



**THE READING PROFILE OF THE ENGLISH DEPARTMENT  
JUNIOR STUDENTS BETWEEN EDUCATION AND  
LITERATURE PROGRAM ASSESSED BY USING TOEFL  
(A Case of the Fifth Semester English' Students of Education and  
Literature Program of University of Semarang State in the  
Academic Year of 2012/2013)**

A Final Project

Submitted as a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

Dina Putri Rossiana

2201408006

**ENGLISH DEPARTMENT  
LANGUAGE AND ARTS FACULTY  
SEMARANG STATE UNIVERSITY**

**2015**

## APPROVAL

This final project has been approved by the board of the examiners of the English Department of the Languages and Arts Faculty of Semarang State University (UNNES) on 31 Juli , 2015

### The Board of Examiners

1. Chairman  
Dr. Abdurrachman Farridi, M. Pd.  
NIP.195301121990021001



2. Secretary  
Rohani, S.Pd., M.A.  
NIP.197903122003121002



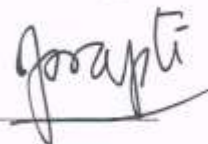
3. First Examiner  
Rini Susanti, S.S., M.Pd.  
NIP 197406252000032001




4. Second Examiner/Second Advisor  
Dr. Dwi Anggani Linggar B., M. Pd.  
NIP. 195901141989012001



5. Third Examiner/First Advisor  
Dra. Sri Suprpti, M. Pd.  
NIP. 195911241986032001



Approved by,  
The Dean of Languages and Arts Faculty

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

## PERNYATAAN

Yang bertanda tangan di bawah ini saya,

Nama : Dina Putri Rossiana  
NIM : 2201408006  
Prodi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris FBS UNNES  
Judul skripsi : *THE READING PROFILE OF THE ENGLISH DEPARTMENT JUNIOR STUDENTS BETWEEN EDUCATION AND LITERATURE PROGRAM ASSESSED BY USING TOEFL (A Case of the 5<sup>th</sup> semester English' Students of Education and Literature Program of University of Semarang State in the Academic Year 2012/2013))*

menyatakan bahwa skripsi yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar-benar karya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Demikian, harap pernyataan ini dapat dipergunakan sebagaimana mestinya.

Semarang, 31 Juli 2015



Dina Putri Rossiana

## **MOTTO AND DEDICATION**

"Real success is determined by two factors.  
First is faith, and second is action."

(Jenny Kurniati)

To my:  
Mom and Dad;  
Sister, and Brother;  
Best friends.

## **ACKNOWLEDGEMENTS**

Praise to Allah, Lord of the world. Thank God, the Almighty Allah SWT for His blessing and inspiration leading to the completion of my study.

I would like to extend my sincerest gratitude to Dra. Sri Suprapti, M. Pd., my first advisor, who has carefully given valuable guidance, advice, and encouragement to me from the beginning until the completion of this research with great patience and kindness. My sincerest respect is also addressed to Dr. Dwi Anggani L.B., M. Pd., the second advisor, for her guidance and correction of this final project.

My deepest appreciation is given to all my lecturers of the English Department for the valuable knowledge given to me. In this chance, I would also like to deliver my great thanks for all staff of English Department who gave a lot of help during my study.

My gratitude is given to English students of education and literature in 5th semester in academic year 2012/ 2013 of UNNES as the subject of this study who has helped with all their respect during the research.

My greatest thanks go to my beloved mother, father, sister and brother for their love and care; my best friends Didik Agung Wahyudi, Siti Maesaroh, Asih Jiwandani, Izzati Khoirina, Osi, Siswati and others whose name cannot be mentioned one by one for their care and help.

## ABSTRACT

Rossiana, Dina Putri. 2015. *THE READING PROFILE OF THE ENGLISH DEPARTMENT JUNIOR STUDENTS BETWEEN EDUCATION AND LITERATURE PROGRAM ASSESSED BY USING TOEFL (A Case of the 5<sup>th</sup> semester English' Students of Education and Literature Program of University of Semarang State in the Academic Year 2012/2013)*. Final Project. English Department, Faculty of Language and Arts, Semarang State University. Advisor I: Dra. Sri Suprapti, M. Pd.; Advisor II: Dr. Dwi Anggani L.B., M. Pd.

Key words: *Reading skills, TOEFL, Questions for the Reading Section in TOEFL*

This is a descriptive quantitative study aiming at finding out how good is the reading profile of the English Department junior students assessed by using TOEFL (A Case of the 5<sup>th</sup> semester English' Students of Education and Literature Program of University of Semarang State in the Academic Year 2012/2013). This study was conducted in line with the important roles of reading in acquiring knowledge and information in academic life.

Reading is one of the basic skills to be mastered in order to gain knowledge, function actively in ever – increase literacy demands of the modern society. I conducted the study to the English students of UNNES. The object of this study is Barron's book entitled *How to Prepare for the TOEFL (Test of English As A Foreign Language 9<sup>th</sup> ed, Pamela J, Ph.D.)*. It is a TOEFL test preparations' book for TOEFL test taker. The population of this study is the fifth semester English Education and Literature program students in the academic year of 2012/2013 who took part in TOEFL test.

The test results were analyzed using simple statistic in the form of raw score. In the English Education Students, there were eleven participants whose scores were 61-70, eleven participants whose scores were 71-80, three participants whose scores were 81-90 with the lowest score 62, highest score 88, and Mean=72.88. Then, in the English Literature Students, there were three participants whose scores were 51-60, six participants whose scores were 61 -70, thirteen participants whose scores were 71-80, three participants whose scores were 81-90 with the lowest score 50, highest score 88, and Mean=71.76

The findings indicated that there were problems of meaning of words, phrase, and sentences; inferencing explicit and implicit; scanning for details, reading for main ideas. In general, the reading profile of English Literature students can be said to be unsatisfactory (mean=71.76) with the highest score of 88 and the lowest 50.

It can be concluded that the reading profile of the fifth semester students of the English Education students assessed by using TOEFL was higher than the English Literature students. It showed the different significance with their scores in the TOEFL test. In short, I suggest that the English students have to improve reading skills by reading book and learning to read so that their reading ability can be better.

## TABLE OF CONTENTS

Acknowledgment .....	v
Abstract .....	vi
Table of contents .....	vii
List of Tables.....	x
List of figure.....	xi
List of appendices .....	xii
<b>CHAPTER</b>	
<b>I. INTRODUCTION</b>	
1.1 Background of the study .....	1
1.2 Reasons for choosing the topic .....	2
1.3 Statements of the Problem .....	3
1.4 Objectives of the study.....	4
1.5 Significant of the study .....	4
1.6 Scope of the study .....	5
1.7 Outline of the report .....	5
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Review of the Previous studies .....	6
2.2 Theoretical review.....	7
2.2.1 General Concept of Reading .....	7
2.2.1.1 <i>Purposes of Reading</i> .....	9
2.2.1.2 <i>Types of Reading</i> .....	11

2.2.1.3 <i>Improving Student Reading Skills</i> .....	11
2.2.1.4 <i>Problem Faced by Student in Reading</i> .....	13
2.2.2 TOEFL .....	15
2.2.2.1 <i>Types of TOEFL</i> .....	15
2.2.2.1.1 <i>Internet Based Tes (IBT)</i> .....	16
2.2.2.1.2 <i>Paper-Based Test</i> .....	17
2.2.2.2 <i>Questions for the Reading Section in TOEFL</i> .....	18

### **III.METHOD OF INVESTIGATION**

3.1 Research Design .....	21
3.2 Place of the Study .....	22
3.3 Object of the Study .....	23
3.4 Subject of the Study .....	23
3.4.1 Population .....	23
3.4.2 Sample .....	24
3.5 Role of the Researcher .....	25
3.6 Research Activities .....	25
3.7 Research Variable .....	27
3.8 Instrument of the Study .....	27
3.9 Data Collection .....	27
3.9.1 Selecting the Book .....	27
3.9.2 Selecting the Reading Section .....	28
3.10 Data Analysis .....	28



#### **IV. DATA ANALYSIS, FINDINGS AND DISCUSSIONS**

4.1 Description of the Study.....	30
4.1.1 Research Activities .....	30
4.2 Analysis of the Test.....	32
4.2.1 Reading Profile of English Education Students.....	32
4.2.2 Reading Profile of English Literature Students .....	33
4.2.3 The Comparison between English Education Students and English Literature Students by Using Toefl Test.....	35
4.3 Discussion.....	37
4.3.1 Reading Profile of English Education Students.....	38
4.3.2 Reading Profile of English Literature Students .....	39

#### **V. CONCLUSION AND SUGGESSTION**

5.1 Conclusion .....	40
5.2 Suggestion.....	41
References .....	43
Appendices.....	46

## LIST OF TABLES

Table	Page
2.1 Time Allocation of IBT Test .....	17
3.1 Table of Specification .....	26
3.2 Criteria of Mastery .....	29
4.1 Test TOEFL Score of English Education Students .....	33
4.2 Test TOEFL Score of English Education Students .....	34
4.3 Comparative Total Result to reading profile between EL and ELT .....	35
4.4 Comparison between EL and ELT Score.....	36

## LIST OF FIGURES

Figure	Page
4.1 ELT' Toefl Score.....	38
4.2 EL' Toefl Score.....	39

## APPENDICES

Appendix	Page
1. Instrument of the Test .....	46
2. Answer Key of the Test .....	57
3. Test TOEFL Score of EL and ELT .....	58
4. Finding Score in Area Question of EL and ELT .....	59
5. The Picture of Research Activity .....	60
6. Student's Answer Sheet .....	62

# CHAPTER I

## INTRODUCTION

In this chapter I would like to discuss general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypothesis of the study, significances of the study, scope of the study, and outline of the study.

### 1.1 Background of the Study

Language teaching deals with four basic language skills namely listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. As one of the language skills, reading also plays an important role because reading has become a part of our daily life. Through reading various printed materials such as newspaper, magazine, fiction, and nonfiction books, we are able to gain a lot of knowledge, information, pleasure and problem solution. Hence, the ability to read the texts in any forms will contribute a great deal advantage to our life such as gaining success at school.

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Being able to read in English is very important. It is known that success reading is the most necessary because it is a basic tool of education. All the subjects in Elementary School such as

mathematics, science, language, and others depend on the ability to read. In high school and college reading ability becomes even more important. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer expresses.

