

**THE RELATIONSHIP BETWEEN GRAMMAR ABILITY AND READING
COMPREHENSION AMONG FOURTH SEMESTER STUDENTS OF
ENGLISH EDUCATION DEPARTMENT IN YOGYAKARTA STATE
UNIVERSITY IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as partial fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



By

Ekadeva Victory Prajnaparamita

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

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APPROVAL SHEET

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A Thesis



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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, Desember 2013

Penulis



Ekadeva Victory Prajnaparamita

MOTTO

"Never give up. Never give up. Never, never, and never give up."

- Winston Churchill

"Just keep on moving, God keeps on watching."

-Anonymous

"I walk slowly but I never look backwards"

- Abraham Lincoln

"Nothing is impossible; the word itself says 'I'm possible'"

- Audrey Hepburn

DEDICATIONS

This thesis is dedicated to:

My beloved parents

My fiancé' Arie Triyuda Saputro

My best friends "Aline" Nurtalina, Wachira Isnani

All of my friends in English Education Department

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at university in particular.

Yogyakarta, December 2013

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ABSTRACT

The aim of this research is to find out whether there is a positive and significant relationship between grammar ability in terms of: subject – predicate construction, noun phrase understanding and word recognition and reading comprehension ability partially and in aggregate among fourth semester students of English Education Department in Yogyakarta State University in the academic year of 2012/2013.

This type of this research was non-experimental research study or in other words ex-post facto research. The steps of this research include instrument try-out test and tests. The population of this research was 113 students, and the researcher took 30 students for the research instrument try-out. Meanwhile, in taking sample, it tested 86 students. The research involved quantitative data. It was obtained by instrument try out and a test. To get trustworthiness, the research not only applied validity and reliability test but also used data analysis techniques which consisted of descriptive and inferential analyses.

From the actions conducted, it is concluded that there is a positive and significant relationship between grammar ability and reading ability partially in terms of: subject – predicate construction, in which the r_0 (r-obtained = 0.362) which is higher than the r_t (r-table = 0.213) at the level of significance of 5 %; noun phrase understanding and reading comprehension ability, in which by the r_0 (r-obtained = 0.571) which is higher than the r_t (r-table = 0.213) at the level of significance of 5 %, and word recognition and reading comprehension ability in which the r_0 (r-obtained = 0.547) which is higher than the r_t (r-table = 0.213) at the level of significance of 5 %. The data also proved that there is a positive and significant correlation between subject predicate construction ability, noun phrase understanding and word recognition ability in aggregate with reading comprehension ability, in which the r_0 (r-obtained = 0.540) which is higher than the r_t (r-table = 0.213) at the level of significance of 5 %.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Since globalization era, urbanization and internets have dramatically expanded all over the world, English has become vital for communicating, especially in the international level. Therefore, it is imperative for students all over the world to have proficiency in English, including for those who are in the college level.

With regard to the importance of English language in global era, there is, in fact, much information presented by using English language, Amalia (2005:901) says that 85 percent of international organizations in the world's market are in English and more than 65 percent of scientific papers in several important academic fields are published in English.

Therefore, reading is very important. Some experts even considered reading as the most important skill for many students (Eskey in Carrell, 1988: 1, Yun and Ping 2007:14, Adamson in Sugirin, 1999:1)

In academic setting, as proposed by Mikulecky (1990:1) reading is one important way to improve general language skills in English. It helps learners to think in English, enlarge their vocabulary, improve their writing skill and prepare them for studying in an English-speaking country. Reading is also a

good way to find about new ideas, facts, experiences and a beneficial way to practice English if we are in a non-English speaking country.

As Grabe (2009: 4) proposes, reading is something that many people take for granted. He adds that as a part of citizens of modern societies, a person must be a good reader to be successful because reading in English can provide advantages for a person to develop his or her abilities in English. When someone becomes a skilled reader in English, he or she can use his or her reading skills to engage in advanced studies, get a good job, travel, gain access to information, become more cross culturally aware, and communicate with other.

Moreover, reading not only increases life skills but also extends knowledge. As Harrison (2004:3) argues, it goes much deeper. In many respects, reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.

Reading is closely related to reading comprehension. It can even be defined as practically synonymous with reading comprehension (Mikulecky, 1990: 2). In the global information-based society, English reading comprehension has become essential for sharing ideas with others and obtaining up-to-date information in all fields of life because “90% of all

information in the world's electronic retrieval systems is stored in English (Hasman, 2000:2).

Reading is also worth noting for English learners. Harmer (2007: 99) states that, it is fruitful for not only careers, study, and pleasure, but for language acquisition as well. He further argues that reading provides good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts. Nagy, Herman, and Anderson (in Grabe and Stoller, 2002) describe its worth in language acquisition in details. Grabe and Stoller (2002) also suggest that academic success depends on the students' ability in comprehending the language in the texts.

However, studying English is not easy for students because English is considered as the first foreign language in Indonesia. This condition provides an obstacle for them to practice English more or in other words, they have limited time in practicing English. They are not able to use English every time and everywhere whereas basically, a foreign language, in this case English, likes a native language, it requires many practices (Syatriana, 2010:28)

Since English in Indonesia is a foreign language, most students at any levels of education encounter difficulty in dealing with English texts. Many research results (Syatriana, 1998; Hamra, 1993 and 1996; Mardiana, 1993; Kweldju, 2001 in Syatriana, 2010:28) indicated that the ability of Indonesian students, including most university graduates to read English texts was very

low. In other words, they are not able to read English texts with complete comprehension.

Comprehending English texts is not easy, either. This is partly due to the difference between English and Indonesian in terms of spelling, sounds, pronunciation, vocabulary, and also grammar. In fact, in reading comprehension, grammar contributes a lot, because it acts as a text-processing knowledge (Grabe, 2009:198). Furthermore, according to Jung (2009:30), grammar is one of the factors influencing reading comprehension besides orthography, vocabulary, background knowledge and meta-cognitive strategies.

In line with those findings, TOEFL Like score achieved by the English Education Department Students of Yogyakarta State University in 2010, 2011 and 2012 (see Appendix H) shows that reading comprehension results are still far from satisfactory. This indicates that the students are generally poor in the reading comprehension ability.

B. Identification of the Problem

In teaching-learning process of reading comprehension, there are some components influencing reading comprehension ability. Those components are including the teachers, methods, materials, media and students.

1. Teachers

Teachers can play many roles in the teaching course; they cannot be satisfied with only one role. Oxford et al (1998) in Brown (2001:167) pointed out that teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others.

Further, Brown (2001:168) proposes another set of metaphors to describe teacher roles.

a. The Teacher as Controller

A controller is expected to always be in charge of every moment in the classroom. He or she determines what the students do, when they should speak, and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent paths.

b. The Teacher as Director

In this term, the teacher is like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is the teacher's job to keep the process flowing smoothly and efficiently.

c. The Teacher as Manager

This statement captures that the teacher has roles in planning lessons, modules, and courses, and structures the larger, longer segments of classroom time. Nevertheless, the teacher should allow each individual player to be creative.

d. The Teacher as Facilitator

The facilitating role requires teachers to step away from the managerial or directive role and allow students to find success by the teacher's guidance and gentle prodding instead.

e. The Teacher as Resource

A teacher as resource is considered as the least directive role. This brings some implications that teachers should act as an advisor and counselor who are available for when students seek information and recommendation. In delivering lessons, teachers should be able to assume all five of these roles on this continuum of directive to non-directive teaching, depending on the purpose and context of an activity. The key to interactive teaching is to strive toward the upper, non-directive end of the continuum, gradually enabling your students to move from their roles of total dependence to relatively total independence.

In terms of reading comprehension, as proposed by Harmer (2001:213) teachers need to create an enthusiastic atmosphere in class by being:

a. An organizer

As an organizer, teachers need to tell student exactly what their reading purpose is and give them clear instructions about how to achieve it, and how long they have to do this.

b. An observer

Teachers become progress observer when students are doing reading activity. Being an observer will give valuable information about how well the students doing the reading activity individually and collectively.

c. A feedback organizer

It is important to be supportive for teachers in organizing feedback both after reading if we are to counter any negative feelings students might have about the process, and if we wish to sustain their motivation. In addition, when the students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.

d. A prompter

When students have read a text, teachers can prompt them to notice language features in that text.

2. Methods

According to Harmer (2007:78), a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material that will be helpful, and some model of syllabus organization.

Methods include various procedures and technique as part of their standard fare.

Goodman's (1970) in Brown (2000:298) proposes some kinds of reading method; they are bottom - up and top - down, the distinction between which becomes a cornerstone of reading methodology for years to come. More recent research on teaching reading has shown combination of top-down and bottom-up, or what has to be called interactive reading.

3. Materials

Choosing materials for students is essential. In terms of this research, as cited by Johan (2006:1) the materials include passages or texts which contain macro and micro reading skills; they are deducing the meanings of words from contexts, understanding the forms and meanings of non-idiomatic phrases, understanding sentence meaning through syntactical structures, recognizing and understanding rhetorical structure and critical reading skills.

4. Students

Yogyakarta State University students belong to adult learners, According to Harmer (2007:40) adult language learners are notable for a number of special characteristics.

- a) They can engage with abstract thought. Those who succeed at language learning in later life, according to Steven Pinker, '...often depend on the conscious acquisition naturally happens' (Pinker 1994:29). This suggests that we do not have to rely exclusively on activities such as games and songs – though these may be appropriate for some students.
- b) They have a whole range of life experience to draw on.
- c) They have expectations about the learning process, and may already have their own set patterns of learning.
- d) Adults tend, overall to be more disciplined than some teenagers are, and crucially they are often prepared to struggle on despite boredom.
- e) They come into classrooms with a rich range of experiences which allow teachers to use a wide range of activities with them
- f) Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it. Many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult.

C. Delimitation of the Problem

Since reading is a complex activity, low ability of the students in reading comprehension ability can be influenced by many factors. It is assumed that one of the factors is grammar. The writer wants to find out

whether it is true that grammar ability can influence the reading comprehension ability.

This study focuses on the student's grammar ability in terms of Subject—Predicate Construction, Noun Phrases, and Word Recognition and their relationship to the students' reading comprehension ability. Those three grammatical constructions are among the most essential grammar abilities in order to comprehend reading texts. They are also dominant in sentence elements. It is assumed that the ability in those three grammatical constructions will help students to achieve better comprehension in reading.

In this study, the subjects are the fourth-semester students of the English Department of Yogyakarta State University. The reason for the choice of the fourth semester students of the English Department of Yogyakarta State University is that at the fourth semester students have learned English basic skills in all levels, including structure and reading.

D. Formulation of the Problem

Based on the background and identification of the problem, the research questions can be formulated as follows:

1. What is the reading comprehension ability of the fourth-semester students of the English Department of Yogyakarta State University like?

2. What is the grammar ability of the fourth-semester students of the English Department of Yogyakarta State University like, in terms of:
 - a. Identifying Subject—Predicate Construction,
 - b. Understanding Noun Phrases, and
 - c. Recognizing Word Types?
3. Is there any positive and significant relationship between the Identifying Subject Predicate Construction ability and reading comprehension ability among students of the English Department of Yogyakarta State University?
4. Is there any positive and significant relationship between the Understanding Noun Phrase ability and reading comprehension ability among students of the English Department of Yogyakarta State University?
5. Is there any positive and significant relationship between the Recognizing Word Types ability and reading comprehension ability among students of the English Department of Yogyakarta State University?
6. Is there any positive and significant relationship between Identifying Subject—Predicate Construction, Understanding Noun Phrases, and Recognizing Word Types in aggregate and reading comprehension ability among students of the English Department of Yogyakarta State University?

E. Objectives of the Study

1. To describe the reading comprehension ability of the fourth-semester students of the English Department of Yogyakarta State University.
2. To describe the students' grammar ability in terms of:
 - a. Identifying Subject—Predicate Construction,
 - b. Understanding Noun Phrases, and
 - c. Recognizing Word Types, of the fourth-semester students of the English Department of Yogyakarta State University.
3. To find out whether there is a positive and significant relationship between the Identifying Subject—Predicate Construction ability and reading comprehension ability.
4. To find out whether there is a positive and significant relationship between the Identifying Understanding Noun Phrases ability and reading comprehension ability.
5. To find out whether there is a positive and significant relationship between the Recognizing Word Types ability and reading comprehension ability.
6. To find out whether there is a positive and significant relationship between Identifying Subject—Predicate Construction, Understanding Noun Phrases, and Recognizing Word Types ability in aggregate and reading comprehension ability

F. Significance of the Study

1. Scientific Significance

To give more insight into or in other words find out new ideas in the learning of reading comprehension.

2. Practical significance

For the Department: to give information to the lecturers and the students about the issues and problems on the learning on reading comprehension.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Reading

a. The Definition of Reading

There are many definitions of reading, Spratt, Pulverness and Williams (2005:21) defines reading as the one of the four language skills (reading, listening, writing and speaking) that is categorized as a receptive skill. It is so, due to it involves responding rather than producing the text.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Therefore, the goal of reading is comprehension.

Another definition of reading is stated by Celce-Muria (2001:119), that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneously tasks: decode the message by recognizing the written sign interpret the message by assigning meaning to the string of words and understand what the author's intention was.

According to Grellet, reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself questions. (2003:8)

Further, reading is considered as an interactive process between a reader and a text that leads to automaticity or reading fluency (Alyousef, 2005:144). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning, and various kinds of knowledge being used are linguistic or systemic knowledge (through bottom up processing) as well as schematic knowledge (through top down processing).

In support to the definition above, Griffiths, Sohlber, and Biancarosa (2011:6) propose reading as an iterative, interactive process. It combines two processes, i.e. bottom up and top down processes that are simultaneously related to word identification and comprehension. Regarding comprehension, this argument is reinforced by Anastasiou and Griva (2004:283) that define reading as a complex process including a combination of perceptual, psycholinguistics and cognitive abilities that has three key components such as accuracy, fluency (involves time), and comprehension.

In line with Anastasiou and Griva that involve fluency as one of three components of reading supporting a reading process, Anderson in Ueta (2005:4) includes fluency as a part of reading. He states that reading is an active process, fluent process, which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader.

Furthermore, Urquhart and Weir (1988) in Ueta (2005:4) explore the definition of reading as the process of receiving and interpreting information encoded in language form. The language form can be in sentences or texts.

In summary, reading is an activity of receiving information through some stages of thinking process such as decoding, interpreting and understanding written text in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as receptive skill.

b. Components of Reading

There are five components of reading as proposed by National Reading Panel (2000) in Sedita (2010:11). It set out in the figure below.

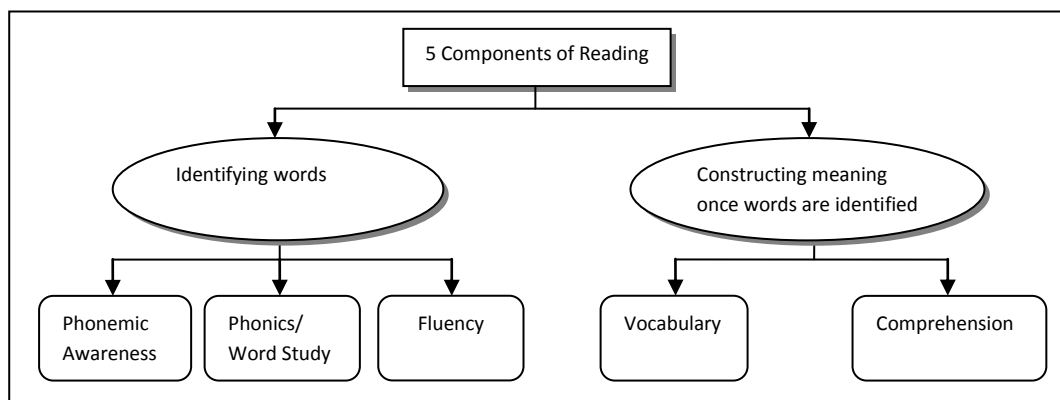


Figure 1. Five components of reading (Adapted from National Reading Panel (2000) in Sedita (2010:11)).

The figure above shows five components of reading. They are phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension. Phonemic Awareness involves the ability to notice, think about, and work with the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work. Phonics is related to the

ability to understand the relationship between the letters of written language and the individual sounds of spoken language. It includes the use of letter combinations and patterns, syllable types, and skills to read and spell words. Fluency is the ability to read text quickly, accurately, and automatically, with proper expression and understanding. Vocabulary involves the ability to understand the meaning of words. While comprehension is the ability to derive meaning based on the information in the text. In order to derive meaning in the text, the reader's own knowledge is needed to use. Teaching students using specific reading strategies can improve comprehension.

Based on the figure above, the first three components (phonemic awareness, phonics/word study, and fluency) are necessary for basic decoding. They allow readers to identify and spell words accurately and fluently. The last two components (vocabulary and comprehension) enable readers to construct meaning once words are identified. These last components have a strong effect on understanding what is read.

In the same field, Alderson (2000) in Liu (2010) reinforces the argument about the two last components above by proposing two components of reading. They are decoding (word recognition) and comprehension. Besides these two components, vocabulary is also a considered part in reading.

c. Reading Skill

Urquhart & Weir (1998) cited in Liu (2010: 153) describe a reading skill as “a cognitive ability which a person is able to use when interacting with texts.” When interacting with the texts, a reader (i.e. a student) uses his/her cognitive ability in order to grasp the information even to comprehend them.

Reading is a receptive skill. However, it does not mean that reading is a passive activity. It involves a complex process. According to Spratt et al.(2005:22), when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentence, understanding cohesion and coherence, understanding various of the text and using appropriate sub skill. From the explanation above, it is clear that reading is an active activity rather than a passive one.

The main goal of reading is to extract and construct meaning from the text (Sweet and Snow, 2002; Anastasiou and Griva, 2009:283). People do reading for certain purpose or reason. Furthermore, Clark and Silberstein (1977:51) in Nunan (2004:53) specify the purpose of reading into four things, they are:

- 1) To obtain a specific fact or piece of information (scanning),
- 2) To obtain the general idea of the author (skimming),
- 3) To obtain a comprehensive understanding of reading, as in reading a textbook (through comprehension),
- 4) To evaluate information in order to determine where it fits into our own system of beliefs (critical reading).

In line with Clark and Silberstein (1977:51) in Nunan (2004:53), Spratt, et al. (2005:22) said that the reason why people read could affect their way to

read or which reading sub skill they will employ. There are some sub skills of reading that can be used for different reasons of reading. They are reading for specific information or scanning, reading for gist or skimming, reading for detail, extensive and intensive reading.

To achieve different purpose in reading, a good reader needs to master reading skills. Brown (2004:187-188) divided reading skills into two big elements, namely micro skills and macro skills. These are micro and macro skills of reading stated by Brown.

Micro skills

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English,
- 2) Retaining chunks of language of different lengths in short-term memory,
- 3) Processing writing at an efficient rate of speed to suit the purpose,
- 4) Recognizing a core of words, and interpreting word order patterns and their significance,
- 5) Recognizing grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralisation), patterns, rules, and elliptical forms,
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms,
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connection between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- 7) Develop and use battery of strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

(Brown, 2004: 187-188)

Reading involves a variety of skill. The main ones are listed below (The list is taken from John Munby's Communicative Syllabus Design).

- 1) Recognizing the script of a language,
- 2) Deducing the meaning and use of unfamiliar lexical items,
- 3) Understanding explicitly stated information,
- 4) Understanding information when not explicitly stated,
- 5) Understanding conceptual meaning,
- 6) Understanding the communicative value (function) of sentence and utterances,
- 7) Understanding relations within the sentence,
- 8) Understanding relations between the parts of a text through grammatical cohesion devices,
- 9) Interpreting text y going outside it,
- 10) Recognizing indicators in discourse,
- 11) Identifying the main point or important information in a piece of discourse,
- 12) Distinguishing the main idea from supporting details,
- 13) Extracting salient points to summarize (the text, an idea etc),
- 14) Selective extraction of relevant pints from a text,
- 15) Basic reference skill
- 16) Skimming
- 17) Scanning to locate specifically required information
- 18) Transcoding information to diagrammatic display

According to Mikulecky (2008:3), reading skills are the cognitive processes that a reader uses in making sense of a text. Most of the reading skills for fluent readers employing unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend. Every language requires a different repertoire of reading skills, based on the structure of the language and the literacy habits of the native speakers of that language. ESL and EFL teachers, therefore, should train students in the skills that will give them the

power to comprehend in English. The reading skills that are proposed by Mikulecky.

Table 1 Reading Skill

No	Skill	Definition
1.	Automatic decoding	Being able to recognize a word at a glance.
2.	Previewing and predicting.	Previewing and predicting.
3.	Specifying purpose.	Knowing why a text is being read.
4.	Identifying genre	Knowing the nature of the text in order to predict the form and content.
5.	Questioning.	Asking questions in an inner dialog with the author.
6.	Scanning	Looking through a text very rapidly for specific information.
7.	Recognizing topics	Finding out what the text is about.
8.	Classification of ideas into main topics and details.	Categorizing words and ideas on the basis of their relationships; distinguishing general and specific.
9.	Locating topic sentences	Identifying the general statement in a paragraph.
10.	Stating the main idea (or thesis) of a sentence, paragraph or passage.	Knowing what the author's point is about the topic.
11.	Recognizing patterns of relationships.	Identifying the relationships between ideas; the overall structure of the text.
12.	Identifying and using words that signal the patterns of relationships between ideas.	Being able to see connections between ideas by the use of words such as first, then, later.
13.	Inferring the main idea, using patterns and other clues.	Identifying and using words that signal the patterns of relationships between ideas.
14.	Recognizing and using pronouns, referents, and	Identifying pronouns, referents and other lexical elements and use them to make a text

	other lexical equivalents as clues to cohesion.	become cohesive
15.	Guessing the meaning of unknown words from the context.	Using such clues as knowledge of word parts, syntax, and relationship patterns.
16.	Skimming	Quickly getting the gist or overview of a passage or book.
17.	Paraphrasing	Re-stating texts in the reader's own words in order to monitor one's own comprehension.
18.	Summarizing	Shortening material by retaining and re-stating main ideas and leaving out details.
19.	Drawing conclusions	Putting together information from parts of the text and inducing new or additional ideas.
20.	Drawing inferences and using evidence.	Using evidence in the text to know things that are unstated.
21.	Visualizing	Picturing, or actually drawing a picture or diagram, of what is described in the text.
22.	Reading critically	Judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.
23	Reading faster	Reading fast enough to allow the brain to process the input as ideas rather than single words.
24	Adjusting reading rate according to materials purpose.	Being able to choose the speed and strategies needed for the level of comprehension desired by the reader.

(Mikulecky, 2008:3)

Willis proposes reading sub skill (1982:142-152),

- 1) Recognizing words and phrase in English script
- 2) Using one's own knowledge of the outside world to make predictions about and interpret a text.
- 3) Retrieving information stated in the passage.
- 4) Distinguishing the main ideas from subsidiary information.
- 5) Deducing the meaning and use of unknown words: ignoring unknown word / process that are redundant, i.e.: that contribute nothing to interpretation.
- 6) Understanding the meaning and implication of grammatical structures, e.g. cause, result, purpose, reference in time (e.g. verb tenses: compare: "He could swim well" past "He could come at 10 a.m." future).
- 7) Recognizing discourse markers: e.g. therefore, conclusions, however, contrast, that is paraphrase ...
- 8) Recognizing the functions, sentence even when not introduce discourse markers, e.g.: example, definition, paraphrase conclusion, warning.
- 9) Understanding relation within the sentence and the texts (word that refer back to a thing or a person mentioned earlier in the sentence or a text e.g.(which, who, it)
- 10) Extracting specific info for summary or not taking.
- 11) Skimming to obtain the gist and recognize organization of ideas within the text.
- 12) Understanding implied information and attitudes.
- 13) Knowing how to use an index, a table of contents, etc.
- 14) Understanding layout, use of heading, etc.

d. The Model of Reading Process

According to Han (2010:13) reading process is the interaction that occurs harmoniously between a reader and a text. Many activities occur during the reading process, and this process is tending to be "dynamic, variable and different, not only for the same reader on different times and purposes, but also for different readers on different texts at different times and different purpose" (Alderson, 2000).

