THE EFFECTS OF SUPRASEGMENTAL FEATURES ON INDONESIAN EFL LEARNERS' READING COMPREHENSION

THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

By

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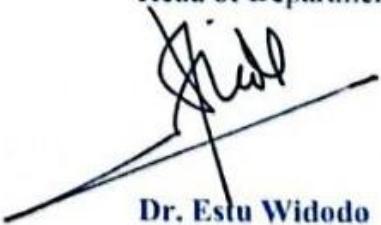
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Hereby, declare that :

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Thus, this statement is made truthfully to be used as appropriate.

Malang, 29 February 2024

The Writer,

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ABSTRACT

This research investigates how reading instructional strategies that focus on suprasegmental phonological features impact the reading comprehension of Indonesian EFL students at the university level. This study is essential since it focuses on enhancing literacy abilities in EFL students by investigating how suprasegmental features might increase reading ability and comprehension levels. This study used a quasi-experimental approach due to a pre-established group structure. 56 English education majors were split into two groups: the suprasegmental feature strategy and the intensive reading strategy. The intervention consisted of a six-week teaching program delivered by instructors in the Advanced Reading: Critical Thinking course within the Department of English Education. Collecting data involves conducting pretest and posttest analyses with TOEFL reading comprehension questions. The mean difference between the two groups was 6.05 (MD = 6.05; t = 3.09; p = .003). It suggests that the experimental group outperformed the control group in reading comprehension. The findings indicate that teaching reading comprehension using suprasegmental reading strategies positively impacts students' reading comprehension skills. This research emphasizes integrating reading prosody strategies into reading comprehension education to enhance students' reading ability and text comprehension, leading to more effective and personalized learning results. This study provides essential recommendations for enhancing language instruction for EFL students.

The Effects of Suprasegmental Features on Indonesian EFL Learners' Reading Comprehension

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ABSTRAK

Penelitian ini menyelidiki bagaimana strategi pembelajaran membaca yang berfokus pada fitur fonologis suprasegmental berdampak pada pemahaman membaca siswa EFL Indonesia di tingkat universitas. Penelitian ini sangat penting karena berfokus pada peningkatan kemampuan literasi pada siswa EFL dengan menyelidiki bagaimana fitur suprasegmental dapat meningkatkan kemampuan membaca dan tingkat pemahaman. Penelitian ini menggunakan pendekatan kuasi-eksperimental karena struktur kelompok yang telah dibentuk sebelumnya. 56 mahasiswa jurusan pendidikan bahasa Inggris dibagi menjadi dua kelompok: strategi fitur suprasegmental dan strategi membaca intensif. Intervensi terdiri dari program pengajaran selama enam minggu yang disampaikan oleh instruktur dalam mata kuliah Advanced Reading: Berpikir Kritis di Departemen Pendidikan Bahasa Inggris. Pengumpulan data dilakukan dengan melakukan analisis pretest dan posttest dengan pertanyaan pemahaman membaca TOEFL. Perbedaan rata-rata antara kedua kelompok adalah 6,05 (MD = 6,05; t = 3,09; p = 0,003). Hal ini menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol dalam membaca pemahaman. Temuan ini menunjukkan bahwa pengajaran pemahaman bacaan menggunakan strategi membaca suprasegmental berdampak positif terhadap kemampuan pemahaman bacaan siswa. Penelitian ini menekankan pada pengintegrasian strategi membaca prosodi ke dalam pendidikan membaca pemahaman untuk meningkatkan kemampuan membaca dan pemahaman teks siswa, yang mengarah pada hasil pembelajaran yang lebih efektif dan personal. Studi ini memberikan rekomendasi penting untuk meningkatkan pengajaran bahasa bagi siswa EFL.

Kata kunci: Fitur suprasegmental, pelajar EFL Indonesia, Pemahaman membaca, Instruksi bahasa

I. INTRODUCTION

This chapter discusses some issues related to the topic being studied, involving the research background, question, and hypothesis.

A. Research Background

Teaching reading comprehension is urgent for EFL students due to the complex process that demands quickly and accurately identifying words in a text while constructing meaning. Reading comprehension is a multifaceted and extensive human activity that combines various skills and cognitive processes (Cain et al., 2004; Cui et al., 2021; Perfetti & Stafura, 2014). Moreover, reading comprehension has been identified as a challenging endeavor for EFL students. It is because assignment involves a series of mental activities in which the reader processes the information conveyed in the text by decoding the words into a form that the reading system can recognize. These mental activities can lead to retrieving the meanings of words, phrases, sentences, and the individual definitions of entire texts (Chung, 2024; Ma et al., 2018; Mirfatemi et al., 2020). It reveals that reading comprehension teaches students to read orthography that encodes the language they already know. Because reading comprehension is difficult, fundamental concerns about the reading proses must be taught and understood to improve students' reading comprehension abilities.

Reading comprehension is one of the issues encountered by EFL students. This is because reading comprehension comprises several components that must operate concurrently. Numerous factors contribute to these reading problems, including a limited vocabulary, a sluggish reading rate, and ineffective practice comprehension (Cui et al., 2021). Students who struggle to read fluently often struggle to comprehend what they read (Sabatini et al., 2019). Whereas reading fluency is regarded as a precondition for reading comprehension and has historically been described as reading texts fast and error-free (the 'automaticity element'), reading comprehension is not necessary for reading fluency (Groen et al., 2019). It indicates that students will interact with materials at the reading level if

they can read and comprehend texts naturally and smoothly. Moreover, EFL students often encounter orthographic issues with phonological implications while reading. In languages with challenging spelling, errors due to a lack of awareness of low-level reading abilities are common (Reis et al., 2020). Inadequate reading skills result from phonology deficits in student reading, such as decoding problems and weakness of the oral language (D'angelo et al., 2020; Hall et al., 2020; E. Y. Kang & Shin, 2019; Spencer et al., 2019; Spencer & Wagner, 2018; Torppa et al., 2019). It implies that reading comprehension instruction must consider that meaning is extracted from orthographic-to-phonological mapping. Therefore, to achieve good reading comprehension, students must be able to automatically decode and comprehend texts to excel at higher-level processes like reading comprehension.

It has been shown that phonological awareness is one of the most crucial success elements in reading comprehension. This is because phonological awareness converts visual information into phonological information, facilitating reading comprehension. Despite its apparent connection to visual information, reading requires transforming and processing phonological information (Baddeley, 2001; Cui et al., 2021). Several studies demonstrate the significance of phonological awareness in word identification, reading fluency, accuracy (Ferraz et al., 2019), and reading speed and comprehension (Memisevic et al., 2022). In addition, the suprasegmental feature (prosody) shows a link with reading fluency, which is believed to predict reading comprehension success. Several research report that readers with superior prosodic abilities perform better on reading comprehension tests (Gutiérrez-Fresneda et al., 2021; Miller & Schwanenflugel, 2008). It indicates that the suprasegmental skill level that emphasizes comprehending intonation, rhythm, and pauses when reading significantly expands the reading process. Thus, combining suprasegmental features and extensive exposure to various phonological materials might aid EFL students in assembling and decoding, thus enhancing their overall reading comprehension.

Due to their more significant influence on meaning clarity, suprasegmental characteristics should be emphasized in phonological data. It occurs because a language's suprasegmental comprises vowel and consonant groupings. Suprasegmentals may be applied to many linguistic units, including phonemes and syllables, words, phrases, and whole sentences (Richards & Schmidt, 2011). Additionally, suprasegmental traits might enhance cognitive abilities (Mirfatemi et al., 2020). Thus, suprasegmental understanding characteristics facilitate the interpretation of the concepts underlying a text (Lochrin et al., 2015). In this instance, suprasegmental characteristics considerably impact reading fluency, which raises questions about the link with reading comprehension. Reading fluency, which includes speed, accuracy, and expressiveness, is linked to the capacity to comprehend texts, which is crucial for reading comprehension (Kim, 2015, 2020; Kuhn et al., 2010). This research demonstrates that, albeit not directly, supra-segmental qualities contribute to text comprehension. Consequently, it is crucial to investigate whether suprasegmental traits contribute to reading comprehension through linguistic comprehension, the two components of a basic reading view.

In recent years, awareness of suprasegmental phonological characteristics has dominated reading comprehension instruction. Several recent studies have demonstrated that suprasegmental characteristics have been added to the idea that reading fluency in youth is closely related to reading comprehension (Calet et al., 2019; Deng & Tong, 2021; Gutiérrez-Fresneda et al., 2021). First, AB single-case study revealed that reading fluency (via the development of suprasegmental feature skills) and reading comprehension scores increased over initial scores (Calet et al., 2019). Second, a longitudinal study has shown that poor comprehension of Chinese and English is associated with greater tone awareness than poor comprehension alone, which may indicate a link between pitch hypersensitivity and reading comprehension difficulties (Deng & Tong, 2021). Last, the experimental study shows that suprasegmental phonology is essential in teaching reading to produce comprehension (Gutiérrez-Fresneda et al., 2021). However, the apparent relationship between reading comprehension and suprasegmental element

knowledge has yet to be adequately investigated, particularly among adult EFL learners, the subject of the present study.

Several researchers have examined the positive correlation between knowledge of suprasegmental characteristics and reading comprehension among college EFL learners (Cypert & Petro, 2019; Mirfatemi et al., 2020; Rahmawati et al., 2020). However, the researcher discovered some distinctions between this current and previous studies. The first difference is in the research design. A correlation study found a moderately significant positive correlation between reading with suprasegmental information and reading comprehension (Rahmawati et al., 2020). Compared with this current study, which employs an experimental design, correlation research has a pattern of vague relationships because it needs more rigorous order and control over the investigated independent variables. The second discrepancy deals with the disparity in emphasis. After completing the Gray Oral Reading Test-5, the experimental researchers discovered that students who could use suprasegmental features in reading demonstrated improved accuracy, fluency, and reading comprehension (Cypert & Petro, 2019). Although both studies examined the effect of suprasegmental information on comprehension results, this previous research focused on the reading comprehension level during oral reading. It differs significantly from the emphasis of this current research, which is not on the level of reading comprehension during silent reading. The last distinction lie in the assessment instruments. An experimental study found that suprasegmental information facilitates reading comprehension, particularly the ability to recognize short syllables and awareness of the location of stress in phrases (Mirfatemi et al., 2020). To assess reading comprehension ability, the researcher created a silent reading examination based on a third edition of the Neale Analysis of Reading Ability, which has a moderate reliability score index of .69. Recognizing that the level of reliability is moderate, this current study selected the TOEFL reading comprehension test, which has a high reliability score index of .88.

Based on the preliminary observations in the Department of English language education at IAIN Kendari, several issues can be identified in teaching

reading comprehension. First, students continue to struggle with employing reading strategies. This includes slowing down to comprehend the text better, focusing on a particular text, adjusting the reading pace, halting and reflecting on the text, and repeating the reading process. Second, students continue to lack decoding skills in reading. This affects their reading fluency, as they are likelier to cease reading in the middle of a passage, which can harm comprehension. Learning in the classroom is still designed in a monotonous manner. Due to the significance of reading comprehension for EFL students, particularly concerning the standardization of foreign language proficiency, it is essential to investigate the effect of different reading strategies on developing reading comprehension skills among language learners. This study investigates the impact of teaching reading strategies based on suprasegmental phonological features on the reading comprehension of university-level EFL Indonesian students.

B. Research Question

In line with the background of the study, the research question is formulated as follows, "Does teaching utilizing the reading suprasegmental feature strategy affect EFL students' reading comprehension compared to the intensive reading strategy?"

C. Hypothesis

There are two hypotheses in this research, namely:

Ho: Teaching utilizing the reading suprasegmental features strategy does not affect EFL students' reading comprehension compared to the intensive reading strategy.

Ha: Teaching utilizing the reading suprasegmental features strategy affects EFL students' reading comprehension compared to the intensive reading strategy.

II. REVIEW OF RELATED LITERATURE

This chapter presents theories connected to the research's topic and data. In addition, this chapter discusses the teaching of reading comprehension, problems

of reading comprehension, suprasegmental features in reading comprehension, and teaching reading comprehension by using the supra-segmental feature strategy.