Reading is important as the language skill, especially in writing. It is necessary to discuss this skill because learning writing can help the students in writing English final project. Writing the final project itself required for students starting in the 7<sup>th</sup> semester. The fifth semester students also would be test takers of TOEFL as the requirement of the graduation from the university. Therefore, I need to know the reading competence of the fifth semester students who had learned material of intensive reading up to advance reading.

To find out the reading profile of the English students, TOEFL test items can be used to measure because TOEFL as one of standardized test. The whole aspects were tested to determine the student's reading mastery can be represented by using TOEFL test.

The aspects are finding meanings in words, phrase, and sentence; inferencing; scanning for details; reading for main ideas and its shown in the table of specification.

## **1.2 Reason for Choosing the Topic**

I choose the topic "The Reading Profile between The English Education and Literature Junior Students Assessed by Using TOEFL (A Case of the 5<sup>th</sup> semester English' Students of Education and Literature Program of University of Semarang State in the Academic Year 2012/2013) for the following reasons:

First, the 5<sup>th</sup> semester students in Education and Literature Program had studied reading for four semesters. They studied Intensive Reading in the 1<sup>st</sup> semester, Elementary Reading Comprehension in the 2<sup>nd</sup> semester, Intermediate Reading Comprehension in the 3<sup>rd</sup> semester, and the last was Advance Reading Comprehension in the 4<sup>th</sup> semester. They are expected to have mastered reading comprehension from basic until advance level, each 2 credit hours and especially for Intensive Reading 4 credit hours. Hopefully, they are able to complete TOEFL test well.

The second reason that reading is one of the four skills in learning language. For English Department students, reading is one of the basic skills that have to master in understanding the texts. Reading is needed to enrich their knowledge through textbook and other reference materials. Because of its important role, they should study reading.

The third reason is that TOEFL (Test of English as a Foreign Language) evaluates the potential success of an individual to use and understand standard America English at a college level. TOEFL contains reading, listening, and structure test or grammar. It is standardized test, so it can represent the students' reading capability without doing pre-test and post test.

### **1.3 Statements of the Problem**

The problem that is going to be discussed in this study is:

How is the reading profile of the English department junior students between education and literature program assessed by using TOEFL ?

## **1.4 Objective of the Study**

The objectives of this study can be stated as follows:

To describe the reading profile of the English department junior students between education and literature program assessed by using TOEFL.

## **1.5 Significance of the Study**

Basically, there are three kinds of research significances: the theoretical significance, the practical significance, and the pedagogical significance. The result of this research is expected to give the following advantages:

1) Theoretical significance.

The research result can be used as a reference for developing students' reading skills based on the TOEFL results.

2) Practical significance

The research finding will give some advantages to English teachers in selecting English material that will be used in teaching learning process and give the additional material that relevant with TOEFL.

3) Pedagogical significance

The research finding will also give some advantages to the further research and effort for development as a reference and empirical evidence.

## **1.6 Scope of the Study**

I want to limit the scope of the study in discussing the reading profile of the English Department Students in 5<sup>th</sup> semester of Education and Literature students of UNNES in the academic year of 2012/2013) and describe their



abilities in understanding reading section of TOEFL test. Then, it will be analyzed to find out the result.

## **1.7 Outline of the Report**

In order to present clear descriptions about the study to the reader, this study presents a systematic organization as follows:

Chapter I present the introduction, which consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, scope of the study, and outline of the study.

Chapter II deals with the review of related literature. This chapter explains about review of the previous studies, theoretical review and the theoretical framework.

Chapter III explains the method of investigation, which discusses the object of the study, research design, method of data collection and method data analysis.

Chapter IV covers the data analysis, result and the discussion of the finding.

Chapter V presents the conclusions of the study and pedagogical implications.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter presents review of the previous studies, review of theoretical studies which contains of general concept of reading, and TOEFL. All discussions in this chapter are as follow;

#### **2.1 Review of the Previous Studies**

Reading is one of the four skills in learning a language. Through reading, we can explore the world, the countries that have never been visited, and the mind and ideas of great people in the past. We can also enrich our experiences and our knowledge and broaden their horizon. So, reading is very important part in people's lives. Some previous researchers have attempted to conduct research related to reading skill.

The first study was conducted by Meneghetti (2006:291) on his journal article entitled "whether the reading comprehension process is better explained by a single or by multiple factors". Based on his research the more 'complex' aspects of reading comprehension, reflecting some metacognitive knowledge and control processes are the better predictors of scholastic achievement. Based on the study above, it can be concluded that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation.

The second study was done by Ginting (2013) that the study attempts to improve the students' achievement in reading comprehension through inquiry

technique. The instruments for collecting data used Reading Comprehension tests for quantitative data and Diary Notes, Interview Sheet, and Observation Sheet for qualitative data. Based on the Reading Comprehension score, the students score in pre-test, kept improving in every test. Based on Diary Notes, Observation sheet and Interview Sheet, it was found that the students were actually involved in the reading process. Based on the study above, it can be concluded that Inquiry Technique improved the students' reading comprehension and it is suggested to the English teacher to apply Inquiry Technique in Reading Comprehension. Different with the previous study, this study focuses on the improvement of students' reading skills by learning using a method which is the method of inquiry.

Finally, it can be concluded that Reading skills in understanding a passage was influenced by several complex factors that result in achieving a better understanding is needed a way to achieve good reading skills

## **2.2 Theoretical Review**

This subchapter presents the review of theoretical studies related to reading skill, and TOEFL.

### **2.2.1 General Concepts of Reading**

Bernhardt, as quoted by Ediger (2001:154) says that reading is an interactive, sociocognitive process, involving a text, a reader, and a social context within which the activity of reading takes place.

Here the reader forms meaning through a transaction with written text that has been created by symbols that represent language.

Goodman and Smith, cited in Kustaryo (1988:2) say that reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. Here when a reader interacts with printed materials, his prior knowledge is combined with the printed material and the visual (written) information result in comprehending the message, and this is for the beginners. Here reading has a function as a means of communication, he express his idea on the paper with language and the reader tries to get meaning. Finnochiaro and Bonomo (1973:119) also support this idea. They say that reading is bringing meaning to and getting meaning from printed and written material.

According to Grabe and Stoller, (2002:4) reading can be taught of as a way to draw information from a text and to form an interpretation of that information. So, reading can be assumed as a process to gain information from the text.

According to Walter R. Hill, reading is what the reader does to get the meaning he needs from textual sources. Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as .the process of acquiring and author.s meaning and of interpreting, evaluating, and effecting upon those meanings.

Those statements above show the various definitions of reading. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It

can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

### ***2.2.1.1 Purposes of Reading***

A person may read for many purposes, and purpose helps to understand more what is read by a reader. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels, but if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Grabe and Stoller (2002:11-15), the purposes of reading can be classified into seven main headings. The purposes of reading are:

1. Reading to search for simple information.
2. Reading to skim quickly.
3. Reading to learn from texts.
4. Reading to integrate information.
5. Reading to write (or search for information needed for writing).
6. Reading to critique text.
7. Reading for general comprehension.

Based on the reading purposes above, for reading to search for simple information and skim quickly, the reader typically scan the text to find out a specific piece of information needed. It also involves a combination of strategy

for guessing where the important information might be in the text.

Reading to learn from text, usually occurs in academic and professional context in which the person needs to learn a considerable amount of information from the text. This purpose of reading requires ability to remember the main idea and some important details from the text, and relate the information with reader's knowledge base. Those ability can be gained through rereading and reflecting strategies to help remember the information.

Reading to integrate, write and critique, requires critical evaluation of the information so that the reader can decide what information is to integrate and how to integrate it to the readers' goal is. Both require abilities to compose, select, and critique information from the text (Grabe and Stoller, 2002:14).

Reading for general comprehension is the most basic purpose for reading. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains (Grabe and Stoller, 2002:14).

Based on the purposes of reading above, it can be concluded that reading is a process to gain information from the text. Not only to gain information, reading is also an activity which has some purposes and it is important to find out the purpose of reading.

### ***2.2.1.2 Types of Reading***

Reading can be concluded as a process to gain information from the text. Not only to gain information, reading also has some other purposes. Based on Brown (2004), he categorized reading into three types. They are

#### **1. Academic Reading**

Academic reading focuses on the written text such as general interest articles (in magazine and newspaper), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries), textbooks, theses, essay, papers, test directions, editorials and opinion writing. This type of reading deals with concept and ideas related to subject that are studied.

#### **2. Job-Related Reading**

Job-related reading focuses on the written text such as messages (e.g., phone message), letters/emails, memos, report, forms, applications, questionnaires, financial document, directories, manuals, directions.

#### **3. Personal Reading**

Personal reading focuses on the written text such as newspapers and magazines, letters, emails, greeting cards, invitations, message, notes, lists, schedules, recipes, menus, map, calender, advertisement, novel, short stories, jokes, drama, poetry.

### ***2.2.1.3 Improving Students' Reading Skills***

Reading is one of the four skills in learning language. Reading is far more enjoyable when it is carried out efficiently and seriously. For Indonesian students, reading activity is necessary in order to enrich their knowledge through

textbooks and other reference materials.

Wiriyahita et. al. as quoted by Puspita and Mulyadi (1991:88) elaborates that these skills are the tools that enable the students to cope with texts in various subjects. The skills include knowledge and techniques for tackling problems such as interpreting illustrations.

So, the point of improving reading skills is the English teachers should have a good reading skill in a good competent. Without adequate skill in reading, they will not be able to improve the students' reading skill.

A teacher plays an important role for improving students' reading skills. Nuttal as quoted by Puspita and Mulyadi (1991:89) suggests that there are two main things that a teacher should always remember to help the students. The first is to provide the students with suitable reading materials, and the second is to provide them with suitable teaching activities.

However, the students can also improve their reading skills through independent activities. For example, silent reading, listen to music when reading, reading aloud, etc. They should find their own word they are reading. By finding an appropriate way to read, they will enjoy their reading.

The students should not only improve their reading skills through formal education and assignment in various school textbooks, but they should also read many kinds of reading materials such as magazines, newspapers and fiction. Besides, they should be clever to use their spare time for reading after school. They should realize that the allocation of English at school is very limited.



It means that the students should be active in and outside the classroom such as at home, in the library, etc.

#### ***2.2.1.4 Problem Faced by Students in Reading***

Reading is very important part in people's lives. Through reading, people can explore the world, the countries that have never been visited, and the mind and ideas of great people in the past; they can enrich their experiences and their knowledge and broaden their horizon.