Many views about the nature of reading process, however, there are three kinds of it which is very popular. There are:

1) Bottom up Process

In bottom up process, the readers should be able to comprehend a text by recognizing a multiplicity of linguistic signals i.e. letters, words, syllables, phrases, grammatical cues, and discourse markers. (Brown, 2000:299). In line with Brown, Alderson (2000: 16) says that this view tries to see reading as a process of decoding the written symbols. It starts from the smaller; letters, and go to the higher one; clauses, sentences, paragraphs, and texts.

2) Top down

Han (2010:21) described top down as a linear process that moves from the top, the higher mental stages, down to the text itself. Its process emphasizes of the importance of schemata, and the reader's contribution to the incoming text, in this case is the reader's background knowledge (Alderson, 2000: 17). The reader's background knowledge or existing knowledge is needed to predict the meanings of the text (Goodman in Alderson, 2000:17).

3) Interactive

Interactive process is trying to cover bottom up and top down process as Brown says (2000:299). As stated previously, bottom up focuses on the decoding smallest part of linguistic to higher one by ignoring the existing information about what reading is. Meanwhile top down emphasize on the using of the reader's background to comprehend the text. It can be conclude that this approach combine both process to maximize the process of comprehending the text.

e. The Definition of Reading Comprehension

The essence of reading is reading with comprehension. The purpose of reading is comprehension, or to get meaning from written text. Without comprehension, reading can be frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives (Anderson, Hiebert, Scott, & Wilkinson in Texas Reading Initiative, 2002:4)

According to Linse (2005:71), reading comprehension involves higher order thinking skills and it is much more complex than merely decoding specific words, because when people read people seek for meaning, understanding and entertainment.

Lenz (2005:75) argues that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Using the words *extracting* and *constructing* are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

- The *reader* that is who is doing the comprehending
- The *text* that is to be comprehended
- The *activity* is in which comprehension is a part.

The first is the reader, the capabilities of the readers as the subject who comprehend the texts are considered as the basic requirement for a better comprehension. Snow (2002;13) states that there are some factors which influence reading comprehension in terms of the readers' perspectives: cognitive capacities, motivation and various types of knowledge. There are many factors influencing reader's cognitive capacities, i.e. attention, critical analytic ability, visualization ability, etc. Next, the purpose of reading and reading interest becomes the factors that influence the reader's motivation in reading the texts. In addition, there are various types of the reader's knowledge that are considered to affect reading comprehension: vocabulary, linguistic and discourse knowledge, knowledge of specific comprehension strategies.

The second element is text, its features have a large effect on reading comprehension as stated by Snow (2002:14). It means that comprehension does not occur by simply extracting meaning from the text. During reading, the reader constructs the different representations and interpretations of the text that are important for the comprehension.

Reading activity as the third element involves "one or more purposes, some operation to process the text at hand and the consequences of performing the activity" as stated by Snow (2002:15). The purpose of reading is

influenced by motivation, including interest and prior knowledge. Then, processing the text involves linguistic competence, semantic processing and monitoring. At least, there are three consequences of reading including knowledge, application, and engagement.

The last but not least is the context. Some ideas pointed out that the context is the classroom. However, it is more than that. In fact, it refers to the varying of sociocultural environments in which children or students live and learn to read instead. Snow (2002:16).

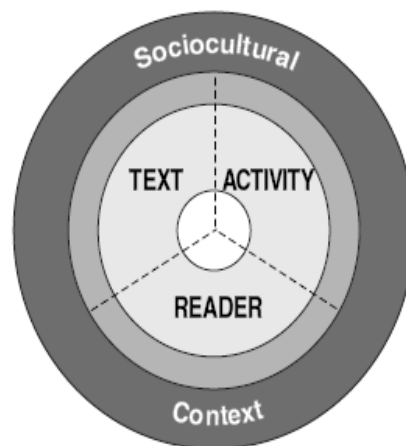


Figure 2 A Heuristic for Thinking about Reading Comprehension

The heuristic above shows how these elements interrelate in reading comprehension, an interrelationship that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the elements iteratively throughout the process of reading.

Hudson (2007:79), who states that comprehension skill represents the ability to use context, expresses another idea and knowledge to derive meaning what is read. Therefore, the students should improve their reading comprehension skill.

f. Factors Influencing Reading Comprehension

There are some factors influencing reading comprehension according to Sedita (2010:13), they are meta-cognition, decoding/fluency, knowledge, and vocabulary and language skills.

Meta-cognition factor is closely related to motivation. Weak self-monitoring skills and a lack of useful strategies can impede reading comprehension.

Furthermore, students will be more successful in reading comprehension if they are motivated to understand and engage in text they read (RAND: 2002).

However, weaknesses in the area of decoding and fluency are the main causes of poor reading comprehension. When the students have weaknesses on these areas, they are unable to focus on comprehending what they are reading.

The next factor is knowledge. In this case, knowledge is related to background knowledge and knowledge of text structure. A lack of life experience or vast reading experience can affect the amount of background knowledge that the students can access when they are reading because without sufficient background knowledge they cannot relate to the information to construct meaning. In order to comprehend the texts, a reader must have knowledge of text structure at the sentence, paragraph, and discourse levels. They must be able to understand each sentence and to link the ideas from one sentence to others. In support to this, Carlisle and Rice

(2002) in Sedita (2010: 13) propose that students who have good grammatical awareness tend to be good readers.

Besides meta-cognition, decoding/fluency, knowledge, the success or the failure of reading comprehension can be affected by other factors such as vocabulary and language skills. Mastery of vocabulary has strong relationship with reading comprehension. This relationship arises since the texts entail recognizing words even comprehending the texts. Thus, a reader with wide vocabulary will be able to recognize words in the texts so that he/she has possibility to easily comprehend the texts rather than them who lacks of vocabulary.

With regard to the factors above, there are some learning weaknesses the students may have that also affect reading comprehension. Those factors are attention, short or long-term memory, visualizing and creating images, expressive language skills, and English as a second language (Sedita, 2010: 14).

Hetze (2000:4) state that reading comprehension is the process to construct meaning from the text. Meanwhile, the readers ability to construct meaning influenced by some factors, they are including the nature of the reading activity, the nature of the text being read or its genre, its subject matter, and the density and quality of its writing and the social and cultural factors that make up the context of the reading.

There are main two categories stated by Sadeghi (2007: 199) which influence readers' comprehension. There are internal and external factors. Internal factor is called reader variable. It refers to everything related to the readers such as their cognitive abilities, background knowledge, and characteristics. External factor is called text variable, context variable, and writer variable. External factor refers to some factors outside the reader.

1) Reader Variable

We can see most researchers agree that the reader plays the central role in an act of reading. While some years ago, many people thought that reading was a passive process; however, it is now considered as an active process (Alderson, 2000). Grabe (2009: 15) says that the readers bring a wide range of background knowledge to reading, and they actively construct the meaning of the text by comprehending what the writer intends. In other words, readers are not simply accepting or extracting information from the text, but they also bring their prior knowledge while they are reading the text. In other words, printed words or graphic symbols are nothing without good readers' reading competences. A text does not tell anything. It is just like a map that a reader can follow. To be able to follow the map well, a reader has to know many kinds of signs that are used in a map. They should bring their existing knowledge about map signs while they are reading the map. Readers have to bring their existing knowledge to be able to get the meaning from the text. However, each reader's contribution is different from that of others because readers are different in their shared knowledge, language skills, strategies and other personal characteristics

(Alderson, 2000: 128). They can use their language skills, strategies one by one while they are reading a text, or they just mix all of the skills, and reading strategies while reading a text. Besides, Sadhegi (2007: 199) states that non-visual input is necessary for comprehending a text, and it plays an important role in a reader's comprehension. It is usually called background knowledge. According to Smith and Holmes in Sadeghi (2007:199) background knowledge is as what the brain imposes upon the eye. This knowledge is referred to content schemata or one's knowledge of the world, the culture, and the language.

2) Text Variable

The second important variable which considerably affects reading comprehension is text variable. Nuttall in Sadeghi (2007: 204) says that text is the core of the reading process. Sadeghi (2007:204) states that "text, or written discourse, is the product of the writer's taught expressed through some visible shapes, whether alphabetic or ideographic, printed or hand-written, something kinesthetic or written in Braille, written on a piece of paper, carved on a stone or displayed on a computer screen." It means that when a reader is reading a text or an article, he is trying to come in writers' taught. The reader should understand the content of the text such as the complexity of the grammar structures, vocabulary, cohesion etc. Many readers sometimes get lack when they cannot receive and get the meaning of the text because of the level of the grammar structure, vocabulary selection of the text. Students who have low proficiency of English will not be able to comprehend a thesis or a journal,

which are written by experts, for the level of the text, is high. The grammar structure will be complex and some vocabulary might be not familiar for some people.

3) Context variable

Context is beyond the text itself (Sadeghi, 2007:208). Where the readers come from and live can influence them in comprehending texts. Where the readers read the text is also possible to influence the process of comprehending the text. For example, if someone reads a book in a crowded area, he will probably find it difficult to comprehend the text, for the noise distracts his concentration. Another example, a reader who comes from a village probably might find difficult to comprehend articles about nightclub. He gets difficulties because he is not familiar with the topic, and he seldom finds the situation in his daily life.

4) Writer Variable

It has been widely known that the complexity of texts is influenced much by the producer. The purpose of the writer can bring impacts to the result of the text itself. The text can be difficult to understand just by low readers, or the text is probably in the common level. It makes many people across levels unable to read the text. The writer is the director who decides who his writing is intended for. In other words, a writer has right to decide the complexity of the grammar structure and the vocabulary selection.

Catherine and Shattuck (2005: 117) propose another idea, the factors influencing reading comprehension are reading instruction, social interactions in homes, classroom and the community that motivates students to read,

reading for various purposes, a lot of exposure to many different kinds of reading, reader's interest, and socio-cultural context in which reading takes place.

g. Strategies of Reading Comprehension

Reading comprehension is very important in the process of understanding texts. There are seven reading comprehension strategies which are identified by Zimmerman and Hutchinson in Merrellon (2007).

They are:

- 1) Activating or building background knowledge,
- 2) Using sensory images,
- 3) Questioning,
- 4) Making prediction and inferences,
- 5) Determining main ideas,
- 6) Using fix-up options, and
- 7) Synthesizing.

In line with Merrellon, there are ten strategies for reading comprehension proposing By Brown (2000:306-310), as follows:

- 1) Identify the purpose in reading,
- 2) Use grapheme rules and patterns to aid in bottom-up decoding (especially in beginning in level learning),
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for immediate to advanced level),
- 4) Skim the text for main ideas,
- 5) Scan the text for specific information

- 6) Use semantics mapping or clustering,
- 7) Guess when you are not certain,
- 8) Analyze vocabulary,
- 9) Distinguish between literal and implied meanings,
- 10) Capitalize on discourse markers to process relationships.

2. The Nature of Grammar

a. The Definition of Grammar

Larsen and Freeman in Brown (2001:362) state that language has three dimensions, i.e. grammar (the form or the structure of language), semantics (meanings), and pragmatics which are interconnected.

Ur (2009:75) defines grammar in general as “the way words are put together to make a correct sentence”.

According to Brown (2001:362), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It includes rules of word order, verb and noun systems, modifier, phrases, clauses, etc. A grammar of a language aims to present in a precise and explicit form just those facts about the language that the speakers know intuitively. In more technical terms, grammar is a system of rules that specifies the class of phonetically possible utterances that are well formed in the language

Cook & Suter in Cox (1998:2) states that a grammar is a written description of the rules of the language.

Weaver in Cox (1998: 385-386) proposes:

- 1) Sentence Structure: Grammar often simply refers to word order, the functions of words and the grammatical endings of words in a language.
- 2) Usage: socially acceptable and prestigious language use is often referred to as “good grammar”: “bad grammar” often means the use of language forms and constructions that are not acceptable to many people.
- 3) Description: many linguists have attempted to classify and describe the syntactic structure of a language, which they call a “grammar”.
- 4) A Process: Psycholinguists have tried to describe how people are able to create and understand sentences in a language; they refer to this process as a “grammar”
- 5) A set of Rules: In education, grammar has often been thought of as a set of rules for teaching students about some combination of the meanings above as well as pronunciation and whatever else teachers thought would help students speak and write correctly.

Grammarians have developed different models for explaining how language works. According to Cox (1998:388-389), there are three types of grammar – traditional, structural, and transformational – which have different histories and theoretical frameworks. The comparisons of types of grammar are in the table below.

Table 2 Comparison of Types of Grammar

Traditional Grammar	Structural Grammar	Transformational Grammar
<p>Grammar as rule for socially correct usage. Originally provided a basic terminology that teachers and students could use to discuss language</p> <p>but</p> <p>the terms & rules are inadequate & cannot explain how language works. Prescribes rather than describes & does not account for learner with language differences.</p>	<p>Grammar as a description of how language is used. Looks at different languages & differences among language uses: Idiolect, dialect, and other varieties of language form.</p> <p>but</p> <p>It doesn't attempt to explain how meaning is related to use in language.</p>	<p>Grammar as a theory of how language is produced.</p> <p>Meaning is tied to a theory of language that gives it explanatory and predictive power and a way to understand language competence and performance.</p> <p>but</p> <p>It is difficult to understand and apply rules, which sometimes sound like algebraic equations.</p>
<p>Eight Parts of Speech</p> <p>Noun Pronoun Verb Ajective Adverb Preposition Conjunction Interjection</p>	<p>Form Class Words</p> <p>Noun, verbs, adjectives, and adverbs-words that carry most meaning and are inflected or change form.</p> <p>Function Words</p> <p>Noun determiners, auxiliary verbs form, subordinators, prepositions-words that are important for structural relationships but have little meaning and do not change form.</p>	<p>Phrase Structure Rules</p> <p><i>Noun</i> $N \rightarrow T + N$ Where N= noun & T= determiner.</p> <p><i>Noun phrase</i> NP Det N Prop N</p> <p>Pronoun Where noun phrase= determiner plus a noun proper noun, or pronoun.</p> <p>Transformational Rules</p> <p>Movement, deletion, insertion, and substitution</p>
<p>Sentence A group of words expressing a complete</p>	<p>Sentence Each sentence is an independent</p>	<p>Sentence $S \rightarrow NP + VP$, or where S</p>

thought and possessing a subject & a predicate.	linguistic form, not characterized as a grammatical construction in any larger linguistic form.	(sentence) equals NP (noun phrase) plus VP (verb phrase).
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b. Grammar Ability

According to Purpura (2005:86), grammar ability or grammatical ability is the combination of grammatical knowledge and strategic competence; it is specifically defined as the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations.

Grammar elements that are going to be discussed are Subject Predicate, Noun Phrase and Word Recognition.

1) Subject – Predicate

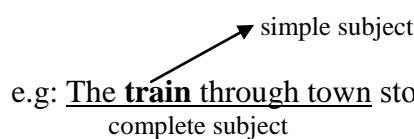
Subject is the first part of a sentence, it is also called complete subject.

The subject names the person, place, thing, or idea the sentence is about.

a) Simple Subject and Complete Subject

Most complete subjects include more than one word. Sometimes complete subjects are quite long. Other times they are quite short. Within each complete subject, however, one main word tells what the sentence is about. This main word is called the simple subject.

e.g: The **train** through town stops every day at two o'clock.



b) Simple Predicate or Verbs and Complete Predicate

Predicate is the second part of the sentence, it is called complete predicate. The predicate tells what the subject is or does. Similar to complete subjects, most complete predicates contain more than one word. Within each complete predicate, however, one main word or phrase tells what the subject is or does. This main word or phrase is called the simple predicate, or verb.

e.g. : The airplane **skidded** slightly on the wet runway.
↖ simple predicate
Complete predicate

Some verbs do not show action. Verbs of this kind tell something about the subject. It is called statements verbs. They are: am, are, is, was, and were.

e.g.: The magazine **is** on the table beside the sofa.
Complete verb

The decorations **were** blue and silver.
complete verb

The game **was** over before the rain.
complete verb

Sometimes a verb needs other words to help it make a statement or to tell what action is taking place. Those words are called helping verbs, or auxiliary verbs. The main verb plus any helping verbs make up a verb phrase. (Bergman,1987:06)

2) Noun Phrase

a) Definition of noun phrase

A noun phrase consists of at least one noun as the noun head, usually called the headword and one modifier or more, which modify the headword. The modifiers, which are located in front of the noun, are called ‘Pre-modifiers’, while the modifiers, which are located in the back of the noun, are called “Post-modifiers”. Furthermore, the noun as the core of a noun phrase is called “Noun Head”.

A noun phrase is a group of words in a sentence that behaves in the same way as a noun that is as a subject, an object, a complement, or as a object of a preposition. For example: I spoke to *the driver of the car*.

Quirk (1999) in Longman Grammar of Spoken and Written English states that a noun phrase in the strict sense consists of a noun as a head, either alone or accompanied by determiners (which specify the reference of the noun; and modifiers (which describe or classify the entity denoted by the head (noun)). For example: a **house**, the **house**, their **house**, some **houses**, the **city** proper.

According to Quirk and Greenbaum (1985: 59), a noun phrase typically functions as subject, object, or complement of sentences and as complement in prepositional phrases. A noun phrase consists of a pronoun or noun with any associated modifiers, including adjectives, adjectives phrases, adjectives clauses, and other nouns in the possessive case. Like a noun, a noun phrase,

can act as a subject, as the object of a verb or verbal, as a subject or object complement, or as the object of a preposition.

b) Elements of Noun Phrases

The noun phrases consist of twelve elements. There are six types of words, which come as pre-modifiers in any kinds of composition in front of the noun head. There are also six types of words, whether it is singular, phrase, or clause, posited as post-modifiers. The elements of noun phrases are as follow:

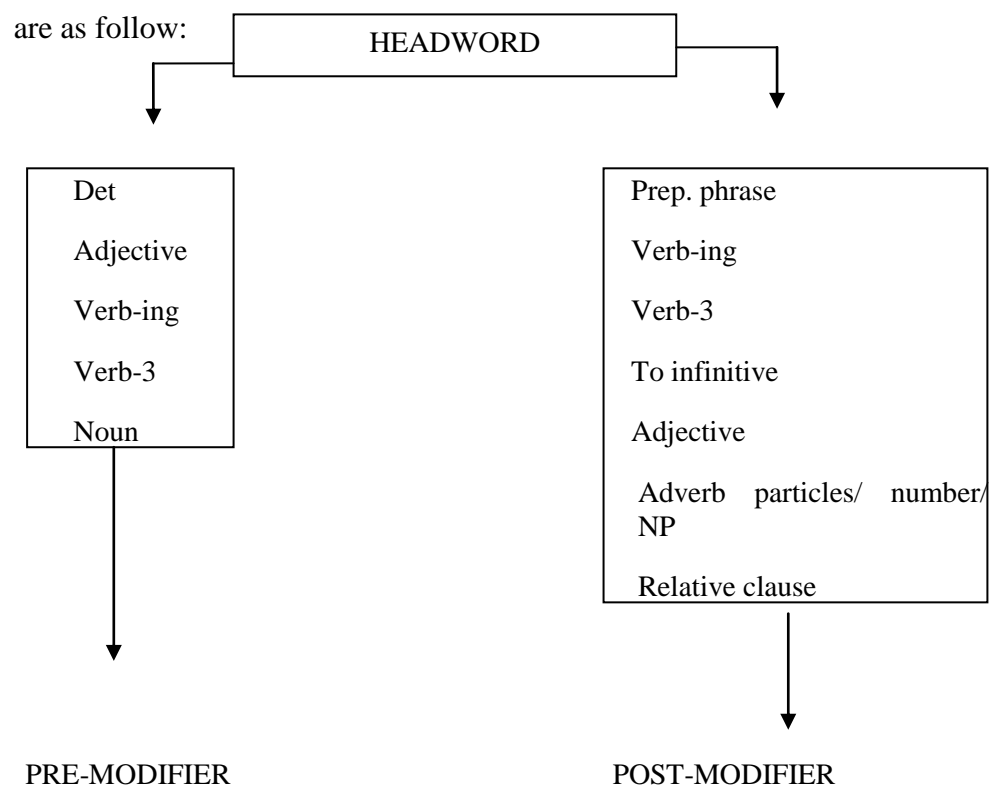


Figure 3 the Elements of Noun Phrase

- 1) [*Determiner* – Headword], example: *a book, the country, this child, some equipment.*
- 2) [*Determiner* – *Adjective* – Headword], example: *a good book, a completely different technique, etc.*

- 3) [Determiner – *verb+ing* – Headword], example: a *reading* book, a slowly *moving* train.
- 4) [Determiner – *verb 3* – Headword], example: the *estimated* cost, this specially *equipped* plane, etc.
- 5) [Determiner – *Noun* – Headword], example: a *call* girl, the *railway* station.
- 6) [Determiner – Headword – *Prepositional phrases*], example: the color *of the sea*, the people *in Java*.
- 7) [Determiner – Headword – *Verb+ing*], example: the people *travelling* long distances.
- 8) [Determiner – Headword – *Verb 3*], example: things *made* in Japan.
- 9) [Determiner – Headword – *to infinitive*], example: much work *to do*, many experts *to assist us*.
- 10) [Determiner – Headword – *Adjective*], example: something *important*.
- 11) [Determiner – Headword – *adverb/number/NP*], example: page 79.
- 12) [Determiner – Headword – *Relative clause*], example: the parents *who are interested in this program*.

From the elements of the noun phrases above, it can be explained:

- a) Deictic. It is always put in front of the noun phrase and can show a quantity, such as: *a, the, ten, some, this, that, my*, etc. Examples: a boy, the book, some pencils, this book, etc.

- b) Adjective pre-modifiers, which can be singular or phrase forms. *This* and *that*, if followed by nouns, called demonstrative adjectives. *This* (for singular nouns) and *these* (for plural nouns) are used to point near things, while *that* (for singular nouns) and *those* (for plural nouns) are used to point far things. Example: the man hit *this naughty child*.
- c) Prepositional phrase which lies after noun head (post-modifier). Example: It is interesting to watch *the changing color of the sea*.
- d) Verbal. Like pre-modifier, verbal comes in the forms of V3, Ving, and to infinitive. Examples: *a developing country* always has many problems to face by the government, *this specially equipped plane* was made in 1876, a secretary has *much work to do* in the factory.
- e) It is an adverb particles and number which usually comes in the singular form. Examples: *youth today* expect much, but work less.
- f) It is noun which is in the form of singular, phrase even clause that is functioned as an adjective form. Example: *a mother buying a book* for her daughter.
- g) It can be relative clauses. Example: *the women working at the factory* is my neighbor.

c) Functions of Noun Phrases

There are some functions of noun phrases. The explanation of positions and functions of noun phrases is as follows:

1) Subject

Noun phrases first function as the subject of clauses. A subject is a word, phrase, or clause performs the action of or act upon the verb. Clauses contain both a subject and a predicate. The following italicized noun phrases are examples of subjects:

- a. *The people* in the bus escaped through emergency exit.
- b. *The lessons* begin at 7 a.m. and finish at 1 p.m.

2) Subject complement

A subject complement is a word, phrase, or clause that follows a linking verb and describes the subject. Example:

- a. The performance was *a test of their physical endurance*.
- b. Religion, race, and education are *some differences that are known*.

3) Direct object

A direct object is a word, phrase, or clause that follows a transitive verb and answers the question “who?” or “what?” receives the action of the verb. Example:

- a. They are testing *some new equipment*.
- b. Please give some money to *that man*.

4) Object complement

An object complement is a word, phrase, or clause that directly follows and describes the direct object. Examples:

- a. Many of us consider her *the best candidate*.
- b. Your cousins named their daughter as *a naughty child*.

5) Indirect object

An indirect object is a word, phrase, or clause that directly follows a intransitive verb and answer the question “to or for whom?” or “to or for what?” is the action of the verb performed.

Examples:

- a. The bank gave *David* a loan.
- b. The groom bought *his new bride* a wedding present.

6) Adverbial (adverb proposition)

An adverbial is a word, phrase, or clause that describes an entire clause by providing information such as time, place, manner, condition, reason, or purpose followed by a preposition. Adverbials answers such questions as “*when?*”, “*where?*”, and “*how?*”.

- a. *This night* I need to go to bed early.
- b. The puppy sleeps in late *Sunday morning*.

7) Prepositional Complement

A prepositional complement is a word, phrase, or clause that directly follows a prepositional phrase. A prepositional complement is also called complements of prepositions and objects of prepositions.