A. The Teaching of Reading Comprehension

Reading comprehension is essential for understanding broader texts and learning, as well as for educational desirability and professional success (Oakhill et al., 2015). Understanding this suggests that the primary goal of teaching reading comprehension is to assist students in acquiring the knowledge, skills, and experiences necessary to become competent and ardent readers (Pressley & Allington, 2014). Even though comprehension is the ultimate goal of reading instruction, teachers must ensure their students can read words fluently and without hesitation (Joh & Plakans, 2017; Rasinski, 2017). Moreover, reading comprehension substantially relies on developing functional comprehension abilities (Spencer et al., 2020). Some students, particularly EFL students, may need direct training in low-level processing methods (such as phonological awareness) for English to improve their reading abilities.

Based on the concept of phases of reading instruction, it is logical that reading comprehension is commonly regarded as an advanced skill with multiple supporting factors (Brevik, 2019; Elleman & Oslund, 2019; Spencer et al., 2020). Several linguistic (including phonological awareness, vocabulary knowledge, word fluency, and reading volume) and cognitive (such as executive function and working memory) constructs were involved in predicting reading performance, according to a study examining the predictors of reading comprehension (Cates et al., 2022). In addition, there is a connection between parsing abilities, the capacity to identify written words and spoken language, as well as between reading comprehension skills and the ability to comprehend what is translated into spoken form (Hoover & Tunmer, 2022; Verhoeven & Landerl, 2022). Additionally, for success in reading comprehension, the reader must be able to read fluently in the early phases of reading. The majority of students cannot comprehend the sentence structure of the text, such as when to stop in particular lines, which words should be highlighted, and the intonation employed, which contributes to their inability to

read fluently and comprehend what they read (Rahmawati et al., 2020). Therefore, one of the phonological features becomes an essential strategy for reading comprehension classes.

B. The Problems of Reading Comprehension

Reading comprehension may be a problematic component of EFL students' English language learning process. Several research has shown that many students have problems learning how to read with comprehension (Al-Jarrah & Ismail, 2018; Cho et al., 2019; Nanda & Azmy, 2020; Rahmawati et al., 2020). First, inadequate vocabulary knowledge (Al-Jarrah & Ismail, 2018; Cho et al., 2019; Nanda & Azmy, 2020); Second, the ability to discern the genre of the text being read is still inadequate (Al-Jarrah & Ismail, 2018; Nanda & Azmy, 2020); Third, motivation to comprehend the meaning of reading remains lacking (Nanda & Azmy, 2020; Rahmawati et al., 2020); Fourth, a lack of syntax knowledge (Al-Jarrah & Ismail, 2018); Last, the encircling environment is not conducive to reading concentration (Al-Jarrah & Ismail, 2018). However, there are problems the comprehension that are rarely mentioned, namely, derive from insufficient reading abilities, especially the underlying phonological processes (Bellocchi et al., 2017; Butterfuss & Kendeou, 2018; Cui et al., 2021; Hoover & Tunmer, 2022). In the process, most of their problems with reading comprehension prevent poor decoding, which manifests early in reading development as deficiencies in phonological awareness and word reading (D'angelo et al., 2020). Therefore, EFL readers struggle with reading comprehension because of inadequate phonological processing.

The students' difficulty with reading comprehension might be classified as decoding problems and weakness in the oral language (D'angelo et al., 2020; Hall et al., 2020; E. Y. Kang & Shin, 2019; Spencer et al., 2019; Spencer & Wagner, 2018; Torppa et al., 2019).

1. Decoding problems

The low reading speed of the wrong readers may result from poor decoding abilities. A recent study has shown continued issues with students' genuine

decoding skills, throwing doubt on the initial idea of fluency (E. Y. Kang & Shin, 2019). In the early stages of reading a language, decoding abilities are crucial for reading comprehension (Yan et al., 2021), which becomes connected if one has difficulties with the other. Given the significance of decoding to reading comprehension, decoding deficiencies are expected to often lead to understanding issues (Spencer & Wagner, 2018). Students who lack an excellent awareness of phonics abilities and word assault will concentrate most of their attention on individual words rather than the pieces as coherent units. Finally, this excessive attention on decoding throughout the reading process is cognitively exhausting and results in poor understanding.

2. **Weakness of the oral language**

Over the last decade, research shows that oral language skills have been linked to reading comprehension. It indicates that the cause for students' poor reading comprehension is their poor spoken language abilities. The majority of students are only able to speak English at an intermediate level (Hall et al., 2020). In contrast to poor decoders, poor comprehension emerges after decoding becomes routine, and spoken language skills account for a more significant proportion of the variance in reading comprehension (D'angelo et al., 2020). The research found that despite good decoding, persons with poor reading comprehension had a problem with at least one feature of oral language (Spencer et al., 2019). Longitudinal studies imply that spoken language deficits are widespread in poor comprehension before the emergence of reading comprehension issues (Torppa et al., 2019). The inability to comprehend and produce spoken language early relates to comprehension issues.

Based on the above explanation, it is clear that linguistics understanding, namely phonology, contributes to reading comprehension abilities. Given that Indonesian and English have distinct phonetic categories and symbols (Karlina et al., 2020), learning English reading comprehension becomes more problem due to English pronunciation. Educators must thus be able to teach students reading procedures, particularly the awareness skills of supra-segmental phonological characteristics, to remove problems in reading comprehension.

C. Suprasegmental Features in Reading Comprehension

The significance of segmental and suprasegmental phonological awareness in reading has been extensively researched. Segmental phonological feature skill was initially proposed to predict reading comprehension (Catts et al., 2015; Prakash et al., 2013; Von Muenster & Baker, 2014). Segmental features are defined as an awareness of the articulators (tongue, lips, vocal tract) as a vehicle for producing segmental features (i.e., vowels and consonants) (Crystal, 2011). For instance, the only difference between the English words 'mad' and 'bad' is the initial phoneme segment (/m/ vs /b/); nevertheless, these terms convey entirely different connotations. Despite this, assumptions demonstrate that segmenting sentences into meaningful units is a crucial aspect of language comprehension, and suprasegmentals provide valuable insights on the boundaries of these units (Cui et al., 2021; Kuhn et al., 2010; Morris & Perney, 2018). Suprasegmental features are speech characteristics (such as stress, intonation, and rhythm) that accompany consonants and vowels but are not limited to single sounds and frequently extend to syllables, words, and phrases (Crystal, 2011). For example, when the emphasis is on the initial syllable 'RECord,' the noun 'word record' signifies a record of facts. However, if the emphasis is on the second syllable, 'reCORD,' the noun transforms into a verb and describes a recording process. Thus, segmental phonological awareness tasks emphasize memory-dependent systems, whereas suprasegmental phonological awareness tasks demonstrate the intensity of high-level sentence construction processes (Veenendaal et al., 2016).

The role of suprasegmental features is becoming more important in language learning given the improvements EFL students show after receiving suprasegmental feature information. Several previous studies have shown the advertences of suprasegmental features in speaking ability, language comprehension, and communication skills (Ahmad, 2018; Fang et al., 2024; O. Kang, 2010; Saito & Saito, 2017; Trofimovich & Baker, 2006; Yenkimaleki, 2019). An observation shows that teaching that adds a focus on suprasegmentals results in improved pronunciation as well as overall comprehension even at the beginner level

(Saito & Saito, 2017). This shows the importance of explicit suprasegmental instruction in language learning and pedagogy, as it can help EFL students improve their speaking skills (Ahmad, 2018; Fang et al., 2024; Yenkimaleki, 2019). Moreover, individual suprasegmental features significantly affect listeners' judgements of foreign language comprehension and accentuation highlighting the importance of suprasegmental instruction for learners at all levels to reduce foreign accent perceptions and improve communication intelligibility (O. Kang, 2010; Trofimovich & Baker, 2006). Although, suprasegmental features are important aspects of these skills, suprasegmental features in reading comprehension play an important role in helping EFL students develop broader and deeper English language skills. Suprasegmental involvement in the extraction of grammatical structures and the facilitation of the decoding process is frequently cited as crucial for reading comprehension (Cui et al., 2021; Mirfatemi et al., 2020; Veenendaal et al., 2016). In addition, the sensitivity of suprasegmental phonology to intonation patterns, stress placement, and rhythm in spoken language is associated with reading comprehension (Calet et al., 2019; Castro et al., 2018; Cui et al., 2021; Groen et al., 2019; Mirfatemi et al., 2020; Wang et al., 2022). Suprasegmentals can strengthen the connection between reading fluency and comprehension (Godde et al., 2020). Internal phonological representations of texts facilitate text comprehension. (Reading with correct parsing, stress, and intonation demonstrates comprehension (even in silent reading tasks), which facilitates the organization of the text into syntactically structured sections. Those more sensitive to suprasegmental elements in reading can establish a stronger connection between discourse and reading, enhancing reading comprehension (Kim, 2015; Tong et al., 2024). Consequently, analyzing the suprasegmental characteristics of a phrase contributes to its phonological and syntactic representations (Cole, 2014).

In addition to retaining phonemic information, the phonological loop stores suprasegmental (or prosodic) qualities like intonation, stress, and rhythm (Tierney et al., 2021). Suprasegmental phonology pertains to the transmission of information encompassing numerous segments, primarily emphasizing the fundamental patterns

or constituents of speech flow (Schmidt et al., 2023). Numerous studies have shown that prosody improves reading comprehension. An examination of the relationship between reading prosody, decoding abilities, and reading comprehension in elementary school students revealed a correlation between reading prosody and decoding speed, as well as evidence that it is an essential mediator of reading comprehension skills (Calet et al., 2017). In addition, a lengthy investigation on the influence of suprasegmental characteristics on reading revealed that students with fewer reading pauses and early adult intonation contours did better in reading comprehension (Kim et al., 2021). According to reports, reading comprehension is more likely to occur when students read fluently and expressively (Wolters et al., 2022). A study was conducted to investigate various element of reading prosody, such as expressiveness, articulation, and fluency (Groen et al., 2019). According to the findings, secondary and advanced-level students exhibited a significant correlation between reading prosody (suprasegmental) and reading comprehension. Students must be aware of suprasegmental elements to develop their reading comprehension, as shown by these data.

D. The Procedures of Using Suprasegmental Feature Strategy in Teaching Reading Comprehension

Reading fluency is one of the most essential skills to develop before achieving reading comprehension. Fluency facilitates the reader's construction of meaning (Kim, 2015). Utilizing suprasegmental feature capabilities is one way to enhance this. In essence, the activation of supra-segmental features by the reader in deciphering the correct meaning suggests a strategy that gives the reader a better understanding of the text (Paige et al., 2017). This explains that, suprasegmental features are used as a strategy to help students understand phonological concepts and improve reading skills. Using these features, multiple methods have been compiled to form a unified strategy for teaching reading comprehension. Combining repeated reading and neurological impression methods, several methods meet the criteria for suprasegmental feature instruction in adults (Ortlieb et al., 2016).

The following stages have been developed for teaching reading comprehension using the suprasegmental feature strategy. *First*, the neurological impress method is an approach to assisted reading in which the reading tutor functions as a model for fluent spoken reading, encouraging suprasegmental reading (Ortlieb et al., 2016). Through this method, the instructor can instruct students to first listen to the text being read aloud. Teachers can instruct adult students to perform suprasegmental feature coding while listening to the text being read aloud (Cypert & Petro, 2019). In addition, students can be taught to read the text openly without assistance from the instructor. In this phase, the primary objective is to increase the accuracy of students' word recognition and to integrate suprasegmental features into their reading repertoire.

Second, repeated reading is one of the most effective methods to increase the accuracy and automation of word recognition (Kim, 2015). After reading the text aloud, the instructor can instruct the students to re-read it aloud. Students must read accurately and at an appropriate tempo that is neither too rapid nor sluggish. It should resemble everyday communication. For texts to be influential, research indicates that they must be read at least four times (Ortlieb et al., 2016). Students can be instructed to work in pairs at this stage. As a result, they partake in a formal lesson of the day, a discussion of the full text from which they have read excerpts (Cypert & Petro, 2019). Furthermore, this method improves reading fluency because it increases the automaticity of word recognition for the text being practiced and the next text.

Last, reading comprehension comprises stratified text representation and interaction between the reader's knowledge and the text (Hall et al., 2020). The instructor can directly assess students' comprehension of the preliminary reading by asking comprehension questions (Cypert & Petro, 2019). In addition, a written test may be administered (Mirfatemi et al., 2020; Rahmawati et al., 2020). Thus, the adult learner can peruse the text silently and respond to queries during this stage to facilitate group testing and procedure consistency.

