THE DESCRIPTIVE ANALYSIS OF STUDENTS TOEFL READING SCORE IN 6TH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF STATE INSTITUTE FOR ISLAMIC STUDIES IN THE ACADEMIC YEAR OF 2015/2016

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd.) of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

NASTITI ARDITA SARI

113-12-160

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)

SALATIGA

2016
THE DESCRIPTIVE ANALYSIS OF STUDENTS TOEFL READING
SCORE IN 6TH SEMESTER OF ENGLISH DEPARTMENT STUDENTS
OF STATE INSTITUTE FOR ISLAMIC STUDIES IN THE ACADEMIC
YEAR OF 2015/2016

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd.) of
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

By:
NASTITI ARDITA SARI
113-12-160

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2016
DECLARATION

“In The Name of Allah the Most Gracious and the Most Merciful”

Hereby the researcher declares that this graduating paper is written by the researcher, and it does not contain materials written and have been published by others and other people’s ideas except the information from the references.

The researcher is responsible for the researcher’s graduating paper if in the future, it is proved containing others’ ideas, or in fact, the writer imitates the others’ graduating paper. The declaration is written by the researcher. In addition, the researcher hopes that this declaration can be understood.

Salatiga, September 19th 2016

The Researcher,

Nastiti Ardita Sari

113-12-160
Rifqi Aulia Erlangga, S.Fil., M. Hum
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case : Nastiti Ardita Sari’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Nastiti Ardita Sari’s graduating paper entitled “The Descriptive Analysis of Students TOEFL Reading Score in 6th Semester of States Institutes of Islamic Studies (IAIN) in the Academic Year of 2015/2016”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb

Counselor

Rifqi Aulia Erlangga, S.Fil., M. Hum
NIP. 19830507200601 1010
A GRADUATING PAPER

THE DESCRIPTIVE ANALYSIS OF STUDENTS TOEFL READING SCORE IN 6TH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF STATE INSTITUTE FOR ISLAMIC STUDIES IN THE ACADEMIC YEAR OF 2015/2016

WRITTEN BY

Nasiti Ardita Sari
NIM: 113-12-160

Has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on September 30th 2016 and hereby considered to completely fulfill the requirement of the degree of Sarjana Pendidikan (S.Pd) in English and Education Department.

Board of Examiners,

Head: Setia Rini, M. Pd
Secretary: R. Dewi Wahyu M, S. S., M. Pd
First Examiner: Arie Setiawan, S. Pd, MM.

Salatiga, September 30th 2016

Dean Teacher Training and Education Faculty

Suardi, M. Pd.
MOTTO

Tidak Ada Hasil yang Mengkhianati Usaha

You Can do Everything, If You Think You Can

(Dhyta Nazty)
DEDICATION

This thesis is sincerely dedicated for:

1. My dearest parents, Dad (Mr. Ngudiyo), Mom (Mrs. Siti Rondiyah) for their never ended prayer, resignation, true and nature love, sacrifice, and great affection

2. My beloved brother (M. Reyhan), and my beloved young sister (Queen Mona Az-zahra) thanks for support, affection, and everything.

3. My big family in village, who always support me, motivate, and give me affection.

4. My beloved best friends “*tiga dara*” (Badariyah and Aulia Lutfi) who always support, entertain, and help me to get my dreams come true and make my life more alive. Thanks for your everything

5. My best friends “*the gank*” (Yuyun Azi, Nita Susanti, and Yunita) thanks for help me and support me

6. My best friends Atik Maghfiroh, Zulia Permata Q.A, and Aisyah Kresnaningtyas who always motivate, help me, and support me

7. And my beloved people (Alif Nurtanio) who always motivate, support, and work hard for reach our dreams come true.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of requirement to finish study in English and Education Department of States Institute for Islamic Studies.

This graduating paper would not have been completed without support, and guidance from individual and institution. Therefore, the researcher would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd., as Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, Ph. D. as the Head of English Education Department of States Institute for Islamic Studies (IAIN) Salatiga. Thank for all her suggestions, recommendations and supports for this graduating paper from the beginning until the end. She is really outstanding lecturer and mom for students of English Education Department.
4. Rifqi Aulia Erlangga, S. Fil., M. Hum. as counselor who has educated, supported, directed and given the researcher advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank for his patience and care. Without him, this graduating paper
1. seemed will not be finished. He really gave big contributions to this graduating paper.

2. All lecturers in English Education Department of IAIN Salatiga. Thank for your guidance, knowledge, and support.

3. My beloved family. Thank for your love, support, and pray.


5. All of my friends TB1 2012.

6. All of staffs who help the researcher in processing this graduating paper’s administrations.

7. Everybody who has helped me in finishing this graduating paper. Thank for your supports, advices, suggestions. The researcher hopes that this research will be useful for everyone.

Salatiga, September 30th 2016

The Researcher,

Nasiti Ardita Sari

113-12-160
ABSTRACT


Keywords: TOEFL, Reading in General, Score

TOEFL is the most important requirement for everyone. Such as everyone who those apply for work in a foreign factory, apply for S2 (postgraduate), apply for S3 (Doctoral), be a lecturer, and many others. Then, reading TOEFL is the important part in TOEFL. And reading is the way to transfer knowledge from the book or printed text or soft file to the mind. Reading is the door of the knowledge. This research is purposed to analyze the students TOEFL reading score.

The data of this research is 20 students from the total number of 152 students. Based on the aim above, the researcher analyze there were 20 data analysis of TOEFL reading score. With the variety of the score, such as: 21, 33, 42, 29, 25, 24, 23, 23, 17, 14, 26, 23, 22, 36, 14, 26, 21, 27, 32, and 29.

The researcher had made the classification in a rubric consists of 4 categories, such as: excellent, good, moderate, and poor to fair. From the classification above, it can be concluded that there were four positions, such as: excellent position as the lowest homogeneity position with a students’ data, good position as the first middle homogeneity position with 5 students’ data, moderate position as the highest homogeneity position with 12 students’ data, poor to fair position as the second middle homogeneity position with 2 students’ data.
TABLE OF CONTENTS

TITLe .......................................................................................................................... i
DECLARATION ............................................................................................................ ii
ATTENTIVE COUNSELOR NOTE ........................................................................ iii
CERTIFICATION PAGE .................................................................................. iv
MOTTO .................................................................................................................. v
DEDICATION .......................................................................................................... vi
ACKNOWLEDGEMENT ...................................................................................... vii
ABSTRACT .............................................................................................................. ix
TABLE OF CONTENTS ......................................................................................... x
LIST OF TABLES ....................................................................................................... xi

CHAPTER I INTRODUCTION
  A. Background of the Research .................................................................... 1
  B. Problems of The Research .................................................................... 5
  C. Objectives of the Research .................................................................... 5
  D. Significances of the Research ................................................................ 6
  E. Limitation of the Problem ..................................................................... 7
  F. Clarification of the Key Terms ................................................................. 7
  G. The Organization of Graduating Paper ................................................. 8

CHAPTER II THEORETICAL FRAMEWORK
  A. Previous Research .................................................................................. 10
  B. Theoretical Framework ......................................................................... 12
1. English ........................................................................................................12
2. Reading in General......................................................................................18
3. TOEFL Reading .........................................................................................20
4. Score ........................................................................................................25

CHAPTER III METHODOLOGY
A. The General Description of State Institute of Islamic Studies...........26
B. Research Design........................................................................................27
C. Time Allocation of the Research ..............................................................29
D. Subjects of the Research .........................................................................30
E. Data Sources ..............................................................................................30
F. Data Collection ..........................................................................................31
G. Data Analysis ............................................................................................33

CHAPTER IV DATA ANALYSIS
A. The Profile of Students TOEFL reading score in 6th semester of English Education Department of IAIN Salatiga.................................36
B. The Homogeneity of the Score in 6th semester of English Education Department of IAIN Salatiga.........................................................48

CHAPTER V CLOSURE
A. Conclusion ...............................................................................................54
B. Suggestions ..............................................................................................56

REFERENCES

APPENDICES
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Time Allocation of the Research</td>
<td>29</td>
</tr>
<tr>
<td>4.1</td>
<td>The Profile of Students TOEFL Score</td>
<td>36</td>
</tr>
<tr>
<td>4.2</td>
<td>The Classification of Score</td>
<td>49</td>
</tr>
<tr>
<td>4.3</td>
<td>TOEFL Reading Score</td>
<td>49</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, statement of the problem, objective of the research, significances of the research, limitation of the problem, clarification of key terms, and the organization of the graduating paper.

A. Background of the Study

Nowadays, English is not only an international language, but English is a necessity. It is a necessity for many people who want to get better education, high career, job in another country, good relations with foreigner, and make their life better. So that, they make an effort to realize it by mastering English. Besides, they also fulfill everything related to get good grades certificates in English.

Meanwhile according to Crystal (2003:5), English is used at some countries such as Russia, Germany, Spain, etc. as the chief foreign language to be learnt in schools. It means that English is global language. In addition, English is learnt in many countries whether it becomes second or foreign language. Such in Indonesia, English is even taught to the students from kindergarten. Eventough, not all schools start English lesson from kindergarten grade.

In another hand, there are four basics skills in English: reading, listening, writing, and speaking. Between four basics skill, reading is one of the most important skill in English learning process because their success
come from their knowledge by reading. Related to reading TOEFL, reading is one of the important part in measuring capability of reading TOEFL score and it is important to define what reading is.

Reading is the way to transfer knowledge from the book or printed text or soft file to the mind. Reading is the door of the knowledge. According to Risdianto states that the process to understand the active knowledge production of the reader is lead by reading (Risdianto, 2012:21). People can be an active learner and easy to understand everything with knowledge by reading. The reader add and process the new knowledge through reading.

Meanwhile, according to Israel & Duffy that reading in general has a home in the field’s portfolio of theory, research, curriculum, and assesment (Israel & Duffy, 2009:1). In this research, the researcher focuses in the field’s portfolio of assesment since the researcher describe the students’ TOEFL reading score.

Furthermore, English is used as the requierments for some institutions in many elements. The institutions select the people who apply for students, job, etc. through their proficiency in mastering English. Several testing systems or methods are provided to measure people’s proficiency in learning English. Eventhough, English is not the only requirement of the selecting process but English is still important to complete the aims and requirement of the process itself.

On the other hand, there are several ways to measure people’s proficiency to master English. One of them is TOEFL meanwhile TOEFL is
the most important requirement for everyone. Such as everyone who those
apply for work in a foreign factory, apply for postgraduate (S2), apply for
Doctoral (S3), be a lecturer, and many others. Panca declares that TOEFL (Test of English as Foreign Language) is prequalification for bachelor degree (S1) who wants to continue postgraduate (S2) and doctoral (S3) (Panca, 2008:7).

Although TOEFL is the most necessity used in the world include in
Indonesia. TOEFL also used by more than 2,300 universities in the United
States and Canada as well as UK and Australia to measure proficiency level and to perform their educational tasks in English. This is such general measurement for the English learners. In addition, this is officially accepted in many formal institutions to measure somebody’s proficiency in mastering English.