To the students, reading is also something crucial and indispensable since the success of their studies depends greatly on their abilities to read. If students' reading skills are poor, they are very likely to fail in their studies, or at least, they will have difficulties in making progress. On the other hand, if the students have good reading abilities, they will have a better chance to succeed in their studies at school.

For Indonesian students reading an English text is rather difficult, since reading in the students' native language and reading in a second language is a quite different matter. Reading in their own language is easier than that of the language learned because they have mastered the vocabulary and the structure. Reading in the target language such as English is difficult for them. They are required to have adequate knowledge of the target language, which has the different system including vocabulary and structure. Students who have mastered the components of the language will not face the significant difficulties when they are reading materials beginning from the low levels up to the higher ones.

Ramelan (1990:2) states that reading at schools is not usually adequately treated. When the students have been acquainted with the writing system of the language and exposed a lot of reading materials, it is taken for granted that they have automatically acquired the reading skills. The fact that is they do not usually get enough guidance in acquiring the proper reading habits, such as reading phrases in a sentence, not word by word, reading at great speed without stopping at each point, or going back and forth one sentence to another.

Nowadays, students usually get difficulties in reading. They do not know the intention of a passage because they do just skimming and scanning skills. Kustaryo (1988:10) says that a comprehension skill involves understanding the vocabulary, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgments, and evaluating.

The weaknesses of the students in reading skills are unquestionable. They lack prior knowledge, a very important foundation in getting the gist of the paragraph.

Sometimes, after reading a text, students do not know the topic of the text. They cannot understand the paragraph. In fact, they have must proper and correct understanding of the key words and the structural relationship of the words in order to understand the paragraph. To solve these problems, the teacher should help the students comprehend printed materials and support them with the knowledge and the ability to enable them to read other materials out of class.

### **2.2.2 TOEFL (Test of English as a Foreign Language)**

The Test of English as a Foreign Language (TOEFL) is produced by the Educational Testing Service (ETS). The TOEFL is used by more than a thousand institutions of higher education in the United States as an indicator of a prospective student's ability to undertake academic work in an English-speaking milieu. (Brown, H. Douglas, 2000).

The Test of English as a Foreign Language or TOEFL is a test of an individual's ability to use and understand English in an academic setting designed and administered by Educational Testing Service. It was developed to address the problem on ensuring English language proficiency for non-native speakers wishing to study at American Universities. It has become an admission requirement for non-native English speakers at many English-speaking colleges and universities. Additionally, institutions such as government agencies, licensing bodies, businesses, or scholarship programs may require this test. A TOEFL score is valid for two years and then will no longer be officially reported (Wikipedia, 2011).

Based on the definition above I concluded that TOEFL is a standardized test for foreign language learners that measures the ability of non-native English speakers to use and understand the English language as it read, written, heard and spoken in the university classroom.

#### ***2.2.2.1 Types of TOEFL***

There are two types of TOEFL. They are: IBT (Internet-Based Test), PBT (Paper-based Test). See the explanation bellow.

### ***2.2.2.1.1 Internet-based Test (IBT)***

Since its introduction in late 2005, the Internet-based Test (IBT) has progressively replaced both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT), although paper-based testing is still used in selected areas. The IBT has been introduced in phases, with the United States, Canada, France, Germany, and Italy in 2005 and the rest of the world in 2006, with test centers added regularly. The CBT was discontinued in September 2006 and these scores are no longer valid.

Although initially, the demand for test seats was higher than availability, and candidates had to wait for months, it is now possible to take the test within one to four weeks in most countries. The four-hour test consists of four sections, each measures one of the basic language skills (while some tasks require integrating multiple skills) and all tasks focus on language used in an academic, higher-education environment. Note-taking is allowed during the IBT. The test cannot be taken more than once a week.

The reading section consists of 3–4 passages, each approximately consists of 700 words in length and questions about the passages. The passages are on academic topics; they are the kinds of material that might be found in an undergraduate university textbook. Passages require understanding of rhetorical functions such as cause-effect, compare-contrast and argumentation. Students answer questions about main ideas, details, inferences, essential information, sentence insertion, vocabulary, rhetorical purpose and overall ideas. New types of questions in the IBT require filling out tables or completing summaries.

Prior knowledge of the subject under discussion is not necessary to come to the correct answer.

*Table 2.1 Time Allocation of IBT Test*

<b>Task</b>	<b>Descriptions</b>	<b>Approximately Time</b>
Reading	3 - 4 passages, each containing 12 - 14 questions	60 - 80 minutes
Listening	6 - 9 passages, each containing 5 - 6 questions	60 - 90 minutes
Speaking	6 tasks	20 minutes
Writing	2 tasks	50 minutes

One of the sections of the test will include extra, uncounted material. Educational Testing Service includes extra material in order to pilot test questions for future test forms. When test-takers are given a longer section, they should give equal effort to all of the questions because they do not know which question will count and which will be considered extra. For example, if there are four reading passages instead of three, then three of those passages will count and one of the passages will not be counted. Any of the four passages could be the uncounted one.

#### ***2.2.3.1.2 Paper-Based Test***

The TOEFL Paper-Based Test (PBT) is available in limited areas. Scores are valid for two years after the test date, and test takers can have their scores sent to institutions or agencies during that time. There are four sections of test.

1. Listening (30 – 40 minutes)

The listening section consists of 3 parts. The first one contains 30 questions about short conversations. The second part has 8 questions about longer conversations. The last part asks 12 questions about lectures or talks.

2. Structure and Written Expression (25 minutes)

The structure and written expression section has 15 exercises of completing sentences correctly and 25 exercises of identifying errors.

3. Reading Comprehension (55 minutes)

The reading comprehension section has 50 questions about reading passages.

4. Writing (30 minutes)

The writing section is one essay with 250–300 words in average.

Based on the explanation above I can conclude that paper-based test consist of three sections. They are: listening ,structure , reading and writing.

***2.2.2.2 Questions for the Reading Section in TOEFL***

1. Previewing

The most common types of problems that will encounter in reading section of the TOEFL test are related to identify the topic, read the first sentence of each paragraph and the last sentence of the passage as quickly as possible. It is not reading for specific information but it is reading for an impression of the topic.

2. Reading for main ideas

Reading for main ideas is identifying the point of view of the author. Questions about the main idea can be worded in many ways.

For example, the following questions are all asking for the same information:

- (1) What is the main idea?
- (2) What is the subject?
- (3) What is the topic?
- (4) What would be a good title?

### 3. Using contexts for vocabulary

In English, a context is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage and make a general prediction about meaning. Making prediction from contexts is very important when we are reading a foreign language because we read and understand the meaning of a passage without look up every new word in a dictionary.

### 4. Scanning for details

It is a read question and finds the important content words. Content words are usually nouns, verbs, or adjectives. They are called content words or synonym of the word because they contain the content or meaning of a sentence.

### 5. Making inferences

It is a direct statement of fact in a reading passage. It can be called evidence. When we use the evidence we have to make an inference. An inference is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint.

### 6. Identify exceptions

It uses scanning skills to locate related words and phrases in the passage and the answer choice.

7. Locating references

Locating reference is the finding antecedent of a pronoun. An antecedent is a word or phrase to which a pronoun refers. The pronoun such as “it”, “its”, “them”, or “their” and it will be asked to locate the reference word or phrase in the passage.

8. Referring to the passage

It is the finding certain information in the passage and identify it by line number. For example: “Can you find the correct reference?”



## CHAPTER III

### METHODS OF INVESTIGATION

This chapter presents the explanation about the methods used in this research, including the research design, population and samples method of quantitative research, research variable, instrument of the study, procedures and data collecting and data analysis.

#### 3.1 Research Design

This study was designed to get information concerning the reading profile students from the result of TOEFL test. This study used descriptive quantitative approach to analyze the data. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon that is being studied. However, it does not answer the questions which are done under analytical research. Although the data description is factual, accurate and systematic, the research cannot describe what causes a situation. Thus, descriptive research cannot be used to create a causal relationship, in which one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity.

In line with the statement above, Best in Hartoyo (2011: 75-76), states that: “Descriptive research describes and interprets what it is”. It is concerned with conditions of relationships that exist, practices that prevail, beliefs, processes that are going on, effect that are being felt, or trends that are developing. The process of descriptive research goes beyond mere gathering and tabulation of data.

It involves the elements or interpretation of the meaning, or significance of what is described. Thus description is often combined with comparison and contrast involving measurement, classification, interpretation, and evaluations.

Based on the statements mentioned above, it can be concluded that descriptive research is called quantitative research. Descriptive or quantitative research is done by the researcher because of some reasons, such as the descriptive approach was adopted for collecting data. Descriptive approach in data collection in quantitative research gives the ability to collect accurate data on and provide a clear picture of the phenomenon under study.

I decided to use a descriptive method in my research since its nature is for measuring the students' reading profile within it. Classroom descriptive research was used in this research because this research directly related with statistical and student's scores.

Quantitative method will be used in this study because I focused my attention on Population and sample, Research Variables, Simple Accounting in analyzing and collecting the data from the students' answers sheet of Reading Section Test TOEFL of fifth semester students of English department in Education and Literature program in the academic year of 2012/2013. It should be any result and better change after the research was held.

### **3.2 Place of the Study**

I would like to conduct the research in English Faculty of UNNES. It is a State University of Semarang that is located in Jln. Sekaran, Gunungpati, Semarang.

### **3.3 Object of the Study**

The object of this study is Barron's book entitled *How to Prepare for the TOEFL (Test of English As A Foreign Language 9<sup>th</sup> ed, Pamela J, Ph.D.)*. It is an TOEFL test preparations' book for TOEFL test taker.

### **3.4 Subject of the Study**

One step that should be applied before gaining the data is to decide the subject of the study. According to Hadjar (1996: 133) as quoted by Purwanto (2008: 236), subject is the individuals taken part in the research from where the data will be collected. Before collecting the data, the researcher should decide whether the data used will be taken from the whole population or just a part, namely sample.

#### **3.4.1 Population**

Population, as stated by Tuckman (1978: 227), is that group which the research is interested in gaining information and drawing conclusions. As quoted by Purwanto (2008: 241), population is generalization zone that consists of objects/subjects whose quantity or characteristics determined by the researcher to be developed and drawn conclusions (Sugiyono 1997: 59).