The result of this procedure is an increase in reading automation and precision. While it seems evident that this is the case, there is also a transfer effect of enhanced reader proficiency in alternative texts. Thus, it is believed that the suprasegmental feature is a strategy that enhances reading fluency for the text being practiced and for the following new text.

III. RESEARCH METHOD

This session presents an explanation of research methods in current research. It includes a description of the research design, research variables, population, treatment, data collection, and data analysis.

A. Research Design

The method used in this research was quasi-experimental. A quasi-experimental design is beneficial when the actual experiment cannot be employed for ethical or practical reasons (Shadish & Luellen, 2012). Thus, this study used a quasi-experimental design because the subjects cannot be randomized; in this case, they were already organized as an intact group. Instead, the researcher only used the existing classes for the experimental and control groups. The research design is described in the table below.

Table 1: Design of the Research

Group	Pretest	Treatment	Post-test
Experimental Group	O_1	X_1	O_2
Control group	O_1	X_2	O_2

Note:

X1: Treatment 1 used reading suprasegmental features strategy

X2: Treatment 2 used an intensive reading strategy

The pretest given before the treatment was administered to the experimental and control groups. In contrast, the post-test was administered after the final administration of treatment to determine its effectiveness.

B. Research Variables

This research has two variables: the independent variable (X) and the dependent variable (Y). The independent variable (X) was the suprasegmental feature teaching strategy that the researcher selected as a stimulus or treatment to determine its effect on reading comprehension. The dependent variable (Y) was reading comprehension ability, which was observed and evaluated to ascertain the effect of the suprasegmental feature strategy.

C. Population Research

This research population consisted of all 56 students enrolled in the English Education Department class of 2022 at IAIN Kendari, with 28 students in class A and 28 students in class B. Since all of the students were involved in this research, it belonged to population research (Arikunto, 2013). Thus, the research subjects comprised 56 English education majors from the class of 2022 at IAIN Kendari. They enrolled in Advance Reading: Critical Thinking. Their ages ranged from 18 to 20 years old. They were divided into the experimental group and the control group. The control group, especially A, included 28 students who received conventional procedures (i.e., the intensive reading strategy). The experimental group, especially B class, consisted of 28 individuals who received the suprasegmental phonological feature strategy. Random selection determined which class served as the experimental group and which served as the control group. It was known that the English proficiency of the two divisions differed. Therefore, researchers are no longer required to arbitrarily divide research subjects into multiple categories.

D. Treatment of the Experimental and the Teaching in Control Groups

This study applied the reading suprasegmental features strategy to the experimental group and the intensive reading strategy to the control group. The following table presents a description of the treatment of both groups.

Table 2. Treatment of the Experimental and the Teaching in Control Groups

The Experimental Group (Suprasegmental features strategy)	The Control Group (Intensive reading strategy)
1. Lecturer introduces today's material and engages students in a discussion about the material.	1. Lecturer introduces today's material and engages students in a discussion about the material.
2. Lecturer presents the type of reading text that is the material and explains the generic structure of the text.	2. Lecturer presents the type of reading text that is the material and explains the generic structure of the text.
3. Lecturer introduces the topic of suprasegmental features of the given reading text.	3. Lecturer introduces the strategies used in answering types of reading comprehension questions.
4. Lecturers ask students to identify suprasegmental features in the reading text based on the lecturer's explanation and/or using speech analysis software.	4. Lecturer asks students to answer reading comprehension questions directly by analyzing paragraph by paragraph.
5. The lecturer displays the given text on a large screen and asks the students to read the text aloud.	5. Lecturers guide students to use text analysis software to explore the meaning, synonyms, antonyms, and context of words in the text to answer the questions.
6. Lecturer asks students to answer reading comprehension questions from the text they have read previously.	6. Lecturer asks students to answer reading comprehension questions from the text they have read previously
7. The lecturer engages the students in a discussion to discuss the answers to the questions and their reasoning.	7. Lecturer engages students in a discussion to discuss the answers to the questions and their reasoning.

The experimental group received six weeks of treatment from a lecturer of the Advanced Reading: Critical Thinking subject at the Department of English Education at IAIN Kendari. The topic distribution was adapted from Cui et al. (2021) that depicted in the following table.

Table 3: Topics for the Suprasegmental Features

Week		Specific Contents
1	Stress	Word Stress and Affixes
2		Compound and Phrasal Stress
3	Rhythm	Dividing speech into units
4		Linking Sound
5	Intonation	Falling and Rising Tones
6		Intonation in Various Sentences

E. Data Collection

Data collection techniques are how accurate the methods used to collect data. In determining the methods to acquire the relevant data, it is necessary to consider the following.

1. **Instrument**

   The instruments for collecting research data were pretest and posttest. They were intended to measure the reading comprehension ability of university EFL students. Both the pretest and posttest were adopted from the Reading Comprehension section of the TOEFL test, an internationally standardized test with high levels of validity and reliability that measures the reading comprehension abilities of EFL students. The average score of the reliability index of the TOEFL test in the Reading Comprehension section was 0.88 (high category). In addition, the instrument is utilized to measure the learning outcomes of the course. Both tests (pretest and posttest) were given identical questions at different times of execution. The pretest was given before distributing the treatment, and the posttest was given after the treatment. The test consisted of six reading passages and 50 multiple-choice items. Evaluation was based on the TOEFL answer key, with two points for each correct answer and no points for incorrect or incomplete answers.

2. **Steps to Collect the Data**

   Several data collection procedures were taken by the researcher to collect the data, as follows:

   a. Identifying the TOEFL reading comprehension test questions that correspond to the research subjects' characteristics

   b. Administering the pretest to both the control and experimental groups and then compiling the results as data.

   c. Administering the post-test to both groups, the results of which were then collected and analyzed alongside the pre-test results.

F. **Data Analysis**

   This investigation used descriptive and inferential statistics to analyze the data. Jamovi software version 2.3.2 was used to assist researcher with data analysis.

1. Descriptive analysis

The pretest and post-test results described how well students understand what they read. The scores for reading comprehension were presented as the minimum score, maximum score, mean and standard deviation. In this instance, both were calculated by using descriptive statistics.

2. Inferential analysis

This research employed statistical parametric analysis of covariance (ANCOVA) for its data analysis, with a prerequisite assumption. This analysis compared the covariates of participants' pretest performance (initial knowledge) with the within-group variability after treatment. ANCOVA with pretest score control can reduce error variance and eradicate systematic bias (Pituch & Stevens, 2015), allowing the researcher to modify the post-test mean score (to be identical) as the dependent variable in each group. Consequently, ANCOVA included an analytical model that can generalize the conditions of the two groups (experimental and control) and provide greater precision.

Before ANCOVA test was carried out to verify how the reading suprasegmental strategy affected the reading comprehension ability, several assumptions, such as normality and homogeneity, needed to be checked. The table below displays the results of the normality and homogeneity tests.

a. Normality test

The normality test determined whether each group's reading comprehension ability data are normally distributed using the Shapiro-Wilk test. The data distribution is normal if the p-value is more than .05 ($p > .05$), and the data was not normally distributed if it is less than .05 ($p < .05$). The result of the data analysis utilizing the Shapiro-Wilk normality test is presented in the following table.

Table 4: The Result of Normality Test (Shapiro-Wilk)

Statistic	p
.967	.553

Table 4 demonstrated that the p value was .129, or larger than .05 (p[.553] >. 05), indicating that the data followed a normal distribution.

b. Homogeneity test

Using Levene's test, the homogeneity test of variance determines whether all data categories are identical or homogeneous. If the p-value is more than.05 (p >.05), it indicates that the data (pretest variance) in all groups are identical or homogenous. In contrast, if the p-value is less than.05 (P <.05), the data across all categories are not identical or homogeneous. The result of the data analysis utilizing the Levene's homogeneity test is presented in the following table.

Table 5: The Result of Homogeneity of Variances Test (Levene's)

F	df1	df2	p
.702	1	54	.439

Table 5 indicated that the p value was .439 or larger than .05 (p[.439]>.05). It suggests that the data variance between the two groups was homogeneous.

Therefore, the data presented in the normality and homogeneity assumption tests meet the two required criteria, allowing the researcher for the execution of the ANCOVA model.

c. Hypothesis test

The hypothesis test found out what happened to EFL students' reading comprehension when they used the reading suprasegmental feature strategy instead of the intensive reading strategy. The researcher's hypotheses are the subject of several stages of analysis. First, the ANCOVA test was done after all the other tests were finished. It analyzed how well the achievement of the experimental group compared to those of the control group with their initial knowledge as the covariance. The statistical result is considered "significant" when the p-value associated is less than a pre-established significance level. The level of significance utilized in this investigation was 5%. It means that if the p-value obtained from the

statistical analysis is lower than .05, the researcher holds sufficient evidence to reject the null hypothesis and affirm the statistical significance of the results. Based on this, the criterion for accepting Ho and rejecting Ha is if the p-value is more than .05 (p >.05). Ho will be rejected, and Ha will be accepted if the p-value is less than .05 (p <.05). The hypothesis to be tested in this analysis is as follows.

Ho: There is no significant effect between teaching utilizing suprasegmental features and intensive reading strategies by controlling for prior knowledge.

Ha: There is a significant effect between teaching utilizing suprasegmental features and intensive reading strategies by controlling for prior knowledge.

In addition, post-hoc Turkey and Bonferroni tests were conducted to determine how each group affected the difference in reading comprehension ability, as the influence of the two groups was significant. The p-value greater than.05 (p >.05) is the criterion for accepting Ho and rejecting Ha. Ho will be rejected and Ha will be accepted if the p-value is less than .05 (p <.05). The hypothesis to be tested in this experimental research is as follows.

Ho: μA = μB: There is no significant difference between the average data of the experimental and control groups.

Ha: μA $\neq$ μB: There is a significant difference between the average data of the experimental and control groups.

IV. FINDING AND DISCUSSION

This chapter provides an overview of the results obtained through the analysis of the collected data. Hence, this chapter presents an analysis of the results, analyzing procedures, and subsequent discussion.

A. Research Findings

To assess the results obtained, descriptive statistics and inferential statistics were employed to analyze the data. The presentation of descriptive statistics aims to provide a detailed description of the pretest and post-test results in both the control and experimental groups. It should be emphasized that the descriptive analyses were not controlled for covariates (the participants' initial knowledge).

Furthermore, the study utilizes inferential statistics, specifically ANCOVA, to present the results of hypothesis testing and address the research questions. This analysis is conducted with covariate adjustment, which allows for controlling distracting variables that were not directly measured, resulting in unbiased data.

1. The Result of Pretest of Experiment and Control Groups

Before implementing the treatment or intervention, the control and experimental groups conducted a pretest to assess the students' initial knowledge. The table below displays the pretest results of the two groups.

Table 6: Descriptives of Pretest Result

	CLASS	N	Mean	SD	Minimum	Maximum
PRETEST	Control	28	46.1	13.0	26	72
	Experiment	28	48.4	11.9	26	72

Table 6 showed that the control class presented a minimum score of 26, a maximum score of 72, and an average score of 46.1. For the experimental group, the minimum score was 26, the maximum score was 72, and the mean score was 48.4. As a result, there was a difference of 2.3 in the mean pretest score between the control group and the experimental group. Therefore, the data indicated that the experimental group conveyed superior initial performance prior to the administration of the treatment.

2. The Result of Posttest of Experiment and Control Groups

Following the implementation of the treatment or intervention, both groups conducted a posttest to assess the students' reading comprehension ability. The results are displayed in the following table

Table 7: Descriptives of Posttest Result

	CLASS	N	Mean	SD	Minimum	Maximum
POSTTEST	Control	28	70.3	14.3	46	98
	Experiment	28	78.4	12.7	56	100

Table 7 showed that the control class presented a minimum score of 46, a maximum score of 98, and an average score of 70.3. For the experimental group, the minimum score was 56, the maximum score was 100, and the mean score was 78.4. There was an average posttest score difference of 8.1 between the control group and the experimental group. As a result, the data indicated that the experimental group had superior performance following the treatment in comparison to the control group. Nevertheless, it is imperative to exercise caution when interpreting this finding as a result of the absence of control over confounding variables. Therefore, further analysis was required to validate the effect of the reading suprasegmental strategy on the development of reading comprehension abilities.

3. The Result of Hypothesis Testing

A series of analyses of covariance (ANCOVA) was employed to examine how the reading suprasegmental and the intensive reading strategy affected reading comprehension ability. This analysis also considered the covariate (initial knowledge), which was derived from the participants' pretest performance. The findings are displayed in the following table.