Many people learn English especially to learn TOEFL to reach their appropriate goals. TOEFL is used to measure skill, capability, and ability in English. According to Irham states that TOEFL (Test of English as Foreign Language) is one of testing model of English language that it is used to measure their capability and expertise who they do not use English as mother tongue (non-native speaker) (Irham, 2005:20). In addition, this kind of testing system is used to measure the learners who they use English as a foreign language. This is such Indonesian who they use English as foreign language.
Based on TOEFL Bulletin 2002-2003 as quoted by Muhammad (2006:19) said that TOEFL (Test of English as A Foreign Language) is one of the measurements for English proficiency, so that TOEFL is different with achievement test (limited material during a year in a class) (Muhammad, 2006:19). It means that TOEFL is the method to test somebody's proficiency. This focuses on the result rather than to its process. The person is measured by his or her final score of the test. There is no score for the process such in the learning and teaching process.

There are some subjects in TOEFL, such as reading, writing, listening, and another. There are some aspect in TOEFL, according to Muhammad states that Including 4 aspects in TOEFL such as Structure and Written Expression, Reading Comprehension, and TWE (Muhammad, 2006:19). The first aspect consists of 50 matters, the participants of TOEFL test asked to listen attentively to conversation or dialog, the second aspect consists of 40 matters, the participants of TOEFL asked to write some report using standard TOEFL grammar, the third aspects is reading comprehension consists of 50 matters, measuring the capability of participants in receptive (understanding the content of the text in insufficient time), the last is writing aspects is only consists of a matter.

Since there are four skills are tested in the TOEFL test, the researcher focuses only to one of them. In which, the researcher choose TOEFL reading score. This research aims to describe the profile and the homogeneity of
students TOEFL reading score. However, it will be focused only on one section which is TOEFL reading section.

Recently, TOEFL test is really needed among the students in all over the world including Indonesia. They use TOEFL as the certains purposes as mentioned before. This leads the researcher to conduct the descriptive analysis research of TOEFL reading score.

From the explanation above, the researcher conducts a research entitled THE DESCRIPTIVE ANALYSIS OF STUDENTS TOEFL READING SCORE IN 6TH SEMESTER FOR ENGLISH DEPARTMENT STUDENTS OF STATES INSTITUTES OF ISLAMIC STUDIES IN THE ACADEMIC YEAR OF 2015/2016.

B. Problems of the Research

Regarding to the backgrounds discussed above, the researcher underlines the problems as follow:

1. How is the profile of students TOEFL reading score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016?

2. How is the homogeneity of the score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016?

C. Objectives of the Research

Based on the problem of statement, the objectives of this study are to find:
1. To describe how the profile of students TOEFL reading score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016.

2. To describe how the homogeneity of the score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016.

D. Significances of the Research

This research is formulated as an effort of finding some significances.

The significances of this research are:

1. Theoretically, the result of the research can contribute useful information for the future experiment research with the similar problem of the descriptive analysis of students TOEFL reading score.

2. Practically
   a. For the researcher
      The research can contribute the researcher to describe the students TOEFL reading score.
   b. For the students of 6th semester
      This research can help them to measure their capability in reading TOEFL, and make the students’ interest in reading TOEFL, so it can help them to study TOEFL well.
   c. For English Lecturer
This research gives contribution to English teachers to develop language teaching in reading TOEFL and contribution in measuring the students’ capability in reading TOEFL score.

d. For the Institution

The result of the research can contribute the institution to fulfil the necessary of English curriculum. Therefore, the students are able to get satisfactory achievement in TOEFL.

E. Limitation of Problem

The scope of this research is TOEFL reading score. In this case, reading TOEFL included questions about the ideas of the passage, directly answered question, indirectly answered questions, vocabulary questions, and overall review questions. On the other hand, the researcher tried to limit the study.

This research conducted of 6th semester of English Department Students of STATE INSTITUTE FOR ISLAMIC STUDIES in the academic year of 2015/2016. There were a total number of 152 students in the population and 20 of them were chosen as the sampling through random accidental sampling method. The research focuses on the reading TOEFL score.

F. Clarification of Key Terms

Avoiding some incorrect interpretations of this research title, the researcher wants to clarify and explains the terms used:

a. Reading in General
To read is to grasp language patterns from their written representation (Robert, 1964:132). Reading is the process to master reading subject, process to transfer knowledge from the book or other things to the mind, and process to understand the intention meaning from the book or other things.

b. **TOEFL Reading**

Reading TOEFL is the manner to measure someone’s ability to understand, read, and answer question base on academic text in English. The contains of reading TOEFL in a general manner is about American situation and condition, such as education, culture, economy, literature, outer space, sanitary and the others (Kardimin, 2008:17).

c. **Score**

According to Douglas, declare that scoring is doesn’t need a level in math, but it take a numerical understanding (Douglas, 2003:61).

It can be conclude that reading was not such a math but it need some numerical to understand the meaning and presented by score.

**G. The Organization of the Graduating Paper**

This research is divided into five chapters. In order to get a tidy presentation, the researcher conveys this graduating paper in the following:

Chapter I is an introduction which consists of general background of the study which is mention the researchers’ reason why the researcher chooses the topic as a topic research, the next is statement of the problem which is explain the problem of the research that is observed by the
researcher, objective of the research which is consists of the aim of the research, significances of the research which is describe the advantages of the research, limitation of the problem which is mentions the specific problem that the researcher explains, then clarification of keyterms, and the last is the organization of graduating paper.

Chapter II is review of related literature review. In this chapter, researcher dividedes into two parts, the first part which is consists of previous research, and the second part which consist of English, reading in general, TOEFL reading, theoritical framework.

Chapter III is research methodology. This chapter deals with object of the research, research types, data sources, the method of collecting data, and the method of analyzing data.

Chapter IV is finding and discussion which consists of an analysis on TOEFL reading score of State Institute of Islamic Studies.

Chapter V is conclusion. It is the last chapter of the research. It end of the research and the researcher states the conclusion and suggestions of the research in summary.

Bibliography.

Appendices.
CHAPTER II

THEORITICAL FRAMEWORK

A. Review of Previous Researches

There were some researchers had been conducted in relation to this research which TOEFL were as the main discussion. The related researchers were as the following bellow:

1. The first previous research from the other thesis, and the title was “ANALYZING STUDENTS’ TOEFL LISTENING COMPREHENSION TEST PERFORMANCE“, researched by Rainy, the student of FKIP Program Tanjung Pura University (UNTAN). The research was find out the most difficult part of the TOEFL listening comprehension and aspects which were problematic. The method applied was the descriptive study. The result was there were eight problematic aspects and eight mastered aspects. The most problematic aspect was double negative expression (23%), while the most mastered aspects was passive (77%).

2. The other research that the researcher took, a research entitled “A DESCRIPTIVE STUDY ON TOEFL STRUCTURE MASTERY OF THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM OF AHMAD DAHLAN UNIVERSITY YOGYAKARTA IN THE ACADEMIC YEAR OF 2006/2007, researched by Rahmadaniati in 2007, the student of
Ahmad Dahlan University. The objective of this research was find out how high the fifth semester students in mastery the TOEFL structure. This research belongs to a quantitative research. It was use a statistical procedure. And applies the descriptive method to analyze the data. The result of this study shows that the ability of the fifth semester students in fair categories. The strengths which are identified are noun phrases in the 27th rank, relative clauses in the 26th rank and comparative adjective in the 25th rank. The features which are identified as the weaknesses are part of speech in the 1st rank, pluralization in 2nd rank and verb+adjective in 3rd.

3. The last previous research was “AN ANALYSIS OF CONSTRUCT VALIDITY OF TOEFL LIKE TEST IN ENGLISH INTENSIVE COURSE PROGRAM OF UIN SUNAN AMPEL”, researched by Qorry Aina, the students of Education Department, Faculty of Tarbiya and Teacher Training State Islamic Univertsity Sunan Ampel (UIN) Surabaya in 2016. This research was measure the construct validity of TOEFL like test. This research used descriptive method. The result showed that the construct validity of TOEFL-like test at EIP was not good. There was some test item which rotated in the rotatin factors step of factor analysis. Some of rotated test items are 20, 102, 111, 106, 112, 62, 66, 67, 85 and 83. The rotation of test items
was indicating that test items are not able to measured what it tends to assessed.

From the research reports above, the researcher had the differences of this research among the previous researches above were the students’ in this research are from English Department of 6\textsuperscript{th} semester of STATE INSTITUTE FOR ISLAMIC STUDIES. From the above reasons, the researcher described and analyzed TOEFL reading scores.

B. Theoretical Framework

1. English

Lado declared that one of division of the culture is a language of people to communicate in a society (Robert Lado, 1964:23). Language is the main tools to communication. With language, people can deliver their ideas to another people. So, everyone around the world need language.

Crystal divided language in two main ways: Firstly, a country can made their legitimate language, it is use as a tool of communication, for instance in a government, in the courts of law, in a media, and the system of education. Secondly, a country can made their primary language for teaching in foreign language, although this language has no primary status in a country (Crystal, 2003: 4-5). A language that made an legitimate language is called as public language and main language of the country. On the contrary, primary language but no legitimate language is a language that people use for teaching in foreign language. And a
language can be made as an legitimate language of the country by these ways introduce the language, share the status to other language, and confess the whole of it language.

Some of the reason of choosing a language in a country such as culture, history, nation, economy and many others. Cystal declares that there is a momentous variation in choosing a superior of language to make an idol foreign language for example historical tradition, political discretion, and the desire for rising economyl, cultural, and technological knowledge (Crystal, 2003:5).

On the other hand, Crystal claims that actually an existence of language is based on their parts of people’s body that use the language to speak, such as in a brain, mouths, eyes, and hands, because there is no independence word in a language (Crystal, 2003:7). The meaning is the life of the language is depend on the users who speak, without them language doesn’t has meaning. So, when the language is succeed, stay in existence, become long life language and another, it cause of succeeded the users improve the language.

And Crystal added that there is a special manner to make a language become an international language for the main reason: the power of the people that use the language – the mainly is political reason and military power (Crystal, 2003:9). That is why English become an international language, because English has a big influence in politic and
military. Many people say that English or the country that using English as a first language is a superior country, for instance America. Everything about international is depend on America. America is leading everything in the world, not only the language but also in many aspects as like culture, fashion, and many others.

To communicate with another people around the world, some people have to master the language that another people use. For instance, when they communicate with Korean people, they have to master Korean language, when they communicate with Arabic, they have to master Arabic language and many other language in another country. A country and another country have their own language and it is very complicated to master many of language to communicate with people in different country when they have to change a language. So, there is a language that many people can use it to communicate with foreigner around the world, it is called as international language that is English language.

English is an important language in the world. Because, English is an international language and a part of the international culture, it is use to communicate with others around the world. Crystal states that one of language that very wide in many people’s taught as target language or foreign language is English, in many of country more than 100 countries (Crystal, 2003:5). English become international language, because it has much of vocabularies, it is very different with other language.
Maxom proposes that international world need a language to make a soft international language as a way to make easier in communication and easier access in some global matter (Maxom, 2009:9). That is why English become an international language.

Many people learn how to speak English in order to reach their goals such as register to work in another country, register to work in foreign business, make relations with foreigner, to fulfill certain regulations, for education, and many others.

This is some the reasons why many people try to study English well. Because many of advantages some sectors when study English well, such as politic, economy, and many other sectors. For instance, in economy sector is working abroad and the advantages is get much of money than working inside the country.

Maxom states that there are some benefits and risks of working in foreign country, the benefits of working in foreign country as like get the experience another culture and broaden the knowledge, involved in big reward of occupation so that a people can help others to change their lives, travel around the world, if already live in another country, it is easy to find the job before understanding the local language, work with a skill already that people have, speaking in English language and the risks of working in another country for instance, it is difficult to know what kind of work that people get when arrive in the foreign country, once when given up to home and job is very difficult to turn back, shock culture, and many others(Maxom, 2009:11).

Base on the English teaching, English is divided into two main ways: Firstly, teaching English as foreign language, and teaching English as second language.
The meaning of English as foreign language is students whose first language or their mother tongue is not English. Gilby observes that teaching English as foreign language is students whose their target language (TL) is English most often in their country or origin (Gilby, 2011:3). For example, a student that their first language is Javanese language, their second language is Indonesia, then English as their foreign language.

And teaching English as second language is the students whose first language or their mother tongue is not English. For instance, the students in Malaysia, they use their first language is Malay, then they use English as their second language.

Ministry of education declares the definition of an ESL student: ENGLISH AS SECOND LANGUAGE, students are those whose primary language or language of the home, is other than English and who may therefore require additional service in order to develop their individual potential within British Columbia school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ESL support (British Columbia Ministry of Education, 1999:9).

There are some benefits and risks of the international language. Crystal added the benefits and risks of the international global language are involved an high monolingual linguistic class, more satisfy, and missing their attitudes to get other language target (Crystal, 2009:14-15).

In learning English, there are 4 branches study in teaching and learning such as reading, speaking, writing, and listening.
Reading is study how to read many kinds about English, how to take the main idea as well as possible, how to understand the passage or the paragraph, and many others.

Speaking is the study how to speak in English language, study how to pronounce well, study how the dialect when speaking, study how to arrange the sentences, study about the phonetic and phonology to speak well and another.

Writing is the study how to write something related to English language, study about the manner to write, the grammar, study how to share the idea in English, make some sentences, make a paragraph, or make a text.

Listening is the study how to understand when listen English language, study how to make a habit in listening English, in order far from the shocked culture language, study to understand what native speaker say, understand to listen what the meaning of their conversation without hard think.

After knowing what the matter that needed to learn in English, there are some manners to measure the knowledge that many people get after they study English, measuring the knowledge by international standard.

Here are the manners to measure English. They are TOEFL, TOEIC, and IELTS.
2. Reading in General

Reading as an input of knowledge to the mind of people. Reading ability is an ability to master reading subject, ability to transfer knowledge from the book or another things to the mind, and ability to understand the intention meaning from the book or another things. Francis demonstrate that one of the activity or action to get some sense is reading (Francis, 1982:2).

By reading many people become understand many of knowledge, condition, information, and so on. Reading is the window of the world. Based on Risdianto said that “reading is change the world, make many kinds of international is easier such as enrich knowledge of the people and more understand with one and each other in the world, it also wide the zone area of people thinking” (Risdianto, 2012:21).

Reading is one of the lessons in English department. According to education directive implementation of State Islamic Studies Institute (STAIN) Salatiga in academic year of 2012/2013 reading is consist of 5 parts, such as reading 1, 2, 3, 4, and 5. Reading is designed to study how to transfer material from the text book or printed material to the mind. In every parts of reading, students can learn many varieties of knowledge. These are: Kinds of reading, vocabulary knowledge of effective reading, using a dictionary, using and indentifying reference, words, topic of the paragraph, identifying main idea, distinguishing main idea from the supporting details, stated and implied main ideas, deducing.
meaning from context, skimming (identifying the main points or important information), scanning (to locate specific information in a text), summarizing, reading for information (details), Introduction to the course (reading as a road to writing), the importance of reading habit, the relation between reading and writing, reading to understand and evaluate, critical thinking, argumentation and reasoning, inductive and deductive reasoning, discovering ideas, defining topics and organizing ideas about them, creating these statements and outlines, revising as rethinking, scanning and skimming (explaining reading strategies), scanning and skimming (applying reading strategies), scanning and skimming (mentioning distinction reading strategies), explaining the intensive reading strategy, explaining intensive reading strategy, explaining extensive reading strategy, applying extensive reading strategy, explaining the theory of efficient and effective reading, explaining different purposes of reading, explaining paragraph organization and discourse construction, identifying narrative discourse, quoting or citing examples of narrative discourse, identifying descriptive discourse, showing examples of descriptive discourse, identifying expository discourse, showing an example of expository discourse, identifying discursive discourse, shows an example of discursive discourse, identifying cause and effect discourse, showing and example of cause and effect discourse, mentioning the type of discourse, analyzing the textual and contextual meaning of a discourse, and many others.
3. TOEFL Reading

a. The Understanding of TOEFL

1) Definition

Language is a tool to communicate with another people. English is the most important language in the world. Because, English is an international language that use by many people around the world. According to Kardimin (2008:1) states that “English is being an international language for about 200 years use as an academic” (Bahasa Inggris menjadi bahasa internasional yang dipakai secara akademik belum genap 200 tahun).

So that, the students have to master English well. Besides, the students have to fulfill international standard to compete in International. These are some of international standard, such as TOEFL, IELTS, and so on. TOEFL is usually use in America, than IELTS is usually use in Australia, English, and Europe.

TOEFL is Test of English Foreign Language. It is a test that use to measure everyone’s English ability in many aspects. Kardimin comments that “To measure skill level or proficiency of many people in the world that people do not use English as their mother tongue or English is their target language is use test of English Foreign Language (TOEFL)”(Test of English
Language (TOEFL) adalah salah satu pengujian bahasa Inggris yang digunakan untuk mengukur tingkat kecakapan atau profisiensi mereka yang tidak menggunakan bahasa Inggris sebagai bahasa ibu atau non native speaker) (Kardimin, 2008:3).

Many people use TOEFL (Test of English Foreign Language) to fulfill their requirement to entrance a University, work, or another. Tangguh Okta demonstrate that “TOEFL (Test of English Foreign Language) is an obligatory test to them who want to entrance foreign university in a country that use English as their first language, such as, Australia, New Zealand, United Kingdom (UK), or Amerika Serikat (AS)”(Tes TOEFL wajib ditempuh oleh mereka yang hendak meneruskan studi ke luar negri, yakni negri-negri yang menggunakan bahasa inggris sebagai bahasa pertama (Australia, New Zealand, United Kindgom, atau Amerika Serikat)) (Tangguh Okta, 2014:17).

2) The Kinds of TOEFL

Hadisubroto declares that there are two kinds of TOEFL:

a) Paper-Based TOEFL

Paper-Based TOEFL (PBT) is using paper and pencil when doing TOEFL test. It is familiar TOEFL in Indonesia since long time ago. PBT (Paper-Based
TOEFL) is consists of three (3) kinds of question sections: listening comprehension, structure and written expression, Reading comprehension, without TWE (Test of Written English) (Hadisubroto, 2010:17-18)

b) Computer-Based TOEFL

It is very different with Paper-Based TOEFL (PBT), in Computer-Based TOEFL (CBT) it does not use paper, pencil, eraser, and so on. Based on Doktor Pamela Sharpen (2005) as quoted by Hadisubroto (2010:37) states that Computer-Based TOEFL (CBT) consists of four (4) groups of questions such as Listening, Structure, Reading, and Writing, with the notation that writing score will be combine with structure score.

3) The Parts of TOEFL

According to Kardimin states that TOEFL (Test of English as Foreign Language) consists of 4 parts such as reading, dialogue, structure, and vocabulary (Kardimin, 2008:7-9). The parts of TOEFL based on their kinds of TOEFL. These are:

a) Paper-Based TOEFL (PBT)

The first is Listening Comprehension. In this section of the test, the students have an opportunity to measure their
ability to understand spoken English. It is consists of three parts with special direction of each parts.

The second is Structure and Written Expression. In this section of the test, the students have to answer incomplete sentences with the best answer and identify the underline words, and so on.

The third is Reading Comprehension. In this section of the test, the students will read a number of passages and so on.

b) Computer-Based TOEFL (CBT)

The first is listening. In this section of the test, the students will measure their ability to understand conversations and spoken English. And consist of two parts with their special directions. And every question of this section will be presented one time on your computer.

The second is structure. Based on Hadisubroto, said that this section measures the ability to recognize language that is appropriate for standard written English (Hadisubroto, 2010:53)

The third is reading. In this reading section, the students have opportunity to read the passages before answer the questions of the computer sheet.

The fouth is TWE (Test of Written English). In this section of the test, students will make an essay to measure
their ability in English. According to Sullivan (1990:321) as quoted by Hadisubroto (2010:211) states that there are 4 or 5 times in a year will be held TWE (Test of Written English).

b. The Understanding of Reading TOEFL

Reading TOEFL is the most important part in TOEFL, according to Kardimin, said that “as a whole in TOEFL (Test of English Foreign Language), reading occupying big enough portion. Reading in TOEFL include various topics, which is the topics is very wide” (secara umum di dalam TOEFL (Test of English Foreign Language), *reading menempati porsi yang cukup besar. Reading di dalam TOEFL mencakup berbagai topik yang sangat luas*) (Kardimin, 2008:2)

Nine (9) categories of reading comprehension, such as:

The first is main idea of the text or passage

The second is vocabulary questions

The third is fact or specific detail of a sentence

The fourth is exception of the word in atext

The fifth is information of where the place is, and

The last is conclusion of the paragraph or text

(Sofyan Hartono, 2009:39)

4. Score
According to Harefa declare that score is a scoring work (give the numeral or rate) it gained from sum the numerals in every questions with the correct answered that answer by the testee (Harefa, 2010:17).

It can be conclude that only the correct answer that include in a scoring. Then to gain the score, needed to sum the correct answer in every question.

CHAPTER III

RESEARCH METHODOLOGY

C. The General Description of State Institute for Islamic Studies (IAIN)

Salatiga
States Institutes for Islamic Studies (IAIN) is one of the campus in Salatiga. IAIN is the campus base on islamic culture and islamic education. IAIN is located in strategic location in Salatiga. IAIN has the main campus on Tentara Pelajar street No. 2 Salatiga, and another two campus on Nakula Sadewa Street V No. 9 Salatiga and Lingkar Selatan street, Km. 02 Salatiga. According to President Adjust of Republic Indonesia subsection 143 about alteration from Institute for Islamic Studies (STAIN) to States Institute of Islamic Studies (IAIN). This institute is alteration from education faculty of State Institute of Islamic Studies (IAIN) Walisongo Semarang.

Here are the vision and mission of IAIN Salatiga:

1. Vision of this campus is “In 2030 (two thousand and thirty) Being Surrender of Indonesian Islamic Studies for the founding of peace and dignity community”.

2. Related to the vision, here are the mission of the campus are following below:
   a. To conduct education in various disciplines of Islamic Sciences according to Indonesian values.
   b. To conduct research in various disciplines of Islamic values for the affirmation of Indonesian values.
   c. To carry out the community services according to the research in affirmation the Indonesian values.
d. To develop a culture of campus community that reflects to the Islamic values in Indonesia.

D. Research Design

The Research used descriptive qualitative research, related to the objects of the research which was TOEFL reading score at State Institute for Islamic Studies Salatiga. The researcher focused on analyze and describe the TOEFL reading score. As a result of this research, it gave the understanding about the score of TOEFL reading at State Institute of Islamic Studies.

According to Creswell states that,

“A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (For instance: the multiple meanings of individual experiences, meaning socially and historically constructed with an intent of developing theory or pattern) or advocacy/participatory perspectives (For example: political, issue-oriented, collaborative, or change oriented) or both” (Creswell, 2008:18).

The meaning is qualitative has some approaches to find the result or approach to interprets the data had been collected. Such as multiple meaning, experiences, political, and many others.

On the other hand, the Open University declare that qualitative approach is an explanation from the exploration about ‘how’ and ‘why’ a particular phenomenon, program, operate a particular context (The Open University, 10). This can be concluded that qualitative is an approach to
answer the questions or the problem statement of some particular phenomenon, particular context, and so on by exploration.

Meanwhile, Suryana states that qualitative method is use to gain the data which is deepen and contain some sense, it is the real data or certain data (Suryana, 2010:40). The meaning is the aim of qualitative method is gain the real data or certain data.

In addition, Creswell said that qualitative investigate some different philosophical assumption, investigation strategy, to gain data collection method, analysis and interpretation the data (Creswell, 2009:173). It can be concluded that qualitative has some strategy to gain the data, then analysis, and the last is interpretation the data.

Furthermore, Creswell declare that in qualitative there are knowledge claims (constructivist and emancipatory assumption), strategy to investigate (ethnographic and narrative design), and methods (field observation and open-ended interviewing) (Creswell, 2003:20). This can be concluded that qualitative consists of knowledge claims these are constructivist assumption and emancipatory assumption, and two strategies to investigate, they are ethnographic design and narrative design, and there are two methods to gain the data such as observation and interviewing.

E. Time Allocation of the Research

This research was conducted in 6th semester of State Institute for Islamic Studies (IAIN) Salatiga in the academic year of 2015/2016 and some further information below:
Address : Third (3rd) campus of State Institute of Islamic Studies (IAIN) Salatiga
Website : [www.iainsalatiga.ac.id](http://www.iainsalatiga.ac.id)
e-mail : administrasi@iainsalatiga.ac.id

Table 3.1

<table>
<thead>
<tr>
<th>Number</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>June, 3rd, 2016</td>
<td>Researcher coordinated with lecturer to schedule the TOEFL test</td>
</tr>
<tr>
<td>2.</td>
<td>June 10th, 2016</td>
<td>Researcher was doing the TOEFL test</td>
</tr>
<tr>
<td>3.</td>
<td>June 11th, 2016 – August 15th 2016</td>
<td>Researcher was doing the researcher report</td>
</tr>
</tbody>
</table>

F. Subject of the Research

According to Millan declares that an individual who participates in research study or someone from whom data are collected is called as a subject of the research (Millan, 1996:13).
The subject of this research is the students of 6th semester of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga. The subjects of the research were twenty students in total. Moreover, it was dominated by female. The participants also took randomly where some of the participants had taken TOEFL test and some of them had not taken TOEFL test yet.

In addition, the researcher did not engage the lecturer since the TOEFL test was given by the researcher. In which, the researcher coordinated with Language Center Unit (UPB). Moreover, the test did not have any correlation to the learning materials of the class which it had been taken by the researcher to collect the data.

G. Data Sources

1. Primary Sources

According to Kumar (2011: 152), primary source is the data that it is taken from the first approach. It means that the first step of collecting data is called primary source. In relation to this theory, the researcher concludes that the primary source of this research was TOEFL reading score that it was tested at State Institute of Islamic Studies (IAIN) Salatiga.

2. Secondary Sources

According to Kumar (2011:52), secondary source is the data that it is taken from the second approach. It means that it has opposite
meaning to primary source. Although it has different meaning, it supports each other. In which the secondary source supports the primary source.

In relation to this explanation, the researcher concludes that the secondary source of this research is documents to support and to complete the source of primary data source. Furthermore, the researcher used journals, books, previous research to support the primary source. In which, those documents are called as the secondary source.

H. Data Collection

1. Qualitative audio and visual materials

   According to Cresswell (2009:181), video, photo, any forms of sounds are called as qualitative audio and visual materials. This can be meant that the photo is one of qualitative audio and visual materials. In which, the researcher collected the data through documentation. It was represented by taking some pictures during TOEFL test.

   The photos were taken during the TOEFL test. The researcher gave the materials to the participants. After the researcher gave the materials, the researcher sat behind the participants. The researcher monitored the TOEFL test and the researcher sometimes took their pictures to complete the data collection.

2. Qualitative documents
According to Cresswell (2009:181), qualitative documents are represented by public documents such as, newspaper, minutes of meeting and official report. This also can be taken from private documents namely; email, letter, personal journals and diaries. It means that qualitative documents can be taken from two ways namely; public documents and private documents.

In this research, the research collected the documents through conducting TOEFL test. The test coordinated with the language centre unit (UPB) which it has a legal license to conduct TOEFL test. Moreover, it is used to get more valid and reliable data. This was used to get official score of the students. In which, the scores are used to be analyzed by the researcher.

In addition, the test was taken by twenty participants from the students of sixth semester of English Education Department students. They were given fifty minutes to do the test but they could leave the TOEFL test when they had finished their TOEFL test. As the general rules of conducting a formal test, the participants were not allowed to cheat other’s works. In which, the researcher made sure this condition by monitoring them during the TOEFL test.

I. Data Analysis

According to Cresswel (2009:151), there are four steps to analyze the data. They are as listed in the following:
1. Step I

The first step is reporting or listing the participants who join to the research. It can be presented in the form of table so that it can give an easier way to analyze the data. Since the researcher had twenty participants, the researcher input all the data into a table and it was presented in the chapter IV. In addition, all participants that had been chosen, they had followed the TOEFL test.

Furthermore, the table was presented the participants’ names and their TOEFL score. The score was from their TOEFL test which test was conducted once by the researcher. Since the researcher only took one of four aspects of TOEFL test which it was reading aspect. The researcher took a method to score the participants using a rubric of reading aspect without any accumulation such as it is used in the form of TOEFL scoring from its four aspects.

2. Step II

Second step is discussing bias possibilities that it will happen to the research. This means that the research should be valid and reliable. This should be checked from the very beginning of the research. In relation to avoid bias research, the researcher analyzed the data that it had been taken from the data collection. In addition, the researcher attached the data in the appendices so people can check the results with the primary or the secondary data.
Furthermore, the researcher used supporting data such as journals, books, and photos. The researcher used the data that had been found in the research and the research analyzed the data supported by those supporting data. In addition, to avoid subjectivity, the researcher engaged a legal institution to provide TOEFL test material so that the test was going to be valid and reliable.

3. Step III

Third step is starting to prepare a descriptive analysis of all data. This means that the researcher should start to interpret the results of the research. In relation to the third step, the researcher interpreted the data through the two steps before which the data was presented in the tables. Then, the researcher interpreted the data using descriptive approach.

4. Step IV

Fourth step is presenting the results and discussions. In this step, the researcher needs to draw a conclusion in every finding of the research. It means that the researcher has the final step of analysis data. In which, the researcher starts to combining all the process into a clear explanation of the results.

In relation to this explanation, the researcher presented the results into tables and the researcher discussed each finding into a clear explanations. In addition, the researcher had drawn a conclusion of the
results and discussions. In hope, the reader would more understand the results.

5. Coding

A researcher has to make codes. Making codes mean giving codes in every unit, so that it will be easier to look for the needed data. The researcher made some codes in relation to this research. The codes are explained as following bellow:

a. C was represented as the correct answer. It was presented in appendix.

b. I was represented as the incorrect answer. It was presented in appendix.

c. Data was represented as the name of each student.

For example, Data 1 for the students number 1 in a list table.
A. The profile of students TOEFL reading score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016.

The researcher was collected the data from students of English education. It was consists of 20 students to be tested. There were eighteen females and there were two males. It conducted in Psycholinguistics class.

The question is consists of 50 questions. With the type of questions as followed: topic of the passage, inferred passage, possessive meaning, closest meaning, passage question, similar meaning, passage statement, the main idea of the passage, the main idea of the paragraph in a passage, most probably discussion, true or not true statement, determine the line of paragraph, and the best title of the passage.

And here was the profile of the TOEFL reading score presented in a table as followed below:

Table 4.1

<table>
<thead>
<tr>
<th>NO.</th>
<th>NIM</th>
<th>NAME</th>
<th>ORIGINAL SCORE (NILAI ASLI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>113-13-069</td>
<td>ALFI HAMIDATUN NUSHROH</td>
<td>21</td>
</tr>
<tr>
<td>2.</td>
<td>113-13-077</td>
<td>ISTIFARINI R.</td>
<td>33</td>
</tr>
<tr>
<td>3.</td>
<td>113-13-153</td>
<td>RAHMAH ASHIELA N.</td>
<td>42</td>
</tr>
<tr>
<td>4.</td>
<td>113-13-136</td>
<td>ARIS NAZILLAH</td>
<td>29</td>
</tr>
<tr>
<td>5.</td>
<td>113-13-065</td>
<td>DANANG SIGIT W.</td>
<td>25</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>6.</td>
<td>113-13-016</td>
<td>NURINA ELFA PUTRI</td>
<td>24</td>
</tr>
<tr>
<td>7.</td>
<td>113-13-024</td>
<td>DEVYE ANANDARI</td>
<td>13</td>
</tr>
<tr>
<td>8.</td>
<td>113-13-131</td>
<td>BETIK NINDYAWATI</td>
<td>23</td>
</tr>
<tr>
<td>9.</td>
<td>113-13-083</td>
<td>DEMCY AYU BARAWATI</td>
<td>17</td>
</tr>
<tr>
<td>10.</td>
<td>113-13-017</td>
<td>KURNIA DEWI</td>
<td>14</td>
</tr>
<tr>
<td>11.</td>
<td>113-13-128</td>
<td>FIFIN SUSANTRI</td>
<td>26</td>
</tr>
<tr>
<td>12.</td>
<td>113-13-134</td>
<td>FITRI HANAYANI</td>
<td>23</td>
</tr>
<tr>
<td>13.</td>
<td>113-13-089</td>
<td>EKA WIDI RIYANTI</td>
<td>22</td>
</tr>
<tr>
<td>14.</td>
<td>113-13-133</td>
<td>RISA TOFANTISARI</td>
<td>36</td>
</tr>
<tr>
<td>15.</td>
<td>113-13-058</td>
<td>NARYANTI</td>
<td>14</td>
</tr>
<tr>
<td>16.</td>
<td>113-13-064</td>
<td>ARINA NURUL IZZAH</td>
<td>26</td>
</tr>
<tr>
<td>17.</td>
<td>113-13-084</td>
<td>RATEH AMBARWATI</td>
<td>21</td>
</tr>
<tr>
<td>18.</td>
<td>113-13-043</td>
<td>NAILA RAJIHA</td>
<td>27</td>
</tr>
<tr>
<td>19.</td>
<td>113-13-135</td>
<td>NOVI KHOFIDHOH</td>
<td>32</td>
</tr>
<tr>
<td>20.</td>
<td>113-13-067</td>
<td>MUNTASIROH</td>
<td>29</td>
</tr>
</tbody>
</table>

From the table above, the researcher concluded the profile of TOEFL reading score as followed bellow:

1. Data 1 with 21 correct answers. She had the correct answer in the number of 1, 2, 3, 8, 10, 12, 14, 19, 21, 28, 29, 30, 33, 34, 35, 36, 37, 39, 48, 49, and 50. And she had the incorrect answer in the number of 4, 5, 6, 7, 9, 11, 13, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 31, 32, 41, 42, 44, 45, 46, and 47. She had the correct answer in answered topic of the passage, inferred of the passage,
possessive word, closest meaning, and statement of the passage. And she had the incorrect answer in answered inferred word, passage question, similar meaning, the main idea of the passage, most probably discussion, and true or not true statement.

2. Data 2 with 33 correct answers. She had the correct answer in the number of 2, 3, 4, 7, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 24, 25, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 39, 40, 41, 43, 48, 49, and 50. And she had the incorrect answer in the number of 1, 5, 6, 8, 9, 18, 22, 23, 26, 31, 38, 42, 44, 45, 46, and 47. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage, the main idea of the paragraph in a passage, synonyms, support word, true or not true statement of the passage, the best title of the passage, and determined the line of the passage. And she had the incorrect answer in answered the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

3. Data 3 with 42 correct answers. She had the correct answers in the number of 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 45, 46, 47, 48, 49, and 50. And she had the incorrect answer in the number of 6, 9, 20, 23, 31, 35, 40, and 44. She had the correct answer in answered topic of the passage, inferred of the passage,
possessive word, closest meaning, synonyms, and true or not true statement of the passage, the statement of the passage, similar meaning, the main idea of the passage, the main idea of the paragraph in a passage, the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage. And she had the incorrect answer in answered most probably discussion in a passage, and inferred passage.

4. Data 4 with 29 correct answers. He had the correct answer in the number of 1, 2, 3, 4, 7, 8, 10, 11, 16, 17, 21, 22, 23, 24, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 42, 48, 49, and 50. And he had the incorrect answer in the number of 5, 6, 9, 12, 13, 14, 15, 18, 19, 20, 25, 26, 27, 35, 39, 40, 41, 43, 44, 45, 46, and 47. He had correct answer in answered topic of the passage, inferred passage, possessive meaning, inferred word, similar meaning, passage statement, the main idea of the passage, closest meaning, passage question, true or not true statement, the best title of the passage, and most discuss in a paragraph. And he had the incorrect answer in answered the main idea of paragraph, determine the line of paragraph, and determine the answer of the passage.

5. Data 5 with 25 correct answers. He had the correct answer in the number of 3, 4, 7, 8, 10, 13, 14, 15, 16, 17, 18, 19, 21, 22, 24, 28, 29, 30, 32, 34, 36, 37, 38, 39, and 49. And he had the incorrect answer in the number of 1, 2, 5, 6, 9, 11, 12, 20, 23, 25, 26, 27, 31,
33, 35, 40, 41, 42, 43, 44, 45, 46, 47, 48, and 50. He had the correct answer in answered possessive meaning, inferred word, similar meaning, passage statement, the main idea of paragraph in a passage, passage question, closest meaning, inferred passage, true or not true statement, and determine the line of the passage. And he had the incorrect answer in answered determine the best title of the passage, most probably discussion, topic of the passage, closest meaning, and most discuss in a paragraph.

6. Data 6 with 24 correct answers. She had the correct answer in the number of 1, 2, 3, 4, 6, 10, 11, 15, 16, 17, 18, 19, 22, 26, 27, 29, 31, 33, 36, 38, 45, 46, 48, and 49. And he had the incorrect answer in answered 5, 7, 8, 9, 12, 13, 14, 20, 21, 23, 24, 25, 28, 30, 32, 34, 35, 37, 39, 40, 41, 42, 43, 44, 47, and 50. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage. And she had the incorrect answer in answered the topic of the passage, inferred passage, the main idea of the paragraph in a passage, synonyms, support word, true or not true statement of the passage, the best title of the passage, and determine the line of the passage.

7. Data 7 with 13 correct answers. She had the correct answers in the number of 1, 2, 3, 4, 17, 19, 22, 32, 38, 42, 43, 48, and 49. And she had the incorrect answers in the number of 5, 6, 7, 8, 9, 10, 11, 12,
13, 14, 15, 16, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 40, 41, 44, 45, 46, 47, and 50. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, synonyms, and true or not true statement of the passage. And she had the incorrect answer in answered the statement of the passage, similar meaning, the main idea of the passage, the main idea of the paragraph in a passage, the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

8. Data 8 with 23 correct answers. She had the correct answer in the number of 1, 3, 4, 5, 7, 8, 9, 10, 11, 16, 18, 21, 24, 25, 31, 38, 39, 42, 45, 46, 47, 48, and 49. And he had the incorrect answer in the number of 2, 6, 12, 13, 14, 15, 17, 19, 20, 22, 23, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 40, 41, 43, 44, and 50. She had the correct answer in answered topic of the passage, the possessive word, closest meaning, states of the passage, the main idea of the passage, the statement of the passage, and most discussion of the passage. And she had the incorrect answer in answered similar meaning, the main idea of the paragraph in a passage, the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

9. Data 9 with 17 correct answers. She had the correct answer in the number of 1, 4, 7, 8, 12, 16, 17, 19, 23, 25, 27, 31, 37, 38, 42, 44,
and 46. And she had the incorrect answer in the number of 2, 3, 5, 6, 9, 10, 11, 13, 14, 15, 18, 20, 21, 22, 24, 26, 28, 29, 30, 32, 33, 34, 35, 36, 39, 40, 41, 43, 45, 47, 48, 49, and 50. She had the correct answers in answered the topic of the passage, inferred of the passage, understanding the line of the passage, similar statement, closest meaning, statement of the passage, and true or not true statement. And she had the incorrect answer in answered possessive meaning, topic of the passage, the main idea of the paragraph in a passage, synonyms, support word, the best title of the passage, and determine the line of the passage.

10. Data 10 with 14 correct answers. She had the correct answers in the number of 1, 2, 3, 4, 11, 14, 17, 18, 19, 23, 29, 31, 40, and 45. And she had the incorrect answer in the number of 5, 6, 7, 8, 9, 10, 12, 13, 15, 16, 20, 21, 22, 24, 25, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, and 50. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, the main idea of the passage, and statement of the passage. And she had the incorrect answer in answered similar meaning, the main idea of the paragraph in a passage, the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

11. Data 11 with 26 correct answers. She had the correct answer in the number of 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 19, 23, 27, 28,
29, 30, 31, 33, 36, 38, 45, and 46. And she had the incorrect answer in the number of 1, 8, 12, 17, 18, 20, 21, 22, 24, 25, 26, 32, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, and 50. She had the correct answer in answered topic of the passage, inferred passage, possessive meaning, closest meaning, passage question, similar meaning, passage statement, true or not true statement, determine the line of paragraph, and the best title of the passage. And she had the incorrect answer in answered the main idea of the paragraph in a passage, most probably discussion, and true or not true statement.

12. Data 12 with 23 correct answers. She had the correct answer in the number of 1, 4, 5, 6, 8, 10, 13, 14, 15, 16, 19, 22, 23, 26, 27, 32, 34, 39, 42, 43, and 48. And she had the incorrect answer in the number of 2, 3, 7, 9, 11, 12, 17, 18, 20, 21, 24, 25, 28, 29, 30, 31, 33, 35, 36, 37, 38, 40, 41, 44, 45, 46, 47, 49, and 50. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage. And she had the incorrect answer in answered inferred word, passage question, similar meaning, the main idea of the passage, most probably discussion, and true or not true statement.

13. Data 13 with 22 correct answers. She had the correct answer in the number of 2, 3, 4, 9, 10, 11, 14, 15, 16, 18, 19, 21, 28, 29, 31, 36, 38, 45, 47, 48, 49, and 50. And she had the incorrect answer in the number of 1, 5, 6, 7, 8, 12, 13, 17, 20, 22, 23, 24, 25, 26, 27, 30, 32,
33, 34, 35, 37, 39, 40, 41, 42, 43, 44, and 46. She had the correct answer in answered topic of the passage, the possessive word, closest meaning, states of the passage, the main idea of the passage, the statement of the passage, and most discussion of the passage. And she had the incorrect answer in answered similar meaning, the main idea of the paragraph in a passage, the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

14. Data 14 with 36 correct answers. She had the correct answer in the number of 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 15, 16, 17, 18, 19, 21, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 36, 38, 39, 41, 42, 44, 45, 46, 49, and 50. And she had the incorrect answer in the number of 5, 9, 12, 14, 20, 22, 26, 27, 35, 37, 40, 43, 47, and 48. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage, the main idea of the paragraph in a passage, synonyms, support word, true or not true statement of the passage, the best title of the passage, and determined the line of the passage. And she had the incorrect answer in answered the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

15. Data 15 with 14 correct answers. She had the correct answer in the number of 3, 9, 10, 11, 15, 16, 17, 27, 29, 34, 38, 39, 48, and 50.
And she had the incorrect answer in the number of 1, 2, 4, 5, 6, 7, 8, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 30, 31, 32, 33, 35, 36, 37, 40, 41, 42, 43, 44, 45, 46, 47, and 49. She had the correct answer in the number of 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 15, 17, 18, 19, 24, 25, 28, 31, 34, 36, 38, 40, 42, 45, 46, and 50. And she had the incorrect answer in the number of 2, 8, 13, 14, 16, 20, 21, 22, 23, 26, 27, 29, 30, 32, 33, 35, 37, 39, 41, 43, 44, 47, and 48. She had the correct answer in the number of 1, 2, 4, 6, 7, 11, 14, 15, 17, 18, 19, 23, 28, 29, 30, 31.
33, 35, 40, and 45. And she had the incorrect answer in the number of 5, 8, 9, 10, 12, 13, 16, 20, 21, 22, 24, 25, 26, 27, 32, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, and 50. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage. And she had the incorrect answer in answered inferred word, passage question, similar meaning, the main idea of the passage, most probably discussion, and true or not true statement.

18. Data 18 with 27 correct answers. She had the correct answer in the number of 3, 4, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 22, 24, 27, 28, 29, 30, 32, 33, 34, 38, 39, 42, 44, and 49. And the incorrect answer in the number of 1, 2, 5, 6, 9, 12, 20, 21, 23, 25, 26, 31, 35, 36, 37, 40, 41, 43, 45, 46, 47, 48, and 50. She had the correct answer in answered possessive meaning, inferred word, similar meaning, passage statement, the main idea of paragraph in a passage, passage question, closest meaning, inferred passage, true or not true statement, and determine the line of the passage. And she had the incorrect answer in answered determine the best title of the passage, most probably discussion, topic of the passage, closest meaning, and most discuss in a paragraph.

19. Data 19 with 32 correct answers. She had the correct answer in the number of 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 20, 21, 22, 23, 24, 25, 31, 32, 33, 34, 36, 37, 38, 43, 44, 49, and 50. And she
had incorrect answer in the number of 5, 12, 15, 19, 26, 27, 28, 29, 30, 35, 39, 40, 41, 42, 45, 46, 47, and 48. She had the correct answer in answered topic of the passage, inferred of the passage, possessive word, closest meaning, and statement of the passage, the main idea of the paragraph in a passage, synonyms, support word, true or not true statement of the passage, the best title of the passage, and determined the line of the passage. And she had the incorrect answer in answered the conclusion of the passage, the probably discussion of the passage, and decide the best title of the passage.

20. Data 20 with 29 correct answers. She had the correct answer in the number of 1, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 19, 22, 25, 27, 30, 32, 33, 34, 36, 37, 38, 39, 41, 42, 45, and 46. And she had incorrect answer in the number of 2, 6, 9, 17, 18, 20, 21, 23, 24, 26, 28, 29, 31, 35, 40, 44, 47, 48, 49, and 50. She had correct answer in answered topic of the passage, inferred passage, possessive meaning, inferred word, similar meaning, passage statement, the main idea of the passage, closest meaning, passage question, true or not true statement, the best title of the passage, and most discuss in a paragraph. And she had the incorrect answer in answered the main idea of paragraph, determine the line of paragraph, and determine the answer of the passage.
From the description above, most of them had the correct answers in the number of 3 and 4. In the number of 3 there was a student from data 9 was incorrect did this section of question, then the number of 4 there were two students from data 1 and data 14 were incorrect did this section of question.

And from 50 questions, most of them had incorrect answers in the number of 20 there were three students from data 2, data 11, and data 19 were correct in this section of question, and the number of 41 there were four students from data 2, data 3, data 14, and data 20 were correct in this section of question, and in detailed information present in appendix.

The question that most of the students were correct answers in the number of 3 as like possessive meaning, for instance: “The possessive “its” in line 2 refers to?”, inferred word, for instance: “It can be referred from the passage that the hippopotamus is commonly called a hippo because the word “hippo” is?”.

Furthermore, the question that most of the students were incorrect in the number of 20 such as most probably discussion of the passage, for example: “The paragraph preceding the passage most probably discusses?”, determine the answer of the passage, for example: “Where did Gianni open his first bank?”. 
B. The homogeneity of the score in 6th semester of English Department Students of States Institutes for Islamic Studies in the academic year of 2015/2016.

To determine the score of TOEFL in general was used table of TOEFL score, in detailed information present in appendix. Since the research focused on TOEFL reading score, so the researcher entered the score to the standard TOEFL reading score to determine TOEFL reading score. According to the table of TOEFL reading score, researcher determined the highest score was 67 and the lowest score was 22.

Then researcher classified score into some characteristic to determine the homogeneity of the score in 6th semester of English department students of State Institute for Islamic studies. According to National Reading Style Institute (1986), states that score classifications are as follow: excellent, good, moderate, and poor to fair. From the explanation above, researcher had made the classification in a rubric as followed below:

Table 4.2

The Classifications of Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>57-67</td>
<td>Excellent</td>
</tr>
<tr>
<td>46-56</td>
<td>Good</td>
</tr>
<tr>
<td>NO.</td>
<td>NIM</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>113-13-069</td>
</tr>
<tr>
<td>2</td>
<td>113-13-077</td>
</tr>
<tr>
<td>3</td>
<td>113-13-153</td>
</tr>
<tr>
<td>4</td>
<td>113-13-136</td>
</tr>
<tr>
<td>5</td>
<td>113-13-065</td>
</tr>
</tbody>
</table>

Then from the table above, researcher described TOEFL reading score as followed below:

Table 4.3
TOEFL Reading Score
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>113-13-016</td>
<td>NURINA ELFA PUTRI</td>
</tr>
<tr>
<td>7.</td>
<td>113-13-024</td>
<td>DEVYE ANANDARI</td>
</tr>
<tr>
<td>8.</td>
<td>113-13-131</td>
<td>BETIK NUR NINDYAWATI</td>
</tr>
<tr>
<td>9.</td>
<td>113-13-083</td>
<td>DEMCY AYU BARAWATI</td>
</tr>
<tr>
<td>10.</td>
<td>113-13-017</td>
<td>KURNIA DEWI</td>
</tr>
<tr>
<td>11.</td>
<td>113-13-128</td>
<td>FIFIN SUSANTRI</td>
</tr>
<tr>
<td>12.</td>
<td>113-13-134</td>
<td>FITRI HANAYANI</td>
</tr>
<tr>
<td>13.</td>
<td>113-13-089</td>
<td>EKA WIDI RIYANTI</td>
</tr>
<tr>
<td>14.</td>
<td>113-13-133</td>
<td>RISA TOFANTISARI</td>
</tr>
<tr>
<td>15.</td>
<td>113-13-058</td>
<td>NARYANTI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16.</td>
<td>113-13-064</td>
<td>ARINA NURUL IZZAH</td>
</tr>
<tr>
<td>17.</td>
<td>113-13-084</td>
<td>RATEH AMBARWATI</td>
</tr>
<tr>
<td>18.</td>
<td>113-13-043</td>
<td>NAILA RAJIHA</td>
</tr>
<tr>
<td>19.</td>
<td>113-13-135</td>
<td>NOVI KHOFIDHOH</td>
</tr>
<tr>
<td>20.</td>
<td>113-13-067</td>
<td>MUNTASIROH</td>
</tr>
</tbody>
</table>
From the explanation above, the researcher analyze the homogeneity of the data, such as:

1. Data 7 and data 13 were occupied in the position poor to fair. So, it can be concluded there were two students’ data in this position.

2. Data 1, data 5, data 6, data 8, data 9, data 10, data 11, data 12, data 15, data 16, data 17, and data 18 were occupied in the position moderate. So, the conclusion is there were 12 students’ data in this position.

3. Data 2, data 4, data 14, data 19, and data 20 were occupied in the position good. The meaning is there were 5 students’ data in this position.

4. Data 3 was occupied in the excellent position. It can be concluded that only a student data in this position.

From the explanation above, it can be concluded that there were four positions, such as:

1. Excellent position as the lowest homogeneity position with a students’ data.
2. Good position as the first middle homogeneity position with 5 students’ data.
3. Moderate position as the highest homogeneity position with 12 students’ data.
4. Poor to fair position as the second middle homogeneity position with 2 students’ data.
CHAPTER V

CLOSURE

A. Conclusions

In this chapter, the researcher would like to present conclusions and suggestions from the research in order to summarize all of parts of the research report. The conclusions are represented into two parts as the following below:

1. The profile of students TOEFL reading score

The researcher conducted the TOEFL test which the subject is limited to the reading subject only. In order to get valid data, the researcher coordinated with Language Centre Unit (UPB). This is because this institution has legal license to conduct TOEFL test. The researcher asked the material being tested to the Language Centre Unit (UPB) as well the worksheets.

The researcher got the profile of TOEFL reading score from reading TOEFL test in the 6\textsuperscript{th} semester of English department. This was taken by the researcher in which the researcher coordinated with a lecturer. In addition, the lecturer taught reading subject in the class. The scores profile was taken from the TOEFL test that it was conducted by the researcher.
Furthermore, there were 20 data analysis of TOEFL reading score. With the variety of the score, such as: 21, 33, 42, 29, 25, 24, 23, 23, 17, 14, 26, 23, 22, 36, 14, 26, 21, 27, 32, and 29.

The question of the TOEFL reading was consists of 50 questions. And from 50 questions, most of the students had incorrect answers in the number of 20 there were three students from data 2, data 11, and data 19 were correct in this section of question, and the number of 41 there were four students from data 2, data 3, data 14, and data 20 were correct in this section of question.

2. The Homogeneity of the Score

Since the research focused on TOEFL reading score, so the researcher entered the score to the standard TOEFL reading score to determine TOEFL reading score. According to the table of TOEFL reading score, researcher determined the highest score was 67 and the lowest score was 22.

The researcher had made the classification in a rubric consists of 4 categories, such as: excellent, good, moderate, and poor to fair.

From the classification above, it can be concluded that there were four positions, such as:

5. Excellent position as the lowest homogeneity position with a students’ data.
6. Good position as the first middle homogeneity position with 5 students’ data.

7. Moderate position as the highest homogeneity position with 12 students’ data.

8. Poor to fair position as the second middle homogeneity position with 2 students’ data.

B. Suggestions

TOEFL is the most important requirement for many people around the world, to register for work in a foreign factory, register for S2 (postgraduate), register for S3, be a lecture, and many others.

And in the end of the research report, researcher would like to give some suggestion as follow:

1. For the students

The researcher hopes that by conducting this research the students can be motivated to know and study more about TOEFL. In addition, the students have to enhance the awareness in the importance of TOEFL, then study more, and try to answer TOEFL questions. Since, TOEFL is one of important requirements of some selecting program process.
2. For the lecturer

The researcher hopes that this research gives more pay attention to the lecturer in TOEFL learning, and to make it better than before. In addition, the research can give the lecturer point of view on the students’ capability in the reading TOEFL and reading subject.

3. For the campus

The researcher hopes that the institution will Connect to the importance of TOEFL, the researcher suggests to make TOEFL is an obligation for all students. With the prospect, all of the students of the campus have international skill in TOEFL and TOEFL certificate to register postgraduate, working or so on. In addition, the TOEFL score can be the requirement before the graduation of all the majors in the institution.

4. For the researcher

The researcher hopes that the next researcher will conduct the wider research in the descriptive analysis of TOEFL reading score. In addition, the next researcher is suggested to the other researchers to complete this research and to make it better.
REFFERENCES


Francis, Hazel, Learning to Read Literate Behaviour and Orthographic Knowledge: George Allen & Unwin (Publisher) Ltd, 1982.

Gilby, Clare, Teaching English as A Foreign Language: Edge Hill University, 2011.


National Reading Style Institute, 1986.


The Open University. *6 Methods of Data Collection and Analysis*. Save the Children.
CURRICULUM VITAE

Name: Nastiti Ardita Sari

Address: Rt/rw 03/01 Ngloji Bejen, Bejen, Temanggung

Place & Date of Birth: Temanggung, 13 February 1994

Education Story:

- Tk Aba 1 Bejen, graduated in 2000
- SD Negri 1 Bejen, graduated in 2006
- MTs Assalaam, graduated in 2009
- MA Assalaam, graduated in 2012
Table of TOEFL Score

<table>
<thead>
<tr>
<th>Unripe Score (Skor mentah)</th>
<th>Difference Score (Skor ubahan) Listening section</th>
<th>Difference Score (Skor ubahan) Structure section</th>
<th>Difference Score (Skor ubahan) Reading section</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>68</td>
<td></td>
<td>67</td>
</tr>
<tr>
<td>49</td>
<td>66</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>48</td>
<td>64</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>47</td>
<td>63</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>46</td>
<td>62</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td>45</td>
<td>61</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>44</td>
<td>60</td>
<td></td>
<td>59</td>
</tr>
<tr>
<td>43</td>
<td>59</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>42</td>
<td>58</td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>41</td>
<td>57</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>40</td>
<td>56</td>
<td>67</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>22</td>
<td>44</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>21</td>
<td>44</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>20</td>
<td>43</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>43</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>18</td>
<td>42</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>17</td>
<td>41</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>16</td>
<td>41</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>14</td>
<td>39</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>13</td>
<td>38</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>12</td>
<td>37</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>11</td>
<td>36</td>
<td>34</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>33</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>30</td>
<td>28</td>
</tr>
</tbody>
</table>
## The Presentation of the Score

| No. | Question | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 | D10 | D11 | D12 | D13 | D14 | D15 | D16 | D17 | D18 | D19 | D20 |
|-----|----------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1   | 1        | C  | I  | C  | C  | C  | C  | C  | C  | I  | C   | I   | C   | I   | C   | I   | C   | I   | C   | C   |
| 2   | 2        | C  | C  | C  | C  | C  | C  | C  | C  | I  | C   | I   | C   | I   | C   | I   | C   | I   | C   | C   |
| 3   | 3        | C  | C  | C  | C  | C  | C  | C  | C  | C  | C   | C   | C   | C   | C   | C   | C   | C   | C   | C   |
| 4   | 4        | I  | C  | C  | C  | C  | C  | C  | C  | C  | C   | C   | I   | C   | C   | C   | C   | C   | C   | C   |
| 5   | 5        | I  | I  | I  | I  | I  | I  | I  | I  | C  | I   | I   | I   | I   | C   | I   | I   | I   | I   | C   |
| 6   | 6        | I  | I  | I  | I  | I  | C  | I  | I  | I  | C   | I   | C   | I   | C   | C   | I   | C   | I   | C   |
| 7   | 7        | I  | C  | C  | C  | C  | I  | I  | C  | C  | I   | I   | C   | I   | C   | C   | C   | C   | C   | C   |
| 8   | 8        | C  | I  | C  | C  | C  | I  | I  | C  | C  | I   | I   | I   | I   | I   | C   | C   | C   | C   | C   |
| 9   | 9        | I  | I  | I  | I  | I  | I  | I  | I  | C  | I   | I   | C   | I   | C   | I   | I   | I   | I   | C   |
| 10  | 10       | C  | C  | C  | C  | C  | C  | C  | C  | C  | C   | C   | C   | C   | C   | C   | C   | I   | C   | C   |
| 11  | 11       | I  | C  | C  | C  | C  | I  | I  | C  | C  | C   | C   | C   | C   | C   | C   | C   | I   | C   | C   |
| 12  | 12       | C  | C  | C  | I  | I  | I  | I  | C  | I  | I   | I   | I   | C   | I   | I   | I   | I   | I   | C   |
| 13  | 13       | I  | C  | C  | I  | C  | I  | I  | I  | I  | C   | I   | C   | I   | I   | C   | C   | C   | C   | C   |
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa: Wasthi Adita S.

NIM: 115 - 11 - 160

Dosen Pembimbing: Rika Adita Fernaldga, S. Fil., M. Hum

Judul: An Investigation of Correlation Between Students Reading TOEFL and Their Ability in Reading at 6th semester

1. **NO.** | **TANGGAL** | **ISI KONSULTASI**                                                                 | **CATATAN PEMBIMBING** | **PARAF** |
----------|-------------|---------------------------------------------------------------------------------|------------------------|-----------|
1.        | 14th April 2016 | Penyertaan Vota Pembimbing                                                      |                        |           |
2.        | 4th July 2016  | Konsultasi judul                                                               |                        |           |
3.        | 27th July 2016 | Research Question                                                              |                        |           |
4.        | 11th August 2016 | Konsultasi BAB I dan II                                                        |                        |           |
5.        | 26th August 2016 | Konsultasi BAB III, IV, dan V                                                  |                        |           |
6.        | 27th August 2016 | Revisi Bab I dan Bab II                                                        |                        |           |
7.        | 4th September 2016 | Revisi Bab III, IV, dan V                                                      |                        |           |
8.        | 10th September 2016 | Revisi Bab I, II, III, IV, dan V.ACC                                              |                        |           |

**CATATAN:**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing: Rika Adita Fernaldga, S. Fil., M. Hum
SECTION 3
READING COMPREHENSION
Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

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

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

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Example I

To what did John Quincy Adams devote his life?
(A) Improving his personal life
(B) Serving the public
(C) Increasing his fortune
(D) Working on his private business

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

Example II

In line 4, the word “unswerving” is closest in meaning to
(A) moveable
(B) insignificant
(C) unchanging
(D) diplomatic

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.
Questions 1–10

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

Line 3: The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

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

1. The topic of this passage is
   (A) the largest land animals
   (B) the derivations of animal names
   (C) the characteristics of the hippo
   (D) the relation between the hippo and the whale

2. It can be inferred from the passage that the rhinoceros is
   (A) smaller than the hippo
   (B) equal in size to the elephant
   (C) a hybrid of the hippo and the elephant
   (D) one of the two largest types of land animals

3. The possessive "Its" in line 2 refers to
   (A) hippopotamus
   (B) elephant
   (C) rhinoceros
   (D) horse

4. It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
   (A) simpler to pronounce
   (B) scientifically more accurate
   (C) the original name
   (D) easier for the animal to recognize

5. The word "float" in line 4 is closest in meaning to
   (A) sink
   (B) drift
   (C) eat
   (D) flap

6. According to the passage, what is the maximum time that hippopotamuses have been known to stay underwater?
   (A) Three minutes
   (B) Five minutes
   (C) Thirty minutes
   (D) Ninety minutes

7. The expression "has relatively little in common" in line 7 could best be replaced by
   (A) has few interactions
   (B) is not normally found
   (C) has minimal experience
   (D) shares few similarities

8. The passage states that one way in which a hippo is similar to a whale is that
   (A) they both live on the bottoms of rivers
   (B) they both have blowholes
   (C) they are both named after horses
   (D) they both breathe underwater

9. The word "blubber" in line 10 is closest in meaning to
   (A) fat
   (B) meat
   (C) water
   (D) skin

10. The passage states that the hippo does not
    (A) like water
     (B) resemble the whale
     (C) have a protective coating
     (D) have much hair
Questions 11–19

John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in Pennsylvania estate at the age of eighteen, he first began to study and paint birds.

In his young adulthood, Audubon undertook numerous enterprises, generally without a tremendous amount of success; at various times during his life he was involved in a mercantile business, a lumber and grist mill, a taxidermy business, and a school. His general mode of operating a business was to leave it either unattended or in the hands of a partner and take off on excursions through the wilds to paint the natural life that he saw. His business career came to an end in 1819 when he was jailed for debt and forced to file for bankruptcy.

It was at that time that Audubon began seriously to pursue the dream of publishing a collection of his paintings of birds. For the next six years he painted birds in their natural habitats while his wife worked as a teacher to support the family. His Birds of America, which included engravings of 435 of his colorful and lifelike water colors, was published in parts during the period from 1826 to 1838 in England. After the success of the English editions, American editions of his work were published in 1839, and his fame and fortune were ensured.

11. This passage is mainly about
   (A) North American birds
   (B) Audubon's route to success as a painter of birds
   (C) the works that Audubon published
   (D) Audubon's preference for travel in natural habitats

12. The word "foremost" in line 1 is closest in meaning to
   (A) prior
   (B) leading
   (C) first
   (D) largest

13. In the second paragraph, the author mainly discusses
   (A) how Audubon developed his painting style
   (B) Audubon's involvement in a mercantile business
   (C) where Audubon went on his excursions
   (D) Audubon's unsuccessful business practices

14. The word "mode" in line 7 could best be replaced by
   (A) method
   (B) vogue
   (C) average
   (D) trend

15. Audubon decided not to continue to pursue business when
   (A) he was injured in an accident at a grist mill
   (B) he decided to study art in France
   (C) he was put in prison because he owed money
   (D) he made enough money from his paintings

16. The word "pursue" in line 11 is closest in meaning to
   (A) imagine
   (B) share
   (C) follow
   (D) deny
17. According to the passage, Audubon's paintings
   (A) were realistic portrayals
   (B) used only black, white, and gray
   (C) were done in oils
   (D) depicted birds in cages

18. The word "support" in line 13 could best be replaced by
   (A) tolerate
   (B) provide for
   (C) side with
   (D) fight for

19. It can be inferred from the passage that after 1839 Audubon
   (A) unsuccessfully tried to develop new businesses
   (B) continued to be supported by his wife
   (C) traveled to Europe
   (D) became wealthy
Questions 20–29

Schizophrenia is often confused with multiple personality disorder yet is quite distinct from it. Schizophrenia is one of the more common mental disorders, considerably more common than multiple personality disorder. The term "schizophrenia" is composed of roots which mean "a splitting of the mind," but it does not refer to a division into separate and distinct personalities, as occurs in multiple personality disorder. Instead, schizophrenic behavior is generally characterized by illogical thought patterns and withdrawal from reality. Schizophrenics often live in a fantasy world where they hear voices that others cannot hear, often voices of famous people. Schizophrenics tend to withdraw from families and friends and communicate mainly with the "voices" that they hear in their minds.

It is common for the symptoms of schizophrenia to develop during the late teen years or early twenties, but the causes of schizophrenia are not well understood. It is believed that heredity may play a part in the onset of schizophrenia. In addition, abnormal brain chemistry also seems to have a role; certain brain chemicals, called neurotransmitters, have been found to be at abnormal levels in some schizophrenics.

20. The paragraph preceding the passage most probably discusses
(A) the causes of schizophrenia
(B) multiple personality disorder
(C) the most common mental disorder
(D) possible cures for schizophrenia

21. Which of the following is true about schizophrenia and multiple personality disorder?
(A) They are relatively similar.
(B) One is a psychological disorder, while the other is not.
(C) Many people mistake one for the other.
(D) Multiple personality disorder occurs more often than schizophrenia.

22. "Disorder" in line 3 is closest in meaning to which of the following?
(A) Disruption
(B) Unliveness
(C) Misalignment
(D) Disease

23. It can be inferred from the passage that a "schism" is
(A) a division into factions
(B) a mental disease
(C) a personality trait
(D) a part of the brain

24. What is NOT true about schizophrenia, according to the passage?
(A) It is characterized by separate and distinct personalities.
(B) It often causes withdrawal from reality.
(C) Its symptoms include illogical thought patterns.
(D) Its victims tend to hear voices in their minds.

25. According to the passage, how do schizophrenics generally relate to their families?
(A) They are quite friendly with their families.
(B) They become remote from their families.
(C) They have an enhanced ability to understand their families.
(D) They communicate openly with their families.

26. It can be inferred from the passage that it would be least common for schizophrenia to develop at the age of
(A) fifteen
(B) twenty
(C) twenty-five
(D) thirty
27. The word "onset" in line 11 is closest in meaning to
   (A) start
   (B) medication
   (C) effect
   (D) age

28. The word "abnormal" in line 11 is closest in meaning to
   (A) unstable
   (B) unregulated
   (C) uncharted
   (D) unusual

29. Where in the passage does the author explain the derivation of the term "schizophrenia"?
   (A) Lines 3–5
   (B) Lines 5–6
   (C) Lines 9–10
   (D) Lines 11–13
Questions 30–39

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

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

30. The best title for this passage would be
   (A) The Size of the Bristlecone Pine
   (B) Three-Hundred-Year-Old Forests
   (C) The Wonders of the Ancient World
   (D) An Amazingly Enduring Tree

31. The word "estimate" in line 2 is closest in meaning to
   (A) measure
   (B) approximate
   (C) evaluate
   (D) view

32. The expression "in the neighborhood of" in lines 2–3 could best be replaced by
   (A) of approximately
   (B) on the same block as
   (C) with the friendliness of
   (D) located close to

33. It can be inferred from the passage that most people
   (A) are quite accurate in their estimates of the ages of trees
   (B) have two to three hundred trees in their neighborhoods
   (C) do not really have any idea how old the oldest trees on Earth are
   (D) can name some three-hundred-year-old trees

34. According to the passage, approximately how old are the oldest trees on Earth?
   (A) Two hundred years old
   (B) Three hundred years old
   (C) Five hundred years old
   (D) Five thousand years old

35. The word "venerable" in line 6 is closest in meaning to which of the following?
   (A) Ancient
   (B) Incredible
   (C) Towering
   (D) Unrecognizable
36. The author mentions the Egyptian pyramids as an example of something that is
   (A) far away
   (B) believed to be strong
   (C) extremely tall
   (D) known to be old

37. Which of the following is true about the bristlecone pine?
   (A) It is as tall as the great pyramids.
   (B) It is never more than five meters in height.
   (C) It is short in comparison to many other trees.
   (D) It can be two to three hundred feet tall.

38. The word "inclement" in line 10 could best be replaced by
   (A) sunny
   (B) bad
   (C) unusual
   (D) strong

39. The passage states that resin
   (A) assists the tree trunks to develop
   (B) is found only in the bristlecone pine
   (C) flows from the branches to the tree trunk
   (D) helps stop rot from starting
Questions 40–50

The organization that today is known as the Bank of America did start out in America, but under quite a different name. Italian American A.P. Giannini established this bank on October 17, 1904, in a renovated saloon in San Francisco's Italian community of North Beach under the name Bank of Italy, with immigrants and first-time bank customers comprising the majority of its first customers. During its development, Giannini's bank survived major crises in the form of a natural disaster and a major economic upheaval that not all other banks were able to overcome.

One major test for Giannini's bank occurred on April 18, 1906, when a massive earthquake struck San Francisco, followed by a raging fire that destroyed much of the city. Giannini obtained two wagons and teams of horses, filled the wagons with the bank's reserves, mostly in the form of gold, covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients' funds protected. In the aftermath of the disaster, Giannini's bank was the first to resume operations. Unable to install the bank in a proper office setting, Giannini opened up shop on the Washington Street Wharf on a makeshift desk created from boards and barrels.

In the period following the 1906 fire, the Bank of Italy continued to prosper and expand. By 1918 there were twenty-four branches of the Bank of Italy, and by 1928 Giannini had acquired numerous other banks, including a Bank of America located in New York City. In 1930 he consolidated all the branches of the Bank of Italy, the Bank of America in New York City, and another Bank of America that he had formed in California into the Bank of America National Trust and Savings Association.

A second major crisis for the bank occurred during the Great Depression of the 1930s. Although Giannini had already retired prior to the darkest days of the Depression, he became incensed when his successor began selling off banks during the bad economic times. Giannini resumed leadership of the bank at the age of sixty-two. Under Giannini's leadership, the bank weathered the storm of the Depression and subsequently moved into a phase of overseas development.

40. According to the passage, Giannini
   (A) opened the Bank of America in 1904
   (B) worked in a bank in Italy
   (C) set up the Bank of America prior to setting up the Bank of Italy
   (D) later changed the name of the Bank of Italy

41. Where did Giannini open his first bank?
   (A) In New York City
   (B) In what used to be a bar
   (C) On Washington Street Wharf
   (D) On a makeshift desk

42. According to the passage, which of the following is NOT true about the San Francisco earthquake?
   (A) It happened in 1906.
   (B) It occurred in the aftermath of a fire.
   (C) It caused problems for Giannini's bank.
   (D) It was a tremendous earthquake.

43. The word "raging" in line 8 could best be replaced by
   (A) angered
   (B) localized
   (C) intense
   (D) feeble

44. It can be inferred from the passage that Giannini used crates of oranges after the earthquake
   (A) to hide the gold
   (B) to fill up the wagons
   (C) to provide nourishment for his customers
   (D) to protect the gold from the fire

45. The word "chaos" in line 10 is closest in meaning to
   (A) legal system
   (B) extreme heat
   (C) overdevelopment
   (D) total confusion
46. The word "consolidated" in line 17 is closest in meaning to
   (A) hardened
   (B) merged
   (C) moved
   (D) sold

47. The passage states that after his retirement, Giannini
   (A) began selling off banks
   (B) caused economic misfortune to occur
   (C) supported the bank’s new management
   (D) returned to work

48. The expression “weathered the storm of” in line 23 could best be replaced by
   (A) found a cure for
   (B) raised on the parade of
   (C) survived the ordeal of
   (D) blew its stock at

49. Where in the passage does the author describe Giannini’s first banking clients?
   (A) Lines 2–5
   (B) Lines 7–8
   (C) Lines 12–13
   (D) Lines 14–16

50. The paragraph following the passage most likely discusses
   (A) bank failures during the Great Depression
   (B) a third major crisis of the Bank of America
   (C) the international development of the Bank of America
   (D) how Giannini spent his retirement

This is the end of Section 3.

If you finish in less than 55 minutes, check your work on Section 3 only. Do NOT read or work on any other section of the test.
TOEFL TEST WORKSHEET

Name: Rahmah Ashiela Naiyfar
Roll no.: 11B-13-153
Semester: 6
Date of test: 10 June, 2016
Place of test: 31D

READING SECTION

<table>
<thead>
<tr>
<th>CORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

SECTION 3

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

B = 42 x 2 = 84 = 3.75

A-
TOEFL TEST WORKSHEET

Name: Ans Nagflah
Roll no.: K3-13-136
Semester: C
Date of test: 10-6-2016
Place of test: F.S. 310

READING SECTION

SECTION 3

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

B = 29 x 2 = 58 = C = 0 (1.75)
TOEFL TEST WORKSHEET

Name: DEVY ANANDARI
Roll no.: 13-13-024
Semester: TBA
Date of test: 15 - June 2022
Place of test:

READING SECTION

<table>
<thead>
<tr>
<th>CORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

B = 15 × 2 = 30 = 6
TOEFL TEST WORKSHEET

Name: Doe Y. Kwon
Roll no.: 113-11-083
Semester: 6
Date of test:
Place of test:

READING SECTION

<table>
<thead>
<tr>
<th>SECTION 3</th>
<th>CORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A B C D</td>
<td>A B C D</td>
<td>A B C D</td>
<td>A B C D</td>
</tr>
<tr>
<td>1</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>A B C D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B = 17 × 2 = 34; E = ☐
TOEFL TEST WORKSHEET

Name: Resa 7
Roll no.: 113-13-178
Semester: 6
Date of test: 10-6-2016
Place of test: 510

READING SECTION

SECTION 3

CORRECT  INCORRECT  INCORRECT  INCORRECT
A B C D  A B C D  A B C D  A B C D

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

B = 36 × 2 = 72

B = 3
TOEFL TEST WORKSHEET

Name: Resa T
Roll no.: 113-13-173
Semester: 6
Date of test: 10-6-2016
Place of test: 310

READING SECTION

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

\[ B = 16 \times 2 = 72 \]

\[ 2B = 144 \]

\[ \frac{144}{3} = 48 \]

\[ B = 13 \]

\[ C = 3 \]
**TOEFL TEST WORKSHEET**

**Name:** ARINA Nurul 12345678

**Roll no.:** 123

**Semester:** 6

**Date of test:** 10 June 2016

**Place of test:** 310

---

**READING SECTION**

<table>
<thead>
<tr>
<th>SECTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A B C D</td>
</tr>
<tr>
<td>2 A B C D</td>
</tr>
<tr>
<td>3 A B C D</td>
</tr>
<tr>
<td>4 A B C D</td>
</tr>
<tr>
<td>5 A B C D</td>
</tr>
<tr>
<td>6 A B C D</td>
</tr>
<tr>
<td>7 A B C D</td>
</tr>
<tr>
<td>8 A B C D</td>
</tr>
<tr>
<td>9 A B C D</td>
</tr>
<tr>
<td>10 A B C D</td>
</tr>
<tr>
<td>11 A B C D</td>
</tr>
<tr>
<td>12 A B C D</td>
</tr>
<tr>
<td>13 A B C D</td>
</tr>
<tr>
<td>14 A B C D</td>
</tr>
<tr>
<td>15 A B C D</td>
</tr>
<tr>
<td>16 A B C D</td>
</tr>
<tr>
<td>17 A B C D</td>
</tr>
<tr>
<td>18 A B C D</td>
</tr>
<tr>
<td>19 A B C D</td>
</tr>
<tr>
<td>20 A B C D</td>
</tr>
</tbody>
</table>

---

\[ B = 26 \times 2 = 52 \]

\[ D = 125 \]
### TOEFL TEST WORKSHEET

**Name:** Nita Rajih

**Roll no.:** 118-13-049

**Semester:** 6

**Date of test:** 10 June 2016

**Place of test:** 510

#### READING SECTION

<table>
<thead>
<tr>
<th>CORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

#### SECTION 3

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

\[ B = 27 \times 2 = 54 \quad CP = \frac{8}{15} \]
<table>
<thead>
<tr>
<th></th>
<th>CORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
<th>INCORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>C</td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>21</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>22</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>25</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>27</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>28</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>30</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>31</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>32</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>33</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>34</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>35</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>36</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>37</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>38</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>39</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>40</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>41</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>42</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>43</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>44</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>45</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>46</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>47</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>48</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>49</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>50</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
TOEFL TEST WORKSHEET

Name: Danang Sigit W.
Roll no.: 4
Semester: VI
Date of test: 
Place of test: 

READING SECTION

SECTION 3

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

B: 25 x 2 = 50 = D: C (1, 25)
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>