STUDENTS' ERROR ANALYSIS ON THEIR READING TOEFL PREDICTION TEST

(A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

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2018

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Motto

"*Every hardship is followed by ease*"

(*Al-Inshirah : 5*)

I dedicate this thesis especially to my parents and all people who know me.

ABSTRACT

Nurbaeti Basri. **2018**. *Students' Error Analysis on Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)*. (Supervised by Syamsiarna Nappu and Nunung Anugrawati)

The objectives of this research were intended to analyze the errors and the dominant errors made by the students on their Reading TOEFL Prediction, also the factor influence their errors at English Education Department of Makassar Muhammadiyah University.

The method of this research was a quantitative descriptive method. The subject of this research consisted of 40 students at the seventh semester students of English Education Department. This research used random sampling technique. The instrument of this research was Reading TOEFL Prediction test only, consisted of 50 questions. There were some steps in collecting data, they were socialization, testing, submitting, and analyzing.

The result of the research showed that there were many errors made by students of English Education Department, such as errors in answering main idea question (54.37%), errors in answering stated detail question (66.96%), errors in finding unstated details (67.5%), errors in finding pronoun referents (17.5%), errors in answering implied detail question (66.42%), errors in answering transition question (76.25%), errors in finding definitions from structural clues (65.69%) and errors in determining where specific information is found (62.5%). The dominant errors were on number 40, that is error in answering stated detail question with the frequency of error is 36 and the percentage of error is 90%. The factors that influence the students' errors on their Reading TOEFL Prediction are unfamiliar vocabulary, time management and laziness or lack motivation.

Keywords: *Reading TOEFL Prediction, analysis errors, dominant errors, factors that influence the students' errors*

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CHAPTER I

INTRODUCTION

A. Background

English as a means of communication in the era of globalization and modern global community is a very important international language. As in some other countries, English is used as a foreign language taught in secondary school to university level, but most students still cannot communicate well with foreigners after learning English for several years. Furthermore, it shows that English learning at school and universities in Indonesia has not shown satisfactory results which are shown by the low average TOEFL test results (Putra, 2014: 1).

According to Sudarmono (2013: 3), TOEFL (Test of English as a foreign language) is a test that is used to determine the level of a person's ability in English. This test is intended for people who do not use English as their mother tongue. Generally, this test is used as one of the prerequisites for someone who wants to study or work in a country that uses English to communicate in their daily life.

There are some reasons why people have to join TOEFL. *First*, as a College Entrance Requirements: Several universities in the country and abroad require a certain TOEFL score as an admission requirement. Of course, TOEFL score requirements specified differ between the types of universities. TOEFL scores as a university entrance requirement in the

country is usually lower than TOEFL score requirements to enroll in overseas universities. *Second*, as a Graduation Requirements of Universities: TOEFL scores as one of the graduation requirements. If students did not get the target score as determined by the university, the students did not allowed taking the graduation, but it depends on the policies of each university. *Third*, for Get Scholarships: Some scholarships require lending institutions to prospective scholarship applicants to have a certain TOEFL score. *Last*, as a Job Application Requirement: TOEFL scores are also required in the process of applying for a job. Some jobs either civil servant or private companies require specific TOEFL score as the registration requirements. One reason for the implementation of the provisions of these terms certainly relate to expectations of job applicants have a qualified English skill, so that it will expedite and optimize the process of resolving the tasks of their jobs (Suartina, 2016: 1).

Sudarmono (2013: 3) states that there are three kinds of TOEFL namely TOEFL PBT (Paper Based Test), TOEFL CBT (Computer Based Test) and TOEFL IBT (Internet Based Test). In TOEFL PBT, there are three skills that measured those are Listening Comprehension, Structure and Written Expression, and Reading Comprehension. In this study, however the researcher only focuses on Reading Comprehension.

In TOEFL, the reading comprehension section has 50 questions about reading passages. The reading comprehension section contains reading passages and questions about the passages. The questions are about

information that is stated or implied in the passages and about some of the specific words in the passages. Because many English words have more than one meaning, it is important to remember that these questions concern the meaning of a word or phrase within the context of the passage. The most common format on Reading TOEFL is multiple choices. For these, there are always 4 answer options and only one correct answer (worth one point).

Sangkala (2014: 94) states about students' language skills achievement of Makassar Muhammadiyah Unive rsity. Sangkala got the percentage of students for four skills in English. Listening skill is 78%, speaking is 83%, writing is 75% while reading is 65%. It shows that reading skill is the lowest rate from language skills achievement. In fact, reading skill in Makassar Muhammadiyah University is taught for five semesters, start from semester one to semester five. It means that the input which the students received during five semesters is disproportionate with the output that they produce.

TOEFL have not taught in this university as one course yet, but students of English Education should know about it. Therefore, TOEFL test should be held three until four times for students of English Education Department to measure the students' skill especially in reading skill so that everything that they got during five semesters can be looked the result in the TOEFL test.

Considering to those crucial things related to TOEFL, the researcher is interested to analyze the students' errors on their Reading TOEFL section and the factors that influence the error that may make them getting failure in test. The researcher conducted a research under the title *"Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)"*

B. Problem Statements

Based on the previous background, the problems that need to be answered are:

1. What errors do the students make on their reading TOEFL prediction at English Education Department of Makassar Muhammadiyah University?

2. What are the dominant errors made by the students of English Education Department of Makassar Muhammadiyah University?

3. What factors that influence the students' errors on their reading TOEFL prediction at English Education Department of Makassar Muhammadiyah University?

C. Objective of the Research

The objectives of this research are to find out:

1. The errors on students' reading TOEFL prediction that is made by students of English Education Department of Makassar Muhammadiyah University.

2. The dominant errors made by students of English Education Department of Makassar Muhammadiyah University.

3. The factors that influence the students' errors on their reading TOEFL prediction at English Education Department of Makassar Muhammadiyah University.

D. Significances of the Research

The result of this research has two aspects. The first aspect is theoretically, this research expected to improve the quality of English learning especially in reading skill through the error analysis of Reading TOEFL Prediction test. The second aspect is practically, it is expected to give contribution for students and lecturer. The researcher expects that this research can help the students at English Education Department of Makassar Muhammadiyah University to know their achievement and weakness in answering Reading TOEFL test, so they can improve their ability about Reading TOEFL and the researcher hopes that this research can help the lecturer to improve reading material which appropriate with the needs of student on Reading TOEFL.

E. Scope of the Research

The scope of this research is restricted to the errors on Reading TOEFL Prediction in answering main idea, stated and unstated detail, pronoun referents, implied detail, transition, and word meaning. Also, the factors that influence the students' errors at the seventh semester students of English Department of Makassar Muhammadiyah University.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There is some previous research about TOEFL analysis that is found by the researcher. The research was stated by Courtney and Hale (1991: 27). Their research is about note taking and listening comprehension on the Test of English as a Foreign Language. Their research took 563 international students of non-native English speakers, enrolled in academic coursework in three universities. They focused on whether the effectiveness of note taking and listening comprehension of TOEFL is effective or not. The result of their research shows that note taking is not effective to get the information for listening in TOEFL. Because the talking in TOEFL Listening was too short, it is lasted between 1-1/4 and 1-2/3 minutes. That is why it less helps the students to get much information.

Masrurah (2016: 39) who conducted a research about students' errors analysis in answering TOEFL Structure Prediction, stated that the errors that the students made in answering TOEFL structure prediction test are errors in degree of comparison, subject verb agreement, parallel structure, present perfect tense, to infinitive, preposition, noun phrase, reduce adverbial, conditional sentence, passive voice, noun (plural), noun (count noun), adverb, usage, verb, pronoun, past tense, using connector and error in adjective clause. The most common error that the students

made are on number 13 (parallel structure) with the frequency of error is 28 and the percentage of error is 93.33% and it is same with number 18 (passive voice). The next common error are on number 29 (noun phrase) with the frequency of error is 27 and the percentage of error is 90% and it is same with number 33.

Moreover, Freedle and Kostin (1993: 25) conducted research about the prediction of TOEFL Reading Comprehension item difficulty for expository prose passage for three item types. They researched about the difficulty of TOEFL reading comprehension by focusing on three item types namely main idea, inference, and supporting idea items. The result of the research can be concluded that there is a significant relationship between three items difficulty and item variables (the text and text-related variable) as evidence that multiple choice reading items yield construct valid measures of comprehension.

The similarity of previous research with this research is the same of doing research about TOEFL analyzing. The difference of previous research with this research is the types of research. The first research analyzed listening TOEFL then the second research analyzed TOEFL structure, even though the last finding analyzed reading TOEFL as this research. Then, is the methodology of the research. The first and the last research used experiment method while this research used qualitative and quantitative descriptive method like the second research above.