Table 8: The Result of ANCOVA

	Sum of Squares	df	Mean Square	F	p	ω^2
CLASS	509	1	508.7	9.53	.003	.044
PRETEST	7073	1	7072.6	132.48	< .001	.671
Residuals	2830	53	53.4			

Table 8 showed that the p-value for both groups is .003 or less than .05 (p[.003]<.05), indicating that alternative hypothesis (Ha) is accepted. It means that the reading suprasegmental features strategy and the intensive reading strategy were found to have significant effects on students' reading comprehension abilities (F [1.53] = 9.53; p =.003; ω^2 =.044), despite accounting for covariate influences. Therefore, the integration of a suprasegmental and intensive strategy affects the students' reading comprehension abilities.

In order to address the research question, additional analyses were conducted employing Tukey and Bonferroni post hoc tests to examine the differences between the two groups following receiving a suprasegmental reading strategy (as an experimental group) and an intensive reading strategy (as a control group), while controlling for covariates.

Table 9: Post Hoc Comparisons

Comparison		Mean Difference	SE	df	t	p_{tukey}	$p_{bonferroni}$
CLASS	CLASS						
Control -	Experiment	6.05	1.95	53.0	-3.09	.003	.003

Note. Comparisons are based on estimated marginal means

Table 9 shows significant differences between the experimental group, which applied reading suprasegmental strategies, and the control group, which applied intensive reading strategies. The p-value for the comparison of the two groups is .003 (p[.003]<.05), which confirms the acceptance of the alternative hypothesis. The mean difference score between the two groups reached 6.05 (MD = 6.05; t = −3.09; p = .003), indicating a significantly superior performance of the experimental group in reading comprehension compared to the control group. This is evident from the performance comparison between the two groups shown in Table 10.

Table 10: Comparison between Experimental and Control Groups

CLASS	Mean	SE	95% Confidence Interval	
			Lower	Upper
Control	71.3	1.38	68.5	74.1
Experiment	77.3	1.38	74.6	80.1

Therefore, the results of the data analysis showed that utilizing the reading suprasegmental features strategy had a significant effect on students' reading comprehension ability. In other words, the findings show that teaching reading comprehension by using reading suprasegmental features strategy enhanced EFL students' reading comprehension ability compared to intensive reading strategy.

B. Discussion

This research aims to investigate the effect of reading suprasegmental feature strategy on EFL students' reading comprehension ability compared to intensive reading strategy. Overall, the findings of this study support previous studies indicating that utilizing suprasegmental reading strategies enhances students' reading comprehension ability. In addition, the findings of this study also enhance the development of silent reading comprehension abilities, particularly in the TOEFL context across a wide range of readers.

The findings of this study show that the use of suprasegmental reading feature strategies for reading instruction has improved reading comprehension ability among EFL students. This is in line with several studies that suggest suprasegmental features can play a valuable role in improving learners' reading comprehension abilities (Cypert & Petro, 2019; Mirfatemi et al., 2020; Rahmawati et al., 2020). However, this study shows stronger evidence to support the relationship between suprasegmental features and reading comprehension. Rahmawati et al. (2020) research, while demonstrating a positive correlation, failed to clarify the cause-and-effect relationship or the impact of the intervention on the dependent variable. Furthermore, Mirfatemi et al. (2020) demonstrated a significant improvement in comprehension scores among intermediate-level students, but this improvement was less in comparison to the findings of this study. A possible explanation for this issue is that students may have reached a level of reading comprehension close to their maximum capacity, and the assistance was not enough to push them beyond that limit. This could mean that students with lower initial ability are likely to benefit more from techniques that incorporate suprasegmental elements, resulting in better comprehension. Cypert & Petro (2019) conducted research using the Grey Oral Reading Test-5 (GORT-5) instrument to assess oral reading comprehension and fluency. Although this research instrument effectively demonstrates the fluency-contributing aspects that support oral reading comprehension, it does not guarantee a focus on deep comprehension of complex texts, such as in silent reading contexts. Thus, different skill levels and reading

situations indirectly explain the relationship between suprasegmental features and reading comprehension.

The use of suprasegmental strategies in reading learning has the potential to make a significant contribution in improving EFL learners' reading comprehension ability. This is due to the role of suprasegmental features in the process of decoding or linguistic comprehension, which are two important components in the simple concept of reading. The ability to recognize and interpret stress, rhythm and intonation variants in speech provides unique variations in reading prediction, decoding and comprehension, not only depending on segmental perception (Grantham et al., 2022). In this regard, understanding and interpreting suprasegmental cues can assist readers in decoding texts and understanding them more effectively, which cannot always be achieved through other approaches. For example, in intensive reading approaches, a lack of decoding ability can be a major obstacle in achieving deep comprehension (Solís et al., 2015). Although this approach can improve comprehension by helping students overcome certain barriers (Andrés, 2020), it is more likely to succeed because it does not put enough focus on automaticity processes, especially at a level equivalent to suprasegmental cues. Support for this assumption can be found in previous research showing that the use of suprasegmental cues in reading tasks can increase students' automaticity in identifying words and improve reading fluency (e.g., Kuhn et al., 2010; Wagner & Watson, 2010; Yenkimaleki & van Heuven, 2021). Suprasegmental phonological instruction plays a key role in making tasks such as decoding and comprehension of propositional messages more automatic. This is in line with the practice of reading aloud (Martínez Adrián, 2014) and the use of pronunciation verification technologies, such as Google Translate, which not only improve pronunciation accuracy but also provide access to authentic learning and increase students' confidence in pronunciation. These interventions help students not only understand the words they read, but also pay attention to pronunciation, emphasis and automaticity of words that can affect the overall meaning, which is important in reading and understanding texts. This makes students who are sensitive to the

phonological aspects of language tend to have a deeper understanding of meaning in the broader context of the text. Thus, the use of suprasegmental strategies in reading can provide significant benefits in improving EFL students' reading comprehension by strengthening their automaticity processes and their ability to comprehend and interpret texts more effectively.

Suprasegmental instruction can be the key to improving reading efficiency and comprehension, especially for readers with different ability levels. Previous research shows that suprasegmental interventions tend to be more effective for students who face difficulties in reading (Cui et al., 2021; Mirfatemi et al., 2020). This is because such interventions can improve students' perception of stress, intonation, and timing, which are important for comprehension and decoding generally for low-level readers. However, learning strategies can be customized to accommodate the needs of all students, even those with advanced reading skills. Using TOEFL reading comprehension instruments is one such approach. The design of this instrument challenges students to analyze, synthesize and evaluate information more effectively, thus developing their critical thinking skills. Moreover, research shows that gender and language proficiency level do not affect the relationship between critical thinking and reading comprehension (Marzban & Barati, 2016; Yousefi & Mohammadi, 2016), thus reinforcing the idea that critical thinking skills can positively impact reading comprehension across demographic groups. In addition, participation in class discussion activities on identifying suprasegmental features in reading passages can influence text comprehension by linking suprasegmental concepts with contextual and analytical understanding (Lee & Park, 2020), in line with the emphasis on developing critical thinking skills. Thus, the combination of suprasegmental teaching that leads to better reading comprehension and the use of reading comprehension instruments such as TOEFL can be an effective strategy to improve the reading and comprehension skills of students with different levels of ability.

The integration of suprasegmental features helps students understand the text more deeply, even in a variety of different reading situations. Studies have

demonstrated that these features significantly contribute to oral reading comprehension (Cypert & Petro, 2019), facilitating the interpretation of meaning, emphasis, and emotional expression. The incorporation of suprasegmental features in silent reading comprehension emphasizes the intricate relationship between aspects of spoken language and the process of interpreting written text, despite the lack of speech-connected auditory information. Exposure to the practice of reading texts aloud allows students to hear and practice proper stress and intonation (Martínez Adrián, 2014). This activity helps students develop both listening and reading skills, which overall supports text comprehension. Numerous studies have shown that these features can help reduce cognitive load by highlighting important parts of the text and organizing information in a more direct way for comprehension and recall (Baddeley, 2001; Rayner et al., 2006). Understanding how these features affect silent reading comprehension reveals the complexity of the cognitive systems involved in the reading process. When people read silently, for example, using suprasegmental features can put a strain on their working memory, especially their phonological working memory, because they have to mentally copy prosodic parts of speech (Yao et al., 2011). Working memory capacity affects the ability to store and process phonological information, which is essential for reading text. Individuals with higher working memory capacity may be better at utilizing suprasegmental cues and integrating them with other cognitive processes, resulting in better reading comprehension. In addition, attentional control is crucial in understanding how suprasegmental features affect reading comprehension by heart. Individuals with high attentional control abilities can make better use of suprasegmental cues, thereby improving their reading comprehension (Arrington et al., 2014). This implies that many readers, even those unfamiliar with these elements in written texts, can benefit from the strategy of reading suprasegmental features. Furthermore, this study's findings are important in the field of language teaching. Educators can create more successful learning programs by considering suprasegmental elements when teaching reading comprehension. Integrating awareness of these aspects into language learning programs can help students prepare for exams such as the TOEFL, which evaluates reading comprehension by

heart and is often used to assess English language proficiency. It can also help improve overall reading comprehension outcomes, allowing diverse readers to benefit from learning tactics tailored to their needs (Gasiorek & Dragojevic, 2023). Thus, incorporating suprasegmental features into language education can help students improve their reading skills and text comprehension in general.

A comparison between this study and previous studies reveals that this study offers a guarantee of more credible results due to the use of a standardized test taken for EFL users, namely TOEFL. This study has significantly contributed to the field of English language education by demonstrating the connection between suprasegmental phonological features and the reading comprehension ability of university-level Indonesian EFL students in various reading contexts.

V. CONCLUSION AND RECOMMENDATIONS

This chapter shows the conclusion of research findings and provides recommendations for different parties involved in the research.

A. Conclusion

The findings indicate that integrating the reading suprasegmental features strategy into reading comprehension instruction enhances the reading comprehension ability of Indonesian EFL students across a variety of readers. This study highlights the significance of incorporating suprasegmental features into language instruction to enhance students' overall reading abilities and understanding of texts, resulting in more efficient and personalized learning results. The improvement in EFL students' reading comprehension suggests that the reading suprasegmental features strategy can be adopted in practical educational settings, especially in preparation for language proficiency assessments such as the TOEFL, by acquainting them with the impact of these strategy on silent reading comprehension. Furthermore, it customizes teaching approaches to suit each student's needs by taking into account their working memory capacity and attention management abilities while utilizing suprasegmental cues. This research connects

its findings to broader issues and trends in educational psychology and pedagogy, in addition to contributing to the subject of language education. The links highlight the significance of research findings and their impact on improving teaching practices and educational outcomes in more comprehensive settings.

B. Recommendations

According to the research findings, there are two primary suggestions for language educators to improve language instruction for EFL students. Firstly, the integration of suprasegmental phonological features into strategies for learning. We recommend that instructors use audio texts in their teaching to demonstrate authentic intonation and stress patterns, which will aid students in decoding and comprehending spoken language. For instance, instructors can utilize audio recordings that showcase variances in intonation and rhythm in the desired language as models for students to replicate (such as Google translate or TED.com). This will not only enhance students' self-assurance and involvement but also their proficiency in reading with a more natural and accurate rhythm. Visual media, such as a prompter, can be used to introduce model readers who exhibit efficient eye movements when reading. This can be done to teach silent reading skills, which ultimately enhance automaticity and accuracy in reading. Additionally, focus on reading instruction by emphasizing suprasegmental strategies that enhance emotional engagement. Teachers could improve reading sessions by engaging in deep discussions on how suprasegmental features impact text understanding and convey emotional responses. This could include analyzing topics in literary works to determine the impact of tone on meaning and emotion. For instance, the instructor creates a poetry reading exercise that showcases not only intonation, rhythm, and content but also how participants connect with their emotions. Through this approach, educators not only impart cognitive reading comprehension but also promote the development of students' social and emotional skills. This pedagogical approach not only enhances empathy and perspective-taking skills but also encourages critical thinking and personal reflection, which support students' holistic development.

