



YAYASAN BADAN WAKAF SULTAN AGUNG  
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)  
Jl. Raya Kaligawe Kai 4 Semarang 50132 Telp. (024) 6581594 (K.Sat) Fax. (024) 6582455  
email: informasi@unissula.ac.id web: www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Islam dan Membangun Generasi Madani Ummah

Nomor: 1352/D.1/FBK/VII/2018  
Lamp. : Proposal Skripsi  
Hal : Permohonan Ijin Mengadakan Penelitian

Semarang, 7 Dzulqa'dah 1439 H  
20 Juli 2018 M.

Kepada  
Yth. Kepala Sekolah  
SMA N 11 Semarang  
Jln. Lamper Tengah XIV RT. 01 RW. 01  
di Semarang

*Assalamu 'alaikum, W/ B.*

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami

Nama : Nur Khamidah  
NIM : 31801400551  
Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

*"The Correlation Between Students Learning Style in Reading and Their Reading Achievement"  
(A Case of The Eleventh Grade Students of SMA N 11 Semarang Academic Year 2017/2018)*

dengan Dosen Pembimbing: Haryo Intan Sari, S.Pd., M. Pd. NIK. 210810017

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/ Ibu Kepala Sekolah untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.

*Wassalamu 'alaikum, W/ B.*

  
Haryo, S.S., M. Pd.  
Dekan

Tembusan :

1. Yang bersangkutan
2. Arsip



YAYASAN BADAN WAKAF SULTAN AGUNG  
UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)  
Jl. Raya Kaligawe Kali 4 Semarang 50132 Telp./Faks: 6581396 (8 Sal) Fax: (024) 4582157  
email: info@unissula.ac.id web: www.unissula.ac.id

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bersama Membangun Generasi Maju Linnmah

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Dekan

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PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI 11  
SEMARANG

R. Lempur Tengah XIV RLDI/Rw.DI Semarang 50248 Telp./Fax: TU 841.8670, KS (024) 36585332  
Website : [www.sman11-smg.sch.id](http://www.sman11-smg.sch.id) E-mail : [sman11\\_smg@yahoo.co.id](mailto:sman11_smg@yahoo.co.id)

**SURAT KETERANGAN**

**No. 070/ 0664 /2018**

Berdasarkan surat UNISSULA NO. 1352/D.J/FBIK/VII/2018 tanggal, 20 Juli 2018

hal : ijin Penelitian maka Kami menerangkan bahwa nama tersebut di bawah ini :

NO	NAMA/NIM	PROGRAM STUDI
1.	Nur Khamidah /31801400551	Pend. Bahasa Inggris, UNISSULA

Telah melaksanakan Penelitian SMAN 11 Semarang pada tanggal, 24 - 31 Juli 2018 Tahun Pelajaran 2017/2018 , dengan judul "The Correlation between student's learning style in reading and their reading achievement" ( A case of the eleventh grade students of SMA N 11 Semarang Academic year 2017/218 ).

Demikian , surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 31 Juli 2018  
Kepala Sekolah  
  
Drs. Supriyanto, M.Pd  
NIP. 196202111986011003

Questionnaire Validation for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised.  Please use the comments and suggestions section to recommend revisions.
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> <li>The statements are direct and specific.</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>Only one statement is asked at a time.</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>The participants can understand what is being asked.</li> </ul>			✓		
	<ul style="list-style-type: none"> <li>There are no <i>double-barreled</i> statements (two statements in one).</li> </ul>			✓		
Wordiness	<ul style="list-style-type: none"> <li>Statements are concise.</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no unnecessary words</li> </ul>				✓	
Negative Wording	<ul style="list-style-type: none"> <li>Statements are asked using the affirmative</li> </ul>			✓		
Overlapping Responses	<ul style="list-style-type: none"> <li>No response covers more than one choice.</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>All possibilities are considered.</li> </ul>				✓	
	<ul style="list-style-type: none"> <li>There are no ambiguous statements.</li> </ul>				✓	
Balance	<ul style="list-style-type: none"> <li>The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone.</li> </ul>				✓	
Use of	<ul style="list-style-type: none"> <li>The terms used are understandable by the target</li> </ul>				✓	

Jargon	population.				
	<ul style="list-style-type: none"> <li>There are no clichés or hyperbole in the wording of the statements.</li> </ul>			✓	
Appropriateness of Responses Listed	<ul style="list-style-type: none"> <li>The choices listed allow participants to respond appropriately.</li> </ul>		✓		
	<ul style="list-style-type: none"> <li>The responses apply to all situations or offer a way for those to respond with unique situations.</li> </ul>		✓		
Use of Technical Language	<ul style="list-style-type: none"> <li>The use of technical language is minimal and appropriate.</li> </ul>		✓		
	<ul style="list-style-type: none"> <li>All acronyms are defined.</li> </ul>		✓		
Application to Praxis	<ul style="list-style-type: none"> <li>The statements asked relate to the daily practices or expertise of the potential participants.</li> </ul>			✓	
Relationship to Problem	<ul style="list-style-type: none"> <li>The statements are sufficient to resolve the problem in the study.</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>The statements are sufficient to answer the research questions.</li> </ul>			✓	
	<ul style="list-style-type: none"> <li>The statements are sufficient to obtain the purpose of the study.</li> </ul>			✓	

(White and Simon, 2011)

Scanned July 17<sup>th</sup> 2018

Validated by



Ehsan Irtaz, Scit. S.Pd., M.Pd.

**Questionnaire Validation for Expert Panel**

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<b>Wordiness</b>	• Statements are concise.			✓		
	• There are no unnecessary words.			✓		
<b>Negative Wording</b>	• Statements are asked using the affirmative.				✓	
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<b>Use of</b>	• The terms used are understandable by the target				✓	

<b>Jargon</b>	population.				
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(White and Simon, 2011)

Screening, July 17<sup>th</sup> 2018

Validated by

  
Kristina Yuchi N. S.Pd., M.Pd.

Name : \_\_\_\_\_

Class / No : \_\_\_\_\_

Day & Date : \_\_\_\_\_

Berilah tanda (√) pada kolom pilihan dibawah ini sesuai pengalaman kalian di dalam kelas pembelajaran mata pelajaran Bahasa Inggris!

**Keterangan jawaban :**

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Pertanyaan	SS	S	TS	STS
1.	Saya merasa mudah dalam memahami teks bacaan Bahasa Inggris jika teks tersebut terdapat gambar.				
2.	Video mempermudah saya dalam memahami teks bacaan Bahasa Inggris.				
3.	Aktivitas membaca dalam hati (silent reading) dapat membantu saya dalam memahami teks bacaan Bahasa Inggris dengan mudah.				
4.	Membaca teks bacaan Bahasa Inggris dengan cepat untuk mencari informasi secara spesifik (scanning) pada teks dapat membantu saya dalam memahami teks bacaan dengan mudah.				



5.	Membaca teks bacaan Bahasa Inggris dengan cepat untuk mendapatkan informasi secara umum (skimming) pada teks dapat membantu saya dalam memahami teks bacaan dengan mudah.				
6.	Aktivitas membaca teks Bahasa Inggris yang dilakukan secara berkelompok dapat mempermudah saya dalam memahami teks bacaan.				
7.	Dengan menggambarkan apa yang saya baca dan mendeteksi hubungan antara setiap bagian informasi teks bacaan membantu saya dalam memahami teks bacaan Bahasa Inggris.				
8.	Saya merasa mudah dalam memahami teks bacaan bahasa inggris jika saya menggaris bawahi informasi penting yang terdapat pada teks bacaan.				
9.	Aktivitas menyimak teks bacaan Bahasa Inggris dapat mempermudah saya dalam memahami teks bacaan tersebut.				
10.	Saya merasa mudah dalam memahami teks bacaan Bahasa Inggris ketika saya berdiskusi dengan kelompok.				
11.	Dengan menyampaikan hasil ringkasan teks bacaan Bahasa Inggris secara langsung mempermudah saya dalam memahami teks				

	bacaan Bahasa Inggris.				
12.	Aktivitas menyimak teks bacaan Bahasa Inggris pada video didalam kelas membantu saya dalam memahami isi teks bacaan.				
13.	Pengarahan yang diberikan guru secara langsung pada teks bacaan Bahasa Inggris membantu saya dalam memahami teks tersebut.				
14.	Menyusun teks bacaan Bahasa Inggris yang diperdengarkan dengan mencocokkan pada gambar yang sesuai mempermudah saya dalam memahami teks bacaan.				
15.	Saya merasa mudah dalam memahami teks bacaan Bahasa Inggris ketikas saya mendengarkan bagian-bagian cerita yang diurutkan.				
16.	Saya merasa mudah dalam memahami teks bacaan dalam Bahasa Inggris yang dilakukan secara berkelompok.				
17.	Menyampaikan hasil teks bacaan Bahasa Inggris secara berkelompok membantu saya dalam memahami teks bacaan dengan mudah.				
18.	Aktivitas menyusun paragraf pada teks bacaan Bahasa Inggris membantu saya dalam memahami teks bacaan.				
19.	Dengan bermain peran yang ada dalam teks bacaan Bahasa Inggris membantu saya dalam				

	memahami teks bacaan.				
20.	Dengan menulis ulang teks bacaan Bahasa Inggris yang saya baca, mempermudah saya dalam memahami teks bacaan.				
21.	Dengan menggarisbawahi informasi penting yang terdapat pada teks bacaan membantu saya dalam memahami teks bacaan Bahasa Inggris.				
22.	Aktivitas mengurutkan bagian cerita-cerita yang terdapat pada teks bacaan Bahasa Inggris membantu saya dalam memahami teks bacaan.				
23.	Saya merasa mudah dalam memahami teks bacaan Bahasa Inggris jika saya menggambarkan apa yang saya baca dan mendeteksi hubungan antara setiap bagian informasi teks bacaan.				

### Reading Test Instrument

Name : .....

Class / No : .....

Day & Date : .....

Choose the correct answer for the question bellow!

Text 1.

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running.

Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper. (Source: <http://andriantanjungenglish.blogspot.com>)

1. Who was the naughtiest rabbit ?
  - a. Flopsy
  - b. Mopsy
  - c. Cotton-tail
  - d. Peter
  - e. Mr. McGregor
  
2. What did Flopsy, Mopsy and Cotton-tail eat?
  - a. Carrot
  - b. Blackberries
  - c. Vegetable
  - d. Strawberry
  - e. French beans
  
3. What did Peter lose while he was running?
  - a. One of his shoes
  - b. A book
  - c. Vegetable
  - d. Medicine
  - e. A pair of shoes

4. Why did Peter get sick? Because ....
- a. He was so tired
  - b. He did not eat
  - c. He caught a cold
  - d. He was eating too much
  - e. He was naughty
5. Whom did Peter meet at the garden?
- a. His mother
  - b. Flopsy
  - c. Mr. McGregor
  - d. Mrs. McGregor
  - e. His father

Text 2.

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small object and easy to ride it. I persuaded my father to teach me to ride "Honda 75".

Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. He began to riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must pass through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality was exactly on my contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle. (Source : <http://andriantanjungenglish.blogspot.com>)

6. Why did the writer want to try riding a motorcycle?
- a. He was persuaded by his friends.

- b. He was in need to go somewhere by himself.
  - c. It seemed to be easy and light to ride by a boy.
  - d. His father asked him to try riding a small motorcycle.
  - e. He wanted to ride a motorcycle by himself.
7. What became the cause of his accident with his motorcycle?
- a. He did not see the big hole on slick small street.
  - b. He felt panicky when he rode on slick small road.
  - c. He got shocked to know that the street was haunted.
  - d. He thought the street could not be passed through because of dead end.
  - e. He felt tired riding motorcycle.
8. “Finally, my father surrendered and promised to teach me.” The underlined word has the same meaning as.....
- a. Motivated
  - b. Inspired
  - c. Gave up
  - d. Split up
  - e. Enthused

Text 3.

I have a special friend. She is my classmate. She sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful. (Source :

<http://andriantanjungenglish.blogspot.com>)

9. What does the second paragraph tell you about? Rohmi and .....
- a. Her family
  - b. Her father
  - c. Her brother
  - d. Her friends
  - e. Her sister

10. "...Rohmi and her brother work part-time to earn some money."

What do the underlined words mean?

- a. Work for the whole of working week
- b. Work for only part of each day or week
- d. Work for the purpose of getting money as much as possible
- e. Work for family
- f. Work for themselves

11. Where does the writer sit ?

- a. In front of Rohmi
- b. Behind Rohmi
- c. Next to Rohmi
- d. Far from Rohmi
- e. Beside to Rohmi

Text 4.

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog

Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today,



forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(Taken from All Around Bandung – Gottfrid Roelcke, Gary Crabb).

12. Who was Dayang Sumbi's husband ?

- a. The King
- b. Sangkuriang
- c. Tumang
- d. Her fiancée
- e. Her father

13. Why did she marry her dog, Tumang ? because...

- a. She exclaimed to marry one who gave back her shuttle
- b. It was a Sangkuriang's companion
- c. She fell in love with it
- d. It was a demigod possessing magic powers
- e. She detected the scar on the temple

14. Why did Sangkuriang kill his dog ? because....

- a. It had married his mother
- b. He wanted to take Tumang's powers
- c. Sangkuriang loved Dayang Sumbi
- d. He took an arrow and shot the dog
- e. He worried about facing his mother empty-handed

15. What did Dayang Sumbi do after she knew about Tumang ?

- a. She married Sangkuriang
- b. She struck her son so hard
- c. She exclaimed she would marry him
- d. She asked Sangkuriang to make a lake

e. She kicked the half-finished boat back into the forest

16. Why did Dayang Sumbi avoid to marry Sangkuriang ? because .....

- a. Sangkuriang had shot her dog
- b. She didn't love him
- c. Dayang Sumbi elected the scar on her fiancée's head
- d. Sangkuriang was not a king
- e. Sangkuriang didn't have magic powers

17. What did Sangkuriang have to do to marry Dayang Sumbi ?

- a. He had to make a lake and built a boat before dawn
- b. He had to make a lake and built a temple after dawn
- c. He had to make a palace and built a boat before dawn
- d. He had to be a king and built a boat before dawn
- e. He had to make a lake and built a boat before evening

18. What did Sangkuriang do after he realized that he had been deceived ?

- a. He took an arrow and shot Dayang Sumbi
- b. He struck Dayang Sumbi
- c. He chopped down a huge tree in the forest
- d. He cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
- e. He returned home and handed over the meat to his pleased mother

Text 5.

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called Rengnge, the ordinary people to

makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs. (*Source : detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara*)

19. What is the text about?

- a. The culture of Toraja
- b. The society of Toraja
- c. The distinctive features of traditional houses
- d. The description of a traditional houses of Toraja
- e. The ethnic groups of southwest and central Sulawesi

20. "...and even today they build modern..." (paragraph 3)

The underlined word refers to...

- a. Raja
- b. Rengnge
- c. Society
- d. Toraja people
- e. Mountain regions

21. What are the ordinary people commonly called?

- a. Tongkonan
- b. Makaka
- c. Celebes
- d. Rengnge
- e. Kaunan

22. Which of the following does not symbolize a buffalo?
- a. Status
  - b. Courage
  - c. Strength
  - d. Cowardice
  - e. Fighting Spirit

23. How many parts is the tongkonan constructed?
- a. Three parts
  - b. Four parts
  - c. Two parts
  - d. Five parts
  - e. One part

Text 6.

A Trip to the Zoo Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo. (Source : <http://andriantanjungenglish.blogspot.com>)

24. What happened to the writer's dad when he rode an elephant?
- a. He fell off
  - b. He felt a thrill
  - c. He felt fun
  - d. He felt a thrill
  - e. He run away

- c. He failed

25. Why did the writer and his family feel very tired after having a trip to the zoo?

- a. They took a long time to reach the zoo area
- b. They had to feed a lot of animals in the zoo
- c. They had no time to take a rest in the zoo
- d. They had to visit many places in the zoo
- e. They didn't have time go to zoo

26. What did the writer and her family do during the lunch?

- a. They fed some birds in the park
- b. They had lunch
- c. They took a rest in the zoo
- d. They walked around the zoo
- e. They fed elephant

Text 7.

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and

China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span. (Source : <http://andriantanjungenglish.blogspot.com>)

27. Suramadu's bridge also known as....

- a. Longest bridge
- b. Sura and madu
- c. Surabaya-Madura bridge
- d. Toll bridge
- e. Overpass

28. Suramadu's bridge connects the island....

- a. Java and Sumatra
- b. Java and Bali
- c. Sumatra and Kalimantan
- d. Java and Madura
- e. Correct all

29. Length of the Suramadu's bridge is....

- a. 5.400 meters
- b. 192 meters
- c. 494 meters
- d. 526 meters
- e. Nothing is true

30. The following statement is true, except ....

- a. Suramadu's bridge is also known Surabaya-Madura bridge
- b. The long of Suramadu's bridge is 5400 meters
- c. Suramadu's bridge connects the islands of Java and Madura
- d. Bridge was opened on March 31, 2009

- e. Car charged at 30000 rupiahs

31. When was the bridge built?

- a. March 31, 2009
- b. August 20, 2003
- c. July 2004
- d. June 10, 2009
- e. November 2005

Text 8.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing. (*Source : detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara*)

32. When did the clock stopped?

- a. At 5.12
- b. At 11.55
- c. At 12.00
- d. At 12.02
- e. At 02.12

33. Why did the people gather under the Town Hall clock?

- a. To welcome the New Year
- b. To see the newly bought clock
- c. To strike the laughing people
- d. To stop people who shouted
- e. To look at the watch

34. Which of the following is not true according to the text?

- a. The writer was waiting to celebrate the New Year.
- b. The writer brought a watch.
- c. The writer was very happy.
- d. The writer celebrated the New Year with his family.
- e. The writer looked at her watch.

35. “The big clock refused to welcome the New Year”

What is the synonym of the word ....

- a. Reject
- b. Accept
- c. Admit
- d. Hate
- e. Receive

## APPENDIX 8

### Answer Key of Reading Achievement Test

1. D	11.E	21.B	31.B
2. E	12.C	22.D	32.B
3. E	13.A	23.A	33.A



4. A	14.E	24.A	34.B
5. C	15.B	25.D	35.A
6. C	16.C	26.A	
7. B	17.A	27.D	
8. C	18.D	28.D	
9. A	19.D	29.A	
10. B	20.D	30.D	

## APPENDIX 9

### Frequency of Learning Reading Style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 52	1	2,7	2,7	2,7

d	64	2	5,4	5,4	8,1
	65	5	13,5	13,5	21,6
	67	3	8,1	8,1	29,7
	68	2	5,4	5,4	35,1
	69	1	2,7	2,7	37,8
	70	2	5,4	5,4	43,2
	71	2	5,4	5,4	48,6
	72	2	5,4	5,4	54,1
	73	2	5,4	5,4	59,5
	75	1	2,7	2,7	62,2
	77	4	10,8	10,8	73,0
	81	1	2,7	2,7	75,7
	82	1	2,7	2,7	78,4
	83	1	2,7	2,7	81,1
	84	2	5,4	5,4	86,5
	86	2	5,4	5,4	91,9
	87	1	2,7	2,7	94,6
	88	1	2,7	2,7	97,3
	89	1	2,7	2,7	100,0
	Total	37	100,0	100,0	

## APPENDIX 10

### Tabulation Data of Questionnaire

Resp.	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1		3	3	3	3	3	2	2	3	2	2	3	2	3	3	2	2	3	2	3	3	3	2	2	59
2		4	4	3	3	3	3	4	3	3	3	3	4	4	3	3	3	3	3	4	3	3	3	4	76
3		3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	64
4		3	3	4	3	2	2	4	4	2	3	4	2	3	2	4	3	4	4	3	4	4	4	4	75
5		3	3	3	3	3	4	4	4	3	4	3	3	4	3	3	3	3	4	3	4	3	3	4	77
6		3	3	3	3	3	3	2	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	72
7		3	3	2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	2	3	64
8		4	4	4	3	3	4	3	4	3	4	4	3	4	4	4	4	4	4	4	3	4	4	4	86
9		3	3	1	4	2	4	3	4	2	4	4	2	3	3	4	4	4	4	4	2	4	4	2	74
10		3	3	3	2	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	67
11		4	4	2	1	1	2	3	4	3	2	3	4	4	3	4	2	3	3	3	3	3	3	3	67
12		3	3	4	2	3	3	2	4	3	2	3	3	3	3	3	2	3	3	3	2	3	3	2	65
13		4	4	4	2	2	2	3	3	3	2	2	3	4	3	4	2	2	3	2	3	3	3	3	66
14		3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	68
15		3	3	2	2	2	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	4	4	70
16		3	3	3	1	1	3	3	2	3	3	2	3	4	3	3	3	3	3	3	3	2	4	3	64
17		3	3	3	2	2	3	3	3	3	4	3	3	3	3	3	4	4	2	4	3	4	3	3	71
18		3	3	2	2	2	3	3	2	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	62
19		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	1	1	1	4	2	81
20		3	4	3	3	3	4	2	4	3	4	3	4	3	3	4	4	3	4	4	3	3	3	3	77
21		3	3	3	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	86
22		4	4	4	4	4	2	3	2	3	2	3	3	3	3	3	2	3	1	3	3	3	3	3	68
23		4	4	3	2	3	4	2	4	4	4	3	4	4	3	3	4	3	3	4	2	4	3	3	77
24		3	4	3	1	2	3	2	3	3	3	2	4	3	3	3	3	3	3	3	2	3	3	2	64
25		3	3	3	3	3	4	4	3	3	3	4	3	4	3	4	2	4	4	4	3	3	3	3	76
26		3	3	2	2	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	72
27		4	4	2	4	3	4	4	3	3	4	3	3	4	3	4	4	4	3	4	4	3	4	4	82
28		4	4	4	4	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	73
29		4	4	4	4	4	4	3	3	3	3	3	2	2	2	3	3	3	3	3	3	4	3	4	74
30		2	2	3	2	2	3	3	3	3	3	3	3	2	3	2	2	3	3	2	3	3	2	2	59
31		4	4	4	3	2	3	4	4	4	4	4	3	4	4	3	3	3	3	3	3	4	3	4	80
32		3	3	2	3	3	4	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	69
33		4	4	3	3	3	4	3	4	4	3	3	3	4	3	4	4	3	4	4	3	4	4	3	81
34		3	3	3	3	2	3	3	3	3	4	4	4	2	2	3	3	3	3	4	3	3	2	3	69
35		3	3	3	2	3	3	3	3	2	3	3	3	4	4	4	4	3	3	3	3	3	3	3	71
36		2	2	3	2	2	3	2	3	3	3	2	3	2	2	3	3	3	3	3	3	3	2	2	59
37		4	3	3	4	3	3	3	2	3	4	2	4	3	2	4	4	4	3	4	2	3	3	4	74

APPENDIX 11

Tabulation Data of Reading Test

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1
2	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	
3	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
5	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	
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33	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1
34	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1
35	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1
36	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1
37	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1

APPENDIX 12

Frequency of Reading Achievement

Reading Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
50,00	1	2,7	2,7	2,7
60,00	2	5,4	5,4	8,1
65,00	2	5,4	5,4	13,5
70,00	3	8,1	8,1	21,6
75,00	4	10,8	10,8	32,4
Valid 80,00	12	32,4	32,4	64,9
85,00	2	5,4	5,4	70,3
90,00	6	16,2	16,2	86,5
95,00	4	10,8	10,8	97,3
100,00	1	2,7	2,7	100,0
Total	37	100,0	100,0	

APPENDIX 13

Documentation