B. Some Pertinent Ideas

The title of this research is "Students' error analysis on their Reading TOEFL Prediction". To make the understanding about the title clearer, the researcher explains some theory as follows:

1. Definition of TOEFL

TOEFL stands for "Test of English as a Foreign Language". According to Wisuri (2016: 3), TOEFL is a standardized test to measure the English language abilities. It's most commonly taken by international students and non-native speakers who wish to attend such a US university, but it can also be taken to prove the English skills to the employer. TOEFL can be taken at over 4500 test centers worldwide and the test is offered 2 or 3 weekends per month in many countries (but sometimes less often, depending on the taken place).

Meanwhile, Farooq (2015: 3) states that TOEFL is a standard English language test needed to be taken by students planning to study in a foreign country where English is the language of study and its scores are valid for two years from the date of results. Kapoor (2016: 5) adds that the TOEFL test is the most widely respected English-language test in the world, recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including Australia, Canada, the U.K. and the United States.

Overall, it can be concluded that TOEFL is a standardized English language test to measure the English language abilities for non-native

speakers, taken by students planning to study in a foreign country where English is the language of study or attend such a US university and also taken to prove the English skills to the employer.

2. **Kinds of TOEFL**

According to Sudarmono (2013: 3), there are three kinds of TOEFL namely TOEFL PBT (Paper Based Test), TOEFL CBT (Computer Based Test) and TOEFL IBT (Internet Based Test). Meanwhile, Fink (2015: 5) states that TOEFL PBT is TOEFL test for students who live in areas that don't have an internet-based test center. It is scored from 310 to 677.

TOEFL PBT encompasses three skills in TOEFL that are divided into three TOEFL sections in which they are known as Listening Comprehension, Structure and Written Expression, and Reading Comprehension. In this study, the researcher focuses on Reading Comprehension test.

3. **Reading TOEFL Prediction (Section 3)**

Reading TOEFL section contains reading passages followed by questions based on the reading. This section measures the understanding of reading passages with academic contents. The sections contain 50 questions and it has 55 minutes to complete it. The test uses multiple-choice form with four possible choices for each question.

Recine (2014: 183) states that Reading TOEFL especially measures the ability to understand new information, make inferences based on new information and also learn new information from sentences, paragraphs, and whole reading passages.

a. Understand new information.

This is measured in Reading Section questions such as asking about the truthiness about the information in a passage. Of course, the TOEFL measures the ability to understand new information above and below the paragraph level. It asked to identify the meanings of words and sentences. It also needs to identify the meaning or purpose of entire reading passages, lectures and conversations.

b. Make inference based on new information

Inference means the ability to understand the deeper unstated meaning of language. It is measured in the TOEFL as well. Kate in Recine (2014: 184) explains that the Reading Section includes questions that contain the word such *inferred*. It needs to identify unstated information that appears to be true, based on the passage. This section test the ability to understand a speaker's opinion or identify disagreements a lecturer has with a reading.

c. Add new information to existing information

In this task, it adds extra sentences to a reading and summarizes a reading in an outline. The integrated tasks in the

Listening, Speaking and Writing Sections measure this ability too. In this case, it asked to make new connections between separate readings and recordings.

Moreover, based on Phillips (2000: 368-422) theory in *"Preparation Course for the TOEFL Test"*, the reading section contains of passage on a variety of subjects. Following each passage are several questions about the passage. Reading section contains of some skills, such as:

a. Answering Main Idea Questions

Almost every reading passage on the TOEFL test have question about the main idea of a passage. Such a question may be worded in a variety of ways. For example, be asked to identify the topic, subject, title, primary idea, or main idea. Therefore, all of these questions are asking what the primary point of the passage. It is relatively easy to find the main ideas by studying the topic sentences, which are most probably found at the beginning of each paragraph.

b. Recognizing the Organization of Ideas

In the reading section of TOEFL test, sometimes there are questions about the organization of ideas in a passage. Thus, this type of question asked to determine how the ideas in one paragraph relate to the ideas in another paragraph.

c. Answering Stated Detail Questions

Many questions in the reading TOEFL section require answers that are directly stated in the passage. It means that it should be able to find the answer without having to draw a conclusion. A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement from the passage. Therefore, the understanding of the content passage is the key to choose the correct answer because the correct answer often expresses the same ideas as what is written in the passage but with different words or words that are not exactly same.

d. Finding "Unstated" Details

In the reading TOEFL test, sometimes it is asked to find an answer that is not stated or not mentioned or not true in the passage. Thus, this type of question really means that three of the answers are stated, mentioned, or true in the passage while one answer is not. It has to find three optional correct answer of the passage and choose the one that is not correct.

e. Finding Pronoun Referents

There are some questions in the reading TOEFL test to determine to which noun a pronoun refers to. So, it is important to understand that a noun is generally used first in a passage, and the

pronoun that refers to is comes after. So whenever it is asked about noun a pronoun refers to, it should look before the pronoun to find the noun.

f.   Answering Implied Detail Questions

In the reading TOEFL test, some questions require answers that are not directly stated in the passage, so it should answer by drawing conclusion from a specific detail or details in a passage. Therefore, the questions of this type contain the words *implied, inferred, likely,* or *probably*, to know that the answer to the question is not directly stated. In this type of question, it is important to understand that some information given in the passage and it should draw conclusion from that information.

g.   Answering Transition Questions

It is asked to determine what probably comes before in the preceding paragraph or what probably comes after the following paragraph. Of course, it does not directly state and must draw conclusion to determine what is probably in these paragraphs. Thus, this type question give the understanding in good writing contain transitions from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph.

h. Finding Definitions From Structural Clues

In the reading TOEFL test, there will be number of vocabularies questions. Even it helpful if know the meaning of the word that is being tested, however it is not always necessary to know the meaning of the word. There are some skills to find the meaning of a word, one of the types is finding definition from structural clues. It is asked to determine the meaning of a word in the type of reading questions. It is possible that the passage provides information about the meaning of the word and there are structural clues to tell the definition of a word is included in the passage.

i. Determining Meanings From Word Parts

It is asked to determine the meaning of a long word that does not know in the reading TOEFL section test. It is sometimes possible to determine the meaning of the word by studying the word parts.

j. Using Context to Determine Meanings of Difficult Words

On the reading TOEFL test, sometimes it is asked to determine the meaning of a difficult word, a word that is not expected to know. But in this case, the passage probably gives a clear indication of what the word means.

k. Using Context to Determine Meanings of Simple Words

This question asked to determine the meaning of a simple word, a word that often in everyday English. In this type of question, it should not give the normal, everyday meaning of the word; instead, a secondary meaning of the word is being tested, so it must determine the meaning of the word.

l. Determine Where Specific Information is Found

Sometimes the final question accompanying a reading passage (or one paragraph of a passage) to determine where in the passage a piece of information is found, such in which line the information located. The answer choices list possible locations for that information.

m. Determine the Tone, Purpose, or Course

This type of question asks about the tone of the passage, the author's purpose in writing the passage and the course in which the passage might be used, but it just occurs occasionally.

4. **Factors that Influence the Error in Reading TOEFL Section**

According to Hardin (2014: 198), there are some factors that influence the error on the Reading TOEFL Section, those are:

a. Time Management

For each reading passage, people have exactly 20 minutes, which for a lot of people is just barely enough to finish the test and maybe check their answer. For the other people, 15 minutes might

be enough. People who have trouble with time management should do lots of timed reading practice before test day. Finishing a section in the right amount of time is a learned skill. Try to spend no more than 16-17 minutes reading each passage and answering its question to have time to go back over the answer before when you are near the end.

b. Missing Key

For instance, on every practice test, students gets a negative factual question but overlooks the word 'not' or 'except' and answer it as if it were a positive factual question. Similarly, they overlook the transition words that are essential to correctly answering a sentence insertion or purpose question. The students should read carefully and always reread the question before choosing the final answer.

c. Unfamiliar vocabulary

It is usual occur to the students in facing the unfamiliar vocabulary on the reading TOEFL section, because they have limited vocabulary. It can be solved by read the sentence to check if it can make a reasonable guess.

d. Getting caught up in details

Just like getting stuck on the meaning of a single word, many students get stuck looking at small detail do not get focused on the detail that they forget the main idea of the passage.