Examples:

- a. During his vacation, the man decided to move to *the Tropics*.

- b. The box of chocolates is intended for *your children*.

8) Determinatives

A determinative is a noun or noun phrase plus the possessive clitic (apostrophe *s* or *s* apostrophe) that indicates possession of or some other relationship to another noun or noun phrase. Examples:

- a. The cat is eating *the dog's* food.
- b. *My parents'* house is in the same part of town.

9) Appositive

An appositive is a word, phrase, or clause that modifies or explains another noun or noun phrase. Examples:

- a. John Smith, *the colonial captain*, founded Jamestown in 1607.
- b. Your aunt Lily is *an eccentric lady*.

10) Predicate of complement. For examples:

- a. Mount Merapi is *a smoking volcano*.
- b. It is *a good thing* to be on time.

11) It can also be the book title, articles, etc. For example: a girl is reading the novel "*The Beauty Frog*".

3) Word Recognition / Word Identification

Word identification is the process of determining the parts of speech and some meaning of a word encountered in print (Gentry, 2006; Harris & Hodges, 1995). Readers employ a variety of strategies to accomplish this. Ehri (2004, 2005) identified four of them: decoding, analogizing, predicting, and recognizing whole words by sight.

As stated by Grabe, there are several components skills which work together to build reading comprehension, (further they known as lower level processes) they are word recognition, syntacting parsing, and semantic-proportion encoding. As a part of those components, word recognition is now widely accepted by researchers as an important process which is contribute a lot in reading comprehension as supported by some experts ,who stated for over 20 years, that word recognition is a major predictor of later reading abilities.

(Adams,1990,1999;Juel,1998;Perfetti,1999,2007;Perfetti,Landi,&Oakhill, 2005 in Grabe 2009:32)

We can hardly overestimate the importance of word recognition in reading, because when we read we actually focus almost 80% of the content words and about 50 % of the small function words (Adams, 1990; Perfetti, 1999; Pressley, 2006; Stanovich, 2000). Moreover, most researchers say that fluent reading comprehension is not possible without rapid and automatic word recognition of a large vocabulary (Stanovich, 2000).

a.) Kinds of Words

According to Ur (2009:80), there are different parts of the sentence maybe realized by various kinds of words (or phrases): these are called parts of speech.

1) **Nouns** are traditionally characterized as naming a ‘person, place or thing’; but in fact, they may refer to activities or events (*conversation, battle*), abstracts (*beauty, theory*) and various other kinds of things. They

usually function, as do pronouns as the subject, object or complement of a verb or follow prepositions. They may be preceded by determiners (*the, some*, for example) or by adjectives and may take the plural –s.

Most nouns are ‘common’ (*finger, meeting*); ‘proper’ nouns (*Queen Victoria, Syria*) signify the name of a specific person place, event etc., and are written in English with a capital letter. Another useful distinction is between ‘countable’ nouns (items which can be counted and may appear in the plural: *horse, cup*, for example) and ‘non-countable’ or ‘mass’ nouns (certain uncountable substances or abstracts: *coffee, dust, wisdom*).

2) **Verbs** are often called words of ‘doing’ (*swim, sit*), but they may also indicate .state of ‘being’, ‘feeling’, ‘being in relationship to’ (*remain, regret, precede*).

Verbs can be used in different tenses, and in active and passive voices. It is useful to distinguish between transitive verbs (those that take a direct object: *hit, feed*) and intransitive ones (those that do not: *laugh, fall*, though many verbs can be either, depending on context (*fight, relax*)).

3) **Adjectives** normally describe the things referred to by nouns or pronouns (*black, serious*); they may function as complements or be attached to a noun

4) **Adverbs** describe the concepts defined by verbs (*quickly, alone*), adjectives or other adverbs (*extremely, quite*) or an entire sentence or situation (*unfortunately, perhaps*).

- 5) **Pronouns** usually function as substitutes for nouns or noun phrases (*he, him, who, those*) and like them may function as subject, object, complement or follow a preposition.
- 6) **Auxiliary** verbs may be attached to main verbs in a verb phrase: is, for example in *is going*.
- 7) **Modal verbs** (such as *can, must, may*) are a particular type of auxiliary verb; they express ideas such as possibility, ability, compulsion, probability, willingness.
- 8) **Determiners** are (usually short) items that introduce a noun or a noun phrase (*the, a, all, some, many*).
- 9) **Prepositions** define time, space and more abstract relationships, and precede nouns or pronouns (*in, before, of, according to, despite*).

b) Strategies of Word Recognition

Readers employ a variety of strategies to accomplish this. Ehri (2004, 2005) identified four of them: decoding, analogizing, predicting, and recognizing whole words by sight. Each of these will be described briefly.

Decoding is the ability to pronounce the words as the reader encounters them in the text (Samuels, 2002). Typically advancing readers are able to employ a variety of strategies to decode unknown words. Beginning readers may break the words apart, sound by sound, and then blend the sounds together. They may also divide a whole word or a part of a word into its onset—the consonants that precede the vowel in a word or syllable—and

rime—the vowel and consonants that follow it in a syllable (Harris & Hodges, 1995)—and then blend these parts into a recognizable word. Older readers, those beyond the second grade, may use their increasing knowledge about word structure (roots, prefixes, suffixes, and syllables) to identify the word.

The ability to decode correctly and consistently requires a working knowledge of the alphabetic principle: the concept that there are systematic and predictable relationships between the spoken sounds of our language and the written letters or combinations of letters in our alphabet (Morrow & Morgan, 2006). Indeed, children who do not gain an understanding of this principle in early grades (K–2) are at risk of falling farther and farther behind their peers as the reading demands posed by ever more difficult texts increase (Zimmerman, Padak, & Rasinski, 2008).

Analogizing involves using known words or word parts as an aid for identifying unknown words—if I know the *b* sound in *ball*, and I know the word *cake*, I can identify a new word: *bake* (Barone, Hardman, & Taylor, 2006). Requisite skills for analogizing, or decoding by analogy, as noted by White (2005) and Zimmerman et al. (2008), include the following:

- 1) An understanding of the alphabetic principle
- 2) An understanding of the ways words can rhyme
- 3) An ability to identify initial phonemes (sounds)
- 4) An ability to separate words into onsets and rimes

Ehri and McCormick (2004) added that a store of easily recognized words is essential to reading words by analogy. As a reader's skill increases, the brain, which is essentially a pattern detector, can make easy use of this information to figure out unfamiliar words (Cunningham, 1999).

Predicting involves using letter clues, the surrounding context, and knowledge about syntax to guess what a word might be (Mesmer & Griffith, 2005). For example, consider the sentence, "The old man needed to use his _____ to keep from falling down." The structure of the sentence (syntax) indicates that the missing word is most likely a noun. The entire sentence suggests that the unknown word might be something that helps support the old man. If the initial letter is *c*, this provides an additional hint that the word may be *cane* or *crutches*. Surrounding words, sentences, or pictures may also help narrow the reader's guess.

Predicting from context is important for readers in figuring out the meaning of a word, but it is not always a reliable tool for figuring out the exact word (Snow, Burns, & Griffin, 1998). To do that, it is necessary to combine context with the other clues noted previously (Pikulski, 1997). Less skilled readers tend to over-rely on context, producing errors that alter meaning. Imagine, for example, that the reader of the sentence provided in the previous paragraph said *nurse* or *bed* because she looked at an accompanying picture showing the man in a hospital room and ignored word-level cues.

Recognizing words by *sight* is the process of identifying words from memory without analysis. Ehri (2005) noted that educators often use the

term *sight word* to describe high-frequency words, words most frequently encountered in print, or irregularly spelled words (those that are phonetically irregular and therefore not easily decoded). In reality, any word that is immediately recognized as a whole is a sight word. Cunningham (1999) emphasized that such instant recognition should be the goal for all readers since this is what allows them to move through text quickly, efficiently, and fluently.

Even skilled readers with large sight word vocabularies will eventually encounter unfamiliar words as they engage with increasingly difficult text. Their ability to use different combinations of the word identification strategies described, without over-relying on any one strategy, sets them apart from their less skilled peers (Pikulski, 1997).

c) What Are the Phases of Word Identification?

The brain is not prewired to read words. Children must be taught how to find the patterns in print that will lead them to automatic word recognition (Gentry, 2006). Ehri and McCormick (2004) described the development of word learning as occurring in five phases. In Table 3.1, each phase is briefly outlined in relation to the behaviors children exhibit.

Ehri and McCormick (2004) noted that these phases may overlap and that complete mastery in one phase may not be a prerequisite for a subsequent phase. Still, once the predominant phase has been identified, instruction can be designed to move a reader to the next phase.

Table 3 Ehri's Phases of Word Learning (Ehri & McCormick, 2004)

Pre alphabetic phase	<ul style="list-style-type: none"> • Little working knowledge of the alphabetic principle (that is, no understanding that letters in words map to sounds) • Focus on non-alphabetical graphic features (reads <i>stop</i> upon seeing a stop sign) • Limited to reading words from memory and guessing based on context
Partial-alphabetic phase	<ul style="list-style-type: none"> • Develops a rudimentary knowledge of the alphabetic principle • Uses letters (usually initial letters) and context to guess unfamiliar words • Knows the consonant sounds whose letter names contain those sounds (b, d, m, p, etc.) • Not yet able to use analogizing as a tool since the sight-word store is not large enough • May not have acquired a strong left to right orientation (reads <i>was</i> for <i>saw</i>)
Full-alphabetic phase	<ul style="list-style-type: none"> • Develops good working knowledge of the major sound-symbol correspondences and uses that knowledge to decode unfamiliar words • Can read words by analogy because sight-word store has developed sufficiently • Reading is initially slow and laborious, but speed and facility with words grow as sight-word vocabulary increases and as familiarity with the ways sounds are typically blended to create words increases

Consolidated-alphabetic phase	<ul style="list-style-type: none">• Develops solid working knowledge of recurring spelling patterns and commonly occurring suffixes• Easily stores longer words in memory because of ability to recognize word parts in chunks• Develops knowledge about more complex sound-symbol correspondences (e.g., silent e)
Automatic-alphabetic phase	<ul style="list-style-type: none">• Recognizes most words in text automatically by sight• Skilled in applying various strategies to attack unfamiliar words

B. Conceptual Framework

Reading process is a harmonious interaction between a reader and a text. Many activities such as predicting of meanings, which come from reader's background knowledge, and recognizing a multiplicity of linguistics signals or in other words decoding symbol i.e. letters, words, syllables, phrases, grammatical cues and discourse markers prevail during the process. It starts from the letters, to the higher one, clauses, sentences, paragraphs and texts. In brief, this process includes combining sounds or letters to form words, then combining words to form phrases, clauses, and sentences of the text.

More specifically, it starts from the eye looks; eyes look the letters and form them into a word, to make the each word meaningful it needs word recognition ability that is recognizing part of speech of words. Then, those words are allocated to grammatical class, aranging them into phrases. From those phrases, the reader compiles them into sentence structure by being attentive of subject predicate construction in order to be meaningful sentences and then those meaning leads to thinking.

There are valued skills needed, they are: First, discriminating sounds and letters. Second, recognizing words or identifying parts of speech since it is impossible to construct meaning without first being able to identify words. The last is to determine suprasegmental patterns or grammar ability. The grammar ability includes determining noun phrase in

phrases combining process and identifying subject predicate in clauses and sentences.

C. Hypothesis

Based on the literature review and conceptual framework presented above the hypothesis of this study is:

There is a positive and significant relationship between Identifying Subject—Predicate Construction, Understanding Noun Phrases, and Recognizing Word Types ability in aggregate and reading comprehension ability

CHAPTER III

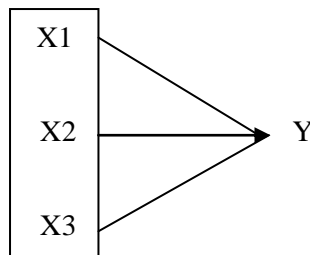
RESEARCH METHOD

A. Type of the Research

This research belongs into the non-experimental research due to there is no treatment to the sample. It also said as an ex-post facto research as well because it tries to search correlation between the independent variable and dependent variable.

This independent variable of this research is identifying subject predicate, which is symbolized by X1, understanding noun phrases symbolized as X2 and word recognition symbolized as X3. This research can be drawn as the figure below:

Figure 4 Independent & Dependent Variable



X = Independent

X1 = Identifying Subject Predicate Construction

X2 = Understanding Noun Phrases

X3 = Word Recognition

Y = Reading Comprehension Ability (Dependent)

→ Correlates with

B. Population, Sample, and Sampling Technique

1. Population

In the study, the writer took the student of English Language Education Department of Yogyakarta as the population, specifically the fourth semester students of English Language Education Department with a consideration that they have been learning Structure I, II and III course, which those are learn about grammar. The number of the fourth semester students is about 113, which are grouped into 6 classes.

Table 4 The Distribution of Students

Class	Number of students
4 A	19
4 B	17
4 C	18
4 D	13
4 G	17
4 H	24
Total	113

From the total number of the fourth semester students of English Language Education Department of Yogyakarta State University, the writer took 30 students that will be used for the tryout of the research instruments.

2. Sample

Based on the statement of Sugiyono (2003:63), the researcher can take sample of this research from the Krejcie and Morgan table where the researcher must take 86 students from the population that can be used as sample.

C. Research Instruments

The instruments in this research are designed to obtain data from the sample. There were two instruments utilized in this research. The first is a test instrument, is utilized to collect data of the student's reading comprehension, the second is a test to measure the grammar ability, which is divided into three sections, there are, subject predicate construction identification, noun phrase understanding and word recognition.

The test of reading comprehension ability consists of 6 texts. The texts are taken from several TOEFL books available. It consists of 49 items. Subject predicate constructions test investigates the subject predicate constructions analyzing skill, noun phrase test examines the understanding of noun phrase meaning. Meanwhile, the test of word recognition tests the part of speech understanding. Those grammar ability tests consist of 30 items in each section.

The writer chooses three kinds of test type, there are multiple-choice form for noun phrase and reading comprehension test. The questions

considering that this type of test is an objective one. In this kind of test, there is only one correct and predetermine answer to each question

Therefore, it can be said that this test is the fair one. Word recognition belongs to vocabulary test, it identify the word's part of speech in context. Subject predicate constructions belongs to essay test, it determines the subject and predicate of sentences.

The questions of the tests are developed from the blueprint that is based on the theory of four variables and material indicators. The blueprint of grammar ability, which is consisting of three sections, is shown in table 2, 3 and 4. The blueprint of reading comprehension test is shown in Table 5.

Table 5 the Blueprint of Subject Predicate Constructions

Indicators	Total	Item
Simple Sentences	10	1, 2, 3, 4, 5 6, 7, 8, 9, 10
Complex Sentence	20	11, 12, 13, 14, 15,16, 17, 18,19, 20,21, 22,23, 24, 25, 26, 27, 28, 29, 30,

The instrument consists of 30 items. These options have the scale value 4 for correct answer and 1 for the wrong answer.

Table 6 the Blueprint of Noun Phrase Understanding

No	Forms of Noun Phrase	Total	Items Number
1.	det- adj- H		1,2,22,24,30
2.	det- verb+ ing- H		12,13
3.	det- V 3- H		5,18,
4.	det- noun- H		8,23,26,27
5.	det- H- prep. phrase		14,15,17,19,20,29
6.	det- H- verb+ ing		4,11
7.	det- H- verb 3		7,10,28
8.	det- H- to infinitive		6,9,16
9.	det- H- adjective		21
10.	det- H- adv/ NP		3
11.	det- H- relative clauses		25,
.			
Total		30	30

The instrument consists of 30 items with four alternative options. These options have the scale value 1 for correct answer and 0 for the wrong answer.

Table 7 the Blueprint of Word Recognition

No	Form of Part of Speech	Total	Items Number
1.	Verb	15	3,4,5 6,7,8,9,10,12,19,20,26,27,28,30
2.	Noun	9	1,2,11,14,16,17,21,24,29
3.	Adjective	6	13,15,18,22,23,25
Total		30	30

The instrument consists of 30 items with four alternative options. These options have the scale value 1 for correct answer and 0 for the wrong answer

Table 8 the Blueprint of Reading Comprehension

No.	Cognitive level Indicators	K	C	Apl	A	S	E	Total
1.	Finding the main idea							
2.	Finding the main topic		7, 26, 29, 38, 44					5
3.	Identifying the previous or following paragraph						28	1
4.	Answering the factual questions	1,3,11, 13, 14, 16 17,22,32, 34,37,39, 42,48,50						15
5.	Answering negative questions	6,19,30						3
6.	Making inferences					4,10,45,47		4
7.	Understanding references		27,46					2
8.	Deducing the meaning of words are used in the passage			2,5,8,12,15, 18,20,21,23 ,25,27,31, 33,35,36,40 ,41, 49				19
Total								49

The instrument consists of 49 items with four alternative options. These options have the scale value 1 for correct answer and 0 for the wrong answer

D. Validity and Reliability

Before the instruments were used to collect the data, the writer tested them first to know their validity and reliability.

1. Validity

According to Tuckman (1988:175), validity is the extent to which a test measures what it purpose to measure. In other words, the instrument is said to be valid if it is able to measure what should to be measured.

In this study, to verify the item validity of the instrument, each item of the test is correlated with the total score by using Point Biserial Correlation formula. The formula is as follow:

$$r_{pbi} = \frac{\bar{x}_p - \bar{x}_q}{s_t} \sqrt{p \cdot q}$$

\bar{X}_p : the mean of the total scores of the examiners who answer the item correctly

\bar{X}_q : the mean of the total scores of the examiners who answer the item incorrectly

p : the proportion of the students who have correct answers

q : the proportion of the students who have wrong answers

sd : standard deviation of the total scores of the examiners

(Hatch & Farhady,1982:205)

2. Reliability

Cameron (2001: 225) says that a test cannot measure anything well unless it measures consistently.

Tuckman (1988:172) says that test reliability means that a test is consistent. To verify the reliability of the test, the writer uses the Alpha Cronbach formula. It is used because the research instrument are based on the scoring procedure that is 1 (one) score for the true and 0 (zero) for false one. The formula is as follow:

$$r = \frac{k}{k-1} \left(1 - \frac{pq}{SD^2} \right)$$

r : correlation coefficient

k : the number of items

SD² : the variance of the test scores

p : the proportion of the right answer

q : the proportion of the wrong answer

(Arikunto, 2005: 109)

In the reliability, only the valid items can be calculated. The result of the reliability test can be divided into some levels based on its value. Suharto (2006: 84) divides the levels of reliability into categories as follow:

0.800 – 1.000 very high

0.600 – 0.799 high

0.400 – 0.599 average

0.200 – 0.399 low

0.0 – 0.199 very low

Furthermore, Nurgiyantoro (2000:312) states that an instrument can be said as having high reliability when the reliability is more than 0.8500.

Table 9. the Validity of Subject Predicate Construction

No	Indicators	Item number	Total	Valid	Not valid
1.	Simple Sentence	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	1, 2, 3, 5, 6, 7, 8, 9	4, 10
2.	Complex Sentence	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	20	11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30.	13, 18, 26
Total			30	25	5

The result show that 5 from 30 items of reading comprehension test items were not valid, they are item number 4, 10, 13, 18,26. The result of the

computation shows that the minimum validity is – 0.02 and the maximum validity is 0.791

Table 10. the Validity of Noun Phrase Understanding

No	Forms of Noun Phrase	Items Number	Total	Valid	Not Valid
1.	det- adj- H			2,22,24,30	1,30
2.	det- verb+			12,13	
3.	ing- H			18,	5
4.	det- V 3- H			23,26,27	8
5.	det- noun- H			14,15,17,19,20,29	
6.	det- H- prep.			4	11
7.	phrase			2,7,10,28	
8.	det- H- verb+			6,9	16
9.	ing			-	21
10.	det- H- verb			3	
11.	3			25	
.	det- H- to infinitive				
	det- H- adjective				
	det- H- adv/ NP				
	det- H- relative clauses				
Total		30	30	23	7

The result shows that 7 out of 30 items of noun phrase understanding item were not valid, they are number 1, 5, 8, 11, 16, 21, 21 and 30. The result of the computation shows that the minimum validity is – 0.030 and maximum validity is 0.650.

Table 11 the Validity of Word Recognition

No	Form of Part of Speech	Items Number	Total	Valid	Not valid
1.	Verb	3,4,5,6,7,8,9,10,12, 19,20,26,27,28,30	15	3,4,5,7,8,9,10,12, 19,20,26,27,28,30	6, 28
2	Noun	1,2,11,14,16,17,21,24 ,29	6	1,2,11,14,16,17,21,24, 29	--
3.	Adjective	13,15,18,22,23,25	9	13,18,22,25	15, 23
Total		30	30	26	4

The result show that 4 out of 30 items of reading comprehension test items were not valid, they are item number 6, 15, 23, 28 .The result of the computation shows that the minimum validity is -0.02 and the maximum validity is 0.689.

The complete computer calculation prints out can be seen in Appendix B

Table 12 the Validity of Reading Comprehension

No .	Cognitive level Indicators	K	C	Apl	A	S	E	Total	Valid	Not Valid
1.	Finding the main idea									
2.	Finding the topic		7,26,29,38,44						7,29,38,44	26
3.	Identifying the previous or following paragraph						28		28	
4.	Answering the factual questions	1,3,11,13,14,16,17,22,32,34,37,39,42,48,50							1,3,11,13,14,16,17,22,32,34,37,39,42,48,50	
5.	Answering negative questions	6,19,30								
6.	Making inferences							4,10,45,47	4,45,47	10
7.	Understanding references		27,46							
8.	Deducing the meaning of words as used in the passage.			2,5,8,9,12,15,18,20,21,23,25,27,31,33,35,36,40,41,43,49					2,5,8,9,12,15,18,20,21,23,25,27,31,33,35,36,40,41,43,49	
Total									47	2

The result show that 2 from 49 items of reading comprehension test items were not valid, they are item number 26,10. The result of the computation shows that the minimum validity is 0.028 and the maximum validity is 0.700.

Table 13. the Reliability of Subject Predicate Construction and Reading Comprehension Ability

Reliability Coefficient Category	Subject Predicate Construction	Reading Comprehension Ability
1. Reliability	0,915	0,953
2. Category	Very High	Very high

Table 14. the Reliability of Noun Phrase Understanding and Reading Comprehension Ability

Reliability Coefficient Category	Noun Phrase Understanding	Reading Comprehension Ability
1. Reliability	0,852	0,953
2. Category	Very High	Very high

Table 15. the Reliability of Word Recognition and Reading Comprehension Ability

Reliability Coefficient Category	Word Recognition	Reading Comprehension Ability
1. Reliability	0,919	0,953
2. Category	Very High	Very high

E. Data Analysis Technique

1. Descriptive Analysis

Descriptive analysis aimed to provide answer to the questions about the student's grammar ability and the reading comprehension ability. Descriptive analysis includes the means, standard deviation, and the distribution of the students' score.

a) Mean Formula

$$M = \frac{fx}{N}$$

M = Mean

fx = Middle point x frequency

N = Number of sample

b) Standard Deviation Formula

$$SD = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$\sum fx$ = The sum of middle point x frequency

N = Number of Sample

c) **Table 16 The Conversion Criterion**

No.	Scale Number	Category Score
1.	$X > Mi + 1.5 SDi$	Very Good
2.	$Mi + 0.5 SDi < X \leq Mi + 1.5 Sdi$	Good
3.	$Mi - 0.5 SDi < X \leq Mi + 0.5 Sdi$	Fair
4.	$Mi - 1.5 SDi < X \leq Mi - 0.5 Sdi$	Poor
5.	$X < Mi - 1.5 SDi$	Very Poor

2. Inferential Analysis

Inferential analysis provides answer to the questions as to whether or not there is a correlation between grammar ability and reading comprehension ability. The inferential analyses used in this study are.

a. Test of Normality

This test is the one that tests the normality of the data that is whether the distribution of the responses of the test is normal. The formula use in this study is the Kolmogorov Smirnov.

$$KD = 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

Sugiyono (2006: 389)

KD = The value of K- Smirnov

n_1 = the gained sample

n_2 = the expected sample

b. Test of Linearity

The linearity of the correlation between the dependent variable and independent variable was tested by using the analysis of variance (ANOVA)

$$F_{reg} = \frac{MS_{reg}}{MS_{res}}$$

In which:

F_{reg} = the value of F regression

MS_{reg} = the mean square of regression

MS_{res} = the mean square of residual

(Hatch and Farhady, 1982)

c. Test of Hypothesis

To find out whether or not there is a positive significant correlation between grammar ability and reading comprehension ability, the

writer correlated the scores by using the Pearson Product Moment as follows:

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

In which:

r_{xy} = correlated coefficient

\sum_{xy} = the sum of the product multiplying the scores for grammar ability and reading comprehension ability.

