padangsidimpuan. Some students said that they have difficulties in reading

comprension. Karmila Hasibuan said difficult to determine the types of sentences in a text and lack of motivation for reading.[1] Ira Fauziah said in reading she had problem that still lack vocabulary knowledge and underdeveloped reading fluency.[2] Then, Radia Anggina had problem in reading, She was lack of practice and inability to connect what she read to the context.[3] Next, Yasser Alwahid said, he had limited knowledge.[4] Hamzah Hasibuan said difficult to answer the questions after his reading the text because did not know the strategy to enable them to answer the questions.[5] So the students who have been interviewed by researcher are still less able to understand in reading comprehension.

In understanding English text is influenced by many factors; such as vocabulary, reading habit, interest, schemata, pronunciation and other. It is known from the interviewed that most students had problem in vocabularies. It is known that vocabulary is a core to understand every language in the world. Another problem encountered by the students was in activating background knowledge or schemata while reading, the next problem is their inability to connect what they have read to the context, and they had low motivation and interest as stated before and the last is

[1]Karmila Hasibuan as a student of English Education Department, *Private Interview,* (IAIN Padangsidimpuan: March 05th, 2020 at 11.45. a.m)

[2]Ira Fauziah as a student of English Education Department, *Private Interview,* (IAIN Padangsidimpuan: March 05th, 2020 at 11.51. a.m)

[3]Radia Anggina as a student of English Education Department, *Private Interview,* (IAIN Padangsidimpuan: March 05th, 2020 at 11.56. a.m)

[4]Yasser alwahid as a student of English Education Department, *Private Interview,* (IAIN Padangsidimpuan: March 05th, 2020 at 12.26. a.m)

[5]Hamzah Hasibuan a student of English Education Department, *Private Interview,* (IAIN Padangsidimpuan: March 05th, 2020 at 12.37. a.m)

students' lack of practice and having limited knowledge of genre contributed to their weakness in reading.[6]

Reading is an essential skill for learners of English as a second language. For most of these learners is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required.[7] Based on the illustration above, it cannot be denied that reading is important for everyone. Students still have difficulty in reading, So, it is important to conduct the research under the title is The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year.

B. Identification of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students difficult to determine the types of sentences in a text and lack of motivation for reading

2. The students are lack vocabulary and inability to connect what they read to the context

3. The students have limited knowledge

4. The students do not know the strategy to unable them to answer the questions

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[6] Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)," *AL-Ta Lim* 21, no. 3 (2014): 183, https://doi.org/10.15548/jt.v21i3.102. p. 185.

[7] Jeremy Harmer, *How To Teach English* (London: Peraon Education Limited, 1998). p. 70.

C. Limitation of the Problem

Here the problems are limited on their difficulties in unable to identify ideas in the text, related to limited vocabulary, knowledge and understanding the text to get the information.

D. Formulation of the Problem

To make the problem in this research clearer, based on the identification and limitation of the research above, the researcher formulates the problem was: How is the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year?

E. Objective of the Research

Based on the formulation of the problem, the researcher made the objective of the research like: To know the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year.

F. Significances of the Research

Researchers hope that the results of this study will benefit researchers, other researchers, and readers. These are some significances of the research, they are:

1. Head of English department, to motivate English lecturer to teach English in good away.

2. Lecturers, to develop teaching English in teaching especially in teaching reading and to help the lecturer in teaching learning process

and providing the active learning, creative, innovative, effective and fun for students in classroom.

3. Researchers, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

4. To other researcher, the result of this research can be used as a reference to conduct a new research in the different location.

G. Definition of Key Terms

1. Ability

   Ability is potential that found in the human being self. Ability is a present state of being able to make a certain responds or to perform a certain task, beside that. The ability the mental or physical power or skill needed to do something. Means that we do something consist of physical or mental based on our skill.

2. Students

   A student is someone who is attending a school or university to learn something that is given by a teacher.

3. Reading

   Reading is the process of seeing written symbols (letters) then translating them into spoken words or speech.

4. Comprehension

Comprehension is the ability to process text by understanding the content of the reading that has been read them integrating it.

5. Reading Comprehension

Reading Comprehension is an active complex process in which the readers try to construct meanings through any information from a text, evaluate the information, and then compare the information in the text with their background knowledge.

6. English Education Department

English Education Department is a major for teachers or educators who focus on mastering all skill in English such as speaking, listening, reading, and writing which aim to be taught to students.

Based on the above resolution, the researcher concludes that the ability skill to get many information from a text of the Ability of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in Reading Comprehension.

H. Outline of the Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

The first chapter is explain about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research and significances of the research.

The second chapter is explaining about the theoretical description. Tell about all of the related with the variable of the research. The

explanation consists of reading comprehension, the strategies of reading and types of reading. Then review of related findings, and hypothesis.

The third chapter is study about the research methodology, which consist of time and place of the research, research design, population and sample, instrument of the research, the technique of collecting data, technique of analyze the data and outline of the thesis.

The fourth chapter is consist of the result of the research that about the the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Ability

1. Definition of Ability

The word ability is derived from adjective "able" which has the similar meaning as "can". Hasan says that the ability is the skill or competence in doing something. Ability shows a performance that can be done right now, meanwhile talent needs practice education in order a performance can be done in future.

Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.

According to Douglas Brown, the word "ability" has three meanings, they are:[1]

a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

b. Capacity is potential ability and can be measured by the individual's capacity.

c. Aptitude is quality and can be expressed by especially training.

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[1] H. Douglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New Jersey: Engle wood Cliffs, 2001). p. 236-238

So ability is the student's potential that can be used to measure or to know the individual's capacity and also can be expressed by training.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the ability to process text, understanding its meaning, and to integrate with what the reader already knows. highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[2] The readers should be able to recall or to interprate information after reading.

Reading comprehension is the process of constructing meaning by coordinating a number or complex procesess that include word reading, word and word knowledge and fluency.[3] It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage. Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading

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[2]Riandry Fadilah Nasution, Eka Sustri Harida, and Sojuangon Rambe, "Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 263, https://doi.org/10.24952/tazkir.v4i2.1116. p. 266.

[3] Karen R haris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* (London, 2007). p. 2.

comprehension.[4] So reading comprehension is successful interaction between readers and the text in the complex process in order to get the intended meaning from the text.

There are some components in reading comprehension which should be focused on comprehending a reading text. King and Stanley state that there are five components that may help the students to read carefully:

First is finding factual information. Finding factual information requires readers to scan specific details. The factual information questions generally appear with WH question word.

Second is finding main idea. Finding the Ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later.

Third is meaning of difficult word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text.

Fourth is identifying references. It would be boring to have and repeat the some word or phrase in every paragraph of a text. To avoid the repetition word, it can be used references of the word. References words are very frequently in terms of pronoun such as; it, she, he, this, etc.

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[4] Wayne Otto, *How to Teach Reading* (Philippines, 1979). p. 241.

Fifth is finding restatement. Restatement is the way to say something again in different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within single sentence. so it's good for the reader to know this.[5] Based on the definition above reading comprehension is a process to understand a text after read or the ability to comprehend the text.

2. **Types of Reading Comprehension**

There are four types of reading. According to Brown, several types of reading performance are typically identified, and these wiii serve as organizers of various assesment task. that will be explained below:[6]

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol. Bottom up processing is implied.

b. Selective

This category is largely an artifact of assesmentformats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks,

[5]According to King and Stanleyin in Najmatul Fahli, Mahdum, and Fakhri Ras, "An Analysis of The Students' Ability in Comprehending Recount Text at The Second Grade of SMP Muhammadiyah 1 Pekanbaru," 2015, 1–11. p. 4.

[6]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004). p. 189-190.

matching, true/false, multiple choice, etc. Stimuli include sentence, brief paragraph, and simple charts and graphs. Brief responses are intended as well.

c. Interactive

Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, intereact with the text. That is, reading is process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

d. Extensive Reading

Extensive reading applies to texts of more than a page, up to an including profesional articels, essays, technical reports, short stories, and books. The reading activity like survey reading and skimming, are sometimes grouped together and called extensive reading.[7] Students read on several ways like just read the first sentence on each paragraph, find the main idea, and read the conclusion.

Extensive reading is the best possible way for students to develop automatically-that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programmer is that students should be reading material which they

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[7] Geoffrey Broughton, *Teaching English as a Foreign Language*, second (USA: Routledge, 1980). p. 118.

can understand. If they are struggling to understand every word, they can hardly be for pleasure the main of this activity.[8] So, extensive reading is for leisure reading.

In conclusion, it helps students to develope their vocabulary and enrich their knowledges through something they like. The readers only read for leisure reading. They are not forced to find specific information from the text. Then, through reading something they like, the readers'good reading habit can be developed.

3. **The Purpose of Reading Comprehension**

According to Grabe and Stoller, when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.[9] There are various kinds of the purpose of reading, as will be explained:

a. Reading to Learn from Text

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[8] Jeremy Harmer, "The Practice of English Language Teaching, 3rd Edition (Longman Handbooks for Language Teachers)," 2001, http://www.amazon.com/Practice-Language-Teaching-Handbooks-Teachers/dp/0582403855. p. 204.
[9] William Grabe and fredricka L. Stoller, *Teaching and Researching Reading* (New York: Longman, 2002). p. 11-14

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

2) Recognize and build rhetorical frames that organize the information in the text.

3) Link the text to the reader's knowledge base.

4) Reading to learn is usually carried out at a reading rate somewhat slower than general

5) Reading comprehension (primarily due to rereading and reflection strategies to help remember information).

b. Reading to Integrate Information, writers, and Critique Text

Reading to integrate information requires additional about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the reader's goal.

c. Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.

4. **Aspect of Reading Comprehension**

According to Nuttall there are five aspects of reading which the students should understand in order to comprehend the text, those are determining main ide, finding specific information, reference, inference and vocabulary. These aspects are regards as difficulties that the students encounter in comprehending the text.[10]

a. Determining Main idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants

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[10]C Nuttal, *Teaching Reading Skill in a Foreign Language*, Second (London: Heinermann Educational Books, 1982). p.11.

the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The main idea is usually located in a sentence, it isusually the first sentence but it can be in the middle or in the last sentence.

b. Locating References

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which pronoun refers. In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

The students expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, that students are expected to comprehend the text to find the conclusion of the statements in a text. Kopitski stated that readers need to practice combining clues from the text with their background knowledge in order to make

inferences. It means that the clues in the textnwill help students to bild assumption and draw conclusion. So they can answer the question.[11] The different kinds of inference described above deserve comment. Propositional inferences are those which do not depend on information from outside the text.

e. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students ability to understand material that is directly stated in the text. In understanding and answering detail question , the students can use scanning strategy. In addition, to find the answer of detail question, the reader can note or underline the key word the question, and then scan the passage for that words synonym.

Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

5. The Level of Reading Comprehension

Reading comprehension is reading with understanding with comprehension of written languange involve to knowledge of vocabulary, structure and the situation largely comprehension, because the same structure or vocabulary on combination of them might have

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[11]Arthur Hughes, *Testing for Language Testing* (United Kingdom: University Press, 2003). p. 139.

the different meaning situation. Smith Wayne Otto said that, there are four levels of comprehension, they are:

a. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one requires little thinking or reasoning.

b. Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated that in the written text. Within interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

c. Critical Reading

When indivuduals read critically, they evaluate what is read. They exmine critically the thought of writer, which have been identified thought the two lower levels of comprehension and judge their validity or worth.

d. Creative Reading

Creative reading beyond what the author has written, applying ideas from the text to new situation and recombining the author's ideas to form new concepts or to expend old ones. Through creative reading the reader create something new idea, the

solution to a problem, a new way of looking at something from the ideas gleaned from the text.

This needs to be known by the reader to add insight into the level of understanding

6. Reading Assessment

Assessments require planning and organization. The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose. Assessment is a tool to measure how far the students ability and comprehension of the material. There are indicators in reading comprehension that want to be developed in expressing the meaning of the words, content of message, and infer implied meaning. The indicators for reading comprehension are the following sentences:

1) Topic sentence is a sentence that aims to focus on the core of the sentence in the paragraph.
2) The facts contained in the text have a great fluencye as separate information that refers to accident, behavior and character of the actors of the text.
3) The message in the text is global information that leads to the main content of the story and the problem of the text..
4) Meaning of difficult word/ idiom/ phrases in context meaning of difficult word/ idiom/ phrases in context is a word or phrase that refers to lexical and contextual meaning, idiom and a pronoun that identifies a subject of the sentence.
5) Conclusion of the text Improving Students' Reading Comprehension through Guessing Strategy. Conclusion of the text is a sentence that refers to a summary, ending, moral or learning and problems' solving in the story.[12]

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[12]Fatimah Dewi Sitompul Eka Sustri Harida, and Sojuangon Rambe, "Improving Students ' Reading Comprehension through Guessing Strategy of State Institute For Islamic Studies Padangsidimpuan," *English Journal for Teaching and Learning* 7 (2019), http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1658/1412. p. 266

Based on explanation above teacher should consider it to make students comprehend and evaluation more useful. There are some indicators in assessing students' reading, as follows:

1) Identify the topic from the text
2) Identify main idea from the text
3) Identify information that needed from the text
4) Give conclusion from the text
5) Understand the vocabulary from the text.[13]

Table 1
Indicator of Reading Assessment

No	Indicators of Reading Assessment
1	Discovering main idea
2	Identifying detail
3	Understanding vocabulary
4	Summarizing concepts[14]

In addition, Tuner states that in scoring the students' reading comprehension, there are some aspects of measuring reading comprehension. They are:[15]

a. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

[13]H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (USA: San Fransisco State University, 2004).