C. Conceptual Framework
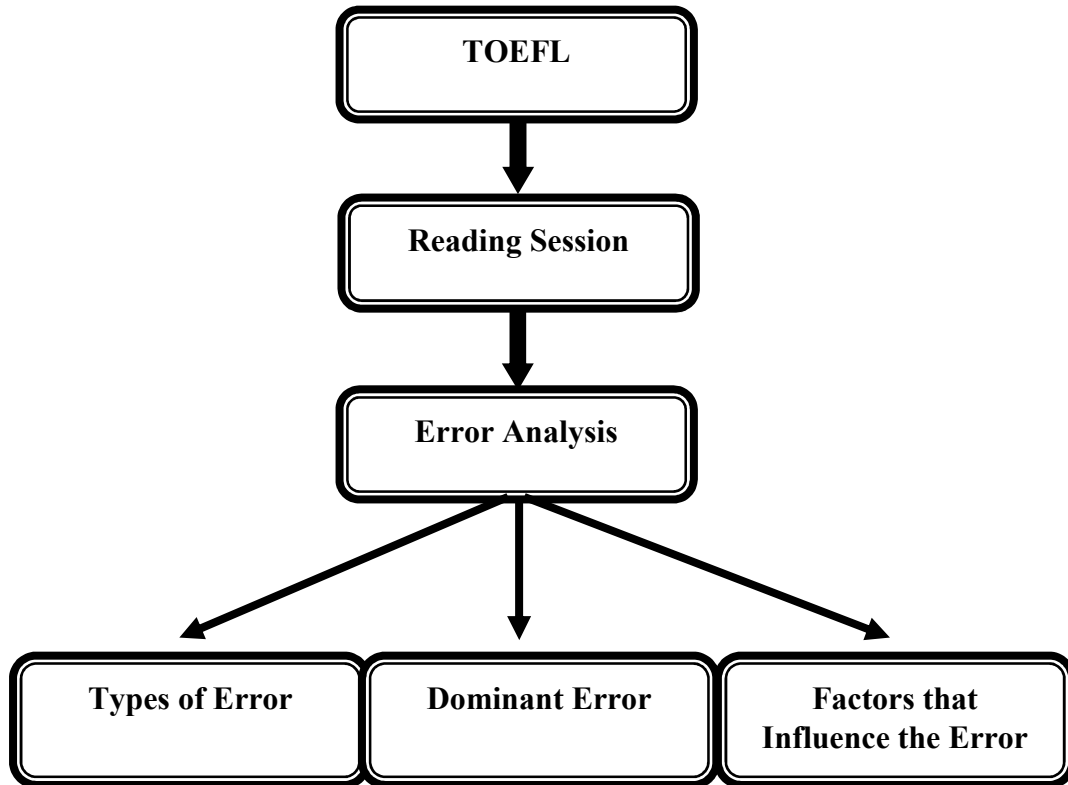
Figure 2.1 Conceptual Framework

In this research, the students concern with the TOEFL Prediction test especially in reading comprehension section. The students answer the reading questions in order to analyze the students' error answer, include the types of errors, dominant errors and factors that influence the students' errors.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

In this research, the researcher used a descriptive research method. A descriptive research determines and describes the way things are. It may also compare how sub-groups (such as males and females or experienced and inexperienced teachers) view issues and topics (Gay, 2006; 159). It aims describing the students' errors on their Reading TOEFL Prediction and finds the factors that influence the errors.

B. Research Variable

Variable is a concept, a noun that stands for variation within a class of object, such as gender, achievement or motivation (Fraenkel and Wallen, 2008: 39). This descriptive research consisted of one variable only which is students' errors on their Reading TOEFL Prediction.

C. Research Subject

This research chose a number of populations who were the subject of the research. Arikunto (2006:130) defines population as the entire of research subject. The population of this research was the seventh semester students of English Education Department of Makassar Muhammadiyah University. The researcher chose the seventh semester students because they had more experience in TOEFL test. The population consists of 10 classes from class A until class J, the total is 370 students.

Method of taking sample in this research was random sampling because all of students in English department especially seventh semester students have the same levels (lows, middle and high level). This research took four students (10% from population) randomly in every class, so the subject of this research consisted of 40 students from the population.

D. Research Instrument

Instrument is tools that are required to get information. Its function is to obtain the data or information that consisted of facts, beliefs, feeling or intentions. There are five kinds of research instrument; they are observation, interview, questionnaires, documentation and the test.

The instrument that is used in this research was Reading TOEFL Prediction test only. The students asked to answer the Reading TOEFL Prediction. This test was commonly used in TOEFL prediction test in some English course. It contained 50 questions and need 55 minutes to answer it. The aim of the test was to find out students' errors on their Reading TOEFL Prediction and the dominant errors made by students of English Education Department. The aspects in this instrument showed on the table below.

Table 3.1: The Aspects in the Reading TOEFL Section

No	Types of Errors	Item Number	Number of Error
1.	Answering Main Idea Question	1, 11, 13, 30	4
2.	Answering Stated Detail Question	6, 8, 10, 15, 17, 21, 25, 34, 36, 37, 39, 40, 41, 47	14
3.	Finding Unstated Details	24, 42	2
4.	Finding Pronoun Referents	3	1
5.	Answering Implied Detail Question	2, 4, 19, 23, 26, 33, 44	7
6.	Answering Transition Question	20, 50	2
7.	Finding Definitions from Structural Clues	5, 7, 9, 12, 14, 16, 18, 22, 27, 28, 31, 32, 35, 38, 43, 45, 46, 48	18
8.	Determine Where Specific Information is Found	29, 49	2

E. **Procedures of Data Collection**

The procedure in collecting the written instrument data was presented in chronological order as follow:

1. Socialization: Socializing the way of the research conducted to the students.

2. Testing: The students were given the test of reading TOEFL prediction. Then, the students asked to answer 50 questions in 55 minutes.

3. Submitting: After answering the test, the students submitted their answer sheet.

4. Analyzing: Before analyzing it; the data checked whether it has completed or there were some missing data. After completing all the data, the data analyzed.

F. Technique of Data Analysis

To answer the third research problem "What factors that influence the students' errors on their Reading TOEFL Prediction?", this research used technique of qualitative data analysis as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or transcription. Qualitative data can be reduced and transformed in many ways: through selection, summary or paraphrase and through being subsumed in a large pattern and so on. In this research, the data are selected, chosen and taken only the data related to this research. Unimportant data is thrown and reduced.

2. Data Display

Display is organized, compressed assembly of information that permits conclusion drawing and action. It is designed to assemble organized information into and immediately accessible, compact form so that the analyst can see what is happening and either draws justified

conclusion or move on to the next step of analyst the display. This research displays the data through narrative description.

3. Drawing Conclusion and Verification

Conclusion is also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate with lengthy argumentation, or with extensive efforts to replicate a finding in another data set. The data conducted or verified based on evidence of the validation in the field, so the data would be credible (trustworthy).

To answer the first research problem "What errors do the students make on their Reading TOEFL Prediction?" and the second research problem "What are the dominant errors made by the students on their Reading TOEFL Prediction?", this research analyzed and described by quantitative data analysis of percentages by using a table of percentage. The researcher used following formula.

$$P = \frac{F}{N} \times 100$$

Note: P = Percentage

F = Frequency of wrong answer

N = Number of sample

(Sudjana, 2002:67)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of research. It is covers the description of the students' errors and dominant errors, also the factors that influence the students' errors on their Reading TOEFL Prediction.

A. Findings

1. The Students' Errors on Their Reading TOEFL Prediction

As previously stated in chapter I, this study means to explain the errors made by students on their Reading TOEFL Prediction. The descriptive account of the type errors can be seen in the following.

Table 4.1: Frequency of Students' Errors on Their Reading TOEFL Prediction

No.	Types of Errors	Frequency	Percentage
1.	Answering Main Idea Question	87	54.37%
2.	Answering Stated Detail Question	375	66.96%
3.	Finding Unstated Details	54	67.5%
4.	Finding Pronoun Referents	7	17.5%
5.	Answering Implied Detail Question	186	66.42%
6.	Answering Transition Question	61	76.25%
7.	Finding Definitions from Structural Clues	473	65.69%
8.	Determine Where Specific Information is Found	50	62.5%

Table 4.1 indicates that there are 8 errors made by the students on their Reading TOEFL Prediction, those are errors in answering main idea question with the frequency of errors is 87 and the percentage is 54.37%, errors in answering stated detail question with the frequency of errors is 375 and the percentage is 66.96%, errors in finding unstated details with the frequency of errors is 54 and the percentage is 67.5%, errors in finding pronoun referents with the frequency of errors is 7 and the percentage is 17.5%.

Moreover, errors in answering implied detail question with the frequency of errors is 186 and the percentage is 66.42%, errors in answering transition question with the frequency of errors is 61 and the percentage is 76.25%, errors in finding definitions from structural clues with the frequency of errors is 473 and the percentage is 65.69% and errors in determining where specific information is found with the frequency of errors is 50 and the percentage is 62.5%. Then, the descriptive account of each type errors can be seen in the following.