Referring to the definition above, the population of this research was the junior students of English Education and Literature of UNNES in the academic year of 2012/2013. The number of the population of English education students were 150 students and the number of the population of English Literature students were 48 students. So the total numbers of the population were 198 students.

### 3.4.2 Sample

I think that the population in this study was too big to be analyzed. Therefore, the writer only took some sample as the representatives of the whole population. Saleh (2001: 33) states that sample is group people, things, or where the data obtained. Also, Tuckman (1978: 226) suggests that sample is defined as representative group from the population to serve as respondents. In other words, sample is representing the population that will be examined.

According to Saleh (2001: 34), the number of sample should be sufficient to represent the population. It is stated that if the population is below 100, minimally the sample should be taken 50%. While if the population is between 101 and 500, minimally 30% - 50% should be applied. On the population of 501 – 1000, the sample applied should be 20 – 30%. Then, if the population are more than 1000, the sample taken should be minimally 15% - 20%.

The total number of the students was 198, that was on the range 101 – 500 with 30% - 50% samples should be used. Accordingly, the writer would like to pick 25 students in Education and also 25 students in Literature as the representation of the population that has fulfilled the criteria of sampling technique. So the whole number of them as representation of the population that has fulfilled the criteria of sampling technique were 50 students.

### **3.5 Role of the Researcher**

In this final project, I played two roles, namely:

1. The data collector

As the data collector, I collected the data required for this final project. The data was reading section comprehension TOEFL.

2. The data analyst

As the data analyst, I analyzed the data concerning on the result of the students' answer sheet.

### **3.6 Research Activities**

In this study, the intended test is the English Students in fifth semester in the academic year of 2012/2013, specifically for the items of Reading section TOEFL. Some steps that were done in a chronological order were always required in conducting a research. The following steps were taken on the research:

1. First of all, the population was the fifth semester students of English Department of UNNES.
2. Then, two groups were chosen; each group consisted of 25 students for each group from the population as the sample of the research. The first group is the English students of Education in fifth semester and the other one, the English students of Literature in fifth semester.
3. After that, looked for 50 questions from a standardized test and made table of specification in reading section of TOEFL. The table of specifications which consists of four main questions in TOEFL reading test is as follows.

### 3.1 Table of specification

No	Area of questions	Items	Total
A	Meaning :		
	1. Word	- 1, 4, 5, 12, 14, 16, 18, 28, 33, 45, 47, 48	12
	2. Phrase and Sentence	- 7, 31	2
B	Inferencing :		
	1. Explicit	- 2, 11, 26, 32, 41	5
	2. Implicit	- 3, 10, 17, 36, 44	5
C	Scanning for details	6, 9, 15, 19, 21, 22, 23, 27, 29, 34, 35, 37, 38, 39, 40, 42, 46, 49, 50	19
D	Reading for main ideas	8, 13, 20, 24, 25, 30, 43	7
	<b>Total number</b>		50

4. Then the real research was conducted.

I entered the class to give the TOEFL test. After giving short introduction, the participants were given TOEFL test and the test should be done for 60 minutes based on the time allotment.

5. Then, the result of the tests was analyzed.

6. The mean, lowest and highest score of the result of two groups were determined by using the simple statistic of raw score.

7. Finally, the conclusion was taken.

### **3.7 Research Variable**

In this descriptive quantitative research, there was one variable. There was not experimental manipulation data. This study used structure of TOEFL to assess the students' reading profile of the fifth semester students of English Department. This variable was the focus of this study. Basically, this research was conducted in order to find out the students' reading profile assessed by using TOEFL test.

### **3.8 Instrument of the Study**

In descriptive quantitative research, there is always an instrument that is the tool used as a medium to get the data; therefore, TOEFL test was used as the instrument in this research. The instrument was taken from Barron's collections entitled How Prepare of the TOEFL 9<sup>th</sup> edition (2000: 383-390). A good test must fulfill some qualities such as; validity, reliability, difficulty level and discriminating power for each test. TOEFL test is standardized test; it means that it is not necessary to discuss those criteria. See the appendix 1.

### **3.9 Data Collection**

In order to obtain the purpose of this research, I did several steps as follows:

#### **3.9.1 Selecting the book**

Firstly, I looked for a TOEFL book. The TOEFL book was a book containing material including listening, reading, and structure/grammar sections. There are many TOEFL book, but I selected Barrons' book. I selected it because this book was available in the book store or library. The student was able to get

easily. This book was appropriate to use in measuring students' mastery reading skill assessed by TOEFL because it is standardized TOEFL book in this country.

### **3.9.2 Selecting the Reading Section**

The next step was selecting one reading section from the book.

### **3.10 Data Analysis**

The data that would be analyzed in this study were taken from the students' answer sheets (from both of English Education and Literature program), especially for the Reading section TOEFL.

To get an effective analysis, the research was conducted in several steps:

(1) Scoring the result of test.

In this study, I conducted the TOEFL test to assess the reading profiles' students that consisted of 50 items. Every correct answer was scored 2, so the total items got 100. For example: the students who got 30, the correct answer was scored 60.

In using rating scale, the scorer could make a rank order of the result of the students' test, based on given categories to know which students got the high scores and which got the low scores. It can be seen in appendix 3.

The score was converted to numerical data, in order that they became more meaningful numerical data which were processed to the scale of 0 to 100. Then, the processing scores could be used as basic to make statements. If all of the students' scores were arranged from the highest to the lowest, it was easier to know the position of a student his/her group test. It was used the measurement of



the students' achievement as stated by Harris (1969:134). It can be seen in the table below.

*Table 3.2 Criteria of Mastery*

<b>Criteria of Mastery</b>	<b>Grade</b>
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
50 ≤	Very Poor

(2) Finding the mean of each group (Education and Literature)

The next process was to calculate the mean score. A formula of mean score is proposed by Arikunto (2002). The formula of the mean score of the test can be calculated by using the formula as follow:

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

Where,  $M$  = mean score

$\sum x$  = the total score

$N$  = the number of sample/ participant

(3) Describing the result of each group.

(4) Comparing the result.

(5) Drawing the conclusion.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents research finding and discussion, which contains description of the study, research activities, analysis of the test and discussion.

This chapter discusses the problems of the study. The problems of the study are how is the reading profile between the English Department junior students of Education and Literature Program assessed by using TOEFL. The values used in this study are the fifty questions that were taken from TOEFL. The problem will be shown and elaborated by putting them into table and flow chart.

#### **4.1 Description of the Study**

In this research, there were only two meetings of test. The research of ELT was conducted on Wednesday, 24<sup>th</sup> October, 2012 at 01.00 p.m – 02.00 p.m and the the research of EL was conducted on Monday, and 26<sup>th</sup> November, 2012 at 11.00 a.m – 12.00 a.m. The material of the research was written test with the time allotment about 60 minutes.

##### **4.1.1 Research Activities**

Before doing the research, I arranged the activities that would be conducted. I determined the part or the material which would be used in the reserch. Then, the reserch instrument was arranged. The research assessment (taking from TOEFL structure test from Barron collection) based on the arrangement, it was decided to conduct only two meetings in this research ; the meeting was the test. The total time allotment was 1 x 60 minutes.

In the meeting, the activity was divided into three parts; opening, main activity, and closing.

(1) First Meeting (On Wednesday, 24<sup>th</sup> October, 2012 at 01.00 p.m – 02.00 p.m)

In the opening, I greeted the students. I introduced my friend and me, and then I told them the purpose why my friend was there. After that, I gave the test papers to the students one by one. I told the students that the test would be held during 60 minutes. After that the test was started.

Main part, all of the students answered seriously, but some students cheated during the test. It was caught by the camera. The test was conducted for 60 minutes, I told them that they should check their answers to make sure all of the questions had been answered correctly. The announcement was given in 5 minutes before they left the class.

In the closing, after the time was over, I said thanks for the participants for their coming and they had helped the activities until the test ended that meeting.

(2) Second Meeting (On Monday, 26<sup>th</sup> November, 2012 at 11.00 a.m – 12.00 a.m)

In the opening, I greeted the students. I introduced my friend and me, and then I told them the purpose why my friend was there. After that, I gave the test papers to the students one by one. I told the students that the test would be held during 60 minutes. After that the test was started.

Main part, all of the students answered seriously, but some students cheated during the test. It was caught by the camera. The test was conducted for 60 minutes, I told them that they should check their answers to make sure all of

the questions had been answered correctly. The announcement was given in 5 minutes before they left the class.

In the closing, after the time was over, I said thanks for the participants for their coming and they had helped the activities until the test ended that meeting.

## **4.2 Analysis of the Test**

In this study I analyzed the reading profile into two programs study in English Education and English Literature.

### **4.2.1 English Education Students (ELT)**

This activity was begun by conducting a test. The purpose of the test was to find out students' ability in understanding of reading skills before they were given the real test of TOEFL. The test was conducted on Wednesday, 24<sup>th</sup> October, 2012. The participants who attended the test were 25 students from English Education students (ELT).

To calculate the result of data, I gave the score 2 for each number of correct answer or by using the following formula:

$$\text{Total Score} = \text{The sum of score} \times 2$$

The example:

ELT-01 has score of correct answer = 32 number, then

ELT-01 got total score was  $32 \times 2 = 64$

From the formula listed above. I calculate the score of data from result of test that have been done. The result of the test can be seen in the table below:

*Table 4.1 Test TOEFL Score of English Education Students*

<b>NO</b>	<b>CODE</b>	<b>SCORE</b>
1	ELT-01	78
2	ELT-02	66
3	ELT-03	66
4	ELT-04	80
5	ELT-05	70
6	ELT-06	64
7	ELT-07	68
8	ELT-08	78
9	ELT-09	66
10	ELT-10	64
11	ELT-11	64
12	ELT-12	74
13	ELT-13	66
14	ELT-14	74
15	ELT-15	80
16	ELT-16	88
17	ELT-17	80
18	ELT-18	74
19	ELT-19	62
20	ELT-20	82
21	ELT-21	78
22	ELT-22	76
23	ELT-23	76
24	ELT-24	64
25	ELT-25	84
<b>Total</b>		<b>1822</b>
<b>Average</b>		<b>72.88=73</b>

Based on the table above, the average score was 72.88, the lowest score was 62 and the highest score was 88. It was categorized that the students' reading profile was good.

#### **4.2.2 English Literature Students (EL)**

This activity was begun by conducting a test. The purpose of the test was to find out students' ability in understanding of reading skill before they were given the real test of TOEFL. The test was conducted on Monday, 26<sup>th</sup> November, 2012. The participants who attended the test were 25 students from English Literature students (EL).