Furthermore, this study provides an important contribution to the literature on reading instruction for EFL students and highlights key areas for further investigation. Firstly, this study examines the effects of suprasegmentals on reading teaching in a in a longitudinal study. Future research should conduct comprehensive longitudinal studies to evaluate the long-term effects of including suprasegmental features in EFL reading instruction, particularly in the context of higher education. Researchers should monitor the progress of students' reading comprehension over multiple semesters, employing reliable and appropriate evaluation instruments to measure improvements in reading proficiency as well as language skill retention. The study's findings are anticipated to offer valuable insights into the continued efficacy and relevance of this approach in language instruction. Furthermore, the investigation of the application of technology in teaching suprasegmental features. Further investigation is required to examine how technology, particularly interactive multimedia resources and pronouncing software (such as ELSA Speak), might be used to improve the teaching of suprasegmental features of EFL reading education. Future researchers may create or utilize technology instruments that enable the display of suprasegmental features, such as intonation and stress, in order to facilitate students' comprehension and application of these principles in their educational activities. This study could include experiments with control groups to quantify the efficacy of these technology tools in comparison to conventional approaches.

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APPENDIX 1: RESEARCH CERTIFICATE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KENDARI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Sultan Qaimuddin No. 17 Baruga-Kota Kendari
Telp. (0401) 3192081 Fax. (0401) 3193710
Website: http://iainkendari.ac.id

SURAT KETERANGAN
Nomor: 5914/In.23/FTIK/TL.00/11/2023

Yang bertanda tangan dibawah ini, Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kendari menerangkan bahwa :

N a m a	: **Nuruzzakiyyah Yahya**
NIM	: 202120560211037
Program Studi	: Magister Pendidikan Bahasa Inggris
Universitas	: Universitas Muhammadiyah Malang
Pekerjaan	: Mahasiswa
Lokasi Penelitian	: IAIN Kendari

Telah menyelesaikan penelitian pada Program Studi Pendidikan Agama Islam Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kendari dengan judul : **"The Effects Of Suprasegmental Features On Indonesian Efl Learners' Reading Comprehension"** yang dilaksanakan sejak tanggal: 14 September 2023 sampai 09 November 2023.

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kendari, 15 November 2023

Imelda Wahyuni

Visi Fakultas Tarbiyah dan Ilmu Keguruan:
Menjadi Fakultas Yang Menghasilkan Tenaga Pendidik dan Kependidikan
Yang Berkualitas, Berkepribadian Islami dan Berwawasan Transdisipliner Tahun 2025.

RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah	:	**Advance Reading: Critical Thinking**
SKS	:	**2 SKS**
Kelas	:	**A (Control Group)**
Semester	:	**3 (Tiga)**
Program Studi	:	**Tadris Bahasa Inggris (TBI)**
Dosen Pengampu	:	**Azwar Abidin**
Capaian Pembelajaran Prodi	:	

CPL-PRODI		
A. Sikap dan Tata Nilai		–
B. Pengetahuan		–
C. Keterampilan	Umum	1. Mampu mengembangkan kemampuan dasar berbahasa Inggris seperti mendengar, menulis, membaca, dan bercakap dengan akurasi tinggi dan kecakapan baik untuk beragam maksud serta tujuan.
	Khusus	2. Mampu melakukan analisis teks dari berbagai genre dengan menggunakan pengetahuan leksikogramatikal yang ditopang kemampuan berpikir secara kritis.
D. Manajerial/Wewenang dan Hak		

Capaian Pembelajaran MK :

CP-MK	
CPMK 1	Mahasiswa(i) mampu memahami struktur dasar generik dari berbagai genre teks.
CPMK 2	Mahasiswa(i) mampu mengidentifikasi tiga level pemaknaan yaitu pemaknaan secara literal, secara inferensial, dan secara evaluasional.
CPMK 3	Mahasiswa(i) mampu melakukan analisis terhadap teks yang disajikan menggunakan teknik analisis leksikogramatikal.
CPMK 4	Mahasiswa(i) mampu mengidentifikasi fenomena sosial dan marka/ penanda dari fungsi sosial yang termaktub di dalam teks dan menjelaskannya secara rinci.

Deskripsi Mata Kuliah	:	**Advanced Reading merupakan mata kuliah lanjutan dari mata kuliah Reading 1 dan Reading 2. Secara khusus, mata kuliah ini menjabarkan hubungan sistematik antara kemampuan membaca lanjut dengan kemampuan berpikir secara kritis. Mahasiswa(i) dilatih untuk mendalami dan mengungkap tiga tingkat pemaknaan dimulai dari pemaknaan secara literal, secara inferensial, dan secara evaluasional. Mahasiswa(i) dituntun untuk memahami berbagai genre teks bacaan seperti naratif, deskriptif, prosedur, kabar berita, penjelasan, eksposisi analitis, eksposisi hortatori, diskusi, dan ulasan.**

Week	Lesson Plan		
1	**Objectives**	:	Students are able to understand and identify Narrative text
	Topics	:	Reading theories about Narrative Text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Narrative Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure.

			- Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application. - Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test - Written test Exercise
2	**Objectives**	:	Students are able to understand and identify Anecdote Text.
	Topics	:	- Reading theories about Anecdote Text. - Reading various materials Anecdote text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Anecdote Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure. - Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application. - Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test - Written test Exercise
3	**Objectives**	:	Students are able to understand and identify Spoof text.
	Topics	:	- Reading theories about Spoof Text. - Reading various materials Spoof text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion.
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Spoof Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure. - Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application.

			- Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test - Written test Exercise
4	**Objectives**	:	Students are able to understand and identify Recount text.
	Topics	:	Reading theories about Recount Text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Recount Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure. - Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application. - Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test - Written test Exercise
5	**Objectives**	:	Students are able to understand and identify Descriptive text.
	Topics	:	- Reading theories about descriptive Text. - Reading various materials descriptive text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Descriptive Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure. - Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application. - Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.

	Assessment	:	- Participation Oral test - Written test Exercise
6	**Objectives**	:	Students are able to understand and identify Report text.
	Topics	:	- Reading theories about Report Text. - Reading various materials Report text.
	Methodology	:	- Lecturing - Question and answer (Q-A) - Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturers involve students in discussions about the concept of Report Text. - Lecturer explains the concept of Narrative Text. - Lecturer provides Narrative Text and asks students to identify its generic structure. - Lecturer introduces skimming and/or scanning strategies used in answering types of reading comprehension questions. - Lecturer asks short questions related to the comprehension and generic structure of the text to ensure understanding of the strategies taught. - Lecturer asked students to look for difficult vocabulary and check the meaning, synonyms and antonyms using Google Translate application. - Lecturer engages students in a discussion on how the findings affect the comprehension of the text. - Lecturer asked students to make groups. - Lecturer asked students to work on the text exercise in groups. - Lecturer involves students in a discussion about the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test - Written test Exercise

RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah	:	**Advance Reading: Critical Thinking**
SKS	:	**2 SKS**
Kelas	:	**B (Experiment group)**
Semester	:	**3 (Tiga)**
Program Studi	:	**Tadris Bahasa Inggris (TBI)**
Dosen Pengampu	:	**Azwar Abidin**
Capaian Pembelajaran Prodi	:	

CPL-PRODI		
A. Sikap dan Tata Nilai		–
B. Pengetahuan		–
C. Keterampilan	Umum	1. Mampu mengembangkan kemampuan dasar berbahasa Inggris seperti mendengar, menulis, membaca, dan bercakap dengan akurasi tinggi dan kecakapan baik untuk beragam maksud serta tujuan.
	Khusus	2. Mampu melakukan analisis teks dari berbagai genre dengan menggunakan pengetahuan leksikogramatikal yang ditopang kemampuan berpikir secara kritis.
D. Manajerial/Wewenang dan Hak		

Capaian Pembelajaran MK :

CP-MK	
CPMK 1	Mahasiswa(i) mampu memahami struktur dasar generik dari berbagai genre teks.

CPMK 2	Mahasiswa(i) mampu mengidentifikasi tiga level pemaknaan yaitu pemaknaan secara literal, secara inferensial, dan secara evaluasional.
CPMK 3	Mahasiswa(i) mampu melakukan analisis terhadap teks yang disajikan menggunakan teknik analisis leksikogramatikal.
CPMK 4	Mahasiswa(i) mampu mengidentifikasi fenomena sosial dan marka/ penanda dari fungsi sosial yang termaktub di dalam teks dan menjelaskannya secara rinci.

Deskripsi Mata Kuliah : **Advanced Reading merupakan mata kuliah lanjutan dari mata kuliah Reading 1 dan Reading 2. Secara khusus, mata kuliah ini menjabarkan hubungan sistematik antara kemampuan membaca lanjut dengan kemampuan berpikir secara kritis. Mahasiswa(i) dilatih untuk mendalami dan mengungkap tiga tingkat pemaknaan dimulai dari pemaknaan secara literal, secara inferensial, dan secara evaluasional. Mahasiswa(i) dituntun untuk memahami berbagai genre teks bacaan seperti naratif, deskriptif, prosedur, kabar berita, penjelasan, eksposisi analitis, eksposisi hortatori, diskusi, dan ulasan.**

Week	Lesson Plan
1	**Objectives** : Students are able to understand and identify Narrative text
	Topics : Reading theories about Narrative Text.
	Methodology : - Lecturing
	- Question and answer (Q-A)
	- Discussion
	Time Allocation : 2 x 50 minutes
	Learning : - Lecturers involve students in discussions about the concept of Narrative Text.
	Activities - Lecturer explains the concept of Narrative Text.
	- Lecturer asks students to make groups.
	- Lecturer provides Narrative Text and asks students to identify its generic structure.
	- Lecturer engages students in a discussion about the pattern of 'Word Stress and Affixes'.
	- Lecturer explains about 'Word Stress and Affixes'.
	- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.
	- Lecturer asks students to read the text aloud in front of their friends using a prompter.
	- Lecturer engages students in a discussion on how the identification of 'Word Stress and Affixes' from the previous reading affects the comprehension of the text.
	- Lecturer asks students to work on the text exercise in groups.
	- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment : - Participation Oral test
	- Written test Exercise
2	**Objectives** : Students are able to understand and identify Anecdote Text.
	Topics : - Reading theories about Anecdote Text.
	- Reading various materials Anecdote text.
	Methodology : - Lecturing
	- Question and answer (Q-A)
	- Discussion
	Time Allocation : 2 x 50 minutes
	Learning : - Lecturers involve students in discussions about the concept of Anecdote Text.
	Activities - Lecturer explains the concept of Narrative Text.
	- Lecturer asks students to make groups.
	- Lecturer provides Narrative Text and asks students to identify its generic structure.
	- Lecturer engages students in a discussion about the pattern of 'Compound and Phrasal Stress'.
	- Lecturer explains about 'Compound and Phrasal Stress'.
	- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.

			- Lecturer asks students to read the text aloud in front of their friends using a prompter.
			- Lecturer engages students in a discussion on how the identification of 'Compound and Phrasal Stress' from the previous reading affects the comprehension of the text.
			- Lecturer asks students to work on the text exercise in groups.
			- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test
			- Written test Exercise
3	**Objectives**	:	Students are able to understand and identify Spoof text.
	Topics	:	- Reading theories about Spoof Text.
			- Reading various materials Spoof text.
	Methodology	:	- Lecturing
			- Question and answer (Q-A)
			- Discussion.
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturer involves students in discussions about the concept of Spoof text.
			- The lecturer explains the concept of Spoof text.
			- Lecturer asks students to make groups.
			- Lecturer provides Narrative Text and asks students to identify its generic structure.
			- Lecturer engages students in a discussion about the pattern of 'Dividing speech into units'.
			- Lecturer explains about 'Dividing speech into units'.
			- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.
			- Lecturer asks students to read the text aloud in front of their friends using a prompter.
			- Lecturer engages students in a discussion on how the identification of 'Dividing speech into units' from the previous reading affects the comprehension of the text.
			- Lecturer asks students to work on the text exercise in groups.
			- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test
			- Written test Exercise
4	**Objectives**	:	Students are able to understand and identify Recount text.
	Topics	:	Reading theories about Recount Text.
	Methodology	:	- Lecturing
			- Question and answer (Q-A)
			- Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturer involves students in discussions about the concept of Recount text.
			- The lecturer explains the concept of Recount text.
			- Lecturer asks students to make groups.
			- Lecturer provides Narrative Text and asks students to identify its generic structure.
			- Lecturer engages students in a discussion about the pattern of 'Linking Sound'.
			- Lecturer explains about 'Linking Sound'.
			- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.
			- Lecturer asks students to read the text aloud in front of their friends using a prompter.
			- Lecturer engages students in a discussion on how the identification of 'Linking Sound' from the previous reading affects the comprehension of the text.
			- Lecturer asks students to work on the text exercise in groups.
			- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test
			- Written test Exercise

5	**Objectives**	:	Students are able to understand and identify Descriptive text.
	Topics	:	- Reading theories about descriptive Text.
			- Reading various materials descriptive text.
	Methodology	:	- Lecturing
			- Question and answer (Q-A)
			- Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturer involves students in discussions about the concept of Descriptive text.
			- The lecturer explains the concept of Descriptive text.
			- Lecturer asks students to make groups.
			- Lecturer provides Narrative Text and asks students to identify its generic structure.
			- Lecturer engages students in a discussion about the pattern of 'Falling and Rising Tones'.
			- Lecturer explains about 'Falling and Rising Tones'.
			- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.
			- Lecturer asks students to read the text aloud in front of their friends using a prompter.
			- Lecturer engages students in a discussion on how the identification of 'Falling and Rising Tones' from the previous reading affects the comprehension of the text.
			- Lecturer asks students to work on the text exercise in groups.
			- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test
			- Written test Exercise
6	**Objectives**	:	Students are able to understand and identify Report text.
	Topics	:	- Reading theories about Report Text.
			- Reading various materials Report text.
	Methodology	:	- Lecturing
			- Question and answer (Q-A)
			- Discussion
	Time Allocation	:	2 x 50 minutes
	Learning Activities	:	- Lecturer involves students in discussions about the concept of Report text.
			- The lecturer explains the concept of Report text.
			- Lecturer asks students to make groups.
			- Lecturer provides Narrative Text and asks students to identify its generic structure.
			- Lecturer engages students in a discussion about the pattern of 'Intonation in Various Sentences'.
			- Lecturer explains about 'Intonation in Various Sentences'.
			- Lecturer asked students to find unfamiliar vocabulary and check the correct pronunciation using Google Translate application.
			- Lecturer asks students to read the text aloud in front of their friends using a prompter.
			- Lecturer engages students in a discussion on how the identification of 'Intonation in Various Sentences' from the previous reading affects the comprehension of the text.
			- Lecturer asks students to work on the text exercise in groups.
			- Lecturer engages students in a discussion on the main idea, conclusion, outline, and author's opinion based on what they have read.
	Assessment	:	- Participation Oral test
			- Written test Exercise

APPENDIX 3: TOEFL READING COMPREHENSION TEST

In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer, (A), (B), (C), or (D), to space that corresponds to the letter you have chosen.

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

Questions 1-6

The Ebola virus causes an acute, serious illness which is often fatal if untreated. Ebola virus disease (EVD) first appeared in 1976 in 2 simultaneous outbreaks, one in Nzara, Sudan, and the other in Yambuku, Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name. The current outbreak in west Africa, (first cases
5 notified in March 2014), is the largest and most complex Ebola outbreak since the Ebola virus was first discovered in 1976. There have been more cases and deaths in this outbreak than all others combined. It has also spread between countries starting in Guinea then spreading across land borders to Sierra Leone and Liberia, by air (1 traveler only) to Nigeria, and by land (1 traveler) to Senegal.

The virus family Filoviridae includes 3 genera: Cuevavirus, Marburgvirus, and Ebolavirus. There
10 are 5 species that have been identified: Zaire, Bundibugyo, Sudan, Reston and Taï Forest. The first 3, Bundibugyo ebolavirus, Zaire ebolavirus, and Sudan ebolavirus have been associated with large outbreaks in Africa. The virus causing the 2014 west African outbreak belongs to the Zaire species.

It is thought that fruit bats of the Pteropodid family are natural Ebola virus hosts. Ebola is introduced into the human population through close contact with the blood, secretions, organs or
15 other bodily fluids of infected animals such as chimpanzees, gorillas, fruit bats, monkeys, forest antelope and porcupines found ill or dead or in the rainforest. Ebola then spreads through human-to-human transmission via direct contact (through broken skin or mucous membranes) with the blood, secretions, organs or other bodily fluids of infected people, and with surfaces and materials (e.g., bedding, clothing) contaminated with these fluids. Burial ceremonies in which mourners have direct
20 contact with the body of the deceased person can also play a role in the transmission of Ebola. People remain infectious as long as their blood and body fluids, including semen and breast milk, contain the virus. Men who have recovered from the disease can still transmit the virus through their semen for up to 7 weeks after recovery from illness.

1. What is the best title for the passage?
   A. The threatening of Ebola virus.
   B. The danger of Ebola virus.
   C. The death virus.
   D. Ebola virus.

2. What is the main idea of the passage?
   A. The causes of Ebola virus.
   B. The phenomenon of Ebola virus.
   C. The description of Ebola virus.
   D. The spread of Ebola virus.

3. Which of the following is TRUE according to the passage?
   A. The species of Ebola virus are named by its occurrence
   B. The spread of Ebola virus is brought by animals.
   C. The word Ebola came from a village in Congo.
   D. The sufferer of Ebola virus can be died if it is not cured.

4. Ebola virus can be transmitted via following substances, EXCEPT
   A. Liquid substance of the sufferer.
   B. Secretions.
   C. Blood.
   D. Siblings.

5. The information of possibility of transmitting Ebola virus after 7-week recovery can be found in line?
   A. 15-23.
   B. 20-22.
   C. 20-24.
   D. 27-28.

6. What is the main idea of the third paragraph?
   A. People can still transmit Ebola virus after recovery.
   B. Animals which transmit Ebola virus.
   C. How Ebola virus is transmitted.
   D. The danger of Ebola virus.

Questions 7-16

Apache chief Geronimo (1829-1909) was born in the upper Gila River country of Arizona. Although he harbored animosity toward the Mexican soldiers who killed his wife and children, he also grew to dislike the Anglo-Americans who took over the region following the 1848 Treaty of Guadalupe Hidalgo. After his Chiricahua Apaches were forced onto Arizona's San Carlos

5   Reservation in the mid-1870s, Geronimo led his followers on a series of escapes that bolstered his legend and embarrassed the US government.

Geronimo's repeated escapes embarrassed and provoked politicians, army officers, and the non-Indian populace of the Southwest. His very name brought terror to the people who continually heard of his evading capture and occasionally killing Anglo-Americans and Mexicans. Territorial

10   newspaper headlines blared his name, time and again.

He surrendered to General Nelson Miles in 1886, and remained a celebrity in captivity until his death at Oklahoma's Fort Sill. When Geronimo died, he had been a legend for more than a generation. But his courage and determination did more than provide a battle cry for paratroopers of another day. It helped sustain the spirits of HIS people, the Chiricahua Apaches, in the last

15   DESPERATE days of the Indian wars.

7. What the text mainly discusses?
   A. The war of Apache.
   B. The life of Apache tribe.
   C. The life of Gerenimo.
   D. The power of Gerenimo.

8. According to the text, who did kill Geronimo's wife?
   A. Chiricahua.
   B. Mexican soldiers.
   C. Anglo-Americans.
   D. Guadalupe Hidalgo.

9. The following is true about Gerenimo, EXCEPT
   A. Gerenimo disliked Anglo-Americans.
   B. Gerenimo was an Indian artist.
   C. Gerenimo disliked Mexican soldiers.
   D. Gerenimo was born in the Gila River.

10. It can be inferred in paragraph 1 that
   A. Indian and Apache fought each other.
   B. The legend of Apache is well known in America.
   C. Apache has lived in America for several years.
   D. Gerenimo is a chief tribe of Apache.

11. Gerenimo provoked the followings, EXCEPT
   A. Trader.
   B. Politicians.
   C. Army officers.
   D. Non-Indian populace of the Southwest.

12. What is the main topic of paragraph 2?
   A. Geronimo was frightening for many people.
   B. Gerenimo is powerful.
   C. The police cached Gerenimo.
   D. Gerenimo hates Anglo-Americans and Mexicans.

13. Gerenimo become a legend for
   A. A century.
   B. More than one generation.
   C. A hundred years.
   D. Several years.

14. The word 'his' in line 14 refers to?
   A. Nelson Miles.
   B. Chiricahua.
   C. Geronimo.
   D. Oklahoma.

15. What is the main idea of paragraph 3?
   A. Gerenimo died.
   B. Indian war still happens.
   C. Gerenimo was surrounded in 1886.
   D. The spirit of Gerenimo always inspires his people.

16. The word 'desperate' in line 17 has the closest meaning to
   A. Hard.
   B. War.
   C. Miserable.
   D. Horrible.

Questions 17-26

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village

3   nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. IT weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags,

6   makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

9   RESTING on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is

12   determined by the often-harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from

15   3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

    One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever UNDERTAKEN by private industry. In fact, no single

18   business could raise that much money, so eight major oil companies formed a consortium in order to share the costs. Each company-controlled oil rights to PARTICULAR shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today,

21   despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

17. The passage primarily discusses the pipeline's
    A. operating costs
    B. employees
    C. consumers
    D. construction

18. The word "it" in line 5 refers to the
    A. village
    B. ocean
    C. pipeline
    D. state

19. According to the second paragraph, 84 million gallons of oil can travel through the pipeline each
    A. year
    B. month
    C. week
    D. day

20. The phrase "Resting on" in line 9 is closest in meaning to
    A. Protected
    B. Supported by
    C. Passing under with
    D. Consisting of

21. The author mentions all of the following in the third paragraph as important in determining the pipeline's route EXCEPT the
    A. kind of soil and rock
    B. lay of the land itself
    C. local vegetation
    D. climate

22. The word "undertaken" in line 31 is closest in meaning to
    A. selected
    B. removed
    C. attempted
    D. transported

23. According to the last paragraph, how many companies shared the costs of constructing the pipeline?
    A. three
    B. four
    C. eight
    D. twelve

24. The word "particular" in line 35 is closest in meaning to
    A. peculiar
    B. specific
    C. exceptional
    D. equal

25. According to the last paragraph, which of the following determined what percentage of the construction costs each member of the consortium would pay?
    A. How much oil field land each company owned
    B. How long each company had owned land in the oil fields
    C. How many people worked for each company
    D. How many oil wells were located on the company's land

26. Where in the passage does the author provide a term for a layer of soil that always remains frozen?
    A. Line 7
    B. Line 17
    C. Line 3
    D. Line 13

Born on January 27, 1756, in Salzburg, Austria, Wolfgang Amadeus Mozart was a musician capable of playing multiple instruments who started playing in public at the age of 6. Over the years, Mozart aligned himself with a variety of European venues and PATRONS, composing hundreds of

4   works that included sonatas, symphonies, masses, concertos and operas, marked by vivid emotion and sophisticated textures.

Wolfgang Amadeus Mozart's was the SOLE-SURVIVING SON of Leopold and Maria Pertl Mozart. Leopold was a successful composer, violinist, and assistant concert master at the Salzburg

8   court. Wolfgang's mother, Anna Maria Pertl, was born to a middle-class family of local community leaders. HIS only sister was Maria Anna (nicknamed Nannerl). With their father's encouragement and guidance, they both were introduced to music at an early age. Leopold started Nannerl on keyboard when she was seven, as three-year old Wolfgang looked on. Mimicking her playing,

12   Wolfgang quickly began to show a strong understanding of chords, tonality, and tempo. Soon, he too was being tutored by his father.

Leopold was a devoted and task-oriented teacher to both his children. He made the lessons fun, but also insisted on a strong work ethic and perfection. Fortunately, both children excelled well in

16   these areas. Recognizing their special talents, Leopold devoted much of his time to their education in music as well as other subjects. Wolfgang soon showed signs of excelling beyond his father's teachings with an early composition at age five and demonstrating outstanding ability on the clarinet and the violin.

27. What does the text mainly discuss?
   A.   The life of Mozart.
   B.   How Mozart's father taught his children.
   C.   The early life of Mozart.
   D.   Mozart's family.

28. What can be inferred from the text?
   A.   Mozart learned music by himself.
   B.   Mozart learned music quickly.
   C.   Mozart can play various music instruments.
   D.   Mozart learned music at school.

29. The word 'patron' in line 4 has the closest meaning to
   A.   Supporter.
   B.   Score.
   C.   Lifestyle.
   D.   Remark.

30. How many works composed by Mozart?
   A.   7.
   B.   6.
   C.   5.
   D.   4.

31. The word 'sole-surviving son' in line 6 has the closest meaning to
   A.   Lonely.
   B.   Brilliant.
   C.   Clumsy.
   D.   An only child.

32. What can be inferred from the second paragraph?
   A.   Mozart's grandparents were musicians.
   B.   Mozart's parents were also musicians.
   C.   Mozart's mother was a musician but on his father.
   D.   Mozart's father was a musician but not his mother.

33. The word 'his' in line 9 refers to
   A.   Mozart.
   B.   Nannerl.
   C.   Leopold.
   D.   Anna Maria Pertl.

34. What instrument did Anna start to play?
   A.   Biola.
   B.   Piano.
   C.   Guitar.
   D.   Keyboard.

35. How many years is the difference of Mozart and his sister?
   A.   3.
   B.   4.
   C.   5.
   D.   7.

36. What is the main idea of paragraph 3?
   A.   Mozart and his sisters' talent.
   B.   Mozart's first show.
   C.   Excellent children of Leopold.
   D.   Leopold's teaching his children.

Ferdinand De Lessups, the same engineer who designed the Suez Canal, had organized a French attempt in Panama in the 1870s. Disease and financial problems left a partially built canal behind. While it made sense that the United States should buy the rights to complete the effort, Panama posed other problems. Despite being the narrowest nation in the region, Panama was very

5   mountainous, and a complex series of locks was necessary to move ships across the isthmus. Nicaragua was another possibility. The canal would be situated closer to the United States. The terrain was flatter, and despite Nicaragua's width, there were numerous lakes that could be connected. Volcanic activity in Nicaragua prompted the United States to try to buy the territory in Panama.

10   But Panama was not an independent state. To obtain the rights to the territory, the United States had to negotiate with Colombia. The 1903 Hay-Herran Treaty permitted the United States to lease a six-mile-wide strip of land at an annual fee. The treaty moved through the United States Senate, but the Colombian Senate held out for more money. Roosevelt was furious. Determined to build canal, Roosevelt sent a U.S. gunboat to the shores of Colombia. At the same time, a group of

15   "revolutionaries" declared independence in Panama. The Colombians were powerless to stop the uprising. The United States became the first nation in the world to recognize the new government of Panama. Within weeks, the Hay- 20 Bunau-Varilla Treaty awarded a 10-mile strip of land to the United States, and the last hurdle was cleared. his

Construction on the canal was extremely difficult. The world had never known such a feat of

20   engineering. Beginning in 1907, American civilians BLASTED through tons of mountain stone. Thanks to the work of Walter Reed and William Gorgas the threats of yellow fever and Malaria were greatly diminished. When Theodore Roosevelt visited the blast area, he became the first sitting American President to travel outside the country. Finally, the deed was done. In 1914, at the cost of $345 million, the Panama Canal was open for business.

37. The text above mainly discusses
A. The history of Panama Canal.
B. The purposes of building Panama Canal.
C. The use of Panama Canal.
D. The relation between Panaman and US.

38. The built canal was interrupted by
A. Bankrupt.
B. Other problems.
C. Financial problems.
D. US Disease and financial problems.

39. The following is in line with the text, EXCEPT
A. Panama was very mountainous.
B. Panama is the narrowest nation.
C. All people in Panama helped the built of Panama Canal.
D. The canal would be situated closer to the United States.

40. What prompted the United States to buy the territory in Panama?
A. Diseases in Nicaragua.
B. Financial problems.
C. The neighboring area.
D. Volcanic activity in Nicaragua

41. How did Panama get its independence?
A. Fought its independence.
B. Bought the independence.
C. Declared its independence.
D. United States had to negotiate with Colombia.

42. Which country did recognize the Panama's independence?
A. Columbia.
B. Panama.
C. France.
D. The United States.

43. The word 'blasted' in line 23 has the closest meaning to
A. Given.
B. Blessed.
C. Provided.
D. Detonated.

Since the end of World War II and the birth of the modern global economy, business leaders have come to accept an iron law: International trade always expands faster than economic growth. Between the late 1940s and 2013, that assumption held true. Trade grew roughly twice as fast as the world economy annually, as fresh markets opened up, governments signed free-trade pacts, new
5 industries and consumers emerged, and technological advances made international trade cheaper and faster.

Now this iron law may be CRUMBLING. Over the past two years, international trade has grown so slowly that it has fallen behind the growth of the world economy, which itself is hardly humming. Major potential trade deals, such as the proposed Transatlantic Trade and Investment Partnership
10 between Europe and North America, are at risk of falling through. At an early December meeting in Bali, representatives of the 159 members of the World Trade Organization agreed to move forward with basic trade facilitation measures but failed to reach any consensus on what should be on the table for the next WTO round, instead just deferring action on substantial items.

Despite such worrying trends, many economists and trade specialists seem UNFAZED. In its
15 latest research report, HSBC predicted that global trade will continue expanding by about 8 percent annually for the next two decades, outstripping the world's economic expansion.

44. What is the main idea of the passage?
   A. Trade and economic.
   B. The growth of iron law over times.
   C. The condition of worlds economic.
   D. The impact of World War on economics.
45. What is the closest meaning of 'crumbling' in line 8?
   A. Developed.
   B. Extinct.
   C. Disregarded
   D. Broken.
46. What is the closest meaning of 'unfazed' in line 14?
   A. Realized.
   B. Amazed.
   C. Neglected.
   D. Not disturbed.
47. What can be inferred from the first paragraph?
   A. The condition of modern global economy.
   B. The growth of trade.
   C. The assumption of iron law.
   D. Trade grew faster than economic growth

48. It can be concluded that the iron law currently
   A. Ends.
   B. Walks slowly.
   C. Is firmly held.
   D. May have been broken.
49. Which of the following statement is TRUE about paragraph 3?
   A. World economic extension.
   B. World economic extension.
   C. The opposite condition of economic.
   D. Many economists and trade specialists' belief toward global trade.
50. How many years was the assumption of iron law believed true?
   A. 2013
   B. 1940
   C. 70
   D. 73

POSTTEST SECTION

READING COMPREHENSION

In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer, (A), (B), (C), or (D), to space that corresponds to the letter you have chosen.

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

Questions 1-10

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village

3   nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate.

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. IT weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags,

6   makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

9   RESTING on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is

12   determined by the often-harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from

15   3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever UNDERTAKEN by private industry. In fact, no single

18   business could raise that much money, so eight major oil companies formed a consortium in order to share the costs. Each company-controlled oil rights to PARTICULAR shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today,

21   despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

1. The passage primarily discusses the pipeline's
   B. operating costs
   C. employees
   D. consumers
   E. construction

2. The word "it" in line 5 refers to the
   A. pipeline
   B. ocean
   C. state
   D. village

3. According to the second paragraph, 84 million gallons of oil can travel through the pipeline each
   A. day
   B. week
   C. month
   D. year

4. The phrase "Resting on" in line 9 is closest in meaning to
   A. Consisting of
   B. Supported by
   C. Passing under
   D. Protected with

5. The author mentions all of the following in the third paragraph as important in determining the pipeline's route EXCEPT the
   A. climate
   B. lay of the land itself
   C. local vegetation
   D. kind of soil and rock

6. The word "undertaken" in line 31 is closest in meaning to
   A. removed

B. selected
C. transported
D. attempted

7. According to the last paragraph, how many companies shared the costs of constructing the pipeline?
   A. three
   B. four
   C. eight
   D. twelve

8. The word "particular" in line 35 is closest in meaning to
   A. peculiar
   B. specific
   C. exceptional
   D. equal

9. According to the last paragraph, which of the following determined what percentage of the construction costs each member of the consortium would pay?
   A. How much oil field land each company owned
   B. How long each company had owned land in the oil fields
   C. How many people worked for each company
   D. How many oil wells were located on the company's land

10. Where in the passage does the author provide a term for a layer of soil that always remains frozen?
    A. Line 3
    B. Line 7
    C. Line 13
    D. Line 17

Questions 11-16

Since the end of World War II and the birth of the modern global economy, business leaders have come to accept an iron law: International trade always expands faster than economic growth. Between the late 1940s and 2013, that assumption held true. Trade grew roughly twice as fast as the world economy annually, as fresh markets opened up, governments signed free-trade pacts, new
5   industries and consumers emerged, and technological advances made international trade cheaper and faster.

Now this iron law may be CRUMBLING. Over the past two years, international trade has grown so slowly that it has fallen behind the growth of the world economy, which itself is hardly humming. Major potential trade deals, such as the proposed Transatlantic Trade and Investment Partnership
10 between Europe and North America, are at risk of falling through. At an early December meeting in Bali, representatives of the 159 members of the World Trade Organization agreed to move forward with basic trade facilitation measures but failed to reach any consensus on what should be on the table for the next WTO round, instead just deferring action on substantial items.

Despite such worrying trends, many economists and trade specialists seem UNFAZED. In its
15 latest research report, HSBC predicted that global trade will continue expanding by about 8 percent annually for the next two decades, outstripping the world's economic expansion.

11. What is the main idea of the passage?
   A. The growth of iron law over times.
   B. The condition of worlds economic.
   C. Trade and economic.
   D. The impact of World War on economics.

12. What is the closest meaning of 'crumbling' in line 8?
   A. Extinct.
   B. Broken.
   C. Developed.
   D. Disregarded

13. What is the closest meaning of 'unfazed' in line 14?
   A. Not disturbed.
   B. Neglected.
   C. Realized.
   D. Amazed.

14. What can be inferred from the first paragraph?
   A. Trade grew faster than economic growth
   B. The assumption of iron law.
   C. The condition of modern global economy.
   D. The growth of trade.

15. It can be concluded that the iron law currently
   A. Is firmly held.
   B. Walks slowly.
   C. Ends
   D. May have been broken.

16. Which of the following statement is TRUE about paragraph 3?
   A. Many economists and trade specialists' belief toward global trade
   B. The condition of HSBC economy.
   C. World economic extension.
   D. The opposite condition of economic.

17. How many years was the assumption of iron law believed true?
   A. 1940
   B. 73
   C. 2013
   D. 70

Questions 18-27

Apache chief Geronimo (1829-1909) was born in the upper Gila River country of Arizona. Although he harbored animosity toward the Mexican soldiers who killed his wife and children, he also grew to dislike the Anglo-Americans who took over the region following the 1848 Treaty of Guadalupe Hidalgo. After his Chiricahua Apaches were forced onto Arizona's San Carlos
5   Reservation in the mid-1870s, Geronimo led his followers on a series of escapes that bolstered his legend and embarrassed the US government.

Geronimo's repeated escapes embarrassed and provoked politicians, army officers, and the non-Indian populace of the Southwest. His very name brought terror to the people who continually heard of his evading capture and occasionally killing Anglo-Americans and Mexicans. Territorial
10 newspaper headlines blared his name, time and again.

He surrendered to General Nelson Miles in 1886, and remained a celebrity in captivity until his death at Oklahoma's Fort Sill. When Geronimo died, he had been a legend for more than a generation. But his courage and determination did more than provide a battle cry for paratroopers of another day. It helped sustain the spirits of HIS people, the Chiricahua Apaches, in the last

15 DESPERATE days of the Indian wars.

18. What the text mainly discusses?
    A. The life of Gerenimo.
    B. The power of Gerenimo.
    C. The war of Apache.
    D. The life of Apache tribe.
19. According to the text, who did kill Geronimo's wife?
    A. Mexican soldiers.
    B. Anglo-Americans.
    C. Chiricahua.
    D. Guadalupe Hidalgo.
20. The following is true about Gerenimo, EXCEPT
    A. Gerenimo was born in the Gila River.
    B. Gerenimo disliked Mexican soldiers.
    C. Gerenimo disliked Anglo-Americans
    D. Gerenimo was an Indian artist.
21. It can be inferred in paragraph 1 that
    A. Gerenimo is a chief tribe of Apache.
    B. Apache has lived in America for several years.
    C. Indian and apache fought each other.
    D. The legend of Apache is well known in America.
22. Gerenimo provoked the followings, EXCEPT
    A. Army officers.
    B. Non-Indian populace of the Southwest.
    C. Politicians.
    D. Trader.