\sum_x = the sum of the scores for grammar ability

\sum_y = the sum of the scores for reading comprehension ability

\sum_x^2 = the sum of the square of grammar ability

\sum_y^2 = the sum of the square the students' reading comprehension scores

N = the total number of the subject

(Suharto, 2008:75)

The writer used this formula is because in this research were interval. It is used to determine the correlation level between two investigated variables partially.

d. Test of Multiple Regression

To find out whether or not there is a positive significant correlation between grammar ability and reading comprehension ability in aggregate, the writer correlated the scores by using the ANAREG formula as follows.

$$R_{y(1,2,3)} = \frac{a_1 X_1Y + a_2 X_2Y + a_3 X_3Y}{Y^2}$$

$R_{y(1, 2, 3)}$ = the coefficient of multiple correlation between Y and (X1,X2 and X3)

a_1 = the coefficient of predictor X1

a_2 = the coefficient of predictor X2

a_3 = the coefficient of predictor X3

X_1Y = the sum of products between X 1 and Y

X_2Y = the sum of products between X 2 and Y

X_3Y = the sum of products between X 3 and Y

(Sutrisno Hadi,2004: 22)

e. Relative and Effective Contribution

After testing the hypotheses, the contribution of each predictor variable to the criterion could be computed. There are two kinds of contribution obtained from regression equation as follows:

1) Relative Contribution

$$SR\% X_1 = \frac{a_1 (\sum x_1 y)}{JK_{reg}} \times 100\%$$

$$SR\% X_2 = \frac{a_2 (\sum x_2 y)}{JK_{reg}} \times 100\%$$

$$SR\% X_3 = \frac{a_3 (\sum x_3 y)}{JK_{reg}} \times 100\%$$

$$SR\% X_4 = \frac{a_4 (\sum x_4 y)}{JK_{reg}} \times 100\%$$

2) Effective Contribution

$$SE\% X_1 = SR\% X_1 \cdot R^2$$

$$SE\% X_2 = SR\% X_2 \cdot R^2$$

$$SE\% X_3 = SR\% X_3 \cdot R^2$$

$$SE\% X_4 = SR\% X_4 \cdot R^2$$

From the testing of hypotheses, the researcher can find the regression equation as follows:

$$Y = aX_1 + aX_2 + aX_3 + K$$

Y = dependent variable (criterion)

a = coefficient of predictor

X = independent variable (predictor)

K = constant numbers

Sutrisno Hadi (2004: 28)

CHAPTER IV

RESEARCH FINDINGS

This chapter is divided into two parts. The first part presents the results of data analysis and the data interpretation.

A. Results of Data Analysis

1. Descriptive Analysis

The writer presents the descriptive analysis of the dependent variable and the independent variable. It includes the mean, the standard deviation, and the distribution of the variable.

a. Data of Students' Grammar Ability

1) Subject Predicate Construction

There were 49 items in the test. It was an objective test which consisted of multiple choice questions. The correct answer was valued 4 and the false answer was valued 0.

From 49 items employed to collect data on students' subject predicate, the highest score was 90 and the lowest score was 72. The mean of the students' score was 81 and the standard deviation was 3 (see Appendix B, in Mean and SD part). The highest possible score students may gain is 44 and the lowest score is 0.

The frequency distribution of scores on the Subject Predicate Construction is presented in Table 14.

Table 17 the Frequency Distribution of Scores on Students' Subject Predicate Construction

Interval	F	f%	Category
$X > 85.50$	1	1.2	Very good
82.50– 85.20	7	8.1	Good
79.50 – 82.50	25	29.1	Fair
76.50 – 79.50	20	23.3	Poor
$X < 76.50$	33	38.4	Very Poor
Total	86	100 %	

The table shows that 1 student (1.2%) falls into *very good* category, 7 students (8.1 %) fall into *good* category, 25 students (29.1%) fall into *fair* category, 20 students (23.3 %) falls into *poor* category, and the last is 33 students (38.4 %) falls into *very poor* category.

2) Noun Phrase Understanding

There were 30 items in the test. It was an objective test which consisted of multiple choice questions. The correct answer was valued 1 and the false answer was valued 0.

From 30 items employed to collect data on students' subject predicate, the highest score was 21 and the lowest score was 11. The mean of the students' score was 16 and the standard deviation was 1.67 (see Appendix B, in Mean and SD part).

Table 18 the Frequency Distribution of Scores on Students' Noun Phrase Understanding

Interval	F	f%	Category
$X > 18.50$	26	30.2 %	Very good
16.83 – 18.50	21	24.4 %	Good
15.17 – 16.83	16	18.6 %	Fair
13.50 – 15.17	14	16.3 %	Poor
$X < 13.50$	9	10.5 %	Very Poor
Total	86	100 %	

The table shows that 26 students (30.2%) falls into *very good* category, 21 students (24.4 %) falls into *good* category, 16 students (18.6 %) falls into *fair* category, 14 students (16.3 %) falls into *poor* category, and the last is 9 students (10.5 %) falls into *very poor* category.

3) Word Recognition Ability

There were 30 items in the test. It was an objective test which consisted of multiple choice questions. The correct answer was valued 1 and the false answer was valued 0.

From 30 items employed to collect data on students' subject predicate, the highest score was 25 and the lowest score was 14. The mean of the students' score was 19.50 and the standard deviation was 1.83 (see Appendix B, in Mean and SD part).

Table 19 the Frequency Distribution of Scores on Students' Word Recognition Ability

Interval	F	f%	Category
$X > 22.25$	21	24.4 %	Very good
20.42 – 22.25	26	30.2 %	Good
18.58 – 20.42	24	27.9 %	Fair
16.75 – 16.56	9	10.5 %	Poor
$X < 16.75$	6	7 %	Very Poor
Total	86	100 %	

The table shows that 21 students (24.4%) falls into *very good* category, 26 students (30.2 %) falls into *good* category, 24 students (27.9 %) falls into *fair* category, 9 students (10.5 %) falls into *poor* category, and the last is 6 students (7 %) falls into *very poor* category.

b. Data of Students' Reading Comprehension

There were 49 items in the test. It was an objective test which consisted of multiple choice questions. The correct answer was valued 1 and the false answer was valued 0.

From 49 items employed to collect data on students' subject predicate, the highest score was 42 and the lowest score was 33. The mean of the students' score was 37.50 and the standard deviation was 1.50 (see Appendix B, in Mean and SD part).

Table 20 the Frequency Distribution of Scores on Students' Reading Comprehension Ability

Interval	F	f%	Category
$X > 39.75$	24	27.9 %	Very good
38.25 – 39.75	15	17.4 %	Good
36.75 – 38.25	29	33.7 %	Fair
35.25 – 36.75	13	15.1 %	Poor
$X < 35.25$	5	5.8 %	Very Poor
Total	86	100 %	

The table shows that 24 students (27.9%) have very good scores, 15 students (17.4 %) have good scores, 29 students (33.7 %) have fair scores, 13 students (15.1 %) have poor scores, and the last is 5 students (5.8 %) have very poor scores.

2. Inferential Analysis

The inferential analysis is divided into two there are pre analysis testing and the hypothesis testing.

a. Pre Analysis Testing

Pre analysis testing was employed to fulfill the pre-requisite for data analysis. There were three requirements i.e., the sample is taken randomly, the distribution of variable X1, X2, X3 and Y is or is nearly normal, and the relationship between X1, X2, X3 and Y is linear, two tests were carried out. There were normality and linearity tests.

1. Normality Test

The objective of this test was to see whether the distribution of the data is normal or not. The data was tested by using Kolmogorov Smirnov formula. The distribution is said to be normal if the value of Z_0 observed was lower than the one of Z table. The computation of Kolmogorov Smirnov is presented by the table below, and the complete computer calculation printed out can be seen in Appendix C.

Table 21 the Normality of Variable X1, X2, X3 and Y

Var	N	Sig	Zo	Zt	Interpretation
X1	86	0.301	0.972	1.96	Normal
X2	86	0.243	1.026	1.96	Normal
X3	86	0.079	1.272	1.96	Normal
Y	86	0.18	1.097	1.96	Normal

Based on the data above, it can be seen that the values of Z_o observed are lower than Z table with the level of significance of 0.05.

2. Linearity Test

The objective of this test was to see whether the relationship between variable X1 and Y, X2 and Y, X3 and Y are linear or not. To test the data, the analysis of variance (ANOVA) was employed. The relationship can be said to be linear if the F observed was lower than F table. The computation of the analysis of variance is presented by table below, and the complete computer printed out can be seen in Appendix D.

Table 22 the Linearity of Variable X1, X2, X3 and Y

Var	Df	Fo	Ft	Interpretation
X1 & Y	12:72	0.468	1.89	Linear
X2 & Y	9:75	1.708	2.01	Linear
X3 & Y	10:74	1.727	1.97	Linear

The data above shows that the value of F observed is lower than F table with the level of significance of 0.05. Therefore, it can be said that the relationship between variable X1 and Y, X2 and Y, and also X3 and Y are linear.

b. Hypothesis Testing

The hypothesis proposed in this study is to see if there is a positive and significant correlation between grammar ability in terms of:

1. Subject-predicate construction ability and reading comprehension ability.
2. Noun phrase construction and reading comprehension ability. and the last is,
3. Word recognition and reading comprehension ability.

Those hypotheses need to be changed into null hypothesis to test them. The null hypothesis says that there is no positive and significant correlation between grammar ability and reading comprehension ability.

To see the relationship, the Pearson Product Moment formula was employed to those variables. The proposed hypothesis of subject predicate construction and reading comprehension ability is accepted, if obtained value (r-obtained) is higher than the table value (r-table). The result of computer calculation (see Appendix E) shows that r-obtained was 0.362 and the r-table in which $N = 184$ (the nearest to $N = 86$) at the level of significance of 5 % is 0.213. Therefore, the null hypothesis is rejected and

the proposed hypothesis is accepted. There is positive significant correlation between subject predicate construction ability and reading comprehension ability.

The proposed hypothesis of noun phrase understanding and reading comprehension ability is accepted, if obtained value (r - obtained) is higher than the table value (r -table). The result of computer calculation (see Appendix E) shows that r -obtained was 0.571 and the r -table in which $N = 84$ (the nearest to $N = 86$) at the level of significance of 5 % is 0.213. Therefore, the null hypothesis is rejected and the proposed hypothesis is accepted. There is positive significant correlation between subject predicate construction ability and reading comprehension ability.

The proposed hypothesis of word recognition ability and reading comprehension ability is accepted, if obtained value (r - obtained) is higher than the table value (r -table). The result of computer calculation (see Appendix E) that r -obtained was 0.547 and the r -table in which $N = 84$ (the nearest to $N = 86$) at the level of significance of 5 % is 0.213. Therefore, the null hypothesis is rejected and the proposed hypothesis is accepted. There is positive significant correlation between subject predicate construction ability and reading comprehension ability.

To see the relationship of subject predicate construction ability, noun phrase understanding and word recognition ability in aggregate with reading comprehension ability, the ANAREG formula was employed. The

proposed hypothesis is accepted, if obtained value (r- obtained) is higher than the table value (r-table). The result of computer calculation (see Appendix F) that r-obtained was 0.540 and the r-table in which N = 84 (the nearest to N = 86) at the level of significance of 5 % is 0.213. Therefore, the null hypothesis is rejected and the proposed hypothesis is accepted. There is positive significant correlation between subject predicate construction ability, noun phrase understanding and word recognition ability in aggregate with reading comprehension ability.

Table 23 the Effective Contribution and Correlative Contribution

Variable	Contribution	
	Effective	Relative
Identifying Subject Predicate	7.2 %	13.4 %
Understanding Noun Phrase	21.8 %	40.3 %
Word Recognition	25.0 %	46.3 %
Total	54.0 %	100.0 %

dependent variable: Reading Comprehension

B. Discussion

The data above prove that there is a positive and significant correlation between grammar ability and reading comprehension ability among the fourth semester students of English Education Language Department of Yogyakarta University in terms of:

1. Subject Predicate Construction and Reading Comprehension Ability. It is shown by the r_0 (r - obtained = 0.362) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %.
2. Noun Phrase Understanding and Reading Comprehension Ability. It is shown by the r_0 (r - obtained = 0.571) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %.
3. Word Recognition and Reading Comprehension Ability. It is shown by the r_0 (r - obtained = 0.547) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %.

The data also prove that there is positive significant correlation between subject predicate construction ability, noun phrase understanding and word recognition ability in aggregate with reading comprehension ability. It shown by the r_0 (r - obtained = 0.540) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %.

The interpretation of hypothesis testing result is that the higher the student's grammar ability is the higher reading comprehension ability is. On the contrary, the lower the student's grammar ability is, the lower reading comprehension ability is.

The interpretation data shows that the student's grammar ability is in good category and the reading comprehension ability is high. The computer calculation shows that the determinant for coefficient (r^2) of the linear regression was 0.540. It indicates that the effective contribution of the grammar ability is 54 % of the success of the reading comprehension ability. The result is suitable with theory stated by Jung (2009:29), that either reading comprehension is still affected by the knowledge of grammar directly or indirectly. It is also similar with Grabe (2009:198) ideas which state that grammar contributes a lot because it acts as a text-processing. Meanwhile, the rest of (46 %) is determined by other factors. As the previous explanation there are many factors that have close relationship with reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V is divided into two parts. The first one is conclusion and the second one is suggestions.

A. Conclusions

The conclusion is in line with the formulation of the problems stated in Chapter 1 and the result of data analysis. There are four points of formulation covered in this part.

1. Grammar ability, in terms of: Subject Predicate construction ability, Noun Phrase understanding and Word Recognition ability among the fourth semester students of English Language Education Department of Yogyakarta State University in 2012/2013 academic year are good. Here is more explanation.

a) Subject Predicate Construction Ability

The value of mean is 78.07 and standard deviation is 3.53. The value of ideal mean is 81.00, and the value of ideal standard deviation is 3.00, which means that the subject predicate construction ability is low due to the result, which is lower than the ideal value. Even though the value of standard deviation is higher than the ideal, it influences nothing because standard deviation only shows score variability.

b) Noun Phrase Understanding Ability

The value of mean is 16.80 and standard deviation is 2.58. The value of ideal mean is 16.00, and the value of ideal standard deviation is 1.67; which means that the noun phrase understanding ability is high due to the result, which is higher than the ideal value.

c) Word Recognition Ability

The value of mean is 20.58 and standard deviation is 2.40. The value of ideal mean is 19.50, and the value of ideal standard deviation is 1.83; which means that the noun phrase understanding ability is high due to the result that is higher than the ideal value.

2. The reading comprehension ability among the fourth semester students of English Language Education Department of Yogyakarta State University in 2012/2013 academic year is good. It is proved by the value of mean, which is 38.22 and standard deviation 1.83. The value of ideal mean is 37.50, and the value of ideal standard deviation is 1.50, which means that the reading comprehension ability is high due to the result which is higher than the ideal value.
3. There is a positive and significant correlation between grammar ability and reading comprehension ability among the fourth semester students of English Education Language Department of Yogyakarta University in terms of:

- a) Subject predicate construction and reading comprehension ability. It is shown by the r_o (r - obtained = 0.362) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %. It means that there is positive significant correlation between subject predicate construction and reading comprehension ability.
- b) The ability of noun phrase understanding and reading comprehension ability. It is shown by the r_o (r - obtained = 0.571) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %. It means that there is positive significant correlation between the ability of noun phrase understanding and reading comprehension ability.
- c) Word recognition and reading comprehension ability. It is shown by the r_o (r - obtained = 0.547) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %. It means that there is positive significant correlation between word recognition ability and reading comprehension ability.
4. There is positive significant correlation between subject predicate construction, noun phrase understanding and word recognition ability in aggregate with reading comprehension ability. It is shown by the r_o (r - obtained = 0.540) which is higher than the r_t (r -table = 0.213) at the level of significance of 5 %. It means that those variables have positive and significant correlation in aggregate with reading comprehension ability.

B. Suggestions

Based on the conclusion above the writer presents some suggestions, which are addressed to students, lecturers, and other researchers.

1. To Students

The writer finds that the grammar ability in terms of subject predicate construction, noun phrase understanding and word recognition ability influences a lot on and has significant roles in the reading comprehension ability. Unfortunately, the subject predicate construction ability rate shows low result. Therefore, it is necessary for the students to improve their ability in analyzing subject predicate construction by studying more in grammar and exercising in analyzing subject predicate constructions.

The other elements are noun phrase construction, word recognition and reading ability show good results. Since both noun phrase and word recognition factors proved to have great contribution to the reading comprehension ability, students should maintain their abilities by keeping studying grammar especially those elements to improve their reading comprehension ability.

2. To Lecturers

The low rate of subject predicate construction needs a serious solution. In the teaching and learning process, the lecturers should include

grammatical aspects in terms of subject predicates, noun phrase, and word recognition.

3. To Other Researchers

This study shows that the grammar ability in terms of subject predicate construction, noun phrase understanding and word recognition ability have a positive and significant both partial and in aggregate correlation to the reading comprehension ability. The writer realizes that this study is not a perfect one. There are still some weaknesses in it. Therefore, the writer invites other researchers who are interested in the similar topic to get more insight.

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APPENDICES

APPENDIX A
RESEARCH
INSTRUMENT

A. Word Recognition Test

Label the underlined word, whether it is a noun, a verb or an adjective.

1. The fastest dog, the greyhound, can achieve speeds up to thirty-six miles per hour. (.....)
2. The television which has so long been a part of our culture has an enormous influence. (.....)
3. The supply of oil will not last for a century. (.....)
4. Chapter III of 1945 Constitution states, among other things, that President holds office according to constitution. (.....)
5. The offer of the new company sounds interesting to the job seekers. (.....)
6. Western societies highly value individualism. (.....)
7. Human IQ tests yield a score between 0 and about 200. (.....)
8. Too many people live and vacation along the beach to allow their roads and buildings to simply fall into the sea. (.....)
9. Marguerite plans to try out for the lead in the new musical. (.....)
10. He disguises himself by wearing a mask. (.....)
11. Some fishing fleets might not have been so inefficient in limiting their catch to target species had the government been more strict in enforcing penalties. (.....)
12. Please page the doctor if you need help. (.....)
13. It was an everyday, boring, ordinary story. (.....)
14. Crocodiles are one of the last remains of dinosaurs and the idea of a crocodile coming out of the water and grabbing somebody is riveting. (.....)
15. When we are travelling on long-haul flights, several things happen. First, we are stationary. Second, the environment is dry. (.....)
16. Birds make nests in trees where they can hide their young in the leaves and branches. (.....)
17. Artificial chemicals called CFC are used in the production of goods. (.....)
18. Still waters run deep. (.....)
19. The woman is to mean to make a donation. (.....)

20. If your mouth waters, it is usually because you can smell or see some appetizing foods. (.....)
21. It is very difficult to overcome your early conditioning. (.....)
22. Fruits, vegetables may be fresh, canned, frozen, or dried. (.....)
23. Poets usually find inspiration in the still of the night. (.....)
24. People communicate with each other by means of language. (.....)
25. Do you think that imprisonment represents a just or an unjust punishment? (.....)
26. I am chains to my desk in Jakarta. (.....)
27. I put in the clutch and let the car coasts for a second or two. (.....)
28. The survivors surface twenty feet in front of the boat. (.....)
29. Wheat yields doubled in India between 1964 and 1972. (.....)
30. Large numbers of soldiers desert as defeat become inevitable. (.....)

B. Noun Phrase Test

Choose the best answer by crossing A, B, C, or D

1. Some large bodies of water remain pure for a large time. The meaning of the underlined noun phrase is
 - A. Sumber air yang besar
 - B. Badan bagian besar air
 - C. Cadangan sebagian besar air
 - D. Sebagian besar cadangan air
2. There is always something new. The meaning of the underlined noun phrase is
 - A. beberapa hal yang baru
 - B. hal itu baru
 - C. sesuatu yang baru
 - D. sesuatu itu baru
3. Youth today expect much, but work less. The meaning of the underlined noun phrase is
 - A. anak muda sekarang ini
 - B. ini anak muda sekarang
 - C. ini anak remaja yang sekarang
 - D. keberadaan anak muda sekarang
4. The girl working in the factory is an orphan and living by herself. The meaning of the underlined noun phrase is
 - A. anak perempuan itu bekerja di pabrik
 - B. anak perempuan yang bekerja di pabrik itu
 - C. di pabrik anak perempuan itu bekerja
 - D. pekerjaan anak perempuan itu di pabrik
5. The estimated cost to build a house is about 3 million. The meaning of the underlined noun phrase is
 - A. biaya yang diperkirakan untuk membangun sebuah rumah
 - B. perkiraan biaya untuk membangun rumah
 - C. memperkirakan biaya untuk pembangunan rumah
 - D. biaya untuk membangun rumah diperkirakan
6. Hera's mother buying a few books to read. The meaning of the underlined noun phrase is
 - A. beberapa buku yang terbaca
 - B. beberapa buku untuk dibaca
 - C. harus membaca beberapa buku
 - D. beberapa buku untuk dibaca
7. Some books written by Christy are very interesting. The meaning of the underlined noun phrase is
 - A. beberapa buku yang ditulis oleh Christy
 - B. beberapa buku tulisan Christy
 - C. Christy menulis beberapa buku
 - D. beberapa buku tulisan Christy
8. Nani's daughter is a call girl. The meaning of the underlined noun phrase is
 - A. gadis yang di panggil
 - B. gadis panggilan
 - C. gadis yang terpanggil
 - D. gadis yang memanggil

9. *A woman has responsibility to take care of the children*. The meaning of the underlined noun phrase is
- tanggungjawab untuk menjaga anak-anaknya
 - penjagaan anak-anak yang bertanggungjawab
 - pertanggungjawaban anak-anak yang dijaga
 - anak-anaknya untuk dijaga bertanggungjawab
10. *The small stars seen from the earth look so beautiful*. The meaning of the underlined noun phrase is
- melihat bintang-bintang kecil dari bumi
 - bintang-bintang kecil yang terlihat dari bumi
 - bintang-bintang kecil yang dilihat dari bumi
 - dari bumi melihat bintang-bintang kecil
11. *The people visiting the temple are from the city*. The meaning of the underlined noun phrase is
- kunjungan orang-orang itu ke candi
 - orang-orang itu berkunjung ke candi
 - orang-orang yang berkunjung ke candi itu
 - orang-orang yang mengunjungi candi
12. *A developing country always has many problems to face by the government*. The meaning of the underlined noun phrase is
- itu negara yang sedang berkembang
 - sebuah negara yang sedang berkembang
 - sedang berkembangnya negara itu
 - perkembangan suatu negara
13. *Mount Merapi is a smoking volcano*. The meaning of the underlined noun phrase is
- pengasapan gunung api
 - gunung api yang berasap
 - berasapnya gunung berapi
 - asap gunung api
14. It follows that the key issue is the extent to which there was a significant Soviet threat. The meaning of the underlined noun phrase is
- Mana ada ancaman Soviet
 - Terancam soviet yang berarti
 - Seberapa adanya ancaman Soviet
 - Sejauh mana adanya ancaman Soviet yang berarti
15. *Classes differ greatly in the manner of the establishment of membership and in the rate of membership change*. The meaning of the underlined noun phrase is
- Cara terbentuknya keanggotaan
 - Pembentukan cara keanggotaan
 - cara pembentukan keanggotaan
 - Cara anggota membentuk
16. *Every night he always asked for something to eat*. The meaning of the underlined noun phrase is
- sesuatu untuk dimakan
 - beberapa makanan
 - sesuatu yang dibuat
 - suatu makanan

17. *However, even in this Thomas is a failure as he cannot remember a word, nor does he know the reason for his impending execution.* The meaning of the underlined noun phrase is
- Eksekusi penunda
 - Eksekusi tertunda beralasan
 - Eksekusi yang tertunda
 - Alasan penundaan eksekusinya
18. *This specially equipped plane can fly at a height at 30.000 feet and a speed at 900miles an hour.* The meaning of the underlined noun phrase is
- ini khusus dilengkapi dengan pesawat
 - perlengkapan khusus pesawat
 - pesawat yang dilengkapi secara khusus ini
 - pesawat khusus yang dilengkapi dengan
19. *The week following admission appears to be the time of the greatest risk.* The meaning of the underlined noun phrase is
- Besarnya resiko waktu
 - waktu untuk resiko yang terbesar
 - Waktu bisa jadi resiko terbesar
 - Resiko bisa jadi waktu yang terbesar
20. *It is interesting to watch the changing color of the sea.* The meaning of the underlined noun phrase is
- warna laut yang selalu berubah
 - laut berwarna yang berubah
 - warna laut yang selalu berubah
 - perubahan warna laut
21. *After a few minutes' drive, we stopped at a village nearby.* The meaning of the underlined noun phrase is
- dekat desa
 - sebuah desa yang dekat
 - itu desa yang dekat
 - dekat desa itu
22. *Law enforcement and firefighting fields are attracting many young women today.* The meaning of the underlined noun phrase is
- banyak wanita muda
 - wanita muda banyak
 - kebanyakan wanita muda
 - wanita muda kebanyakan
23. *Caring mother usually use soft skin powder for their babies.* The meaning of the underlined noun phrase is
- kelembutan kulit yang berbeda
 - bedak kulit yang halus
 - bedak kulit yang dihaluskan
 - kulit halus yang berbeda
24. *After the berries are harvested, the machine removes the pulp, leaving a thin parchment-like skin.* The meaning of the underlined noun phrase is
- Kulit perkamen yang tipis
 - Kulit tipis perkamen
 - Kulit tipis yang seperti perkamen
 - Kulit dengan perkamen yang tipis

25. *They go to a shop in which they can buy books.* The meaning of the underlined noun phrase is
- A. buku-buku itu dapat dibeli di sebuah toko
 - B. di mana buku-buku itu dapat dibeli di toko
 - C. di toko itu mereka membeli buku-buku
 - D. sebuah toko di mana mereka dapat membeli buku-buku
26. All the passengers of *the wrecked ship* were hopeless. The meaning of the underlined noun phrase is
- A. kehancuran kapal itu
 - B. kapal yang hancur itu
 - C. kapal yang dihancurkan itu
 - D. hancurnya kapal itu
27. Many people suffer from *mental disturbance* nowadays. The meaning of the underlined noun phrase is
- A. mental yang terganggu
 - B. terganggunya mental
 - C. gangguan mental
 - D. mengganggu mental
28. *Most of the guests invited to the party* were the rich. The meaning of the underlined noun phrase is
- A. kebanyakan tamu yang di undang ke pesta itu
 - B. tamu yang di undang ke pesta itu
 - C. banyaknya tamu yang di undang ke pesta itu
 - D. tamu yang di undang ke pesta itu banyak
29. *Poets usually find inspiration in the still of the night.* The meaning of the underlined noun phrase is
- A. malam yang masih hening
 - B. heningnya malam itu
 - C. waktu yang masih malam
 - D. keheningan malam
30. She is *a talented young artist in this country*. The meaning of the underlined noun phrase is
- A. artis muda itu berbakat
 - B. bakat artis muda itu
 - C. itu artis yang berbakat
 - D. artis muda yang berbakat itu

c. Subject Predicate Construction Test

Underline the subjects and the verbs in each of the following sentence.