Table 4.2: Frequency of Error in Answering Main Idea Question

Item Number	Frequency	Percentage
1	18	45%
11	18	45%
13	23	57.5%
30	28	70%
Total	**87**	**54.37%**

Table 4.2 shows the type of error exists on number 1, 11, 13, 20 and the total number is 4 item numbers. 18 students make error on number 1 and 11 and the percentage of error is 45%. On number 13, there are 23 students make error and the percentage of error is 57.5%. The last number is number 30. On this number, most students (28 students) make error in Answering Main Idea Question with the percentage of error is 70%. It means, only 12 students answer the correct choice.

Table 4.3: Frequency of Error in Answering Stated Detail Question

Item Number	Frequency	Percentage
6	24	60%
8	12	30%
10	21	52.5%
15	26	65%
17	26	65%
21	34	85%
25	24	60%
34	24	60%
36	26	65%
37	25	62.5%
39	33	82.5%
40	36	90%
41	31	77.5%
47	33	82.5%
Total	**375**	**66.96%**

Table 4.3 shows the type of error exists on number 6, 8, 10, 15, 17, 21, 25, 34, 36, 37, 39, 40, 41, 47 and the total number is 14 item numbers. 24 students make error on number 6, 25 and number 34 with the percentage of error is 60%. 12 students make error on number 8 and the percentage of error is 30%. 21 students make error on number 10 and the percentage of error is 52.5%. 26 students make error on number 15, 17 and number 36 with the percentage of error is 65%.

Furthermore, 34 students make error on number 21 and the percentage of error is 85%. 25 students make error on number 37 and the percentage of error is 62.5%. 33 students make error on number 39 and number 47 with the percentage of error is 82.5%. 31 students make error on number 41 and the percentage of error is 77.5%. Most students make error on number 40 with the percentage of error is 90%. Overall, the average describe that 66.96% of 40 students made errors in Answering Main Idea Question.

Table 4.4: Frequency of Error in Finding Unstated Details

Item Number	Frequency	Percentage
24	29	72.5%
42	25	62.5%
Total	**54**	**67.5%**

Table 4.4 shows the type of error exists on number 24 and 42, the total number is 2 item numbers. 29 students make error on number 24 and the percentage of error is 72.5%. The last number is number 42.

There are 25 students make error with the percentage of error is 62.5%. The average describe that 67.5% of 40 students made errors in Finding Unstated Detail Question.

Table 4.5: Frequency of Error in Finding Pronoun Referents

Item Number	Frequency	Percentage
3	7	17.5%
Total	**7**	**17.5%**

Table 4.5 shows the type of error exists in one number only, which is item number 3. There are only 7 students make Finding Pronoun Referents error on this number with the percentage of error is 17.5%. It means, there are 33 students answer correct choice.

Table 4.6: Frequency of Error in Answering Implied Detail Question

Item Number	Frequency	Percentage
2	21	52.5%
4	23	57.5%
19	22	55%
23	33	82.5%
26	34	85%
33	25	62.5%
44	28	70%
Total	**186**	**66.42%**

Table 4.6 shows the type of error exists on number 2, 4, 19, 23, 26, 33, 44 and the total number is 7 item numbers. 21 students make error on number 2 and the percentage of error is 52.5%. 23 students make error on

number 4 and the percentage of error is 57.5%. 22 students make error on number 19 and the percentage of error is 55%. 33 students make error on number 23 and the percentage of error is 82.5%.

Moreover, 34 students make error on number 26 and the percentage of error is 85%. 25 students make error on number 33 and the percentage of error is 62.5%. On the last number, there are 28 students make error on number 44 and the percentage of error is 70%. Overall, the average describe that 66.42% of 40 students made errors in Answering Implied Detail Question.

Table 4.7: Frequency of Error in Answering Transition Question

Item Number	Frequency	Percentage
20	31	77.5%
50	30	75%
Total	**61**	**76.25%**

Table 4.7 shows the type or error exists on number 20 and 50, the total number is 2 item numbers. 31 students make error on number 20 and the percentage of error is 77.5%. The last number is number 50. There are 30 students make error with the percentage of error is 75%. Overall, the average describe that 76.25% of 40 students made errors in Answering Transition Question.

Table 4.8: Frequency of Error in Finding Definitions from Structural Clues

Item Number	Frequency	Percentage
5	21	52.5%
7	24	60%
9	27	67.5%
12	33	82.5%
14	24	60%
16	14	35%
18	32	80%
22	30	75%
27	23	57.5%
28	32	80%
31	25	62.5%
32	31	77.5%
35	30	75%
38	16	40%
43	29	72.5%
45	31	77.5%
46	23	57.5%
48	28	70%
Total	**473**	**65.69%**

Table 4.8 shows the type of error exists on number 5, 7, 9, 12, 14, 16, 18, 22, 27, 28, 31, 32, 35, 38, 43, 45, 46, 48, and the total number is 18 item numbers. 21 students make error on number 5 and the percentage of error is 52.5%. 24 students make error on number 7 and number 14 and the percentage of error is 60%. 27 students make error on number 9 and the percentage of error is 67.5%. 33 students make error on number

12 and the percentage of error is 82.5%. 14 students make error on number 16 and the percentage of error is 35%. 32 students make error on number 18 and number 28 with the percentage of error is 80%.

Furthermore, 30 students make error on number 22 and number 35 with the percentage of error is 75%. 23 students make error on number 27 and number 46 with the percentage of error is 57.5%. 25 students make error on number 31 and the percentage of error is 62.5%. 31 students make error on number 32 and number 45 with the percentage of error is 77.5%. 16 students make error on number 38 and the percentage of error is 40%. 29 students make error on number 43 and the percentage of error is 72.5%. The last number is number 48, there are 28 students make error with the percentage of error is 70%. Overall, the average describe that 65.69% of 40 students made errors in Finding Definitions from Structural Clues

Table 4.9: Frequency of Error in Determining where Specific Information is Found

Item Number	Frequency	Percentage
29	21	52.5%
49	29	72.5%
Total	**50**	**62.5%**

Table 4.9 shows the type of error exists on number 29 and 49, the total number is 2 item numbers. 21 students make error on number 29 and the percentage of error is 52.5%. The last number is number 49. There are 29 students make error with the percentage of error is 72.5%.

Overall, the average describe that 62.5% of 40 students made errors in determining where specific information is found.

2. **Dominant Errors Made by the Students on Their Reading TOEFL Prediction**

    As previously stated in chapter I, this study means to explain the dominant errors made by the students on their Reading TOEFL Prediction. The descriptive account of the errors can be seen in the following.

Table 4.10: Frequency of the Dominant Errors

	Type of Errors	Item Number	Frequency	Percentage
Dominant Errors	Answering Stated Detail Question	40	36	90%
	Answering Implied Detail Question	26	34	85%
Lowest Errors	Finding Pronoun Referents	3	7	17.5%

Table 4.10 indicates the dominant errors made by the seventh semester students of English Education Department of Makassar Muhammadiyah University. The highest errors are on number 40 and that is Answering Stated Detail Question errors. From the total 30 subjects, there are 36 students answer the incorrect choice and only 4 students answer correct choice D. 24 students answer incorrect choice A, 3 students answer incorrect choice B, 8 students answer incorrect choice C

and 1 students did not answer any choice. The frequency of error on answering stated detail question is 36 and the percentage of error is 90%, therefore there is only 4 students answer correct choice with the remaining percentage of error is 10%.

The second highest error is Answering Implied Detail Question on number 26 with the frequency of error is 34 and percentage is 85%. Then, the researcher took the lowest error, that is Finding Pronoun Referents on number 3 with the frequency of errors is 7 only and the percentage is 17.5%.

3. **Factors that Influence the Students' Errors on Their Reading TOEFL Prediction**

The researcher found some factors that influence students' error on their Reading TOEFL Prediction while they were answering the test and after checked their answer. The first factor is unfamiliar vocabulary. They most did not understand about the text because they have limited vocabulary, especially in high vocabulary.

The second factor is time management. Most students have not time enough to answer the test because they have not read the text yet. They spend much time about 20 minutes for each passage, whereas they should try to spend no more than 16-17 minutes reading each passage and answering its question to have time to go back over the answer before they are near the end. Finally they have to choose random choice because they have not time anymore.

Above all, the last factor is come from the students' internal, that is laziness or lack motivation. They seldom practice their knowledge in answering Reading TOEFL and it is because they are not interested to learn and practice it. They mindset that Reading TOEFL is difficult since they felt bored to read many passage. Finally, they just choose random choice because they feel bored and too lazy to read the long text that they did not know or did not understand.

B. Discussions

1. The Students' Errors on Their Reading TOEFL Prediction

This research aimed to analyze the errors made by students' on their Reading TOEFL Prediction. It can be determined from the result of the data that there were so many errors that students made on their Reading TOEFL Prediction. All aspects of Reading TOEFL Prediction have errors. It means that every question has errors.