To calculate the result of data, I gave the score 2 for each number of correct answer or by using the following formula:

$$\text{Total Score} = \text{The sum of score} \times 2$$

The example: EL-01 has score of correct answer = 32 number, then  
EL-01 got total score was  $32 \times 2 = 64$

From the formula listed above. I calculate the score of data from result of test that have been done. The result of the test can be seen in the table below:

*Table 4.2 Test TOEFL Score of English Literature Students*

NO	CODE	SCORE
1	EL-01	64
2	EL-02	72
3	EL-03	80
4	EL-04	78
5	EL-05	68
6	EL-06	50
7	EL-07	70
8	EL-08	62
9	EL-09	76
10	EL-10	74
11	EL-11	78
12	EL-12	78
13	EL-13	84
14	EL-14	80
15	EL-15	72
16	EL-16	76
17	EL-17	52
18	EL-18	64
19	EL-19	80
20	EL-20	76
21	EL-21	82

22	EL-22	88
23	EL-23	74
24	EL-24	54
25	EL-25	62
<b>Total</b>		<b>1794</b>
<b>Average</b>		<b>71.76=72</b>

Based on the table above, the average score of EL was 71.76, the lowest score of EL was 50 and the highest score of EL was 88. It was categorized that the reading profile students of EL was good.

#### 4.2.3 The Comparison between English Education Students and English Literature Students by Using TOEFL Test

The comparison between the English Education Students and English Literature Students by Using TOEFL Test can be seen in the table below:

*Table 4.3 Comparative Total Result of Reading Profile between EL and ELT*

<b>Comparative Result</b>	<b>ELT</b>	<b>EL</b>
Total Correct answer	911	897
Total score	1822	1794
Lowest scores	62	50
Highest scores	88	88
Mean	72.88	71.76

According to the table, the result of mean score were computed based on the formula:

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

Where,  $M$  = mean score

$\sum x$  = the total score

$N$  = the number of sample/ participant

After analyzed the students' answer sheet, there were four main questions

and numbers each items. Meaning in words, Phrase, and Sentence were found in no1, 4, 5, 7, 12, 14, 16, 18, 28, 31, 33, 45, 48, 47 with the total number were 14 items; Inferencing (Explicit and Implicit) were found in no. 2, 3, 10, 11, 17, 26, 32, 36, 41, 44 with the total number were 10 items; Scanning for details were found in no. 6, 9, 15, 19, 21, 22, 23, 27, 29, 34, 35, 37, 38, 39, 40, 42, 46, 49, 50 with the total number were 19 items; and Reading for main ideas were found in no. 8, 13, 20, 24, 25, 30, 43 with the total number were 7 items. All of number in items were 50 numbers.

The result indicated that the students had difficulties to recognize a meaning of phrase and sentence (number 7 and 31), explicit inferencing in the number 2, 11, 26, 32, and 41, implicit inferencing in the number 3, 10, 17, 36, and 44. I found the comparative result from analyzed student answer that right and wrong. It can be seen in the table below.

*Table 4.4 Comparison between EL and ELT Score*

No	Areas of Questions	Number of questions	Correct answer		Mean	
			EL	ELT	EL	ELT
A	1. Meaning of word	1, 4, 5, 12, 14, 16, 18, 28, 33, 45, 47, 48	179	200	0.59	0.67
	2. Meaning of phrase, and sentence	7, 31	40	31	0.80	0.62
B	1. Inferencing explicit	2, 11, 26, 32, 41	69	69	0.55	0.55
	2. Inferencing implicit	3, 10, 17, 36, 44	77	91	0.61	0.72
C	Scanning for details	6, 9, 15, 19, 21, 22, 23, 27, 29, 34, 35, 37, 38, 39, 40, 42, 46, 49, 50	347	365	0.73	0.77
D	Reading for main ideas	8, 13, 20, 24, 25, 30, 36, 43	86	135	0.43	0.68

Based on the table shows that the results as follows English Education



Students higher than students in English Literature in understanding questions, answering questions with right and wrong answers result.

- a. English Education Students was higher than English Literature Students in understanding answering questions in word meaning.
- b. English Literature Students was higher than English Education Students in understanding answering questions in phrase and sentence meaning.
- c. English Education Students was as good as English Literature Students in understanding answering questions in explicit inferencing.
- d. English Education Students was higher than English Literature Students in understanding answering questions in implicit inferencing.
- e. English Education Students was higher than English Literature Students in understanding answering questions in scanning for detail.
- f. English Education Students was higher than English Literature Students in understanding answering questions in reading for main ideas.

### **4.3 Discussion**

Understanding of reading profile is not an easy task for the students. The students should learn and read many material study to enhance the vocabulary in English so that the students can understand easily. This research used TOEFL test as the instrument to assess the reading profile students. The purpose of the use of this instrument was to find out the capability of the student as they would be TOEFL test taker. When the fifth semester students of English Department of UNNES were assessed by using this instrument, they found it harder. They felt a new atmosphere in doing reading test.

The function of individual work was to know the reading profile students in doing the test without bringing a dictionary, note and cheating another. They knew how to answer the question without relying on his/her friends. It could improve the students' confidence. So I found that the test result from each student is clear and qualified. Besides that, the students are able to work hard to do it by themselves. Actually, they were able to show their capability in which this condition met the expectations of this research.

#### 4.3.1 Reading Profile of English Education Students

Based on the result of the TOEFL test, the English Education students have got the average score was 72.88, the lowest score was 62 and the highest score was 88.

The following graph was presented to illustrate the research of reading profile of ELT based on the data result.

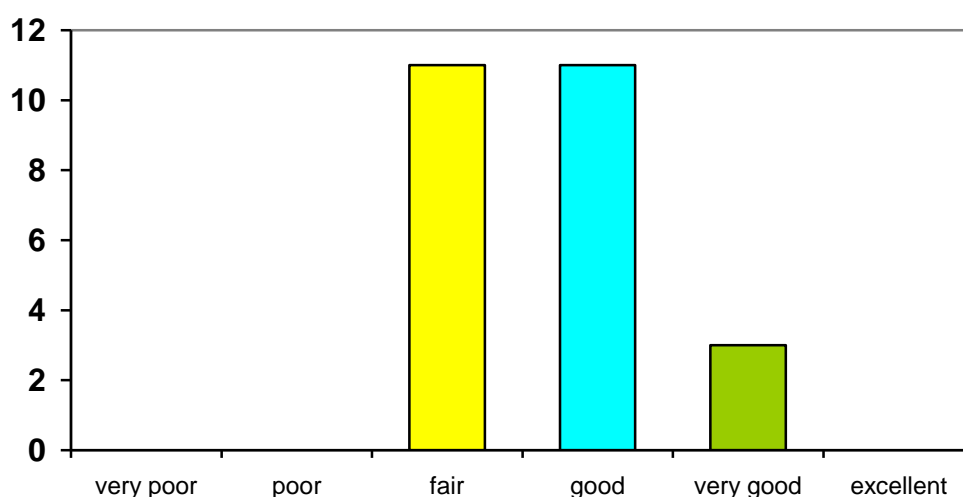


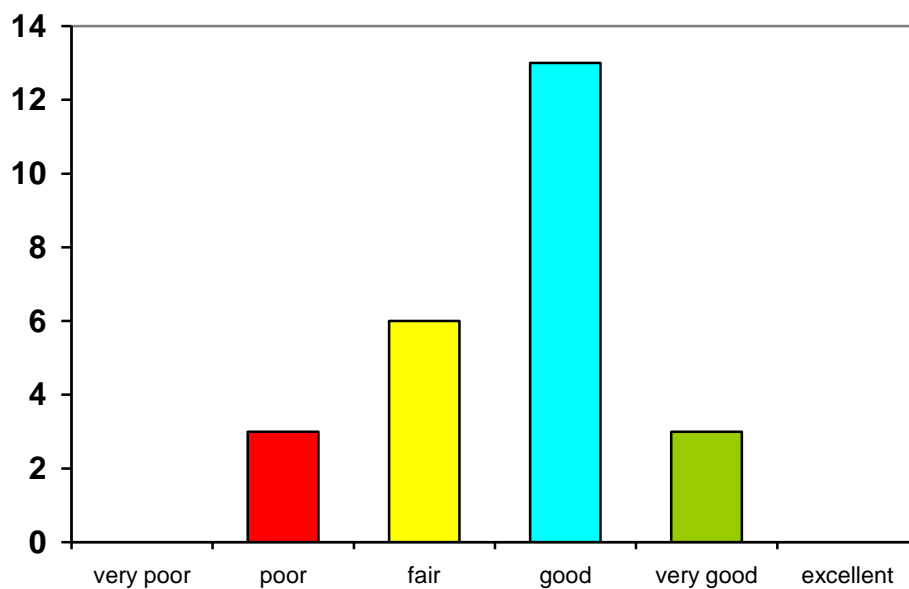
Figure 4.1 English Education Student's Score

The graph showed how far the students' reading profile decreased after they were tested by using TOEFL test. So, it was categorized that the students' reading profile was good.

#### 4.3.2 Reading Profile of English Literature Students

Based on the result of the TOEFL test, the English Literature students have got the average score of EL was 71.76, the lowest score of EL was 50 and the highest score of EL was 88.

The following graph was presented to illustrate the research of reading profile of EL based on the data result.



*Figure 4.2 English Literature Student's Score*

The graph showed how far the students' reading profile decreased after they were tested by using TOEFL test. So, It was categorized that the reading profile students of EL was good.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Chapter five consists of two subchapters. They are conclusions and suggestions. The conclusions are derived from the result of analysis, findings, and discussions conducted in the previous chapter of this study.

#### 5.1 CONCLUSION

Based on the research conducted and the data analysis mentioned in the chapter IV, the writer takes some conclusions as follows:

1. The reading profile of the fifth semester students of English Education Program assessed by TOEFL was good. This result showed that the total score of the reading test TOEFL was 1822 and average score was 72.88, the lowest score was 62 and the highest score was 88. Based on data, it was concluded reading profile of English Education students in State University of Semarang in the Academic Year of 2012/2013 was **good**.
2. The reading profile of the fifth semester students of English Literature Program assessed by TOEFL was good. This result showed that the total score of the reading test TOEFL was 1794 and the average score was 71.76, the lowest score was 50 and the highest score was 88. Based on data, it was concluded reading profile of English Literature students in State University of Semarang in the Academic Year of 2012/2013 was **good**.