1. The flowers of the tea plant are small and white.
2. The tetracyclines, a family of antibiotics, are used to treat infections.
3. Still a novelty in the late nineteenth century, photography was limited to the rich.
4. A pride of lions can contain up to forty lions, including one to three males, several females, and cubs.
5. When building nests during spring nesting season, Canadian geese are fiercely territorial.
6. Hidden behind government secrecy for nearly half a century, The Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.
7. Until recently proven incorrect, astronomers had assumed that the insides of white dwarfs were uniform.
8. Searching for artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.
9. Although first sighted in North American waterways less than a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.
10. The president of the U.S appoints the cabinet members, but their appointments are subject to Senate approval.
11. The prisoners were prevented from speaking to reporters because the superintendent did not want the story in the papers.
12. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where an extraordinary of important events took place.
13. As pumps have sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
14. Case studies are the target of much skepticism in the scientific community, yet they are used extensively by numerous researchers.
15. According to the hypothesis in the study, the monarchs pick up the magnetic field of the target since monarchs migrate by following magnetic fields.
16. If ultraviolet radiation enters the earth's atmosphere, it is generally blocked by the ozone concentrated in the atmosphere.
17. Among human chromosome, the Y chromosome is unusual, in that most of the chromosome does not participate in meiotic recombination.
18. Dolphins form extremely complicated allegiances and enmities that continually change.
19. Scientists are now beginning to conduct experiments on how noise pollution can trigger different sorts of health risks.
20. The Apollo 11 astronauts whom millions of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969 were Neil Armstrong and Buzz Aldrin.
21. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence which has served as the basis of modern IQ tests.

22. A cloud's reservoir of negative charge extends upwards from the altitude at which temperature hit the freezing point.
23. In a 1988 advanced officer's training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever it is feasible.
24. What will be carried in the next space shuttle payload has not yet been announced to the public.
25. Free fall, which is up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
26. The fact that the most important ratings period is about to begin has caused all three networks to shore up their schedules.
27. The greenhouse effect occurs when the Earth's atmosphere traps heat radiated from the Sun.
28. People who reverse the letters of words when trying to read suffer from dyslexia.
29. Rubber produced from vulcanized silicones with a high molecular weight is difficult to distinguish from a natural rubber.
30. The number of electrons in an atom matches of charged particles or protons.

PART D READING COMPREHENSION

Questions 1 through 6 are based on the following passage.

In 1920, after some thirty-nine years of problem with disease, high costs, and politics, the Panama Canal was officially opened finally linking the Atlantic and Pacific Oceans by allowing ships to pass through the fifty-mile canal zone instead of traveling some seven thousand miles around Cape Horn. It takes a ship approximately eight hours to complete the trip through the canal and costs an average of fifteen thousand dollars, one tenth of what it would cost an average ship to round the Horn. More than fifteen thousand ships pass through its locks each year.

The French initiated the project but sold their rights to the United States, which actually began the construction of the project. The latter will control it until the end of the twentieth century when Panama takes over its duties.

1. Who currently controls the Panama Canal?
 - a. France
 - b. United States
 - c. Panama
 - d. Canal Zone
2. The word "locks" in line 8 is closest meaning to
 - a. securities
 - b. latches
 - c. lakes
 - d. canal gates
3. In what year was construction began on the canal?
 - a. 1881
 - b. 1920

- c. 1939
- d. 1999

4. It can be inferred from this passage that
 - a. the canal is a costly project which should be reevaluated.
 - b. despite all the problem involve the project is beneficial.
 - c. many captains prefer to sail around Cape Horn because it less expensive.
 - d. problems have made it necessary for three governments to control the canal over the years.
5. In line 2, the word "linking" is closest in meaning to
 - a. purchased
 - b. launched
 - c. forfeited
 - d. forced
6. All of the following are true EXCEPT
 - a. it costs so much to pass through the locks because very few ships use them.
 - b. the United States received the rights to the canal from the French.
 - c. a ship can pass through the canal in only eight hours.
 - d. passing through the canal saves thousands of miles of travel time around Cape Horn.

Questions 7 through 16 are based on the following passage.

People are often surprised to learn just how long some varieties of trees can live. If asked to estimate the age of the oldest living trees on Earth, they often come up with guesses in the neighborhood of two or perhaps three hundred years. The real answer is considerably larger than that, more than five thousand years.

PART D READING COMPREHENSION

The tree that wins the prize for its considerable maturity is the bristlecone pine of California. This venerable pine predates wonders of the ancient world such as the pyramid of Egypt, the Hanging Gardens of Babylon, and the Colossus of Rhodes. It is not nearly as tall as the giant redwood that is also found in California, and in fact it is actually not very tall compared with many other trees, often little more than five meters in height. This relatively short height may be one of the factors that aid the bristlecone pine in living to a ripe old age – high winds and inclement weather cannot easily reach Pie shorter trees and cause damage. An additional factor that contributes to the long life of the bristlecone pine is that this type of tree has a high percentage of resin, which prevents rot from developing in the tree trunk and branches.

7. The best title for this passage would be
 - a. The Size of the Bristlecone Pine
 - b. Three-Hundred-Year-Old-Forests
 - c. The Wonders of the Ancient World
 - d. An Amazingly Enduring Tree
8. The word “estimate” in line 2 is closest in meaning to
 - a. Measure
 - b. Approximate
 - c. Evaluate
 - d. View
9. The expression “in the neighborhood of “ in line 3 could best be replaced by
 - a. of approximately
 - b. on the same block as
 - c. with the friendliness of

- d. located close to
10. It can be inferred from the passage that most people

- a. are quite accurate in their estimate of the ages of trees.
- b. have two to three hundred trees in their neighborhoods.
- c. do not really have any idea how old the oldest trees on Earth are.
- d. can name some three-hundred-year-old-trees

11. According to the passage, approximately how old are the oldest tree on Earth?

- a. Two hundred years old
- b. Three hundred years old
- c. Five hundred years old
- d. Five thousand years old

12. The word “venerable” in line 7, is closest in meaning to which of the following?

- a. Ancient
- b. Incredible
- c. Towering
- d. Unrecognizable

13. The author mentions the Egyptian pyramids as an example of something that is

- a. far away
- b. believed to be strong
- c. extremely tall
- d. known to be old

14. Which of the following is true about the bristlecone pine?

- a. It is as tall as the great pyramids.
- b. It is never more than five meters in height.

PART D READING COMPREHENSION

- c. It is short in comparison to many other trees.
- d. It can be two or three hundred feet tall.

15. The word “inclement” in line 13 could best be replaced by

- a. Sunny
- b. Bad
- c. Unusual
- d. Strong

16. The passage state that resin

- a. assists the tree trunks to develop.
- b. is found only in the bristlecone pine.
- c. flows fronts the branches to the tree trunk
- d. helps stop rot from starting.

Questions 18 through 27 are based on the following passage.

When buying a house, you must be sure to have it checked for termites. A termite is much like an ant in its communal habits, although physically the two insects are distinct.

Like those of ants, termite colonies consist of different classes, each with its own particular job. The most perfectly formed termites, both male and female, make up the reproductive class. They have eyes, hard body walls, and fully developed wings. A pair of reproductive termites founds the colony. When new reproductive termites develop, they leave to form another colony. They use their wings only this one time and then break them off.

The worker termites are small, blind, and wingless, with soft bodies. They make up the majority of the colony and do all the work. Soldiers are eyeless and wingless, but they are larger than the workers and have hard

heads and strong jaws and legs. They defend the colony and are cared for by the workers.

The male and female of the reproductive class remain inside a closed-in cell where the female lays thousands of eggs. The workers place the eggs in cells and care for them. Even if one colony is treated with poison, if a male and female of the reproductive class escape, they can form a new colony.

Pest control companies can inspect a house for infestation of termite.

Often, a layperson cannot spot the evidence, so it is critical to have the opinion of professional. Termites vary depending upon the type of termite.

17. How are termites like ants?

- a. They live in communities, an each class has a specific duty.
- b. Their bodies are the same shape.
- c. The king and the queen are imprisoned.
- d. The females' reproductive capacities are the same.

18. The word “communal” in line 2 is closest in meaning to

- a. eating
- b. reproducing
- c. organizational
- d. social

19. Which of the following is NOT true?

- a. All termites have eyes.
- b. Some termites cannot fly.
- c. Workers are smaller than soldiers.
- d. Termites do not fly often.

20. In line 3, the word “distinct” is closest in meaning to

- a. similar
- b. different

PART D READING COMPREHENSION

- c. genetically related
d. strong
21. In line 4, “classes” is closest meaning to
a. sexes
b. colonies
c. courses
d. categories
22. Which of the following statements is probably true?
a. Thousands of termites may move together to develop a new colony.
b. The male and female reproductive do not venture outdoors except to form a new colony.
c. There are more soldiers than workers.
d. A worker could easily kill a soldier.
23. The word “founds” in line 7 is nearest in meaning to
a. establishes
b. destroys
c. controls
d. guards
24. The word “cells” in line 16 is closest in meaning to
a. combs
b. rows
c. compartments
d. placentas
25. Which of the following would be the best title for this passage?
a. Termites Destroy Houses
b. Termites Work Well Together
c. The Habits and Physical Characteristics of Termites.
d. The Relationship of Soldier and Worker Termites
26. The word “each” in line 4 refers to
a. ants
b. colonies
c. jobs
d. classes
27. Questions 28 through 37 are based on the following passage.
- While the bald eagle is one national symbol of the United States, it is not only one. Uncle Sam, a bearded gentleman costumed in the red, white, and blue stars and stripes of the nation’s flag, is another well-known national symbol.
- According to legend, this character is based on Samuel Line Wilson, the owner of a meat-packing business in Troy, New York. During the War of 1812, Sam Wilson’s company was granted a government contract to supply meat to the nation’s soldiers; this meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became “Uncle Sam,” for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.
28. The paragraph preceding this passage most probably discusses
a. The War of 1812
b. The bald eagle, which symbolizes the United States
c. Sam Wilson’s meat-packing company
d. The costume worn by Uncle Sam

PART D READING COMPREHENSION

29. Which of the following is the most appropriate title for this passage?
- a. The bald eagle
 - b. The Symbols of the United States
 - c. Samuel Wilson
 - d. Uncle Sam—Symbol of the Nation
30. Which of the following is NOT mentioned about Uncle Sam's appearance?
- a. He wears facial hair
 - b. There is some blue in his clothing
 - c. He is bald
 - d. His clothes have stripes in them
31. The word "costumed" in line 2 could most easily be replaced by
- a. dressed
 - b. nationalized
 - c. hidden
 - d. seen
32. Sam Wilson was the proprietor of what type of business?
- a. A costume company
 - b. A meat-packing company
 - c. A military clothier
 - d. A barrel-making company
33. The word "granted" in line 7 means
- a. refused
 - b. underbid for
 - c. told about
 - d. given
34. According to the passage, what was in the barrels stamp U.S.?
- a. Sam Wilson
 - b. Food for the army
 - c. Weapons to be used in the war
 - d. Company contracts
35. The word "initials" in line 9 means
- a. nicknames
 - b. family names
 - c. first letter of words
 - d. company names
36. The word "official" in line 14 is closest in meaning to
- a. authorized
 - b. professional
 - c. dutiful
 - d. accidental
37. In 1812, most probably answered that the letters "U.S." written on the barrels stood for "Uncle Sam" because
- a. Congress required it
 - b. Samuel Wilson was their favorite uncle
 - c. Sam Wilson preferred it
 - d. They were not exactly sure what the letters meant
- Questions 38 through 43 are based on the following passage.

Questions 38 through 43 are based on the following passage.

A solar eclipse occurs when the Moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the moon covers the center of the Sun, leaving a bright ring of light around the Moon; in a total Line eclipse, the Sun is completely covered by the Moon.

PART D READING COMPREHENSION

It seems rather improbable that a celestial body the size of the Moon could completely block out the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the Sun, the Moon is able to cover the Sun because of their relative distances from the Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow moves across the Earth at a rate of about 6 kilometers per second.

38. This passage mainly

- a. Describes how long an eclipse will last
- b. Gives facts about the Moon
- c. Explains how the Sun is able to obscure the Moon
- d. Informs the reader about solar eclipses

39. According to the passage, how can the Moon hide the Sun during a total eclipse?

- a. The fact that the Moon is closer to the Earth than the Sun makes up for the Moon's smaller size.
- b. The Moon can only obscure the Sun because of the Moon's great distance from the Earth.
- c. Because the Sun is relatively close to the Earth, the Sun can be eclipsed by the Moon.
- d. The Moon hides the Sun because of the Moon's considerable size.

40. A "celestial body" in line 5 is most probably one that is found

- a. Within the Moon's shadow
- b. Somewhere in the sky
- c. On the surface of the Sun
- d. Inside the Earth's atmosphere

41. What is the meaning of "block out" in line 6?

- a. Square
- b. Cover
- c. Evaporate
- d. Shrink

42. The passage states that which of the following happens during an eclipse?

- a. The Moon hides from the Sun
- b. The Moon is obscured by the Sun
- c. The Moon begins moving at a speed of 6 kilometers per second
- d. The Moon's shadow crosses the Earth

43. The word "rate" in line 9 is closest meaning in meaning to

- a. Form
- b. Speed
- c. Distance
- d. Rotation

Questions 44 through 50 are based on the following passage.

The hippopotamus is the third largest land animal, smaller only than the elephant and the rhinoceros. Its name comes from two Greek words which mean "river horse." The long name of this animal is often shortened to the easier to handle term "hippo."

The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

PART D READING COMPREHENSION

In spite of its name, the hippo has relatively little in common with the horse and instead has a number of interesting similarities in common with the hale. When a hippo comes up after a stay at the bottom of a lake or river it releases air through a blowhole, just like a whale. In addition, the hippo resembles the whale in that they both have thick layers of bubbler for protection and they are almost completely hairless.

44. The topic of this passage is
- The largest land animals
 - The derivations of animal names
 - The characteristics of the hippo
 - The relation between the hippo and the whale
45. It can be inferred from the passage that the rhinoceros is
- Smaller than the hippo
 - Equal in size to the elephant
 - A hybrid of the hippo and the elephant
 - One of the two largest types of land animals
46. The possessive "its" in line 2 refers to
- Hippopotamus
 - Elephant
 - Rhinoceros
 - Horse
47. It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
- Simpler to pronounce
 - Scientifically more accurate
 - The original name
 - Easier for the animal to recognize

48. According to the passage, what is the maximum time that hippos have been known to stay underwater?

- Three minutes
- Five minutes
- Thirty minutes
- Ninety minutes

49. The expression "has relatively little in common" in line 9 could best be replaced by

- Has few interactions
- Is not normally found
- Has minimal experience
- Share few similarities

50. The passage states that one way in which a hippo is similar to a whale is that

- They both live on the bottoms of rivers
- They both have blowholes
- They are both named after horses
- They both breathe underwater

APPENDIX B
THE RESULT of VALIDITY
AND
RELIABILITY TEST

Data Try Out Identifying Subject Predicate

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	JML
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	2	2	4	2	2	2	4	2	4	4	103
2	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	2	4	4	3	3	4	4	3	3	4	4	4	4	112
3	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	3	4	2	4	3	4	3	3	2	4	2	1	4	105
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	3	2	4	4	2	2	4	2	4	4	109
5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	3	3	4	4	2	2	2	2	4	4	105
6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	3	3	3	4	3	3	3	2	4	2	4	107
7	4	3	4	4	2	2	2	4	4	2	2	2	4	4	2	4	2	1	4	2	2	3	2	2	1	1	4	2	1	4	80
8	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	2	4	3	2	3	4	3	3	3	4	3	4	4	107
9	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	1	4	2	3	2	4	1	3	2	4	1	3	4	100
10	3	4	2	4	3	4	2	4	4	4	3	4	4	4	2	4	4	2	2	2	2	2	2	2	2	2	4	2	1	1	85
11	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	3	3	4	2	2	2	4	2	1	4	104
12	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	3	4	2	2	4	4	2	2	2	4	2	4	4	105
13	4	4	4	4	4	4	3	4	4	2	4	4	4	4	4	4	4	1	4	4	3	3	4	3	3	4	4	2	3	4	107
14	4	4	4	4	2	2	4	4	4	4	2	2	4	4	2	4	4	1	4	2	3	1	4	3	3	1	1	1	1	4	87
15	2	3	2	4	3	2	2	1	1	2	2	2	4	2	2	2	2	2	2	1	1	4	2	1	1	2	1	1	1	1	56
16	4	4	4	4	4	4	4	4	4	4	4	2	4	4	1	4	4	3	4	1	4	2	4	4	3	3	4	1	2	4	102
17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	1	4	4	1	4	111
18	4	3	4	4	2	4	2	3	4	4	4	4	4	4	4	4	4	1	4	1	2	2	2	4	2	2	4	2	1	4	93
19	3	3	4	4	3	2	4	3	4	2	3	2	4	4	2	4	4	2	2	1	2	2	2	2	2	2	2	2	1	4	81
20	4	4	4	4	4	4	4	4	4	2	4	2	4	4	2	4	4	2	4	4	3	3	4	4	3	3	4	4	4	4	108
21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	1	3	2	2	2	2	2	1	4	4	4	101
22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	2	2	3	4	2	3	4	4	2	1	2	103
23	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	3	4	4	2	2	4	4	4	4	111
24	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	2	4	1	2	3	4	2	2	2	4	1	2	4	99
25	3	4	4	4	4	2	4	4	4	4	2	4	2	4	2	4	4	1	2	2	2	3	4	2	2	1	4	2	1	4	89
26	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	1	4	2	2	3	4	2	1	2	4	2	2	4	98
27	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	2	4	2	3	3	2	2	1	2	4	2	3	4	100
28	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	2	4	4	4	3	4	4	2	2	4	4	4	4	112
29	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	2	3	3	4	2	3	1	4	2	1	4	103
30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	3	2	4	4	4	4	4	113

Noun Phrase

030 0 N 03

DCABABABABCBBDCADCBBDBABCDBCADD

444444444444444444444444444444444444

YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY

- 01 DAABCDCCCDDCCAACBDBBDBCABBCAD
- 02 BCABABABAADBBDCBBDBDBABCCBDAAA
- 03 DCCABDDCBDCBDDBAADCBCACCDACAAD
- 04 CCAABBBDDBCBADCCCCAAAACDDBCABD
- 05 DCCDBACACBCBCDCADCCBCADCDBDACD
- 06 BABDDDDBBDAABBCDDBDAAABBBABBDAA
- 07 BCACBABAABCBAACCAACCABACCDBBADC
- 08 CCABABABABDEBDDBBDBDAABCDBCBCA
- 09 AABDDCDDBBCBEDCADCAABABADBCACC
- 10 DCABABABABBBBBDADBBDCADCDBDDCA
- 11 DCABBBABAAAABEDCADBBDBDBCDBCACD
- 12 CCABBBABABDEBDCDDBDDABAABCAAAA
- 13 ACBADACDDBCBECCDCCBABACCDDBCDCD
- 14 DAABBCDCADACAAAADDBDADABCACBD
- 15 ACABABDBCBBBCAACAAABDCDBBBBBCBB
- 16 CDCDACDABAAAABABDCADADBABCABAB
- 17 ADCCDDCCDCBDDCAAADDDADCDBCACD
- 18 BCABADBBBBDBBAAAADCDDCCBDDBAABD
- 19 DDCAABCCCDDBCCDCBBCBBBDCDCBDCC
- 20 CDADADABCDDCAACBCABADCBCACAC
- 21 CCBCCDABCDDBBAAACBCADCDCBACBCCA
- 22 DCABBBABAABBBDCADBDDCABCDBCACD
- 23 DCABDDABABCBBAAAADABDCCDCDBBBCD
- 24 ACBACACDACDBBAAAABCCADBCBCBCCA
- 25 DCCDDBCBACDDCCAAADCBAABDAABBDAC
- 26 BBDAABDADAACCCBDDDBAABCACDBCBB
- 27 DDBCCDBBDDABCBAACCCDCDCDABABDD
- 28 CCBACBABDDDBABAAAACCDCCBCDBBBDCA
- 29 ACABABABABCBBACDCDBDADCDDDBBAD
- 30 CBABCCBCDDCCAACBBCBDDCBACBCCD

Noun Phrase

3 1 Scores for examinees from file DEVA.TXT

01	6.00
02	20.00
03	12.00
04	16.00
05	16.00
06	5.00
07	16.00
08	20.00
09	16.00
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11	24.00
12	20.00
13	13.00
14	9.00
15	14.00
16	5.00
17	13.00
18	17.00
19	7.00
20	5.00
21	7.00
22	24.00
23	19.00
24	7.00
25	7.00
26	4.00
27	8.00
28	9.00
29	18.00
30	4.00

Data Try Out Word Recognition

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	JML	
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2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	27	
3	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	14	
4	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	22	
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6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	26	
9	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	13
10	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	27	
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12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	
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16	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	1	0	0	0	1	0	0	9	
17	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	19	
18	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	23	
19	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	21	
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21	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	27	
22	0	0	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	10	
23	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	24	
24	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	23	
25	1	1	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	0	11	
26	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	29	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	27	
30	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	1	0	15	