The findings of this research include some components of Reading skill such main idea and transition of paragraph. It is similar findings by Mauli (2014) who found that there are 17 students had problem in identifying the main idea of the passage with very long sentence. 18 students had problem in sentence pattern, while 21 students had the problem in ignorance of paragraph components.

Richards (1996:127) states that error analysis has been conducted to identify strategies which learners use in language learning, to track the

cause of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials. Richards are significant in three different ways. First to the teacher, in that they tell them if they undertake a systematic analysis, how far towards the goals the learner has progresses. Second, they provide to the researchers evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Third, they are indispensable to the learner themselves because the teacher regard to making errors as a device the learner uses in order to learn.

In addition, the significant of the errors themselves, foreign language teachers in this case English pedagogues, have to realize that errors made by students need to be analyzed correctly in order to be able to arrange learning strategy effectively. It is important to discuss error analysis to underscore the relevance of such an analysis for teaching English as a foreign language. English lecturers should know error analysis since it becomes the key to understand the process of foreign language acquisition. They should know how the target language is learned and acquired, what strategy or produce the learners employ in order to master the target language.

Furthermore, the following is the further explanation about the types error of Reading TOEFL Prediction test based on Phillips' theory (2000: 368-422) and how to answer the question.

a. Error in Answering Main Idea Question

Here is one example of Main Idea Question in the Reading TOEFL Prediction test and how to answer the question.

1) *The topic of this passage is…*

    a. The largest land animals

    b. The derivations of animal names

    c. The characteristics of the hippo

    d. The relation between the hippo and the whale

In a passage with more than one paragraph, it should be sure to read the first sentence of each paragraph to determine the topic, subject, title or main idea. In this question, generally the answer is implied or not mention in the passage. Answer (A) is incorrect because the passage did not explain about the largest land animal generally, but explain it specifically about the third largest land animal. Answer (B) is incorrect because it does not discuss about animal name. Answer (D) is incorrect because the passage did not explain about the whale or its relation between hippos, so the best topic for this passage is (C) *The characteristics of the hippo*. It is showed in every first sentence of paragraph which overall explain about the characteristics of the hippo.

b. Error in Answering Stated Detail Question

Here is one example of Stated Detail Question in the Reading TOEFL Prediction test and how to answer the question.

6) According to the passage, what is the maximum time that hippos have been known to stay underwater?

a. Three minutes

b. Five minutes

c. Thirty minutes

d. Ninety minutes

In this question, the answer is found in order in the passage because it is directly stated there. The question asks about the maximum time that hippos have been known to stay underwater. The answer to this question is found in the statement that *hippos has been known to stay under for up to half an hour before coming up for air*. Answer (A) and (B) is incorrect because it is not the maximum time that hippos have been known to stay underwater. Answer (D) is incorrect because it does not state in the passage. Therefore, the best answer for this question is (C), because half an hour means thirty minutes.

c. Error in Finding Unstated Details

Here is one example of Unstated Detail Question in the Reading TOEFL Prediction test and how to answer the question.

24) What is NOT true about schizophrenia, according to the passage?

a. It is characterized by separate and distinct personalities

b. It often causes withdrawal from reality

c. Its symptoms include illogical thought patterns

d. Its victims tend to hear voices in their minds

This question asks for the one answer that is not mentioned or not true about schizophrenia. It means the three answers are listed or true in the passage and one is not. Since answers (B), (C), (D) are listed in the passage or true, those answers are incorrect. However, the best answer for this question is (A) *It is characterized by separate and distinct personalities*, because it is the one answer that not true in the passage which is showed in that statement clearly that *it does not refer to a division into separate and distinct personalities*.

d. Error in Finding Pronoun Referents

Here is one example of Pronoun Referents Question in the Reading TOEFL Prediction test and how to answer the question.

3) The possessive "Its" in line 2 refers to

 a. Hippopotamus

 b. Elephant

 c. Rhinoceros

 d. Horse

This question asks about the referent for the possessive *its*. Therefore, the important thing to find the pronoun referents is pay attention to the sentence before the possessive *its* in line 2, because the answer will be there. *Elephant* and *rhinoceros* come before the possessive *its*, so they are possible answer. While *horse* comes after, so it is incorrect answer. Then try the three possible answers in the sentence in place of the possessive *its* and it will found the best answer

to this question, that is answer (A) *Hippopotamus.* Understand from the context that *hippopotamus* means *river horse.*

e. Error in Answering Implied Detail Question

Here is one example of Implied Detail Question in the Reading TOEFL Prediction test and how to answer the question.

2) It can be inferred from the passage that the rhinoceros is

    a. Smaller than the hippo

    b. Equal in size to the elephant

    c. A hybrid of the hippo and the elephant

    d. One of the two largest types of land animals

To answer this question, it should refer to the part of the passage where is state that *the hippopotamus is the third largest land animal which smaller only than the elephant and the rhinoceros.* It is clearly showed that answers (A), (B), (C) are incorrect, and it can draw the conclusion that answer (D) *One of the two largest types of land animal* is the correct answer.

f. Error in Answering Transition Question

Here is one example of Transition Question in the Reading TOEFL Prediction test and how to answer the question.

20) The paragraph preceding the passage most probably discusses

    a. The causes of schizophrenia

    b. Multiple personality disorder

    c. The most common mental disorder

d. Possible cures for schizophrenia

The question actually asks about the topic preceding paragraph, therefore it should look at the beginning of the passage and draw a conclusion what probably came before. Since in the first paragraph explain about the schizophrenia, so be sure that the previous paragraph explains about the multiple personality disorder, that is the mental disorder like schizophrenia as general. Therefore, the best answer for this question is (B) *Multiple personality disorder*.

g. Error in Finding Definitions from Structural Clues

Here is one example of Finding Definitions from Structural Clues Question in the Reading TOEFL test and how to answer the question.

5) The word "float" in line 4 is closest in meaning to

    a. Sink

    b. Drift

    c. Eat

    d. Flap

This question asks about the meaning of the word *float,* but it should not expect to know the meaning of that word. Instead, it should understand from the context that provides the structural clues about the meaning, so to answer this question, it should look at the part of the passage following the word *float*. The semicolon punctuation indicates that a definition or further information about *float* is going to follow. In the information following the semicolon, it explains that *it does not*

float on top of the water; instead, it can walk along the bottom of a body of water. Therefore, the closest meaning from this word is (B) *drift,* not *sink, eat* or *flap*.

h. Error in Determine Where Specific Information is Found

Here is one example of Determining where Specific Information is Found Question in the Reading TOEFL Prediction test and how to answer the question.

29) Where in the passage does the author explain the derivation of the term "schizophrenia"?

a. Lines 3-5

b. Lines 5-6

c. Lines 9-10

d. Lines 11-13

This question asks to find where in the passage there is information about the derivation of the term schizophrenia. It should skim through the lines of the passage listed in the answers to the question looking for the word schizophrenia or something that means the term of schizophrenia. In line 3, it is clearly stated about the term of schizophrenia. Answer (A) is therefore the best answer to this question.

2. **Dominant Errors Made by the Students on Their Reading TOEFL Prediction**

This part presents the result of the dominant errors made by the seventh semester students of English Education Department of Makassar

Muhammadiyah University. It can be determined that the dominant errors made by the students on their Reading TOEFL Prediction is Answering Stated Detail Question.

Phillips (2001:359) states that Reading TOEFL section include two types questions about the reading passage. One of them is reading comprehension question which asks to answer question about the information given in the reading passages. There are a variety of questions about each reading passage, including main idea question, directly answered detail questions and implied detail question.

A Stated Detail Question asks about one piece information in the passage rather than the passage as a whole. The answer to these questions is generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. It means that the correct answer often expresses the same idea as what is written in the passage, but the words are not same exactly. Apparently, this case make the students consider it too easy because they can find the answer in the information of the passage only. They did not pay attention in its details.

Although reading in Makassar Muhammadiyah University is taught until five semesters, there is no guarantee that the students did not make the errors in every question of reading TOEFL Prediction. All questions have the error, although the frequency and the percentage in every question is difference. Above all, A Stated Detail Question is one of the most type errors in Reading TOEFL Prediction. Therefore, in order to

improve the students' comprehension about Reading TOEFL, the students need to pay more attention to the aspect which is problem especially in this type of error.

3. **Factors that Influence the Students' Errors on Their Reading TOEFL Prediction.**

Learning a target language is different from one's mother tongue. When the second language learners make errors, they are demonstrating part of the natural process of language. In the process of learning a target language, it is possible that learners make some errors. Errors can be a good part of learning to make the students learn from it.

The findings of this research found that factors that influence the students' errors on their Reading TOEFL Predictions are unfamiliar vocabulary, time management and laziness or lack motivation. It has similar findings by Mauli (2014) that there are 25 students lack of vocabulary knowledge, 19 students lack of students' interest and poor reading strategy.