3. The reading profile of the fifth semester students of English Education and Literature Program assessed by TOEFL was different. This result showed that English Education Students higher than students in English Literature in understanding questions, answering questions with right and wrong answers result.

## **5.2 SUGGESTION**

Based on the finding and discussion of this study, the following suggestions can be taken in English students and learning to improve students' reading skill.

Firstly, the finding of this study can be used for a reference in particular to improve the reading skills of English students who had learned material of intensive reading up to advance reading.

Secondly, I suggested that the students' reading profile should be better than the previous studies. They continuously improve their reading profile to prepare in joining test to assess them not only in teaching learning process but also in preparing join TOEFL test as the proficiency test that listed as the requirement of the graduation in this department and university.

Besides, the lecturer have to give a great motivation to the English students to practice their understanding in reading comprehension with the context or situation. Teachers or lecturers should continuously be aware of the importance of selecting the materials within teaching learning process. It should be

compatible with the learners' need and it will be better if the material relevant with the standardized test like TOEFL. At the end of the learning process, the students are expected to achieve at least 450 for TOEFL test score as the minimum score of TOEFL for English Department students.

## REFERENCES

- Amalia, Rosita. 2011. *The Use of Team-Pair-Solo in Reading Comprehension (a pre-experimental research at XI grade students of SMA Negeri 4 Semarang in academic year 2010/2011)*. Semarang: UNNES.
- Anderson, M. and K. Anderson. 1997. *English Text Types 2*. South Yarra: Mac Milan Education Australia.
- Arizpe Evelyn, Styles Morog. 2004. *Seeing, Thinking and Knowing*, In Grainger, Teresa (ed) *Language and Literacy*. London: Routledge Falmer.
- A ,Widyamartaya. 1992. *Seni Membaca Untuk Studi* (Yogyakarta: Kanisius) p.90
- Best, J. W. 1981. *Research in Education*. New Jersey: Prentice-Hall Inc.
- Brown, H. D. 2000. *Language Assessment: Principles and Classroom Practices*. New York: Logman.
- Cahyaningrum, Nunung. 2013. *The Application of Cooperative Script to Improve Students' Reading Comprehension in Report Texts (an experimental study to the eleventh grade students of MAN 2)*. Semarang: UNNES.
- Depdikbud, *Kurikulum* .1994, GBPP SMU (Jakarta: Depdikbud, 1994) p.1
- Dubin, F. and Eskey, D. E. and Grabbe, W. 1986. *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company)
- Ediger, A. 2001. *Teaching Children Literacy Skills in a Second Language*. Di dalam M. Celce-Murcia (Ed). Hlm.154. Boston: Heinle and Henle.
- Finnochiaro, M. and Bonomo, M. 1973. *The Foreign Language Learners a Guide for Teachers*. New York: Regent Publishing Company, Inc
- Fitrianingrum, E.P.2008. *A Study on the Correlation between Regularly English Reading Habit and Reading Comprehension of the First Year Students of SMA N 1 Wanadadi Banjarnegara in Academic Year 2007/2008*.
- Ginting, Gigin Sappena. 2013.. *Improving the Students' Achievement by Using Inquiry Technique*. A Thesis Faculty of Languages and Arts, State University of Medan.



- Grabe, William, Stoner, F. 2002. *Teaching and Researching Reading*. Great Britain: Pearson Education.
- Guy L Bond and Eva Bond Wagner. 1969. *Teaching The Child to Read*, (New York: The Macmillan Company,), p.4
- Hadjar, I. 1996. *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*. PT RadjaGrafindo, Jakarta
- Hamalik, Oemar. 1992. *Psikologi Belajar dan Mengajar*, Bandung: Sinar Baru Bandung.
- Harris, D.1969. *Testing English as a Second Language*. New York: Mc. Graw Hill Book Company
- [http : // www . Coun.uvic.ca/learn/program/hndouts/bloom.html](http://www.Coun.uvic.ca/learn/program/hndouts/bloom.html)  
(accessed 14/ 02/08)
- <http://en.wikipedia.org/wiki/TOEFL> (accessed 25/09/13)
- Ikah. 2013. The Correlation Between Students. Achievement in Vocabulary And Reading Ability. English Department Faculty of Tarbiyah And Teachers Training State Islamic University Syarif Hidayatullah.
- Kern, Richard. 2000. *Literacy and Language Teaching*. Oxford: Oxford University. Press
- Kustaryo, Sukirah. 1988. *Reading Technique for College Students*. Jakarta: P2LPTK.
- . 1988. *Reading Introduction, Diagnostic Teaching in the Classroom*. New York: Richard C. Owen Publishers, Inc.
- Meneghetti, Chiara.2006. *Components of Reading Comprehension and Scholastic Achievement*. Italy : Department of General Psychology, University of Padova.
- Mitchel, DC. 1982. *The Process of Reading*. New York: John Wiley and Sons.
- Nunan, D. 1989. *Designing Task for Communicative Classroom*. Cambridge: Cambridge University Press
- Nuttal, Christine. 1982. *Teaching Reading Skill in a foreign language* (London: The Neumann Educational ltd)

- .1998. *Teaching Reading Skills in a Foreign Language*. London: Heinemann
- Purwanto. 2008. *Metodologi Penelitian Kuantitatif untuk Psikologi dan Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Puspita, H. and Mulyadi. 1991. *The role of the teacher in reading instruction in Indonesian secondary schools*. *GUIDELINES*, 13/2. Hlm. 88-94.
- Ramelan. 1990. *Linguistics and Its Contribution to Language Teachers*. Semarang: IKIP Semarang Press.
- Saleh, M. 2005. *Introduction to Linguistics Research*. Semarang: UNNES.
- Simanjuntak, Gloria Edithia. 1988. *Developing Reading Skill for ELT Students*. Jakarta: Departemen P dan K Direktorat Jenderal Pendidikan Tinggi.
- Sheng, Hi Je. 2000. *A Cognitive Model for Teaching Reading Comprehension*. *English Teaching Forum*, 38/4, 12-15.
- Sugiyono. 1997. *Statistika II*. Bandung: Transito.
- Tuckman, B.W. 1978. *Conducting educational research. 2nd Edition*. New York: Harcourt Brace Jovanovich, Inc.
- Walter R. Hill, 1979. *Secondary School Reading: Process, Program, procedure*, (Boston: Allyn and Bacon) , p.4
- Yuniawati, Hidayatul. 2011. *Improving the Students' Reading Comprehension through Authentic Text. A Classroom Action Research in the Grade X of SMA 14 Semarang in the Academic Year of 2010/2011*.

**Section: Reading Comprehension****50 Question 60 Minutes**

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

**Passage 1, (Description)**

Question 1-7

With its radiant color and plantlike shape, the sea anemone looks more like a flower than an animal. More specifically, the sea anemone is formed quite like the flower for which it is named, with a body like a stem and tentacles like petals in brilliant shades of blue, green, pink, and red. Its diameter varies from about six millimeters in some species to more than ninety centimeters in the giant varieties of Australia. Like corals, hydras, and jellyfish, sea anemones are coelenterates. They can move slowly, but more often they attach the lower part of their cylindrical bodies to rocks, shells, or wharf pilings. The upper end of the sea anemone has a mouth surrounded by tentacles that the animal uses to capture its food. Stinging cells in the tentacles throw out tiny poison threads that paralyze other small sea animals. The tentacles then drag this prey into the sea anemone's mouth. The food is digested in the large inner body cavity. When disturbed a sea anemone retracts its tentacles and shortens its body so that it resembles a lump on a rock. Anemones may reproduce by forming eggs, dividing in half or developing buds that grow and break off as independent animals.

1. The word "shape" in line 1 is closest in meaning to which of the following?  
(A) Length      (B) Grace      (C) Form      (D) Nature
2. According to the passage, which of the following statements is NOT true of sea anemones?  
(A) They are usually tiny.      (B) They have flexible bodies.  
(C) They are related to jellyfish.      (D) They are usually brightly colored.

3. It can be inferred from the passage that sea anemones are usually found  
(A) attached to stationary surfaces      (B) hidden inside cylindrical objects  
(C) floating among underwater flowers      (D) chasing prey around wharf pilings
4. The word "capture" in line 8 is closest in meaning to which of the following?  
(A) Catch      (B) Control      (C) Cover      (D) Clean
5. The word "disturbed" in line 11 is closest in meaning to which of the following?  
(A) Bothered      (B) Hungry      (C) Tired      (D) Sick
6. The sea anemone reproduces by  
(A) budding only      (B) forming eggs only  
(C) budding or dividing only      (D) budding, forming eggs, or dividing
7. Where does the author mention the sea anemone's food - gathering technique  
(A) Lines 1-2      (B) Lines 4-6  
(C) Lines 7-10      (D) Lines 11-13

**Passage 2 (recount)**

Question 8-12

Grandma Moses is among the most celebrated twentieth - century painters of the United States, yet she had barely started painting before she was in her late seventies. As she once said of herself: "I would never sit back in a rocking chair, waiting for someone to help me." No one could have had a more productive old age.

She was born Anna Mary Robertson on a farm in New York State, one of five boys and five girls. ("we came in bunches, like radishes.") At twelve she left home and was in domestic service until at twenty-seven, she married Thomas Moses, the hired hand of one of her employers. They farmed most of their lives, first in Virginia and then in New York State, at Eagle Bridge. She had ten children, of whom five survived: her husband died in 1927.

Grandma Moses painted a little as a child and made embroidery pictures as a hobby, but only switched to oils in old age because her hands had become too stiff to sew and she wanted to keep busy and pass the time. Her pictures were first sold at the local drugstore and at a fair, and were soon spotted by a dealer who bought everything she painted. Three of the pictures were exhibited in the Museum of Modern Art, and in 1940 she had her first exhibition in New York. Between the 1930s and her death she produced some 2,000 pictures:

detailed and lively portrayals of the rural life she had known for so long, with a marvelous sense of color and form. "I think real hard till think of something real pretty, and then I paint it," she said.