Reading Comprehension

3 1 Scores for examinees from file DEVA.TXT

01	23.00
02	15.00
03	13.00
04	16.00
05	15.00
06	43.00
07	11.00
08	14.00
09	13.00
10	46.00
11	27.00
12	11.00
13	16.00
14	35.00
15	18.00
16	9.00
17	14.00
18	11.00
19	7.00
20	41.00
21	32.00
22	41.00
23	10.00
24	13.00
25	19.00
26	47.00
27	9.00
28	41.00
29	22.00
30	45.00

MEAN AND STANDAR DEVIATION

Word_Recognition			
-			
-			
skor max		=	25
skor min		=	14
M teoritik	39 / 2	=	19.50
SD teoritik	11 / 6	=	1.83
Very High		:	$X > M + 1,5 SD$
High		:	$M + 0,5 SD < X \leq M + 1,5 SD$
Fair		:	$M - 0,5 SD < X \leq M + 0,5 SD$
Low		:	$M - 1,5 SD < X \leq M - 0,5 SD$
Very Low		:	$X \leq M - 1,5 SD$
Kategori			Skor
Very High	:	$X >$	22.25
High	:	$20.42 < X \leq$	22.25
Fair	:	$18.58 < X \leq$	20.42
Low	:	$16.75 < X \leq$	18.58
Very Low	:	$X \leq$	16.75

Reading_Comprehension			
-			
-			
skor max		=	42
skor min		=	33
M teoritik	75 / 2	=	37.50
SD teoritik	9 / 6	=	1.50
Very High		:	$X > M + 1,5 SD$
High		:	$M + 0,5 SD < X \leq M + 1,5 SD$
Fair		:	$M - 0,5 SD < X \leq M + 0,5 SD$
Low		:	$M - 1,5 SD < X \leq M - 0,5 SD$
Very Low		:	$X \leq M - 1,5 SD$
Kategori			Skor
Very High	:	$X >$	39.75
High	:	$38.25 < X \leq$	39.75
Fair	:	$36.75 < X \leq$	38.25
Low	:	$35.25 < X \leq$	36.75
Very Low	:	$X \leq$	35.25

MEAN AND STANDAR DEVIATION

Identifying_Subject_Predicate

-			
-			
skor max		=	90
skor min		=	72
M teoritik	162 / 2	=	81.00
SD teoritik	18 / 6	=	3.00

Very High	: $X > M + 1,5 SD$
High	: $M + 0,5 SD < X \leq M + 1,5 SD$
Fair	: $M - 0,5 SD < X \leq M + 0,5 SD$
Low	: $M - 1,5 SD < X \leq M - 0,5 SD$
Very Low	: $X \leq M - 1,5 SD$

Kategori			Skor
Very High	:	$X >$	85.50
High	:	$82.50 < X \leq$	85.50
Fair	:	$79.50 < X \leq$	82.50
Low	:	$76.50 < X \leq$	79.50
Very Low	:	$X \leq$	76.50

Understanding_Noun_Phrases

-			
-			
skor max		=	21
skor min		=	11
M teoritik	32 / 2	=	16.00
SD teoritik	10 / 6	=	1.67

Very High	: $X > M + 1,5 SD$
High	: $M + 0,5 SD < X \leq M + 1,5 SD$
Fair	: $M - 0,5 SD < X \leq M + 0,5 SD$
Low	: $M - 1,5 SD < X \leq M - 0,5 SD$
Very Low	: $X \leq M - 1,5 SD$

Kategori			Skor
Very High	:	$X >$	18.50
High	:	$16.83 < X \leq$	18.50
Fair	:	$15.17 < X \leq$	16.83
Low	:	$13.50 < X \leq$	15.17
Very Low	:	$X \leq$	13.50

HASIL UJI VALIDITAS DAN RELIABILITAS (SUBJECT PREDICATE)

Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.915	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Subject1	96.0333	142.102	.791	.910
Subject2	96.0000	144.966	.712	.912
Subject3	96.0000	143.172	.625	.911
Subject4	95.9000	150.990	-.002	.916
Subject5	96.3000	140.838	.490	.912
Subject6	96.2333	137.151	.741	.908
Subject7	96.2333	140.323	.558	.911
Subject8	96.0333	140.516	.723	.909
Subject9	95.9667	142.240	.649	.910
Subject10	96.3667	145.964	.207	.917
Subject11	96.1667	138.144	.750	.908
Subject12	96.4667	139.706	.497	.912
Subject13	96.0000	150.483	.022	.917
Subject14	95.9333	145.099	.657	.912
Subject15	96.4333	136.806	.584	.910
Subject16	95.9333	145.099	.657	.912
Subject17	96.0333	142.723	.632	.911
Subject18	97.9333	146.961	.213	.916
Subject19	96.1333	139.292	.689	.909
Subject20	97.4000	137.697	.483	.913
Subject21	97.2667	141.995	.492	.912
Subject22	97.1667	140.006	.589	.910
Subject23	96.3333	137.540	.631	.909
Subject24	97.1000	137.403	.534	.911
Subject25	97.5667	142.392	.485	.912
Subject26	97.7667	145.771	.237	.916
Subject27	96.3000	139.734	.471	.912
Subject28	97.5333	137.154	.495	.913
Subject29	97.4667	133.706	.506	.914
Subject30	96.1333	139.982	.528	.911

Noun Phrase

MicroCAT (tm) Testing System
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file DEVA.TXT Page 1

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.					
1	0-1	0.367	0.176	0.137	A	0.200	0.092	0.064					
					B	0.167	-0.032	-0.022					
					C	0.267	-0.255	-0.190					
					D	0.367	0.176	0.137	*				
					Other	0.000	-9.000	-9.000					
2	0-2	0.633	0.824	0.643	A	0.133	-0.369	-0.234					
					B	0.067	-0.723	-0.375					
					C	0.633	0.824	0.643	*				
					D	0.167	-0.548	-0.368					
					Other	0.000	-9.000	-9.000					
3	0-3	0.533	0.660	0.526	A	0.533	0.660	0.526	*				
					B	0.233	-0.420	-0.304					
					C	0.200	-0.311	-0.218					
					D	0.033	-0.630	-0.260					
					Other	0.000	-9.000	-9.000					
4	0-4	0.433	0.682	0.541	A	0.233	-0.367	-0.266					
					B	0.433	0.682	0.541	*				
					C	0.133	-0.170	-0.107					
					D	0.200	-0.426	-0.298					
					Other	0.000	-9.000	-9.000					
5	0-5	0.333	0.044	0.034	A	0.333	0.044	0.034	*				
					B	0.267	0.579	0.430	?				
					CHECK THE KEY				C	0.233	-0.613	-0.443	
					A was specified, B works better				D	0.167	-0.075	-0.050	
					Other	0.000	-9.000	-9.000					
6	0-6	0.433	0.518	0.411	A	0.133	0.030	0.019					
					B	0.433	0.518	0.411	*				
					C	0.133	-0.419	-0.266					
					D	0.300	-0.345	-0.262					
					Other	0.000	-9.000	-9.000					
7	0-7	0.367	0.661	0.516	A	0.367	0.661	0.516	*				
					B	0.133	0.155	0.098					
					C	0.233	-0.507	-0.367					
					D	0.267	-0.386	-0.287					
					Other	0.000	-9.000	-9.000					

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Item analysis for data from file DEVA.TXT Page 2

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics							
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.				
8	0-8	0.567	0.343	0.272	A	0.133	-0.245	-0.155				
					B	0.567	0.343	0.272	*			
					C	0.167	-0.355	-0.238				
					D	0.133	0.030	0.019				
					Other	0.000	-9.000	-9.000				
9	0-9	0.400	0.718	0.566	A	0.400	0.718	0.566	*			
					B	0.167	-0.183	-0.123				
					C	0.267	-0.484	-0.360				
					D	0.167	-0.290	-0.195				
					Other	0.000	-9.000	-9.000				
10	0-10	0.400	0.732	0.577	A	0.167	0.290	0.195				
					B	0.400	0.732	0.577	*			
					C	0.067	-0.474	-0.246				
					D	0.367	-0.781	-0.610				
					Other	0.000	-9.000	-9.000				
11	0-11	0.300	0.382	0.290	A	0.200	-0.407	-0.285				
					B	0.100	0.609	0.356	?			
					CHECK THE KEY			C	0.300	0.382	0.290	*
					C was specified, B works better			D	0.400	-0.325	-0.257	
					Other	0.000	-9.000	-9.000				
12	0-12	0.733	0.778	0.578	A	0.033	-0.557	-0.231				
					B	0.733	0.778	0.578	*			
					C	0.200	-0.656	-0.459				
					D	0.033	-0.413	-0.171				
					Other	0.000	-9.000	-9.000				
13	0-13	0.500	0.721	0.575	A	0.167	-0.183	-0.123				
					B	0.500	0.721	0.575	*			
					C	0.233	-0.648	-0.469				
					D	0.100	-0.248	-0.145				
					Other	0.000	-9.000	-9.000				
14	0-14	0.333	0.798	0.616	A	0.333	-0.310	-0.239				
					B	0.133	-0.220	-0.139				
					C	0.200	-0.465	-0.325				
					D	0.333	0.798	0.616	*			
					Other	0.000	-9.000	-9.000				

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.					
15	0-15	0.400	0.801	0.632	A	0.400	-0.687	-0.542					
					B	0.067	-0.391	-0.203					
					C	0.400	0.801	0.632	*				
					D	0.133	0.030	0.019					
					Other	0.000	-9.000	-9.000					
16	0-16	0.500	0.438	0.349	A	0.500	0.438	0.349	*				
					B	0.133	-0.020	-0.013					
					C	0.267	-0.468	-0.348					
					D	0.100	-0.095	-0.056					
					Other	0.000	-9.000	-9.000					
17	0-17	0.367	0.490	0.382	A	0.167	-0.183	-0.123					
					B	0.333	-0.562	-0.433					
					C	0.133	0.305	0.193					
					D	0.367	0.490	0.382	*				
					Other	0.000	-9.000	-9.000					
18	0-18	0.400	-0.242	-0.191	A	0.100	0.242	0.142					
					B	0.233	0.248	0.179	?				
					CHECK THE KEY				C	0.400	-0.242	-0.191	*
					C was specified, B works better				D	0.267	-0.075	-0.056	
					Other	0.000	-9.000	-9.000					
19	0-19	0.433	0.627	0.498	A	0.200	-0.426	-0.298					
					B	0.433	0.627	0.498	*				
					C	0.300	-0.437	-0.332					
					D	0.067	0.191	0.099					
					Other	0.000	-9.000	-9.000					
20	0-20	0.533	0.592	0.472	A	0.233	-0.209	-0.151					
					B	0.233	-0.560	-0.405					
					C	0.000	-9.000	-9.000					
					D	0.533	0.592	0.472	*				
					Other	0.000	-9.000	-9.000					
21	0-21	0.200	0.380	0.266	A	0.300	-0.391	-0.297					
					B	0.200	0.380	0.266	*				
					C	0.333	0.281	0.217					
					D	0.167	-0.290	-0.195					
					Other	0.000	-9.000	-9.000					

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Item analysis for data from file DEVA.TXT Page 4

Seq. No. Key	Item Statistics				Alternative Statistics				
	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
22	0-22	0.400	0.746	0.588	A	0.400	0.746	0.588	*
					B	0.233	-0.771	-0.558	
					C	0.067	0.441	0.228	
					D	0.300	-0.314	-0.238	
					Other	0.000	-9.000	-9.000	
23	0-23	0.333	0.562	0.433	A	0.000	-9.000	-9.000	
					B	0.333	0.562	0.433	*
					C	0.467	-0.592	-0.472	
					D	0.200	0.111	0.078	
					Other	0.000	-9.000	-9.000	
24	0-24	0.433	0.750	0.595	A	0.200	-0.292	-0.204	
					B	0.233	-0.718	-0.520	
					C	0.433	0.750	0.595	*
					D	0.133	0.030	0.019	
					Other	0.000	-9.000	-9.000	
25	0-25	0.500	0.815	0.650	A	0.267	-0.648	-0.481	
					B	0.133	-0.344	-0.218	
					C	0.100	-0.217	-0.127	
					D	0.500	0.815	0.650	*
					Other	0.000	-9.000	-9.000	
26	0-26	0.700	0.747	0.566	A	0.033	-0.051	-0.021	
					B	0.700	0.747	0.566	*
					C	0.233	-0.683	-0.494	
					D	0.033	-0.630	-0.260	
					Other	0.000	-9.000	-9.000	
27	0-27	0.267	0.710	0.527	A	0.167	-0.419	-0.281	
					B	0.433	-0.643	-0.511	
					C	0.267	0.710	0.527	*
					D	0.133	0.579	0.367	
					Other	0.000	-9.000	-9.000	
28	0-28	0.367	0.775	0.606	A	0.367	0.775	0.606	*
					B	0.167	0.140	0.094	
					C	0.267	-0.746	-0.554	
					D	0.200	-0.292	-0.204	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file DEVA.TXT Page 5

Item Statistics					Alternative Statistics			
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.
29	0-29	0.067	-0.058	-0.030	A	0.300	-0.252	-0.191
					B	0.167	-0.075	-0.050
					C	0.467	0.287	0.228
					D	0.067	-0.058	-0.030
					Other	0.000	-9.000	-9.000
CHECK THE KEY								?
D was specified, C works better								*
30	0-30	0.467	0.287	0.228	A	0.267	0.105	0.078
					B	0.100	-0.462	-0.270
					C	0.167	-0.269	-0.180
					D	0.467	0.287	0.228
					Other	0.000	-9.000	-9.000

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Item analysis for data from file DEVA.TXT

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There were 30 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	30
N of Examinees	30
Mean	12.700
Variance	38.477
Std. Dev.	6.203
Skew	0.158
Kurtosis	-1.283
Minimum	4.000
Maximum	24.000
Median	13.000
Alpha	0.852
SEM	2.386
Mean P	0.423
Mean Item-Tot.	0.429
Mean Biserial	0.548

HASIL UJI VALIDITAS DAN RELIABILITAS (WORD RECOGNITION)

Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.919	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Word1	21.0333	47.206	.512	.916
Word2	21.1000	46.438	.554	.915
Word3	21.1667	45.454	.656	.914
Word4	21.2000	46.234	.492	.916
Word5	21.1000	46.783	.485	.916
Word6	21.1333	46.740	.456	.917
Word7	21.1333	49.292	-.002	.923
Word8	21.2667	45.306	.605	.914
Word9	21.1667	46.213	.521	.916
Word10	21.1667	45.385	.668	.914
Word11	21.0333	47.068	.545	.916
Word12	21.1667	46.282	.509	.916
Word13	21.4000	45.214	.582	.915
Word14	21.0667	46.547	.589	.915
Word15	21.4667	48.120	.152	.922
Word16	21.3000	46.010	.480	.917
Word17	21.1333	45.499	.689	.913
Word18	21.1000	46.921	.458	.917
Word19	21.2333	45.840	.537	.916
Word20	21.2667	45.099	.639	.914
Word21	21.1667	46.075	.545	.915
Word22	21.2333	45.495	.593	.915
Word23	21.6333	47.964	.195	.921
Word24	21.2667	46.133	.473	.917
Word25	21.2333	45.495	.593	.915
Word26	21.1333	45.499	.689	.913
Word27	21.1333	46.120	.572	.915
Word28	20.9667	49.275	.053	.920
Word29	21.3333	45.195	.597	.915
Word30	21.3333	45.057	.619	.914

Reading Comprehension

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Item analysis for data from file DEVA.TXT

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Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
1	0-1	0.267	0.853	0.634	A	0.367	-0.089	-0.070	
					B	0.267	0.853	0.634	*
					C	0.233	-0.373	-0.270	
					D	0.133	-0.616	-0.390	
					Other	0.000	-9.000	-9.000	
2	0-2	0.267	0.861	0.640	A	0.133	-0.557	-0.353	
					B	0.167	-0.141	-0.094	
					C	0.433	-0.325	-0.258	
					D	0.267	0.861	0.640	*
					Other	0.000	-9.000	-9.000	
3	0-3	0.567	0.641	0.509	A	0.567	0.641	0.509	*
					B	0.200	-0.248	-0.174	
					C	0.100	-0.502	-0.294	
					D	0.133	-0.439	-0.278	
					Other	0.000	-9.000	-9.000	
4	0-4	0.333	0.784	0.605	A	0.333	0.784	0.605	*
					B	0.200	-0.439	-0.307	
					C	0.367	-0.204	-0.159	
					D	0.100	-0.487	-0.285	
					Other	0.000	-9.000	-9.000	
5	0-5	0.400	0.698	0.550	A	0.367	-0.420	-0.328	
					B	0.100	-0.299	-0.175	
					C	0.133	-0.274	-0.174	
					D	0.400	0.698	0.550	*
					Other	0.000	-9.000	-9.000	
6	0-6	0.300	0.715	0.542	A	0.300	0.715	0.542	*
					B	0.233	-0.646	-0.468	
					C	0.133	-0.522	-0.330	
					D	0.333	0.170	0.131	
					Other	0.000	-9.000	-9.000	
7	0-7	0.367	0.646	0.504	A	0.100	-0.386	-0.226	
					B	0.333	-0.235	-0.181	
					C	0.200	-0.321	-0.225	
					D	0.367	0.646	0.504	*
					Other	0.000	-9.000	-9.000	

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
8	0-8	0.467	0.677	0.540	A	0.267	-0.498	-0.370	
					B	0.467	0.677	0.540	*
					C	0.200	-0.194	-0.136	
					D	0.067	-0.395	-0.205	
					Other	0.000	-9.000	-9.000	
9	0-9	0.567	0.809	0.642	A	0.567	0.809	0.642	*
					B	0.167	-0.445	-0.298	
					C	0.133	-0.463	-0.293	
					D	0.133	-0.498	-0.316	
					Other	0.000	-9.000	-9.000	
10	0-10	0.267	0.150	0.112	A	0.133	-0.109	-0.069	
					B	0.533	0.025	0.020	
					C	0.267	0.150	0.112	*
					D	0.067	-0.277	-0.144	
					Other	0.000	-9.000	-9.000	
11	0-11	0.533	0.702	0.559	A	0.133	-0.062	-0.039	
					B	0.167	-0.577	-0.387	
					C	0.167	-0.486	-0.326	
					D	0.533	0.702	0.559	*
					Other	0.000	-9.000	-9.000	
12	0-12	0.600	0.734	0.579	A	0.600	0.734	0.579	*
					B	0.167	-0.445	-0.298	
					C	0.167	-0.547	-0.367	
					D	0.067	-0.277	-0.144	
					Other	0.000	-9.000	-9.000	
13	0-13	0.333	0.644	0.497	A	0.200	0.005	0.004	
					B	0.167	-0.577	-0.387	
					C	0.300	-0.264	-0.200	
					D	0.333	0.644	0.497	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.533	0.695	0.554	A	0.100	-0.415	-0.243	
					B	0.267	-0.599	-0.445	
					C	0.533	0.695	0.554	*
					D	0.100	-0.039	-0.023	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file DEVA.TXT Page 3

Seq. No. Key	Item Statistics				Alternative Statistics				
	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
15	0-15	0.667	0.682	0.526	A	0.067	-0.395	-0.205	
					B	0.667	0.682	0.526	*
					C	0.167	-0.435	-0.292	
					D	0.100	-0.502	-0.294	
					Other	0.000	-9.000	-9.000	
16	0-16	0.500	0.633	0.505	A	0.300	-0.402	-0.305	
					B	0.133	-0.180	-0.114	
					C	0.067	-0.572	-0.296	
					D	0.500	0.633	0.505	*
					Other	0.000	-9.000	-9.000	
17	0-17	0.400	0.790	0.623	A	0.400	0.790	0.623	*
					B	0.233	-0.580	-0.420	
					C	0.100	-0.458	-0.268	
					D	0.267	-0.143	-0.106	
					Other	0.000	-9.000	-9.000	
18	0-18	0.400	0.750	0.592	A	0.367	-0.372	-0.291	
					B	0.200	-0.457	-0.320	
					C	0.033	-0.293	-0.121	
					D	0.400	0.750	0.592	*
					Other	0.000	-9.000	-9.000	
19	0-19	0.533	0.625	0.498	A	0.533	0.625	0.498	*
					B	0.200	-0.502	-0.351	
					C	0.200	-0.221	-0.155	
					D	0.067	-0.356	-0.184	
					Other	0.000	-9.000	-9.000	
20	0-20	0.467	0.798	0.636	A	0.333	-0.423	-0.327	
					B	0.467	0.798	0.636	*
					C	0.200	-0.584	-0.409	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
21	0-21	0.433	0.701	0.556	A	0.133	-0.534	-0.338	
					B	0.333	-0.235	-0.181	
					C	0.100	-0.429	-0.251	
					D	0.433	0.701	0.556	*
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file DEVA.TXT Page 4

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics			
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.
22	0-22	0.500	0.868	0.693	A	0.333	-0.689	-0.531
					B	0.500	0.868	0.693 *
					C	0.067	-0.356	-0.184
					D	0.100	-0.285	-0.167
					Other	0.000	-9.000	-9.000
23	0-23	0.500	0.798	0.637	A	0.500	0.798	0.637 *
					B	0.267	-0.514	-0.382
					C	0.133	-0.310	-0.196
					D	0.100	-0.473	-0.277
					Other	0.000	-9.000	-9.000
24	0-24	0.433	0.882	0.700	A	0.333	-0.472	-0.364
					B	0.100	-0.531	-0.310
					C	0.433	0.882	0.700 *
					D	0.133	-0.380	-0.241
					Other	0.000	-9.000	-9.000
25	0-25	0.300	0.839	0.636	A	0.333	-0.305	-0.235
					B	0.233	-0.414	-0.300
					C	0.300	0.839	0.636 *
					D	0.133	-0.251	-0.159
					Other	0.000	-9.000	-9.000
26	0-26	0.100	0.048	0.028	A	0.233	-0.232	-0.168
					B	0.400	0.008	0.006
					C	0.267	0.181	0.135 ?
					D	0.100	0.048	0.028 *
					Other	0.000	-9.000	-9.000
CHECK THE KEY D was specified, C works better								
27	0-27	0.433	0.707	0.561	A	0.133	-0.510	-0.323
					B	0.167	-0.445	-0.298
					C	0.433	0.707	0.561 *
					D	0.267	-0.174	-0.129
					Other	0.000	-9.000	-9.000
28	0-28	0.667	0.724	0.558	A	0.100	-0.328	-0.192
					B	0.100	-0.487	-0.285
					C	0.133	-0.557	-0.353
					D	0.667	0.724	0.558 *
					Other	0.000	-9.000	-9.000

Seq. No. Key	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.300	0.751	0.570	A	0.300	0.751	0.570	*
					B	0.200	-0.031	-0.022	
					C	0.367	-0.642	-0.502	
					D	0.133	-0.050	-0.032	
					Other	0.000	-9.000	-9.000	
30	0-30	0.433	0.720	0.572	A	0.433	0.720	0.572	*
					B	0.167	-0.435	-0.292	
					C	0.300	-0.300	-0.228	
					D	0.100	-0.401	-0.234	
					Other	0.000	-9.000	-9.000	
31	0-31	0.500	0.811	0.647	A	0.100	-0.502	-0.294	
					B	0.500	0.811	0.647	*
					C	0.233	-0.406	-0.294	
					D	0.167	-0.445	-0.298	
					Other	0.000	-9.000	-9.000	
32	0-32	0.533	0.772	0.615	A	0.133	-0.227	-0.144	
					B	0.233	-0.489	-0.354	
					C	0.100	-0.617	-0.361	
					D	0.533	0.772	0.615	*
					Other	0.000	-9.000	-9.000	
33	0-33	0.433	0.765	0.608	A	0.167	-0.008	-0.006	
					B	0.433	0.765	0.608	*
					C	0.067	-0.454	-0.235	
					D	0.333	-0.661	-0.510	
					Other	0.000	-9.000	-9.000	
34	0-34	0.533	0.708	0.564	A	0.100	-0.386	-0.226	
					B	0.200	-0.538	-0.377	
					C	0.533	0.708	0.564	*
					D	0.167	-0.252	-0.169	
					Other	0.000	-9.000	-9.000	
35	0-35	0.633	0.676	0.528	A	0.633	0.676	0.528	*
					B	0.100	-0.429	-0.251	
					C	0.067	-0.415	-0.215	
					D	0.200	-0.448	-0.313	
					Other	0.000	-9.000	-9.000	

Item analysis for data from file DEVA.TXT Page 6

Seq. No. Key	Item Statistics				Alternative Statistics			
	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.
36	0-36	0.600	0.708	0.558	A	0.133	-0.369	-0.233
					B	0.100	-0.487	-0.285
					C	0.167	-0.435	-0.292
					D	0.600	0.708	0.558
					Other	0.000	-9.000	-9.000
37	0-37	0.500	0.671	0.535	A	0.267	-0.607	-0.451
					B	0.167	-0.039	-0.026
					C	0.067	-0.454	-0.235
					D	0.500	0.671	0.535
					Other	0.000	-9.000	-9.000
38	0-38	0.467	0.703	0.560	A	0.433	-0.473	-0.376
					B	0.467	0.703	0.560
					C	0.067	-0.454	-0.235
					D	0.033	-0.464	-0.192
					Other	0.000	-9.000	-9.000
39	0-39	0.567	0.796	0.632	A	0.267	-0.506	-0.376
					B	0.567	0.796	0.632
					C	0.100	-0.487	-0.285
					D	0.067	-0.474	-0.246
					Other	0.000	-9.000	-9.000
40	0-40	0.600	0.741	0.584	A	0.267	-0.529	-0.393
					B	0.600	0.741	0.584
					C	0.067	-0.376	-0.195
					D	0.067	-0.493	-0.256
					Other	0.000	-9.000	-9.000
41	0-41	0.567	0.789	0.627	A	0.100	-0.343	-0.200
					B	0.200	-0.593	-0.415
					C	0.133	-0.392	-0.248
					D	0.567	0.789	0.627
					Other	0.000	-9.000	-9.000
42	0-42	0.467	0.677	0.540	A	0.333	-0.382	-0.294
					B	0.467	0.677	0.540
					C	0.100	-0.531	-0.310
					D	0.100	-0.213	-0.124
					Other	0.000	-9.000	-9.000

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file DEVA.TXT

Page 8

There were 30 examinees in the data file.