Moreover, this finding of the research also similar findings found by Sanford (2015) who found that the factors that affect the reading comprehension of secondary students with disabilities are vocabulary, working memory, prior knowledge, word recognition, reading strategies, intrinsic and extrinsic motivation, and study habits.

Understanding a lot of the passage of the reading is not easy especially for the students who studied about foreign language because the students might think that it is irreversible difficult with complicated and

long text. Indeed, most students' mindset reading is the most difficult skill to understand and must have good reading ability because it has a lot long passage and use academic words, so it makes them difficult to understand the meaning of the passage. That is why they think that they need more time to read the long passage because each passage consists of five to six questions, so the students sometime forget about the meaning of the passage when they read again the next question in Reading TOEFL Prediction test.

There are some ways to minimize the frequency of error that made by the students on their Reading TOEFL Prediction. The principal thing is the contribution from the lecturer. The lecturer should give some different method and strategies in teaching learning process. Giving long text and some questions about the passage on TOEFL in every week are very good to practice their ability of the students, so they can get many vocabularies and can be a habitual reader. Skimming and scanning method also useful to make them read the passage quickly and answer the questions without much time.

Then, join in English course can give many big contributions for students on their reading knowledge because the tutor explains the material deeply and give detail explanation until they understand. The students' taught some tricks to answer the questions quickly. Using tricks or strategies to answer Reading TOEFL is very useful.

There are some tricks or strategies such as be familiar with the directions and read the question firstly before read the passage so it does not spend too much time to read the passage. While, to solve the factor such unfamiliar or limited vocabulary, it can be minimized errors by read the sentence to check if it can make a reasonable guess. The most important is never leave any answer blank on your answer sheet. Moreover, by join the course, the students more comfortable and interested to study because they were not shy to ask about the material that they did not understand. The last contribution is come from the students' only to motivate them self and practice reading every day.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher would take conclusions as follows:

1. Errors that made by the students on their Reading TOEFL Prediction are errors in answering main idea question (54.37%), errors in answering stated detail question (66.96%), errors in finding unstated details (67.5%), errors in finding pronoun referents (17.5%), errors in answering implied detail question (66.42%), errors in answering transition question (76.25%), errors in finding definitions from structural clues (65.69%) and errors in determining where specific information is found (62.5%).

2. Dominant errors made by the students on their Reading TOEFL Prediction are on number 40, that is error in answering stated detail question with the frequency of error is 36 and the percentage of error is 90%.

3. Factors that influence the students' errors on their Reading TOEFL Prediction are unfamiliar vocabulary, time management and laziness or lack motivation.

B. Suggestions

Based on the conclusion, the researcher gave some suggestions as follow:

1. For the lecturer, this research analyze about the TOEFL Prediction especially in Reading comprehension skill. Therefore, the lecturer should help the students to improve their reading skill in their study during five semesters, so the students can answer the Reading TOEFL well, such as ask them to practice reading every week or give them some strategies to make them answer some reading test quickly. The lecturer also should use the different method in teaching reading in order to take the students' interest and motivation in reading.

2. The students' should practice TOEFL Prediction test especially in Reading comprehension section 3. Moreover, the students should pay attention more for the dominant errors that they made on their Reading TOEFL Prediction.

3. The university should held the TOEFL test for three until four times to the students in English Education Department to measure the students' skill especially in reading skill so that everything that they got during five semesters can be looked the result in the TOEFL test, even though TOEFL have not taught in the university as one course yet.

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APPENDICES

Appendix 1

The Frequency of Errors of All Items Numbers

No.	Type of Errors	Item Number	Frequency	Percentage
1.	Answering Main Idea Question	1	18	45%
2.	Answering Implied Detail Question	2	21	52.5%
3.	Finding Pronoun Referents	3	7	17.5%
4.	Answering Implied Detail Question	4	23	57.5%
5.	Finding Definitions from Structural Clues	5	21	52.5%
6.	Answering Stated Detail Question	6	24	60%
7.	Finding Definitions from Structural Clues	7	24	60%
8.	Answering Stated Detail Question	8	12	30%
9.	Finding Definitions from Structural Clues	9	27	67.5%
10.	Answering Stated Detail Question	10	21	52.5%
11.	Answering Main Idea Question	11	18	45%
12.	Finding Definitions from	12	33	82.5%

	Structural Clues			
13.	Answering Main Idea Question	13	23	57.5%
14.	Finding Definitions from Structural Clues	14	24	60%
15.	Answering Stated Detail Question	15	26	65%
16.	Finding Definitions from Structural Clues	16	14	35%
17.	Answering Stated Detail Question	17	26	65%
18.	Finding Definitions from Structural Clues	18	32	80%
19.	Answering Implied Detail Question	19	22	55%
20.	Answering Transition Question	20	31	77.5%
21.	Answering Stated Detail Question	21	34	85%
22.	Finding Definitions from Structural Clues	22	30	75%
23.	Answering Implied Detail Question	23	33	82.5%
24.	Finding Unstated Details	24	29	72.5%
25.	Answering Stated Detail	25	24	60%

	Question			
26.	Answering Implied Detail Question	26	34	85%
27.	Finding Definitions from Structural Clues	27	23	57.5%
28.	Finding Definitions from Structural Clues	28	32	80%
29.	Determine Where Specific Information is Found	29	21	52.5%
30.	Answering Main Idea Question	30	28	70%
31.	Finding Definitions from Structural Clues	31	25	62.5%
32.	Finding Definitions from Structural Clues	32	31	77.5%
33.	Answering Implied Detail Question	33	25	62.5%
34.	Answering Stated Detail Question	34	24	60%
35.	Finding Definitions from Structural Clues	35	30	75%
36.	Answering Stated Detail Question	36	26	65%
37.	Answering Stated Detail Question	37	25	62.5%

38.	Finding Definitions from Structural Clues	38	16	40%
39.	Answering Stated Detail Question	39	33	82.5%
40.	Answering Stated Detail Question	40	36	90%
41.	Answering Stated Detail Question	41	31	77.5%
42.	Finding Unstated Details	42	25	62.5%
43.	Finding Definitions from Structural Clues	43	29	72.5%
44.	Answering Implied Detail Question	44	28	70%
45.	Finding Definitions from Structural Clues	45	31	77.5%
46.	Finding Definitions from Structural Clues	46	23	57.5%
47.	Answering Stated Detail Question	47	33	82.5%
48.	Finding Definitions from Structural Clues	48	28	70%
49.	Determine Where Specific Information is Found	49	29	72.5%
50.	Answering Transition Question	50	30	75%

Appendix 2

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

SECTION 3
READING COMPREHENSION
Time—55 minutes
(including the reading of the directions)
Now set your clock for 55 minutes.

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

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

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

Read the following passage:

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

Example I	Sample Answer
To what did John Quincy Adams devote his life?	Ⓐ ● Ⓒ Ⓓ

(A) Improving his personal life
(B) Serving the public
(C) Increasing his fortune
(D) Working on his private business

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

| Example II	Sample Answer
In line 4, the word "unswerving" is closest in meaning to	Ⓐ Ⓑ ● Ⓓ

(A) moveable
(B) insignificant
(C) unchanging
(D) diplomatic

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

Now begin work on the questions.

GO ON TO THE NEXT PAGE ▶

COMPLETE TEST (Paper)
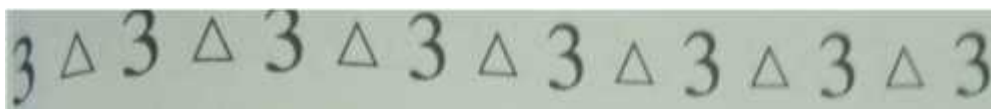
Questions 1-10

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

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

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

1. The topic of this passage is

   (A) the largest land animals
   (B) the derivations of animal names
   (C) the characteristics of the hippo
   (D) the relation between the hippo and the whale

2. It can be inferred from the passage that the rhinoceros is

   (A) smaller than the hippo
   (B) equal in size to the elephant
   (C) a hybrid of the hippo and the elephant
   (D) one of the two largest types of land animals

3. The possessive "Its" in line 2 refers to

   (A) hippopotamus
   (B) elephant
   (C) rhinoceros
   (D) horse

4. It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is

   (A) simpler to pronounce
   (B) scientifically more accurate
   (C) the original name
   (D) easier for the animal to recognize

5. The word "float" in line 4 is closest in meaning to

   (A) sink
   (B) drift
   (C) eat
   (D) flap

6. According to the passage, what is the maximum time that hippos have been known to stay underwater?

   (A) Three minutes
   (B) Five minutes
   (C) Thirty minutes
   (D) Ninety minutes

7. The expression "has relatively little in common" in line 7 could best be replaced by

   (A) has few interactions
   (B) is not normally found
   (C) has minimal experience
   (D) shares few similarities

8. The passage states that one way in which a hippo is similar to a whale is that

   (A) they both live on the bottoms of rivers
   (B) they both have blowholes
   (C) they are both named after horses
   (D) they both breathe underwater

9. The word "blubber" in line 10 is closest in meaning to

   (A) fat
   (B) metal
   (C) water
   (D) skin

10. The passage states that the hippo does not

   (A) like water
   (B) resemble the whale
   (C) have a protective coating
   (D) have much hair

GO ON TO THE NEXT PAGE

Questions 11–19

John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in France and studied art under French artist Jacques-Louis David. After settling on his father's Pennsylvania estate at the age of eighteen, he first began to study and paint birds.