23. What is the main topic of paragraph 2?
    A. Geronimo was frightening for many people.
    B. Gerenimo is powerful.
    C. Gerenimo hates Anglo-Americans and Mexicans.
    D. The police cached Gerenimo.
24. Gerenimo become a legend for
    A. A century.
    B. More than one generation.
    C. Several years.
    D. A hundred years.
25. The word 'his' in line 14 refers to?
    A. Geronimo.
    B. Oklahoma.
    C. Nelson Miles.
    D. Chiricahua.
26. What is the main idea of paragraph 3?
    A. Gerenimo died.
    B. Gerenimo was surrounded in 1886.
    C. The spirit of Gerenimo always inspires his people.
    D. Indian war still happens.
27. The word 'desperate' in line 17 has the closest meaning to
    A. Miserable.
    B. Hard.
    C. War.
    D. Horrible.

Questions 28-33

The Ebola virus causes an acute, serious illness which is often fatal if untreated. Ebola virus disease (EVD) first appeared in 1976 in 2 simultaneous outbreaks, one in Nzara, Sudan, and the other in Yambuku, Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name. The current outbreak in west Africa, (first cases

5 notified in March 2014), is the largest and most complex Ebola outbreak since the Ebola virus was first discovered in 1976. There have been more cases and deaths in this outbreak than all others combined. It has also spread between countries starting in Guinea then spreading across land borders to Sierra Leone and Liberia, by air (1 traveler only) to Nigeria, and by land (1 traveler) to Senegal.

The virus family Filoviridae includes 3 genera: Cuevavirus, Marburgvirus, and Ebolavirus. There

10 are 5 species that have been identified: Zaire, Bundibugyo, Sudan, Reston and Taï Forest. The first 3, Bundibugyo ebolavirus, Zaire ebolavirus, and Sudan ebolavirus have been associated with large outbreaks in Africa. The virus causing the 2014 west African outbreak belongs to the Zaire species.

It is thought that fruit bats of the Pteropodid family are natural Ebola virus hosts. Ebola is introduced into the human population through close contact with the blood, secretions, organs or

15 other bodily fluids of infected animals such as chimpanzees, gorillas, fruit bats, monkeys, forest antelope and porcupines found ill or dead or in the rainforest. Ebola then spreads through human-to-human transmission via direct contact (through broken skin or mucous membranes) with the blood,

secretions, organs or other bodily fluids of infected people, and with surfaces and materials (e.g., bedding, clothing) contaminated with these fluids. Burial ceremonies in which mourners have direct

20   contact with the body of the deceased person can also play a role in the transmission of Ebola. People remain infectious as long as their blood and body fluids, including semen and breast milk, contain the virus. Men who have recovered from the disease can still transmit the virus through their semen for up to 7 weeks after recovery from illness.

28. What is the main idea of the passage?
 A. The spread of Ebola virus.
 B. The description of Ebola virus.
 C. The causes of Ebola virus.
 D. The phenomenon of Ebola virus.

29. What is the best title for the passage?
 A. The danger of Ebola virus.
 B. The threatening of Ebola virus.
 C. Ebola virus.
 D. The death virus.

30. Which of the following is TRUE according to the passage?
 A. The word Ebola came from a village in Congo.
 B. The sufferer of Ebola virus can be died if it is not cured.
 C. The species of Ebola virus are named by its occurrence
 D. The spread of Ebola virus is brought by animals.

31. Ebola virus can be transmitted via following substances, EXCEPT
 A. Blood.
 B. Secretions.
 C. Liquid substance of the sufferer.
 D. Siblings.

32. The information of possibility of transmitting Ebola virus after 7-week recovery can be found in line?
 A. 27-28.
 B. 23-15.
 C. 20-24.
 D. 20-22.

33. What is the main idea of the third paragraph?
 A. How Ebola virus is transmitted.
 B. Animals which transmit Ebola virus.
 C. People can still transmit Ebola virus after recovery.
 D. The danger of Ebola virus.

Questions 34-43

Born on January 27, 1756, in Salzburg, Austria, Wolfgang Amadeus Mozart was a musician capable of playing multiple instruments who started playing in public at the age of 6. Over the years, Mozart aligned himself with a variety of European venues and PATRONS, composing hundreds of

4   works that included sonatas, symphonies, masses, concertos and operas, marked by vivid emotion and sophisticated textures.

Wolfgang Amadeus Mozart's was the SOLE-SURVIVING SON of Leopold and Maria Pertl Mozart. Leopold was a successful composer, violinist, and assistant concert master at the Salzburg

8   court. Wolfgang's mother, Anna Maria Pertl, was born to a middle-class family of local community leaders. HIS only sister was Maria Anna (nicknamed Nannerl). With their father's encouragement and guidance, they both were introduced to music at an early age. Leopold started Nannerl on keyboard when she was seven, as three-year old Wolfgang looked on. Mimicking her playing,

12   Wolfgang quickly began to show a strong understanding of chords, tonality, and tempo. Soon, he too was being tutored by his father.

Leopold was a devoted and task-oriented teacher to both his children. He made the lessons fun, but also insisted on a strong work ethic and perfection. Fortunately, both children excelled well in

16   these areas. Recognizing their special talents, Leopold devoted much of his time to their education in music as well as other subjects. Wolfgang soon showed signs of excelling beyond his father's teachings with an early composition at age five and demonstrating outstanding ability on the clarinet and the violin.

34. What does the text mainly discuss?
 A. The life of Mozart.
 B. Mozart's family.
 C. How Mozart's father taught his children.
 D. The early life of Mozart.

35. What can be inferred from the text?
 A. Mozart can play various music instruments.
 B. Mozart learned music at school.
 C. Mozart learned music by himself.
 D. Mozart learned music quickly.

36. The word 'patron' in line 4 has the closest meaning to
   A. Score.
   B. Remark.
   C. Supporter.
   D. Lifestyle.
37. How many works composed by Mozart?
   A. 4.
   B. 5.
   C. 6.
   D. 7.
38. The word 'sole-surviving son' in line 6 has the closest meaning to
   A. An only child.
   B. Lonely.
   C. Clumsy.
   D. Brilliant.
39. What can be inferred from the second paragraph?
   A. Mozart's father was a musician but not his mother.
   B. Mozart's mother was a musician but on his father.
   C. Mozart's grandparents were musicians.
   D. Mozart's parents were also musicians.

40. The word 'his' in line 9 refers to
   A. Anna Maria Pertl.
   B. Leopold.
   C. Mozart.
   D. Nannerl.
41. What instrument did Anna start to play?
   A. Guitar.
   B. Piano.
   C. Biola
   D. Keyboard.
42. How many years is the difference of Mozart and his sister?
   A. 4.
   B. 3.
   C. 7.
   D. 5.
43. What is the main idea of paragraph 3?
   A. Leopold's teaching his children.
   B. Excellent children of Leopold.
   C. Mozart's first show.
   D. Mozart and his sisters' talent.

Questions 44-50

Ferdinand De Lessups, the same engineer who designed the Suez Canal, had organized a French attempt in Panama in the 1870s. Disease and financial problems left a partially built canal behind. While it made sense that the United States should buy the rights to complete the effort, Panama posed other problems. Despite being the narrowest nation in the region, Panama was very

5   mountainous, and a complex series of locks was necessary to move ships across the isthmus. Nicaragua was another possibility. The canal would be situated closer to the United States. The terrain was flatter, and despite Nicaragua's width, there were numerous lakes that could be connected. Volcanic activity in Nicaragua prompted the United States to try to buy the territory in Panama.

10   But Panama was not an independent state. To obtain the rights to the territory, the United States had to negotiate with Colombia. The 1903 Hay-Herran Treaty permitted the United States to lease a six-mile-wide strip of land at an annual fee. The treaty moved through the United States Senate, but the Colombian Senate held out for more money. Roosevelt was furious. Determined to build canal, Roosevelt sent a U.S. gunboat to the shores of Colombia. At the same time, a group of

15   "revolutionaries" declared independence in Panama. The Colombians were powerless to stop the uprising. The United States became the first nation in the world to recognize the new government of Panama. Within weeks, the Hay- 20 Bunau-Varilla Treaty awarded a 10-mile strip of land to the United States, and the last hurdle was cleared. his

Construction on the canal was extremely difficult. The world had never known such a feat of
20   engineering. Beginning in 1907, American civilians BLASTED through tons of mountain stone. Thanks to the work of Walter Reed and William Gorgas the threats of yellow fever and Malaria were greatly diminished. When Theodore Roosevelt visited the blast area, he became the first sitting American President to travel outside the country. Finally, the deed was done. In 1914, at the cost of $345 million, the Panama Canal was open for business.

44. The text above mainly discusses
    A. The relation between Panaman and US.
    B. The purposes of building Panama Canal.
    C. The history of Panama Canal.
    D. The use of Panama Canal.
45. The built canal was interrupted by
    A. US Disease and financial problems.
    B. Financial problems.
    C. Bankrupt.
    D. Other problems.
46. The following is in line with the text, EXCEPT
    A. Panama is the narrowest nation
    B. The canal would be situated closer to the United States.
    C. Panama was very mountainous.
    D. All people in Panama helped the built of Panama Canal.
47. What prompted the United States to buy the territory in Panama?
    A. Volcanic activity in Nicaragua
    B. Diseases in Nicaragua.
    C. Financial problems.
    D. The neighboring area.

48. How did Panama get its independence?
    A. United States had to negotiate with Colombia.
    B. Fought its independence.
    C. Declared its independence.
    D. Bought the independence.
49. Which country did recognize the Panama's independence?
    A. The United States.
    B. France.
    C. Panama.
    D. Columbia.
50. The word 'blasted' in line 23 has the closest meaning to
    A. Blessed.
    B. Detonated.
    C. Given.
    D. Provided.

APPENDIX 4: THE RESULT OF PRETEST AND POST-TEST

NO.	CONTROL					EKSPERIMENT				
	NAME	PRESTEST		POSTTEST		NAME	PRESTEST		POSTTEST	
1	ABR	54	D	86	B+	ADR	72	C+	100	A
2	ARN	42	E	66	C	AOF	44	E	82	B
3	CEW	36	E	64	C-	ATP	32	E	56	D+
4	DRT	52	D	68	C	DDL	50	E	74	C+
5	DSI	32	E	54	D	ERV	32	E	66	C
6	DAP	56	D+	72	C+	FYN	46	E	72	C+
7	EOA	70	C	94	A-	HSN	38	E	76	B-
8	FRI	48	E	60	D+	IKB	32	E	60	D+
9	FTR	34	E	56	D+	IAH	60	D+	96	A
10	HKH	32	E	46	E	IDL	48	E	72	C+
11	IJI	62	C-	92	A-	MSJ	52	D	94	A-
12	JLT	26	E	56	D+	MNH	34	E	68	C
13	JSN	52	D	62	C-	MGR	26	E	62	C-
14	MSB	32	E	64	C-	MSN	40	E	84	B
15	MDF	54	D	80	B-	NMU	44	E	82	B
16	NNA	26	E	58	D+	NAF	56	D+	80	B-
17	NAD	48	E	72	C+	RKN	58	D+	88	B+
18	NEE	56	D+	94	A-	SLM	36	E	58	D+
19	NJH	30	E	64	C-	SRZ	48	E	78	B-
20	PSD	38	E	54	D	SFA	56	D+	80	B-
21	RYA	58	D+	84	B	SKM	56	D+	86	B+
22	RAP	38	E	72	C+	SWR	48	E	62	C-
23	RZA	42	E	66	C	VDN	66	C	94	A-
24	SAF	52	D	78	B-	WCP	42	E	72	C+
25	SAR	34	E	50	E	WSA	62	C-	88	B+
26	UUW	66	C	78	B-	WZA	54	D	74	C+
27	VFR	50	E	80	B-	YSP	66	C	98	A
28	YRP	72	C+	98	A	YSD	56	D+	92	A-
Min. Score:		26		46			26		56	
Max. Score:		72		98			72		100	
Mean Score:		46.1		70.3			48.4		78.4	

Note:

1)	96-100	= A	= 4,0	5)	76-80	= B-	= 2,6 -2,9	9)	56-60	= D	= 1,1 - 1,5
2)	91-95	= A-	= 3,6 - 3,9	6)	71-75	= C+	= 2,1 - 2,5	10)	51-55	= D+	= 1
3)	86-90	= B+	= 3,1 - 3,5	7)	66-70	= C	= 2	11)	<50	= E	= 0
4)	81-85	= B	= 3	8)	61 - 65	= C-	= 1,6 - 1,9				

APPENDIX 5: DOCUMENTATION

The procedure of socialising and administering pretests in both the experimental (left picture) and control (right picture) groups.

The process of administering treatment to the experimental group

After the completion of the posttest in both the experimental (left picture) and control (right picture) groups.