8. Which of the following would be the best title for the passage.
- (A) Grandma Moses: A Biographical Sketch  
 (B) The Children of Grandma Moses  
 (C) Grandma Moses: Her Best Exhibition  
 (D) Grandma Moses and Other Older Artists
9. According to the passage, Grandma Moses began to paint because she wanted to
- (A) decorate her home  
 (B) keep active  
 (C) improve her salary  
 (D) gain an international reputation
10. From Grandma Moses' description of herself in the first paragraph, it can be inferred that she was
- (A) independent      (B) pretty      (C) wealthy      (D) timid
11. Grandma Moses spent most of her life
- (A) nursing      (B) painting      (C) embroidering      (D) farming
12. In line 13, the word "spotted" could best be replaced by
- (A) speckled      (B) featured      (C) noticed      (D) damaged

**Passage 3 (explanation text)**

Question 13 - 19

What makes it rain? Rain falls from clouds for the same reason anything falls to Earth. The Earth's gravity pulls it. But every cloud is made of water droplets or ice crystals. Why doesn't rain or snow fall constantly from all clouds? The droplets or ice crystals in clouds are exceedingly small. The effect of gravity on them is minute. Air currents move and lift droplets so that the net downward displacement is zero, even though the droplets are in constant motion.

Droplets and ice crystals behave somewhat like dust in the air made visible in a shaft of sunlight. To the casual observer, dust seems to act in a totally random fashion, moving about chaotically without fixed direction. But in fact dust particles are much larger than water droplets and they finally fall. The cloud droplet of average size is only 1/2500 inch in diameter. It is so small that it would take sixteen hours to fall half a mile in perfectly still air, and it does not fall out of moving air at all. Only when the droplet grows to a diameter of 1/125

inch or larger can it fall from the cloud. The average raindrop contains a million times as much water as a tiny cloud droplet. The growth of a cloud droplet to a size large enough to fall out is the cause of rain and other forms of precipitation. This important growth process is called "coalescence."

13. What is the main topic of the passage?  
 (A) The mechanics of rain (B) The climate of North America  
 (C) How gravity affects agriculture (D) Types of clouds
14. The word "minute" in line 4 is closest in meaning to which of the following?  
 (A) Second (B) Tiny (C) Slow (D) Predictable
15. Why don't all ice crystals in clouds immediately fall to earth?  
 (A) They are balanced by the pressure of rain droplets.  
 (B) The effect of gravity at high altitude is random.  
 (C) They are kept aloft by air currents.  
 (D) The heat from the sun's rays melts them.
16. The word "motion" in line 6 is closest in meaning to which of the following?  
 (A) Wind (B) Descent (C) Movement (D) Humidity
17. What can be inferred about drops of water larger than 1/125 inch in diameter?  
 (A) They never occur.  
 (B) They are not affected by the force of gravity.  
 (C) In still air they would fall to earth.  
 (D) In moving air they fall at a speed of thirty-two miles per hour.
18. In this passage, what does the term "coalescence" refer to?  
 (A) The gathering of small clouds to form larger clouds  
 (B) The growth of droplets  
 (C) The fall of raindrops and other precipitation  
 (D) The movement of dust particles in the sunlight
19. What is the diameter of the average cloud droplet?  
 (A) 1/16 inch (B) 1/125 inch  
 (C) 1/2500 inch (D) One millionth of an inch

**Passage 4 (report)**

Question 20 - 24

The origins of the horse go back to eohippus the "dawn horse" of the Eocene only 10 to 20 inches tall. Like its relatives the ancient tapir and rhinoceros, eohippus had four toes on its front feet, three on the rear, and teeth adapted to a forest diet of soft leaves. Eohippus

died out about 5.1 million years ago in both North America and Europe.

Late ancestral horse types moved from their forest niche out onto the grassy plains. Their teeth ac to accommodate to hard siliceous grass. No longer could these protohorses slip away through thick forest when danger threatened. Escape now demanded speed and endurance. Limbs grew longer. Extra toes became vestiges that were not visible externally.

20. The passage mainly discusses the  
 (A) evolution of the horse (B) size of eohippus  
 (C) animals of the Eocene (D) plight of endangered species
21. The author states that eohippus was related to the  
 (A) horsefly (B) tapeworm  
 (C) hippopotamus (D) rhinoceros
22. What did the eohippus eat?  
 (A) Rhinoceros meat (B) Soft leaves  
 (C) Hard siliceous grass (D) Other horses
23. In what way did predators present less of a threat to eohippus than to later proto horses.  
 (A) Eohippus was hidden by the forest.  
 (B) Eohippus could run farther.  
 (C) Eohippus was not edible.  
 (D) Eohippus was larger and stronger
24. The paragraph following the passage most probably discusses  
 (A) other changes that the rhinoceros has undergone  
 (B) more reasons for the extinction of eohippus  
 (C) further development of early horse types.  
 (D) the diet of eohippus.

**Passage 5 (narrative)**

Question 25 - 29

Amelia Earhart was born in Kansas in 1897. Thirty one years later, she received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane.

- Line* The flight took more than 20 hours – about three times longer than it  
 (5) routinely takes today to cross the Atlantic by plane. Earhart was twelve years old before she ever saw an airplane, and she didn't take her first flight until 1920. But she was so thrilled by her first experience in a plane that she quickly began to take flying lessons. She wrote, "As soon as I left the

ground, I knew I myself had to fly.”

(10) After that flight Earhart became a media sensation. She was given a ticker tape parade down Broadway in New York and even President Coolidge called to congratulate her. Because her record-breaking career and physical appearance were similar to pioneering pilot and American hero Charles Lindbergh, she earned the nickname “Lady Lindy.” She wrote a book about her flight across the Atlantic, called 20 Hrs., 40 Min.

(15) Earhart continued to break records, and also polished her skills as a speaker and writer, always advocating women’s achievements, especially in aviation. Her next goal was to achieve a transatlantic crossing alone. In 1927 Charles Lindbergh became the first person to make a solo nonstop flight across the Atlantic. Five years later, Earhart became the first woman to repeat that feat. Her popularity grew even more and she was the undisputed queen of the air. She then wanted to fly around the world, and in June 1937 she left Miami with Fred Noonan as her navigator. No one knows why she left behind important communication and navigation instruments. Perhaps it was to make room for additional fuel for the long flight. The pair made it to New Guinea in 21 days and then left for Howland Island, a tiny island in the middle of the Pacific Ocean. The last communication from Earhart and Noonan was on July 2, 1937 with a nearby Coast Guard ship. The United States Navy conducted a massive search for more than two weeks but no trace of the plane or its passengers was ever found. Many people believe they got lost and simply ran out of fuel and died.

25. With which of the following subjects is the passage mainly concerned?
- (A) The history of aviation
  - (B) The tragic death of the queen of air
  - (C) Achievements of early aviation pioneers
  - (D) The achievements of a pioneering aviatrix
26. According to the passage, which of the following statements about Earhart is NOT true?
- (A) She wrote a book about her solo nonstop flight across the Atlantic, called 20 Hrs., 40 Min.
  - (B) In her last adventure, she didn’t take communication and navigation instruments by accident, and that led to the tragedy.
  - (C) She is regarded as the female Chare Lindbergh in aviation.
  - (D) She was in her late twenties when she took her first flight.
27. According to the passage, when did Amelia Earhart began her first flight
- (A) when she was 12 years old
  - (B) 1920
  - (C) when she first saw an airplane



- (D) when she started to take flying lessons.
28. The word “sensation” in line 8 is closest in meaning to  
 (A) feeling            (B) hit            (C) excitement            (D) perception
29. Amelia Earhart was called “Lady Lindy” because  
 (A) she was the undisputed queen of the air.  
 (B) President Coolidge gave her the nickname.  
 (C) she repeated Charles Lindbergh’s feat.  
 (D) of her career and her physical resemblance to Lindbergh

**Passage 6 (recount)**

Question 30 - 35

Though they were not trained naturalists, Meriwether Lewis and William Clark in their explorations of North America in the early nineteenth century came across enough unfamiliar birds, mammals, and reptiles to fill a zoo. In keeping with President Jefferson's orders they took careful note of 122 species and subspecies that were unknown to science and in many cases native only to the West. Clark made sketches of any particularly intriguing creature. He and Lewis also collected animal hides and horns and bird skins with such care that a few of them were still intact nearly two centuries later. While Lewis and Clark failed to meet the mythological monsters reputed to dwelt in the West, they did unearth the bones of a 45 - foot dinosaur. Furthermore, some of the living beasts they did come upon, such as the woolly mountain goat and the grizzly bear, were every bit as odd or as fearsome as any myth. In their collector's enthusiasm, they even floated a prairie dog out of its burrow by pouring in five barrellfuls of water, then shipped the frisky animal to Jefferson alive and yelping.

30. What does the passage mainly discuss?  
 (A) President Jefferson's pets  
 (B) Collector's techniques for capturing wildlife  
 (C) Discovery of animal species by Lewis and Clark  
 (D) Jobs for trained naturalists
31. "In keeping with" in line 3 could best be replaced by which of the following?  
 (A) Following    (B) Managing            (C) Retaining            (D) Delaying
32. It can be inferred from the passage that President Jefferson ordered Lewis and Clark to  
 (A) bring back animals for a zoo  
 (B) train to be naturalists  
 (C) compile sketches for a book  
 (D) record newly discovered species of animals

33. In line 8, what does the word "they" refer to?  
(A) Lewis and Clark (B) Dinosaur bones  
(C) Mythological monsters (D) Western dwellers
34. The author compares which of the following animals to mythological monsters?  
(A) The grizzly bear  
(B) The prairie dog  
(C) A tropical bird  
(D) A poisonous reptile
35. According to the passage, Lewis and Clark poured water into a prairie dog's burrow because they wanted to  
(A) bathe the animal (B) capture the animal  
(C) give the animal water (D) teach the animal to float

**Passage 7 (Report)**

Question 36 - 42

Scattered through the seas of the world are billions of tons of small plants and animals called *plankton*. Most of these plants and animals are too small for the human eye to see. They drift about lazily with the currents, providing a basic food for many larger animals,

Plankton has been described as the equivalent of the grasses that grow on the dry land continents, and the comparison is an appropriate one. In potential food value, however, plankton far outweighs that of the land grasses. One scientist has estimated that white grasses of the world produce about 49 billion tons of valuable carbohydrates each year, the sea's plankton generates more than twice as much.

Despite its enormous food potential, little effort was made until recently to farm plankton as we farm grasses on land. Now, marine scientists have at last begun to study this possibility. especially as the sea's resources loom even more important as a means of feeding an expanding world population.

No one yet has seriously suggested that "planktonburgers" may soon become popular around the world. As a possible farmed supplementary food source, however, plankton is gaining considerable interest among marine scientists.