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

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

11. This passage is mainly about

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

12. The word "foremost" in line 1 is closest in meaning to

    (A) prior
    (B) leading
    (C) first
    (D) largest

13. In the second paragraph, the author mainly discusses

    (A) how Audubon developed his painting style
    (B) Audubon's involvement in a mercantile business
    (C) where Audubon went on his excursions
    (D) Audubon's unsuccessful business practices

14. The word "mode" in line 7 could best be replaced by

    (A) method
    (B) vogue
    (C) average
    (D) trend

15. Audubon decided not to continue to pursue business when

    (A) he was injured in an accident at a grist mill
    (B) he decided to study art in France
    (C) he was put in prison because he owed money
    (D) he made enough money from his paintings

16. The word "pursue" in line 11 is closest in meaning to

    (A) imagine
    (B) share
    (C) follow
    (D) deny
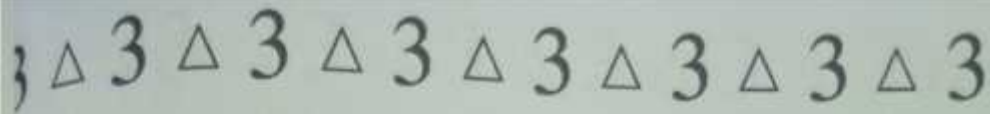
17. According to the passage, Audubon's paintings

(A) were realistic portrayals
(B) used only black, white, and gray
(C) were done in oils
(D) depicted birds in cages

18. The word "support" in line 13 could best be replaced by

(A) tolerate
(B) provide for
(C) side with
(D) fight for

19. It can be inferred from the passage that after 1839 Audubon

(A) unsuccessfully tried to develop new businesses
(B) continued to be supported by his wife
(C) traveled to Europe
(D) became wealthy

GO ON TO THE NEXT PAGE

Questions 20–29

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

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

20. The paragraph preceding the passage most probably discusses

(A) the causes of schizophrenia
(B) multiple personality disorder
(C) the most common mental disorder
(D) possible cures for schizophrenia

21. Which of the following is true about schizophrenia and multiple personality disorder?

(A) They are relatively similar.
(B) One is a psychological disorder, while the other is not.
(C) Many people mistake one for the other.
(D) Multiple personality disorder occurs more often than schizophrenia.

22. "Disorder" in line 3 is closest in meaning to which of the following?

(A) Disruption
(B) Untidiness
(C) Misalignment
(D) Disease

23. It can be inferred from the passage that a "schism" is

(A) a division into factions
(B) a mental disease
(C) a personality trait
(D) a part of the brain

24. What is NOT true about schizophrenia, according to the passage?

(A) It is characterized by separate and distinct personalities.
(B) It often causes withdrawal from reality.
(C) Its symptoms include illogical thought patterns.
(D) Its victims tend to hear voices in their minds.

25. According to the passage, how do schizophrenics generally relate to their families?

(A) They are quite friendly with their families.
(B) They become remote from their families.
(C) They have an enhanced ability to understand their families.
(D) They communicate openly with their families.

26. It can be inferred from the passage that it would be least common for schizophrenia to develop at the age of

(A) fifteen
(B) twenty
(C) twenty-five
(D) thirty

GO ON TO THE NEXT PAGE

The word "onset" in line 11 is closest in meaning to

(A) start
(B) medication
(C) effect
(D) age

The word "abnormal" in line 11 is closest in meaning to

(A) unstable
(B) unregulated
(C) uncharted
(D) unusual

29. Where in the passage does the author explain the derivation of the term "schizophrenia"?

(A) Lines 3-5
(B) Lines 5-6
(C) Lines 9-10
(D) Lines 11-13

Questions 30-39

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

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

30. The best title for this passage would be

(A) The Size of the Bristlecone Pine
(B) Three-Hundred-Year-Old Forests
(C) The Wonders of the Ancient World
(D) An Amazingly Enduring Tree

31. The word "estimate" in line 2 is closest in meaning to

(A) measure
(B) approximate
(C) evaluate
(D) view

32. The expression "in the neighborhood of" in lines 2-3 could best be replaced by

(A) of approximately
(B) on the same block as
(C) with the friendliness of
(D) located close to

33. It can be inferred from the passage that most people

(A) are quite accurate in their estimates of the ages of trees
(B) have two to three hundred trees in their neighborhoods
(C) do not really have any idea how old the oldest trees on Earth are
(D) can name some three-hundred-year-old trees

34. According to the passage, approximately how old are the oldest trees on Earth?

(A) Two hundred years old
(B) Three hundred years old
(C) Five hundred years old
(D) Five thousand years old

35. The word "venerable" in line 6 is closest in meaning to which of the following?

(A) Ancient
(B) Incredible
(C) Towering
(D) Unrecognizable
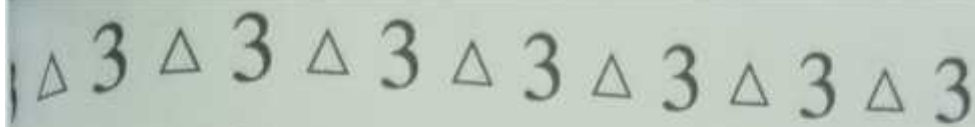
The author mentions the Egyptian pyramids as an example of something that is

(A) far away
(B) believed to be strong
(C) extremely tall
(D) known to be old

Which of the following is true about the bristlecone pine?

(A) It is as tall as the great pyramids.
(B) It is never more than five meters in height.
(C) It is short in comparison to many other trees.
(D) It can be two to three hundred feet tall.

38. The word "inclement" in line 10 could best be replaced by

(A) sunny
(B) bad
(C) unusual
(D) strong

39. The passage states that resin

(A) assists the tree trunks to develop
(B) is found only in the bristlecone pine
(C) flows from the branches to the tree trunk
(D) helps stop rot from starting

GO ON TO THE NEXT PAGE

Questions 40-50

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

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

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

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

40. According to the passage, Giannini

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

41. Where did Giannini open his first bank?

    (A) In New York City
    (B) In what used to be a bar
    (C) On Washington Street Wharf
    (D) On a makeshift desk

42. According to the passage, which of the following is NOT true about the San Francisco earthquake?

    (A) It happened in 1906.
    (B) It occurred in the aftermath of a fire.
    (C) It caused problems for Giannini's bank.
    (D) It was a tremendous earthquake.

43. The word "raging" in line 8 could best be replaced by

    (A) angered
    (B) localized
    (C) intense
    (D) feeble

44. It can be inferred from the passage that Giannini used crates of oranges after the earthquake

    (A) to hide the gold
    (B) to fill up the wagons
    (C) to provide nourishment for his customers
    (D) to protect the gold from the fire

45. The word "chaos" in line 10 is closest in meaning to

    (A) legal system
    (B) extreme heat
    (C) overdevelopment
    (D) total confusion
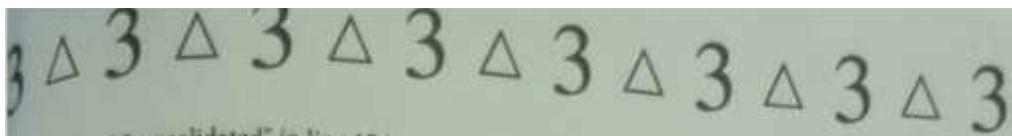
The word "consolidated" in line 17 is closest in meaning to

(A) hardened
(B) merged
(C) moved
(D) sold

The passage states that after his retirement, Giannini

(A) began selling off banks
(B) caused economic misfortune to occur
(C) supported the bank's new management
(D) returned to work

The expression "weathered the storm of" in line 23 could best be replaced by

(A) found a cure for
(B) rained on the parade of
(C) survived the ordeal of
(D) blew its stack at

49. Where in the passage does the author describe Giannini's first banking clients?

(A) Lines 2-5
(B) Lines 7-8
(C) Lines 12-13
(D) Lines 14-16

50. The paragraph following the passage most likely discusses

(A) bank failures during the Great Depression
(B) a third major crisis of the Bank of America
(C) the international development of the Bank of America
(D) how Giannini spent his retirement

This is the end of Section 3.