Scale Statistics

Scale: 0

N of Items 49
N of Examinees 30
Mean 22.567
Variance 172.512
Std. Dev. 13.134
Skew 0.707
Kurtosis -1.078
Minimum 7.000
Maximum 47.000
Median 16.000
Alpha 0.953
SEM 2.834
Mean P 0.461
Mean Item-Tot. 0.549
Mean Biserial 0.698

APPENDIX C

THE RESULT of NORMALITY TEST

HASIL UJI NORMALITAS

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Identifying_ Subject_ Predicate	Understand ing_Noun_ Phrases	Word_ Recognition	Reading_ Compreh ension
N		86	86	86	86
Normal Parameters ^{a,b}	Mean	78.0698	16.8023	20.5814	38.2209
	Std. Deviation	3.53067	2.58420	2.40815	1.83047
Most Extreme Differences	Absolute	.105	.111	.137	.118
	Positive	.105	.085	.094	.097
	Negative	-.091	-.111	-.137	-.118
Kolmogorov-Smirnov Z		.972	1.026	1.272	1.097
Asymp. Sig. (2-tailed)		.301	.243	.079	.180

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX D

THE RESULT of LINEARITY TEST

HASIL UJI LINIERITAS

Means

Reading_Comprehension * Identifying_Subject_Predicate

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading_ Comprehension * Identifying_ Subject_Predicate	Between Groups	(Combined)	55.176	13	4.244	1.331	.216
		Linearity	37.252	1	37.252	11.680	.001
		Deviation from Linearity	17.924	12	1.494	.468	.927
Within Groups			229.627	72	3.189		
Total			284.802	85			

Reading_Comprehension * Understanding_Noun_Phrases

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading_ Comprehension * Understanding_ Noun_Phrases	Between Groups	(Combined)	125.621	10	12.562	5.919	.000
		Linearity	92.995	1	92.995	43.816	.000
		Deviation from Linearity	32.626	9	3.625	1.708	.102
Within Groups			159.181	75	2.122		
Total			284.802	85			

Reading_Comprehension * Word_Recognition

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading_ Comprehension * Word_Recognition	Between Groups	(Combined)	122.978	11	11.180	5.112	.000
		Linearity	85.217	1	85.217	38.968	.000
		Deviation from Linearity	37.761	10	3.776	1.727	.090
Within Groups			161.824	74	2.187		
Total			284.802	85			

APPENDIX E

THE RESULT of PEARSON PRODUCT MOMENT ANALYSIS

HASIL UJI KORELASI

Correlations

Correlations

		Identifying_ Subject_ Predicate	Understand ing_Noun_ Phrases	Word_ Recognition	Reading_ Compreh ension
Identifying_Subject_ Predicate	Pearson Correlation	1	.419**	.005	.362**
	Sig. (2-tailed)		.000	.965	.001
	N	86	86	86	86
Understanding_Noun_ Phrases	Pearson Correlation	.419**	1	.232*	.571**
	Sig. (2-tailed)	.000		.031	.000
	N	86	86	86	86
Word_Recognition	Pearson Correlation	.005	.232*	1	.547**
	Sig. (2-tailed)	.965	.031		.000
	N	86	86	86	86
Reading_ Comprehension	Pearson Correlation	.362**	.571**	.547**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	86	86	86	86

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX F

THE RESULT of ANAREG CORRELATION

HASIL UJI REGRESI

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Word_Recognition, Identifying_Subject_Predicate, Understanding_Noun_Phrases		Enter

a. All requested variables entered.

b. Dependent Variable: Reading_Comprehension

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 ^a	.540	.524	1.26350

a. Predictors: (Constant), Word_Recognition, Identifying_Subject_Predicate, Understanding_Noun_Phrases

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	153.894	3	51.298	32.133	.000 ^a
	Residual	130.908	82	1.596		
	Total	284.802	85			

a. Predictors: (Constant), Word_Recognition, Identifying_Subject_Predicate, Understanding_Noun_Phrases

b. Dependent Variable: Reading_Comprehension

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.451	3.329		5.543	.000
	Identifying_Subject_Predicate	.103	.043	.199	2.405	.018
	Understanding_Noun_Phrases	.270	.060	.382	4.475	.000
	Word_Recognition	.348	.059	.457	5.909	.000

a. Dependent Variable: Reading_Comprehension

APPENDIX G

THE RESULT of EFFECTIVE

And

RELATIVE CONTRIBUTION

HASIL UJI SE DAN SR

Coefficients^a

Model		Contribution	
		Effective	Relative
1	Identifying_Subject_Predicate	7.2%	13.4%
	Understanding_Noun_Phrases	21.8%	40.3%
	Word_Recognition	25.0%	46.3%
	Total	54.0%	100.0%

a. Dependent Variable: Reading_Comprehension

APPENDIX H

THE RESULT of TOEFL LIKE TEST

UNIVERSITAS NEGERI YOGYAKARTA
 FAKULTAS BAHASA DAN SENI
 PUSAT PENGEMBANGAN DAN PELAYANAN BAHASA (P3B)
 Sekretariat: Gedung C.15 Lantai 1 FBS UNY Karangmalang Yogyakarta 55281 Telp. (0274) 550844

HASIL TEST KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
 BAGI MAHASISWA BARU UNY TAHUN 2010

Fakultas : Bahasa dan Seni
 Prodi : Pendidikan Bhs. Inggris S1 Non Reg.
 Tanggal Tes : Sabtu, 20 November 2010

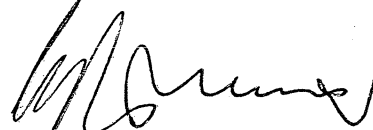
No	NIM	Nama	Nilai Mentah			Konversi Nilai			TOTAL
			Sec 1	Sec 2	Sec 3	Sec 1	Sec 2	Sec 3	
1	10202244001	ZARRA WIENITYA LARASATI	24	20	38	47	44	54	483
2	10202244002	DHANASTRI HERNINGTYAS	22	26	38	46	50	54	500
3	10202244003	I GEDE ARGA ANGGARA	25	19	22	48	43	42	443
4	10202244004	NUR RAHMAWATI	21	21	34	45	45	51	470
5	10202244005	HANUNG HAMBARA	19	17	34	44	41	51	453
6	10202244006	MUH YUSUF ARIF NUR RAHMAT	22	16	34	46	40	51	457
7	10202244007	RISKA GESTINA BARAYANTI	16	31	39	41	55	54	500
8	10202244008	MUHAMMMAD HAFIDZ RIDLO	25	12	29	48	36	47	437
9	10202244009	BAYU PRATOMO	22	24	37	46	48	53	490
10	10202244010	SUTONO WIDIAWAN	20	20	23	45	44	43	440
11	10202244011	ERIKA YULIA PUSPITASARI	20	23	33	45	47	50	473
12	10202244012	IRMA NUR HIDAYATI	23	18	24	47	42	43	440
13	10202244013	WAHYU SETYAJI	23	17	23	47	41	43	437
14	10202244014	FAUZY ARDYATMOKO	30	17	33	51	41	50	473
15	10202244015	SIGIT KRISNA SANTOSA	15	17	35	41	41	52	447
16	10202244016	NUR IMAM SYAHRU HUDA							
17	10202244017	DITO HANAFI KIRMANTORO	23	17	29	47	41	47	450
18	10202244018	AKHID NUR YUONO	10	13	22	33	37	42	373
19	10202244019	DYAH IMANINGRUM	18	25	26	43	49	45	457
20	10202244020	DELIA TRISTA NANDA	19	19	34	44	43	51	460
21	10202244021	RAHAYU KURNIAWATI	19	15	19	44	40	39	410
22	10202244022	BORIS RAMADHIKA	32	20	34	52	44	51	490
23	10202244023	DWI MUFIT WIJAYANTI	12	14	21	37	38	41	387
24	10202244024	FERI ROKHYANI THOHID	23	21	34	47	45	51	477
25	10202244025	KUNTO LAKSONO HADI	16	17	21	41	41	41	410
26	10202244026	DESTRA WIBOWO KUSUMO	21	26	41	45	50	56	503
27	10202244027	ADI PURWONO	19	20	31	44	44	48	453
28	10202244028	AULIA ALBA ANTARIKSA	10	13	23	33	37	43	377
29	10202244029	NOVITA EKA SARI	15	27	27	41	51	46	460
30	10202244030	PAMELA YENI PURWASTRI	15	15	16	41	40	36	390

31	10202244031	YUNUS PURWOWIBOWO	11	12	22	35	36	42	377
32	10202244032	KHAERUL RAHMAWAN	13	15	22	38	40	42	400
33	10202244033	IKBA ZUDINTA ADY	9	15	20	32	40	40	373
34	10202244034	ARDINA SHOFIYAH	13	13	15	38	37	35	367
35	10202244035	FITRIANA SULISTIYANINGRUM							
36	10202244036	PADMANINGTYAS WULAN SARI	19	11	19	44	35	39	393
37	10202244037	SARAS DHONA SEPTIA	20	21	28	45	45	46	453
38	10202244038	KHOIRUN NISAK	13	18	20	38	42	40	400
39	10202244039	RISTIANI PRIMANINGSIH	16	17	25	41	41	44	420
40	10202244040	TYAS UTAMI	14	23	25	39	47	44	433
41	10202244041	ETIKA RATNASARI	21	14	30	45	38	48	437
42	10202244042	ANGGUN FITRIANA DEWI	15	10	22	41	33	42	387
43	10202244043	NOVIDEWI AYUSARI	16	22	33	41	46	50	457
44	10202244044	NUNGGAL SERALATI	35	29	37	54	53	53	533
45	10202244045	ABDUL RASYIID WAHYU WICAKSONO	16	22	28	41	46	46	443
46	10202244046	BANATUL MURTAFAH	17	19	31	42	43	48	443
47	10202244047	AKHMAD MUAKHOR HUSEN	27	23	35	49	47	52	493
48	10202244048	RIZKY AYU MARDHIKANINGRUM	19	16	17	44	40	37	403
49	10202244049	GILANG GRAHITA							
50	10202244050	MURNI PUTRIANI	16	12	21	41	36	41	393
51	10202244051	AAN KUSRIYADI	16	22	24	41	46	43	433
52	10202244052	GADING SUGIARTO	10	21	22	33	45	42	400
53	10202244053	KARTIKA PANGESTU RIANI	16	15	30	41	40	48	430
54	10202244054	DEVIGANTARI AGUSTA							
55	10202244055	FEBRIYANI ASIH RAHAYU	21	21	19	45	45	39	430
56	10202244056	YOHANA DIAN RATNA PURNAMASARI	11	24	30	35	48	48	437
57	10202244057	EVY ARDHIANY PUTRI	14	14	23	39	38	43	400
58	10202244058	INDAH ISTIQOMAH NINGTIAS	8	13	24	32	37	43	373
59	10202244059	FEBRIANTI SUBURONO	21	17	31	45	41	48	447
60	10202244060	ISTIKHAROH	19	19	23	44	43	43	433
61	10202244061	TIARA SEKARWANGI	19	21	25	44	45	44	443
62	10202244062	TIMUR ASY'ARI	8	19	16	32	43	36	370
63	10202244063	RIZKY KURNIAWAN	25	20	27	48	44	46	460
64	10202244064	RATNA WIDYASTUTI	21	15	31	45	40	48	443
65	10202244065	PURBO DWI SISWANTO	26	18	22	48	42	42	440
66	10202244066	INTAN WAHYU SAPUTRI	12	16	23	37	40	43	400
67	10202244067	DANISIA PUJI WAHYUNI	13	15	23	38	40	43	403
68	10202244068	AFIF DWI CAHYANTA	15	16	17	41	40	37	393
69	10202244069	ANINDHITA YOGASARI	17	25	26	42	49	45	453
70	10202244070	DATI KESUMANINGRUM	20	21	38	45	45	54	480

71	10202244071	OKTAVIANI SURYA	14	17	20	39	41	40	400
72	10202244072	MUHAMMAD AGUNG SAPUTRA	11	16	26	35	40	45	400
73	10202244073	DIMAS SYAEFAN BAYU SAMUDRA	19	15	20	44	40	40	413
74	10202244074	FEBRI ANITA ALLATIF	20	19	24	45	43	43	437
75	10202244075	TITIN SUHARTINI PUSPITA NINGRUM	12	11	16	37	35	36	360
76	10202244076	YHENI SIWI UTAMI	19	19	21	44	43	41	427
77	10202244077	NURISMAN WIDHIANTO	17	20	26	42	44	45	437
78	10202244078	ANA YUPIKA PUTRI	25	18	32	48	42	49	463
79	10202244079	PURI DESTIAR INDRESWARI	19	17	29	44	41	47	440
80	10202244080	RENI CAHYO WENING	12	18	22	37	42	42	403
81	10202244081	DWI ANNISA RACHMAWATI	16	24	31	41	48	48	457
82	10202244082	NITA LISTIYANINGTYAS	10	11	16	33	35	36	347
83	10202244083	HEBRIAN RACHMA WIJAYA	24	14	29	47	38	47	440
84	10202244084	RIFKI IRAWAN	18	17	28	43	41	46	433
85	10202244085	NOFI YULIANTI	12	14	22	37	38	42	390
86	10202244086	TEGAR RAHARSENAYA HUTAMI	28	14	22	49	38	42	430
87	10202244087	ANISA NUR PRATIWI	14	18	27	39	42	46	423
88	10202244088	RESTY ANNISA ARROHMAH	15	12	28	41	36	46	410
89	10202244089	AMALIA IZZATI NUR SHABRINA	19	21	20	44	45	40	430
90	10202244090	WINDA PRESTI MAWARSIH	27	28	46	49	52	61	540
91	10202244091	FAUZI FAJAR KURNIA	15	11	28	41	35	46	407
92	10202244092	IMAS FEBRIYANSYAH							

1567 1578

Ketua
P3B FBS UNY,



Dr. G. Suharto, M. Pd.
NIP. 19481016 197204 1 001

UNIVERSITAS NEGERI YOGYAKARTA
 FAKULTAS BAHASA DAN SENI
 PUSAT PENGEMBANGAN DAN PELAYANAN BAHASA (P3B)
 Sekretariat: Gedung C.15 Lantai 1 FBS UNY Karangmalang Yogyakarta 55281 Telp. (0274) 550844

HASIL TES KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
 BAGI MAHASISWA BARU UNY TAHUN 2010

Fakultas : Bahasa dan Seni
 Prodi : Pendidikan Bhs. Inggris S1 Reg.
 Tanggal Tes : Sabtu, 20 November 2010

No	NIM	Nama	Nilai Mentah			Konversi Nilai			TOTAL
			Sec 1	Sec 2	Sec 3	Sec 1	Sec 2	Sec 3	
1	10202241001	RIFKAH SABRINA	15	12	16	41	36	36	377
2	10202241002	RETNO RAHMA SAFITRI	32	24	40	52	48	55	517
3	10202241003	KIKI JULI ANGGORO	19	24	22	44	48	42	447
4	10202241004	P ETY SEKAR HARTONO	9	16	27	32	40	46	393
5	10202241005	PUTRI MANGGALA WURI	21	20	31	45	44	48	457
6	10202241006	M ARIF RIDHO	13	18	24	38	42	43	410
7	10202241007	ASTRI OLLIVIA KUNCAHYA	26	14	25	48	38	44	433
8	10202241008	NUR AZIZAH	21	26	26	45	50	45	467
9	10202241009	SAHNAZ NATASYA FATH	23	17	25	47	41	44	440
10	10202241010	ZIDA MALICHAH	13	14	25	38	38	44	400
11	10202241011	NURUL VITA DEWI SARAS							
12	10202241012	RAHMA FITRIANA	22	30	34	46	54	51	503
13	10202241013	FATYANA RACHMA SAPUTRI	15	25	26	41	49	45	450
14	10202241014	AHMAD FAUJI RIDWAN	13	10	17	38	33	37	360
15	10202241015	TOMMY SAFARSYAH	32	21	36	52	45	52	497
16	10202241016	ANGGI SEKARTININGRUM	18	16	19	43	40	39	407
17	10202241017	PAMIATI	21	24	31	45	48	48	470
18	10202241018	RIZAL	18	23	26	43	47	45	450
19	10202241019	RASMAN	28	36	41	49	61	56	553
20	10202241020	TITIK SULASMI	6	17	17	30	41	37	360
21	10202241021	TATIK SOFIATI	16	23	24	41	47	43	437
22	10202241022	ZAQI BAGUS PERDANA	25	24	35	48	48	52	493
23	10202241023	ANITA NUR MASYIAH	16	21	28	41	45	46	440
24	10202241024	FITRI ALFARISY	19	10	27	44	33	46	410
25	10202241025	AHMAD IBNU FAHRIZAL	18	15	25	43	40	44	423
26	10202241026	OLGA AZWITA T	19	20	34	44	44	51	463
27	10202241027	RISMA NUR K.							

28	10202241028	ARIF INDRA KUSUMA								
29	10202241029	SITA ARISTA WULAN S	16	16	27	41	40	46	423	
30	10202241030	ZULFAN NUR AZIZ	18	21	32	43	45	49	457	
31	10202241031	SURANTI TRI ASTUTI	11	15	27	35	40	46	403	
32	10202241032	NITA M JANNAH	26	21	27	48	45	46	463	
33	10202241033	TIARA RIZKI N	33	23	34	52	47	51	500	
34	10202241034	CINTHYA DEWI M.	25	14	29	48	38	47	443	
35	10202241035	DEVIGANTARI AGUSTA	25	25	32	48	49	49	487	
36	10202241036	DWI PRIHANTONO J. S.	16	15	24	41	40	43	413	
37	10202241037	CAHYA ARDI RATANA	22	24	28	46	48	46	467	
38	10202241038	IRVAN EFFENDI	21	21	29	45	45	47	457	
39	10202241039	FATIMATUL K N	30	26	36	51	50	52	510	
40	10202241040	FIA NURASITA P	16	20	22	41	44	42	423	
41	10202241041	ESTHI NAWANGSASI	18	20	23	43	44	43	433	
42	10202241042	AFIYUSMA HARWININGSIH	23	27	29	47	51	47	483	
43	10202241043	GALIH AMBARINI	37	28	41	55	52	56	543	
44	10202241044	ARINI ISNAEN MEILYANINGSIH	21	20	33	45	44	50	463	
45	10202241045	CINTIYA MRADIPTA RW	21	19	23	45	43	43	437	
46	10202241046	ARINTIKA DEVI W	21	16	33	45	40	50	450	
47	10202241047	PRITA SARI M.D.	21	22	30	45	46	48	463	
48	10202241048	HERTATI MUKADIMAH	27	18	33	49	42	50	470	
49	10202241049	NURLITA KUMALA SANI								
50	10202241050	SEPTIANA PURNANINGSIH	19	24	30	44	48	48	467	
51	10202241051	WULUR RISANGSUKMO	31	23	42	51	47	57	517	
52	10202241052	RYAN OKTARINI	21	16	37	45	40	53	460	
53	10202241053	HANAFI HIDAYAT								
54	10202241054	RIZQIE OKTANTI T	24	25	33	47	49	50	487	
55	10202241055	EVI AMALIA MAYASARI	28	25	35	49	49	52	500	
56	10202241056	META SWASTI NARASWARI	21	21	17	45	45	37	423	
57	10202241057	ZEN GANO								
58	10202241058	REZZA MAS AJENG P.								
59	10202241059	BAYU SUKMA PRAMESTHI	25	24	41	48	48	56	507	
60	10202241060	NATALISA KRISNAWATI	25	20	27	48	44	46	460	
61	10202241061	SATWIKA NINDYA KIRAN	17	16	32	42	40	49	437	
62	10202241062	ANTA IBNU MARZUQ A	14	22	23	39	46	43	427	
63	10202241063	NURROHMA HANI N	22	23	33	46	47	50	477	
64	10202241064	DITA ARINTIA	20	19	30	45	43	48	453	

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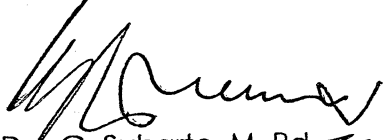
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65	10202241065	HAFIAN FUAD	26	24	37	48	48	53	497
66	10202241066	NURHIDAYAH PERMATA NURANI	21	27	27	45	51	46	473
67	10202241067	ANJARSWARI E	16	17	27	41	41	46	427
68	10202241068	ERLINNA DEWI SANJANI	13	14	18	38	38	38	380
69	10202241069	IDENTIT VIGUR P	21	20	32	45	44	49	460
70	10202241070	DESI WULANDARI							
71	10202241071	KINDANI KIROMI	20	22	30	45	46	48	463
72	10202241072	FITRIANA S	16	16	22	41	40	42	410
73	10202241073	MUHAMMAD ISA	21	16	18	45	40	38	410
74	10202241074	TIKA DESTIRATRI S	28	28	28	49	52	46	490
75	10202241075	KHUSNUL HARSUL LISAN	13	15	24	38	40	43	403
76	10202241076	AULIA PUTRI ARDHIANI	18	17	26	43	41	45	430
77	10202241077	MIFTAH NUR SALAM							
78	10202241078	PRADIKA CIPTA N							

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Dr. G. Suharto, M. Pd.
MIP. 19481016 197204 1 001

UNIVERSITAS NEGERI YOGYAKARTA
 FAKULTAS BAHASA DAN SENI
 PUSAT PENGEMBANGAN DAN PELAYANAN BAHASA (P3B)
 Sekretariat: Gedung C.15 Lantai 1 FBS UNY Karangmalang Yogyakarta 55281 Telp. (0274) 550844

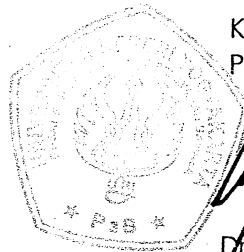
HASIL TES KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
 BAGI MAHASISWA BARU UNY TAHUN 2011

Ujian : Bahasa dan Seni
 Prodi : Pendidikan Bahasa Inggris S1 Non Reg.
 Tes : Sabtu, 24 September 2011