[14] Mislaini, "Improving Students' Reading Comprehension on Narrative Text By Using Fable at The Grade X SMAN 1 Bonai Darussalam," 2015, https://media.neliti.com/media/publications/109296-EN-improving-students-reading-comprehension.pdf. p. 8.

[15]T. Tuner, *Comprehension: Reading for Meaning: Teaching Reading* (London: Scott, Foresman, 1988). p. 16.

b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

c. Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

d. Finding the Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page. Based on the statement above, it is an aspect that the teacher does to measure the reading comprehension of the students.

Based on explanation above, the researcher used aspects in measuring students' reading comprehension, namely paraphrase recognition and finding the stated information.

C. Review of Related Findings

The first, from F. Ancheta, the researcher found out that one of the challenges in teaching English as a foreign language to EFL learners is difficulty of students to read and understand what they have read. The

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students' higher order thinking skill as shown in the result needs to be developed. It also concluded that 83% of the respondents are struggling readers. Their high comprehension ability needs to be reinforced as they do not perform well in answering the question relative to noting details, inferring, predicting outcomes, getting the main idea, and vocabulary building.[16]

The second, Dian Permata Sari from University of Bengkulu, Indonesia, she concluded that students of SMA N 10 Bengkulu 2014/2015 academic years are good at comprehending English text for literal and creative level. But they low in comprehending English text for interpretive and critical level. In other word, most of the students could comprehend the English text well for literal and creative level but they low in comprehending English text for interpretive and critical level. She found the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00%.[17]

The third, Anindiya Sekarini from University of Lampung, the researcher distributed 50 items of reading comprehension test consisted of identifying the main idea, vocabulary, specific information, inference and reference. The result of reading comprehension showed that there were 6 students (20%) who got score 11-20, then in three score intervals; 21-30,

[16]Ruel F. Ancheta, "Reading Ability of EFL Learners: The Case of Level 3 Students of Gulf College," *European Journal of English Language Teaching* 3, no. 3 (2018): 20–33, https://doi.org/10.5281/zenodo.1156442.

[17] Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of MAN 10 Bengkulu Year 2014/2015)" (2014), http://ejournal.iainbengkulu.ac.id//index.php/linguistics/article/download/102/97.

31-40, and 41-50 there were 5 students (16.7%) in every interval. There were also 4 students (13.3%) who got score 51-60.Moreover, score interval 61-70 have 3 students (10%) inside and in score interval 71-80 and 91-100 there is 1 students (3.3%) for each interval. Since the minimum score of English subject (KKM) is 70. So, there were only 5 students (16.7%) who achieved the KKM and there were25 students who got score under 70.[18]

The fourth, from Sukarta Karta Wijaya, the researcher concluded that in general, the students' ability SMP Negeri 1 Kota Sungai Penuh academic year 2016/2017 in comprehending descriptive text was low, because most of the students failed in comprehending descriptive text. Only one student got A (excellent), 1 student got B+(very good), three students got B (good), 1 student got C+ (enough), six students got C(average), two students got D (poor), and there were most of them or seven students got E (fail). It was proved that the student did not understand the descriptive text.[19]

Based on the previous research above, the researcher tries to find the Ability of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in Reading Comprehension. Here the researcher conducts a different research with other researchers in which

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[18]Anindya Sekarni, "An Analysis of Students' Reading Comprehension Constraints," *Jurnal Unila*, 2017, http://jurnal.fkip.unila.ac.id.

[19]Sukarta Kartawijaya, "An Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text," *Curricula* 2, no. 3 (2017): 80–87, https://doi.org/10.22216/jcc.2017.v2i3.2695.

the researcher conducts a test consisting of various types of text such as; discussion, explanation, report, and analytical exposition text.

D. Hypothesis

Hypothesis is a statement of expectation or prediction that will be tested by research, before formulating the research the researcher have predictions of whether the data under study is accepted or rejected, here, the hypothesis of this research is "The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year is high ability".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research has been done in State Institute for Islamic Studies Padangsidimpuan. This campus is located at H.T Rizal Nurdin Sub-district of Sihitang, District of Southeast Padangsidimpuan, Municipality of Padangsidimpuan, Province of North Sumatera, Indonesia. The research conducted from August 2020 until June 2021.

B. Research Design

The method in this research was the descriptive quantitative method. It is an analysis research, this research observes one variable and type of the research is descriptive method. Descriptive method is determiners and describes the way things are. Descriptive research can be either quantitative or qualitative.

So, it can be concluded that descriptive method to describe the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsisimpuan in 2020-2021 Academic Year.

C. Population and Sample

1. Population

Population is all of the students which are used as the subject of research in the research. Population also means the number of people in a geographic area. There are three classes of VI semester of English

Education Department IAIN Padangsidimpuan, they are TBI-1, TBI-2
and TBI-3. TBI-1 consist of 34 students, TBI-2 consist of 39 students
and TBI-3 consist of 41 students. So, the total of population of research
is 114 students. Based on the explanation above, the population of
research can seen in the table below.

Table 2
Population of the research VI semester of English Department
IAIN Padangsidimpuan

No	Class	Number of Students
1.	TBI -1	34
2.	TBI- 2	39
3.	TBI-3	41
Total Number		114

(Source : Academic System Operation of IAIN Padangsidimpuan)

2. Sample

Sample is defined as a smaller set of data that is chosen and/or
selected from a larger population by using a predefined selection.
Creating a sample is an efficient method of conducting research as in
most cases, it is impossible or very expensive and time consuming to
research the whole population and hence researching the sample
provides insights that can be applied to the whole population.

In this research, researcher used simple random sampling in
taking the sample. Simple random sampling is a subset of statistical
population in which each member of the subset has a equal probability
of being choosen. Because, all the population have the same chance to

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be choosen as the sample and it is the best single way to obtain a representative sample.

In this case, the researcher took 30 students as the sample which represented approximately 30% out of 114 students. Then, if the population is more than 100, it is better for the researcher to take sample 15%-20% or 25%-30% or more as the sample. So, the researcher took the sample from each class. The researcher took 10 students of TBI-1, 10 students of TBI-2, and 10 students of TBI-3.

Table 3
Table of Sample Quantities

No.	Class	Quantities
1.	TBI-1	10
2.	TBI-2	10
3.	TBI-3	10
Amount		**30 students**

D. **Instrument of Collecting Data**

1. Instrument

The instrument of collecting the data in this research used a test. The research will use some tests about reading comprehension to get data of the students by online. That is way of the researcher to see about the students reading comprehension. Test given to the students of the sixth semester English Education Department IAIN Padangsidimpuan in 2020-2021 academic year.

The researcher did it by giving multiple choice tests. In this research, before validity the test consist of 50 questions, The instruction

is choose the test answer by crossing a, b, c, d, or e that they found in multiple choice test. There some indicators that is used by the researcher to measure the ability on reading comprehension of the sixth semester students of English education department IAIN Padangsidimpuan . It can be seen in the table of the test indicator.

Table 4
The indicators of reading comprehension before testing validity

No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discover main idea	6	8, 13, 23, 31, 40, 47	2	12
2	Able to identify detail	15	1, 2, 5, 6, 9, 12, 16, 17, 18, 21, 22, 25, 44, 45, 46	2	30
3	Able to understand vocabulary	9	4, 14, 27, 29, 33, 36, 39, 43, 50	2	18
4	Able to summarize concepts	6	3, 11, 19, 26, 41, 49	2	12
5	Able to find the information from the text	14	7, 8, 10, 15, 20, 24,28, 32, 34, 35, 37, 38, 42, 48	2	28
	Total	50			100

Table 5
The indicators of reading comprehension after testing validity

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No	Indicators of Reading Assessment	Item	Number of Items	Scores	Total Scores
1	Able to discover main idea	3	13, 31, 47	4	12
2	Able to identify detail	9	5, 6, 9, 12, 17, 25, 30, 45, 46	4	36
3	Able to understand vocabulary	5	4, 14, 33, 39, 43	4	20
4	Able to summarize concepts	4	3, 11, 26, 41	4	16
5	Able to find the information from the text	4	10, 28, 38, 42	4	16
	Total	25			100

Based on the table above, it can be known there are 25 questions of test, the kind of test is multiple choices as instrument of this research, score for one question is 4 if the answer is true, but if the answer is wrong the score is 0. So the total score of 25 questions are 100.

2. Validity of Instrument

A test is said to be valid if it is measures accurately what is intended to measure. In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the test consisted of 50 questions of multiple choice questions. After did the validity, the test became 25 questions of multiple choice questions. To know the validity

of each question referred to list *r* product moment with r_t in 5% significant: 0,388 and 1% significant: 0.496.

So, if r $_{count}$ > t $_{table}$ the test is classified valid. To get the validity of the test, researcher uses the formula of product moment:

$$Rpbi = \frac{Mp - Mt}{SDt} \sqrt{p}$$

Where:

    r_{pbi} : coefficient item validity

    M_p : mean score of the total score

    SD_t : Standard Derivation of the total score

    p   : presentation of the right answer of the item tested validity

    q   : presentation of the wrong answer of the item tested validity

Table 6
The Result of Test Validity

No	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_{P} - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	14.4	19	7.44	0.33	0.67	-0.432	0.396	Invalid
2	19	19	7.44	0.4	0.6	0	0.396	Invalid
3	20.38	19	7.44	0.86	0.14	0.458	0.396	Valid
4	21.90	19	7.44	0.73	0.27	0.64	0.396	Valid
5	20.15	19	7.44	0.86	0.14	0.398	0.396	Valid
6	24.37	19	7.44	0.53	0.47	0.773	0.396	Valid
7	23.2	19	7.44	0.33	0.67	0.40	0.396	Valid
8	0	19	7.44	0	1	0	0.396	Invalid

9	23	19	7.44	0.46	0.54	0.50	0.396	Valid
10	23.4	19	7.44	0.66	0.34	0.834	0.396	Valid
11	23.4	19	7.44	0.66	0.34	0.834	0.396	Valid
12	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
13	25.5	19	7.44	0.4	0.6	0.71	0.396	Valid
14	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
15	13.5	19	7.44	0.13	0.87	-1.126	0.396	Invalid
16	15.83	19	7.44	0.4	0.6	0.08	0.396	Invalid
17	24	19	7.44	0.53	0.47	0.76	0.396	Valid
18	0	19	7.44	0	1	0	0.396	Invalid
19	15.33	19	7.44	0.2	0.8	-0.245	0.396	Invalid
20	30	19	7.44	0.06	0.94	0.398	0.396	Valid
21	11	19	7.44	0.06	0.94	-0.27	0.396	Invalid
22	13.5	19	7.44	0.13	0.87	-0.288	0.396	Invalid
23	18.5	19	7.44	0.13	0.87	-0.02	0.396	Invalid
24	22.8	19	7.44	0.66	0.34	0.71	0.396	Invalid
25	23	19	7.44	0.6	0.4	0.80	0.396	Valid
26	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
27	24	19	7.44	0.13	0.87	0.255	0.396	Invalid
28	22.5	19	7.44	0.66	0.34	0.653	0.396	Valid
29	20	19	7.44	0.2	0.8	-0.065	0.396	Invalid
30	30	19	7.44	0.06	0.94	0.398	0.396	Valid
31	25.66	19	7.44	0.4	0.6	0.730	0.396	Valid
32	19.4	19	7.44	0.33	0.67	0.037	0.396	Invalid
33	24.55	19	7.44	0.6	0.4	0.908	0.396	Valid
34	13	19	7.44	0.06	0.94	-0.195	0.396	Invalid
35	12	19	7.44	0.13	0.87	-0.362	0.396	Invalid
36	22	19	7.44	0.46	0.54	0.371	0.396	Invalid
37	18	19	7.44	0.33	0.67	0.091	0.396	Invalid
38	21.4	19	7.44	0.66	0.34	0.447	0.396	Valid
39	22.18	19	7.44	0.73	0.27	0,84	0.396	Valid
40	19	19	7.44	0.2	0.8	0	0.396	Invalid
41	24.71	19	7.44	0.46	0.54	0.70	0.396	Valid
42	26	19	7.44	0.2	0.8	0.47	0.396	Valid
43	22.4	19	7.44	0.6	0.4	0.556	0.396	Valid
44	0	19	7.44	0	1	0	0.396	Invalid
45	26.2	19	7.44	0.33	0.67	0.672	0.396	Valid
46	23.6	19	7.44	0.3	0.7	0.432	0.396	Valid
47	24.24	19	7.44	0.26	0.74	0.413	0.396	Valid

48	24.75	19	7.44	0.53	0.47	0.816	0.396	Valid
49	19	19	7.44	0.26	0.74	0	0.396	Invalid
50	20.37	19	7.44	0.53	0.47	0.195	0.396	Invalid

Based on the table above, it can be seen that there are 50 multiple choice questions that have been given to students, this proves that of the 50 questions it was found that there were 27 questions that were valid and 23 questions that were not valid. Therefore, the researcher only selected 25 questions out of 27 that would be tested on the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year.