(STOP) (STOP) (STOP) (STOP) (STOP) (STOP) (STOP)

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

Appendix 3

SECTION 3
READING COMPREHENSION
COMPLETE TEST (PAPER)

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

Appendix 4

DOCUMENTATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 /860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

بِسْــــمِ اللَّـهِ الرَّحمن الرَّحيْـــمِ

PERSETUJUAN JUDUL

Judul skripsi yang di ajukan oleh saudara:

Nama	:	**NURBAETI BASRI**
Stambuk	:	**10535 5406 13**
Jurusan	:	**Pendidikan Bahasa Inggris**
Dengan Judul	:	**Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University**

Setelah diperiksa/teliti telah memenuhi persyaratan untuk diproses.Adapun pembimbing atau konsultan yang diusulkan untuk pertimbangan oleh Bapak Dekan/Pembantu Dekan I adalah:

Pembimbing : 1. Dr. Syamsiarna Nappu, M.Pd.
2. Nunung Anugrawati, S.pd., M.pd.

Makassar, Mei 2017

Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977/807

بســـم الله الرحمن الرحيـــم

PERSETUJUAN JUDUL

Judul skripsi yang di ajukan oleh saudara:

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Pembimbing : 1. Dr. Syamsiarna Nappu, M.Pd.
2. **Nunung Anugrawati, S.pd., M.pd.**

Makassar, Mei 2017

Approved by:
Head of English Education
Department

Umi Khaerati Syam, S.Pd.,M.Pd
NBM: 927 807

بِسْــــمِ اللّٰـه الرّحمٰن الرّحيـــمِ

Nomor	:	1202/FKIP/SKR/A.4-II/V/1438/2017
Lampiran	:	1 (Satu) Lembar
Hal	:	Pembimbing Konsultan Proposal Penelitian

Kepada Yang Terhormat,
Bapak/Ibu: **1. Dr. Syamsiarna Nappu, M.Pd.**
2. Nunung Anugrawati, S.pd., M.pd.

Di –

Tempat

Berdasarkan Persetujuan Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar tanggal, 12 Mei 2017 perihal seperti tersebut diatas maka kami harapkan bapak/ibu memberikan bimbingan selama proses penyelesaian skripsi mahasiswa tersebut dibawah ini:

Nama	:	**NURBAETI BASRI**
Stambuk	:	10535 5406 13
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)**

Demikian disampaikan, atas kesediaan dan kerjasamanya diucapkan terima kasih

Makassar, Mei 2017
Dekan,
Fakultas Keguruan dan Ilmu Pendidikan

Erwin Akib, M.Pd.,Ph.D
NBM: 860 934

بســــم اللّه الرّحمن الرّحيـــم

Nomor : 1202/FKIP/SKR/A.4-II/V/1438/2017
Lampiran : 1 (Satu) Lembar
Hal : Pembimbing Konsultan Proposal Penelitian

Kepada Yang Terhormat,
Bapak/Ibu : 1. Dr. Syamsiarna Nappu, M.Pd.
2. **Nunung Anugrawati, S.pd., M.pd.**

Di –

Tempat

Berdasarkan Persetujuan Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar tanggal, 12 Mei 2017 perihal seperti tersebut diatas maka kami harapkan bapak/ibu memberikan bimbingan selama proses penyelesaian skripsi mahasiswa tersebut dibawah ini:

Nama : **NURBAETI BASRI**
Stambuk : 10535 5406 13
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)**

Demikian disampaikan, atas kesediaan dan kerjasamanya diucapkan terima kasih

Makassar, Mei 2017
Dekan,
Fakultas Keguruan dan Ilmu Pendidikan

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

بســـم اللـه الرحمن الرحيـــم

Nomor : 0125/BG-FKIP/C/V/1437/2017
Hal : **Kesediaan Sebagai Pembimbing Skripsi**

Kepada Yang Terhormat,
Bapak/Ibu Dosen Pendidikan Bahasa Inggris
    di
        Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh.
Teriring salam dan doa semoga segala aktivitas kita senantiasa bernilai ibadah di sisi Allah Swt.

Dengan hormat kami meminta kesediaan bapak/ibu dosen untuk menjadi Pembimbing Skripsi atas nama mahasiswa yang tercantum di bawah ini :

Nama   : Nurbaeti Basri
NIM   : 10535 5406 13
Judul Skripsi   : Analyzing Students' Errors in Answering Reading TOEFL Prediction at the Last Year Students of English Education Department of Makassar Muhammadiyah University

Nama Pembimbing	Tanda Tangan Pembimbing
Pembimbing 1. Dr. Syamsiarna Nappu, M.Pd.	
Pembimbing 2. Nunung Anugrawati, S.Pd., M.Pd.	

Demikian surat ini disampaikan. Atas kerjasamanya di ucapkan terimah kasih
Wassalamu Alaikum Wr.Wb.

Mengetahui
Ketua Prodi Pendidikan Bahasa Inggris

Ummi Khaerati Syam, S.Pd.,M.Pd
NBM 977 807

Terakreditasi Institusi
BAN-PT

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor : 1578/FKIP/A.1-II/IX/1439/2017
Lampiran : 1 (Satu) Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah

Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang

namanya di bawah ini :

Nama : **NURBAETI BASRI**
NIM : 10535 5406 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin II

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

Dengan judul : **Students' Error Analysis on Their Reading TOEFL**
Prediction (*A Descriptive Study at the Seventh Semester*
Students of English Education Department of Makassar
Muhammadiyah University)

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, September 2017

Dekan,

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

بسم الله الرحمن الرحيم

Nomor : 2326/Izn-05/C.4-VIII/X/39/2017
Lamp : 1 (satu) rangkap Proposal
Hal : Izin Penelitian

23 Muharram 1438 H.
13 Oktober 2017 M

Kepada Yth,
Saudara : **NURBAETI BASRI**
Nomor Pokok : 105 35 5406 13
Program Studi : **Pendidikan Bahasa Inggris**
Di –

Tempat

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan, nomor : 1578/FKIP/A.1-II/X/1439/2017 tanggal 13 Oktober 2017, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Observasi Lapangan / Penelitian / Pengambilan data dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul:

"**Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Departemen of Makassar University**"

Yang akan dilaksanakan dari tanggal 14 Oktober s/d 14 Desember 2017

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

والسلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan, MP.
NBM 101 7716

Tembusan yth;
1. Rektor Unismuh Makassar
2. Dekan Fakultas dalam Lingkungan Unismuh Makassar
3. Arsip

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor : 1607/FKIP/05/A.5-VI/XI/1439/2017

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	: NURBAETA BASRI
NIM	: 10535 5406 13
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2017/2018 terhitung sejak 14 Oktober s/d 14 Desember 2017 dalam rangka penyusunan skripsi dengan judul:

"Students' Error analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

17 Safar 1439 H
Makassar ,----------------------------
06 November 2017 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, S. Pd, M.Pd. Ph.D
NBM. 860 934

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : **Nurbaeti Basri**

NIM   : **10535 5406 13**

Judul Penelitian   : *"Students' Error Analysis on Their Reading TOEFL Prediction (A Descriptive Study at the Seventh Semester of English Education Department of Muhammadiyah University of Makassar)"*

Tanggal Ujian Proposal   : 15 September 2017

Tempat/Lokasi Penelitian   : Muhammadiyah University of Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	Jumat, 03-11-2017	Pembagian Test Reading TOEFL	Awalia Azis, S.pd.M.pd	
2	Sabtu, 04-11-2017	Pembagian Test Reading TOEFL	Awalia Azis, S.pd.M.pd	
3	Sabtu, 04-11-2017	Pembagian Test Reading TOEFL	Awalia Azis, S.pd.M.pd	
4				
5				
6				
7				
8				
9				
10				

..................................2017

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Erwin Akib, M.Pd

CURRICULUM VITAE

Nurbaeti Basri is a student of English Department of Makassar Muhammadiyah University. She was born on April 05th, 1996 in Pangkajene. She is the fourth child of marriage between Basri and Bungalia. She has 1 sister and 2 brothers (Juslinda Bismah, Muh. Fauzan Basri and Muh. Yusran Basri).

In 2001, she started in Elementary school at SDN 27 Samaelo, graduated in 2007. Then, she continued her study at SMPN 1 Bungoro and graduated in 2010. After that, she continued her Senior High School at SMAN 2 Pangkajene (Now SMAN 11 Pangkep) and graduated in 2013. The next year, she was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of her study, she could finished her thesis in 2018 entitle "*Students' Error Analysis on Their Reading TOEFL Prediction Test (A Descriptive Study at the Seventh Semester Students of English Education Department of Makassar Muhammadiyah University)*"