No	NIM	Nama	Nilai Mentah			Konversi Nilai			TOTAL
			Sec 1	Sec 2	Sec 3	Sec 1	Sec 2	Sec 3	
1	11202244001	UMI SHOLIHAH	13	16	22	38	40	42	400
2	11202244002	RIZKI EKA WIDYANA HANAFI	26	13	23	48	37	43	427
3	11202244003	FAJAR TRI YULIANTO	36	21	40	54	45	55	513
4	11202244004	IKE RATNAWATI							
5	11202244005	FAJRUL FITRIANTO	32	24	29	52	48	47	490
6	11202244006	NURDIANA DEWI							
7	11202244007	NURUL MARLISA	21	17	29	45	41	47	443
8	11202244008	RETNO PALUPI DYAH AMBARSWI	34	24	25	53	48	44	483
9	11202244009	RAYI ROCHIM ASMARA	20	19	19	45	43	39	423
10	11202244010	LEO FERNANDO PUTRA	18	12	19	43	36	39	393
11	11202244011	FEBRIAN CHESARARUM P	33	19	26	52	43	45	467
12	11202244012	AMIRA KUSSUMANINGTYAS							
13	11202244013	RINA FATUROHMAN	18	19	21	43	43	41	423
14	11202244014	SABIQUN NAHAR	29	22	36	50	46	52	493
15	11202244015	FAHMI ALFIAN	21	16	21	45	40	41	420
16	11202244016	ADITYARAHMAN SUGANDHI	40	27	41	57	51	56	547
17	11202244017	NOVI IKA SETYANI	18	15	26	43	40	45	427
18	11202244018	DHANIAR SETIANA	26	18	31	48	42	48	460
19	11202244019	LATIFAH HANIF	24	17	29	47	41	47	450
20	11202244020	LUTFIA HANIM	18	15	19	43	40	39	407
21	11202244021	WINDIATMI	17	12	26	42	36	45	410
22	11202244022	NURIN AFIFAH	21	18	21	45	42	41	427
23	11202244023	SINGGIH INDRATAMA	24	14	34	47	38	51	453
24	11202244024	ARI PUTRI HARYANTI	21	17	16	45	41	36	407
25	11202244025	TIAS MAFAZATU MA'ARAH	18	18	24	43	42	43	427

26	11202244026	SAFITRI NOOR FATONAH	10	14	25	33	38	44	383
27	11202244027	DEVI RATNASARI	34	28	30	53	52	48	510
28	11202244028	RICHA AWANDA SHARA	24	20	33	47	44	50	470
29	11202244029	SIWI WAHYUNDARI	41	25	47	58	49	63	567
30	11202244030	ERLINDA DEWANTI	12	10	11	37	33	30	333
31	11202244031	WURY ANGGUN KUSUMAWATI	15	24	16	41	48	36	417
32	11202244032	MOHAMAD TAUFIK HIDAYAT	27	18	24	49	42	43	447
33	11202244033	TOMYZUL HABIB S	21	20	26	45	44	45	447
34	11202244034	EKA JULIYANTI							
35	11202244035	CICILIA ANI DERINENTA	21	25	29	45	49	47	470
36	11202244036	IRFANI ROSITA DEWI	20	10	25	45	33	44	407
37	11202244037	RATNA RISMAYANTI	19	16	24	44	40	43	423
38	11202244038	ROCHANA FITRI ALYANI	19	14	24	44	38	43	417
39	11202244039	LIONITA INKA TASTAMA	35	19	35	54	43	52	497
40	11202244040	RISKI WAHYU PURNOMO	28	18	32	49	42	49	467
41	11202244041	LITA AVIYANTI	29	8	28	50	29	46	417
42	11202244042	NANA MEILIDA ASTARI	33	18	29	52	42	47	470
43	11202244043	BONDAN DWI PRASETYO	23	10	26	47	33	45	417
44	11202244044	RITA AGATA ALMI							
45	11202244045	DWI APRILIA KUMALA DEWI	24	21	30	47	45	48	467
46	11202244046	FIRMAN INDRA ANDIKA							

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UNIVERSITAS NEGERI YOGYAKARTA
 FAKULTAS BAHASA DAN SENI
 PUSAT PENGEMBANGAN DAN PELAYANAN BAHASA (P3B)
 Sekretariat: Gedung C.15 Lantai 1 FBS UNY Karangmatang Yogyakarta 55281 Telp. (0274) 550844

HASIL TES KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
 BAGI MAHASISWA BARU UNY TAHUN 2011

Uffas : Bahasa dan Seni
 di : Pendidikan Bahasa Inggris S1 Reg.
 ggat Tes : Sabtu, 24 September 2011

No	NIM	Nama	Nilai Mentah			Konversi Nilai			TOTAL
			Sec 1	Sec 2	Sec 3	Sec 1	Sec 2	Sec 3	
1	11202241001	APRILIA DEWI	14	12	22	39	36	42	390
2	11202241002	INTAN ALFI	18	29	29	43	53	47	477
3	11202241003	NABILLA KUS ARDIYANTI	31	19	27	51	43	46	467
4	11202241004	MARLINA ANDRIANA	14	12	26	39	36	45	400
5	11202241005	TITIN INDRIATI	22	11	22	46	35	42	410
6	11202241006	SINTA PRASETIA TRIAS SARI	17	23	29	42	47	47	453
7	11202241007	REZA HALIMAH	20	17	30	45	41	48	447
8	11202241008	REZA PUSTIKA	18	18	19	43	42	39	413
9	11202241009	EVA DUWY YANTI	11	17	9	35	41	28	347
10	11202241010	GUMELAR PRAGETI	19	18	21	44	42	41	423
11	11202241011	DWI YUNITASARI	24	14	28	47	38	46	437
12	11202241012	WILIS AURUM NINGTYAS	24	13	34	47	37	51	450
13	11202241013	NURFAZRI WULANDARI	21	15	28	45	40	46	437
14	11202241014	DINDA DARA ISWARI	28	32	42	49	56	57	540
15	11202241015	BONDAN HUSEN MUBAROK	19	12	23	44	36	43	410
16	11202241016	META ASRI SARASWATI	16	13	22	41	37	42	400
17	11202241017	REISA DIAH ASTUTI	15	12	14	41	36	34	370
18	11202241018	ANIS FIHAYATI	9	12	14	32	36	34	340
19	11202241019	EISMAYA WIJAYANTI	21	22	27	45	46	46	457
20	11202241020	RINALDHI BUDI PRATAMA	19	14	18	44	38	38	400
21	11202241021	APSARI MURBIYANI	14	23	32	39	47	49	450
22	11202241022	ARIK DWI ROFIQOH	16	20	31	41	44	48	443
23	11202241023	ROFINGAH JUNI ASTUTI	31	29	35	51	53	52	520
24	11202241024	HANAN ADHWANI	20	21	27	45	45	46	453
25	11202241025	MAZIDATUR ROHMAH	15	11	14	41	35	34	367

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26	11202241026	LAELA FEBRIATUN	13	16	19	38	40	39	390
27	11202241027	SAPTA ABIMANYU	19	26	33	44	50	50	480
28	11202241028	NINING	19	19	27	44	43	46	443
29	11202241029	SARAH MAR ATUL A	36	21	36	54	45	52	503
30	11202241030	PRIMA ARIF MAULANA	39	28	41	57	52	56	550
31	11202241031	ANDYANI LARASATI	26	22	27	48	46	46	467
32	11202241032	BUDI SETIAWAN	20	13	27	45	37	46	427
33	11202241033	OLIA FIAMAY	25	12	27	48	36	46	433
34	11202241034	ANNISA RUHAYATI	34	29	38	53	53	54	533
35	11202241035	INTAN PUSPITA SARI	23	14	15	47	38	35	400
36	11202241036	DINA DEKANESIA	33	19	35	52	43	52	490
37	11202241037	ULFATUN NISA HIDAYAT	13	6	15	38	26	35	330
38	11202241038	PUSPITA WIJAYANTI	17	14	14	42	38	34	380
39	11202241039	WIWIK SRI LESTARI	24	18	22	47	42	42	437
40	11202241040	DIAN KURNIA WIDI .A	17	19	25	42	43	44	430
41	11202241041	KHAIRUNISA AULIA L	27	21	26	49	45	45	463
42	11202241042	DANAR KHOIRUNNISA	30	18	24	51	42	43	453
43	11202241043	ASTIKA NURWIDYAWATI	29	23	31	50	47	48	483
44	11202241044	MASYHUDI LATHIF	20	25	27	45	49	46	467
45	11202241045	KEN DITE ASMARANI	36	27	31	54	51	48	510
46	11202241046	KARISA INDRASWARI	32	18	27	52	42	46	467
47	11202241047	ANINDYKA SEKAR T	19	13	20	44	37	40	403
48	11202241048	CHOERUNNISA RUMARIA	10	13	23	33	37	43	377
49	11202241049	REKYAN WAR A HITA	27	19	22	49	43	42	447
50	11202241050	NINDYA APRILIA	23	27	27	47	51	46	480
51	11202241051	ERIKA ARTHA DINI	21	21	24	45	45	43	443
52	11202241052	IMRON HIDAYAT	12	14	23	37	38	43	393
53	11202241053	ANINDITA NUR INDRA	15	15	23	41	40	43	413
54	11202241054	ISMI INDARTI	32	18	33	52	42	50	480
55	11202241055	RACHMAT NUR HISYAM	13	15	25	38	40	44	407
56	11202241056	ZUHRİYATUL BAITI	12	14	28	37	38	46	403
57	11202241057	YULIA ROHMAWATI	14	15	16	39	40	36	383
58	11202241058	ERNA DWI JAYANTI	15	17	29	41	41	47	430
59	11202241059	MUHAMAD HILMI A	15	21	24	41	45	43	430
60	11202241060	CHRISTY DEWI P.	18	19	33	43	43	50	453

61	11202241061	GHAZIE ARSALAN S	32	25	42	52	49	57	527
62	11202241062	MUH WILDANI	26	23	29	48	47	47	473
63	11202241063	M BAHARUDIN J	25	14	29	48	38	47	443
64	11202241064	ADAM ANJAR SHENA	18	16	26	43	40	45	427
65	11202241065	RATIH TRI WIJAYANTI	21	13	19	45	37	39	403
66	11202241066	SRI DARMAYANTI							
67	11202241067	FIDELIS HERDIAN A.P.	36	36	43	54	61	58	577
68	11202241068	AKHMAD BAKIR S H A K	27	22	34	49	46	51	487
69	11202241069	RATNA YUNITA	15	19	23	41	43	43	423
70	11202241070	SARI HARDIANI	21	21	27	45	45	46	453
71	11202241071	AHMAD TAUFIK	18	19	28	43	43	46	440
72	11202241072	DYAH AYU WINARTI PUT	19	15	25	44	40	44	427
73	11202241073	MERITA TIARISANI	27	17	30	49	41	48	460
74	11202241074	ELLYTA ARDIANISA	21	13	18	45	37	38	400
75	11202241075	DATIK YUNITASARI	29	23	32	50	47	49	487
76	11202241076	ANIN KARIN	14	19	24	39	43	43	417

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Drs. G. Suharto, M. Pd.
NIP. 19481016 197204 1 001

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KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
DIKEMHARGA PENGEMBANGAN DAN PENJAMINAN MUTU PENDIDIKAN (LPPMP)
PUSAT PENGEMBANGAN BAHASA

Alamat : Kampus Karangmalang Yogyakarta 55281 Telp. (0274) 550844

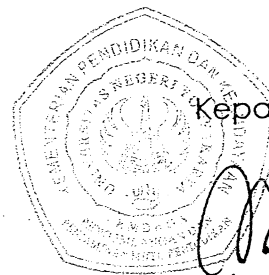
HASIL TES KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
BAGI MAHASISWA BARU UNY TAHUN 2012

Bahasa dan Seni
 Pendk. Bahasa Inggris S1 Non Reg.
 Tanggal Tes : 4 November 2012

No	NIM	Nama	Nilai Mentah			Konversi Nilai			SCORE
			List.	Str.	Rdc.	List.	Str.	Rdc.	
1	12202244020	ANAS PUTRA PAMUNGKAS	27	23	45	49	47	60	520
2	12202244013	RAHMA MATSNA AULIA	34	20	38	53	44	54	503
3	12202244041	MARSIYAM WIJIASTUTI	21	30	36	45	54	52	503
4	12202244036	FAIRUZ NADIA	26	23	39	48	47	54	497
5	12202244039	KANTHY ZUKHRIFAH	22	27	34	46	51	51	493
6	12202244035	GUSTI ADHITYA SWASTIKA PERDANA	23	21	36	47	45	52	480
7	12202244027	ARTINE AYU UTAMI	29	20	32	50	44	49	477
8	12202244001	LUTFI EFENDI	24	22	29	47	46	47	467
9	12202244031	NURDIANA KUSUMAWICITRA	20	23	30	45	47	48	467
10	12202244009	FIRZHA YUNI ANANDA PUTRI	19	18	37	44	42	53	463
11	12202244012	ARUM STYARINI	27	18	28	49	42	46	457
12	12202244038	RETNO ANDAMARI	17	23	30	42	47	48	457
13	12202244007	WIDIA TIRTA PALUPI	20	19	30	45	43	48	453
14	12202244025	RONA ERLINA WATI	28	20	24	49	44	43	453
15	12202244037	ENDAH RAHMAWATI	22	15	32	46	40	49	450
16	12202244015	ARIF BAGUS YULIANTO	18	21	28	43	45	46	447
17	12202244019	FAISAL FAHMI	25	18	25	48	42	44	447
18	12202244021	FADLY FERBIANTO WICAKSONO	19	17	31	44	41	48	443
19	12202244040	WAHYU GALIH WICAKSONO	16	22	28	41	46	46	443
20	12202244004	HARTINI	18	21	25	43	45	44	440
21	12202244010	RIZKA YUNI HAPSARI	15	15	32	41	40	49	433
22	12202244014	DIAH META AROFAH	15	20	23	41	44	43	427
23	12202244022	EKA RAKHMAWATI	21	17	22	45	41	42	427
24	12202244034	ELSA FERDHIANA DAMAYANTI	20	19	20	45	43	40	427

NIM	Nama	Nilai Mentah			Konversi Nilai			SCORE
		List.	Str.	Rdc.	List.	Str.	Rdc.	
19902244011	SULASTRI	16	19	22	41	43	42	420
19902244017	RIMA RIZKA UTAMI	17	16	25	42	40	44	420
19902244023	IMAM BASORI JANianto	15	17	24	41	41	43	417
19902244029	LIA NURANI SETIAWATI	14	16	26	39	40	45	413
19902244002	BASIR AHMAD RIDWAN	14	15	25	39	40	44	410
19902244006	QORY RIFPRIYANDI	16	19	19	41	43	39	410
19902244033	ADITYA AGUNG PRABOWO	14	16	23	39	40	43	407
19902244032	ANNISA SATRIANI DEWI	12	21	19	37	45	39	403
19902244024	DINA RATNASARI	12	17	21	37	41	41	397
19902244026	INDRIANI HAZAROH	12	21	12	37	45	31	377
19902244030	MITA WULANDARI	14	12	15	39	36	35	367
19902244003	DEWI ROFITA	-	-	-	-	-	-	-
19902244005	GEMINTANG KIRANA VITA	-	-	-	-	-	-	-
19902244008	JEAN FISTIKA TEOLANUARY	-	-	-	-	-	-	-
19902244016	FEBHA HAGENG RETYANTRA	-	-	-	-	-	-	-
19902244018	RADEN RAMA WIDYA KARTIKA YUDHA	-	-	-	-	-	-	-
19902244028	BRIGITA DIAS SEKAR PRANANTI	-	-	-	-	-	-	-

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Kepala,

Joko Priyana, Ph. D.
NIP 19650122 199001 1 001

**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
LEMBAGA PENGEMBANGAN DAN PENJAMINAN MUTU PENDIDIKAN (LPPMP)
PUSAT PENGEMBANGAN BAHASA**

Alamat : Kampus Karangmalang Yogyakarta 55281 Telp. (0274) 550844

**HASIL TES KEMAMPUAN BAHASA INGGRIS BEREKUIVALENSI DENGAN TOEFL
BAGI MAHASISWA BARU UNY TAHUN 2012**

Fakultas : Bahasa dan Seni
Frodi : Pendidikan Bhs. Inggris S1 Reg.
Tanggal Tes : 4 November 2012

No	NIM	Nama	Nilai Mentah			Konversi Nilai			SCORE
			List.	Str.	Rdc.	List.	Str.	Rdc.	
1	12202241034	PUJI HAPSARI NOVITANINGRUM	28	32	39	49	56	54	530
2	12202241072	HARIO GUNUNG C G	35	25	41	54	49	56	530
3	12202241035	AKHLIS MAULA MA'RIFAT	26	30	38	48	54	54	520
4	12202241010	Nur Rachman Hakim	25	23	43	48	47	58	510
5	12202241052	HERINA NIRMALA	29	25	35	50	49	52	503
6	12202241012	Azmi Pratiwi	22	25	39	46	49	54	497
7	12202241053	SARAS BAYU JATMIKO	21	28	36	45	52	52	497
8	12202241011	Amaliya	22	30	30	46	54	48	493
9	12202241066	AISAH PURUHITA	31	24	31	51	48	48	490
10	12202241002	Atik Dhamayanti	22	29	29	46	53	47	487
11	12202241017	Laely Rahmawati	23	26	32	47	50	49	487
12	12202241063	SURI NURKHOLIFAH	26	25	32	48	49	49	487
13	12202241074	FARADINA KUSUMA DEWI	30	21	33	51	45	50	487
14	12202241008	Trisna Rahmah	24	24	32	47	48	49	480
15	12202241016	Meilani	23	23	33	47	47	50	480
16	12202241070	ANNAS NUR FADHILA	17	26	36	42	50	52	480
17	12202241013	Umu Ainia	22	24	32	46	48	49	477
18	12202241047	SITI ROCHANI	24	25	29	47	49	47	477
19	12202241075	SITI AISYAH	19	25	33	44	49	50	477
20	12202241065	RIZKY ARIADI	25	19	33	48	43	50	470
21	12202241019	Ari Widianingrum	22	18	36	46	42	52	467
22	12202241020	M Sudirman	18	23	33	43	47	50	467
23	12202241048	ESTER RIA MEI UTAMI	19	24	30	44	48	48	467
24	12202241026	Indah Permatasari	20	25	26	45	49	45	463

No	NIM	Nama	Nilai Mentah			Konversi Nilai			SCORE
			List.	Str.	Rdc.	List.	Str.	Rdc.	
25	12202241051	GANANG YUDHA PRATISTA	19	19	35	44	43	52	463
26	12202241059	UMI ISMIYATI	21	23	29	45	47	47	463
27	12202241061	RIDHA ROHMAH SARI	20	27	24	45	51	43	463
28	12202241069	YENI SUSANTI	23	21	29	47	45	47	463
29	12202241037	DIAN PERWITA DEWI	17	24	31	42	48	48	460
30	12202241032	RIFQI KUSUMA PROBO A.	24	15	33	47	40	50	457
31	12202241042	HANIF ABDULLAH	17	20	34	42	44	51	457
32	12202241044	ARUM SYURADHANTY	22	18	32	46	42	49	457
33	12202241045	RIZKI AGUNG PRATAMA	24	22	25	47	46	44	457
34	12202241049	BAMBANG ERI ASWORO	20	25	24	45	49	43	457
35	12202241058	ERNITA RAHARJA	22	19	31	46	43	48	457
36	12202241067	IKA YULI ARWINANTI	21	22	28	45	46	46	457
37	12202241079	ALGA PARAMA JITA	24	20	27	47	44	46	457
38	12202241001	Kartika Dewi Purnama	24	18	29	47	42	47	453
39	12202241033	AMALIA RAHMAWATI	19	18	32	44	42	49	450
40	12202241004	Gesnia Ardiyani	13	24	30	38	48	48	447
41	12202241055	ERI KUSWANTI	17	23	26	42	47	45	447
42	12202241078	NAFISAH ULFAH FITRI NURRATA	13	22	33	38	46	50	447
43	12202241024	Muhamad Ardia Rafiq Al Qhozali	13	24	29	38	48	47	443
44	12202241039	BAYU SETYOKO	16	23	26	41	47	45	443
45	12202241054	TSANI NAJATI	18	21	26	43	45	45	443
46	12202241064	INTAN PERMATA SARI	17	19	30	42	43	48	443
47	12202241025	Ika Yuliani	17	19	29	42	43	47	440
48	12202241040	ERMA LAILYFIAH	14	21	29	39	45	47	437
49	12202241046	REZY EKA PUSPITASARI	17	17	31	42	41	48	437
50	12202241077	SEKAR MUSTIKA WIDHI	12	22	31	37	46	48	437
51	12202241036	BETHSAIDA CHANDRA DEWI	16	19	28	41	43	46	433
52	12202241056	SITI NASIBAH	19	15	27	44	40	46	433
53	12202241030	Fitriana Munawaroh	23	16	22	47	40	42	430
54	12202241060	SARI WAHYUNING TYAS	16	18	27	41	42	46	430
55	12202241018	Gresthi Pramadya Dewi	17	14	30	42	38	48	427
56	12202241014	Elia Sovina Mardani	15	20	22	41	44	42	423

No	NIM	Nama	Nilai Mentah			Konversi Nilai			SCORE
			List.	Str.	Rdc.	List.	Str.	Rdc.	
57	12202241007	Zeninda Anggi Prawitasari	16	13	31	41	37	48	420
58	12202241050	RIZKI RATNAWATI HARTAMI PUTRI	18	14	26	43	38	45	420
59	12202241031	Yanuar Wahyu Sari Budiasih	15	16	25	41	40	44	417
60	12202241043	YULIAN CHANDRA KELING	14	21	21	39	45	41	417
61	12202241068	RIZKA NUR AFIFAH	14	11	34	39	35	51	417
62	12202241071	WINDRIA PRATIWI	13	17	28	38	41	46	417
63	12202241006	Agnes Heni Rahmawati	17	17	21	42	41	41	413
64	12202241041	SILVIA DAYU A	14	17	25	39	41	44	413
65	12202241073	MUTIARA LAILIA CN	14	15	26	39	40	45	413
66	12202241027	Nuraeni	17	14	24	42	38	43	410
67	12202241028	Rita Puspitasari	18	20	16	43	44	36	410
68	12202241003	Alni Widayanti	15	22	15	41	46	35	407
69	12202241005	Evita Choironi	15	14	24	41	38	43	407
70	12202241029	Dwi Nur Khayati	17	16	20	42	40	40	407
71	12202241038	LESTIANA NINDYA P	17	14	22	42	38	42	407
72	12202241062	ADIF SETIYOKO	14	11	29	39	35	47	403
73	12202241009	Estriana Yuli Puspitasari	9	18	28	32	42	46	400
74	12202241021	Avi Novita	15	17	18	41	41	38	400
75	12202241015	Arfi Dwi Nurfatimah	14	11	24	39	35	43	390
76	12202241022	Santi Andriyana	11	11	16	35	35	36	353
77	12202241023	Rizqi Syamsyiatun	-	-	-	-	-	-	-
78	12202241057	NISA AMALIA HASANAH	-	-	-	-	-	-	-
79	12202241076	CHANDRA SATRIO	-	-	-	-	-	-	-

1460 1556



Kepala,

Joko Priyana, Ph. D.
NIP 19650122 199001 1 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0316b/UN.34.12/DT/IV/2013

24 April 2013

Lampiran : -

Hal : Izin Penelitian

Kepada Yth. Ekadeva Victory Prajnaparamita (NIM 07202244015)
Prodi Pendidikan Bahasa Inggris FBS UNY

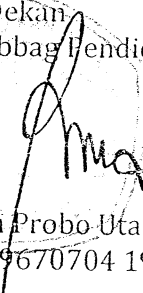
Bersama surat ini, Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta menyatakan bahwa:

Nama : Ekadeva Victory Prajnaparamita
NIM : 07202244015
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Relationship between Grammar Ability and Reading Comprehension among the Fourth Semester Students of English Departement of Yogyakarta State University in the Academic Year of 2012/2013
Lokasi Penelitian : Prodi Pendidikan Bahasa Inggris
Waktu : April – Juni 2013

Berdasarkan Surat yang ditandatangani Ketua Jurusan Pendidikan Bahasa Inggris FBS UNY No. 354/UN34.12/TAR/IV/2013, yang bersangkutan bermaksud melakukan penelitian dengan judul dan Tokasi seperti tersebut di atas guna memperoleh data untuk penyusunan tugas akhir skripsi.

Demikian surat izin penelitian ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan: