THE CORRELATION BETWEEN READING COMPREHENSION AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH PALEMBANG

UNDERGRADUATE THESIS
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ABSTRACT

The objective of the study is to find out the significant correlation between reading comprehension and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang. The method used was descriptive quantitative method through correlation study. The data were collected by using TOEFL reading test and documentation of English Education Study Program Students of UIN Raden Fatah Palembang. Seventy nine students were involved in the study and the data were analyzed by test analysis. The result showed that all of the students had low comprehension because the score of TOEFL reading test of the students was lower than 70 percent. In contrast, none of them had higher comprehension than 70 percent. Besides that, the result also showed 15.18% students had cum laude academic achievement, 74.7 % students had very good academic achievement, and 10.12 % students had good academic achievement. Therefore, there was a correlation between reading comprehension achievement and academic achievement since the correlation coefficient or r-obtained (.236) was higher than r-table (.2213), and p (.037) was lower than .05. Furthermore, students' reading comprehension contributed 5.6%, and *p-value* = .037 was lower than 0.05 to their academic achievement. The better their reading comprehension is, the better their academic achievement will be.

Key words: *Reading comprehension, and academic achievement*

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

As an international language, English plays an important role in making people acquire knowledge, information, and skills in communication in order to complete with other people in the international level. For Indonesia, English is used as a foreign language. Brown (2001, p. 116) states that foreign language is those in which students do not have ready-made context for communication beyond their classroom. Learning a foreign language is the process that the learner should learn the four basic skills: writing, speaking, listening and reading.

Reading skill has to be developed besides listening, speaking, and writing skills. Reading is the key to learning in all aspects of life; the people often learn something by reading. When people read, they often try to learn and find the meaning of what they have read. Nunan (2006, p. 69) defines reading as a set of skills that involves making sense and deriving meaning from the printed words. Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain (Brassell & Rasinski, 2008, p. 15). Brown (2001, p. 298) adds that reading ability will be developed best in association with writing, listening and speaking activities. He also said that courses that may be labeled "reading, your goals will be best achieved by capitalizing on the relationship of skills, especially reading-

writing connection. Nation (2009, p. 49) says that reading is a source of learning and source of enjoyment. It can be a goal in its own right and a way of teaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language studies. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

Reading is one of the skills in English and it has an important role. As a part of reading, there is a term called comprehension. Nunan (2003, p. 68) argues that the goal of reading is comprehension. Comprehension is what entices the reader to continue reading (Caldwell, 2008, p. 175). Dias, Montiel and Seabra (2015, p. 406) add that comprehension is the ultimate goal of competent reading, and many of the components involved in reading comprehension are not unique for written language. Kruidenier (2002, p. 77) states that reading comprehension involves all of the elements of the reading process, described in earlier sections of this review, acting together. Brassell and Rasinski (2008, p. 18) explain that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Based on some opinions of some researchers and experts above, it can be said that reading and comprehension are in one package, one supports the other, and they are correlated

Reading is not easy to be mastered. Knowing the meaning of words alone does not help the reader to comprehend and understand what the students read. Westwood (2008, pp. 33-37) argues that there are eight problems that exist in reading comprehension. They are limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information, and problems in recalling information after reading.

In addition, Brassell and Rasinski (2008, pp. 55-58) also mention that teachers need to determine the source of the reading comprehension problem. They are word recognition as a source of comprehension difficulty, fluency as a source of comprehension difficulty, vocabulary and comprehension concerns as sources of comprehension problems and tools for measuring word-recognition accuracy, automaticity, and prosody in oral reading. Shehu (2015, p. 93) shows that reading comprehension difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons. They are vocabulary, working memory absence of extensive reading, and type of text

Although the students have problems in comprehending the reading texts, reading can influence the students' achievement. National Center for Education Statistics (2000, 8) state that achievement is an individual student's characteristic, and the majority of variation in achievement is among students in the same classroom and between classroom in the same school. Being successful through higher education is

one of ways out to enhance it to the highest level and get better jobs in the future. This makes many university students including undergraduate EFL (English as a Foreign Language) students have to improve themselves to be profesional future educators and leaders equipped with good academic achievement.

In terms of academic achievement, academic achievement is dependent upon intelligence and study skill of the learners (Ayesha and Khurshid, 2013, p. 23). There are several factors assosiated with students' academic achievement in higher education. National Center for Education Statistics (2000, pp. 8-24) state that there are several factors influence students' academic achievement. They are students' background, school organization features, teachers' qualifications, school climate, reading comprehension and mathematic comprehension.

Academic achievement might be important for the students because it is needed to their future. There are some employments that open the recruitment for the new employees with high academic achievement or GPA. Higher academic achievement is also needed to continue the study. Academic success or academic achievement refers to academic performance which is assessed in the United States by Grade Point Average (GPA) (Coutinho, 2007, p. 39). He also adds that GPA is cumulated across academic subject areas and over semesters, and thereby provides a fairly robust measure of success in university.

Although higher academic achievement can give the undergraduate EFL students a better job in the future, it is not easy. They must finish all the credits in

every semester with great scores. The students also have problems in understanding every lesson given by lecturers. It influences their score in the last semester.

Based on some opinions of some researchers and experts above, it can be said that reading comprehension can influence students' academic achievement. It is supported by some experts. Ponkshe (2013, p. 1) explains that the students with better ability of English reading comprehension are expected to perform well in academics. Bastug (2014, p. 942) adds that reading comprehension is a significant predictor of academic achievement. Thus reading comprehension skills should be emphasized to increase academic achievement.

At English Education Study Program Students of UIN Raden Fatah Palembang, undergraduate EFL students have to finish 146 credits of the whole courses to obtain their degree. From all the credits, there are 8 credits for reading courses. It shows that reading has a big portion in the students' success of learning English in each semester. Moreover, they have to do abundance of work to maintain their academic achievement.

Based on the informal interview with the undergraduate EFL students of English Education Study Programs of UIN Raden Fatah Palembang who had taken all the reading courses prior to the research, some of them were satisfied with their current reading and academic achievement, but some were not. They had problems in comprehending the main idea and comprehending the reading text. The length of the text and the lack of vocabulary can also be problems of students in current reading. In

relation to their academic achievement, some of the students had problems in finishing all credits in each semester with the different lecturers.

Some researchers have previously explored those related variables; reading comprehension and academic achievement. In terms of reading comprehension and academic achievement, Bastug (2014) found that reading attitude and reading comprehension significantly predicted academic achievement. In addition, reading attitude was found to be a significant predictor of reading comprehension.

Ponkshe (2013) showed that there was positive correlation between English reading comprehension ability and academic achievement implying that the students with better ability of English reading comprehension are expected to perform well in academics as far as nursing education is considered.

Cook (2006) showed that there was a positive relationship between the grade point average (GPA) for prerequisite science courses, overall cumulative GPA, and GPA for the first semester nursing courses. Early determination of reading comprehension ability provides needed information to direct intervention activities to improve individual reading comprehension abilities and, thus, promote successful academic performance in the first semester of this nursing program and thereafter.

Based on the previous explanation, the researcher is interested in finding out the correlation the English Education Study Program students' reading comprehension and their academic achievement of UIN Raden Fatah Palembang and see whether the students' reading comprehension influence their academic achievement.

1.2 Problems of the Study

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between reading comprehension and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang?

2. Does reading comprehension significantly influence academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between reading comprehension and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2. To know if reading comprehension significantly influences academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

1.4 Significance of the Study

By conducting this study, it is hoped that the students of English Education Study Program realize that their comprehension of reading can be one of the factors that influences their academic achievement, so the students can be aware of their

comprehension in reading text and the students can also improve their academic achievement. The students who increase their amount of reading can also improve their academic achievement so that they must read diligently to improve their academic achievement.

For the lecturers hopefully this study can give a solution to develop of students' reading comprehension and increase their academic achievement. This study may reveal the current conditions and teaching and learning of reading outcomes at the English Education Study Program.

This research hopefully can also help other researchers to add the information in their study as the previous related study. For the researcher herself hopefully this study can motivate the researcher to increase her reading comprehension because it can also increase her academic achievement.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) correlational research, (2) the concept of reading comprehension, (3) the concept of academic achievement, (4) previous related studies, (5) hypotheses, and (6) hypotheses testing.

2.1. Correlation Research

Johnson and Christensen (2012, p.44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, pp. 45-46):

Table 1. Correlation Coefficient

Interval coefficient	Level of correlation
0.00 – 0.34	Very Weak
0.35 - 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

There are two primary types of correlational research design: explanation and prediction (Creswell, 2012, p. 340). He also adds that the explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group – one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, Creswell (2012, p. 341) states that researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcomes) variables. He also adds that a predictor variable used to make a forecast about an outcome in correlational research while criterion variable is the outcomes being predicted. The characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point and the criterion variable at a later point in time and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen, Hyun, 2012, p.338; and Creswell, 2012, p. 146).

2.2. The Concept of Reading Comprehension

2.2.1. Definitions of Reading

Nunan (2003, p. 68) mentions that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Alyousef (2006, p. 64) defines reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency).

Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain (Brassell and Rasinski, 2008, p. 15). Brown (2004, p. 185) states that reading is likewise a skill that teachers simply expect learners to acquire. Hedge (2000, p. 221) claims that reading lesson should aim to build learners' ability to engage in purposeful reading, to adopt a range of reading styles necessary for interacting successfully with authentic texts, and to develop critical awareness.

Komiyana (2009, p. 32) shows that reading is an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to crucial information at work and in school. Reading is an extremely complex and multifaceted process, and assessing this process is also complex and multifaceted (Caldwell, 2008, p. 2). Murcia (2001, p. 188) adds that reading is taking general comprehension as the example requires that the reader draw information from a text and combine it with information and expectations that the reader already has.

De debat (2006, p. 8) says that the nature of reading—how people learn to process textual information—has been researched by cognitive and behavioral scientists for many decades, and their work has contributed contrasting theories about what works best in the teaching of reading. Brown (2004, p. 189) explains that there are several types of reading which is required as follows:

1. Perceptive. In keeping with the set of categories specified for listening comprehension similar specifications are offered here, except with some offering

terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive. Nation (2009, p. 25) states that intensive reading is the grammar-translation approach where the teacher works with the learners, using the fist language to explain the meaning of a text, sentence by sentence. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interactive with the text. That is, reading is process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of the interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic,

grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such task, although some instances of bottom-up performance may necessary.

4. Extensive. Nation (2009, p. 49) says that extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. Extensive reading applies to texts of more than a page, up and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that information is messaged a little in order to encompass any text longer than a page). The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

2.2.2. The Model Process of Reading

In relation to Nunan (2003, pp. 70-72), the models process of reading can be divided into three categories: bottom-up models, top-down models, and interactive models.

a. **Bottom-up** models typically consist o f lower-level reading processes. Students start with the fundamental basics o f letter and sound recognition,

which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

b. **Top-down** models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down. To approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

c. **Interactive** models, the models that are accepted as the most comprehensive description of the reading process are **interactive models.** This third type combines element of both bottom-up and top-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sources.

2.2.3. Definition of Reading Comprehension

In relation to Dias, Montiel and Seabra (2015, p. 406), comprehension is the ultimate goal of competent reading, and many of the components involved in reading comprehension are not unique for written language. Klingener, Vaughn, and Boardman (2007, p. 151) define that comprehension is a person's ability to

understand what is being read or discussed. Caldwell (2008, p. 175) shows that comprehension is what entices the reader to continue reading. She also adds that comprehension is the whole purpose of reading, comprehension is affected by background knowledge, and comprehension is also affected by the structure of the text (2008, p. 211). Kruidenier (2002, p. 77) states that comprehension is an active process and the reader must interact and be engaged with the text for it to work well.

Brown (2001, p. 306) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Westwood (2008, p. 32) defines reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as *literal, inferential* and *critical*. Klingener, Vaughn and Boardman (2007, p. 8) define that reading comprehension involves much more than readers' responses to text. They also add that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Brassell and Rasinski (2008, p. 18) say that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. In relation to Nunan (2006, p. 71), reading comprehension refers to reading for meaning, understanding, and entertainment. Snow and Sweet (2013, p. 10) state that reading comprehension as

the process simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation (Maneghetti, Carretti, De Beni, 2006, p. 291). Duke and Pearson (2002, p. 205) add that reading comprehension research has a long and rich history. There is much that we can say about both the nature of reading comprehension as a process and about effective reading comprehension instruction. Kruidenier (2002, p. 77) states that reading comprehension involves all of the elements of the reading process, described in earlier sections of this review, acting together. Nunan (2003, p. 76) says that a fluent reader as one whose comprehension at least 70 percent.

Table 2. Category of Reading Comprehension

No	Score Range	Category
1	At least 70 %	Good Comprehension
2	Below 70 %	Bad Comprehension

Source: Nunan, D. (2003). Practical English language teaching. New York, NY: McGraw Hill, Inc.

2.2.4. Problems of Reading Comprehension

In Indonesia, not all of students is master in reading comprehension. There are some students have difficult in comprehension of reading text. Westwood (2008, pp.

33-37) claims that there are eight problems that exist in reading comprehension which is required as follows:

1. **Limited vocabulary knowledge**

   If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expensive and listening vocabulary) and the words used in the text. The students may be able to read a word correctly on the page but not know its meaning – for example, in the sentence. "The farmer inspected his crops growing in the next field', the child who has never encountered the word 'crop' before may think it is a particular type of vegetable or fruit. There is obviously a need sometimes to pre-teach new vocabulary before a text is read in order to enhance comprehension. There is also a need to devote more time to vocabulary development as an integral part of the classroom literacy program.

2. **Lack of fluency**

   There appear to be an optimum rate of fluency in reading that allows for accurate processing of information. Automatically in reading, based mainly on smooth and effortless word identification and contextual cueing, allows the reader to use all available cognitive capacity to focus on meaning. Students who read very slowly– or much too fast–often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low – level processing of letters and words rather than following full attention to be devoted to higher-order ideas and concepts within

the text. But very fast reading may result in inaccurate word recognition, and important details being overlooked.

3. **Lack of familiarity with the subject matter**

Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts. This is particularly important for weaker readers.

4. **Difficulty level of the text (readability)**

Conventional wisdom suggests that one way to assist struggling readers is to ensure that the difficulty level of the texts they are required to read is compatible with their current reading ability. In other words, it has always been accepted that the weaker the reader, the easier the book needs to be to ensure success. Books that are too difficult (at 'frustration level') will cause a reader to make too many errors. Books that are suitable for a student to read independently should have an error rate of less than 5 per cent. If a student is reading with a partner or being directly tutored by an adult, the potential error rate can be slightly higher because immediate correction is available ('instructional level').

5. **Inadequate use of affective reading strategies**

Unlike skilled readers, weaker readers do not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them

visualize, make connections, reflect, infer, predict, question and summarize (Kemple et al., 2008; McKown & Barnett, 2007; Sencibaugh, 2007). Nor do they self-monitor and self-correct. There is an urgent need to teach sense students how to approach text systematically and critically.

6. **Weak verbal reasoning**

To some extent, the ability to reason is determined by an individual's level of intelligence; but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.

7. **Problems with processing information**

Limited working memory is sometimes suggested as a causal factor in poor comprehension. It is known that individuals differ in their working-memory capacity, with some able to process and accommodate much more information than others. Working-memory capacity is significantly reduced if an individual is stressed or anxious, or is preoccupied and districted by other issues. But it is also clear that slow word-by-word reading places unreasonable demands on working-memory span and makes it almost impossible to store information long enough for meaning to be maintained.

8. **Problems in recalling information after reading**

Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

In addition, Brassell and Rasinski (2008, pp. 55-58) mention that teachers need to determine the source of the reading comprehension problem which is required as follows:

1. **Word recognition as a source of comprehension difficulty**

   For students whose comprehension falls short of grade-level expectations, teachers need to determine the source of the difficulty so that they may provide instructional intervention to address the problem. A student may not be comprehending sufficiently if this may be the concern for the student, calculate the percentage of words read correctly on the passage read only. Do this by providing the number of words read. If the students is unable to read 90 percent or more of the words correctly, then teachers can assume that word recognition is a concern and a cause of comprehension difficulty (Rasinski 2003). This student needs additional instruction in decoding words accurately.

2. **Fluency as a source of comprehension difficulty**

   Lack of fluency may also cause comprehension difficult. To determine of this may be the case, judge the quality of the student's reading.

a. Is his or her reading excessively slow compared with what you consider normal for his or her grade level?

b. Does his or her oral reading lack the appropriate expression, attention to punctuation, and enthusiasm that you would consider normal for his or her grade level?

If the answer to these questions is yes, the fluency may be a cause of reading comprehension difficulty. Additional instruction in reading fluency may be called for.

3. **Vocabulary and comprehension concerns as sources of comprehension problems**

If students appear to have no difficulty with word recognition or reading fluency, but still have difficulties with comprehension, you can assume that vocabulary and comprehension concerns are themselves the major causes of the comprehension problems. This particularly true if the student performs poorly in comprehension when the passage is read to him or her. During this listening comprehension portion of the assessment, the student does not have to deal with word recognition or fluency during the reading. The fact that you are doing the reading for the student means that you are carrying the load for word recognition and fluency. Poor performance on the comprehension questions or the retelling during listening comprehension definitely signals that the student's comprehension problems go beyond problems with decoding and fluency.

4. **Tools for measuring word-recognition accuracy, automaticity, and prosody in oral reading**

In addition to assessing comprehension, students' oral reading can be used to measure other important automaticity (a component of fluency), and oral-reading prosody or expression (also a component of fluency). Poor performance in any of these areas may be contributing to poor reading comprehension. Word recognition accuracy is assessed by the percentage of words read accurately by students. This is determined by dividing the number of words read accurately by the total number of words in a passage.

In relation to Shehu (2015, p. 93), the result showed that Reading Comprehension difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons, the three most important ones are listed below:

a. *Vocabulary.* New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage in order to be able to decode the message, thus comprehend a written text.

b. *Working memory.* The students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively processed, and often some of them lack it.

c. *Absence of extensive reading.* Students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These were the aims of the study, and the results will be presented in the following. If a breakdown occurs in one of the aspects mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure.

d. *Type of text.* The type of text is another factor that influences a lot reading comprehension. It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult.

2.2.5. Three Level Taxonomy of Reading Comprehension

Based on Brassell and Rasinski (2008, pp. 17-18), there are three level taxonomy of reading comprehension which is required as follows:

1. **Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2. **Inferential Comprehension:** Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.

3. **Critical Comprehension:** Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

2.2.6. Strategies For Reading Comprehension

Brown (2001, pp. 306-310) argues that there are ten strategies for reading comprehension which is required as follows:

1. **Identify the purpose in reading**

   Efficient reading consists of clearly identify the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

2. **Use Graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).**

   At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become required with oral language and have some difficulty learning English spelling conversations. They may need hints and explanations about certain English orthographic, rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with each, other relationships might prove difficult. Consider how you might provide hints and patterns on such patterns as these:

   a. "short" vowel should in VC pattern (*bat, him, leg, wish*, etc.)

   b. "long" vowel sound in VCe (final silent *e*) patterns (late, time, bite, etc.)

   c. "long" vowel sound in VV patterns (seat, coat, etc.)

d. distinguishing "hard" c and g from "soft" c and g (cat vs. city, game vs. gem, etc.)

These and a multitude of other *phonics* approaches to reading can prove useful for learners at the beginning level and especially useful for teaching children and non-literate adults.

3. **Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).**

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your immediate-to-advanced level students need to be speed readers, but you can help them increase efficiency by teaching a few silent reading rules.

a. You don't need to "pronounce" each word to yourself.

b. Try to visually perceive more than one word at a time, preferably phrases.

c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

Aside from these fundamental guideline, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

4. **Skim the text for main ideas**

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of

being able to predict the purpose of the passage, the main topic, or massage, and possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading.

5. **Scan the test for specific information**

Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to exact specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

6. **Use semantic mapping or clustering**

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy – which is perfectly acceptable.

7. **Guess when you aren't certain**

This is an extremely broad category. Learners can use guessing to their advantage to

a. Guess the meaning of a word

b. Guess a grammatical relationship (e.g., a pronoun references).

c. Guess a discourse relationship

d. Infer implied meaning ("between the line")

e. Guess about a cultural references.

f. Guess content message

8. **Analyze vocabulary**

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

a. Look for prefixes (*co-, inter-, un-,* etc) that may give clues.

b. Look for suffixes (*-tion, -tive, -ally,* etc) that may indicate what part of speech it is.

c. Look for roots that are familiar (e.g., *intervening* may be a word s student doesn't know, but recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between").

d. Look for grammatical contexts that may signal information.

e. Look at the semantic context (topic) for clues.

9. **Distinguish between literal and implied meanings.**

This requires the application of sophisticated to top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demand on readers.

10. **Capitalize on discourse markers to process relationships**

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of each markers can greatly enhance learner's reading efficiency.

2.3. The Concept of Academic Achievement

National Center for Education Statistics (2000, p. 8) states that achievement is an individual student characteristic, and the majority of variation in achievement is among students in the same classroom and between classroom in the same school. Students' academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Academic success or academic achievement refers to academic performance which is assessed in the United States by Grade Point Average (GPA) (Coutinho, 2007, p. 39). He also adds that GPA is cumulated across academic subject areas and over semesters, and thereby provides a fairly robust measure of success in university.

National Center for Education Statistics (2000, pp. 8-24) state that there are several factors that influence students' academic achievement. They are students' background, school organization features, teachers' qualifications, school climate, reading comprehension and mathematic comprehension. To maintain a distinction among diverse background issues National Center for Education Statistics focused on three types of background factors: (1) poverty, (2) English language proficiency, and (3) racial/ethnic minority status. There are four organization features that have been selected: (1) school size, (2) average class size, (3) the teachers' sense of influence

over school affairs, and (4) the normative cohesion of the school's staff. There are two teacher qualifications. They are average years teaching experience and % master degree. The various background, teacher, and organizational factors shape the climate of the school. School climate refers to the atmosphere of student behavior in the school and serves as a metaphor for the nature of school experience for students, teachers, and parents. Whereas some studies conceptualize such as atmosphere as it relates to learning, discipline, or expectations, and whereas previous studies of school climate called attention to a variety of attributes, such as teacher commitment and morale or the emphasis on academic goals and criteria, this researcher focus on behavior patterns. Measurement model for school – level correlated of achievement, students academic achievement refers to average reading score and average math score.

2.3.1. Grade Point Average (GPA)

In the university, the students' academic achievement in each semester is represented by Grade Point Average (GPA). Grade Point Average is the standardized measurement of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, or E), as a range (for example 4.0-0.0), as descriptors (excellent, good, average, poor and very poor). GPA is calculated by taking the number of grade points a student earned in a given period of time divided by the total number of credit taken. The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants.

2.3.2. Cumulative Grade Point Average (GPA)

The total of the GPA for all semesters or the last semester the students belong to is called Cumulative GPA. To sum up, Cumulative GPA is the total score obtained for all the completed courses from the first semester to the last semester. In this research, the researcher used cumulative Grade Point Average to collect the data. The following is the table of students' academic achievement category.

Table 3. Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Fair

Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang 2014

2.4. Previous Related Studies

Bastug (2014) investigated the structural relationship of reading attitude, reading comprehension and academic achievement of department of elementary school, education faculty, Nidge University, Nidge/Turkiye. The population consisted

of 1028 fourth and fifth grade students from primary schools in the city of Nidge, Turkey. It was found that reading attitude and reading comprehension significantly predicted academic achievement. In addition, reading attitude was found to be a significant predictor of reading comprehension.

Ponkshe (2013) investigated English Reading Comprehension as a Predictor for Academic Success in First Year B. SC. Nursing Course in India. The sample used was seventy six fresh second year B.Sc. nursing students. The sample used was seventy six fresh second year B.Sc. nursing students. It showed that positive correlation between English reading comprehension ability and academic achievement obtained **r** values range from 0.48 to 0.65 are significantly greater than p -value .30 at 1% level of significance of a student implying that the students with better ability of English reading comprehension are expected to perform well in academics as far as nursing education is considered.

Cook (2006) investigated the relationship between reading comprehension skill assessment methods and academic success for first semester students in a selected bachelor of science in nursing program in Texas. The participants were 1789 students. It showed that limited to the students in this BSN program, indicated that reading comprehension, as measured by the Nelson Denny Reading Test, was better in identifying student risk for academic failure. There was a positive relationship between the grade point average (GPA) for prerequisite science courses, overall cumulative GPA, and GPA for the first semester nursing courses. Early determination of reading comprehension ability needed information to direct intervention activities

to improve individual reading comprehension abilities and, thus, promote successful academic performance in the first semester of this nursing program and thereafter.

2.5. Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between reading comprehension and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

    H_1:   There is a significant correlation between reading comprehension and academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2. H_o: There is no significant influence of reading comprehension on academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

    H_1:   There is a significant influence of reading comprehension on academic achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2.6. Hypotheses Testing

In relation to Creswell (2012, pp. 188-189), to test the hypotheses above the researcher will use interval correlation coefficient which is required as follows:

a. If the p-output is higher than 0.05, the null hypotheses (H_o) is accepted, and the alternative hypotheses (H_a) is rejected.

b. If the p-output is lower than 0.05, the null hypotheses (H_o) is rejected, and the alternative hypotheses (H_a) is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents (1) method of research, (2) variables of research, (3) operational definitions, (4) population and sample, (5) data collection, and (6) data analysis.

3.1 Research Method

In relation to Creswell (2012, p. 338), a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Fraenkel, Wallen and Hyun (2012, p. 331) states that correlation research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables. Cohen, Manion, and Morrison (2000, p. 193) states that correlation techniques are generally intended to answer three questions about two variables or two sets of data.

Correlation research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the appeared results. The procedure was that, first; the students' reading comprehension was identified by using TOEFL reading test. Second, the students' cumulative GPA was obtained as the data of their academic achievement. Then the correlation and influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 17.0 based on the results of TOEFL preparation of reading test and students' cumulative GPA. Last, explanation and interpretation of the results were discussed.

3.2 Research Variables

According to Fraenkel, et. al. (2012, p. 77), variable is a concept – a noun that stands for variation within a class of subject, such as chair gender, eye color, achievement, motivation or running speed. Johnson and Christensen (2012, p. 38) add that variable is a condition or characteristic that can take on different values or categories. In this research, there are two kinds of research variables: independent and dependent variables. Creswell (2012, pp. 115- 116) states that a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variables. An independent variable is an attribute or characteristics that influences or affects an outcomes or dependent variables. In this study, the independent variable is the undergraduate EFL students' reading comprehension at UIN Raden Fatah Palembang, while the dependent variable is their academic achievement.

3.3 Operational Definitions

Creswell (2012, p. 151) claims that an operational definition is the specification of how you will define and measure the variable in your study. In this research, there are two correlated variables; undergraduate EFL students' reading comprehension achievement and academic achievement.

Reading Comprehension is the ability of the students to comprehends reading. Reading comprehension refers to the score ofobtained from the students' reading test. The test was in the form of TOEFL reading test.

Table 4. Category of Reading Comprehension

No	Score Range	Category
1	At least 70 %	Good Comprehension
2	Below 70 %	Bad Comprehension

Source: Nunan, D. (2003). Practical English language teaching. New York, NY: McGraw Hill, Inc.

Academic Achievement is the grades obtained by students upon accomplishing the courses in their study. Academic achievement refers to the students' Cumulative Grade Point Average (GPA). It is the result of the students' study from all the courses they have taken starting from the first semester to their last semester. The category of the students' academic achievement is as follows.

Table 5. Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Fair

Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang 2014

At last, *undergraduate EFL students* refers the undergraduate students whose major is English Education at UIN Raden Fatah Palembang.

3.4 Population and Sample

3.4.1 Population

Population is the group of interest to the researcher, the group whom the researcher would like to generalize the result of the study (Fraenkel, et. al., 2012, p. 92). Johnson and Christensen (2012, p. 218) state that population (sometimes called a target population) is the set of all elements. Creswell (2012, p. 142) defines that a population is a group of individuals who have the same characteristic. Krysik and Finn (2007, p. 108) add that a population is the totality of persons, events, organizational units, and so on that the research problem is focused on. The population of this research was all the active students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2016-2017. It had different number of the students from each semester. The distribution of population can be seen below.

Table 6. Distribution of Population

No	Semester	Number of Students
1	I	120
2	III	120
3	V	120
4	VII	90
Total		450

3.4.2 Sample

  Creswell (2012, p. 142) defines a sample as a subgroup of the target population that the researcher plans to study for generalizing about the target population. According to Krysik and Finn (2007, p. 108), sample is a subset of the population. The sample of this research was taken by using purposive sampling. Cohen, Manion and Morrison (2000, p. 103), add that his smaller group or subset is the sample.

  According to Fraenkel, et. al. (2012, p. 100), a purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. Johnson and Christensen (2012, p. 231) state that purposive sampling (sometimes called judgmental sampling), the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics. Cohen, et al (2005, p. 92) define that in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.

  In this research, the students reading comprehension and academic achievement were correlated. Therefore, in order to get homogenous data of the

students' reading comprehension, a group of students who had already taken all the reading courses (Reading I, Reading II, Reading III and Reading IV) from the population was considered as the sample. Since the students of fifth and seventh had finished with them all, they became the sample.

However, the sample of this research was only the students of the fifth semester because they had taken all the reading courses and they were active in campus because they had any courses to attend. On the other hand, the seventh semester students had teaching practice course and they did not actively go to campus. In contrast, the first semester students were included as the new students of English Education Study Program Students of UIN Raden Fatah Palembang so they did not have any academic achievement (GPA) and the third semester students had not taken and finished with Reading IV courses yet. The total of fifth semesters students of UIN Raden Fatah Palembang were 120 students. However, there were just 79 students participating in the research. The distribution of the sample is as follows:

Table 7. Distribution of Sample

No	Semester	Number of Students
1	PBI A	17
2	PBI B	21
3	PBI C	21
4	PBI D	20
Total		79

3.5 Data Collection

There were two kinds of instruments used to collect the data. They are test and documentation.

3.5.1. Test

In this research, to obtain the information about students' reading comprehension, reading comprehension test was conducted. The students answered TOEFL reading test. The total of the scores were 50 questions in multiple choice. This lasted in 55 minutes. The researcher conducted reading comprehension test by using Get the Better of English Smart Way to TOEFL for the TOEFL test designed by Johan F & Anne Juwita (2009).

3.5.2 Documentation

In this research, to obtain the information about students' academic achievement, students' cumulative Grade Point Average (GPA) was collected from the documentation of English Education Study Program of UIN Raden Fatah Palembang 2016/2017.

3.6 Data Analysis

In data analysis, the researcher analyzed two data. They were the result of TOEFL reading test and the result of cumulative grade point average (GPA). There

were four procedures to analyze the data. The first, the researcher analyzed the result of TOEFL reading test and the result of cumulative grade point average (GPA). Then, the researcher used SPSS 17.0 to analyze the data. Pre-requisite analysis was used where the researchers analyze the normality and the linearity of the test. The third, Pearson product moment correlation was used to answer the first problem. Last, regression analysis was used to answer the second problems.

3.6.1. Instrument Analysis

3.6.1.1. Reading Comprehension

For the Reading Comprehension, the researcher accounted the result of TOEFL reading test, the grade of reading TOEFL test was determined by using:

$$Grade = the\ correct\ answer\ x\ 2$$

After that, the researcher categorized the grade of reading TOEFL test to know the comprehension of reading. The students at least comprehend 70 percent from reading test to indicate good comprehension.

3.6.1.2. Academic Achievement

For the academic achievement, the researcher collected the students' Cumulative Grade Point Average from the documentation of English Education Study Program of UIN Raden Fatah Palembang. Next, the researcher categorized the students' Cumulative Grade Point Average in the Category of Academic Achievement. After that, the researcher used SPSS 17.0 to analyze the data.

3.6.2. Pre-requisite Analysis

3.6.2.1. Normality Test

Normality test was used to know whether the collected data were normally distributed or not. When the data are normal, the result of the normality test can be generalized o the population. In this study, compure program SPSS 17.0 for windows – *Kolmogorov-Smirnov Test* (K-S Test) was applied to test the normality of data. If the significance of K-S test exceeds 0.05, the data were normally distributed.

3.6.2.2. Linearity Test

Linearity test was used to know whether there is a mistake to the treatments of the independent variables, and also to test whether linearity model used in the research matches with the real condition. Linearity test in this study is run with Linearity Test from SPSS 17.0

3.6.3. Correlation Analysis

Pearson Product Moment Correlation was applied in order to investigate whether significant correlation existed between the independent variable (reading comprehension achievement) and the dependent variable (students' academic achievement, i.e., their GPA) of English Education Study Program Students of UIN Raden Fatah Palembang.

3.6.4. Regression Analysis

Regression analysis was intended to support the correlation coefficient. The F-test was used to the test the significance. If the value of F-obtained exceeds the value F-table, it suggests that the independent variable (students' reading comprehension achievement) significantly determined the dependent variable (students' academic achievement). On the other hand, if the value of F-table exceeds the value of F-

obtained, it means that students' reading comprehension achievement did not significantly determine students' academic achievement.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings and (2) interpretation.

4.1 Research Findings

4.1.1 Results of Students' Reading Comprehension Achievement

The result showed that the lowest score of TOEFL reading test was 14 and the highest score was 60 out of 100 (see Appendix D). Nunan (2003, p. 76) says that a fluent reader as one whose comprehension at least 70 percent. From the expert above, all of the students had low comprehension because the score of TOEFL reading test of the students was lower than 70 percent. In contrast, none of them had higher comprehension than 70 percent. The distribution is presented in the following table:

Table 8. Distribution of Students' Reading Comprehension

No	Score Range	Category	Number of Students	Percentage
1	At least 70 %	Good Comprehension	0	0 %

2	Below 70 %	Bad Comprehension	79	100 %
	Toal		79	100 %

4.1.2 Results of Students' Academic Achievement

After analyzing the students' cumulative GPA, it was found that the lowest cumulative GPA was 2.68, and the highest cumulative GPA was 3.79 out of 4.00 (see Appendix E). Then for each category, 12 students got Cum laude. 59 students got very good and 8 students got good achievement. On the contrary, no one got summa cum laude and enough achievement. Below is the distribution:

Table 9. Distribution of Students' Academic Achievement

No	Score Range	Category	Number of Students	Percentage
1	4.00	Summa Cum laude	0	0
2	3.51 – 3.99	Cum laude	12	15.18 %
3	3.01 – 3.50	Very Good	59	74.7 %
4	2.51 – 3.00	Good	8	10.12 %
5	2.00 – 2.50	Fair	0	0
Total			**79**	**100 %**

4.1.3 Normality Test

In measuring normality test, *Kolmogorov-Smirnov* is used. The normality test is used to measure students' reading comprehension and academic achievement. The complete statistical can be seen in Appendix.

The computations of normality used the computation in SPSS 17. It was found the p-output from students reading comprehension was 0.213, and academic achievement was 0.550. From the result of the p-output, it can be stated that the students' reading comprehension and academic achievement were normal. Since, it was higher than 0.05. The result of analysis is figured out in Table.

Table 10. Distribution of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading Comprehension	Academic Achievement
N		79	79
Normal Parameters[a,b]	Mean	37.97	3.30
	Std. Deviation	8.446	.254
Most Extreme Differences	Absolute	.119	.090
	Positive	.119	.056
	Negative	-.071	-.090
Kolmogorov-Smirnov Z		1.058	.796
Asymp. Sig. (2-tailed)		.213	.550

a. Test distribution is Normal.

b. Calculated from data.

Figure 1. Normal Q-Q Plot of Reading Comprehension

Normal Q-Q Plot of reading comprehension achievement
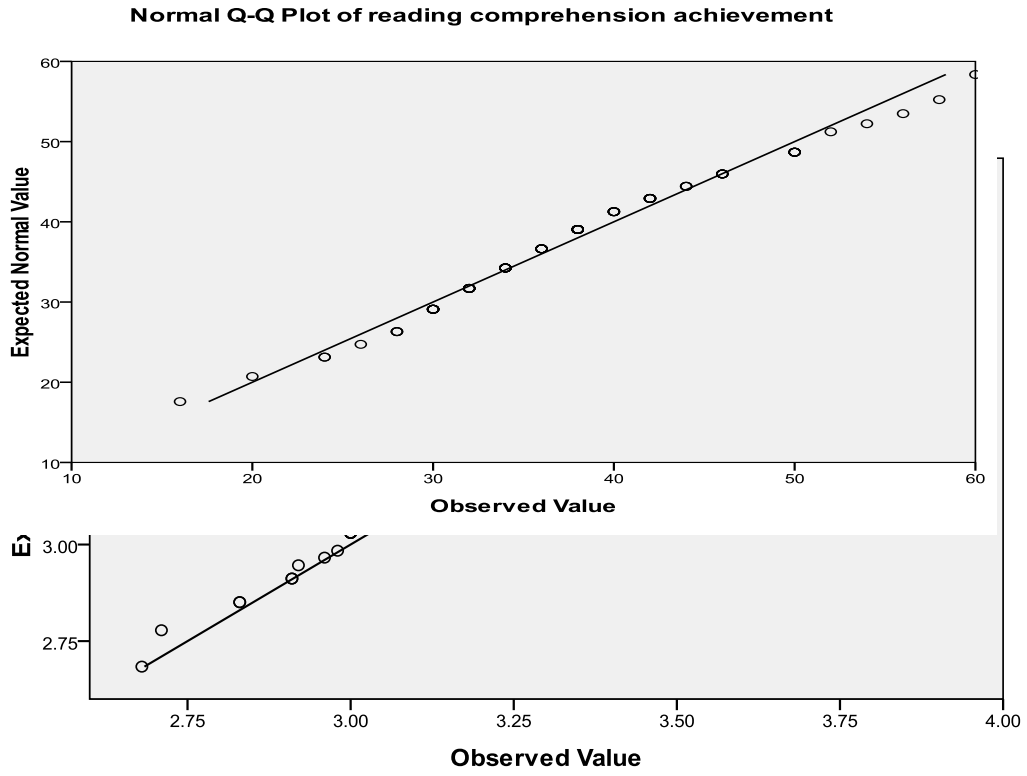
Figure 2. Normal Q-Q Plot of Academic Achievement

Figure 3. Histogram Graphic and P-P Plot

Histogram

Dependent Variable: academic achievement
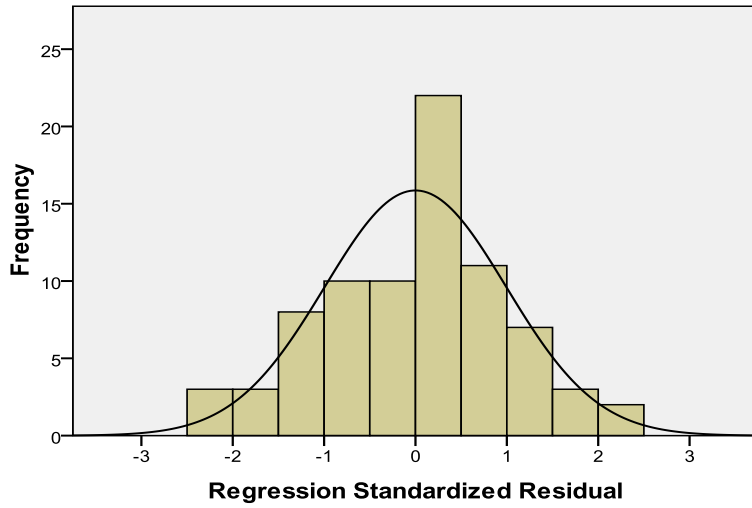
Mean =2.81E-15
Std. Dev. =0.994
N =79

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: academic achievement
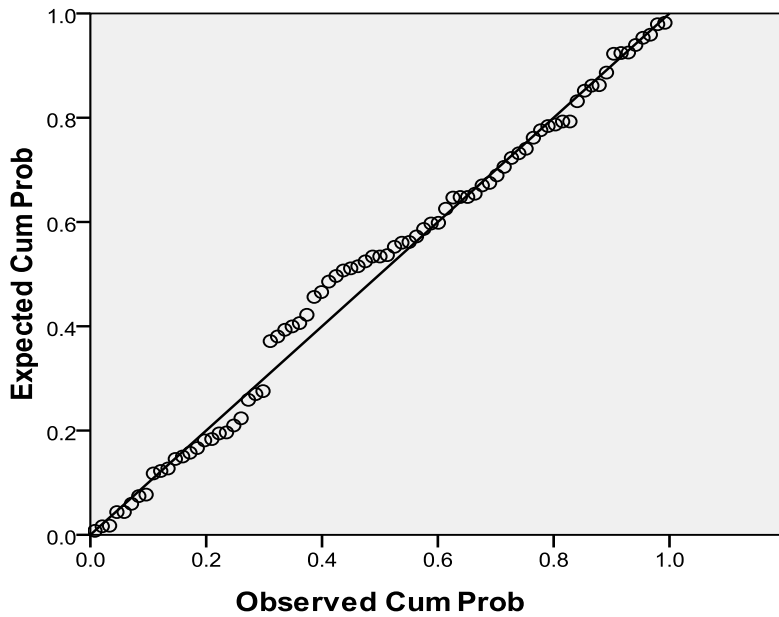
4.1.4 Linearity Test

In this study, measuring linearity, *Test for Linearity* is used. It is used to measure between student's reading comprehension and academic achievement was linear or not. The result showed that the significance level of deviation from linearity score was 0.692 respectively which exceeded 0.05. It meant that the data were linear.

Table 11. Distribution of Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement * Reading Comprehension	Between Groups	(Combined)	1.212	19	.064	.985	.491
		Linearity	.279	1	.279	4.317	.042
		Deviation from Linearity	.932	18	.052	.800	.692
	Within Groups		3.820	59	.065		
	Total		5.031	78			

4.1.5 Correlation between Students' Reading Comprehension and Their Academic Achievement

In line with reading comprehension, the results of correlation analysis between students' reading comprehension and academic achievement showed that the correlation ($r = .236$) was higher than r-table (.2213). Then p (.037) was lower than .05. It means that H_o was rejected and H_1 was accepted. In short, there was a correlation between the students' reading comprehension and their academic achievement.

Table 12. Correlation between Students' Reading Comprehension and Their

Academic Achievement

Correlations

Correlation	READING COMPREHENSION	ACADEMIC ACHIEVEMENT
Pearson Correlation	1	$.236^*$
Sig. (2-tailed)		.037
N	79	79

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

4.1.6 Influence of Students' Reading Comprehension on Their Academic Achievement

The regression in this study was intended to support the correlation between two variables and to see if the independent variable determined the dependent variable. In this study, the regression analysis was used to find out if students' reading comprehension influenced their academic achievement. Result of the analysis revealed that the *R-Square* (R^2) was .056. It means that students' reading comprehension influenced their academic achievement with 5.6% contribution. In the other words, *P-value* = .037 was lower than 0.05. It means that academic achievement partially gave significant contribution to the students' reading comprehension.

Table 13. Contribution of Students' Reading Comprehension on Their Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236[a]	.056	.043	.248

a. Predictors: (Constant), Reading Comprehension

4.2 Interpretation

According to the findings, there were positive and low correlation between students' reading comprehension and students' academic achievement. The contribution of students' reading comprehension is just 5.6% to students' academic achievement.

There might be some reasons why there were low correlation between students' reading comprehension and students' academic achievement. Some of reasons are there were another factors that most contributed the students' academic achievement. National Center for Education Statistics (2000, pp. 8-24) states that there are several factors that influence students' academic achievement. They are students' background, school organization features, teachers' qualifications, school climate, reading comprehension and mathematic comprehension. One of these factors may be strong contribution for students' academic achievement.

Another reason is academic achievement that refers to students' cumulative grade point average (GPA). There are some subject matters that are not included in English subject matters. There are region subject matter and general subject matter. These reasons can be support the findings of thus research why the result is low correlation.

Additionally, a closer look at the literature review reveals that the findings of this research are in accordance with a number of previous studies. Ponkshe (2013) showed that positive correlation between English reading comprehension ability and academic achievement obtained **r** values range from 0.48 to 0.65 are significantly

greater than p -value .30 at 1% level of significance of a student implying that the students with better ability of English reading comprehension are expected to perform well in academics as far as nursing education is considered.

In addition, Bastug (2014) supported that reading attitude and reading comprehension significantly predicted academic achievement. Increasing reading amount causes to improve the prior knowledge and experience of reader, the improvement of the prior knowledge and experience result in reading comprehension skill. The improvement of reading comprehension is interpreted as the efficient learn of students from knowledge and content. Because of that, the students who increase their amount their reading can improve their academic achievement. Bharuthram (2012, p. 1) states that reading is one of the most important academic tasks encountered by students. It means that, between reading comprehension achievement and academic achievement had significant correlation. If the students increased their reading comprehension automatically they can also increased their academic achievement.

At the same time, there was no research that contrary about the correlation between reading comprehension and academic achievement. All of the previous related studies showed that there was correlation between reading comprehension and academic achievement.

Furthermore, in line with the present findings, Bastug (2014, p. 12) argues that the findings of this study suggest that reading attitudes, reading comprehension and academic achievement share a structural relationship. Its hypotheses were proven,

and the structural equation modeling was confirmed. Reading attitude affects reading comprehension and academic achievement. Academic achievement is also influenced by reading comprehension.

Cook (2006) confirmed that limited to the students in this BSN program, indicated that reading comprehension, as measured by the Nelson Denny Reading Test, was better in identifying student risk for academic failure. There was a positive relationship between the grade point average (GPA) for prerequisite science courses, overall cumulative GPA, and GPA for the first semester nursing courses. Early determination of reading comprehension ability needed information to direct intervention activities to improve individual reading comprehension abilities and, thus, promote successful academic performance in the first semester of this nursing program and thereafter. It showed that grade point average (GPA) or academic achievement had relationship with reading comprehension.

In conclusion, the students' reading comprehension and academic achievement had significant correlation and influenced. It showed that the better students' reading comprehension, the better result of students' academic achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From all of the descriptions and explanations discussed in the previous chapters, this chapter draws the conclusions and offers some suggestions.

5.1 Conclusion

Regarding the result of the study, the researcher concluded that there were significant correlation and influence between students' reading comprehension and

academic achievement since the correlation coefficient or r-obtained (.236) was higher than r-table (.2213), and *p* (.037) was lower than .05. The findings of the present study seem to imply that students still need to comprehend the reading text because it influenced their academic achievement. The findings can also have implications for students that the better their reading comprehension is, the better their academic achievement will be.

5.2 Suggestions

Considering the results of the study, the lecturers should use suitable learning strategies because comprehension in reading text might be can influence and improve the students' academic achievement. This study can reveal the current conditions and teaching and learning of reading outcomes at the English Education Study Program.

Next, the students of English Education Study Program should be aware and realize that students who increase their amount of reading can improve their academic achievement. Hopefully, the present study will make contribution to the further research to raise awareness of reading comprehension for students' academic success and extend knowledge related to reading comprehension and its relation with academic achievement.

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APPENDICES

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 <u>one</u> 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 <u>stated</u> or <u>implied</u> 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
> *Line* and in the various other political offices that he held. Throughout his political
> *(5)* 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?

Sample Answer

Ⓐ

●

Ⓒ

Ⓓ

(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

Sample Answer

Ⓐ

Ⓑ

●

Ⓓ

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 ©.

Now begin work on the questions.

Questions 1-3

A hoax, unlike an honest error, is a deliberately concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery and can be accomplished in almost any field: successful hoaxes have been foisted on the

public in fields as varied as politics, religion, science, art, and literature. A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such they represented an important discovery in the study human evolution. These remains, popularly known as the Piltdown Man and scientifically named Eoanthropus dawsoni after their discoverer, confounded scientists for more than forty years. Finally in 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

1. The topic of this passage could best be described as
   (A) The Piltdown Man
   (B) Charles Dawson's discovely
   (C) Eoanthropus dawsoni
   (D) A definition and example of hoax

2. The author's main point is that
   (A) Various types of hoax have been perpetrated
   (B) Charles Dawson discovered a human skull and jawbone
   (C) Charles Dawson was not an honest man
   (D) The human skull and jawbone were extremely old

3. The second paragraph includes
   (A) An illustration to support the ideas in the first paragraph
   (B) An counterargument to idea in the first paragraph
   (C) An analogy to the ideas in the first paragraph
   (D) A detailed definition of a hoax

Questions 4-8

The La Brea tarpits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age fossils. Apparently, during the period of the Ice Age, the tarpits were covered by shallow pools of water, when

animals came there to drink, they got caught in the sticky tar and perished. The tar not only trapped the animals, leading to their death, but also served as a remarkably effective preservant, allowing near-perfect skeletons to remain hidden until the present era. In 1906, the remains of a huge prehistoric bear discovered in the tarpits alerted archeologists to the potential treasure lying within the tar. Since then thousands and thousands of well-preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, tigers, sloths, and dinosaurs.

4. Which of the following is NOT true about La Brea tarpits?
   (A) They contain fossils that are quite old.
   (B) They are found in Hancock Park
   (C) They have existed since the Ice Age
   (D) They are located under a swimming Pool

5. The pronoun "they" in line 3 refers to
   (A) The La Brea tarpits
   (B) Ice Age fossils
   (C) Shallow pools of water
   (D) animals

6. According to the passage, how did the Ice Age animals die?
   (A) The water poisoned them
   (B) They got stuck in the tar.

   (C) They were attacked by other animals
   (D) They were killed by hunters

7. When did archeologists become aware of the possible value of the contents of the tarpits?
   (A) During the Ice Age
   (B) Thousands and thousands of years ago
   (C) Early in the twentieth century
   (D) Within the past decade

8. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
   (A) A bear
   (B) A horse
   (C) A sloth
   (D) A snake

Questions 9-17

Charles Lutwidge Dodgson is perhaps not a name that is universally recognized, but Dodgson sis achieve anormous success under the pseudonym Lewis Carroll. He created this pseudonym from the Latinization, Carolus Ludovicus, of his real given names. It was under the name Lewis Carroll that Dodgson published the children's books Alice's Adventures in Wonderland (1865) and its sequel Through the Looking Glass (1972). Though Dodgson achieved this success in children's literature, he was not an author of children's book by training of profession. His education and chosen field of pursuit were far removed from the field of children's literature and were instead focused on theoretical mathematics.

Dodgson graduated with honors from Christ Church, Oxford, in 1854 and then embarked on a career in the world of academia. He worked as a lecturer in mathematics at Oxford and, later in his career published a number of theoretical works on mathematics under his own name rather than under the pseudonym that he used for his children's stories. He produced a number of texts for students, such as A Syllabus of Plane Algebraical Geometry (1360), Formulae of Plane Trigonomentry (1861), which was notable for the creativity of the symbols that he used to express trigonometric functions such as sine and cosine, and A Guide for the Mathematical Student (1866). In a number of more esoteric works, he championed the principles of Euclid; in Euclid and His Modern Rivals (1879), he presented his ideas on the superiority of Euclid over rival of nti-Euclid mathematicians that he name "Euclid-wreakers" and ultimately finding the defendants guilty as charged. Curiosa Mathematics (1838-1893) made a further defense of Euclid's work, focusing on Euclid's definition of parallel lines. These academic works never had the universal impact of Dodgson's works for children using the name Lewis Carroll, but they demonstrate a solid body of well-regarded academic material.

9. The topic of this passage is   (A) The works of Lewis Carroll

(B) Charles Dodgson and Euclid

(C) The story of Alice's Adventures in Wonderland

(D) Dodgson and Carroll: mathematics and children's stories

10. According to the passage, Dodgson

(A) Did not use his given name on his stories for children

(B) Used the same name on all his published works

(C) Used the name Carroll on his mathematical works

(D) Used a pseudonym for the work about the courtroom trial

11. Which of the following is true, according to the passage?

(A) "Lewis" is a Latin name

(B) "Lutwidge" is part of Dodgson's pseudonym

(C) "Carolus" is the Latin version of the name "Charles"

(D) "Ludovicus" is part of Dodgson's given name

12. It is NOT stated in the passage that Dodgson

(A) Attended Christ Church, Oxford

(B) Studied children's literature

(C) Was an outstanding student

(D) Was a published author of academic works

13. What is stated in the passage about the work Formulae of Plane Trigonometry?

(A) It portrayed mathematics in a creative way

(B) It was written by Euclid

(C) It was published in 1860

(D) It was one of the texts that Dodgson studied at Oxford

14. All of the following are stated in the passage about the work Euclid and his Modern Rivals EXCEPT that

(A) It was published in 1879

(B) It was a highly creative work

(C) It was described an actual trial in which Euclid participated

(D) It described a trial in which "Euclid-wreakers" were found guilty

15. The passage indicated that which of the following works was about Euclid?

(A) A syllabus of Plane Algebraical Geometry

(B) Formulae of Plane Trigonometry

(C) A Guide for the Mathematical student

(D) Curiosa Mathematica

16. The pronoun "they" in the last sentence refers to

(A) Parallel line

(B) These academic works

(C) Dodgson's works for children

(D) Children

17. What is stated in the passage about Dodgson's academic works?

(A) They are all about Euclid

(B) They had an impact on his works for children

(C) They were published under the name Lewis Carroll

(D) They were well received in the academic world

Questions 18-21

The most conservative sect of the Mennonite Church is the Old Order Amish, with 33,000 members living mainly today in the states of Pennsylvania, Ohio, and Indiana. Their lifestyle reflects their belief in the doctrines of separation from the world and simplicity of life. The Amish have steadfastly rejected the societal changes that have occurred in the previous three hundred years, preferring instead to remain securely rooted in a seventeenth-century lifestyle. They live on farms without radios, televisions, telephones, electric lights, and cars; they dress in plainly styled and colored old-fashioned clothes; and they farm theii lands with horses and tools rather than modern farm equipment. They have a highly communal form of living, with barn raisings and quilting, bees as commonplace activities.

18. The paragraph preceding this passage most probably discusses

(A) Other more liberal sects of Mennonites

(B) Where Mennonites live

(C) The communal Amish lifestyle

(D) The most conservative Mennonites

19. Which of the following would probably NOT be found on an Amish farm?

(A) A hammer

(B) A cart

(C) A long dress

(D) A refrigerator

20. It can be inferred from the passage that a quilting bee

(A) Involves a group of people

(B) Is necessary when raising bees

(C) Always follows a barn raising

(D) Provides needed solitude

21. Which of the following is most likely the topic of the paragraph following the passage?

(A) The effects of the communal lifestyle on the Old Order Amish

(B) How the Old Order Amish differ from the Mennonites

(C) The effect of the modern technology on the Old Order Amish

(D) The doctrines of the Old Order Amish

Questions 22-27

The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War this southern boundary of Pennsylvania separated the nonslave states to the north from the slave states to the south.

The Mason-Dixon Line was established well before the Civil War as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed

in 1767, and the boundary was marked with stones, many of which remain to this day.

22. The best title for this passage would be
    (A) Dividing the North and the South
    (B) The meaning of the Mason-Dixon Line
    (C) Two English Astronomers
    (D) The History of the Mason-Dixon Line

23. It can be inferred from the passage that before the Civil War
    (A) Pennsylvania was south of the Mason-Dixon Line
    (B) Pennsylvania was a nonslave state
    (C) The states south of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania
    (D) The slave states were not divided from the nonslave states

24. According to the passage, the Mason-Dixon Line was established because of a disagreement
    (A) About borders

(B) About slaves
(C) Between two astronomers
(D) Over surveying techniques

25. The passage states all of the following about Mason and Dixon EXCEPT that
    (A) They came from England
    (B) They worked as astronomers
    (C) They caused the boundary dispute between Pennsylvania and Maryland
    (D) They surveyed the area of the boundary between Pennsylvania and Maryland

26. The passage indicates that the Mason-Dixon Line was identified with
    (A) Pieces of rock
    (B) Fences
    (C) A stone wall
    (D) A border crossing

27. The paragraph following the passage most probably discusses

(A) Where the Mason-Dixon Line is located

(B) The Mason-Dixon Line today

(C) The effect of the Civil War on slavery

(D) What happened to Charles Mason and Jeremiah Dixon

Questions 28 - 33

Manic depression is another psychiatric illness that mainly affects mood. A patient Suffering from his disease will alternate between periods of manic excitement and extreme depression, with or without relatively normal periods in between. The changes in mood suffered by a manic-depressive patient go far beyond the day-to-day mood changes experienced by the general population. In the period of manic excitement, the mood elevation can become so intense that it can result in extended insomnia, extreme irritability, and heightened aggressiveness. In the period of depression, which may last for several weeks or months, a patient experiences feelings of general fatigue, usefulness, and hopelessness, and, in serious cases, may contemplate suicide.

28. The paragraph preceding this passage most probably discusses

(A) When manic depression develops

(B) A different type of mental disease

(C) How moods are determined

(D) How manic depression can result in suicide

29. The topic of this passage is

(A) Various psychiatric illnesses

(B) How depression affects the mood

(C) The intense period of manic excitement

(D) The mood changes of manic depression

30. According to the passage, a manic depressive patient in a manic phase would be feeling

(A) Highly emotional

(B) Unhappy

(C) Listless

(D) Relatively normal

(C) Insomnia

(D) Heightened aggressiveness

31. The passage indicates that most people
    (A) Never undergo mood changes
    (B) Experience occasional shifts in mood
    (C) Switch wildly from highs to lows
    (D) Become highly depressed

32. The pronoun "it" in line 5 refers to
    (A) The general population
    (B) The mood elevation

33. The passage implies that
    (A) Changes from excitement to depression occur frequently and often
    (B) Only manic-depressive patients experience aggression
    (C) The depressive phase of this disease can be more harmful than the manic phase
    (D) Suicide is inevitable in cases of manic depression

Questions 34 – 38

A massive banking crisis occurred in the United States in 1993. In the two preceding years, a large number of banks had failed, and fear of lost savings had prompted many depositors to remove their funds from banks. Problems became so serious in the state of Michigan that Governor William A. Comstock was forced to declare a moratorium on all banking activities in the state on February 14, 1933. The panic in Michigan quickly spread to other states, and on March 6, President Franklin D. Roosevelt declared a banking moratorium throughout the United States that left the entire country without banking services.

Congress immediately met in a special session to solve the banking crisis and on March 9 passed the Emergency Banking Act of 1933 to assist financially healthy banks to reopen. By March 15, banks controlling 90 percent of the country financial reserves were again open for business.

34. The passage states that all the following occurred prior to 1933 EXCEPT that
    (A) Many banks went under
    (B) Many bank patrons were afraid of losing their deposits
    (C) A lot of money was withdrawn from accounts
    (D) Governor Comstock canceled all banking activities in Michigan

35. The word "moratorium" in the passage is closest in meaning to which of the following?
    (A) Death
    (B) Temporary cessation
    (C) Murder
    (D) Slow decline

36. The passage indicates that the moratorium declared by Roosevelt affected
    (A) The banks in Michigan
    (B) The banks in most of the United States

(C) Only the financially unhealthy banks
(D) All the banks in the United States

37. Which of the following can be inferred from the passage?
    (A) Congress did not give any special priority to the banking situation
    (B) The Emergency Banking Act helped all banks to reopen
    (C) Ten percent of the country's money was in financially unhealthy banks
    (D) Ninety percent of the banks reopened by the middle of March

38. Which of the following best describes the organization of the passage?
    (A) A theme followed by an example
    (B) A problem and situation
    (C) Opposing viewpoints of an issue
    (D) A problem and its causes

Questions 39-50

The Celtic languages are a group of languages of northern Europe that are descendents of the Indo-European family of languages. These languages developed from the language of the Celts, a was like civilization originating in the eastern part of central Europe, in the northern Alps, and along the Danube during the Bronze Age. The Celts reached the height of their civilization during the Iron Age, the last five centuries 8.C., and then fanned out from their original homeland into many parts of continental Europe and across the channel and into the British Isles. Celtic languages were spoken in much of Western Europe during Pre-Roman and Roman times. Place names of Celtic origin can be found today all over the British Isles and France, in northern Spain and Italy, and in Switzerland and parts of Germany.

Rather than one language, the Celtic languages consist of two distinct clusters: the Gaelic group and the Brythonic group. These two clusters of languages most likely developed dialects of the same language, the language of the Celts in their original homeland. These two dialects were most likely mutually intelligible to some degree as late as the fourth century. The Gaelic group of Celtic languages consists of Irish, Scottish, and Manx, the language of the Isle of Man. The Brythonic group of Celtic languages includes Welsh, Cornish, Breton, and Gaulish, the language of Gaul prior to the days of the Roman Empire, with its Latin-Speaking population.

Many, though not all, of the Celtic languages are either extinct or are in the process of becoming extinct. Gaulish apparently disappeared around 600 A.D. Cornish and Manx both actually became extinct, the former in the nineteenth century and the latter just a few decades ago, but both are being revived and are now taught in a few schools each. Scottish, Irish, and Breton are all declining in use. There are under a hundred thousand speakers of Scottish Gaelic, mostly on the northern Hebridean Islands; there are more than a hundred thousand speakers of Irish, mainly in the western countries of Ireland; there are about a half million speakers who use Breton on a daily basis. In all these situations, though, the rate of transmission tq new generations is low, and this does not bode well for the survival of these languages. Of all the Celtic languages, perhaps only Welsh has a strong hold on the future.

39. The author's purpose in the passage is to

    (A) Describe the past and present of a related set of languages

    (B) List the major characteristics of Celtic languages

    (C) Outline the major achievements of the Celts

    (D) Explain how languages manage to survive without changing

40. According to the passage, the Celtic languages did NOT

    (A) Develop from the Indo-European language family

    (B) Originate in the British Isles

    (C) Exist before the time of the Roman Empire

    (D) Provide any Italian place names

41. The passage states that the Celts were

    (A) Peaceful farmers

    (B) Unheard of during the Bronze Age

    (C) At their peak during the Iron Age

    (D) At the height of their civilization 1,500

42. The expression "fanned out" in line 5 could best be replaced by

    (A) Spread out

    (B) Called off

    (C) Got lost

    (D) Turned out

43. The Brythonic group of languages does NOT include

    (A) Welsh

    (B) Cornish

    (C) Manx

    (D) Breton

44. It is implied in the passage that Gaulish

(A) First surfaced after the Roman Empire

(B) Has been revived in the last century

(C) Is declining in use

(D) Was replaced by Latin

45. The main idea of the third paragraph is that

   (A) All Celtic languages are extinct

   (B) A few Celtic languages disappeared

   (C) Some Celtic languages are flourishing

   (D) Most Celtic languages are either dead or dying

46. It is NOT true according to the passage that both Cornish and Manx

   (A) Were once considered extinct

   (B) Became extinct in the same century

   (C) Are being resuscitated

   (D) May be taught in some academic institutions

47. According to the passage, the percentage of young people learning Scottish, Irish, and Breton
    is

   (A) Nonexistent

   (B) Not high

   (C) Increasing

   (D) Quite robust

48. This passage would most likely be assigned reading in a course on

   (A) Archeology

   (B) European literature

   (C) Historical linguistics

   (D) Bronze Age civilizations

49. Where in the passage does the author explain when the two clusters of Celtic languages were still understood by members of each group of speakers?

   (A) Lines 2-4

   (B) Lines 6-7

   (C) Lines 10-11

   (D) Lines 12-13

50. The paragraph following the passage most likely discusses

   (A) How welsh is surviving

   (B) Efforts to classify Celtic languages

   (C) Languages that preceded Celtic languages in Europe

   (D) The causes of language extinction

APPENDIX B

<div align="center">ANSWER SHEET</div>

Date   :   Class   :

Name   :   Semester   :

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

APPENDIX C

ANSWER KEY

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

APPENDIX D

DISTRIBUTION OF STUDENTS' READING COMPREHENSION ACHIEVEMENT

STUDENTS	TOEFL READING	TOTAL	CATEGORY
1	17	34	Bad Comprehension
2	16	32	Bad Comprehension
3	20	40	Bad Comprehension
4	16	32	Bad Comprehension
5	18	36	Bad Comprehension
6	19	38	Bad Comprehension
7	17	34	Bad Comprehension
8	19	38	Bad Comprehension
9	20	40	Bad Comprehension
10	15	30	Bad Comprehension
11	14	28	Bad Comprehension
12	15	30	Bad Comprehension
13	19	38	Bad Comprehension
14	19	38	Bad Comprehension
15	19	38	Bad Comprehension
16	16	32	Bad Comprehension
17	16	32	Bad Comprehension
18	8	16	Bad Comprehension
19	21	42	Bad Comprehension
20	29	58	Bad Comprehension
21	21	42	Bad Comprehension
22	21	42	Bad Comprehension
23	18	36	Bad Comprehension
24	25	50	Bad Comprehension
25	20	40	Bad Comprehension
26	25	50	Bad Comprehension
27	15	30	Bad Comprehension
28	30	60	Bad Comprehension
29	26	52	Bad Comprehension
30	19	38	Bad Comprehension

31	21	42	Bad Comprehension
32	19	38	Bad Comprehension
33	25	50	Bad Comprehension
34	27	54	Bad Comprehension
35	25	50	Bad Comprehension
36	22	44	Bad Comprehension
37	17	34	Bad Comprehension
38	21	42	Bad Comprehension
39	18	36	Bad Comprehension
40	17	34	Bad Comprehension
41	21	42	Bad Comprehension
42	23	46	Bad Comprehension
43	23	46	Bad Comprehension
44	17	34	Bad Comprehension
45	19	38	Bad Comprehension
46	23	46	Bad Comprehension
47	17	34	Bad Comprehension
48	14	28	Bad Comprehension
49	23	46	Bad Comprehension
50	18	36	Bad Comprehension
51	18	36	Bad Comprehension
52	25	50	Bad Comprehension
53	22	44	Bad Comprehension
54	25	50	Bad Comprehension
55	17	34	Bad Comprehension
56	19	38	Bad Comprehension
57	17	34	Bad Comprehension
58	18	36	Bad Comprehension
59	15	30	Bad Comprehension
60	20	40	Bad Comprehension
61	20	40	Bad Comprehension
62	14	28	Bad Comprehension
63	15	30	Bad Comprehension
64	12	24	Bad Comprehension
65	15	30	Bad Comprehension
66	19	38	Bad Comprehension

67	10	20	Bad Comprehension
68	17	34	Bad Comprehension
69	18	36	Bad Comprehension
70	16	32	Bad Comprehension
71	19	38	Bad Comprehension
72	12	24	Bad Comprehension
73	22	44	Bad Comprehension
74	13	26	Bad Comprehension
75	28	56	Bad Comprehension
76	16	32	Bad Comprehension
77	23	46	Bad Comprehension
78	15	30	Bad Comprehension
79	17	34	Bad Comprehension

APPENDIX E

DISTRIBUTION OF STUDENTS' ACADEMIC
ACHIEVEMENT

STUDENTS'	Cumulative GPA	CATEGORY
1	3.33	Very Good
2	3.45	Very Good
3	3.41	Very Good
4	3.3	Very Good
5	3	Very Good
6	3.27	Very Good
7	3.22	Very Good
8	2.91	Good
9	3.35	Very Good
10	3.35	Very Good
11	3	Very Good
12	3.5	Very Good
13	3.41	Very Good
14	3.23	Very Good
15	3.5	Very Good
16	3.27	Very Good
17	3.64	Cumlaude
18	3.38	Very Good
19	3.42	Very Good
20	3.38	Very Good
21	3.46	Very Good
22	3.25	Very Good
23	3.79	Cumlaude
24	3.42	Very Good
25	3.29	Very Good

26	3.58	Cumlaude
27	3	Very Good
28	3.63	Cumlaude
29	3.75	Cumlaude
30	3.33	Very Good
31	3.42	Very Good
32	3.42	Very Good
33	3.17	Very Good
34	3.25	Very Good
35	3.12	Very Good
36	3.5	Very Good
37	3.79	Cumlaude
38	3.38	Very Good
39	2.68	Good
40	3.29	Very Good
41	3.33	Very Good
42	3	Very Good
43	2.83	Good
44	3.54	Cumlaude
45	3.32	Very Good
46	3.13	Very Good
47	3.26	Very Good
48	3.38	Very Good
49	3.14	Very Good
50	3.22	Very Good
51	3.43	Very Good
52	3.74	Cumlaude
53	3.64	Cumlaude
54	3.23	Very Good
55	2.91	Good

56	3.73	Cumlaude
57	3.08	Very Good
58	3.7	Cumlaude
59	2.71	Good
60	3.23	Very Good
61	3.5	Very Good
62	3.32	Very Good
63	3.32	Very Good
64	3.05	Very Good
65	3.04	Very Good
66	3.04	Very Good
67	2.92	Good
68	3.29	Very Good
69	3.29	Very Good
70	2.96	Good
71	3.5	Very Good
72	3.26	Very Good
73	3.61	Cumlaude
74	3.21	Very Good
75	3	Very Good
76	2.83	Good
77	3.71	Cumlaude
78	3.25	Very Good
79	2.98	Good

APPENDIX F

NORMALITY

One-Sample Kolmogorov-Smirnov Test

		Reading Comprehension	Academic Achievement
N		79	79
Normal Parameters[a,b]	Mean	37.97	3.30
	Std. Deviation	8.446	.254
Most Extreme Differences	Absolute	.119	.090
	Positive	.119	.056
	Negative	-.071	-.090
Kolmogorov-Smirnov Z		1.058	.796
Asymp. Sig. (2-tailed)		.213	.550

a. Test distribution is Normal.

b. Calculated from data.

LINEARITY TEST

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Academic Achievement * Reading Comprehension	79	100.0%	0	.0%	79	100.0%

Report

Academic Achievement

Reading Comprehension	Mean	N	Std. Deviation
16	3.38	1	.
20	2.92	1	.
24	3.16	2	.148
26	3.21	1	.
28	3.23	3	.204
30	3.17	7	.267
32	3.24	6	.302
34	3.27	10	.258
36	3.30	7	.387
38	3.33	11	.225
40	3.36	5	.105
42	3.38	6	.076
44	3.58	3	.074
46	3.16	5	.331
50	3.38	6	.247
52	3.75	1	.
54	3.25	1	.
56	3.00	1	.

58	3.38	1	.
60	3.63	1	.
Total	3.30	79	.254

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Academic Achievement * Reading Comprehension	Between Groups	(Combined)	1.212	19	.064	.985	.491
		Linearity	.279	1	.279	4.317	.042
		Deviation from Linearity	.932	18	.052	.800	.692
	Within Groups		3.820	59	.065		
	Total		5.031	78			

Measures of Association

	R	R Squared	Eta	Eta Squared
Academic Achievement * Reading Comprehension	.236	.056	.491	.241

APPENDIX H

CORRELATION

Correlations

		Reading Comprehension	Academic Achievement
Reading Comprehension	Pearson Correlation	1	.236[*]
	Sig. (2-tailed)		.037
	N	79	79
Academic Achievement	Pearson Correlation	.236[*]	1
	Sig. (2-tailed)	.037	
	N	79	79

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

APPENDIX H

Regression

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Reading Comprehension[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236[a]	.056	.043	.248

a. Predictors: (Constant), Reading Comprehension

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.279	1	.279	4.529	.037[a]
	Residual	4.752	77	.062		
	Total	5.031	78			

a. Predictors: (Constant), Reading Comprehension

b. Dependent Variable: Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.028	.130		23.378	.000
	Reading Comprehension	.007	.003	.236	2.128	.037

a. Dependent Variable: Academic Achievement

DOCUMENTATIONS