E. Technique of Analysis Data

Technique of analysis data was the most important element in any conduct research. All collected data would be meaningless, if didn't do the analysis. The results of the analysis would provide an overview of the direction, purpose and intent of the study.

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. After collecting the data, the researcher analyzed the result of the test with mean score and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum X}{N}$$

Explanation:

M   : Mean score (average)

Σx : Total of the result

N   : Sum of respondent.[1]

If the data was gotten bye the researcher, the percentage is compared to the criteria of interpretation score. It is shown as follows:

Table 7
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high[2]

After the researcher found the mean score of all students, it is consulate the criteria as follows

1. If the value of the score 0%-20%, it can be categorized into very low.

2. If the value of the score 21%-40%, it can be categorized into low.

3. If the value of the score 41%-60%, it can be categirized in enough.

4. If the value of the score 61%-80%, it can be categorized into high.

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[1]Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrapindo Persad, 2018). p. 81.

[2]Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013). p. 23.

5. If the value of the score 81%-100%, it can be categorized into very high.

After the categorization was done on the above, test hypothesis would be tested with the formula as follows:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Where:

x   : Data includes hypothesis categories

n   : All of data

p : Hypothesis proportion[3]

Z test can be applied to test research hypotesis in one treatment using tiered criteria where each level is limited in percentage form. However, like inferential statistics, which have the properties of being able to predict, to estimate and generalized. It requires the fulfillment of several measurement conditions, one of which is the requirement for normality of data distribution. Morever, if the research conducted is educational research which often reveals the ability of a group of students who have the

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[3]Ahmad Nizar Rangkuti, "Statistik Untuk Penelitian Pendidikan," ed. M.Ed. Mara Samin Lubis (Medan: Persana Publishing, 2015). p. 80.

characteristic of forming a normal curve, beside that, taking a representative sample also has a lot of influence on data aalysis activities.

if $Z_{count} < Z_{table.}$ So the hypothesis is rejected

if $Z_{count} > Z_{table.}$ So the hypothesis is accepted

F. Test Hypothesis

Hypothesis is a researcher's guess about the situation of participants. It is a tentative supposition or provisional guess which seems to explain the situation under observation. So, it can be concluded that hypothesis is an expectation or prediction based on generalization of the assumed relationship between variables.

CHAPTER IV

RESULT OF THE RESEARCH

Researcher shows the data description from the data analysis which is calculated from sample data. In order the ability on reading comprehension of the sixth semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year. This quantitative descriptive analysis was used mean score to get their whole result as general, then to test the hypothesis. Then to test the hypothesis, the researcher used formula of Z. The following data were obtained:

A. The Description of Data

Here to know the ability on reading comprehension of the sixth semester students of English education department IAIN Padangsidimpuan in 2020-2021 academic year, the researcher used test as instrument of the collecting data. The researcher asked the students to identify the correct answer based on the multiple choice with reading discussion, explanation, analytical and report test. The instrument given for the sixth semester students of English education department IAIN Padangsidimpuan, the score each of them could be seen in the table below:

Table 8
The Students' Total Score in Reading Comprehension

NO	Students' Initial	Reg. Number	Total Score
1	HA	1820300002	64
2	AYS	1820300011	56
3	MH	1820300019	24

NO	Students' Initial	Reg. Number	Total Score
4	AA	1820300030	68
5	SA	1820300047	80
6	AHH	1820300053	72
7	A	1820300065	76
8	EDH	1820300069	40
9	CAP	1820300093	16
10	SIP	1820300119	80
11	SHS	1820300009	68
12	MN	1820300026	68
13	HBH	1820300031	36
14	IP	1820300036	40
15	AP	1820300057	52
16	NLA	1820300073	68
17	IIS	1820300077	68
18	NAH	1820300089	72
19	WPS	1820300092	64
20	SH	1820300100	80
21	PRS	1820300010	32
22	SHN	1820300013	80
23	NK	1820300018	24
24	IF	1820300050	76
25	ATK	1820300054	84
26	YAWA	1820300066	64
27	OMH	1820300083	68
28	AH	1820300108	12
29	RA	1820300113	88
30	RML	1820300114	80
	TOTAL		**1800**

Based on the table above, the total score of the sixth semester students of English education department IAIN Padangsidimipuan in reading comprehension was 1800, the highest score was 88, and the lowest score was 12. Then, from score each of the students, to know the quality score of them it is shown as follows:

Table 9
The Quality Score of the Students in Reading Comprehension

NO	Students' Initial	Reg. Number	Total Score	Quality Score
1	HA	1820300002	64	High
2	AYH	1820300011	56	Enough
3	MH	1820300019	24	Low
4	AA	1820300030	68	High
5	SA	1820300047	80	High
6	AHH	1820300053	72	High
7	A	1820300065	76	High
8	EDH	1820300069	40	Low
9	CAP	1820300093	16	Very low
10	SIP	1820300119	80	High
11	SHS	1820300009	68	High
12	MN	1820300026	68	High
13	HBH	1820300031	36	Low
14	IP	1820300036	40	Low
15	AP	1820300057	52	Enough
16	NLA	1820300073	68	High
17	IIS	1820300077	68	High
18	NAH	1820300089	72	High

NO	Students' Initial	Reg. Number	Total Score	Quality Score
19	WPS	1820300092	64	High
20	SH	1820300100	80	High
21	PRS	1820300010	32	Low
22	SHN	1820300013	80	High
23	NK	1820300018	24	Low
24	IF	1820300050	76	High
25	ATK	1820300054	84	Very high
26	YAWA	1820300066	64	High
27	OMH	1820300083	68	High
28	AH	1820300108	12	Very low
29	RA	1820300113	88	Very high
30	RML	1820300114	80	High
	TOTAL		**1800**	

Based on the table above, the quality score each of the students in reading comprehension it was differently, there were 2 students have very low ability, 6 students have low, 2 students have enough ability, 18 students got high and 2 students got score very high. So, it means the ability on reading comprehension of the sixth semester students of English education department 2020-2021 IAIN Padangsidimpuan in 2020-2021 academic year was variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follows:

Table 10
The resume of variable score in reading comprehension

No	Statistic	Variable
1	High score	88
2	Low score	12
3	Mean score	60
4	Median	68
5	Modus	68.7

1. **Mean score**

$$\text{Mean} = X = \frac{\Sigma x}{N}$$

$$X = \frac{1800}{30} = 60$$

2. **Median score**

$$\text{Me} = b + p\left(\frac{\frac{1}{2}n - f}{f}\right)$$

$$= 63.5 + 13\left(\frac{\frac{1}{2}(30) - 10}{14}\right)$$

$$= 63.5 + 13\left(\frac{15 - 10}{14}\right)$$

$$= 63.5 + 13\left(\frac{5}{14}\right)$$

$$= 63.5 + 9\,(0.35)$$

$$= 68$$

3. **Modus score**

$$\text{Mo} = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

$$= 63.5 + 13\left(\frac{8}{8 + 12}\right)$$

$$= 63.5 + 9\left(\frac{8}{20}\right)$$

$$= 63.5 + 13\,(0.4)$$

$$= 63.5 + 5.2$$
$$= 68.7$$

Based on the table above, it can be known from 30 students that the highest score was 88 and the lowest score was 12. From the data the researcher calculated that the mean score was 60. Then the researcher got median score was 68 and modus was 68.7. By the calculation, it can be conclude that the ability of the students in reading comprehension is enough.

From the calculation mean score was 60, so application in reading comprehension was enough, it can be known from the table interpretation mean score in chapter III. To know the revelation of data was done to group the variable score in reading comprehension.

Table 11
The Frequency Distribution in Reading Comprehension

No	Interval Class	Frequency Absolute	Percentages
1	12 – 24	4	13 %
2	25 – 37	2	7 %
3	38 – 50	2	7 %
4	51 – 63	2	7 %
5	64 – 76	14	46 %
6	77 – 88	6	20 %
	$i = 13$	**30**	**100%**

From the table above, it can be seen that the interval 12 up to 24 were 4 students (13%), interval 25 up to 37 were 2 students (7%), interval 38 up to 50 were 2 students (7%), interval 51 up to 63 were 2 students

(7%), interval 64 up to 76 were 14 students (46%), interval 77 up to 88 were 6 students (20%). So the meaning of interval in this research is showing the count of sample who got score in percentage.

To make the description of data is more clearly, the researcher presents them in histogram on the following figure:

Mean score 60 / 100 poin	Median 68 / 100 poin	Range 12 - 88 poin
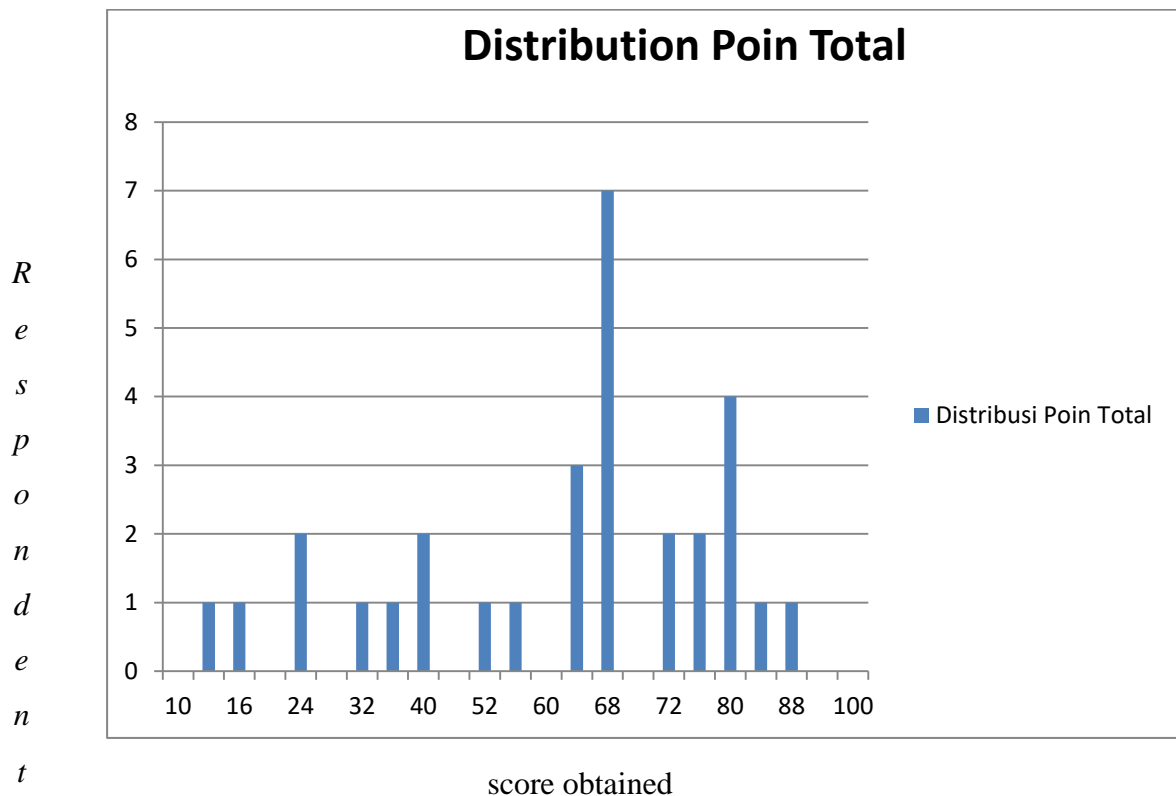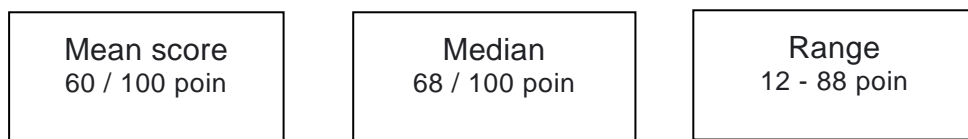
B. Hypothesis Testing

The hypothesis of research is "The Ability on Reading Comprehension of the Sixth Semester Students of English Education

Department IAIN Padangsidimpuan in 2020-2021 Academic Year was enough ability. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be as follow:

Calculation Z count :

$$Z = \frac{\frac{X}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z = \frac{\frac{10}{30} - 0.7}{\sqrt{\frac{0.7(1-0.7)}{30}}}$$

$$= \frac{0.33 - 0,7}{\sqrt{\frac{0.7(0.3)}{30}}}$$

$$= \frac{0.33 - 0,7}{\sqrt{\frac{0.21}{30}}}$$

$$= \frac{-0.37}{0.083}$$

$$= -4.45$$

calculation Z_{table} :

Z (1/2 $\propto$)= Z $_{table}$

$\propto = 0.05$

$\propto = \frac{1}{2}(0.05)$

Z= -4.45

0.025 = 0.3264

Based on calculation it can be concluded that Z_{count} = -4.45 was less then Z_{table} = 0.3264 (Z_{count} = -4.45 < Z_{table} = 0.3264 by level 0.05. So from

the result above the researcher concluded that the hypothesis rejected by using Z-test. Because $Z_{count} = -4.45 < Z_{table} = 0.3264$. The meaning in the level 5 % is the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year was enough category.

So, if $Z_{count} = -4.45 < Z_{table} = 0.3264$ the hypothesis is rejected. Then the result of the ability on reading comprehension is different with the hypothesis, the ability of the students in reading was enough category. So, the ability of the students in reading was enough ability.

C. Discussion

By seeing the data analysis, the researcher found that the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year was categorized into enough category or 60 score. It was gotten from the result of students' means score in doing by the test.

Based on the related finding, the researcher discussed result of this research and compared with finding. In this case, the category has different with researcher before had been done, the first is from Wijaya, he found that in general, the students' ability SMP Negeri 1 Kota Sungai Penuh academic year 2016/2017 in comprehending descriptive text was low, because most of the students failed in comprehending descriptive text. Only one student got A (excellent), 1 student got B+ (very good), three students got B (good), 1 student got C+ (enough), 6 students got C

(average), 2 students got D (poor), and there were most of them or 7 students got E (fail). It was proved that the student did not understand the descriptive text.[1] However in this research, the researcher found that the ability of the 6th semester students English education department IAIN Padangsidimpuan academic year 2020/2021 in comprehending text was enough category, there were two students got A (very good), 18 students got B (good), 2 students got C (enough), 6 students got D (poor) and two students got E (Fail).

The second is Ancheta, the researcher found out that one of the challenges in teaching English as a foreign language to EFL learners is difficulty of students to read and understand what they have read. The students' higher order thinking skill as shown in the result needs to be developed. It also concluded that 83% of the respondents are struggling readers. Their high comprehension ability needs to be reinforced as they do not perform well in answering the question relative to noting details, inferring, predicting outcomes, getting the main idea, and vocabulary building.[2] The researcher found the ability of EFL learners was 83%, while in this research, the sample that used by researcher was the 6th semester students of English education department period 2020-2021 IAIN Padangsidimpuan and that was enough ability

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[1]Sukarta - Karta Wiyaya, "An Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text," *Curricula* 2, no. 3 (2017): 80–87, https://doi.org/10.22216/jcc.2017.v2i3.2695.

[2]Ancheta, "Reading Ability of EFL Learners: The Case of Level 3 Students of Gulf College."

The third was done by Dian Permata Sari, she concluded that students of SMA N 10 Bengkulu 2014/2015 academic years are good at comprehending English text for literal and creative level. But they low in comprehending English text for interpretive and critical level. In other word, most of the students could comprehend the English text well for literal and creative level but they low in comprehending English text for interpretive and critical level. She found the total mean score: literal 93.33%, interpretive 53.33%, critical 36.63%, and creative 72.00%.[3] While In this research, the researcher found that mean score from the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department IAIN Padangsidimpuan in 2020-2021 Academic Year was 60, it was enough category.

The last one by Anindiya Sekarini, the researcher distributed 50 items of reading comprehension test consisted of identifying the main idea, vocabulary, specific information, inference and reference. The result of reading comprehension showed that there were 6 students (20%) who got score 11-20, then in three score intervals; 21-30, 31-40, and 41-50 there were 5 students (16.7%) in every interval. There were also 4 students (13.3%) who got score 51-60. Moreover, score interval 61-70 have 3 students (10%) inside and in score interval 71-80 and 91-100 there is 1 students (3.3%) for each interval. Since the minimum score of English subject (KKM) is 70. So, there were only 5 students (16.7%) who

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[3] Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of MAN 10 Bengkulu Year 2014/2015)."

achieved the KKM and there were 25 students who got score under 70.[4] The researcher before used 50 items of reading comprehension test, while in this research, the researcher used 25 items of multiple choices consisted of discovering main idea, identifying detail, understanding vocabulary, summarizing concepts and finding the information from the text. And the researcher concluded that there were 4 students (13%) who got score 12 up to 24, then interval 25 up to 37 were 2 students (7%), interval 38 up to 50 were 2 students (7%), interval 51- 63 were 2 students (7%), interval 64-76 were 14 students (46%), interval 77- 88 were 6 students (20%)

Based on the result of each the researchers above, the researcher concluded that the students' ability in reading comprehension text done by 5 researchers was different category.

D. Threats of the Research

There were some threats that faced by the researcher when conducting this research, one of them is due to condition, such as pandemic and time. Because of the pandemic of Covid-19, the researcher gives the test to students by online with using the application, it was google forms. Besides, Because of that, the researcher was less effective in implementing the research. When test was given to the students, they need more to answer it, because test is given by online they need good connection to answer the questions, because of the pandemic and online, some of them live in a corner and it is difficult to find a good network.

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[4] Sekarni, "An Analysis of Students' Reading Comprehension Constraints."

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the research and calculations of the data, the researcher got the conclusion that the Ability on Reading Comprehension of the Sixth Semester Students of English Education Department Period 2020-2021 IAIN Padangsidimpuan was categorized into enough category. It can be seen from the value of the precentage from mean score gotten by students, that is 60 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -4.45 < Z_{table}$ 0.3264. So, the Ability on Reading Comprehension of the Sixth Semester Students of English Education IAIN Padangsidimpuan in 2020-2021 Academic Year was enough category.

B. **Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The rector of IAIN Padangsidimpuan, Mr. Prof. Dr. H. Ibrahim Siregar, MCL, to motivate his lecturer, especially English lecturer of IAIN Padangsidimpuan, to keep motivating their students in studying English.

2. The chief of English Education Department, Mrs. Fitri Rayani Siregar, M,Hum, to provide or suggestion to keep motivating their students in studying English especially in reading comprehension subject.

3. English lecturer, especially English lecturer in reading, the lecturer apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in comprehending the text in reading. The lecturer should be serious to give the material while the topic about reading.

4. Other researchers, to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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CURRICULUM VITAE

A. Identity

Name	: Nur Dingin Hasibuan
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B. Parents

Father's Name	: Alm. Syahrun Hasibuan
Mother's Name	: Maswani Nasution

C. Educational Background

1. Graduated from Elementary School SD Negeri 0506 Tanggabosi 2010.
2. Graduated from MTs N 1 Padang Lawas 2013.
3. Graduated from MAN 1 Padang Lawas 2016.
4. Be University student IAIN Padangsidimpuan 2016.

APPENDIX 1
Reading Test before Testing Validity and key Answer

Name   :
Reg. Number   :
Semester   :
Email Address   :

Instruction:
Read the text carefully and answer the question below. Each one is follow by several question about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

This text for questions number 1 to 5

There are a lot of discussions as to whether children should be given homework or not.

Some people claim that children to enough work in school already. They also argue that children have hobbies that they want to do after school, such as sports or music. A further point they make is that a lot of homework is pointless and doesn't help the child learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support

On balance, I think that some homework is a good idea but that it should only given at the weekend when children have more time.

1. How do we compare the second and the fourth paragraph ....
   A. Both paragraphs argue that homework is necessary for students
   B. Unlike the fourth paragraph, the second paragraph argues that homework is unnecessary
   C. The second paragraph supports that students need homework, but the fourth paragraph does not

D. The second paragraph and the fourth paragraph argue that students do not need homework

E. The second and the fourth paragraphs do not say anything about the benefit of homework

2. How many reasons are presented by those who are against homework ....
   A. 1
   B. 2
   C. 3
   D. 4
   E. 5

3. Those who are pro homework think that the students can ..... in the evening.
   A. Prepare for the next lesson
   B. Review their lessons
   C. Enjoy their pastime
   D. Do their hobbies
   E. Test themselves

4. "A further point they make is that a lot of homework is pointless and doesn't help the child learn at all." (Paragraph 2).
   The underlined word is synonymous with ....
   A. Terrible
   B. Careless
   C. Difficult
   D. Unimportant
   E. Uninteresting

5. What is the writer's suggestion about homework ....
   A. Homework is pointless
   B. Homework is badly needed
   C. Homework should be given at weekend
   D. Student should not be given any homework
   E. Student must frequently have homework

The following text is for questions 6 to 9.

Should performance enhancing drugs be accepted in sports?

The issue of using drugs to enhance athlete's performance is controversial. Those who agree to the use of drugs in enhancing performance say that most top players in all sports take drugs to train harder and feel no pain during play. The trainers, sports doctors, nutritionists, physiotherapists, and managers of the big names make sure banned substances are taken at the safest and most efficient levels. The main effect of banning such substances has turned performers and their coaches into liars and cheaters.

On the other hand, some still believe that performance enhancing drugs in sport should be banned. Performance enhancing drugs are not only prohibited because they violate the spirit of sport but because they can damage the health of athletes.

I think the idea of allowing them in sports could lead to a situation whereby sportsmen and women are used as human guinea pigs for a constant fl ow of new, unregulated substances.

6. What argument is given by those who disagree with the use of performance enhancing drugs?
   A. Athletes health is badly affected
   B. Guinea pigs are awfully needed
   C. Athletes consume more drugs
   D. Athletes obey the rules
   E. Athletes perform better
7. According to the proponents of performance enhancing drugs, the effect of banning them is that performers become ....
   A. Losers
   B. Winners
   C. Cheaters
   D. Hooligans
   E. Supporters
8. What is the writer's intention to write the text?
   A. To persuade readers to agree with the issue
   B. To influence readers to oppose the issue
   C. To describe performance enhancing drugs
   D. To entertain readers with the issue

E. To expose readers with the issue
9. How does the writer feel about the performance enhancing drugs?
    A. Neutral
    B. Positive
    C. Negative
    D. Indefinite
    E. Pessimistic

The following text is for questions 10 to 19.

Male chauvinism (men's believe in male superiority) extends even into the area of automobile driving, it seems. They believe that they are far better drivers than women. Men consider women drivers incompetent, inattentive and even dangerous behind the wheel.

However, statistics prove that women are, in fact, safer drivers than men. For example, insurance rates for women are 20 percent than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 annd 25 than by any other groups. Also the greater percentage of accident involving death is caused by men. Although women are criticized for being too cautious, they are really just being safe drivers.

The reason for women driver's safer habits can perhaps be found in the differing attitudes of sexes toward automobiles as a convenience, like a washing machine.

On the other hand, men regard the automobile as an extension of their egos. Using it as a weapon when they feel particularly aggressive or using it as a status symbol.

In all, women are safer drivers because of their attitude. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

10. The text is about ....
    A. Road accidents
    B. Women attitude towards automobile
    C. Male superiority in automobile driving
    D. A comparison between men and women drivers
    E. Statistics about the number of road accidents

11. In term of car accidents, the statistic proves that car accidents caused by ....
    A. Men are higher than those of women
    B. Men are lower than that of women
    C. Men are as high as that of women
    D. Women are equal to that of men
    E. Women are the same as that of men
12. Which of the following you don't agree with about men drivers?
    A. They are safe and careful drivers
    B. They cause more accidents than women
    C. They consider themselves to be competent drivers
    D. They feel that using a car shows status of symbol
    E. They regard automobiles as an extension of their egos
13. We can understand from the text that ....
    A. Men always criticize women for their bad driving attitude
    B. Women show their egos by aggressive driving
    C. The statistic shows women drive the car carelessly
    D. Young women drivers get many accidents
14. "Men consider women drivers incompetent, inattentive, and even dangerous behind the wheel (paragraph 1)
    The underlined word means ....
    A. Intent
    B. Furious
    C. Watchful
    D. Careless
    E. Indiscipline
15. Which paragraph on the text that shows the general statement?
    A. First paragraph
    B. Second paragraph
    C. Third paragraph
    D. Fourth paragraph
    E. Second and third paragraph
16. What are the proves that women are safer drivers than men?
    A. Also the greater percentage of accident involving death is caused by men. Although women are criticized for being too cautious, they are really just being safe drivers.
    B. For example, insurance rates for women are 20 percent than they are for men.

C. Although women are criticized for being too cautious, they are really just being safe drivers.

D. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

E. insurance rates for women are 20 percent than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 annd 25 than by any other groups. Also the greater percentage of accident involving death is caused by men. Although women are criticized for being too cautious, they are really just being safe drivers.

17. Determine the supporting sentences on the second paragraph!

A. Also the greater percentage of accident involving death is caused by men

B. However, statistics prove that women are, in fact, safer drivers than men

C. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

D. Using it as a weapon when they feel particularly aggressive or using it as a status symbol

E. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other groups.

18. From the text, who is the caused the greater percentage of accident involving death?

A. Human
B. Drivers
C. Women
D. Men
E. Children

19. What is the conclusion of the text above?

A. In all, women are safer drivers because of their attitude. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

B. On the other hand, men regard the automobile as an extension of their egos. Using it as a weapon when they feel particularly aggressive or using it as a status symbol

C. Although women are criticized for being too cautious, they are really just being safe drivers

D. Male chauvinism (men's believe in male superiority) extends even into the area of automobile driving, it seems.

E. Although women are criticized for being too cautious, they are really just being safe drivers and men regard the automobile as an extension of their egos.

The following text is for questions 20 to 23.

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmfully effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know is only about fourty years old. Yet it is so much a part of our lives that it seems as if it had always existed. Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

In other side, there are many people disagree about it. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle. Television also helps us to encourage knowledge, because there are a lot of knowledge to be gained from television's program. For example news program in television will give us a lot of information that will be our knowledge.

However, television is credited with being a great teacher. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day. Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

20. The writer wants to tell …..
    A. the development of television
    B. the advantages of television program
    C. how television destroys people's life
    D. how television improves people's knowledge
    E. the influence of television on people's daily life
21. Which paragraph tells us that the television helps the watcher understand how people live and also get knowledge?
    A. Paragraph 1
    B. Paragraph 2

C. Paragraph 3
D. Paragraph 4
E. Paragraph 1 and 2

22. Which of the following is good for children in watching TV?
    A. The children should watch the violence on TV
    B. Children may watch TV whenever they like
    C. There shouldn't be government censorship of TV program
    D. Children should spend all their time to watch TV program
    E. Children should be accompanied by their parents in watching TV
23. Based on third paragraph, which one from the following sentences is the minor supporting sentence?
    A. They claim that television is a powerful educational tool.
    B. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion.
    C. It helps us understand how people live, work, and struggle.
    D. Television also helps us to encourage knowledge, because there are a lot of knowledge to be gained from television's program.
    E. For example news program in television will give us a lot of information that will be our knowledge

The following text is for questions 24 to 27.

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

24. What is the text about?
   A. The digestive system
   B. The digestive juice
   C. The method of the digestive system
   D. The process of intestine work
   E. The food substances

25. How can we swallow the food easily?
   A. The food changes into acids absorbed by the villi.
   B. The food must be digested first through the process.
   C. The food is directly swallowed through esophagus into the stomach.
   D. The food is mixed with the juices secreted by the cells in the stomach.
   E. The food we take must be changed into substances carried in the blood to the places.

26. From the text above, we imply that ….
   A. A good process of digestive system will help our body becoming healthier.
   B. No one concerned with the process of digestive system for their health.
   C. The digestive system is needed if we are eating the food instantly.
   D. Everybody must conduct the processes of digestive system well.
   E. The better we digest the food we eat, the healthier we will be.

27. "Human body is made up of countless millions of cells." (Paragraph 1)
   The underlined phrase means ….
   A. Produced
   B. Managed
   C. Arranged
   D. Completed
   E. Constructed

This text for question number 28-29

The Johnson Wax Company Laboratory is a 14-story glass tower. The tower is rectangular with curved corners. The tower has a central column. Inside the central column there is an elevator, stairs, and pipers. Only this structural core touches the ground. The floors of the laboratory are built around the central column. There are alternating large square floors and smaller circular ones. Perhaps the most interesting

view of the laboratory is seen when the sun is behind the tower. Then the outline of the circular floors shows through the glass.

28. The Following sentences are true except.....
    A. The Johnson Wax Company laboratory is consisted of 14-story.
    B. The floors are buit around the central column.
    C. All the structural touch the ground.
    D. The most interesting view of the laboratory is seen when the laboratory is infront of the sun.
    E. The outline of the circulars floors shows the glass.

29. The Johnson Wax Company Laboratory is a 14-<u>story</u> glass tower. The underlined word means.....
    A. Floor
    B. Window
    C. Roof
    D. Door
    E. Stair

This text for question number 30-31

Use of Formalin and Other Additives in Foods

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

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

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

30. Why is formalin dangerous for human`s body?
    A. It is not food preservatives.
    B. It is a disinfectant for human beings.
    C. It is used to preserve biological specimens.
    D. It is 10% solution of formaldehyde in water.
    E. It is controlled flighty from the government.
31. The main idea of paragraph 2 is ....
    A. the human`s bodies will be harmful after consuming the formalin
    B. the government has not controlled the use of formalin firmly.
    C. the weak control of using formalin is not threatening the human
    D. the human`s bodies will be harmful after consuming the formalin
    E. the use of formalin is known all over the regions

This text for question number 32-37

Some kinds of animals that are still around today were in existence millions of years ago during the time of the dinosaur.

One of these survivors is the crocodile, which has been around for about 100 million years. Today's crocodiles can grow to a length of 20 feet and weigh about a ton. Their prehistoric ancestors were about two and a half times the size of today's animals.

Another survivor from the past is the Galapagos tortoise, whose history goes back around 200 million years. The tortoise of today has not evolved much over the last 200 million years, it looks about the same now as it did way back then

The oldest survivor from prehistoric times is, can you believe it, the cockroach. Cockroaches have been able to stick around for more than 250 million years. The main reason for their incredible endurance is their ability to live in all kinds of conditions and survive on all kinds of food.

32. This passage is mainly about
    A. The dinasour
    B. How the crocodile has survived
    C. Animals that live to be very old
    D. Types of animals that have existed for a long time
    E. the Galapagos tortoise
33. The word "time" in line 2 could best be replaced by
    A. Hour

B. Era

C. Clock

D. Moment

E. prehistoric times

34. According to the passage, the crocodile

    A. Survived an attack by dinosaurs

    B. First appeared 100,00 years ago

    C. Has increased in size over time

    D. Has existed for millions of years

    E. 200 million years

35. It can be inferred from the passage that prehistoric crocodiles could reach a maximum lenght of

    A. 10 feet

    B. 20 feet

    C. 50 feet

    D. 100 feet

    E. 70 feet

36. The word "ancestors" in line 4 closest in meaning to which of the following?

    A. Predecessors

    B. Descendants

    C. Monsters

    D. Enemiems

    E. Wildest

37. The passage indicates that the Galapagos tortoise

    A. Has changed considerably

    B. Has been arround for 250 million years

    C. Is about the same as it was in the era of the dinosaur

    D. Is much larger than prehistoric tortoises

    E. Modern era

This text for question number 38-39

Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

38. What are the impacts of tsunami?
    A. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land
    B. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives
    C. tsunami is a very large sea wave which is not generated by a disturbance a long the ocean floor
    D. A tsunami is detectable far out in the ocean
    E. Once tsunami reaches shallow water, the wave never grows very large
39. "... producing powerful water waves at the ocean surface." The synonym of the underlined word is....
    A. Fast
    B. Deep
    C. Quick
    D. Strong
    E. Weak

This text for question number 40

Water pollution has been increasing at a worrying rate. If consumed in a contaminated state, it may prove fatal to both – human beings and the environment. Let us find out how this pollution affects the ecological balance and poses a threat to our lives. First, it is agricultural pollution. Excess fertilizers, pesticides and insecticides used for agricultural procedures often get discharged in water bodies right from streams to lakes and seas. Another way water pollution happens is mining activities. During mining, the rock strata is crushed with the help of heavy equipment on a large scale. These rocks are often composed of sulfides and heavy metals, which when combined with water from sulfuric acid and other harmful pollutants. Next, it happens through the so-called sewage water. The leftover or excess water that is left after carrying out domestic and industrial activities is called sewage water which consists of a lot of chemicals, and is left untreated. People flushing medicines and other chemical substances down the toilet has been a cause of concern for the developed countries today. Also, the burning of fossil is another source.

40. The main idea of the text is ....
    A. The level of water pollution is determined by its pollutant
    B. There are different ways for water to be polluted
    C. Most water around us is heavily polluted
    D. Water pollution takes different forms
    E. Water pollution happens every where

This text for question number 41-44

Report Text

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes). Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in tress, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizard, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

41. Since the snakes are cold-blooded, they..

    A. Like sucking the cool blood

    B. Avoid sun-bathing to their skins

    C. Never sun bath in the warm weather

    D. Live on the ground in deserted burrows

    E. Require the sun's warmth to heat their bodies

42. We know from the text that snakes…

    A. Do not have claws

    B. Do not like sunlight

C. Have two legs and claws

D. Use their legs to climb the tree

E. Use their claws to slither along the ground

43. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, (paragraph 4). The word "burrows" has the similar meaning with..

A. Foster

B. Dig

C. Plough

D. Nurture

E. Cultivate

44. How do flying snakes protect themselves?

A. They fly away

B. They use their fangs they scare their enemies

C. They stretch out their skin

D. They eat the other animals

E. Sun bathe on rocks

This text for question number 45-47

Analytical Text

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have

to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

45. How many reasons are used to support the writer's opinion?

   A. One reason

   B. Two reasons

   C. Three reasons

   D. Four reasons

   E. Five reasons

46. Why are mobile phones very convenient for business people?

   A. They can contact clients

   B. They can do some important works

   C. They can receive some important information

   D. They can send some data and surf internet

   E. They can run business by staying in and out office

47. What is the main idea of the second paragraph?

   A. The advantages cellular phones during the emergencies

   B. The solution to do when your car breaks down

   C. The danger to leave a mobile phone in the car

   D. The differences of a mobile phone and a pay phone

   E. The necessary equipments among neighbors

This question for 48-50

Explanation Text

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common

vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of a glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries.

48. What is the text about?
    A. The process of making Biodiesel
    B. The use of the Biodiesel
    C. The advantage of using the Biodiesel
    D. The benefit of producing the Biodiesel
    E. The development of the Biodiesel product
49. According to the text, one of the advantage in using biodiesel is…
    A. It is cheap
    B. It only uses vegetable oil
    C. It only uses replaceable materials
    D. It can be done in small industry
    E. It gives less pollution than petroleum
50. "The process for converting vegetable oil…"(paragraph 3). The word "converting" is closest in meaning to..
    A. Producing
    B. Separating
    C. Attaching
    D. Processing
    E. Changing

Key Answer

1. A	11. A	21. E	31. B	41. E
2. B	12. A	22. C	32. D	42. E
3. B	13. E	23. E	33. B	43. B
4. D	14. E	24. A	34. D	44 C
5. D	15. D	25. B	35. C	45. B
6. A	16. A	26. A	36. A	46. E
7. C	17. E	27. D	37. C	47. A
8. E	18. B	28. C	38. B	48. E
9. C	19. D	29. A	39. D	49. D
10. D	20. A	30. A	40. B	50. B

Appendix 2

Result or Calculation of Test Validity

Calculation of $r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$

1. Mean score from score total (M_t)

$$M_t = \sum \frac{xt}{N}$$

$$M_t = \frac{285}{15} = 19$$

2. Standart Deviation

$$SD_t = \sqrt{\frac{\sum xt^2}{N} - \left(\frac{\sum xt}{N}\right)^2}$$

$$= \sqrt{\frac{6.247}{15} - \left(\frac{285}{15}\right)^2}$$

$$= \sqrt{416.46 - (19)^2}$$

$$= \sqrt{416.46 - 361}$$

$$= \sqrt{55.46}$$

$$= 7.44$$

3. Mean Score (M_p)

   Item 1

   M_p 1 $= \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$

   $$= \frac{30 + 13 + 14 + 11 + 4}{5}$$

   $$= \frac{72}{5} = 14.4$$

Item 2

$$M_p\,2 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{13+26+13+14+24+24}{6}$$

$$= \frac{114}{6} = 19$$

Item 3

$$M_p\,3 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{13+24+26+30+25+26+19+23+13+14+4+24+24}{13}$$

$$= \frac{265}{13} = 20.38$$

Item 4

$$M_p\,4 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+26+19+23+9+11+24+24}{11}$$

$$= \frac{241}{11} = 21.90$$

Item 5

$$M_p\,5 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{13+24+26+30+25+26+23+13+14+9+11+24+24}{13}$$

$$= \frac{262}{13} = 20.15$$

Item 6

$$M_P\,6 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+19+23+24+24}{8}$$

$$= \frac{195}{8} = 24.37$$

Item 7

$$M_p\,7 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+11}{5}$$

$$= \frac{116}{5} = 23.2$$

Item 8

$$M_p\,8 = \frac{\textit{total score of students that true item answer}}{n\,1}$$

$$= \frac{0}{0}$$

$$= 0$$

Item 9

$$M_p \, 9 \; = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{24+26+30+25+26+19+11}{7}$$
$$= \frac{161}{7} = 23$$

Item 10
$$M_p \, 10 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{13+24+26+30+25+26+19+23+24+24}{10}$$
$$= \frac{234}{10} = 23.4$$

Item 11
$$M_p \, 11 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{13+24+26+30+25+26+19+23+24+24}{10}$$
$$= \frac{234}{10} = 23.4$$

Item 12
$$M_p \, 12 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{24+26+30+25+19+23}{6}$$
$$= \frac{147}{6} = 24.5$$

Item 13
$$M_p \, 13 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{24+26+30+25+24+24}{6}$$
$$= \frac{153}{6} = 25.5$$

Item 14
$$M_p \, 14 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{24+26+30+25+19+23}{6}$$
$$= \frac{147}{6} = 24.5$$

Item 15
$$M_p \, 15 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$
$$= \frac{13+14}{2}$$
$$= \frac{27}{2} = 13.5$$

Item 16
$$M_p \, 16 = \frac{\textit{total score of students that true item answer}}{n \, 1}$$

$$= \frac{13+14+9+11+24+24}{6}$$

$$= \frac{95}{6} = 15.83$$

Item 17

$$M_p \ 17 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{13+24+26+30+25+26+24+24}{8}$$

$$= \frac{192}{8} = 24$$

Item 18

$$M_p \ 18 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{0}{0}$$

$$= 0$$

Item 19

$$M_p \ 19 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{26+9+11}{3}$$

$$= \frac{46}{3} = 15.33$$

Item 20

$$M_p \ 20 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{30}{1}$$

$$= 30$$

Item 21

$$M_p \ 21 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{11}{1}$$

$$= 11$$

Item 22

$$M_p \ 22 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{13+14}{2}$$

$$= \frac{27}{2} = 13.5$$

Item 23

$$M_p \ 23 = \frac{total \ score \ of \ students \ that \ true \ item \ answer}{n \ 1}$$

$$= \frac{26+11}{2}$$

$$= \frac{37}{2} = 18.5$$

Item 24

$$M_p\,24 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{13+24+26+30+25+26+23+13+14+4}{10}$$

$$= \frac{228}{10} = 22.8$$

Item 25

$$M_p\,25 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+26+19+9+24+24}{9}$$

$$= \frac{207}{9} = 23$$

Item 26

$$M_p\,26 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+19+23}{6}$$

$$= \frac{147}{6} = 24.5$$

Item 27

$$M_p\,27 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+24}{2}$$

$$= \frac{48}{2} = 24$$

Item 28

$$M_p\,28 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{24+26+30+25+26+19+13+14+24+24}{10}$$

$$= \frac{225}{10} = 22.5$$

Item 29

$$M_p\,29 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{30+26+4}{3}$$

$$= \frac{60}{3} = 20$$

Item 30

$$M_p\,30 = \frac{\text{total score of students that true item answer}}{n\,1}$$

$$= \frac{30}{1}$$

$$= 30$$

Item 31

$$M_p\ 31 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{24+26+30+25+26+23}{6}$$

$$= \frac{154}{6} = 25.66$$

Item 32

$$M_p\ 32 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{13+23+13+24+24}{5}$$

$$= \frac{97}{5} = 19.4$$

Item 33

$$M_p\ 33 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{24+26+30+25+26+19+23+24+24}{9}$$

$$= \frac{221}{9} = 24.55$$

Item 34

$$M_p\ 34 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{13}{1}$$

$$= 13$$

Item 35

$$M_p\ 35 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{13+11}{2}$$

$$= \frac{24}{2} = 12$$

Item 36

$$M_p\ 36 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{30+26+23+13+14+24+24}{7}$$

$$= \frac{154}{7} = 22$$

Item 37

$$M_p\ 37 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{13+26+19+23+9}{5}$$

$$= \frac{90}{5} = 18$$

Item 38

$$M_p\ 38 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{13+24+26+30+25+23+14+11+24+24}{10}$$
$$= \frac{214}{10} = 21.4$$

Item 39

$$M_p\ 39 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{24+26+30+25+26+19+23+14+9+24+24}{11}$$
$$= \frac{244}{11} = 22.18$$

Item 40

$$M_p\ 40 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{25+23+9}{3}$$
$$= \frac{57}{3} = 19$$

Item 41

$$M_p\ 41 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{24+26+30+26+19+24+24}{7}$$
$$= \frac{173}{7} = 24.71$$

Item 42

$$M_p\ 42 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{30+24+24}{3}$$
$$= \frac{78}{3} = 26$$

Item 43

$$M_p\ 43 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{26+30+25+26+19+23+13+14+24+24}{10}$$
$$= \frac{224}{10} = 22.4$$

Item 44

$$M_p\ 44 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$
$$= \frac{0}{0}$$
$$= 0$$

Item 45

$$M_p\ 45 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{24+26+30+25+26}{5}$$

$$= \frac{131}{5} = 26.2$$

Item 46

$$M_p\ 46 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{24+26+26+19+23}{5}$$

$$= \frac{118}{5} = 23.6$$

Item 47

$$M_p\ 47 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{26+23+24+24}{4}$$

$$= \frac{97}{4} = 24.25$$

Item 48

$$M_p\ 48 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{24+26+30+25+26+19+24+24}{8}$$

$$= \frac{198}{8} = 24.75$$

Item 49

$$M_p\ 49 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{25+19+23+9}{4}$$

$$= \frac{76}{4} = 19$$

Item 50

$$M_p\ 50 = \frac{total\ score\ of\ students\ that\ true\ item\ answer}{n\ 1}$$

$$= \frac{13+26+26+23+13+14+24+24}{8}$$

$$= \frac{163}{8} = 20.37$$

4. Calculation of the formulation $r_{pbI} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pb1} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{14.4 - 19}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= \frac{-4.6}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= -0.61\sqrt{0.49}$$

$$= -0.618 \times 0.7$$
$$= -0.4326$$

Item 2

$$r_{pb2} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{19-19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{0}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= 0 \sqrt{0.6}$$

$$= 0 \times 0.77$$

$$= 0$$

Item 3

$$r_{pb3} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{20.38-19}{7.44} \sqrt{\frac{0.86}{0.14}}$$

$$= \frac{1.38}{7.44} \sqrt{\frac{0.86}{0.14}}$$

$$= 0.185\sqrt{6.14}$$

$$= 0.185 \times 2.47$$

$$= 0.458$$

Item 4

$$r_{pb4} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{21.90-19}{7.44} \sqrt{\frac{0.73}{0.27}}$$

$$= \frac{2.9}{7.44} \sqrt{\frac{0.73}{0.27}}$$

$$= 0.389\sqrt{2.70}$$

$$= 0.389 \times 1.64$$

$$= 0.6379$$

Item 5

$$r_{pb5} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{20.15-19}{7.44} \sqrt{\frac{0.86}{0.14}}$$

$$= \frac{1.15}{7.44} \sqrt{\frac{0.86}{0.14}}$$

$$= 0.\,154\sqrt{6.14}$$
$$= 0.154 \text{ x } 2.47$$
$$= 0.399$$

Item 6

$$r_{pb6} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{24.37 - 19}{7.44}\sqrt{\frac{0.53}{0.47}}$$

$$= \frac{5.37}{7.44}\sqrt{\frac{0.53}{0.47}}$$

$$= 0.73\sqrt{1.12}$$

$$= 0.73 \text{ x } 1.06$$

$$= 0.7632$$

Item 7

$$r_{pb7} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{23.2 - 19}{7.44}\sqrt{\frac{0.33}{0.67}}$$

$$= \frac{4.2}{7.44}\sqrt{\frac{0.33}{0.67}}$$

$$= 0.52\sqrt{0.49}$$

$$= 0.52 \text{ x } 0.7$$

$$= 0.40$$

Item 8

$$r_{pb8} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{0 - 19}{7.44}\sqrt{\frac{0}{1}}$$

$$= \frac{-19}{7.44}\sqrt{\frac{0}{1}}$$

$$= \text{-}2.55\sqrt{0}$$

$$= \text{-}2.55 \text{ x } 0$$

$$= 0$$

Item 9

$$r_{pb9} = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{23 - 19}{7.44}\sqrt{\frac{0.46}{0.54}}$$

$$= \frac{4}{7.44} \sqrt{\frac{0.46}{0.54}}$$

$$= 0.54\sqrt{0.85}$$

$$= 0.54 \text{ x } 0.92$$

$$= 0.4968$$

Item 10

$$r_{pb10} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{23.4-19}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= \frac{4.4}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= 0.60 \sqrt{1.94}$$

$$= 0.60 \text{ x } 1.39$$

$$= 0.846$$

Item 11

$$r_{pb11} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{23.4-19}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= \frac{4.4}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= 0.60 \sqrt{1.94}$$

$$= 0.60 \text{ x } 1.39$$

$$= 0.846$$

Item 12

$$r_{pb12} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.5-19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{5.5}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= 0.74 \sqrt{0.66}$$

$$= 0.74 \text{ x } 0.812$$

$$= 0.60$$

Item 13

$$r_{pb13} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{25.5-19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{6.5}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= 0.87 \sqrt{0.66}$$

$$= 0.87 \text{ x } 0.812$$

$$= 0.706$$

Item 14

$$r_{pb14} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.5-19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{5.5}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= 0.74 \sqrt{0.66}$$

$$= 0.74 \text{ x } 0.812$$

$$= 0.60$$

Item 15

$$r_{pb15} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{13.5-19}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= \frac{-5.5}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= -0.74 \sqrt{0.149}$$

$$= -0.74 \text{ x } 0.386$$

$$= -0.2856$$

Item 16

$$r_{pb16} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{15.83-19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{-3.17}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= -0.426 \sqrt{0.66}$$

$$= -0.426 \text{ x } 0.82$$

$$= -0.07$$

Item 17

$$r_{pb17} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24 - 19}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= \frac{5}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= 0.67 \sqrt{1.12}$$

$$= 0.67 \text{ x } 1.06$$

$$= 0.7102$$

Item 18

$$r_{pb18} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{0 - 19}{7.44} \sqrt{\frac{0}{1}}$$

$$= \frac{-19}{7.44} \sqrt{\frac{0}{1}}$$

$$= -2.55 \sqrt{0}$$

$$= -2.55 \text{ x } 0$$

$$= 0$$

Item 19

$$r_{pb19} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{15.33 - 19}{7.44} \sqrt{\frac{0.2}{0.8}}$$

$$= \frac{-3.67}{7.44} \sqrt{\frac{0.2}{0.8}}$$

$$= -0.49 \sqrt{0.25}$$

$$= -0.49 \text{ x } 0.5$$

$$= -0.245$$

Item 20

$$r_{pb20} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{30 - 19}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= \frac{11}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= 1.478 \sqrt{0.063}$$

$$= 1.478 \text{ x } 0.25$$

$$= 0.37$$

Item 21

$$r_{pb21} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{11 - 19}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= \frac{-8}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= -1.07 \sqrt{0.063}$$

$$= -1.07 \text{ x } 0.25$$

$$= -0.2675$$

Item 22

$$r_{pb22} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{13.5 - 19}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= \frac{-5.5}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= -0.74 \sqrt{0.149}$$

$$= -0.74 \text{ x } 0.386$$

$$= -0.2856$$

Item 23

$$r_{pb23} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{18.5 - 19}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= \frac{-0.5}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= -0.067 \sqrt{0.149}$$

$$= -0.067 \text{x } 0.389$$

$$= -0.02$$

Item 24

$$r_{pb24} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{22.8 - 19}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= \frac{3.8}{7.44} \sqrt{\frac{066}{034}}$$

$$= 0.510 \sqrt{1.94}$$

$$= 0.510 \text{ x } 1.39$$
$$= 0.7089$$

Item 25

$$r_{pb25} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{23 - 19}{7.44} \sqrt{\frac{0.6}{0.4}}$$

$$= \frac{4}{7.44} \sqrt{\frac{0.6}{0.4}}$$

$$= 0.54\sqrt{1.5}$$

$$= 0.54 \text{ x } 1.22$$

$$= 0.6588$$

Item 26

$$r_{pb26} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.5 - 19}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= \frac{5.5}{7.44} \sqrt{\frac{0.4}{0.6}}$$

$$= 0.74 \sqrt{0.66}$$

$$= 0.74 \text{ x } 0.812$$

$$= 0.60$$

Item 27

$$r_{pb27} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24 - 19}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= \frac{5}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= 0.67 \sqrt{0.149}$$

$$= 0.67 \text{ x } 0.382$$

$$= 0.255$$

Item 28

$$r_{pb28} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{22.5 - 19}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= \frac{3.5}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= 0.47\sqrt{1.94}$$
$$= 0.47 \text{ x } 1.39$$
$$= 0.6533$$

Item 29

$$r_{pb29} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{20-19}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= \frac{1}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= 0.13\sqrt{0.25}$$

$$= 0.13 \text{ x } 0.5$$

$$= 0.065$$

Item 30

$$r_{pb30} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{30-19}{7.44}\sqrt{\frac{0.06}{0.94}}$$

$$= \frac{11}{7.44}\sqrt{\frac{0.06}{0.94}}$$

$$= 1.478\sqrt{0.063}$$

$$= 1.478 \text{ x } 0.25$$

$$= 0.37$$

Item 31

$$r_{pb31} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{25.66-19}{7.44}\sqrt{\frac{04}{0.6}}$$

$$= \frac{6.66}{7.44}\sqrt{\frac{0.4}{0.6}}$$

$$= 0.89\sqrt{0.66}$$

$$= 0.89 \text{ x } 0.812$$

$$= 0.7226$$

Item 32

$$r_{pb32} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{19.4-19}{7.44}\sqrt{\frac{0.33}{0.67}}$$

$$= \frac{0.4}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= 0.053\sqrt{0.49}$$

$$= 0.053 \text{ x } 0.7$$

$$= 0.0371$$

Item 33

$$r_{pb33} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.55-19}{7.44} \sqrt{\frac{0.6}{0.4}}$$

$$= \frac{5.55}{7.44} \sqrt{\frac{0.6}{0.4}}$$

$$= 0.745 \sqrt{1.5}$$

$$= 2.27 \text{ x } 1.22$$

$$= 0.9089$$

Item 34

$$r_{pb34} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{13-19}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= \frac{-6}{7.44} \sqrt{\frac{0.06}{0.94}}$$

$$= -0.80 \sqrt{0.063}$$

$$= -0.80 \text{ x } 0.25$$

$$= -0.1952$$

Item 35

$$r_{pb35} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{12-19}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= \frac{-7}{7.44} \sqrt{\frac{0.13}{0.87}}$$

$$= -0.94 \sqrt{0.149}$$

$$= -0.94 \text{ x } 0.382$$

$$= -0.3628$$

Item 36

$$r_{pb36} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{22-19}{7.44} \sqrt{\frac{0.46}{0.54}}$$

$$= \frac{3}{7.44} \sqrt{\frac{0.46}{0.54}}$$

$$= 0.403\sqrt{0.85}$$

$$= 0.54 \text{ x } 0.92$$

$$= 0.3715$$

Item 37

$$r_{pb37} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{18-19}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= \frac{-1}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= -0.13\sqrt{0.49}$$

$$= -0.13 \text{ x } 0.7$$

$$= -0.091$$

Item 38

$$r_{pb38} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{21.4-19}{7.44} \sqrt{\frac{0.66}{0.34}}$$

$$= \frac{2.4}{7.44} \sqrt{\frac{066}{034}}$$

$$= 0.322\sqrt{1.94}$$

$$= 0.322 \text{ x } 1.39$$

$$= 0.4475$$

Item 39

$$r_{pb39} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{22.8-19}{7.44} \sqrt{\frac{0.73}{0.27}}$$

$$= \frac{3.8}{7.44} \sqrt{\frac{0.73}{0.27}}$$

$$= 0.510 \sqrt{2.70}$$

$$= 0.510 \text{ x } 1.64$$

$$= 0.8364$$

Item 40

$$r_{pb40} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{19-19}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= \frac{0}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= 0\sqrt{0.25}$$

$$= 0 \text{ x } 0.5$$

$$= 0$$

Item 41

$$r_{pb41} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{24.71-19}{7.44}\sqrt{\frac{0.46}{0.54}}$$

$$= \frac{5.71}{7.44}\sqrt{\frac{0.46}{0.54}}$$

$$= 0.76\sqrt{0.85}$$

$$= 0.76 \text{ x } 0.92$$

$$= 0.6992$$

Item 42

$$r_{pb42} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{26-19}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= \frac{7}{7.44}\sqrt{\frac{0.2}{0.8}}$$

$$= 0.94\sqrt{0.25}$$

$$= 0.94 \text{ x } 0.5$$

$$= 0.47$$

Item 43

$$r_{pb43} = \frac{Mp-Mt}{SDt}\sqrt{\frac{p}{q}}$$

$$= \frac{22.4-19}{7.44}\sqrt{\frac{0.6}{0.4}}$$

$$= \frac{3.4}{7.44}\sqrt{\frac{0.6}{0.4}}$$

$$= 0.456\sqrt{1.5}$$

$$= 0.456 \text{ x } 1.22$$

$$= 0.5563$$

Item 44

$$r_{pb44} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{0 - 19}{7.44} \sqrt{\frac{0}{1}}$$

$$= \frac{-19}{7.44} \sqrt{\frac{0}{1}}$$

$$= \text{-2.55} \sqrt{0}$$

$$= \text{-2.55 x 0}$$

$$= 0$$

Item 45

$$r_{pb45} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{26.2 - 19}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= \frac{7.2}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= 0.96 \sqrt{0.49}$$

$$= 0.96 \text{ x } 0.7$$

$$= 0.672$$

Item 46

$$r_{pb46} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{23.6 - 19}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= \frac{4.6}{7.44} \sqrt{\frac{0.33}{0.67}}$$

$$= 0.618 \sqrt{0.49}$$

$$= 0.618 \text{ x } 0.7$$

$$= 0.4326$$

Item 47

$$r_{pb47} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.25 - 19}{7.44} \sqrt{\frac{0.26}{0.74}}$$

$$= \frac{5.25}{7.44} \sqrt{\frac{0.26}{0.74}}$$

$$= 0.70 \sqrt{0.35}$$

$$= 0.70 \text{ x } 0.59$$
$$= 0.413$$

Item 48

$$r_{pb48} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{24.75-19}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= \frac{5.75}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= 0.77 \sqrt{1.12}$$

$$= 0.77 \text{ x } 1.06$$

$$= 0.8162$$

Item 49

$$r_{pb49} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{19-19}{7.44} \sqrt{\frac{0.26}{0.74}}$$

$$= \frac{0}{7.44} \sqrt{\frac{0.26}{0.74}}$$

$$= 0 \sqrt{0.35}$$

$$= 0 \text{ x } 0.59$$

$$= 0$$

Item 50

$$r_{pb50} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$= \frac{20.37-19}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= \frac{1.37}{7.44} \sqrt{\frac{0.53}{0.47}}$$

$$= 0.184 \sqrt{1.12}$$

$$= 0.184 \text{ x } 1.06$$

$$= 0.1950$$

Table of Validity Test

No	M_p	M_t	SD_t	P	Q	$r_{pbi}=\frac{M_{P-M_t}}{SD_t}\sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	14.4	19	7.44	0.33	0.67	-0.432	0.396	Invalid
2	19	19	7.44	0.4	0.6	0	0.396	Invalid
3	20.38	19	7.44	0.86	0.14	0.458	0.396	Valid
4	21.90	19	7.44	0.73	0.27	0.64	0.396	Valid
5	20.15	19	7.44	0.86	0.14	0.398	0.396	Valid
6	24.37	19	7.44	0.53	0.47	0.773	0.396	Valid
7	23.2	19	7.44	0.33	0.67	0.40	0.396	Valid
8	0	19	7.44	0	1	0	0.396	Invalid
9	23	19	7.44	0.46	0.54	0.50	0.396	Valid
10	23.4	19	7.44	0.66	0.34	0.834	0.396	Valid
11	23.4	19	7.44	0.66	0.34	0.834	0.396	Valid
12	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
13	25.5	19	7.44	0.4	0.6	0.71	0.396	Valid
14	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
15	13.5	19	7.44	0.13	0.87	-1.126	0.396	Invalid
16	15.83	19	7.44	0.4	0.6	0.08	0.396	Invalid
17	24	19	7.44	0.53	0.47	0.76	0.396	Valid
18	0	19	7.44	0	1	0	0.396	Invalid
19	15.33	19	7.44	0.2	0.8	-0.245	0.396	Invalid
20	30	19	7.44	0.06	0.94	0.398	0.396	Valid
21	11	19	7.44	0.06	0.94	-0.27	0.396	Invalid
22	13.5	19	7.44	0.13	0.87	-0.288	0.396	Invalid
23	18.5	19	7.44	0.13	0.87	-0.02	0.396	Invalid
24	22.8	19	7.44	0.66	0.34	0.71	0.396	Invalid
25	23	19	7.44	0.6	0.4	0.80	0.396	Valid
26	24.5	19	7.44	0.4	0.6	0.60	0.396	Valid
27	24	19	7.44	0.13	0.87	0.255	0.396	Invalid
28	22.5	19	7.44	0.66	0.34	0.653	0.396	Valid
29	20	19	7.44	0.2	0.8	-0.065	0.396	Invalid
30	30	19	7.44	0.06	0.94	0.398	0.396	Valid
31	25.66	19	7.44	0.4	0.6	0.730	0.396	Valid
32	19.4	19	7.44	0.33	0.67	0.037	0.396	Invalid

33	24.55	19	7.44	0.6	0.4	0.908	0.396	Valid
34	13	19	7.44	0.06	0.94	-0.195	0.396	Invalid
35	12	19	7.44	0.13	0.87	-0.362	0.396	Invalid
36	22	19	7.44	0.46	0.54	0.371	0.396	Invalid
37	18	19	7.44	0.33	0.67	0.091	0.396	Invalid
38	21.4	19	7.44	0.66	0.34	0.447	0.396	Valid
39	22.18	19	7.44	0.73	0.27	0,84	0.396	Valid
40	19	19	7.44	0.2	0.8	0	0.396	Invalid
41	24.71	19	7.44	0.46	0.54	0.70	0.396	Valid
42	26	19	7.44	0.2	0.8	0.47	0.396	Valid
43	22.4	19	7.44	0.6	0.4	0.556	0.396	Valid
44	0	19	7.44	0	1	0	0.396	Invalid
45	26.2	19	7.44	0.33	0.67	0.672	0.396	Valid
46	23.6	19	7.44	0.3	0.7	0.432	0.396	Valid
47	24.24	19	7.44	0.26	0.74	0.413	0.396	Valid
48	24.75	19	7.44	0.53	0.47	0.816	0.396	Valid
49	19	19	7.44	0.26	0.74	0	0.396	Invalid
50	20.37	19	7.44	0.53	0.47	0.195	0.396	Invalid

Appendix 3

Reading Test and Key Answer

Name   :
Reg. Number   :
Semester   :
Email Address   :

Instruction:

Read the text carefully and answer the question below. Each one is follow by several questions about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

This text for questions number 1 to 3

Discussion Text

There are a lot of discussions as to whether children should be given homework or not.

Some people claim that children to enough work in school already. They also argue that children have hobbies that they want to do after school, such as sports or music. A further point they make is that a lot of homework is pointless and doesn't help the child learn at all.

However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without the support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school.

Furthermore they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support

On balance, I think that some homework is a good idea but that it should only given at the weekend when children have more time.

1. Those who are pro homework think that the students can ..... in the evening.

   A. Prepare for the next lesson

B. Review their lessons

C. Enjoy their pastime

D. Do their hobbies

E. Test themselves

A. "A further point they make is that a lot of homework is (pointless) and doesn't help the child learn at all." The word in bracket is synonym with..

A. Terrible

B. Careless

C. Difficult

D. Unimportant

E. Uninteresting

B. What is the writer's suggestion about homework ....

A. Homework is pointless

B. Homework is badly needed

C. Homework should be given at weekend

D. Student should not be given any homework

E. Student must frequently have homework

The following text is for questions 4 to 5.

Discussion Text

Should performance enhancing drugs be accepted in sports?

The issue of using drugs to enhance athlete's performance is controversial. Those who agree to the use of drugs in enhancing performance say that most top players in all sports take drugs to train harder and feel no pain during play. The trainers, sports doctors, nutritionists, physiotherapists, and managers of the big names make sure banned substances are taken at the safest and most efficient levels. The main effect of banning such substances has turned performers and their coaches into liars and cheaters.

On the other hand, some still believe that performance enhancing drugs in sport should be banned. Performance enhancing drugs are not only prohibited because they violate the spirit of sport but because they can damage the health of athletes.

I think the idea of allowing them in sports could lead to a situation whereby sportsmen and women are used as human guinea pigs for a constant flow of new, unregulated substances.

C. What argument is given by those who disagree with the use of performance enhancing drugs?

A. Athletes health is badly affected

B. Guinea pigs are awfully needed

C. Athletes consume more drugs

D. Athletes obey the rules

E. Athletes perform better

5. How does the writer feel about the performance enhancing drugs?

A. Neutral

B. Positive

C. Negative

D. Indefinite

E. Pessimistic

The following text is for questions 10 to 19.

Discussion Text

Male chauvinism (men's believe in male superiority) extends even into the area of automobile driving, it seems. They believe that theyare far better drivers than women. Men consider women drivers incompetent, inattentive and even dangerous behind the wheel.

However, statistics prove that women are, in fact, safer drivers than men. For example, insurance rates for women are 20 percent than they are for men. Another proof is that more accidents are caused by male drivers between the ages of 18 annd 25 than by any other groups. Also the greater percentage of accident involving death is caused by men. Although women are criticized for being too cautious, they are really just being safe drivers.

The reason for women driver's safer habits can perhaps be found in the differing attitudes of sexes toward automobiles as a convenience, like a washing machine.

On the other hand, men regard the automobile as an extension of their egos. Using it as a weapon when they feel particularly aggressive or using it as a status symbol.

In all, women are safer drivers because of their attitude. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

6. The text is about ....

    A. Road accidents

    B. Women attitude towards automobile

    C. Male superiority in automobile driving

    D. A comparison between men and women drivers

    E. Statistics about the number of road accidents

7. In term of car accidents, the statistic proves that car accidents caused by ....

    A. Men are higher than those of women

    B. Men are lower than that of women

    C. Men are as high as that of women

    D. Women are equal to that of men

    E. Women are the same as that of men

8. Which of the following you don't agree with about men drivers?

    A. They are safe and careful drivers

    B. They cause more accidents than women

    C. They consider themselves to be competent drivers

    D. They feel that using a car shows status of symbol

    E. They regard automobiles as an extension of their egos

9. We can understand from the text that ....

    A. Men always criticize women for their bad driving attitude

    B. Women show their egos by aggressive driving

    C. The statistic shows women drive the car carelessly

    D. Young women drivers get many accidents

10. "Men consider women drivers (incompetent), inattentive, and even dangerous behind the wheel (paragraph 1), The word in bracket means ....

A. Intent

B. Furious

C. Watchful

D. Careless

E. Indiscipline

11. Determine the supporting sentences on the second paragraph!

A. Also the greater percentage of accident involving death is caused by men

B. However, statistics prove that women are, in fact, safer drivers than men

C. Men can learn to become safe drivers if they adopt the attitude that an automobile is merely a convenience.

D. Using it as a weapon when they feel particularly aggressive or using it as a status symbol

E. Another proof is that more accidents are caused by male drivers between the ages of 18 and 25 than by any other groups.

The following text is for questions 12 to 13.

Explanation Text

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the

stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

12. How can we swallow the food easily?

    A. The food changes into acids absorbed by the villi.

    B. The food must be digested first through the process.

    C. The food is directly swallowed through esophagus into the stomach.

    D. The food is mixed with the juices secreted by the cells in the stomach.

    E. The food we take must be changed into substances carried in the blood to the

    places.

13. From the text above, we imply that ….

    A. A good process of digestive system will help our body becoming healthier.

    B. No one concerned with the process of digestive system for their health.

    C. The digestive system is needed if we are eating the food instantly.

    D. Everybody must conduct the processes of digestive system well.

    E. The better we digest the food we eat, the healthier we will be.

   This text for question number 14.

   Report Text

   The Johnson Wax Company Laboratory is a 14-story glass tower. The tower is rectangular with curved corners. The tower has a central column. Inside the central column there is an elevator, stairs, and pipers. Only this structural core touches the ground. The floors of the laboratory are built around the central column. There are alternating large square floors and smaller circular ones. Perhaps the most interesting view of the laboratory is seen when the sun is behind the tower. Then the outline of the circular floors shows through the glass.

14. The Following sentences are true except.....

    A. The Johnson Wax Company laboratory is consisted of 14-story.

B. The floors are about around the central column.

C. All the structural touch the ground.

D. The most interesting view of the laboratory is seen when the laboratory is in front of the sun.

E. The outline of the circulars floors shows the glass.

This text for question number 15-16
Analytical Text

Use of Formalin and Other Additives in Foods

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

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

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

15. Why is formalin dangerous for human`s body?

   A. It is not food preservatives.

   B. It is a disinfectant for human beings.

   C. It is used to preserve biological specimens.

   D. It is 10% solution of formaldehyde in water.

   E. It is controlled flighty from the government.

16. The main idea of paragraph 2 is ....

   A. the human`s bodies will be harmful after consuming the formalin

B. the government has not controlled the use of formalin firmly.

C. the weak control of using formalin is not threatening the human

D. the human`s bodies will be harmful after consuming the formalin

E. the use of formalin is known all over the regions

This text for question number 17

Explanation Text

Some kinds of animals that are still around today were in existence millions of years ago during the time of the dinosaur.

One of these survivors is the crocodile, which has been around for about 100 million years. Today's crocodiles can grow to a length of 20 feet and weigh about a ton. Their prehistoric ancestors were about two and a half times the size of today's animals.

Another survivor from the past is the Galapagos tortoise, whose history goes back around 200 million years. The tortoise of today has not evolved much over the last 200 million years, it looks about the same now as it did way back then

The oldest survivor from prehistoric times is, can you believe it, the cockroach. Cockroaches have been able to stick around for more than 250 million years. The main reason for their incredible endurance is their ability to live in all kinds of conditions and survive on all kinds of food.

17. The word "time" in line 2 could best be replaced by

   A. Hour

   B. Era

   C. Clock

   D. Moment

   E. prehistoric times

This text for question number 18-19

Explanation Text

Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

18. What are the impacts of tsunami?
    A. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land
    B. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives
    C. tsunami is a very large sea wave which is not generated by a disturbance a long the ocean floor
    D. A tsunami is detectable far out in the ocean
    E. Once tsunami reaches shallow water, the wave never grows very large

19. "... producing (powerful) water waves at the ocean surface." The synonym of the word in bracket is....

A. Fast
B. Deep
C. Quick

D. Strong

E. Weak

This text for question number 20-22

Report Text

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes). Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in tress, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizard, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

20. Since the snakes are cold-blooded, they..

A. Like sucking the cool blood

B. Avoid sun-bathing to their skins

C. Never sun bath in the warm weather

D. Live on the ground in deserted burrows

E. Require the sun's warmth to heat their bodies

21. We know from the text that snakes…

A. Do not have claws

B. Do not like sunlight

C. Have two legs and claws

D. Use their legs to climb the tree

E. Use their claws to slither along the ground

22. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, (paragraph 4). The word "burrows" has the similar meaning with..

A. Foster

B. Dig

C. Plough

D. Nurture

E. Cultivate

This text for question number 23-25

Analytical Text

I strongly believe that mobile phones are necessary. My reasons for this belief are that these phones are convenient for business people who travel a lot, and they are handy for emergencies.

To begin with, mobile phones are necessary in the case of emergencies. For instance, if you fall down a set of stairs in a building and are badly injured and can't reach a pay phone, it is handy to have one to use. Or, if your car breaks down in the middle of the night in a strange neighborhood, it would be dangerous to leave it in search of a public phone booth.

My other main reason is that mobile phones are convenient for business people. For example, if you are out of the state or even overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. You can even send faxes or messages and use the internet with your mobile.

In conclusion, I believe that mobile phones have now become a necessary part of everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in the new millennium.

23. How many reasons are used to support the writer's opinion?

A. One reason

B. Two reasons

C. Three reasons

D. Four reasons

E. Five reasons

24. Why are mobile phones very convenient for business people?

A. They can contact clients

B. They can do some important works

C. They can receive some important information

D. They can send some data and surf internet

E. They can run business by staying in and out office

25. What is the main idea of the second paragraph?

A. The advantages cellular phones during the emergencies

B. The solution to do when your car breaks down

C. The danger to leave a mobile phone in the car

D. The differences of a mobile phone and a pay phone

E. The necessary equipments among neighbors

Key Answer

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

Appendix 4

The Result or Students' Score of the Test

NO	Students' Initial	Total Score
1	HA	64
2	AYS	56
3	MH	24
4	AA	68
5	SA	80
6	AHH	72
7	A	76
8	EDH	40
9	CAP	16
10	SIP	80
11	SHS	68
12	MN	68
13	HBH	36
14	IP	40
15	AP	52
16	NLA	68
17	IIS	68
18	NAH	72
19	WPS	64
20	SH	80
21	PRS	32
22	SHN	80
23	NK	24
24	IF	76

25	ATK	84
26	YAWA	64
27	OMH	68
28	AH	12
29	RA	88
30	RML	80
	Highest Score	88
	Lowest Score	12
	Sum	1800
	Mean Score	60
	Mode	68.7
	Median	68

Appendix 5

Analysis Data

1. The score of students' score from low score to high score

12	16	24	24	32
36	40	40	52	56
64	64	64	68	68
68	68	68	68	68
72	72	76	76	80
80	80	80	84	88

2. High Score   = 88

3. Low Score   = 12

4. Range   = High Score – Low Score

       = 88 – 12

       = 76

5. Total of classes (BK)   = 1 + 3.3 log (n)

        = 1 + 3.3 log (30)

        = 1 + 3.3 (1.47)

        = 1 + 4.85

        = 5.85

        = 6

6. Interval (i)

$i = \frac{R}{BK} = \frac{76}{12} = 12.66 = 13$

7. Mean score

$(x) = \sum \frac{fixi}{fi}$

No	Interval	Fi	Xi	Fixi
1	12-24	4	18	72
2	25-37	2	30	60
3	38-50	2	44	88
4	51-63	2	57	114
5	64-76	14	70	980
6	77-88	6	81	486
	i =13	30		1800

Mean = x = $\frac{\sum x}{N}$ X = $\frac{1800}{30}$ = 60

8. Median score

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$= 63.5 + 13 \left(\frac{\frac{1}{2}(30) - 10}{14} \right)$$

$$= 63.5 + 13 \left(\frac{15 - 10}{14} \right)$$

$$= 63.5 + 13 \left(\frac{5}{14} \right)$$

$$= 63.5 + 9 \, (0.35)$$

$$= 68$$

9. Modus score

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 63.5 + 13 \left(\frac{8}{8 + 12} \right)$$

$$= 63.5 + 9 \left(\frac{8}{20} \right)$$

$$= 63.5 + 13 \, (0,4)$$

$$= 63.5 + 5.2$$

$$= 68.7$$

So, modus (the score that the most students got) = 68.7

18 September 2019

Nomor : 138 /In.14/E.6a/PP.00.9/09/2019
Lamp   : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Eka Sustri Harida, M.Pd.**   (Pembimbing I)
2. **Zainuddin, S.S., M.Hum**   (Pembimbing II)

di–Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Nur Dingin Hasibuan
NIM   : 1620300113
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Ability on Reading Comprehension of the Sixth Semester Students of English Education Department Period 2020-2021 IAIN Padangsidimpuan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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18 September 2019

Nomor   : 138 /In.14/E.6a/PP.00.9/09/2019
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Kepada Yth:
1. **Eka Sustri Harida, M.Pd.**   **(Pembimbing I)**
2. **Zainuddin, S.S., M.Hum**   **(Pembimbing II)**

di–Padangsidimpuan

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Nomor : 97 /In.14/E.6a/PP.00.9/04/2021   29 April 2021
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama	: Nur Dingin Hasibuan
NIM	: 16 203 00113
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 14 April 2021 s/d 20 April 2021 dengan judul **"The Ability of the Sixth Semester Students English Education Department IAIN Padangsidimpuan in Reading Comprehension"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

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