One type of plankton that seems to have great harvest possibilities is a tiny shrimplike creature called *krill*. Growing to two or three inches long, krill provide the major food for the giant blue whale, the largest animal ever to inhabit the Earth, flealizing that this

whale may grow to 100 feet and weigh 150 tons at maturity, it is not surprising that each one devours more than one ton of krill daily.

Krill swim about just below the surface in huge schools sometimes miles wide, mainly in the cold Antarctic. Because of their pink color, they often appear as a solid reddish mass when viewed from a ship or from the air. Krill are very high in food value. A pound of these crustaceans contains about 460 calories-about the same as shrimp or lobster to which they are related.

If the krill can feed such huge creatures as whales, many scientists reason, they must certainly be contenders as a new food source for humans.

- 36.** Which of the following statements best describes the organization of the passage?
- (A) The author presents the advantages and disadvantages of plankton as a food source.
  - (B) The author quotes public opinion to support the argument for farming plankton.
  - (C) The author classifies the different food sources according to amount of carbohydrate.
  - (D) The author makes a general statement about plankton as a food source and then moves to a specific example.
- 37.** According to the passage, why is plankton considered to be more valuable than land grasses?
- (A) It is easier to cultivate
  - (B) It produces more carbohydrates
  - (C) It does not require soil
  - (D) It is more palatable
- 38.** Why does the author mention "plankton burgers" in line 13?
- (A) To describe the appearance of one type of plankton
  - (B) To illustrate how much plankton a whale consumes
  - (C) To suggest plankton as a possible food source
  - (D) To compare the food values of beef and plankton
- 39.** Blue whales have been known to weigh how much at maturity?
- (A) One ton
  - (B) Forty tons
  - (C) One hundred and fifty tons
  - (D) Four hundred and sixty tons
- 40.** What is mentioned as one distinguishing feature of krill?
- (A) They are the smallest marine animals.
  - (B) They are pink in color.
  - (C) They are similar in size to lobsters.

- (D) They have grass-like bodies.
41. The author mentions all of the following as reasons why plankton could be considered a human food source EXCEPT that it is
- (A) high in food value
  - (B) in abundant supply in the oceans
  - (C) an appropriate food for other animals
  - (D) free of chemicals and pollutants
42. Where in the passage does the author first compare plankton to land grasses?
- (A) Lines 2–3
  - (B) Lines 4–5
  - (C) Lines 13–14
  - (D) Lines 16–17

### Passage 8 (Explanation)

Question 43 - 50

The Nobel Peace Prize is awarded annually and the first woman to win this prize was Baroness Bertha Felicie Sophie von Suttner in 1905. In fact, her work inspired the creation of the Prize. The first American woman to win this prize was Jane Addams, in 1931. However, Addams is best known as the founder of Hull House.

Line

(5) Jane Addams was born in 1860, into a wealthy family. She was one of a small number of women in her generation to graduate from college. Her commitment to improving the lives of those around her led her to work for social reform and world peace. In the 1880s Jane Addams traveled to

(10) Europe. While she was in London, she visited a ‘settlement house’ called Toynbee Hall. Inspired by Toynbee Hall, Addams and her friend, Ellen Gates Starr, opened Hull House in a neighborhood of slums in Chicago in 1899. Hull House provided a day care center for children of working mothers, a community kitchen, and visiting nurses. Addams and her staff

(15) gave classes in English literacy, art, and other subjects. Hull House also became a meeting place for clubs and labor unions. Most of the people who worked with Addams in Hull House were well educated, middle-class women. Hull House gave them an opportunity to use their education and it provided a training ground for careers in social work.

(20) Before World War I, Addams was probably the most beloved woman in America. In a newspaper poll that asked, “Who among our contemporaries are of the most value to the community?”, Jane Addams was rated second, after Thomas Edison. When she opposed America’s involvement in World War I, however, newspaper editors called her a

(25) traitor and a fool, but she never changed her mind. Jane Addams was a strong champion of several other causes. Until 1920, American women could not vote. Addams joined in the movement for women’s suffrage and was a vice president of the National American Woman Suffrage Association. She was a founding member of the National Association for

the Advancement of Colored People (NAACP), and was president of the Women's International League for Peace and Freedom. Her reputation was gradually restored during the last years of her life. She died of cancer in 1935.

- 43.** With which of the following subjects is the passage mainly concerned?
- (A) The first award of the Nobel Peace Prize to an American woman
  - (B) A woman's work for social reform and world peace
  - (C) The early development of Social Work in America
  - (D) Contributions of educated women to American society
- 44.** Which of the following can be inferred from the passage?
- (A) the work of Baroness Bertha Felicie Sophie von Suttner was an inspiration to Jane Addams
  - (B) Jane Addams is most famous for her opening of Hull House
  - (C) those who lived near Hull House had very poor literacy skills
  - (D) Jane Addams considered herself as a citizen of the world rather than of one particular country
- 45.** The word "commitment" in line 6 is closest in meaning to
- (A) involvement
  - (B) obligation
  - (C) dedication
  - (D) enthusiasm
- 46.** Jane Addams was inspired to open Hull House because:
- (A) it gave educated women an opportunity to use their education and develop careers in social work
  - (B) she traveled to Europe in the 1880s
  - (C) she visited Toynbee Hall
  - (D) she was invited by a 'settlement house' in Chicago
- 47.** The word "their" in line 15 refers to
- (A) children of working mothers
  - (B) middle-class women
  - (C) visiting nurses
  - (D) labor union members
- 48.** The word "contemporaries" in line 18 is closest in meaning to
- (A) people of the same time
  - (B) famous people still alive
  - (C) elected officials
  - (D) people old enough to vote
- 49.** According to the passage, Jane Addams' reputation was damaged when she

- (A) allowed Hull House to become a meeting place for clubs and labor unions
- (C) joined in the movement for women's suffrage
- (C) became a founding member of the NAACP
- (D) opposed America's involvement in World War I

50. Where in the passage does the author mention the services provided by Hull House?

- (A) Lines 5-10 (B) Lines 10-15 (C) Lines 15-20 (D) Lines 20-25

----- **STOP** -----

**THIS IS THE END OF THE READING COMPREHENSION SECTION OF  
TOEFL.  
IF YOU FINISH BEFORE 60 MINUTES HAS ENDED, CHECK YOUR  
WORK**

## Appendix 2

## ANSWER KEY

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

## Appendix 3

## Test TOEFL Score of EL and ELT

NO	CODE	SCORE	CODE	SCORE
1	EL-01	64	ELT-01	78
2	EL-02	72	ELT-02	66
3	EL-03	80	ELT-03	66
4	EL-04	78	ELT-04	80
5	EL-05	68	ELT-05	70
6	EL-06	50	ELT-06	64
7	EL-07	70	ELT-07	68
8	EL-08	62	ELT-08	78
9	EL-09	76	ELT-09	66
10	EL-10	74	ELT-10	64
11	EL-11	78	ELT-11	64
12	EL-12	78	ELT-12	74
13	EL-13	84	ELT-13	66
14	EL-14	80	ELT-14	74
15	EL-15	72	ELT-15	80
16	EL-16	76	ELT-16	88
17	EL-17	52	ELT-17	80
18	EL-18	64	ELT-18	74
19	EL-19	80	ELT-19	62
20	EL-20	76	ELT-20	82
21	EL-21	82	ELT-21	78
22	EL-22	88	ELT-22	76
23	EL-23	74	ELT-23	76
24	EL-24	54	ELT-24	64
25	EL-25	62	ELT-25	84
<b>Total</b>		<b>1794</b>		<b>1822</b>
<b>Average</b>		<b>71.76=72</b>		<b>72.88=73</b>



#### Appendix 4 Finding score in area questions of EL and ELT

Item	Area of questions	Correct		Wrong	
		EL	ELT	EL	ELT
1	Meaning of word, phrase, and sentence	25	25	0	0
2	Inferencing	11	8	14	17
3	Inferencing	12	12	13	13
4	Meaning of word, phrase, and sentence	0	0	0	0
5	Meaning of word, phrase, and sentence	0	24	0	1
6	Scanning for details	24	24	1	1
7	Meaning of word, phrase, and sentence	19	15	6	10
8	Reading for main ideas	22	23	3	2
9	Scanning for details	24	23	1	2
10	Inferencing	22	24	3	1
11	Inferencing	13	17	12	8
12	Meaning of word, phrase, and sentence	22	19	3	6
13	Reading for main ideas	23	25	2	0
14	Meaning of word, phrase, and sentence	7	14	18	11
15	Scanning for details	7	8	18	17
16	Meaning of word, phrase, and sentence	19	23	6	2
17	Inferencing	16	23	9	2
18	Meaning of word, phrase, and sentence	14	18	11	7
19	Scanning for details	20	23	5	2
20	Reading for main ideas	0	25	0	0
21	Scanning for details	22	25	3	0
22	Scanning for details	19	21	6	4
23	Scanning for details	10	13	15	12
24	Reading for main ideas	23	20	2	5
25	Reading for main ideas	7	10	18	15
26	Inferencing	8	8	17	17
27	Scanning for details	2	0	23	25
28	Meaning of word, phrase, and sentence	20	15	5	10
29	Scanning for details	22	22	3	3
30	Reading for main ideas	0	23	0	2
31	Meaning of word, phrase, and sentence	21	16	4	9
32	Inferencing	18	21	7	4
33	Meaning of word, phrase, and sentence	22	20	3	5
34	Scanning for details	22	24	3	1
35	Scanning for details	21	13	4	12
36	Inferencing	17	20	8	5
37	Scanning for details	17	21	8	4
38	Scanning for details	19	22	6	3
39	Scanning for details	24	23	1	2
40	Scanning for details	22	25	3	5
41	Inferencing	19	15	6	10
42	Scanning for details	20	23	5	2
43	Reading for main ideas	11	9	14	16
44	Inferencing	10	12	15	13
45	Meaning of word, phrase, and sentence	19	15	6	10
46	Scanning for details	14	13	11	12

47	Meaning of word, phrase, and sentence	21	18	4	7
48	Meaning of word, phrase, and sentence	10	9	15	16
49	Scanning for details	18	19	7	6
50	Scanning for details	20	23	5	2

**Appendix 5                      The Picture of Research Activity**

**ENGLISH LITERATUR STUDENTS**



**ENGLISH EDUCATION STUDENTS**

