

AN ANALYSIS OF READING DIFFICULTIES OF ENGLISH
AS A FOREIGN LANGUAGE AMONG THE FIFTH SEMESTER STUDENTS
OF S M A's IN PATI, CENTRAL JAVA



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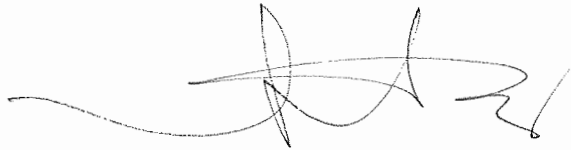
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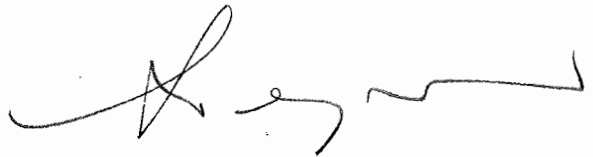
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Chapter I

INTRODUCTION

1. THE VALUE OF READING

"The world cheats those who cannot read"

(Ninth-century Chinese poet, trans. Arthur Waley)¹⁾

Reading has been widely popular among the present society. It has been recognized as something of high value —has indispensable role in human life, spiritually and materially. In other words, reading ability is required, of course in various degrees, in most activities that people undertake. Furthermore, people now tend to share their knowledge and experience by writing them, accordingly reading courses or printed materials are now enormously available in society. They are fairly cheap, since modern printed-presses can make all types of material available at a fairly low cost. From the reader's standpoint, reading should be one of the fastest methods of receiving information.²⁾ Seeing those facts, it is safe to say that reading possesses a great social significance.

¹Ronald Morris, Success and Failure in Learning to Read, Penguin Books Ltd, Harmondsworth, English, 1973, p.145

²Edward Fry, Ph.D., Teaching Faster Reading, Cambridge at The University Press, 1963, p.1

In a narrow scope, to individuals, the advantages of reading are not deniable. People will read books in accord with their departments' needs—economics, politics for instance—to widen their knowledge that will enable them to cope with changes arising from the world's progress. Furthermore, our world is being marked by division of labour or professional specialization. Each specialist needs to read a lot of books to increase his specialized skill; and being a member of a certain specialized professional organization one should read particular books to get input to improve the organization and to match the organization progress.

Students who are in the process of seeking knowledge are supposed to recognize the value of reading ability as a means which enables them to dig more into the source of knowledge—books. Since most scientific and technical books are written in English, students are involved closely with reading ability.

It is also said, in addition, that reading is the cheapest means for getting entertainment. Reading gives us leisure of life, e.g. reading the daily newspapers, magazines, novels and other printed materials available around us.

Realizing the significance of reading in human social and individual life, the writer is inclined and eager to discuss reading in his thesis. The reading that will be discussed is not that of a native language, but of

a foreign language—English—which is mostly used in scientific and technical writings. And the reality shows us that when the students graduated from the SMA enter a university and deal with books or other publications in English, they immediately know that they do not read well enough, that they do not speak well and that they do not write English well. All this gives the writer more encouragement to discuss the subject. Besides those mentioned previously, reading can be said to be a vehicle for obtaining ideas, improving knowledge or serving as a tool of the acquisitive mind. Surely, in the present time or situation English reading ability gives **one** abilities to increase his knowledge, experience or to reach his maximum mental horizon. Reading enables an individual to have a well-bred intellectual and emotional growth for it is a crucial factor that can affect the growth.

Unfortunately, however important reading is, Indonesian students, after studying English for six years in their junior and senior high schools, seem to fail to master the skill. It is also said by T.E. Tarigan in his article that the standard of English achievement of secondary school students is in general still far from satisfactory.³⁾

Knowing this condition, the writer is anxious indeed to analyze what might cause reading to be difficult among the students of SMA. The reason why the students of SMA is

³T.E. Tarigan, "Teaching English in Indonesia", English Language Teaching, Vol. XXX, No. 1, October, 1975, p. 62

to be the subject is that since the main purpose of teaching English in high schools is to supply the students with a working knowledge of English, namely understanding written English that will be a tremendous help for them in their subsequent study at the university. This statement is stated in English for the SLTA as follows:

"...murid-murid yang sudah menamatkan pelajarannya di SLTA akan memiliki 'working Knowledge of English' yang dapat dipergunakan mereka untuk studinya lebih lanjut." ⁴⁾ ("...students who have already completed their senior high school are expected to possess a working knowledge of English which can be used for their subsequent studies.")

The mastery of the reading skill that is far from sufficient is encountered by the writer. As a student of the English department, he is often asked by some friends of other departments to translate a certain English passage for them. He happened to experience some students saying that they could not understand a passage because they were not familiar with most of the words, and some others saying that they knew most of the words in the passage but still could not understand what the passage was saying about. That is also a reason why reading is chosen to be brought into discussion in his thesis, and finally he has the intention to find out what possible cause of the reading difficulties.

⁴English For The SLTA, Students' Book III, Pendidikan dan Kebudayaan, Jakarta, 1972, p.5

2.WHY ANALYSING DIFFICULTIES

Analysing students' difficulties is significant, to some extent, since by which teachers can see which part of the lesson students have not yet mastered and which they have well mastered. It will also determine what should be treated more and given less treatment. To advocate this, A.R.B.Etherton points out,

"An analysis of the errors made by a group of learners can be helpful in a number of ways,..."⁵⁾

Furthermore, a careful and accurate analysis of students' errors based on adequate data will show:

- 1) common weaknesses with which students need help: either through remedial teaching or by the introduction of new material.
- 2) words, structures, or verb forms which prove to be too difficult at a particular stage and which should be deferred.
- 3) weaknesses shown by the total absence of a particular item, such as relative pronouns. The fact that students have been forced to seek an alternative contribution and do not use relative pronouns may indicate a deficiency which the teacher should think about.

⁵⁾A.R.B.Etherton, "Error Analysis: Problems and Procedures", English Language Teaching, Vol.XXXII, No.1, October, 1977, p.67

- 4) which parts of a prescribed syllabus are vital communication and which can be regarded as less important at a particular stage.⁶⁾

Considering the significant result made by a careful and accurate analysis of students' errors, the writer feels that it is worthwhile to analyze reading difficulties in this thesis.

3. THE PURPOSE OF THE THESIS

Considering the poor reading achievement among the students of SMA, the writer is endeavoring to locate the precise area of difficulty encountered by them and to find out which factors are mostly wanting in students, especially the third year students of SMA's in Pati, Central Java. To meet this purpose, a test for collecting data has been carried out, and will be examined in chapter three and four. The administration of the test, the technique used, the subject and limitation of the test will be spelt out in those chapters as well.

Regarding the advantages of English reading for students and the fact that reading is still the impedement for them, the writer deliberately takes students of SMA's (General Senior High Schools) in Pati as the subject of the test. They are the fifth semester students of the Exact Sciences ('IPA') and the Social Sciences ('IPS') depart -

⁶A.R.B. Etherton, Op.cit.,pp. 67-68

ment of the following schools:

- S M A Negeri Pati
- S M A Nasional Pati
- S M A Bopkri Pati
- S M A I PGRI Pati
- S M A K Yos Sudarso Pati

There will be two pieces of information obtainable from the test collecting data. The first information is the discovery of the source of the mistakes made by the students. It will show us which language components are difficult for them and which have been satisfactorily mastered. Accordingly this information can be used by teachers to enable them to increase their own effectiveness of teaching reading by making adjustments in their teaching with the difficulties of area encountered by the students, so that they (the students) can benefit more. In other words, this information can be used as a stepping stone for better teaching of reading in order to meet the students' need with regard to their English reading ability.

The second information, not less worthwhile than the first, will show us whether there is also a significant correlation between the results of the test and the students' grades of the previous semester for the English subject in the effort to prove the validity of the instrument used in this study.

Finally, based on the data taken from the results of the test, suggested strategies for eliminating the errors

and promoting reading ability will be given in chapter five. Hopefully, this thesis will provide some valuable help for English teachers at high schools as well as universities in improving their students' reading ability.

4. LIMITATION OF SCOPE

It is believed that there are many factors which may influence the students' reading ability, such as the learner factor, teacher factor, environmental factor, and linguistic factor. The favourableness of these factors may result high reading ability in the students. On the contrary, the unfavourableness of each factor may impede the effort to obtain high reading ability or it may cause problems or difficulties. As it is implied in the previous page, the purpose of this thesis is to analyze these difficulties encountered by the students. However, it is impossible, in this study, to analyze any difficulty caused by all the factors. It will of course take considerable time, energy, as well as expenses if there is no limitation of the discussion. For that reason, the writer particularly focuses his attention on the problems of reading caused by the linguistic factor only—the structural and lexical items. The reason for choosing this factor to be brought into discussion is that since readers reading a piece of written material are faced directly with the fact that written material they read is made up of chains of linguistic elements placed in an orderly form and in accord with certain rules. That is to say, written

material is made up of structures, elements bearing relations, elements related to each other. Thus to understand a chain of this kind means being able to analyze these elements and the relationships between them that make them conform to a semantic structure.⁷⁾ Accordingly, without having linguistic ability, it is hardly possible for readers to understand what the written material is saying about.

Because of the fact that linguistic factor is closely related to reading (by reading is meant reading with understanding which has been popularly known as reading comprehension), the linguistic problems among the students of SMA's in Pati are decided to be analyzed in relation with the effort to enhance the unedequate reading ability among them. To meet this purpose, as mentioned before, a test consisting of stucture, vocabulary, and comprehension has been conducted to 500 students of SMA scattered in five SMA's in Pati. By doing so, the specific area of the difficulty can be found and, consequently, a suggested strategy to eliminate the errors and promote reading ability can be done as well.

5. ORGANIZATION OF THESIS

Before arriving at the core of the thesis, the writer would like, in the first place (in chapter two) to present some notes on reading. This chapter will deal the

⁷Tito Villa Villegas, "Three Useful Processes in the Teaching of Reading", Forum, Vol.XVI, No.3, July,1978, p.29

general factors which influence students' reading ability. And kinds of reading which are categorized according to different point of views will be spelt out in this chapter as well. The following chapter, chapter three, will particularly examine the test used for collecting data. It will verify the purpose of the test, the testees, the instrumentation, the test construction, the test try-out, finally the technique of analysis. Chapter four will treat the analysis of the data in depth. In chapter five the writer offers some suggested strategies for eliminating the errors and promoting reading ability. Finally, chapter six (the last chapter) gives us a chance to reflect on the main points previously discussed in the earlier chapters, and in this chapter the writer suggests some opinions that might be useful for the improvement of the students' reading mastery.

Chapter II
SOME NOTES ON READING

It is believed that reading ability is as a beneficial means of achieving success in study. By having a good mastery of English reading, a student is able to get information he needs as much and efficiently as possible from the passage he reads. He will then be more successful compared with that who is a poor English reader.

Reading in our discussion here means understanding a written passage in English. The emphasis is placed on the understanding, not understanding individual words or sentences but understanding of the passage as a unity. In understanding a passage, the reader is urged to think of sentences as constructions within constructions—not sentences as strings of separate words. He should also learn to identify the main idea in arrangement of details. Sometimes he needs to find out the similarities and contrasts between a part and the following one, between the beginning and the latter part. Such a reading is often called reading comprehension. It is very difficult, as a matter of fact, to define reading comprehension. According to Edward Fry, Ph.D., reduced to its simplest elements we might say that comprehension is a part of the communication process of getting the thoughts that were in the author's mind into the reader's mind.⁸⁾ Therefore, one who is able to understand the author's ideas properly can be considered as a good reader.

⁸Fry, Teaching Faster Reading, p.24

As matter of fact, to be a good reader or to master a highly skilled ability is a hard task. It takes time and energy as well as financial expenses. One must do the habits required for efficient reading. For teachers who are in charge of teaching reading, it is their responsibility to help students improve, develop, and broaden their ability to read. They should also provide situations that demand effective reading. Yet it should be realized that the ability to master English reading skills is also influenced by some related factors which will be briefly discussed in the following paragraphs.

1. FACTORS RELATED TO READING

In any process there are usually some cooperative factors that are dependent on one another. They must be taken into account if a successful result is to be obtained. Learning reading as one of the four language skills is a process, so it involves some interrelated factors that cannot be ignored if a good mastery of reading is to be gained. Regarding this case, each of the factors that influences the success of learning to read will be treated below.

In most language learning situations, all factors can be classified into the following main groups: (1)the language factor; (2)the learner factor; (3)the teacher factor; (4)the environmental factor.

1.1. The Language Factor

What is meant by language factor here is that the language components to be studied in relation with the

language skills—listening, speaking, reading, and writing. But the discussion here is limited only to one skill of the language, namely the reading skill. Reading, as a subject of a study, comprises various components which might be the factors determining or causing the difficulties in achieving the goal.

1.2. The Learner Factor

First of all, let us consider what A.A. Leontiev says below:

"It is vitally important to take into account individual peculiarities of temperament, character, etc., and ensure a differential approach to learners in foreign language class situations. If all are reduced to the same common pedagogical denominator, the successful outcome of the learning process will be put in jeopardy and, what is more, the development of the pupil's personality may be handicapped." 9)

This implies that a learner in any foreign language class situation is an important factor. He has to take an important role or has to be the initiator of learning. Therefore, some factors of the learner himself have to be taken into consideration. These factors involve complex interrelated elements that can influence the approach of teaching, process and result of learning. Some of them are age, sex, temperament, character, intelligence, aptitude, motivation, etc. These elements are usually claimed by psychologists to be their field. By no means does the writer consider them unimportant nor does he neglect them absolutely. Nevertheless, they must be taken into consideration particularly in teaching procedures to avoid putting the successful outcome of the learning process into jeopardy.

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A.A. Leontiev, Psychology and the Language Learning Process, Pushkin Institute, Moscow, Pergamon Press, 1981, p. 81.

1.3. The Teacher Factor

The teacher factor includes the teacher's personality, attitude, mastery of the subject and ways of teaching—techniques used in presenting materials. All of them will partly, if not entirely, determine how well the learning teaching process is taking place in the classroom.

The discussion in this division is focused on the fourth element—how teachers should communicate with their students, how they should select the material and what consideration they should take, what and when exercises should be given, all will be given place in chapter five.

1.4. The Environmental Factor

The environmental factor involves the situation and condition of learning, the social attitude towards the target language, time allotment assigned to the given subject, and the role of the target language in the society. A brief discussion on this factor as well as other factors that possibly arise problems in reading will be treated in chapter five.

2. KINDS OF READING

As some other things, reading may be viewed in different ways. Different people may have different points of view of reading. One may view it from the cognitive process of reading and another may view it from the psychological process, from the linguistic process and so forth.

Since there are various kinds of printed matters which acquire different approaches, people should be aware

that they must not only apply a single technique of reading to different reading materials. Moreover, the reading material itself requires different approaches, and the readers also set different purposes in advance from one another in reading. All may cause some people to have different interpretation of the same passage depending on how they approach the reading. As reading cannot only be viewed from one point but from many points, the writer endeavours to view the kinds of reading from three different points. They are as follows:

1. The Purpose of Reading
2. The Manner of Reading
3. The Technique of Reading

Though these headings are separable from one another in discussion, they really form a unity that function to serve the readers' purpose.

2.1. The Purpose of Reading

When somebody reads reading passages, either articles or books, he with or without awareness, has certain purposes of his reading. The purposes may vary according to his needs. Because of that, reading can be broken down into different classifications based on the readers' purpose. They are enjoyment purposes, role purposes, and task purposes. The first and second purposes usually take place outside schools, while the third usually occurs in schools.

2.1.1. Enjoyments Purposes

In connection with the reading materials read, reading for the enjoyment purposes can be divided into two kinds—reading for mental enjoyment and reading for

intellectual enjoyment. Both of the two are done by those who read a certain printed matter mainly for enjoyment or leisure of life. Readers do not have any other expectancy but amusement. They will read any kind of material as far as they are interested in or they can appreciate it. Reading done in this way has no relationship with a certain task but it is done freely as in selecting materials and the way of reading. No matter how, it is advisable to involve this purpose of reading as a part of other purposes, so reading will not be boring but interesting. Magazines, newspapers, novels, and the like are usually read for the purpose of enjoyment.

2.1.2. Role Purposes

Reading for role purposes has a similarity with that for enjoyment purposes in terms of selecting materials. Readers having enjoyment purposes as well as role purposes are free to select the materials.

The difference is basically located in the expectancy. The role purpose reading is connected with the readers' particular role or specialization. Readers will select materials which are useful to increase their specialization or to improve their experiences. Teachers, for example, will read books which can enlarge their experience of teaching. Businessmen, industrialists, etc. will appreciate books that can help them to advance their business—books on economics. Some people will read sportsbooks if they happen to be sportsmen, and will read political books if they happen to be politicians and so forth.

2.1.3. Task Purposes

Another purpose of reading is the so-called task purpose. Reading with such a purpose is usually done by students of elementary till senior high schools. They often read a book or a reading passage when they are recommended or told to do so by their teachers because the content will be tested or the students are supposed to retell it before the class. Because of the fear of failure not because they like and enjoy it, they will read it many times. Even among students of university, this type of reading has still been popular.

Unlike the two kinds of reading above, readers in the task purpose reading, are controlled by another factor outside themselves, i.e. teachers. They are no more free to select materials, but are determined by the teacher. Reading material designed for this purpose is usually scientific and technical in nature.

2.2. The Manner of Reading

The focus of the discussion here is rather on how the reading activity is done—the biological aspect of reading. Whether one undertakes reading with physical movements or not is the concern of this division. There are various physical movements that are possibly done when one reads, among them are: pointing to the words, moving the lips, moving the head from left to right while reading, reading aloud and reading silently. But our discussion here is limited only to two of them—those that are related to the organ of speech: Oral and Silent reading. Each gives advantages when used properly.

Teachers who are in charge of teaching reading have to be aware of the advantages and be capable to select and to know when to teach which.

2.2.1. Oral Reading

Spoken language was invented thousands of years before a man devised ways of presenting words with written symbols. Since writing was an outgrowth of the spoken word, we can infer that for a long time literate people must not have known how to read silently.¹⁰⁾ Because of that, arise oral reading which is known as reading aloud. It requires the reader's pronunciation of the words. He goes through the pronunciation of words and produces sounds while reading. This kind of reading in any foreign language is an excellent way for a student to improve his pronunciation. It can also be made use of by teachers to find out whether the students make proper pauses which will result in the students' comprehension.

Anyhow, the existence of the physical movement—a movement of lips—reduces the efficiency and effectivity of reading. So college students or adult readers should get rid of this manner when they read for comprehension.

In a reading-skill class, reading aloud is an activity that should not occur for several reasons.

¹⁰ Julia M. Dobson, "Making the Most of Reading", Forum, Vol. XI, No. 2, March - May 1973, p. 7.

First, according to Margaret A. Dwyer, it reinforces the idea that reading and pronunciation are related, thereby strengthening the tendency to subvocalize when reading silently. Second, we necessarily speak more slowly than we read, so reading aloud slows down what may already be a painfully slow process, by forcing the student to focus on each word. Third, struggling to pronounce correctly and deliver expressively what he is reading aloud, a student may lose all sense of the meaning of what he is reading, a fact that defeats the very purpose of reading. Fourth, students reading aloud invariably mispronounce and misread some words and phrases. This presents the teacher with a dilemma: interrupt the reading to correct miscues, thereby further impeding the flow of meaning extraction, or allow the miscues to go uncorrected, thereby allowing the rest of the class to be exposed to incorrect models.¹¹⁾

¹¹Margaret A. Dwyer, "Some Strategies for Improving Reading Efficiency", Forum, Vol.XXI, No.3, July, 1983, p.6.

2.2.2. Silent Reading

In this kind of reading, vocalization or subvocalization is eliminated. The reader does not go through the pronunciation of the words and does not focus on each word either. The absence of vocalization then makes it a faster process and becomes a part of encouraging reading efficiency. A good reader usually uses this kind of reading.

In a silent reading class, students usually find it difficult to avoid vocalization or subvocalization. They might often pronounce each word quite softly, so that they are more whispering to themselves, but even this is undesirable. As has been said previously, pronouncing words while we read them is dis-advantageous. The chief disadvantage of this manner is that it tends to tie reading speed to speaking speed; the silent reading of most normal readers is nearly twice as fast as their speaking. Nevertheless, this fault can usually be eliminated in the students by their own conscious efforts, likely with the help of a few reminders from the teacher.

It is strongly recommended that students be given much practice in reading silently, since unless they are to be radio announcers (or some similar profession), most of reading they will do in their lives will be silent reading.

Because of the effectivity of the silent reading, students are expected to master it. It will save time for them to read many books or to read a certain passage in a limited time allotment. Using this kind of reading, a reader

usually comprehends the precise meaning of the passage. Therefore, teachers who are teaching reading should make great effort to gain this significant way of reading; reading class time should be devoted to the silent reading skills in intensive exercises as well as in extensive passages. And it should always be noted that the important part of this silent reading class should be to divorce silent reading skills from oral reading skills. In this reading class we are interested in making our students able to grasp quickly the ideas presented on a printed page, and not to read aloud without errors. In short, the teaching instruction should be aimed at the mastery of silent reading.

2.3. The Technique of Reading

Since individuals and their quality and quantity of information vary in most cases, the technique of reading to be employed varies as well. In other words, their individuality and their needs or purposes will determine the reading technique. When a reader needs merely the outline of a passage, the technique used will be different from when detailed information is needed. In addition to the personal diversity and the kind of information needed, the reading material itself requires different skills that will partly determine the effective and efficient reading. For instance, scientific reading may require different technique of reading from enjoyment reading. The former may require the readers' ability to apply a certain direction to a laboratory ex -

periment, the latter may require the readers' ability to understand a continuity of long passages, reading novels for instance.

There are some techniques of reading available that can be used by a reader. He is expected to be skillful to select the one appropriate to his need or combine some of them in order to save time and make reading activity more enjoyable and beneficial. The techniques of reading that are known to us can be categorized as the following:

(1) skimming reading, (2) rapid reading, (3) careful study reading, (4) intensive reading, (5) extensive reading.

2.3.1. Skimming Reading

Skimming is reading at the fastest speed which a person can accomplish. It is used when a reader does not have much time and when he wishes to cover material in a hurry or at the fastest possible rate. It is also used when high comprehension is not required. This does not mean that in skimming a person accepts a ridiculously low standard of comprehension: merely that he will accept a level of comprehension somewhat lower than that which can be obtained at careful study or at average reading speeds.¹²⁾ Such a kind of reading is usually done by one who is looking for a number of references to find information on a given problem. He will skim the index, the table of content; open the pages over quickly if he does not find the parts relevant to his purposes, jump over words and stop a little at the specific parts pertinent to his need.

¹²⁾ Edward Fry, Ph.D., "Teaching Faster Reading", p.50

It is broadly known that in skimming reading there are some emerging characteristics such as: (1) an extremely rapid rate, (2) selective, leaving out some parts of the material (since not all parts are important), (3) acceptance of a lowered comprehension—but not one that is too low.

Students need to practice this type of reading, since it has some distinct values. One, skimming is a useful exercise to help the other reading speeds; two, in itself it is a useful skill in that a student, when he can use skimming, gets information from material he otherwise would not read; three, the usefulness of skimming can plainly be seen in many situations. When the teacher asks the students to do supplementary reading the students (if they skim the supplementary material) may get surprised and pleased to know how much of the material they are able to comprehend at fast skimming rates. A student or any person who has the habit of skimming a large amount of material will invariably come across certain articles or parts of books which are of great importance to him. There is yet another usefulness of skimming in finding information. Students often happen to be given a reading activity whose purpose is simply to find the answer to a question. With the question in mind, the students will skim through the reading material looking for just one thing namely the answer.

In order to produce professional people who possess the skill and the habit of skimming, teachers have to

give the necessary training to the students. Nevertheless, skimming is not a skill which could be used at all times. But it is a skill which can and should be used in many instances. As the students get familiar with the technique they will find where it can be used to their benefit.

2.3.2. Rapid Reading

This kind of reading is good to be employed by a reader who is concerned only with the general impression of the main idea of a certain passage. In this reading he will read rapidly every word in the passage. Anyhow, if there is a certain part interesting for him, he from time to time goes back and rereads it or he may read it aloud to a companion. This technique of reading is usually used when reading is for leisure such as reading daily newspapers, magazines, novels and the like.

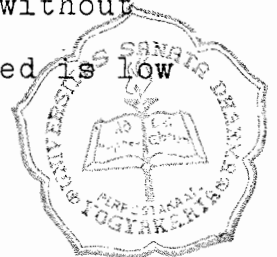
In a rapid reading class situation the teacher usually does not teach vocabulary and grammar. Consequently, before dealing with such a reading activity, the students must know all the words and grammar in the lesson. In short, the material given should be familiar to them.

As a matter of reality, a rapid reading class facilitates the students with the following things:

- a) The students learn to read groups of words instead of single words.
- b) The students become confident when they read.
- c) The students learn the correct way to move their eyes when they read.

As has been stated previously, reading can be viewed from different points of view, thus by which we have found various kinds of reading. Focusing on the technique employed while reading, we have seen a variety of reading types, one of them is rapid reading. In other words, the technique is the indicator whether someone is performing rapid reading or somewhat else. Thereby, in conducting the rapid reading, the students must do as the ways of rapid reading, and nothing else. Here is the list of manner the teacher may instruct his students to act while conducting rapid reading.

- a) Have the students read as quickly as they can, and of course with understanding since reading without understanding is useless. Suggest to them that while reading they would better try not to look back.
- b) Have them read each passage more quickly than the ones they read before. Ask them to keep trying to go faster.
- c) Have them answer the questions following the passage. When they answer the question, do not allow them to look for the answers in the passage.
- d) When they lose the comprehension, do not let them read more slowly, but have them read the next passage only a little bit faster. Their comprehension will soon become better without receding the speed, because if the speed is low



it is not rapid reading. The important thing is, do not read more slowly.

This kind of reading takes practice in the part of the students. When the students have gained this skill they will have received some profits, such as when they can read more quickly, they can read and understand more material than before. Both their comprehension and speed are improved. This skill will also increase their reading speed in their own language. This happens automatically.

Another advantage is that when they are studying, sometimes they do not want to read at their fastest speed. However, they will find that because of the rapid reading skill their study reading speed will also become faster.

If some learners do not increase their speed very much, E. Quinn and his friend suggest some things to the teacher.¹³⁾

- a) Test them to see if the words and structures in the passage are familiar to them.
- b) Check their eye-sight. They might need glasses for reading.
- c) Give them encouragement to read more quickly. Tell them not to worry about comprehension.
- d) Look at their eyes while they read. If they are reading correctly, their eyes should jump along the

¹³ E. Quinn, and I.S.P. Nation, Speed Reading--
 A Course for Learners of English, Oxford University Press,
 Kuala Lumpur, 1974, p. viii.

line. They should not look at each word and should not look back.

e) Tell them to read some of the questions before they read the passage. While they read they should search for the answers.

f) Tell them to read the passage twice. They should read it as quickly as possible both times.

In summary, rapid reading class improves reading speed. However, it is not a substitute for intensive reading or extensive reading. Students should be given large amounts of outside reading to ensure that rapid reading skill is maintained. A rapid reading class is only a part of a good reading program.

2.3.3. Careful Study Reading

Unlike the foregoing kinds of reading, this kind is usually a slower process. In this case, reading is done for details. The reader is concerned with acquiring a better and more accurate understanding of the passage. Therefore, he is required to make a correlation between the earlier statements and the later statements, evaluate their cause-result connection and weigh each part of the passage before he comes to a final conclusion. A particular emphasis is given to sentences or parts which serve what is being looked for. Mostly, though not always, this technique is used by experts and people studying a certain subject with considerable details. They will read and

examine every word of the reading passage carefully and thoroughly to discover some significant parts on which they will make comment or from which they draw an inference to be applied to another subject.

2.3.4. Intensive Reading

The ability to read rapidly and accurately is probably best developed by the two techniques of intensive reading and extensive reading. Intensive reading, according to J. Bismoko, includes almost all kinds of reading activities — Oral Reading, Comprehensive Reading, Structure and Vocabulary. In advanced classes it includes sentence, paragraph, and text analysis, and finding implication (reading between the lines).¹⁴⁾ It is a reading class activity and is guided by the teacher, and used for instance to improve students' understanding of certain constructions and to increase students' reading speed.

Most intensive reading lessons are developed around a reading selection varying in length from a short paragraph to several pages of text depending upon the level of students. The more advanced the students are the more difficult and complex the material the teacher may give. In general, there are three stages in teaching the lesson. They are (1) pre-reading preparation, (2) reading the selection,

¹⁴ J. Bismoko, Approaches, Methods, Techniques II: Reading, English Department IKIP Sanata Dharma Yogyakarta, 1982, p. 1

and (3) follow-up activities based on the selection. Stage 1 focuses the students' attention on the main objectives of the assignment. It may, in addition, provide information designed to minimize incidental problems that might otherwise be an obstacle to the main objectives. Whereas stage 3 provides the drill necessary to achieve the objectives of the lesson. The drill varies according to the aims of the lesson. The teacher has to be skillful to select exercises of the types available which best suit the aims of the lesson.

2.3.5. Extensive Reading

Contrary to intensive reading, the technique employed in extensive reading is definitely different. Here the students are encouraged to read extensively outside of class, that is to spend some time with the materials they choose to read though the materials to be chosen usually have been determined in advance by the teacher. They are asked to choose some materials (usually magazines, short stories, novels, longer texts) from a list of carefully selected ones that fall into the students' range of proficiency. They are, then, asked to make a report as a single unit.

Considering the freedom and limitation given to the students we would say that extensive reading is to be a guided free reading. The students are free in the sense that they choose the reading materials according to their

individual needs, interest, and enjoyment. But in the choice they are guided because the books to be chosen from have been limited.

In this type of reading the students should understand that their interest is to center upon a total or overall comprehension of characters and events; to get general information and ideas as well as pleasure. They may even become so absorbed in the material that they actually lose awareness of the fact that they are reading.¹⁵⁾

Since the purpose of extensive reading is for expansion of reading skills, it should make use of relatively easier reading materials. Completely new vocabulary and grammatical patterns should be minimized if not avoided altogether. The students thus develop their skills in deducing meanings of new words and in extending the lexical range of known items.

Obviously, extensive reading is meant to help students have opportunity to read very widely materials of interest to them. And so reading will perhaps be stimulating for it brings satisfaction.

¹⁵ Amy L. Sonka, "Reading Has to Be Taught, Too", English Teaching Forum, Vol.XVII, No. 1, January, 1979, p.3

Chapter III

A TEST COLLECTING DATA

1. THE PURPOSE OF THE TEST

In the preceding chapter the supposed reading difficulties in general have been discussed. The factors that may cause the problems of reading have been theoretically spelt out.

In this chapter, the specific areas of difficulty of reading will be verified. A test was conducted to find out data that will show the real and specific problems encountered by certain students at a certain level. The test was designed to investigate what kind of difficulties the students have in understanding an English passage, and to find out which skills needed in reading are wanted by most students of SMA Pati. Some of the skills required in comprehension that are examined are as follows.

- the knowledge of word meanings
- the knowledge of structural meanings or syntax
- the reasoning or the ability to make inferences

These three skills are the main concern of the study in the effort to analyse the reading problems. Accordingly, the test used to collect data consists of three parts i.e. structure, vocabulary, and comprehension. Finally, the test is meant to be a means of finding data which can be used as a basis to propose a strategy for teaching reading that prevents the occurrence of errors or that will promote students' reading ability in reading English texts.

2. THE TESTEES

The fifth semester students of five SMA's in Pati are used as the testees for the administration of the test conducted in this study. The names of the SMA's are stated somewhere in the introduction. They are of two departments --Exact Sciences ('IPA') and Social Sciences ('IPS') departments.

3. THE INSTRUMENTATION

The instrument used in this study, as mentioned in the previous page, consists of structure, vocabulary, and comprehension test. The test construction is based on a reading passage entitled "The Double Life of Alfred Bloggs". The passage is taken from a book entitled "Practice and Progress" by L.G. Alexander. The detailed description of the instrument i.e. the preparation of the test, the choice of the passage, the form of the test, the test try-out, the suitability and validity will be discussed in the following paragraphs.

3.1. The Preparation of the Test

Because of the purpose of the test, that is analysing reading difficulties of certain students, some factors have been taken into consideration when preparing the test. Some factors (which will be given below), if not considered, may have effects on the reliability and validity of the test. For this reason, a test try-out is conducted to know whether the test is valid and reliable. The result of the test try-

out is discussed in the following paragraphs.

The factors which have been taken into account when preparing the test are grouped into two:

- 1) The selection of the reading material .
- 2) The construction of the test items.

Each of these factors will be treated below.

3.1.1. The Selection of the Reading Material

When selecting the material the writer has considered some criteria to establish the suitability of material for the testees. Firstly, it is based on the readability factor: on the assumption that the level of difficulty is within the students' proficiency. In other words, it is based on the assumption that the content as well as the linguistic factors composing the reading passage constitute a challenge to the limits of the learners' ability in the language. It is, thus, assumed that the structures constructing the sentences and the vocabulary used in the reading passage are not strange for the respondents. Based on the SMA curriculum 1975, the structure items used in the passage have been studied by the SM 5 students of SMA in their schools. Most sentences used are simple sentences and the vocabulary can be said to be high frequency words. The content of the passage, however, is not complicated. It is very familiar to all the respondents, Indonesian people. That is about a story of a person (husband) who feels embarrassed to his wife because of his job—as a manual worker. Accordingly, he does something strange in his life. The

passage consists only 256 words.

Secondly, it is based on the assumption that the answers to the comprehension questions will depend on the testees' comprehension of the reading text rather than on their general knowledge or intelligence. Consequently, if the testees' answers are correct, it is undoubtedly because of their understanding of the passage, nothing else.¹⁶⁾

3.1.2. The Construction of the Test Items

The instrument used for finding the data, as mentioned before, consisting of structure, vocabulary, and comprehension test. It has a single type of test i.e. multiple choice type which belongs to an objective test. The reason for using an objective type for this purpose is to secure the objectivity and reliability in scoring. The multiple choice type is chosen, not another type, since it is now widely regarded as being one of the most useful of all objective item types.¹⁷⁾ To advocate this point, R.J.H. Matthews-Bresky also states in his article that the usefulness of multiple-choice language testing has been recognized for some time by teachers and examiners.¹⁸⁾ In Kapita Selektu Evaluasi Pendidikan, it is also said that multiple-choice type is more flexible and effective than the other types.¹⁹⁾ However, the multiple-choice type will

¹⁶⁾ J.B. Heaton, Writing English Language Tests, Longman Group Limited, London, 1975, p.116

¹⁷⁾ Ibid., p.14

¹⁸⁾ R.J.H. Matthews-Bresky, "Multiple-Choice Language Teaching Tests", English Language Teaching, Vol. XXXIII, No.1, October 1978, p. 19
¹⁹⁾ Kapita Selektu Evaluasi Pendidikan, p.19

not be valid unless some requirements of constructing the items are taken into consideration. Therefore, to establish the validity, the instrument also considers the requirements of a valid test which will be discussed in each part of the test in the following paragraphs.

1). The Structure Test

In constructing the structure test items, in order that the test will test what is expected to be tested, the writer has made a list of items to be tested before hand. Then the items are so constructed that will involve the items listed. These structure items are only limited to those that are found in the passage but are substituted by different words. They are constructed in such a way that they will test the students' grasp of specific grammatical points as they influence students' comprehension of the sentences in which they occur. Thus not all the structure items are tested but only those that influence the testees' comprehension of sentences. Without mastering these structure items, the testees' comprehension of the passage will be low.

In order to avoid giving the testees clues to the correct answers, we have made the options/responses/alternatives of each number of the test items in such a way, as J.B. Heaton suggests, that they are reasonably attractive and plausible. They are so constructed as to appear right to any testee who is unsure of the correct option; and to make the testees obtain the correct option by selecting

directly rather than by eliminating obviously incorrect options (distractors).²⁰⁾

2). The Vocabulary Test

Like in constructing the structure test items, some points are taken into consideration on which the vocabulary test items are based. The words to be tested are selected from the passage, namely those that are regarded as the key words—the words which determine the readers' comprehension. The more familiar the readers with the words, the better their comprehension will be. These words are tested in context, not in isolation, since the context can give specific meaning and relevance to a word.

J.B. Heaton advocates this point with his statement as follows:

"Vocabulary is much more usefully tested in context since it is the context that gives specific meaning and relevance to a word, thus creating a situation which is as linguistically valid as possible in the circumstances."²¹⁾

The options of each test item are given in Indonesian not in English. Of course there is a certain reason for it i.e. if they are given in English, there was possibility that the options would be more difficult than the words tested. This situation must be avoided since that will give a negative effect on the testees: They will arrive at the cor-

²⁰J.B. Heaton, Op.cit., p.19

²¹Op.cit., p.43

rect answer by process of elimination, not because they know that it is correct. Furthermore, J.B. Heaton also suggests that the options should be simple in so far as they should contain only those vocabulary items which the testees can understand.²²⁾ Therefore, by giving the options in Indonesian, it can be guaranteed that the testees understand them. And, without being neglected, the options are constructed in such a way that they might look attractive and plausible.

3). The Comprehension Test

Before we come to further discussion of how the comprehension test used in this study is constructed, it is perhaps worthwhile to have a short look at what is meant by reading comprehension. Henning H. Grant makes a clear definition of reading comprehension as follows:

"Reading comprehension is defined as the ability to grasp the meaning of a given passage quickly and efficiently. This ability includes the ability to skim, to guess the vocabulary meanings from the context cues, and to interpret the idiomatic expressions and grammatical structures found in the passage."²³⁾

Since our attention here is focused on the discussion of reading comprehension test, it is necessary to know what reading comprehension test is. It is an instrument used to measure one's ability to grasp the meaning of a given passage.

²² J.B. Heaton, Op.cit., p.44

²³ Henning H. Grant, "Measuring Foreign Language Reading Comprehension", Language Learning, Vol.XXV, 1976

The comprehension test used in this study is so constructed that it measures two levels of comprehension: it measures what Edward Fry, Ph.D. calls, one's ability in grasping the objective facts and the subjective information. Accordingly, this test consists of two kinds of comprehension questions: 'fact questions' and 'beyond the line questions'. The fact question is a question requiring information explicitly mentioned in the passage (which requires objective facts), whereas the 'beyond the line question' is a question which requires information implicitly cited in the passage (which requires subjective information).

As mentioned previously, the type of test used to measure the testees' comprehension is the multiple-choice type with four options. Why is this type used for this purpose? To answer this question, let us consider Stella Stathmann's statement as follows:

"The unseen text with a battery of ten multiple-choice questions has for many years provided the basis of the final examination paper for students of English as a foreign language in the university where I teach, as well as in other universities in Israel and in other parts of the non-English speaking world. From time to time murmurs were heard against this type of test, but the supporters of the multiple-choice testing system could always overcome opposition by stressing its absolute objectivity and the precise understanding of text which it demands."²⁴⁾

²⁴Stella Stathmann, "Testing Reading Comprehension: Multiple-Choice v. Short-Answer Questions", English Language Teaching, Vol. XXXIII, July 1979, p.304

Considering the above statement, we tend to prefer the multiple-choice type to be used as a means for measuring the students' comprehension of a passage for the need of this study.

In order to establish the validity of the test, the writer has taken into account some criteria of a valid comprehension test, such as avoiding the item construction which depends simply on matching words and phrases with those in the text. To meet this point, the comprehension test items are given in Indonesian, instead of English. Giving the test items in Indonesian is also meant to avoid the occurrence of the problems that may arise from the questions themselves, that causes the students to be unable to answer the test items, though they really understand the passage. Another point which is important to be considered is the choice of the correct option in each of the multiple-choice item. The correct option is constructed in such a way that it might be chosen by the testees in accordance with their comprehension rather than their general knowledge or intelligence. If it is said in other words, the testees will not be able to arrive at the correct option without understanding the passage. This consideration is also used as a basis for selecting the reading material—reading material which may unlikely allow the testees to be able to answer its comprehension questions correctly unless they read it comprehensibly.

3.2. THE TEST TRY-OUT

The test try-out is conducted to know whether the test is suitable for the testees (in this case, the fifth semester students of SMA, 'IPA' and 'IPS' departments) in terms of the level of difficulty and also to see whether it is valid and reliable. The results of the test try-out are discussed in the following paragraphs.

3.2.1. The Suitability of the Test for the Testees

Since this study is very much dependent on the instrument used, a very important question to ask is whether the instrument used is suitable for the testees in terms of the level of difficulty. If the instrument used is too easy or too difficult, the data obtained through it will not be valid, and the results of the study will be questionable. To know whether the test used is suitable for the testees, the test was tried out to the fifth semester students of SMA Budya Wacana I Yogyakarta, 'IPA' and 'IPS' departments. The number of the total students was 60. The test try-out was conducted on August 7, 1984, and the time allowed to do the test in this try-out was 50 minutes.

After the test try-out, it was found out that most of the students finished the test on time, and the average score (mean) is 21,16 (60,47%) of the whole test.²⁵⁾ Based on this fact, it is concluded that the test construction for this study is suitable for the testees in terms of the level of the difficulty.

²⁵⁾The tabulation of the test scores of the test try-out is presented in appendix I.

3.2.2. Reliability and Validity

Besides the suitability, another necessary characteristic of any good test is reliability and validity. Donald Ary states that reliability and validity are the two most important criteria for measuring devices.²⁶⁾ J.B.Heaton suggests that for a test to be valid at all, it must first be reliable as a measuring instrument.²⁷⁾ To know whether the test used in this study is valid and reliable, the following is the discussion of the test reliability and validity.

1). Reliability

Robert Lado states that reliability has something to do with the stability of the test scores for the same individual.²⁸⁾ If the test is administered to the same students on different occasions (with no language practice work taking place between these occasions), then, to the extent that it produces different results, it is not reliable. Furthermore, if two or more examiners award different marks for the same answer, the test also lacks reliability. Why should a test be reliable? In answering this question, Robert Lado states that a test should be reliable for unreliable test does not measure anything.²⁹⁾

²⁶Donald Ary, Introduction to Research in Education, Holt, Rinehart and Winston, Inc., New York, 1973, p.210.

²⁷J.B.Heaton, Op.Cit., p. 155.

²⁸Robert Lado, Op.Cit., p.330.

²⁹Ibid.

There are many ways for measuring the reliability of a test. Among others, the most widely used in practice are: (1) by re-administering the same test after a lapse of time, (2) by administering parallel forms of the test to the same group, (3) by applying the split-half method.³⁰⁾ The method used in this study is the split-half. Computed using this method, the coefficient of reliability of the test try-out in this study is .83. This figure indicates that the test is quite reliable.³¹⁾

2). Validity

According to J.B. Heaton, the validity of a test is the extent to which it measures what is supposed to measure and nothing else.³²⁾ There are many ways for estimating the validity of a test. J.B. Heaton classifies them into four, i.e. the face validity, content validity, construct validity and empirical validity. The kind of validity used in this study is the empirical validity.

Empirical validity is a way to see the relevance of a test by comparing the results of the test with the results of some criterion measure.

³⁰J.B. Heaton, Op. Cit., p.156.

³¹The computation of the coefficient of reliability is presented in appendix II.

³²J.B. Heaton, Op.Cit., p.153.

Suppose a test is designed to predict the students' ability in learning English. If there is a positive relationship between the prediction and the reality, meaning that if the students who score high in the test really show good results in learning English, it can be said that the test constructed is valid. Such an empirical validity is called predictive validity.

Another kind of empirical validity is the so-called concurrent validity. David P. Harris gives an example of this kind of validity: if we follow up the test immediately by having an English teacher rate each student's English proficiency on the basis of his class performance during the first week and correlate the two measures, we are seeking to establish the concurrent validity of the test.³³⁾

The kind of empirical validity used in this study is the concurrent validity. This validity is obtained as a result of correlating the results of the test with the same students' English grades of the latest semester. There is a certain technique to find the relationship of the two scores, i.e. by applying the so-called correlation formula. If there is a significant correlation between the results of the test and the students' grade, it can

³³David P. Harris, Testing English as a Second Language, p.20.

be said that the test is empirically valid.

About the way of validiting a test,

David P. Harris says:

"The best way to check on the actual effectiveness of a test is to determine how test scores are related to some independent, outside criterion such as marks given at the end of a course or instructors' or supervisors' ratings. If the evidence shows that there is a high correlation between test scores and a trustworthy external criterion, we are justified in putting our confidence in the empirical validity of the test."³⁴⁾

Following Harris' idea, the test used in this study is tried out to 60 students of SMA Budya Wacana I Yogyakarta (Semester V, 'IPA' and 'IPS' departments). The results are then correlated using the Pearson's product moment correlation formula with the same students' grades of the English subject of the latest semester (in this case semester IV) provided by their regular English teachers. The correlation analysis results in .74 coefficient of correlation.³⁵⁾ Since the figure indicates high correlation between the test scores and the students' grades of the English subject of the latest semester, it is concluded that the instrument (the test used in this study) is quite valid to collect the data needed for this study.

³⁴David P. Harris, Op.Cit., pp. 19-20.

³⁵The computation of the coefficient of correlation is presented in appendix III.

4. THE PROCEDURE OF THE TEST

4.1. The Technique of the Test

The investigation intended is a descriptive one, describing only the problems of the three skills mentioned, accumulated by the test. The problems not involving any of them will not be considered.

The instrument used to collect the data, as has been mentioned previously, is only a single type of test—the multiple-choice type. The single test was given to the fifth semester students of five SMA's in Pati. There are thirty five questions in all. All the questions are based on the reading passage provided. The questions are divided into three groups—the structural test containing thirteen items; the vocabulary test containing twelve items and the comprehension test consisting of ten items. Each of the question is supplied with four options to respond the questions or to answer the question on each number. The respondents, therefore, needed only to mark the answer chosen on the answer sheet provided. In scoring the respondents' work, scores are given according to the number of correct items. And there will be an array of respondents' scores that shows us the highest score or otherwise. The scoring is only counting the correct answers. Only the correct answers are counted not the wrong ones. Whether or not some of the correct answers are speculative will be ignored. The correct answers and the respondents who answered correctly certain items are counted and tabulated.

There will be a table that shows us the chosen items and also the number of respondents who have the same score. In the table we can see which items come to be difficult or easy for all the respondents. Accordingly, the table shows the kind of problems faced by the respondents.

To find the average score of all the respondents, the arithmetic mean (M) taken from J.B. Heaton's book is used. That is $M = \frac{\sum X}{N}$; i.e. the sum of the separate scores divided by their number.

4.2. The Administration

Just like in preparing the test, when the test was administered, there were also some factors that were controlled in order to make the result of the test adequate and relevant, such as the respondents were not told before that they would be given the test. That is done in order that the result of the test will be exactly the reflection of the students' ability. The administration of the test was arranged by the regular teachers of English in order to make the respondents do the test more seriously. After introducing the writer, they stated the function and significance of the test and the role of the respondents in collecting the real data or facts.

The test was administered to the respondents under unified and controlled condition to make the atmosphere and situation during the test like a real test situation. No student talked to each other and each worked for her or himself. The time allotment for doing the test was sixty

minutes and the majority of the respondents could finish on time. The test was carried out in each class and the detailed description of the administration of the test can be seen in the following data.

The detailed description of the test administration

Schools	Departments	Day/Date	Time	Teachers carrying out the test
SMA Negeri Pati	'IPA'	Monday, August 13, 1984	07:45-08:45	Wintiarni, B.A.
	'IPS'	Monday, August 13, 1984	10:30-11:30	Wintiarni, B.A.
SMA Nasional Pati	'IPA'	Tuesday, August 14, 1984	02:50-03:50	Wintiarni, B.A.
	'IPS'	Wednesday, August 10, 1984	02:50-03:50	Supriyadi, B.A.
SMA Bopkri Pati	'IPA'	Friday, August 10, 1984	10:30-11:30	Ambonowati, S.P.
	'IPS'	Friday, August 10, 1984	03:00-04:00	Kusnadi, B.A.
SMA 1 PGRI Pati	'IPA'	Thursday, August 23, 1984	01:30-02:30	Ruswatmadi, B.A.
	'IPS'	Thursday, August 23, 1984	04:10-05:10	Ruswatmadi, B.A.
SMA K Yos Sudarso Pati	'IPA'	Monday, August 27, 1984	09:30-10:30	Nandini
	'IPS'	Tuesday, August 28, 1984	09:30-10:30	Nandini

5. THE RESULT OF THE TEST

Since the type of the test is multiple choice type, it is easy to score. Scoring can simply be done by comparing the key answer with the respondents' answer and marking the correct one.

The work of all the respondents of five SMA's in Pati (SMA Negeri, SMA Nasional, SMA Bopkri, SMA 1 PGRI, SMA K Yos Sudarso) and of the two departments ('IPA' and 'IPS') is combined. After a careful examination, the answer sheets are scored according to the number of the correct answers. Accordingly, a perfect work or 100% correct work will be marked thirty five, and the worst is 0. Finally, a rank order of all the scores is made — ranging from the highest, at the top, to the lowest. See figure I.

Figure I. The Rank Order

No	Score	Frequency		No	Score	Frequency
1.	29	4		13.	17	30
2.	28	3		14.	16	42
3.	27	3		15.	15	36
4.	26	3		16.	14	58
5.	25	3		17.	13	29
6.	24	11		18.	12	60
7.	23	8		19.	11	34
8.	22	8		20.	10	50
9.	21	14		21.	9	33
10.	20	8		22.	8	23
11.	19	12		23.	7	4
12.	18	20		24.	6	4

From this figure, the position of each student among others can be seen. It is clear that the best students have a score of 29, i.e. 82,85% of the whole test and there are only 4 students out of 500 students; and the lowest there are also 4 students and have a score of 6 or 16,14%. The distance between the highest and the lowest is $29 - 6$ which can be said to be far enough meaning that the students' ability is heterogeneous.

As mentioned in the preceding pages, to find out the average score of the respondents, the formula $M = \frac{\sum X}{N}$ is used; where M is 'mean', X is the score of each respondent, and \sum is the sum of all the scores; N is the number of the respondents. The average score can be seen in the following table.

Figure II. The Average Score

N	$\sum X$	M	Score $> M$
500	7138	14,276	205

This figure reveals that the average score of the respondents is 14,276 (40,77%) of all the items. There are only 205 respondents (41% of all the respondents) who have a score above the average, whereas the other 295 respondents (59%) are below the average. To determine the passing grade, let us say a score of 60% or 21 of all the items correct, there will only be 57 respondents (11,4%) who pass the test, whereas the other 443 respondents (88,6%) fail. The reality —the low of the average score and number of students above

the average — proves that the students of the fifth semester of SMA's in Pati have a poor mastery of English. Compared with those of SMA Budya Wacana I Yogyakarta to whom the test was tried out, the results reveal that the English mastery of the students of SMA's in Pati is far worse. What problems they might have encountered or which components of the English language bring about great obstacles for the students can be seen in the following discussion.

To find out what kinds of problem or which language components are needed by most students found in the test, another table is produced—figure III (see appendix IV). This table will show the most difficult items or the reverse of the items tested. In that table the correct answers of all the respondents are tabulated, thereby we can see the frequency of occurrence of each item.

Furthermore, to find evidence of the three skills having affected the average score of the respondents (14, 276), figure IV will show the average score of each skill.

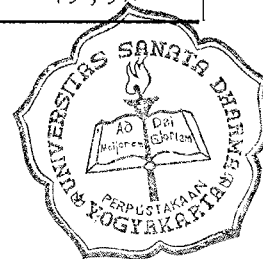
Figure IV. The Average Score of Each Test

Kinds of Test	Items	N	X	M	Percentage
Structure	13	500	1981	3,96	30,46%
Vocabulary	12	500	2658	5,31	44,25%
Comprehension	10	500	2499	4,99	49,9%

where: N = The number of respondents

X = The total score of the respondents

M = The mean of the score ($\frac{X}{N}$)



CHAPTER IV

THE ANALYSIS OF THE DATA

The general English mastery of all the students is reflected in all the figures in the foregoing chapter (chapter III). Figure I points out the rank order of all scores from the highest up to the lowest scores among the students; figure II shows us the average score of the respondents and number of scores above the average as well. And figure III reveals the more detailed information about the result of the real work of all the respondents. It is the apparent picture of what the respondents have done. It also supplies us with the problems or errors most students have—more specifically it shows which items are troublesome and which are easy for the respondents. Furthermore, the comparison of three skills tested—structure, vocabulary, and comprehension is revealed in figure IV. It tells us which of them is poorly achieved compared with the others.

Now, this chapter deals with the analysis of the data obtained through the research. In order to make the discussion systematical, there will be some grouping of the problems or errors.

1. KINDS OF ERRORS

Since the test is divided into three parts, the kinds of errors must be within three divisions. And of course there are different kinds and numbers of errors in each division.

By observing the figure III accurately, we can find out the kinds of errors the respondents made. The kind of errors can be simply discovered by counting the number of respondents who answer the items correctly. As a result, the consideration of a difficulty or problem of a certain item is based on the number of students who answer it correctly. If an item number X for instance happens to be answered correctly only by few students, say 10% of all the respondents, that is considered to be difficult or a problem. On the contrary, if an item is answered correctly by most respondents, such an item will be considered to be familiar to the students.

Figure III (see appendix I) shows us a detailed information about the number of students who answer a certain item correctly, and based on it we can see that most of the items are not answered correctly by even 50% of all the respondents. There are only 10 items out of 35 items that are answered correctly by 50% of all the respondents (500). Those items are one from the structure test, number 3, answered correctly by 318 students; five items from the vocabulary test, number 1, 7, 8, 10, and 11, whereas the number of students who answer them correctly are successively 251, 339, 290 and 459; four items from the comprehension test, number 4, 6, 9 and 10, the number of students who answer them correctly are successively 369, 298, 276, 282. Therefore, based on the percentage of the number of students above, it can be said that all the respondents lack the mastery of structure, vocabulary, and comprehension or in short reading.

Part I, the structure test which has 13 items includes some grammatical forms that can be categorized as testing the students' mastery of some syntactical properties. The aspects tested are grouped as follows:

- 1) Degrees of Comparison (number 3 and 9)
- 2) Used to + infinitive (number 6)
- 3) Conjunction (number 7, 10, and 13)
- 4) Passive Voice (number 4 and 8)
- 5) Tenses (number 11)
- 6) Too + Adjective + Infinitive (number 5 and 12)
- 7) Relative clauses (number 1 and 2)

As mentioned previously, there is only one item, number 3 from the structure test that happens to be answered by 318 students correctly (63,6% of all the respondents) but the other 12 items are answered correctly by less than 50% of the respondents. In the following heading, we will discuss why one of the structural items is easier than the other structural items and what possibly the cause of difficulty in each item of the structure test is. And the discussion will be started with the significant item in each category. The item which is answered correctly by most students will be contrasted with the items answered correctly only by few students.

Part II, the vocabulary test, contains 12 items. Similar to the part I the result of the test is unsatisfactory. Even though it is not satisfactory, it is still better compared with the result of part I. There are five items out of 12 items answered correctly by more than 50% of all the respondents. Some of them belong to the 2000 word level and

the others belong to 2500 word level. One of these items turns out to be the easiest of all the items. It is answered correctly by 459 students. That is item number 11 as follows.

(11) Many young people desire status and security.

- | | |
|--------------|-------------|
| a. pangkat | c. kekayaan |
| b. kedudukan | d. gaji |

The students are asked to recognize the meaning of the underlined word by choosing one of the supplied answers. In fact, this word belongs to the 2500 word level, but it is of the high frequency in Indonesia so that most students are familiar with that word.

And the last is the comprehension test. This test can be assumed to be the indicator for the students' understanding of the passage. Figure III shows us that there are only four items which have a frequency of occurrence of more than 250 or above 50% of all the respondents. In figure IV, we see that the average score of the comprehension test appears to be higher than the other two parts. It means that there are more students who chose the correct answers for that test. Anyhow, the result is still far from what is expected. In other words, it is still troublesome for the students, basing on the fact that there are more items that are answered by less than 50% of all the respondents. Why some items seem to be more familiar for most students and some come out to be difficult than the other items will be parts of the concern in the following discussion.

2. THE POSSIBLE CAUSES OF THE ERRORS

The errors made by the respondents have been found out and tabulated in the previous chapter. As errors or problems occur in the three skills required, efforts to trace the probable causes of them will be verified in the following succession, structure test, vocabulary test, and comprehension test.

2.1. The Structure Test

In the structure test consisting of thirteen items, there is one item that 318 students or 63,6% of all the respondents answer correctly. But with the other 12 items, the result is below 50%. The one item is item number 3, as follows.

(3) Anton earns Rp 50.000,00 a month.

Harto earns only Rp 15.000,00 a month.

Berdasarkan situasi di atas kita dapat mengatakan:

- a. Anton does not earn far more money than Harto does.
- b. Harto does not earn far less money than Anton does.
- c. Anton earns far more money than Harto does.
- d. Anton earns less money than Harto does.

According to the grouping made previously, this item belongs to the degrees of comparison. Here, a situation is given on which the choice should be based. If the students understand the situation well, this understanding will help them much to

arrive at the correct answer. Fortunately, the situation is very simple to catch, it can simply be done by comparing the different amount of money Rp 50.000,00 and Rp 15.000,00. This might be one reason why this item comes out to be easier than the others. In this item, the main concern seems only to test whether or not the respondents know the meaning of certain expressions of comparison--in this case, less and more. Accordingly, it is likely to be of vocabulary test. All the alternatives/options of the item are significantly different, in form and meaning, from another. Therefore, the possible causes that might yield the errors are: (1) the ignorance of understanding the situation provided, (2) the ignorance of meaning of comparison expressions and (3) the ability to use the proper comparison expressions in certain situations. Although the degrees of comparison item appears to be answered correctly by most students, we cannot say that the degrees of comparison is easier than the other aspects tested, for on the other side there is another item, also belonging to the same aspect which is answered only by 139 respondents out of 500; in other words it appears to be difficult. The item is number 9 as follows.

(9) In 1983, Jack earned Rp 100.000,00 per month.

At the moment, he earns Rp 50.000,00.

Berdasarkan situasi di atas kita dapat mengatakan:

- a. At the moment, Jack earns only half he used to.
- b. At the moment, Jack earns only half much as he used to.
- c. At the moment, Jack earns only half as much as he used to.

- d. In 1983, Jack earned only half as much as at the moment.

Similar to item number 3, this item requires the students to grasp the given situation, and to express the situation using a particular comparison expression. And in terms of form and meaning this item is also similar to item number 3 where we find different forms and meanings of each option. Concerning item number 9, the students perhaps knew the situation but did not know the correct form to be used to express it. As the result they failed to use 'as much as'. It is the difference between this item and the previous one, for the previous item basically requires the students' ability to understand the situation; whereas the word to express it is not a problem for them since without knowing the correct form, as far as they know the word in English, they are likely able to choose the expected form. That is why it is likely to be of vocabulary test. This difference might be the cause of the difficulty.

Another possible cause of the difficulty might be arisen by inability of the students to know the meaning of each sentence in each option. Since, as mentioned before, each option has different form and meaning, the students might fail if they only know the form of 'as much as'. To make it clear, let us look at optioned. Although 'as much as' is used, it does not fit to express the given situation because the meaning is different. In this case, the students have also to know the meaning of the word used to. Otherwise they must not be able to answer correctly.

Of all the structure test items, item number 6 is the most difficult one. It has only a frequency of occurrence of 74. It means only 74 students answered this item correctly. This item belongs to 'used to + infinitive' construction. Here is the item.

(6) In 1979, Mr. Taylor worked as a clerk.

At the moment, he works as a secretary.

Berdasarkan situasi di atas kita dapat mengatakan:

- a. Mr. Taylor uses to work as a secretary.
- b. Mr. Taylor used to work as a secretary.
- c. Mr. Taylor is used to working as a clerk.
- d. Mr. Taylor used to work as a clerk.

The situation presented by the two sentences in this item is perhaps easy for the students to understand. It can simply be grasped by comparing the two adverbs of time and the two objects used in the sentences. Since each different form of the options reflects different meanings, the students might be distracted. Their failure can be caused by the inability to choose the proper form to express the same meaning as illustrated in the stem. They might be unfamiliar with the meaning of the word 'used to' + infinitive which indicates a constant or frequent practice in the past. Whereas to express the same idea in the present, the present simple tense is usually enough. Therefore, the students might be interfered by the use of the present simple tense with which they are more familiar so that they preferred to choose this form (option a). However, the present simple tense used in option a is not correct, the correct form is Mr. Taylor works as a

secretary, instead of Mr. Taylor uses to work as a secretary. So, option a is not the correct answer. Another option which might distract the students is option c which uses the form be used to + ing form. If we say that Mr. Taylor is used to working as a clerk, we mean that Mr. Taylor has worked or experienced as a clerk so many times that it is no longer strange to him. Anyhow, this sentence does not fit the given situation, since based on the situation, the correct form should be 'Mr. Taylor is used to working as a secretary', not as a clerk. In this case, the students might be unalert to consider the complement. They ignored it; their attention is focused on the verb form.

Thus, we might be sure that the students' failure to choose the form 'used to + infinitive' is caused by the interference of the form 'uses' (present simple tense), their unfamiliarity with the implied meaning of the form 'used to + infinitive', and by the ignorance of the complement of the sentence.

The third grouping is 'conjunction'. Another problem arises from this aspect. The item classified as relating to conjunction are items number 7, 10, and 13. These items require the students' ability to recognize a complex sentence in which the independent clause and the dependent clause are joined by a subordinate conjunction; they also require the students' ability to differ a conjunction from a preposition since the two aspects are used together at the same time for the options. In fact, the preposition used in one of the

options can also be classified as a conjunction, and even it is the answer to the item, i.e. the conjunction 'for'. Since conjunction 'for' might appear as a preposition to the students, most of the students do not choose it but the other options which clearly appear as conjunctions (since the item tested needs a conjunction). That is why this item comes out to be the second from the most difficult item. Here are the items which need conjunction 'for'—item number 7 and 10.

(7) Hasan does not want to get married soon, ... he is jobless.

a. and b. but c. for d. so

(10) People think that Mr. Miller is rich ... the simple reason that he has an expensive car.

a. and b. but c. since d. for

In order to be able to choose the correct option, first of all, the students have to know the relationship of the two clauses. Are they all independent clauses which, as a consequence, need a coordinate conjunction, or is one of the clauses an independent clauses and the other a dependent clause which needs a sub-ordinate conjunction to link one another, and as a result, forms a complex sentence? Then if one of the clauses is a dependent clause, the students have to be able to decide the function of that clause or which part of the main clause is modified by the dependent clause. Otherwise the students will be unable to arrive at the correct answer.

As a matter of fact, the two clauses in this item show their relationship as a complex sentence in which we find one of the clauses as the main clause and the other one as the sub-

clause—in this case an adverb clause that does the work of an adverb to modify or add information about the verb (phrase) of the main clause. Whereas the type of adverb clause in this complex sentence is adverb clause of cause or reason: 'for he is jobless' gives information about why 'Hasan does not want to get married soon'; and 'for the simple reason that he has an expensive car' gives information about why 'People think that Mr. Miller is rich'.

Thus, it can be concluded that the students' failure to choose the conjunction 'for' to complete the sentence might be caused by their inability to see the relationship of the two clauses and their unfamiliarity with 'for' which can also function as a conjunction besides as a preposition. 'For' is more familiar to the students as a preposition rather than as a conjunction, as a consequence, most of them choose the other options which clearly function as conjunctions.

Unlike items number 7 and 10, item number 13 turns out to be easier for the students than those items. After all, this item is still an obstacle for them since only 167 out of 500 students answer it correctly. Here is the item.

(13) Father tells us how to do the work.

We will follow him.

Menurut situasi di atas kita dapat mengatakan:

- a. We will do the work when father tells us to.
- b. We will do the work after father tells us to.
- c. We will do the work as father tells us to.
- d. We will do the work because father tells us to.

What might cause it to be difficult? Similar to item number 7, this item requires the students' ability to recognize the relationship of the two sentences and to select a proper conjunction to link them into one. Unlike item number 7, the two sentences in this item, are used to provide a certain situation on which the correct answer which comprises a complex sentence linked by a conjunction should be based. The sentence construction used as the stem is quite different from those used as the options. The sentences used for the options are made up of an alteration of the two sentences used as the stem, but, for the correct answer, the meaning is just the same as the situation illustrated in the stem. This is not the case for item number 7. The stem is constructed in such a way that the students are just required to supply the conjunction.

In answering item number 13, as mentioned above, the students are required to grasp the situation illustrated by the two sentences, as a consequence, they should know the relationship of the two sentences, then relate it to the sentences of the options. As a matter of fact, the relationship between the main and sub-clause is determined by the word 'how' found in the first sentence of the stem, which then functions as a basis to determine the type of sub-clause. Thus, the following question may arise: 'How will we do the work?' the answer is: 'We will do the work as father tells us to'. It can be said in other words as: 'We will do the work in the way that father tells us to'. Thus, the type of sub-clause is an adverb clause of manner which tells how we 'will do the work'.

The fourth grouping is the passive voice. There are two items included in this grouping. Those are items number 8 and 4. Figure III in the previous chapter reveals that item number 8 comes out to be more difficult than item number 4. However, both of them are problems for the students for they have low frequency of occurrences. These items demand the ability to recognize the verb form after the subject. As a result, a sentence can be distinguished as an active or passive construction which then plays an important role in understanding English sentences. It is a decisive factor of the sentence meaning. One who is not able to distinguish between those two different sentence constructions will be misunderstood in grasping the meaning of the sentence. For that reason, in each stem of items number 8 and 4, the students are confronted with an active construction; then they are demanded to select one passive construction which has the same meaning as the sentence in the stem. Here are the items number 8 and 4.

(8) They usually pay the tax at the beginning of month.

Kalimat tersebut mempunyai arti yang sama dengan:

- a. The tax usually paid them at the beginning of month.
- b. The tax usually pays them at the beginning of month.
- c. The tax is usually paying at the beginning of month.
- d. The tax is usually paid at the beginning of month.

(4) We usually refer to a dog as a 'dirty pet'.

Kalimat di atas mempunyai arti yang sama dengan:

- a. A dog is usually referred to as a 'dirty pet'
- b. A dog usually refers to as a 'dirty pet'.
- c. A dog is usually referring to as a 'dirty pet'.
- d. A dog usually referred to as a 'dirty pet'.

As said before, these items are problems for the students. What might cause them to be difficult? Let us first take item number 8 and examine it. If we observe all the options provided we will find that there is only one passive sentence, whereas the other three options are active sentences. Thus, as a matter of fact, those who are quite familiar with a passive construction can arrive directly at the correct answer (in this case the only one passive construction) or can eliminate the distractors very quickly since they clearly appear wrong. They are active sentence—option a is in Simple Past Tense, option b is in Simple Present Tense, and option c is in Present Continuous Tense. But why do most students fail? It can be concluded, to answer that question, that most students are not familiar with the passive construction (the passive construction which is characterized by the verb form—the verb form is made with the different tenses of to be followed by a past participle). And so is the case with item number 4.

The next classification is tenses. One of the structure items is classified as dealing with tenses which in English plays a very important role. When we talk about tenses we talk about an activity stated by the verbal part. That is the tense

that indicates when a certain activity takes place; whether it is completed, still in process, in the past, in the future, etc. In the case of number 11 the students are confronted with one of the tenses i.e. the present perfect tense, of which the uses are, as stated by Michael Swan, as follows.

"When we want to talk about actions or situations which started in the past and have continued up to the present, we often use the present perfect to show the connection between past and present. The present perfect is also used for long actions and situations which started in the past and went on until very recently. Another use of the present perfect is to talk about actions that have been repeated in a period up to the present." 36)

Here is the item.

(11) Jane: Do you know how to ski?

Bob : Yes, I do. I ... how to ski since I was very young.

- | | |
|-------------|--------------------|
| a. knew | c. have known |
| b. am known | d. have been known |

Due to the first use of the present perfect tense stated by Michael Swan, the sentence of the stem uses the expression of time since which refers to a period 'up to now'. Whether the students catch the sense or not becomes a question. Presumably, not only the sense of the present perfect is not mastered by the students, but also the passive construction (option b and d); and another choice that looks to be structurally correct (option a) may distract the students. Those

³⁶Michael Swan, Practical English Usage, Oxford University press, Walton Street, Oxford OX2 6DP, 1980, index 494.

who choose option a might be interfered by to be 'was' in the clause 'I was very young' that occurs in the past. They, also, might have thought that the word since refers to the past without any connection with the present and finally they preferred option a—knew (past verb form).

Item number 5 and 12 are classified as 'too+Adjective+ Infinitive construction'. This construction is also considered difficult for the students. It demands the ability to know the meaning of a sentence in which 'too + Adjective + Infinitive' is present. Here is one of the items.

(5) Mary is too short to reach the ceiling. Berarti:

- a. Mary can reach the ceiling though with difficulty.
- b. Mary cannot reach the ceiling.
- c. The ceiling is easily reached by Mary.
- d. Although short, Mary can reach the ceiling.

The only possible problem the students encountered, in this case, is whether or not they are familiar with the meaning of the word 'too' in this sentence. 'Too short to reach the ceiling' means that to reach the ceiling is something that will not (did not, does not, or should not) happen. The unfamiliarity of it might have hindered most of the students.

The last classification of the structure test is the relative clause. A relative clause is a clause that does the job to modify or add information about a noun, pronoun or noun phrase in the sentence. It is always a dependent clause

which usually uses a relative pronoun that, at the same time, joins clauses together, like a conjunction. Consider two sentences below:

- What's the name of the blonde girl? She just came in.

- What's the name of the blonde girl who just came in?

In the second example, who replaces she as the subject of came, and allows us to join the two sentences into one.

Item number 1 which involves a relative clause demands the ability to join two sentences, like the example above, into one. The item is as follows.

(1) The funny child lives next door.

He is playing with my sister.

Dua kalimat di atas dapat kita jadikan satu kalimat seperti di bawah ini:

- a. The funny child who is living next door plays with my sister.
- b. The funny child who is playing with my sister lives next door.
- c. The funny child is playing with my sister lives next door.
- d. The funny child who plays with my sister is living next door.

In this item, the students are required to fuse two sentences into one. Accordingly, they have to be able to determine which sentence is to be the main clause and which is to be the dependent clause that functions to modify a certain part of the

main clause. To check whether the students have an ability to do it, the sentences as the options are so constructed as to distract the students who are not sure about the correct answer. Next, they are demanded to determine whether a relative pronoun is needed to combine those two sentences since one of the options does not have a relative pronoun. They have also to be sure whether or not the tense of the sentence needs a change. Thus, it can be said that there are three possible causes of the error in this item. Firstly, the absence of the ability to see the relation of the first and the second sentence of the stem as a basis to determine whether the first sentence will modify the second sentence or the reverse. Secondly, the ignorance of the relative pronoun and thirdly the ambiguity of the tense.

There is also another item that also belongs to the relative clause i.e. item number 2, yet what is demanded from the students in this item is different from item number 1. Here is the item number 2.

(2) People who do manual work often receive little money.

Subyek kalimat tersebut adalah:

- | | |
|-----------------------|------------------------------|
| a. people | c. people do manual work |
| b. who do manual work | d. people who do manual work |

It requires the students to identify the subject the complicated sentence. The presence of this ability is helpful in understanding a reading passage. In her article "Making the Most of Reading", Julia M. Dobson says:

"It has been determined that students at the advanced level find it difficult to understand certain reading passages because they fail to identify the main subject in a complex sentence".³⁷⁾

As a matter of fact, most of the students fail to identify the subject of that sentence. Their failure to do so indicates that they are not familiar with the function of the relative clause 'who do manual work' as the modifier of the word 'people' which (the word which is modified and the modifier) then do the job as the subject of the whole sentence.

2. The Vocabulary Test

Most of the words tested to the students can be said as 'common' words. Only two of the whole numbers are of 2500 word level, and the other ten are of below 2000 word level. They are familiar to the students in the sense that they are frequently used in speaking (if translated into Indonesian). Their frequency of use in daily conversation can be classified into moderately frequent. However, the result of the test shows us what seems to be contrary. It is indicated in figure IV that the average score only reaches 44,25% of all the correct answers (12 items). What might cause the difficulty will be discussed below and some points that might count for the improvement of the vocabulary teaching-learning process will be suggested.

Learning vocabulary is not merely knowing the meaning or the synonym of a certain word and the finding the translation of the target language word in the mother tongue because each language has a different system that may control

the vocabulary use. And, consequently, one word cannot exactly be translated into another language.

In general, one might be sure that learning vocabulary would imply more aspects than just learning the lexical meaning of the words. He has to learn how a certain word is used in a context; he should also learn the 'syntactic behaviour' of the word or how it can be associated with other words in sentences. For instance, to which form of word the word being learned belong. If it is a verb, is it a transitive verb which then can be followed by an object or an intransitive verb which usually needs no object?; and if it is a noun, is it a countable noun or uncountable noun? Furthermore, the learner should learn the ways to build up different forms of a word. For instance, the word educate may have derivational forms such as educate, educator, educational, and education. All these forms are used differently in sentences.

The form of the vocabulary test used in this study is under the influence of the notion saying that words do not exist in isolation. To understand words, learners will not look at the individual letter for meaning. They will look at the inter-relationship of the words with other words in such units as phrases and sentences and paragraphs. By themselves very few words contain enough meaning to be worthwhile. It is the way words are used in relationship to each other which contains meaning.³⁸⁾

³⁸ Edward Fry, Ph.D., Teaching Faster Reading, p.43.

The test, then, is not made in the form of a list of words to be translated. Instead, a context is made where the tested word can be properly used. This is also done in regard to River's suggestion (1968) as introducing vocabulary items in such a way as to allow the student to infer the meaning from the context/or illustration. She feels students should be encouraged to make intelligent guesses about word meanings.

For simplicity in constructing the test, the items are made of one type. In all items the students are asked to recognize the meaning of the underlined words used in the context by finding the synonym of the words in Indonesian. This form, however, implies that knowing only the translation of the words in isolation does not guarantee that the students will be successful in doing the test. Here is one of the items.

(2) "Don't lend him money. We've discovered him to be quite untrustworthy."

- | | |
|---------------|---------------|
| a. mengetahui | c. mencurigai |
| b. menyangka | d. menemukan |

In doing this test, the students should know the sense involved in the sentence that determines the meaning of the word used. In loose word, the word 'discover' means both 'mengetahui' (option a) and 'menemukan' (option b), but when it is used in a context it has only one meaning which is determined by the context. Thus, inability to know the context means failure.

To summarize, here are some points that might have caused the failure.

- (1) The unfamiliarity of the meaning of individual words.
- (2) The ignorance of the sense involved in the sentence or the inability to guess the meaning of the words based on the context.

How to overcome this failure will be discussed in the following chapter.

3. The Comprehension Test

Before going further, it will perhaps be better to have a short look at what is meant by good comprehension. Amy L. Sonka defines,

"In general, good comprehension means recognizing and understanding general ideas and specific facts and seeing how these ideas, facts are organized and developed."³⁸)

As a result, to obtain good comprehension the reader should form the centre of discussion, which parts of the passage telling the information or supporting parts of the discussion, and the relation of the supporting parts to each other or how the smaller parts are integrated into larger units.

As a matter of fact, the English reading achievement of Indonesian students, especially high school students and non English department university-students, is a far away from the aforementioned definition. Their English reading

³⁸ Amy L. Sonka, Op. Cit., p.3.

ability, if there is, is limited only to some aspects of the notion. Usually, a student of a high school or non English department of university who can understand the general idea of a certain article in English is considered as having a good command of English; even if he knows only the translation of the passage, but he might not know the main idea or the centre of the discussion, and which parts are supporting elements. He may not be able to make an inference of the passage. It is because, in order to be able to obtain such an idealistic goal, a student needs to acquire not only the lexical meaning of the components constructing the sentences but also the implication of each sentence or word as well as the relation of each sentence or paragraph in the passage. In addition, a student should be familiar with all kinds of sentence patterns, various patterns of certain verbs, etc. These aspects influence the reader's understanding of a text as Maurizio Gotti³⁹ states in his article that understanding a text also depends on the reader's ability to link words together in groups. This ability is hardly possible to be achieved unless the reader has acquainted with the sentence patterns of the language. Further, the importance of linguistic ability as a means to aid comprehension is pointed out by Weber, as James Pett quoted in his article as follows:

³⁹Maurizio Gotti, "How to Develop Reading Skills", Forum, Vol. XVII, No. 1, January, 1979, p.42.

"The detailed study of reading has led to a concept of fluent reading which recognizes readers' application of their linguistic abilities in the strategies they employ to derive meaning from print."⁴⁰)

Prior to the type of question used to test the students: comprehension of the passage, there are two types of question, as mentioned somewhere in the foregoing chapter, i.e. fact questions and beyond the line questions. Most questions given to the students, in this test, belong to fact questions. To answer these questions, students need only to know the explicit meaning of the passage. They do not need to make their own judgment or inferences. Even some of the items require more translation of some sentences in the passage. That is to say that those items are merely translated from the sentences in the passage, and students, therefore, who recognize only some words will be able to find out the correct answer. In other words, these questions require the meaning of words or their arrangement for the answers or concern themselves mainly with the meaning derived from the visual representation of a language. As an example, here is an item which belongs to the fact question.

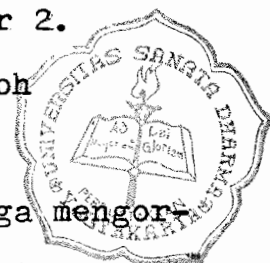
- (4) Apa pekerjaan Alfred yang sebenarnya?
- a. sekretaris di Ellesmere Corporation.
 - b. pegawai kantor di Ellesmere Corporation.
 - c. tukang sapu di Ellesmere Corporation.
 - d. pekerjaan yang termasuk 'white collar job'.

⁴⁰James Pett, "Reading: An ESL Skill at the University". Forum, Vol. XX, No. 3, July, 1982, p. 18.

This item happens to be answered correctly by most students. In answering this item students need only to refer to line 8 of the passage. They will be able to answer this question though they merely know the translation of the words in isolation. However, in another item which also belongs to a fact question, the result is different. This item comes out to have 233 frequency of occurrences, as figure IV shows us, which means only 46,6% of all the respondents answered it correctly. Accordingly this item can be said as a problem for the students since the frequency of occurrences is below 50%. Why does this item happen to be more difficult than item number 4? Because, in this item, the students need to understand not only one sentence in isolation as to answer item number 4, but some sentences which are integrated. They have to be able to connect one sentence to another in order to find the correct answer. Here is the item number 2.

(2) Kisah Alfred Bloggs merupakan suatu contoh tentang seseorang yang

- a. menginginkan gaji lebih tinggi sehingga mengorbankan pekerjaannya sebagai 'white collar worker'.
- b. rela mengorbankan gajinya yang lebih tinggi untuk memperoleh pekerjaan sebagai 'white collar worker'.
- c. menginginkan pekerjaan sebagai 'manual worker' walaupun harus mengorbankan gajinya yang lebih tinggi.
- d. mencintai pekerjaannya sebagai 'manual worker' karena gajinya lebih tinggi.



Since this question is, say, an integrated meaning of some sentences, the students might have difficulty to relate these sentences from which the question is derived. Therefore, in order to be able to answer this question and similar one, the students should understand the sentences from which the questions are derived. Understanding sentences does not only mean knowing the translation of each sentence but more than that they have to know the relation of each sentence to another which forms a united idea.

Another question (item) similar to item number 2 is item number 7, as follows.

(7) Apa pekerjaan Alfred yang baru?

- a. sebagai jurutulis muda dengan gaji separoh lebih besar daripada gaji pekerjaan sebelumnya.
- b. sebagai jurutulis muda dengan gaji separoh lebih kecil daripada gaji pekerjaan sebelumnya.
- c. sebagai jurutulis muda dengan gaji sama dengan gaji seorang tukang sapu.
- d. sebagai tukang sapu di perusahaan baru dengan gaji separoh lebih besar daripada gaji semula.

Even though this item is similar to the item number 2, it comes out to be the second from the most difficult one. As can be seen in figure IV, it has 192 frequency of occurrences (38,4% of all the respondents). In answering this item, the students are also required to do the same ways as to answer

item number 2, i.e. to understand some sentences of the paragraph and the relation of them. But the students seem to find it difficult since they might not know some words used in the sentences. The construction of the sentences might be simple for them but they might not know the meaning of the word 'used to' which is also the case of difficulty in structure test number 9. As a result, most of them fail to come to the correct answer.

The most difficult question in comprehension test is item number 5. It has only a frequency of occurrence of 158 out of 500. That means 31,6% of all the respondents answered it correctly. Here is the item.

(5) Apa yang diketahui oleh sang isteri tentang suaminya, Alfred?

- a. Alfred bekerja sebagai 'white collar worker' di Ellesmere Corporation.
- b. Alfred telah menipunya dengan tidak mengatakan pekerjaannya yang sebenarnya.
- c. Alfred bekerja sebagai tukang sapu di Ellesmere Corporation walaupun ia selalu memakai jas dan tampak rapi.
- d. Alfred bekerja di Ellesmere Corporation sebagai tukang sapu walaupun ia merahasiannya.

The correct answer is a. To answer this question, the students cannot just refer to any sentences in the passage, but they should make a conclusion from line 7 - 18. There is no of course, sentence that reads 'Alfred worked as a white

collar worker in the Ellesmere Corporation' (see option a above) which is as the answer to the question number 5. This idea can only be known by inferring sentences line 7 - 18. That is perhaps one possible cause of the difficulty. The students will not arrive at that answer if they are not able to make inferences from the sentences line 7 - 18. In fact, if the students are smart enough, they can also directly find the answer located in one sentence only which reads differently but has the same meaning as the correct answer. The sentence is 'Al's wife has never discovered that she married a dustman and she never will, for Alf has just found another job' (line 16 - 18). That is, if Alf's wife does not know that Alf works as a dustman, therefore she might have known that Alf works as a white collar worker since a dustman is a manual worker. Another possibility that causes the problem is that the students, perhaps, do not realize what the question really asks. They might ignore that the question is asking about what Alf's wife knows about Alf, her husband, not what you (the readers) know about Alfred. If they think that the latter is what is asked, they might tend to choose c for the answer. As a matter of fact, item number 5 does not belong to the fact question type, unlike the items discussed above, but it belongs to the other type i.e. beyond the line question -- question requiring information implicitly cited in the passage. A question belonging to this type is generally more difficult than those belonging to the fact question. In order to be able to answer the 'beyond the line question', the stu-

dents should sometimes make comparison of ideas, relation of ideas or their own conclusion of judgment. This type of question involves more complex mental processes that students should undertake for this is the real reading-comprehension question. M.H. Al-Rufai says:

"Since 'meaning' is at a level of language where words do not belong, a question that requires the meaning of words or their arrangement for an answer, deals with 'the surface level of language' only. Hence type of question, which concerns itself mainly with the meaning derived from the visual representation of a language, is not a reading-comprehension question. A comprehension question should demand, for an answer, the implied meaning, because the fluent reader has to directly for meaning..."⁴¹)

Since a comprehension question should demand the implied meaning, the students are demanded not only to know the sentence meanings but are also compelled to be able to make an inference from the sentence meaning which the students find it difficult. For this point Julia Dobson says that unless they (students) can drive correct meanings through inference, their reading comprehension will be limited.

Of all the comprehension test items, there are only three items belonging to the 'beyond the line question' including number 5 which has been discussed above. The others are items number 3 and 8. Item number 3 has a more frequency of occurrence i.e. 230, whereas item number 8 has only 211 frequency of occurrences. Both of them are difficult for the students since the number of students who answer them correctly is below 50% of all the respondents. Let us talk about item number 8 which has a lower frequency.

⁴¹M.H. Al-Rufai, "Ability Transfer and the Teaching of Reading", English Language Teaching Journal, Vol. XXX, p. 240.

- (8) Judul bacaan di atas, 'The Double Life of Alfred Bloggs', menunjukkan kepada kita bahwa
- a. Alfred selalu memakai pakaian kerja selama bekerja dan memakai jas waktu berangkat dan pulang kerja.
 - b. Alfred bekerja sebagai 'manual worker' tetapi bercita-cita menjadi 'white collar worker'.
 - c. Alfred mempunyai dua pekerjaan yang berbeda: sebagai tukang sapu dan jurutulis.
 - d. Alfred bekerja sebagai 'manual worker' di Ellesmere Corporation tetapi berpura-pura sebagai 'white collar worker' terhadap isterinya di rumah.

This is an upper-level question forcing the students to infer information from the whole passage. The answer cannot be easily found since there is no certain sentence to which the students can refer as an aid to arrive at the answer. Instead, the students should grasp the content of the whole passage by which they can summarize what the text is telling about—the subject matter. If they just understand some parts or some sentence meanings of the passage, there is no guarantee for them to be able to answer it correctly. As a matter of fact, all the options in this item appear so plausible to the students that they might distract the students. But if they read the passage accurately, there is only one option which is the most correct one and which clearly appears to them. Therefore the students' failure to answer this item correctly might be caused by their inability to conclude the content of the whole passage.

The last item of the beyond the line question is item number 3. Here it is.

- (3) Setelah Alfred Bloggs menikah, kepada isterinya ia
- a. mengatakan bahwa ia bekerja sebagai tukang sapu di Ellesmere Corporation.
 - b. tidak mau berterus terang bahwa ia bekerja sebagai tukang sapu di Ellesmere Corporation.
 - c. mengatakan bahwa ia bekerja sebagai pegawai kantor di Ellesmere Corporation.
 - d. tidak mau mengatakan bahwa ia bekerja di Ellesmere Corporation.

In answering this item, the students are required to be able to infer sentences line 10 - 12 from which the question is derived. There is no individual word meaning in the passage that can tell them the answer except some sentences that should be inferred. Therefore, it can be concluded that the absence of any of the individual word meaning in the passage and the requirement of the meaning beyond that of the individual word make the item difficult to answer since as consequence the students are urged to undertake more complex mental processes.

To end up this chapter, it can be said that the students find it difficult to understand (comprehend) the English reading passage. Their knowledge of structure does not fulfil the requirement of identifying the connection of the sentence components which compose the passage and their vocabulary

mastery appears to be simply limited to the translation of words from English into their native language which is still a partial of reading. And their comprehension which is partially determined by the poor knowledge of structure and vocabulary is not satisfactory. In short, students are not well supplied with all of the English reading requirements. Thus, in the effort of improving the students' reading ability, an overall discussion of the reading prerequisites is needed. A special treatment about it will be given in the next chapter.

CHAPTER V
SUGGESTED STRATEGIES TO ELIMINATE THE ERRORS
AND TO PROMOTE READING ABILITY

This chapter deals with a strategy that will eliminate the errors made. This strategy which is aimed at coping with the use and meaning of what has been learned, is also meant to promote reading ability. But before coming to the discussion, it is useful to bring forward some general problems of teaching and learning a foreign language.

1. TYPES OF READING PROBLEMS

The main discussion, as previously stated, is focussed on the linguistic factors: structure, vocabulary and comprehension which is limited to the kinds of problem found in the test. The discussion of the result of the test has revealed some of the reading problems that are encountered by the fifth semester students of SMA's in Pati. Hence, to a certain degree, some kinds of linguistic problems the students have are now known. Then, it is our job as English teachers to find a strategy to eliminate the problems. Anyhow, the linguistic factor, as stated, is only one of the many factors involved in the teaching-learning process. In other words, the linguistic problem is only one of various kinds of problem. Accordingly, the other types of possible problem of teaching have to be

considered in constructing a strategy to eliminate the errors. It is then safe to say that the linguistic problem is a partial symptom of the language learning problems. This problem has also been affected by certain other factors involved. Those factors, which in fact have been shortly touched in the previous chapter, may also affect the students in their effort to do their best.

In most language learning situations, there are at least four factors, as said before, that influence the outcome of a certain goal or purpose of the learning-teaching. Each factor involves smaller elements, thus the elements determine the success or failure of learning-teaching. Consequently, if we find some problems in the learning and teaching process, these problems are caused by the unfavorableness of any of the elements of the factor. Here are the four factors: the learner factor, the teacher factor, the language factor, and the environmental factor. Although only the linguistic problems which arise from the test, let us consider some elements of each of the four factors.

First, the learner factor, for instance, possesses some elements that are determinative components to achieve a particular goal. In the case of reading, the students' motivation, attitude and habit of reading can determine the success in reading mastery. And it is perhaps true that students' reading habit in their native language has a close relationship with their reading in a foreign language. How a student undertakes reading in a foreign language will, to

a certain extent, be in the same manner as his reading in his native language. If a student usually makes use of reading as a means to increase experience, to get entertainment with ease in his native language, his reading in a foreign language will likely reflect the same attitude and habit. His reading technique in the foreign language will resemble his native language reading. If he is used to careful reading, making inferences and application of what he reads in his native language reading, he would likely do so in his foreign language reading. In the contrary, if a student has an unfavorable reading technique or habit in his native language, he will apply similar attitude toward the foreign language reading. For instance, one who reads an article in his native language only when he is asked or assigned to solve a certain problem and who is reluctant or careless in his native language, will surely be unable to cast out such a reading habit when reading in a foreign language. He will not be alert for detailed concepts and complex relationship of ideas that are usually needed in comprehending a scientific writing.

In relation with the assumption that reading skills and habits in one language are transferable to another one (due to the idea stated in the above paragraph) M.H. Al - Rufai says that an investigation of the case i.e. the relationship between reading skills in a foreign language (English) and reading skills in a mother tongue (Arabic) was carried out during 1967-69. The subject of the inves

tigation were six groups (a total of 574) of Baghdad University students, representing five colleges: The College of Arts, Science, Medicine, Engineering, and Political Sciences. The main finding of the investigation establishes a close relationship between the Arabic general and-specific comprehension skills and those of the English corresponding skills.⁴²⁾ Therefore, it can be concluded by saying that the English learning and teaching reading problem is partly caused by the students' background, habit and manner in their own language.

Secondly, other problems may arise from the teacher factor. This factor is closely related to some elements that can be said to be pedagogical components. These components are of the requirements of the teaching procedure. Among them are appropriate syllabuses, good teaching materials, definite objectives, the teacher's experience and competency of the target language, etc. The latter will have a great influence on the result of teaching. His ability to cover an available syllabus, to clarify a definite objective and to select an appropriate teaching material as well as to find an appropriate procedure of presentation determine his success in teaching. The absence of any of those elements may result in failure in the teaching reading process. And it is the strategy of presentation that will briefly be discussed in the effort to eliminate the errors and promote the reading ability.

⁴²M.H. AL-Rufai, "Ability Transfer and the Teaching of Reading", English Language Teaching, Vol. XXX, No. 3, April 1976, p. 236.

Thirdly, the language factor may produce some problems i.e. the language problems in the learning-teaching process. These problems are the main concern of this discussion. The finding of the investigation reveals that some problems occur as the effect of the difference between the students' native language and the target language and some are just caused by the complexity of the target language itself.

Lastly, possible problems of teaching reading in a foreign language also come from the environmental factor. The role or status of the target language in the society, particularly in the academic affairs, the attitude of the society towards the target language and the situation and condition where the teaching process takes place, all belong to the environmental factor. All the elements belonging to the environmental factor and other elements alike that are favorable will give more encouragement to the learners. While the unfavorableness of any of the environmental factor may cause problems. The problems which are caused by three factors—the learner factor, the teacher factor and the environmental factor are not brought up by the test, therefore, our following discussion is limited only to some elements of linguistic factor. The kinds of linguistic problem the students encounter have been accumulated in the test. And based on the data, suggested principles of teaching strategy and exercises that can be used to eliminate the errors and

promote reading ability are offered. However, it does not mean to dictate teachers as to how to teach reading or how to give an exercise after explanation, nor does it mean to supplant strategies of teaching reading already available, since the way of teaching is really quite relative. A strategy which is good to someone is not automatically favorable to another person. Further, it does not mean that the example of exercises presented is applicable to all aspects of language component. What is actually meant by the writer is that all activities in the learning process must not only be done to make the learners know the form of a certain language component but the learners should be made to know the meaning and the use of it. It is the principle that should be taken as the basis of the learning - teaching process.

2. OVERCOMING THE PROBLEMS

Before coming to the discussion of the strategies of learning-teaching process that can be used to eliminate the errors, we would first describe the linguistic problems that are to be eliminated. The linguistic problems which will be the main concern of this thesis are those obtained through the test. The difficulties are in the three language components, as has been said previously: structure, vocabulary, and comprehension. Each of them has produced its own peculiar difficulties.

The problem in structure, for instance, is that

the students' inability to use a certain grammatical form proper to a certain situation. The students are not familiar with the use and meaning of structural forms that are tested in the structure test. Since the test items are in a multiple choice type, the use of various structural forms is only limited to the recognition not to the production. Thus it is possible that the students are familiar with all the grammatical forms presented but are ignorant of their use and meaning. They might, for instance, be familiar with the form of 'used to + infinitive' as in the sentence like 'Mr. Taylor used to work as a secretary' but they do not know when it is used or do not know what situation is implied in that sentence. So is the case with other structural forms.

The problem in vocabulary is that the students are not familiar with the meaning of the individual words as well as unable to use the words in a context. In the vocabulary test, the students are required to select the most appropriate meaning of the word tested but the context which determines the meaning does not help them much to choose a proper meaning.

The last is the difficulty in comprehension. It is as the consequence of the low mastery of the other two language components. The students' ability to comprehend is limited only to word by word translation of the sentences. They miss the relationship of each part of the passage. They fail to receive the inferential meaning of

what they have read or fail to grasp the idea of the whole passage which is essential in answering certain comprehension questions.

The result of the students' mastery of English which is poor is, to various degrees, affected by many factors. However, it is influenced by the strategy of teaching used by the teacher. Accordingly, a proposal strategy of teaching will be given below. It is meant to yield a better result of learning the English reading. We tend to say that the principle of teaching-learning strategy should be based on understanding of the use and meaning of a certain language aspect learned. In the case of structure, for instance, not only the grammatical forms which should be mastered by the students but their use as well. Based on the data obtained, most students do not meet the prerequisite of good readers. It might be caused by the strategy of teaching used by the teacher and the exercises given to the students that do not encourage them to master the reading ability. The structure and vocabulary exercises, two language elements which influence their reading ability, might be taught in isolation as they are not trained to use them or even experience them in a real context. There are some grammar books containing such a form of exercises and which is commonly given to high school students learning English structure. The following quotation might prove the assumption.

'Read each sentence as it stands, then read it in

the past tense'

1. You must do it at once.
2. He mustn't tell me.
3. She has to wash the glasses.
4. He is not to come before seven.
5. You'll have to read it again.
6. He says I'm not to be trusted.
7. They must sell it at once.
8. I'm not to be repeated.
9. We shall have to do it again.
10. I must work as hard as I can.

taken from:

Living English Structure, p.37

by W. Stannard Allen

From such an exercise, the students will know the grammatical form of English only. As a result, they will only be burdened with various formula of grammatical forms of the language without using them or experiencing them in a concrete context. They are just required to memorize all the grammatical forms. Consequently, understanding the meaning of the sentence is another matter. That is to say that understanding is not considered when teaching structure. By doing this type of exercise a student who is able to do the exercise 100% correct might not be able to understand even a simple story.

In the case of vocabulary, if words are taught in isolation i.e. giving only the meaning of the words in the native language students' understanding will be limited. They will not understand a passage unless they are familiar with most of the words in the passage. If they find words which are still strange for them, they will easily get confused of the idea exposed in the passage, for they are not encouraged to puzzle out or guess the meaning of the words, and at last they will easily give up. And the result of teaching words in isolation is that students' reading ability is firmly attached to word per word translation. If this procedure is continually applied, the students will surely never gain the goal — the working knowledge of English. They will always feel that English lesson is not more than a burden which has no function to increase their knowledge .

In the effort to promote a good impression of the English lesson as well as the English reading ability, another strategy must be increased. That is a strategy that will encourage the students to use the language elements being learned. Since a strategy is a means to achieve the objective definitely stated, before we determine the strategy we must be aware of the objective and must consider it. Here are some objectives to be considered in each session of English teaching.

1. Students must not only memorize the grammatical forms, but should also master their use.

2. They should be familiar with the concrete use of sentences and words patterns or meaning.
3. They should really know what they are learning.
4. They should be made to feel that English is not something a part from their main field of study.
5. They should be made to have a great interest in learning the foreign language.

The first three points are directly related to the linguistic factor, whereas the second two points are related to the students factor. The latter plays an important role in the success of learning the former ones. Teachers should realize that those objectives are not to be achieved in isolation, for instance one objective in one lesson and another objective in another lesson, but all of them must be integrated in a single lesson, although there must be a difference in the emphasis. When teaching a new material for instance a structural item: Conditional, the emphasis is put upon the form of verbs or tenses, while other elements occurring together with this construction, for instance the vocabulary, must be familiar to the students and be the element that will be reinforced. By doing so, the students will, at the same time, become familiar with the construction of conditional sentences and the words used in the construction.

Another point which is to be considered in teaching is that students should always be exposed to both the form of a structure of a word and the actual use and mean-

ing in a context which are then followed by activities in which the students can apply what has just been studied. Otherwise, the result might be that the students know all the grammatical form and meaning of words but are unable to use them. Accordingly, it is important to note that teachers should not waste much time of English teaching for explaining and explaining again. They must reduce the traditional role of the teacher as the focus of classroom activity, limiting their function to that of forcing awareness and providing opportunities for practice. In relation to this point, Alan C. McLean says that learning is most effective when the learner is the initiator of the learning process.⁴³⁾ It is to say that the students should be given a lot of time for doing exercises that will reinforce what they have got from the brief explanation given by the teacher before.

Along with the strategy of teaching above, namely the use and meaning of the language aspect to be achieved by the students there are yet other points to be considered particularly in teaching reading. In other words, there must be a gradation of the difficulty of the material. This is done in such a way as to build a close relationship of each lesson and a continuation of the lesson studied to the following one. In this case, teachers are demanded to familiarise themselves with the criteria used in select-

⁴³ Alan C. McLean, "Destroying the Teacher: The Need for Learner-Centered Teaching", Forum, Vol. XVIII, No. 3, July - 1983, p.17.

ing material. A reading selection should contain the type and level of language and thought which are suitable to the readers' mental and chronological age. Another point which should be taken into account is that teachers of reading in a foreign language should be competent in constructing questions. They should, therefore, familiarise themselves with the procedures to be followed in designing questions. A question should be divided in such a way as to bring to light the thoughts and ideas embedded in the written words. It is advisable to give the students at least two kinds of question i.e. fact questions which require understanding of specifically stated facts, and thought questions which tend to require a more subjective comprehension. These are questions of generalization, mood or tone, and logical assumptions that can be drawn from the reading passage.

In teaching the aspect of the language with regard to comprehension ability, there must be a selection of the aspects to be learned — aspects which are considered to be of a high frequency and of great importance for the students' reading. Teachers should give more emphasis on the aspects which will immediately be needed and will frequently be met by the students in their reading. This point is supported by Stella Statman in her article which reads as:

"I have found that difficult texts can be introduced much earlier by beginning the year with a short course in English grammar for purposes of comprehension."⁴⁴)

⁴⁴Stella Statman, "Teaching Grammar to Aid Comprehension at University Level", Forum, Vol. XVIII, No. 2, April 1980, p.26.

She further emphasizes the aspects of grammar that may lead to a confused interpretation of the writer's message. The aspects meant are those which can be divided roughly into three groups. The first includes all the constructions that are potential troublemakers for any language learner of English as a foreign language, such as word order, adverbs used attributively, conditionals, gerunds and participles, and noun clauses in NP-subject position. For Indonesian students, the difficulty of those aspects may result from the complexity of the aspects and from the difference between the nature of Indonesian and English. Word order of English is quite different from that of Indonesian. For example English word order in the English noun phrase reads as 'the pretty girl in the corner' but in Indonesian it will read as 'gadis cantik yang ada di sudut itu' (the girl pretty in the corner). Moreover, English c-conditional is usually confusing for Indonesian students since Indonesian conditional is not as complex as that of English. English conditional involves tenses, whereas tenses themselves are troublesome for Indonesian students. The second group includes constructions that have no equivalent in the students' native language. Indonesian, for example, does not have concord between the subject and predicate of a sentence; neither does it have the changes of the verb forms. The third group comprises complex sentences. High school Indonesian students as well as university students still have great difficulty in garnering

meaning from the often highly complex structures of written English. The ability to understand the meaning of a complex sentence will never be gained without having the ability to isolate the different parts of the sentence into meaningful units, for a complex sentence is derived from simple sentences or smaller parts. Accordingly, in teaching, how the complex sentence is constructed must necessarily be emphasized in order that the students will be able to extract meaning from a long, complex sentence. Realizing the extreme importance of complex sentences in reading (they usually convey a complete thought or more complex idea in a passage and are most important unit of meaning), it is natural that they should be given more attention. Complex sentences usually have many subordinate clauses and prepositional phrases and so on which are in themselves small unit of meanings which add up to a larger unit of meaning. The ability of the student to handle a larger and more complex sentence-patterns is by experience, meaning that he, at first, should be familiar with the simple and fairly simple types of sentence-patterns that are used in English writing. Therefore, it is suggested to the teacher, in selecting reading material, to consider how complex the sentences are in the passage pertinent to the students.

For mature readers sentences which are fairly complex with a number of clauses might be applicable, such as the first sentence of the following list.⁴⁵⁾

⁴⁵Edward Fry, Op.Cit., p.45

The large green house that the farmer lived in has been sold to the merchant who was here last year.

There is a large green house.

A farmer lived in it.

The house has been sold.

A merchant bought it.

The merchant was here last year.

Under the first sentence, the same number of ideas has been broken down into small short sentences such as might be eligible for beginning readers.

The reason why a long sentence is given to mature readers, and the short choppy sentences to beginning readers is that, as Edward Fry stated, firstly, the mature reader has the ability to form larger gestalts.⁴⁶⁾ It means that he has the ability to form larger units of meaning. He is familiar with the handling of the phrases and it is not necessary for the author to break them down into small simple units of meaning for him. Secondly, the larger sentences contain some subtle interrelationships which are difficult to express by the short choppy sentences.

In teaching reading comprehension to SMA students in Indonesia, a reading material containing larger sentences are preferably chosen, and the teacher then shows what information they contain and shows how complex sentences contain smaller meaningful units when the students find it difficult to extract the meaning. Anyhow, the teacher should not neglect the gradation of the material

⁴⁶⁾ Edward Fry, Op.Cit., p.46.

starting from the smaller units i.e. giving a lot of practice on easy reading matter, gradually giving the large units, i.e. the more mature reading.

Another consideration in teaching reading comprehension is that the teacher must always keep in mind that the ultimate goal of comprehension is not a matter of testing how well the students have understood the passage. There is a difference, as a matter of fact, between teaching and testing. They usually occur one after another but their concept cannot be mixed up. The teacher should not be testing anything until he has made sure that he has taught it. And a test must tell the student as well as the teacher something; to the student, it must give feedback for his responses in a learning situation. He will receive a certain satisfaction from knowing that he got the questions correct. If his answers are wrong, he should know this as soon as possible so that he can correct his errors. While to the teacher, the test must give feedback for his responses in a teaching situation, meaning that he must know whether the student is learning or not. Normally after the test, it should be followed by further teaching --whether the teacher can continue the lessons in the same way, or change or stop them. Otherwise, he is making no use of the information which he gains from the test. It is done in that way if the test does not have some public purposes, such as making decisions about promotion and entry, or the awarding of prizes and certificates.

Instead of asking questions 'to see how well the students have understood the text', questions in teaching are recommended be devices for getting the students' attention. They are not really questions because the teacher knows the answers already. To put it another way, questioning is a way of helping the students to learn; to help them to get more out of the text. Therefore, if a student cannot answer a question the teacher must help him to answer, by rephrasing the question, by leading up to it with simple questions, or by drawing the student's attention to something he may have overlooked.⁴⁷⁾

As has been said before that the ultimate goal of teaching comprehension is not to test how well the students have understood the passage, therefore, the teacher would rather help them improve their comprehension or learn from the text. One of many ways (besides questioning) the teacher can do is that making the students analyse their wrong answers after taking a test. They should be instructed to find out why a particular answer is wrong. Therefore, it requires the students to reread carefully each question for which they give a wrong answer, then to turn to the story and see if they can find the place where the correct answer is given. Since the questions might consist of two types of question — fact questions and thought questions, the students may often find the exact spot in the story answering the fact questions, but to find the justice of the correct answer to the thought questions ,

⁴⁷David Carver, "Reading Comprehension--Is there such a thing", English Language Teaching, Vol. XXXIII, No. 3, April 1979, p.292.

they may need to glance over the entire story and then think about it a little.

To improve the students' reading comprehension, useful comprehension lessons can be conducted by the teacher for the entire class by making the students read aloud individual questions and discuss the answers. Wrong answers as well as right ones might be read aloud then are followed up by useful discussion which will tell why a particular answer is wrong. The teacher can also help comprehension by discussing the meanings of some of the more difficult words and the language aspects used in the text. It is recommended to use the students' own language, particularly when dealing with the aspects which appear to be complicated or difficult. The reason why the discussion is done in the students' own language is that to prevent misunderstanding and because understanding will be easier to obtain through the students' own language. Easy and simple language aspects can be clarified through dramatization or a brief explanation in English. The last point which is to be noted by the teacher is the students' records. It sounds trivial, however it can be used as an excellent feedback in a reading course. The record will show which students are progressing and which are failing to progress, as well as which are consistently getting low comprehension scores. It will also show the class average in comprehension; accordingly it will reveal those who are lagging behind the class, and who are doing quite well in the objective factual questions but

very poorly in the thought questions.

The principle of the intended strategy has been discussed above, and it can be concluded by saying that there are three kinds of planning to be considered. Firstly, the selection of the language aspects essential to the students' need and of the material relevant to the students' field of study. Secondly, the gradation of the difficulty of the language aspects to be learned and of the frequency of the language aspects as well. Thirdly, the presentation which is dealing with how the selected material should be presented. Explanation and exercises should be given in the way to enhance the students' understanding and to increase their proficiency. The teacher should create good learning environments for a particular class by stimulating interest, selecting and adapting appropriate materials, promoting useful strategies, and providing each student with feedback as needed. Thereby, he is supposed to use various techniques and types of exercise in order that the lesson will receive a different treatment appropriate to it. Anyhow, it should be noted that a single method cannot always be the solution of all problems and be applicable to all circumstances.

Based on the principle of the intended strategy, some types of exercise of each of the linguistic problems are offered below for purposes of improving comprehension. However, they are not imperative in the sense that the teacher is free to determine his own choice of favorable suggestions.

3. STRUCTURE EXERCISES

As has been mentioned previously, the principle objective of learning structure of a language, in this case the English language, is understanding and using it. Thereby, exercises which will be presented are those which aim to actively engage the students in recognizing the concept or notion behind the structural frameworks. For instance, the exercises do not only attempt the students to figure out the form of the past tense but also encourage them to internalize when to use it. The aim of the exercises is also to actively engage the students in producing meaningful exchanges with carefully structured grammatical frameworks. The students are then encouraged to break away from the example given and use the frameworks to produce their own utterances. This is done because we are interested in understanding of the grammar for purposes of comprehension. Consequently, the usual type of language drills or variety of traditional structure exercises such as repetition, substitution, and transformational drills are of no value. Such exercises effectively highlight particular grammatical structures, but they are usually presented as a string of single sentences, not related to each other in any unifying, relevant context.

The following exercises will provide the students with a certain construction in unifying, relevant context so that the students will grasp the meaning of the sentence in the construction, not merely memorize the form

of the construction uncomprehensively. One aspect of syntactical properties tested in this study is passive voice. Based on the data obtained, the fifth semester students of SMA's in Pati fail to master it. One type of practicing the passive voice is suggested below.

Pattern: Peter took this photograph. (active voice)
 This photograph was taken by Peter. (passive voice)

Instruction: Read and practice

A: This is really a good photograph of you.
 B: I think so, too.
 A: Who took it?
 B: I'm not sure. I think it was taken by Uncle George.

The students are presented with a model conversation that highlights a specific aspect of the grammar. The model is then followed by exercises. The students are asked to place new contents into the grammatical and contextual framework of the model.

For example: 1. This is an excellent newspaper article. write
 2. This is a very talented elephant. train
 3. etc.

So, the new content in the same model conversation will look like the following:

A: This is an excellent newspaper article.
 B: I think so, too.
 A: Who wrote it?
 B: I'm not sure. I think it was written by a professor.

The teacher's main role/function is to pair up students for side by side conversational practice and then to serve

as a resource to the class: for help with the structure, new vocabulary, and pronunciation. It is perhaps better to pair stronger students with weaker ones. The slower students will gain through this pairing, while the more advanced student will also strengthen his or her abilities by lending assistance to the speaking partner. This type of exercise is discovered to be a means of making the study of English grammar a lively and relevant experience for the students. Moreover, it can be student-centered and fun, as well as can avoid boring. However, the writer encourages the teacher to develop strategies that are most appropriate for his class.

To test whether the students understand a passive sentence construction, an exercise in the form of multiple choice is more favourable than the exercise requiring the students to construct passive sentences or to construct the verb form of a passive sentence. In the type of exercise, the writer suggests, the students are given two similar sentences, one containing a verb in the active voice, the other containing a verb in the passive voice.

Read sentences A and B carefully, then answer the questions which follow:

A. After Marty had taken his brother to the hospital, he felt exhausted but satisfied.

B. After Marty had been taken to the hospital, he felt exhausted but satisfied.

Who was taken to the hospital?

A: _____

B. _____

Why did Marty feel satisfied?

- A. _____
 B. _____

Other structural aspects can be practised by instructing the students to translate a certain construction. Whether a student understands the English word can be seen from how he does the following exercise.

"Translate the following sentences into Indonesian".

- a) She works in a town market.
- b) She works in a market town.
- c) If she comes, she brings her dog.
- d) If she comes, she will bring her dog.
- e) He had to marry Jean.
- f) He should have married Jean.
- g) Douglas plays badminton as well as his father.
- h) Douglas, as well as his father, plays badminton.
- i) Mary is too tired to study.
- j) Mary is tired to study, too.
- k) The baby is too young to sit.
- l) The baby is too young to hold.
- m) David asked his wife to be good.
- n) David promised his wife to be good.

Another technique of dealing with the above material is to give the students two sentences with similar surface structures. The students are then given comprehension questions to know if they can distinguish between the two sentences.

For example: A. David asked his wife to be good.

B. David promised his wife to be good.

"Who is expected to be good?"

A: _____

B: _____

Complex sentences are of trouble-makers for the students, as indicated by the test collecting data (item number 1) that are only 202 students out of 500 who answered it correctly. Before dealing with the analysis into units of complex sentences, it is worthwhile for the teacher to spend some time to sharpen the students' knowledge of word markers such as noun markers, adjective markers, verb markers, prepositional phrase markers, punctuation markers, etc., and the teacher must be ready to show the kinds of mistakes in comprehension that can occur as the effect of ignoring the markers where necessary. With the aid of mastering the word markers, the students will more easily recognize a verb, a noun, an adverb, a prepositional phrase, a subordinate clause.

Exercises on the complex sentences can be given by asking the students to underline the main verb in each sentence. Their success to do so will indicate to the teacher whether or not they have grasped the structure of the sentence. By doing so, neither noun clauses, adjectival clauses nor adverbial clauses will present much of a problem. Here is an example of the kind of exercise that is appropriate.

"Underline the main verb in each of the following".

- a) The funny child who is playing with my sister lives next door.
- b) What you did was not my affair.
- c) To have two bowls of rice **in** a society where the majority have only half a bowl is a sign of achievement.

d) Whether one is a grade school dropout or university graduate determines one's status in certain societies.

e) She regretted that she asked a silly question.

After this activity it is recommended that the sentences be diagrammed to show the students a clause which functions as a subject of the whole sentence for instance, can be as one unit replaceable by a noun or a pronoun. Let us take one of the sentences above.

'The funny child who is playing with my sister lives next door.'

HE lives next door.

Thus, the essential meaning of the sentence is clear. And at the following stage, the words that form the utterance which substitutes for HE can be broken down as follows:

stage 1. HE lives next door.

stage 2. The funny child lives next door.

The funny child is the subject of the sentence.

Whereas the is an adjectival clause as a part of the subject.

4. VOCABULARY EXERCISES

One of striking problems confronting foreign students even the advanced ones when reading materials written in English is a heavy load of difficult words and expressions that they do not retain even after they have read them and checked their meanings in dictionaries many times. Teachers of English are demanded to aid in resolving this problem.

Among other treatments the teacher can do, due to this problem, are he should draw up general guidelines to help the students build up their vocabulary as they read, stating precisely what they should do to increase their active vocabulary and what strategies they should develop to identify useful structures and expressions.⁴⁸⁾

Another treatment from the teacher that might give a meager or satisfactory result on the students' vocabulary acquisition is that of the type of exercises the teacher gives to his students. He must be competent to select the type of vocabulary exercises which might be the most helpful for the students to improve their vocabulary. In this session, therefore, the writer will, specifically, present some types of vocabulary exercise that have proven very helpful as aids for improving and mastering vocabulary.

In deciding which kinds of exercise might be useful and helpful for expanding the students' vocabulary, the teacher must, first of all, eradicate the traditional impression which, according to the writer, is mistaken namely the acquisition of a language implies knowing most of the words in that language. By the time the teacher eradicates such an impression he will be able to design exercises pertinent to the teaching objectives. In the case of promoting reading comprehension he has to try to make the reading of English less dictionary-binding, less time-consuming, and consequently more attractive. This point should be made as

⁴⁸Ndomba Benda, "Acquiring English Vocabulary and Structures: Some Procedures and Problems", Forum, VOL.XXI, No.2, April 1983, p. 18.

a basis for designing vocabulary exercises as well as tests to facilitate the students' learning vocabulary.

Aiming at the reading of English that is less dictionary-binding requires the teacher to see that the students acquire "the ability to infer the meanings of unknown words from the context instead of resorting to the dictionary".⁴⁹⁾ Whereas in order to gain the ability of inferring the meanings of unknown words from the context the teacher should always make sure that he does not drill the students on mere lists of words and uncontextualized exercises. The reason is that since words come to life only when they are used in the situations representing the cultural ethos of the language under use.⁵⁰⁾ On the other hand, illustrations of words in various sentences are more helpful to the students than lexical explanations. So, the better way of introducing new words is to put them into a variety of defining contexts. In this way, the students can master various syntactical and semantic uses of words in authentic, correct English sentences. As a matter of fact, a teacher has freedom to decide the kind of exercises to be given to his students, however, with regard to the vocabulary acquisition, all exercises given must be those that can be used as a means to an end. The end (aim) here means to lead the stu-

⁴⁹David Carver, "Reading Comprehension--Is there such a thing?", English Language Teaching, Vol.XXX, No.3, April, 1976, p.294.

⁵⁰H.C. Trivedi, "Culture in Language Learning", English Language Teaching, Vol.XXXII, No.2, January, 1979, p.95.

dents to use words in realistic situations, which is an end for study of vocabulary.

Due to the aim of studying vocabulary Ndomba Benda criticizes the following types of exercise on vocabulary that are found in some textbooks as having very little help for they tend to be simply mechanical.

- Give synonyms of the following words.
- Give antonyms of the following words.
- Give definitions of the following words.
- Translate the following words into your own language (Indonesian for instance)
- Change the meaning of the following words by adding a prefix or a suffix.

On the other hand, exercises such as the following are very helpful as they are generally done in context.

- Choose the correct expression among given ones to fit into given sentences (multiple-choice exercise).
- Use a word in various sentences, illustrating its various meanings and grammatical functions.
- Use given words in expressions in a paragraph or in a composition.
- Correct these sentences, using proper expressions.
- etc.

Vocabulary exercises that require simply synonyms, antonyms, or translations of the words studied are limited to meaning of the words. Therefore, exercises that demand the use of the words, the understanding of the words in contexts are needed.

Due to that purpose, the teacher in designing exercises should always keep in mind questions as: Do the exercises I give to the students help them to improve their vocabulary acquisition? Do I train them to use the words learned in sentences (since a word does not exist individually but in unifying contexts?) Do the exercises encourage them to develop their skill for understanding the unknown words from the known in a context? The following exercises, the writer will present, try to answer the forementioned questions with 'Yes'.

1). Paraphrasing Exercises

Here the students will face compound sentences, one part containing the item and the other part paraphrasing the first part. The students' attention is directed towards the paraphrase, then are instructed to select the particular word(s) crucial to the paraphrase. For example:

- a) The computer is a precision instrument; its answers are exact.

The word precision is best indicated by the word... in the paraphrase.

- | | |
|-------------|----------------|
| (a) answers | (c) instrument |
| (b) exact | (d) computer |

- b) He has a design for a new computer; it took him a long time to draw up this plan.

The word design is best indicated by the word ...in the paraphrase.

- | | |
|-------------|---------------|
| (a) plan | (c) computer |
| (b) draw up | (d) long time |

2) Guessing Exercises

In this type of exercises the students are asked

to guess the meaning of a word in a sentence. For example:

"Try to guess the meaning of the word underlined"

'He put the baby chickens into an incubator. The box was kept warm by the light bulbs. The young chickens were raised there'. (Taken from Forum, Vol.XVIII, No.2, April, 1980, p.5)

Their understanding is tested by asking them to choose one of the following options.

- | | |
|-------------|------------|
| (a) board | (c) a box |
| (b) a house | (d) a room |

The above quotation (the stem) shows us that the tested word in the first sentence is defined in the second and the third sentences. Thus, the students are trained to guess the meaning of the word from the context. The synonyms of the tested words or the options can also be given in a short definition instead of a single word.

3). Selection Exercises

Here the students are given a short passage to read and they are asked to take some words from it to fit into the given sentences that follow. This exercise is found out to be more difficult than the preceding ones.

For example:

"Thomas Alva Edison was awarded more patents on inventions than any other Americans. When he died in 1931, Americans wondered how they could best show their respect for him."

The stems are as follows:

- (a) As the competition was over, the committee... a gold medal to the first winner and a silver medal to the runner up.
- (b) It is custom for Indonesian that young people should give.....to older people.

4). Fill-in Exercises

Another useful exercise is the fill-in. The students are provided with a list of words and are asked to fill in the blank spaces of a paragraph by selecting the words in the list appropriate to the text. The following paragraph is the typical exercise for the word wire.

wire The other day I wanted to a wire to my friend. I had good..... to tell him. So, I went to the..... office and asked the man in charge to wire my He asked me to write down information I wanted to send by After my friend had..... the telegram, he was very happy. Itgood news which he was not expecting.

telegraph	contained	friend	wire
send	news	received	

(Taken from Forum, Vol.XVII, No.3, July, 1973, p.5.)

5). Completion Multiple-choice Exercises

"Choose the correct or best word to complete each sentence".

- a) Have you heard the planning committee's for solving the city's traffic problems?
- | | |
|------------|--------------|
| (a) theory | (c) proposal |
| (b) design | (d) purpose |
- b) Nothing had been organized and confusion seemed
- | | |
|-----------------|----------------|
| (a) inevident | (c) ineligible |
| (b) inefficient | (d) inevitable |
- c) When you ask Rover "Are you a good dog?" you don't expect..... a response other than a wag of the tail if he is content.
- | | |
|-----------------|--------------|
| (a) a good many | (c) short of |
| (b) a lot of | (d) much of |

How to choose the best word merely depends upon the given context. Consequently it becomes a chief problem for the

teacher in designing the stem: too little context is insufficient to establish any meaningful situation, whereas too much context will provide too many clues (both grammatical and semantic). Nevertheless, the teacher can lessen the grammatical clues by giving all the options in the same part of speech, e.g. all the options are verbs, adjectives, or nouns.

6. Completion Exercises

- A. Complete the following blanks. Words and phrases similar in meaning are given in the brackets.

Every year several thousand new words come to English language. Since the m-j----y (most) of them disappear after a short time, we may en---e (ask) who actually d-t-----nes (decides) which words are dis----- (thrown out). Certainly not a s-l--t (carefully chosen) group of scholars as some people think...

- B. Read through the following passage containing a number of incomplete words. Write each completed word on your answer sheet at the side of the appropriate number. (each dash represents one letter)

Snakes are of the (1) d-m-n--t groups of (2) r-pt----: there are at least 2,000 different (3) sp-c--s of snakes (4) sc-t-----d over a wide area of the earth.....(Taken from Writing English Language Test, by J.B. Heaton, p.54)

The latter test item turns out to be closed to a type of item sometimes used to test reading comprehension. As a matter of fact, a laerge degree of comprehension is necessary before each of the blanks can be completed. As a result, this exercise is helpful for the students to promote their comprehension.

5. COMPREHENSION EXERCISES

Shortcomings in the students' reading performance partly result from the unhelpful exercises given by the teacher. A teacher of English reading should therefore be competent in selecting exercises and constructing questions with regard to the students' high competence in comprehension. In a comprehension exercise students should be trained to understand thoughts and ideas embedded in the written words.

According to the characteristic of information required, comprehension questions can be divided into a number of classification. However, they can be put mainly into two categories. They are fact questions and thought questions. The teacher should always keep in mind that he gives the students both types of question. A fact question is a question that requires understanding of specifically stated facts, or requires almost no interpretation or judgement. This is not a reading comprehension, as a matter of fact, since it deals with the 'surface level of language' only. Readers who can only read facts and nothing more can never be called good readers. Nevertheless this type of questions should also be given since readers who cannot get the facts seldom get the thought information. Whereas a thought question is really a comprehension question dealing with the implied meaning. It requires a more inferential information that can be drawn from the reading passage. The information is implicitly mentioned in the passage and can only be known as parts or details of

the passage which are related or inte-grated together.

To answer the first type of question, the students can simply copy from the passage without any change of the structure and vocabulary or they might find the answer by referring to some sentences in the passage with the shade change of the structure or vocabulary. While to answer the thought questions the students' understanding of the individual sentence meaning does not guarantee, but further they should be able to select the important information from individual sentences and relate it to another and finally make inferences. Here are some examples of the two types of comprehension questions.

'Read this passage carefully and answer the following questions'.

"...the introduction of new varieties of rice, which mature in about 100 days instead of the normal 150, will release more land for pasture and fodder crops in areas where formerly only rice was grown." (Taken from Forum, Vol.XVI, No.3, July, 1978, p.19)

1). The Fact Questions

- a) What will release more land for pasture and fodder crops?
- b) How long will the new varieties of rice mature?
- c) Why do the new varieties of rice release more land for pasture and fodder crops than the normal rice?

This type of question contains verbal references to the text. The students can locate the correct information in the text to be used to answer the question. The following are the answers to the above questions. The answers can

also be made in multiple-choice i.e. in the form of options. Nevertheless, if the test is in multiple-choice type, the teacher should not be content merely with the correct choice, but should fully discuss the reason why the alternative answers are not acceptable. This is done inasmuch as in comprehension lessons the teacher should be concerned in helping the students to understand the text, not in finding out if they have understood or not.

Here are the answers to the above questions.

- a) The introduction of the new varieties of rice will release more land for pasture and fodder crops.
- b) The new varieties of rice mature in about 100 days.
- c) Because they mature in about 100 days instead of the normal 150.

2). The Thought-Questions

- a) In about how many days less than the old varieties of rice do the new varieties mature?
- b) What is the advantage of the introduction of the new varieties of rice?
- c) What advantage will the new varieties of rice give to shepherds?

Unlike the fact-questions the thought-questions require answers that might not have verbal references to the text.

Here are the answers to the above thought-questions.

- a) The new varieties of rice mature in about 50 days less.
- b) They enable people to produce rice sooner than the old varieties of rice.

- c) Shepherds will have more areas to breed their cattles.

In addition to the exercises presented above the following exercises might be helpful for the students to improve their comprehension. The exercise is called Cloze Procedure. It is based on the principle of closure in Gestalt psychology, the idea being that the individual in the process of learning imposes a pattern on his environment, relating parts to the whole, and filling in details where they are left out. This principle, as applied to reading (or listening) comprehension, is quite fundamental.⁵¹⁾

It is designed to make the students aware of the distinction between substance and 'noise' in written communication. In this exercise the students are given a passage in which every nth word is left out, and the students are asked to supply the missing words. Here is an example of a cloze procedure.

Once upon a time a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his three sons to him. "I have left you.....which will make you....." he told them. "But.....must dig in all.....fields to find the.... where the treasure is".

After the old man.....died, the three sons..... out into the fields....began to dig. "I'll.....the first to find..... place where the treasure.....buried, "cried the eldest....."That's the field where.....father put the treasure.".....another son. The three.....dug all the fields.....several years, but they.....no treasure. However, many.....grew in the fields.....the son had dugvegetables made them very.....
(Taken from Writing English Language Tests by J.B. Heaton, p.123).

⁵¹David Williams, "Developing Reading Comprehension Skills at the Post-Primary Level", Forum, Vol.XXI, No.3, July, 1983, p.13

As can be seen, no deletions are made in the first few sentences in the passage. It is meant to give the students a chance to become familiar with the author's style and approach to the subject of the passage. In this exercise, instructions for the students who are engaged should make certain that they fully understand the problem which is being tested. The teacher should give them advise to read quickly through the text in order to become familiar with the general meaning before completing each blank.

Talking about comprehension exercises, we often find that exercises accompanying the reading passage — whatever sort — are generally useful for 'testing' rather than 'developing' comprehension. There is a gap between the reading passage and those exercises, and that must be bridged—by the teacher if not the book—if the development of the reading skill of the pupils is to be gained.

In line with the effort to develop the pupils' reading skill, the kinds of exercise that will support this objective are offered below. These exercises, in particular, will train the pupils to:

- (1) consciously look for clues that can help them 'guess' the meaning of a new word.
- (2) consciously break up a long sentence into parts in order to interpret the meaning of the whole, and
- (3) consciously infer—when clues are meager—the meaning of either a new lexical item or a long and complicated structure by relating

whatever they can grasp from the printed page to their own knowledge and experience gained through the study of subjects other than English.

To illustrate, the writer produces below some exercises based on the reading passage entitled "The Double Life of Alfred Bloggs" (see appendix I).

A. Find the clues

1. One sentence in the first paragraph tells us that a dustman is 'manual worker'. What is that sentence?
2. Two words in line 6 tell us that people like to be white collar workers. What are those words?
3. One sentence in the first paragraph helps us to guess that Alfred Bloggs wants to be a white collar worker. Which sentence is that?
4. One sentence in the second paragraph helps us to guess the correct sense of the word 'embarrassed' (line 10). Which sentence is that?

B. Find what each of the following stands for in the text

1. this in This can give rise (line 7).
2. it in it did in the case of Alfred Bloggs (line 8).
3. this in Alf did this for over two years (line 16).
4. She never will (line 18).
5. he used to (line 18).

C. Find the relation between words and phrases within a sentence.

1. In 'These days...(line 1), (1) Do you think clerk's wage is often smaller than manual work-

- er's? (2) What kind of worker does 'clerk' belong to: manual worker or white collar worker?
2. In 'This can give rise to curious situations... (line 7), (1) What is it that can give rise to curious situations? (2) So, what do you think 'sacrifice' means?
3. In Alf did this for over two years...(line 16)
 (1) What is 'this'? (2) Do you think his fellow dustmen told his wife about it? (3) Why do you think so? (4) SO, what do you think 'kept' means?
4. In 'Alf's wife has never discovered...(line 18),
 (1) Do you think Alf's wife did not know that that Alf worked as a dustman? (2) which word does tell you so? (3) What does a dustman belong to: manual worker or white collar worker? (4) Do you think Alf likes being a dustman? (5) Which phrase does tell you so?
5. In 'He will be earning...(line 19), (1) How much will Alf's wage be: bigger than before or smaller? (2) What phrase has the writer used to mean that Alf will receive the wage as much as what you think? (3) So, do you think Alfred feels happy? (4) Which phrase shows us that Alf feels as what you think?

D. Find the relation between sentences (and answer these questions).

1. Why do people tend to be white collar workers?

2. Why are people who work in offices generally referred to as 'white collar worker'?
3. This passage describes that Alf did something curious. What is that?
4. Why was Alf too embarrassed to say anything to his wife about his job?
5. What did Alf's wife know about his husband's job? and why?
6. What kind of job will Alf be doing: manual work or white collar work?
7. Why does the author say that others will call him 'Mr. Bloggs', not 'Alf' (line 22)?
8. What is the main idea of this passage?

It should be noted out that, when applying these exercises, in a situation where the development of the speaking skill is given little or no emphasis, these exercises may be conducted in the students' own language, the objective being 'comprehension' and not 'expression'. Admittedly, such exercises are not always easy to devise. A teacher may spend hours and not come up with anything satisfactory. Nor will every passage conveniently lend itself to making up exercises of this nature. Anyhow, these difficulties should not deter teachers from making an effort.

There are, as a matter of fact, still other types of exercises that will also promote reading ability other than the types presented in the preceding pages. From

the types of exercise listed above, a teacher can get a good idea of just what has to be done to ensure learning on the part of the students. The resourceful teachers, the writer is sure, can come up with many useful and practical exercises which fit the level of both the class and individual students.

Chapter VI

CONCLUSIONS AND SUGGESTIONS

Finally, in this chapter the writer would like to bring up the rough outline of all the points he has discussed in the preceding chapters—the points that describe the present situation of the students' English mastery. And the points that are meant to improve that situation will be presented as well. The former points will be put under the heading 'conclusions' and the latter points will be grouped under the heading 'suggestions'.

1. CONCLUSIONS

- 1). The knowledge of structure and vocabulary is essentially required in reading. Therefore, the students need to master a certain number of structure and vocabulary in order to read textbooks with ease.
- 2). The fifth semester students of SMA's in Pati to whom the test for this study was conducted have studied English for more than five years. Nevertheless, the results of the test show that most of the students have no reading ability adequate enough to read an English passage. The results of the test can be summarized as follows.
- 3). The students' structural and lexical mastery is still low. Accordingly, they find difficulty to comprehend an English passage. This condi-

tion will be helpful for students to possess the working knowledge of English which is supposed to be achieved by the students after graduating from the senior high schools.

- 4).The students' understanding of the passage is limited to translating words by words from the target language to their native language.
- 5).The test indicates that the fifth semester students of SMA's in Pati possess the ability to understand the surface meaning of a text and lack the skill to dig out the deep, implied, and inferential meaning of a printed message.

2.SUGGESTIONS

In relation with the students' poor mastery in English the writer would like to suggest some opinions that might be useful for the improvement of the students' reading mastery. However, the suggestions are not imperative in the sense that the teacher is free to choose his own choice of favourable suggestions. The suggestions can be summarized as follows:

- 1).Structural and lexical items must be presented functionally. They must not be taught in isolation. Instead, students should be exposed to their use in contexts. So that the students can see the relationship of a certain item to another. In short, the techniques of presentation and the kinds of exercise should not only require the

students' understanding, much more important, the students must be made acquainted with the use of the language items.

- 2). Students should be trained not only to understand the explicit fact of a passage but must also be trained to extract the message implicitly mentioned in the passage. They should be trained to answer both fact-comprehension-questions and thought-comprehension-questions. Teachers should, therefore, be capable to select material in one hand and to construct questions on the other hand.
 - 3). It is imperative that the teachers check the students' reading comprehension at all stages. When the students do not understand what they read, the teachers must help them improve their comprehension. They can do this through vocabulary and grammar exercises.
 - 4). Since reading cannot be done by adding the meaning of one word to others, any activity should be aimed at the development of the students' ability to perceive the meaning of words in their relation to the whole.
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APPENDIX ITHE TABULATION OF THE SCORES OF THE TEST TRY-OUT'IPA' Department

TESTEES	SCORES	TESTEES	SCORES
1	30	16	21
2	29	17	21
3	27	18	21
4	26	19	20
5	26	20	19
6	25	21	19
7	25	22	19
8	25	23	18
9	25	24	17
10	24	25	17
11	24	26	16
12	23	27	14
13	22	28	14
14	22	29	13
15	22	30	12

'IPS' Department

TESTEES	SCORES	TESTEES	SCORES
1	31	15	21
2	29	16	21
3	28	17	20

4	26	18	20
5	24	19	20
6	23	20	20
7	23	21	20
8	23	22	20
9	22	23	19
10	22	24	18
11	22	25	18
12	22	26	18
13	22	27	17
14	21	28	17
15	21	29	15

The total score = 1270
The number of the testees = 60
The average score (mean) = 21,16 (60,47% of
the whole test)

APPENDIX IITHE SPLIT-HALF METHOD OF COMPUTING THE RELIABILITY OF THE TEST'IPA' Departement

N (Number of testees)	x	y	xy	x ²	y ²
1	14	16	224	196	256
2	13	16	208	169	256
3	12	15	180	144	225
4	11	15	165	121	225
5	11	15	165	121	225
6	11	14	154	121	196
7	10	15	150	100	225
8	11	14	154	121	196
9	11	14	154	121	196
10	9	15	135	81	225
11	9	15	135	81	225
12	9	14	126	81	196
13	9	13	117	81	169
14	9	13	117	81	169
15	8	14	112	64	196
16	9	12	108	81	144
17	9	12	108	81	144
18	8	13	104	64	169
19	7	13	91	49	169
20	9	10	90	81	100

21	8	11	88	64	121
22	9	10	90	81	100
23	7	11	77	49	121
24	8	9	72	64	81
25	7	10	70	49	100
26	7	9	63	49	81
27	7	7	49	49	49
28	6	8	48	36	64
29	6	7	42	36	49
30	5	7	35	25	49

(total)= 269 367 3431 2541 4721

$$\begin{aligned}
 r_{xy}^2 &= \frac{[N \cdot \sum xy - (\sum x)(\sum y)]^2}{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]} \\
 &= \frac{[(30 \times 3431) - (269 \times 367)]^2}{[(30 \times 2541) - (72361)][(30 \times 4721) - 134689]} \\
 &= 0,65 \\
 r_{xy} &= \sqrt{0,65} \\
 &= . 81
 \end{aligned}$$

where : N = the number of the testees
x = the scores of the odd items
y = the scores of the even items
x² = the square of the scores of the odd items
y² = the square of the scores of the even items
r_{xy} = the coefficient of reliability of the half test
 \sum = sum up sign

The Computation of the Coefficient of Reliability of the Entire Test

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}} \\
 &= \frac{2 \times .81}{1 + .81} \\
 &= \frac{1,62}{1,81} \\
 &= \underline{.89}
 \end{aligned}$$

where : r_{11} = the coefficient of reliability of the entire test

$r_{\frac{11}{22}}$ = the coefficient of reliability of the half test

'IPS' Department

N (Number of testees)	x	y	xy	x^2	y^2
1	15	16	240	225	256
2	14	15	210	196	240
3	13	15	195	169	240
4	12	14	168	144	196
5	11	13	143	121	169
6	10	13	130	100	169
7	9	14	126	81	196

8	11	12	132	121	144
9	11	11	121	121	121
10	10	12	120	100	144
11	10	12	120	100	144
12	9	13	117	81	169
13	10	12	120	100	144
14	9	12	108	81	144
15	9	12	108	81	144
16	8	13	104	64	169
17	8	12	96	64	144
18	8	12	96	64	144
19	9	11	99	81	121
20	8	12	96	64	144
21	9	11	99	81	121
22	11	9	99	121	81
23	10	9	90	100	81
24	7	11	77	49	121
25	7	11	77	49	121
26	9	9	81	81	81
27	8	9	72	64	81
28	8	9	72	64	81
29	7	8	56	49	64
30	6	6	36	36	36

(total =) 286 348 3408 2852 4210

$$r_{xy}^2 = \frac{[N \cdot \sum xy - (\sum x)(\sum y)]^2}{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}$$

$$\begin{aligned}
 &= \frac{(30 \times 3408) - (286 \times 348)^2}{(30 \times 2852) - (91796) \quad (30 \times 4201) - (121104)} \\
 &= 0,39 \\
 &= 0,39 \\
 &= \underline{.62}
 \end{aligned}$$

The Computation of the Coefficient of Reliability of the Entire Test

$$\begin{aligned}
 r_{11} &= \frac{2 \times r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}} \\
 &= \frac{2 \times .62}{1 + .62} \\
 &= \frac{1,34}{1,62} \\
 &= \underline{.76}
 \end{aligned}$$

THE AVERAGE COEFFICIENT OF RELIABILITY OF THE ENTIRE TEST OF THE TWC DEPARTMENTS ('IPA' AND 'IPS')

$$\begin{aligned}
 r_{11} &= \frac{.91 + .76}{2} \\
 &= \underline{\underline{.83}}
 \end{aligned}$$

APPENDIX IIITHE COMPUTATION OF THE VALIDITY OF THE INSTRUMENT USED IN THE STUDY USING THE PEARSON'S PRODUCT MOMENT CORRELATION FORMULA

No	x	y	x^2	y^2	xy
1	90	80	8100	6400	7200
2	85	70	7225	4900	5950
3	80	70	6400	4900	5600
4	80	70	6400	4900	5600
5	80	70	6400	4900	5600
6	80	60	6400	3600	4800
7	70	60	4900	3600	4200
8	70	60	4900	3600	4200
9	70	70	4900	4900	4900
10	70	70	4900	4900	4900
11	70	60	4900	3600	4200
12	70	60	4900	3600	4200
13	70	60	4900	3600	4200
14	70	60	4900	3600	4200
15	70	60	4900	3600	4200
16	70	60	4900	3600	4200
17	70	60	4900	3600	4200
18	70	60	4900	3600	4200
19	70	60	4900	3600	4200
20	70	60	4900	3600	4200
21	60	60	3600	3600	3600

No	x	y	x^2	y^2	xy
22	60	60	3600	3600	3600
23	60	60	3600	3600	3600
24	60	60	3600	3600	3600
25	60	60	3600	3600	3600
26	60	60	3600	3600	3600
27	60	60	3600	3600	3600
28	60	60	3600	3600	3600
29	60	60	3600	3600	3600
30	60	60	3600	3600	3600
31	60	60	3600	3600	3600
32	60	60	3600	3600	3600
33	60	60	3600	3600	3600
34	60	60	3600	3600	3600
35	60	60	3600	3600	3600
36	60	60	3600	3600	3600
37	60	60	3600	3600	3600
38	60	60	3600	3600	3600
39	60	60	3600	3600	3600
40	60	60	3600	3600	3600
41	60	60	3600	3600	3600
42	55	60	3025	3600	3300
43	50	50	2500	2500	2500
44	50	50	2500	2500	2500
45	50	60	2500	3600	3000
46	50	60	2500	3600	3000

No	x	y	x^2	y^2	xy
22	60	60	3600	3600	3600
23	60	60	3600	3600	3600
24	60	60	3600	3600	3600
25	60	60	3600	3600	3600
26	60	60	3600	3600	3600
27	60	60	3600	3600	3600
28	60	60	3600	3600	3600
29	60	60	3600	3600	3600
30	60	60	3600	3600	3600
31	60	60	3600	3600	3600
32	60	60	3600	3600	3600
33	60	60	3600	3600	3600
34	60	60	3600	3600	3600
35	60	60	3600	3600	3600
36	60	60	3600	3600	3600
37	60	60	3600	3600	3600
38	60	60	3600	3600	3600
39	60	60	3600	3600	3600
40	60	60	3600	3600	3600
41	60	60	3600	3600	3600
42	55	60	3025	3600	3300
43	50	50	2500	2500	2500
44	50	50	2500	2500	2500
45	50	60	2500	3600	3000
46	50	60	2500	3600	3000

No	x	y	x^2	y^2	xy
47	50	60	2500	3600	3000
48	50	60	2500	3600	3000
49	50	50	2500	2500	2500
50	50	60	2500	3600	3000
51	50	60	2500	3600	3000
52	50	50	2500	2500	2500
53	50	60	2500	3600	3000
54	50	50	2500	2500	2500
55	50	50	2500	2500	2500
56	50	60	2500	3600	3000
57	50	50	2500	2500	2500
58	50	60	2500	3600	3000
59	50	50	2500	2500	2500
60	50	50	2500	2500	2500

$$\sum x=3690 \quad y=3590 \quad x^2=233150 \quad y^2=216700 \quad xy=223350$$

$$r_{xy} = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N} \right] \left[\sum y^2 - \frac{(\sum y)^2}{N} \right]}}$$

$$\begin{aligned}
 &= \frac{223350 - 220785}{\sqrt{(233150 - 226935)(216700 - 214801)}} \\
 &= \frac{2565}{3435} \\
 &= \underline{\underline{.74}}
 \end{aligned}$$

where : x = instrument (test) scores
 y = scores for the English subject of the
 fourth semester given by the regular
 English teacher
 r_{xy} = the coefficient of correlation between
 x and y
 Σ = sum up sign

NOTE : In computing the validity of the test (instrument),
 the formula : is used,

$$\frac{x}{35} \times 100\%$$

(where x=the test scores--see appendix I) so that a testee who has a score of 35 (100% correct) will be given a score 100 instead of 35. This is done in order to have a parallel between the test scores and the scores of the English subject of the fourth semester the students (testees) have achieved.

APPENDIX IV

Figure III. The Frequency of Occurrence of Each Item

Structure													Vocabulary												Comprehension									
5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10				
4	2	4	4	4	2	4	2	4	4	2	4	-	4	-	4	4	2	4	4	4	4	4	2	4	4	4	4	4	4	4				
3	3	3	3	3	-	-	3	3	3	-	-	-	3	-	3	3	3	3	3	-	3	3	3	3	3	3	3	3	3	3				
3	-	3	3	3	-	3	-	3	3	-	3	-	3	-	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3				
2	-	3	3	3	-	-	3	3	3	3	3	-	3	-	3	3	-	3	3	3	3	3	-	3	3	3	3	3	3	3				
3	-	3	2	2	2	2	-	3	3	-	3	-	1	-	1	3	1	1	3	1	3	3	3	3	3	3	3	3	3	3				
11	4	2	1	2	6	4	7	3	11	-	9	1	11	2	10	9	6	9	11	10	11	9	11	11	9	11	11	7	11	10				
4	-	4	2	2	2	2	2	4	8	4	8	2	6	-	8	8	-	6	8	8	8	6	4	8	8	8	8	8	6	8				
4	-	2	-	4	2	6	4	4	6	-	4	-	6	-	6	8	6	6	8	6	8	8	6	8	8	8	8	8	6	6				
8	8	6	-	6	4	8	8	6	12	-	12	-	10	-	14	8	6	14	12	8	14	10	10	14	8	11	11	10	11	11				
3	1	3	2	5	1	6	1	3	8	1	4	-	4	-	7	6	4	5	7	8	7	6	3	6	6	6	7	7	8	6				
5	6	3	5	3	5	6	5	4	5	4	6	2	6	-	12	11	-	10	12	10	8	10	6	8	6	10	8	6	6	10				
6	4	-	7	4	2	11	4	6	16	6	14	4	10	2	18	14	4	20	14	12	12	18	12	18	8	16	14	12	16	16				
0	2	11	4	7	2	13	11	10	26	9	20	2	16	2	24	17	9	20	29	18	17	16	19	30	13	21	13	15	23	18				
1	4	3	12	14	12	7	12	11	23	11	24	12	14	14	33	26	12	27	41	24	26	29	23	31	22	34	19	18	21	33				
8	8	2	4	7	7	11	5	9	16	10	20	4	22	6	30	31	16	22	32	18	19	17	17	15	9	20	16	22	20	20				
2	4	14	4	10	18	22	16	14	33	16	31	10	21	16	42	35	14	14	59	22	28	32	22	45	16	33	20	22	24	31				
9	3	1	3	5	10	11	8	9	11	12	12	8	5	5	18	17	5	15	28	12	11	10	12	23	7	14	11	11	12	14				
+	10	10	16	16	4	20	12	20	28	20	18	6	10	14	32	32	12	32	56	20	14	20	20	46	8	30	16	16	34	28				
2	3	4	6	12	9	8	7	9	13	11	8	2	9	5	20	14	4	15	29	18	9	7	13	22	4	17	6	10	17	13				
5	4	2	8	16	8	12	8	10	16	20	10	4	8	2	20	22	6	24	44	14	12	12	20	30	2	14	4	14	18	22				
5	5	4	7	5	5	5	5	7	3	9	8	1	4	5	15	10	7	10	27	10	13	12	9	22	3	16	5	4	14	13				
1	-	3	3	4	7	2	10	-	4	6	1	1	3	12	3	3	6	21	5	5	4	3	13	3	11	4	5	9	6					
2	-	-	1	-	-	-	1	-	1	-	-	2	-	2	2	-	-	3	2	1	-	2	2	1	1	-	-	1	-					
-	-	-	-	-	-	-	1	-	1	1	-	-	-	2	1	1	1	2	1	1	1	1	1	1	1	-	-	3	1					
74	38	95	139	105	168	125	157	251	144	231	59	179	76	339	290	124	270	459	236	250	233	230	369	158	298	192	211	276	282					

APPENDIX YI. Structure Test

Pilihlah satu jawaban yang tepat dari empat jawaban yang tersedia dalam tiap nomor soal.

1. The funny child lives next door.

He is playing with my sister.

Dua kalimat di atas dapat kita jadikan satu kalimat seperti di bawah ini:

- a. The funny child who is living next door plays with my sister.
- b. The funny child who is playing with my sister lives next door.
- c. The funny child is playing with my sister lives next door.
- d. The funny child who plays with my sister is living next door.

2. People who do manual work often receive little money.

Subyek kalimat tersebut adalah:

- | | |
|-----------------------|------------------------------|
| a. people | c. people do manual work |
| b. who do manual work | d. people who do manual work |

3. Anton earns Rp 50.000,00 a month.

Harto earns only Rp 15.000,00 a month.

Berdasarkan situasi di atas kita dapat mengatakan:

- a. Anton does not earn far more money than Harto does.
- b. Harto does not earn far less money than Anton does.
- c. Anton earns far more money than Harto does.

- d. Anton earns less money than Harto does.
4. We usually refer to a dog as a 'dirty pet'.
Kalimat di atas mempunyai arti yang sama dengan:
- A dog is usually referred to as a 'dirty dog'.
 - A dog usually refers to as a 'dirty pet'.
 - A dog is usually referring to as a 'dirty pet'.
 - A dog usually referred to as a 'dirty pet'.
5. Mary is too short to reach the ceiling. Berarti:
- Mary can reach the ceiling though with difficulty.
 - Mary cannot reach the ceiling.
 - The ceiling is easily reached by Mary.
 - Although short, Mary can reach the ceiling.
6. In 1979, Mr. Taylor worked as a clerk.
At the moment, he works as a secretary.
Berdasarkan situasi di atas kita dapat mengatakan:
- Mr. Taylor uses to work as a secretary.
 - Mr. Taylor used to work as a secretary.
 - Mr. Taylor is used to working as a clerk.
 - Mr. Taylor used to work as a clerk.
7. Hasan does not want to get married soon, ...he is jobless.
- | | |
|--------|--------|
| a. and | c. for |
| b. but | d. so |
8. They usually pay the tax at the beginning of month.
Kalimat tersebut mempunyai arti yang sama dengan:
- The tax usually paid them at the beginning of month.
 - The tax usually pays them at the beginning of month.
 - The tax is usually paying at the beginning of month.

- d. The tax is usually paid at the beginning of month.
9. In 1983, Jack earned Rp 100.000,00 per month.
At the moment, he earns Rp 50.000,00.
Berdasarkan situasi di atas kita dapat mengatakan:
- a. At the moment, Jack earns only half he used to.
b. At the moment, Jack earns only half much as he used to.
c. At the moment, Jack earns only half as much as he used to.
d. In 1983, Jack earned only half as much as at the moment.
10. People think that Mr. Miller is rich... the simple reason that he has an expensive car.
a. and b. but c. since d. for
11. Jane : Do you know how to ski?
Bob : Yes, I do. Ihow to ski since I was young.
a. knew c. have known
b. am known d. have been known
12. John was too embarrassed to say anything to his wife about his job. Berarti:
a. John did not tell his wife about his job.
b. John told his wife about his job.
c. Although John was embarrassed, he told his wife about his job.
d. John did not tell his wife about his job but he would.

13. Father tells us how to do the work.

We will follow him.

Menurut situasi di atas kita dapat mengatakan:

- a. We will do the work when father tells us to.
- b. We will do the work after father tells us to.
- c. We will do the work as father tells us to.
- d. We will do the work because father tells us to.

II. Vocabulary Test

Pilihlah jawaban yang tepat antara a,b,c, dan d, yang searti dengan kata yang bergaris bawah dalam tiap kalimat.

1. "Hi Bill, I saw a letter from your mother on the table. When did you receive it?"

- a. menyampaikan
- b. menerima
- c. mengeposkan
- d. menulis

2. "Don't lend him money. We've discovered him to be quite untrustworthy. We're sure he won't return the money!"

- a. mengetahui
- b. menyangka
- c. mencurigai
- d. menulis

3. She is willing to sacrifice herself and pastimes to her husband's interests and welfare because of her true love.

- a. memberikan
- b. menyerahkan
- c. mengorbankan
- d. mengadu

4. He is very happy to have the privilege of becoming a teacher.
- a. kepercayaan
b. hak
c. kekuasaan
d. kehormatan
5. "Look! It's curious! A mouse's catching a cat!"
- a. asyik
b. aneh
c. lucu
d. gila
6. People usually tend to be 'white collar workers'.
- a. pekerja terhormat
b. pekerja halus
c. pekerja apapun dengan gaji tinggi
d. pekerja halus dengan gaji tinggi
7. She does not like her husband for he works as a manual worker.
- a. pekerja halus dengan gaji rendah
b. pekerja kasar
c. pekerja apapun dengan gaji rendah
d. pekerja murahan
8. A dustman is an example of a manual worker.
- a. tukang kayu
b. pedagang
c. jurutulis
d. tukang sapu
9. When he realized that the question he asked his teacher was a stupid one, he then felt embarrassed. In the following days, he did not ask him anything.
- a. sedih
b. minder
c. kecewa
d. malu
10. A mechanic usually wears an overall while working.
- a. pakaian panjang
b. pakaian kerja
c. pakaian dinas
d. pakaian seragam

11. Many people desire status and security.
- a. pangkat
 - b. kedudukan
 - c. kekayaan
 - d. gaji
12. You have to spend money less than the amount you can earn.
- a. hutang
 - b. tabung
 - c. peroleh
 - d. angsur

Bacalah bacaan ini baik-baik kemudian jawablah pertanyaan-pertanyaan di bawah dengan memberi tanda silang (X) pada jawaban yang paling benar di lembar jawab.

THE DOUBLE LIFE OF ALFRED BLOGGS

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are frequently referred to as 'white collar worker' for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere Corporation.

When he got married. Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustmen kept his secret. Alf's wife has never discovered that she married a dustman and she

never will, for Alf has just found another job. He will soon be working in an office as a junior clerk. He will be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him 'Mr. Bloggs', not 'Alf'.

III. Comprehension Test

Pilihlah satu jawaban yang paling tepat yang pengertiannya terdapat pada bacaan di atas.

1. Salah satu sifat manusia, menurut bacaan di atas adalah
 - a. bahwa orang cenderung memilih pekerjaan sebagai 'manual worker' karena gajinya tinggi dibandingkan dengan pekerjaan lainnya.
 - b. bahwa orang tidak senang menjadi 'white collar worker' karena gajinya kecil.
 - c. bahwa orang lebih senang menjadi 'manual worker' daripada menjadi 'white collar worker'.
 - d. bahwa orang cenderung memilih pekerjaan sebagai 'white collar worker' walaupun gajinya kecil.

2. Kisah Alfred Bloggs merupakan suatu contoh tentang seseorang yang.....
 - a. menginginkan gaji lebih tinggi sehingga mengorbankan pekerjaannya sebagai 'white collar worker'.
 - b. rela mengorbankan gajinya yang lebih tinggi untuk memperoleh pekerjaan sebagai 'white collar

worker'.

- c. menginginkan pekerjaan sebagai 'manual worker' walaupun harus mengorbankan gajinya yang lebih tinggi.
- d. mencintai pekerjaannya sebagai 'manual worker' karena gajinya lebih tinggi.

3. Setelah Alfred Bloggs menikah, kepada isterinya ia

- a. mengatakan bahwa ia bekerja sebagai tukang sapu di Ellesmere Corporation.
- b. tidak mau berterus terang bahwa ia bekerja sebagai tukang sapu di Ellesmere Corporation.
- c. mengatakan bahwa ia bekerja sebagai pegawai kantor di Ellesmere Corporation.
- d. tidak mau mengatakan bahwa ia bekerja di Ellesmere Corporation.

4. Apa pekerjaan Alfred yang sebenarnya?

- a. sekretaris di Ellesmere Corporation.
- b. pegawai kantor di Ellesmere Corporation.
- c. tukang sapu di Ellesmere Corporation.
- d. pekerjaan yang termasuk 'white collar job'.

5. Apa yang diketahui oleh sang isteri tentang suaminya, Alfred?

- a. Alfred bekerja sebagai 'white collar worker' di Ellesmere Corporation.
- b. Alfred telah menipunya dengan tidak mau mengatakan pekerjaannya yang sebenarnya.



- c. Alfred bekerja sebagai tukang sapu di Ellesmere Corporation walaupun ia selalu memakai jas dan tampak rapi.
 - d. Alfred bekerja di Ellesmere Corporation sebagai tukang sapu walaupun ia merahasiakannya.
6. Pernyataan mana yang sesuai dengan bacaan di atas?
- a. Pada malam hari sebelum pulang, Alfred mengganti pakaian kerjanya dengan jas.
 - b. Alfred selalu memakai jas selama bekerja supaya kelihatan sebagai 'white collar worker'.
 - c. Kawan-kawan sekerja Alfred menceritakan rahasia Alfred kepada isterinya.
 - d. Isteri Alfred tidak percaya pada omongan kawan-kawan suaminya.
7. Apa pekerjaan Alfred yang baru?
- a. sebagai jurutulis muda dengan gaji separoh lebih besar daripada gaji pekerjaan sebelumnya.
 - b. sebagai jurutulis muda dengan gaji separoh lebih kecil daripada gaji pekerjaan sebelumnya.
 - c. sebagai jurutulis muda dengan gaji sama dengan gaji seorang tukang sapu.
 - d. sebagai tukang sapu di perusahaan baru dengan gaji separoh lebih besar daripada gaji semula.
8. Judul bacaan di atas, 'The Double Life of Alfred Bloggs', menunjukkan kepada kita bahwa.....
- a. Alfred selalu memakai pakaian kerja selama bekerja dan memakai jas waktu berangkat dan pulang

kerja.

- b. Alfred bekerja sebagai 'manual worker' tetapi bercita-cita menjadi 'white collar worker'.
 - c. Alfred mempunyai dua pekerjaan yang berbeda: sebagai tukang sapu dan jurutulis.
 - d. Alfred bekerja sebagai 'manual worker' di Ellesmere Corporation tetapi berpura-pura sebagai 'white collar worker' terhadap isterinya di rumah.
9. Pernyataan mana yang sesuai dengan bacaan di atas?
- a. Isteri Alfred menyuruhnya mencari pekerjaan sebagai pegawai kantor.
 - b. Alfred terpaksa meninggalkan pekerjaannya sebagai tukang sapu karena isterinya tidak suka pada pekerjaan itu.
 - c. Isteri Alfred tidak akan pernah mengetahui rahasia suaminya (sebagai tukang sapu) karena sang suami mendapat pekerjaan baru sebagai jurutulis muda.
 - d. Status sosial Alfred naik karena hilangnya separoh dari gaji yang pernah diterimanya.
10. Mengapa Alfred mulai sekarang dipanggil oleh teman-temannya dengan nama 'Mr. Bloggs' bukan 'Alf' lagi?
- a. Karena gajinya tinggi dan setiap pergi bekerja ia selalu memakai jas.
 - b. Karena menjadi 'white collar worker', tidak bekerja lagi sebagai tukang sapu, dan status sosialnya naik.
 - c. Agar persahabatan mereka bertambah intim dan Alf tidak malu lagi terhadap isterinya.
 - d. Agar masyarakat juga menghargainya walaupun ia seorang tukang sapu.

