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LAPORAN PENELITIAN

KAJIAN TENTANG PENGARUH SEKOLAH ASAL TERHADAP EFEKTIFITAS PENGAJARAN BAHASA INGGRIS DI JURUSAN PENDIDIKAN BAHASA INGGRIS FPBS IKIP PADANG



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Oleh :

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(Ketua Tim Peneliti)

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WILK UPT PERPUSTAKAAN
IKIP PADANG

**KAJIAN TENTANG PENGARUH SEKOLAH ASAL TERHADAP
EFEKTIFITAS PENGAJARAN BAHASA INGGRIS
DI JURUSAN PENDIDIKAN BAHASA INGGRIS
FPBS IKIP PADANG**

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UPT PERPUSTAKAAN
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ABSTRAK

Judul : *Kajian tentang Hubungan Sekolah Asal dengan Efektifitas Pengajaran Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.*

Peneliti : *Dr. Anas Yasin, M.A. dkk.*

Keberhasilan pengajaran bahasa Inggris ditentukan oleh berbagai macam faktor, diantaranya : fasilitas seperti fasilitas di sekolah, di tempat tinggal, di tempat tinggal teman, dan fasilitas di tempat tinggal sendiri.

Penelitian tentang keberhasilan mahasiswa Jurusan Pendidikan Bahasa Inggris sehubungan dengan fasilitas belum pernah dilakukan. Karena itu penelitian tersebut perlu dilakukan.

Diduga terdapat korelasi antara sekolah asal dan fasilitas. Sekolah yang terletak di ibu kota Provinsi mempunyai fasilitas lebih baik dari pada sekolah yang terletak di ibu kota Kabupaten dan fasilitas di kota Kabupaten lebih baik dari fasilitas yang ada di Desa.

Dugaan yang kedua ialah bahwa fasilitas mempunyai korelasi dengan hasil belajar bahasa Inggris selama di Sekolah Lanjutan Tingkat Atas* [SLTA]

Ketiga, hasil belajar mahasiswa tingkat akhir Jurusan Pendidikan Bahasa Inggris tidak lagi berkorelasi dengan sekolah asal, karena mereka memperoleh fasilitas dan proses belajar yang sama di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.

Keempat, hasil belajar mahasiswa tingkat awal, juga tidak berkorelasi dengan hasil belajar mahasiswa tingkat akhir dengan alasan yang sama, seperti yang disebutkan pada butir ketiga di atas. Dari 60 mahasiswa tingkat I dipilih secara acak 36 mahasiswa dan dari 70 mahasiswa tingkat IV diambil 30 mahasiswa.

Desain penelitian ini adalah korelasi, yaitu melihat korelasi antara :

1. Sekolah asal dengan fasilitas;
2. Fasilitas dengan hasil belajar mahasiswa tingkat awal;
3. Hasil belajar mahasiswa tingkat akhir dengan sekolah asal; dan
4. Hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir;

Untuk menjanging informasi tentang fasilitas dipergunakan angket, sedangkan untuk melihat hasil belajar digunakan test profisiensi bahasa Inggris [Structure, Reading dan Vocabulary].

Dari hasil penelitian, diperoleh bahwa :

- (1) Terdapat korelasi antara sekolah asal dengan fasilitas. Ini berarti bahwa sekolah yang berada di Ibu Kota Provinsi mempunyai fasilitas yang lebih baik dari pada fasilitas di kota kabupaten dan fasilitas di sekolah kota kabupaten lebih baik dari pada fasilitas di desa.
- (2) Terdapat korelasi antara fasilitas di sekolah asal dengan hasil belajar mahasiswa tingkat awal. Ini dapat diinterpretasikan bahwa, fasilitas berhubungan secara positif dengan hasil belajar mahasiswa tingkat awal.
- (3) Korelasi antara hasil belajar mahasiswa tingkat akhir dengan sekolah asal tidak signifikan. Ini berarti bahwa tidak terdapat lagi hubungan antara sekolah asal dengan hasil belajar mahasiswa tingkat akhir karena mereka telah memperoleh fasilitas dan proses belajar yang sama selama belajar di Jurusan Pendidikan Bahasa Inggris FPBS - IKIP Padang.
- (4) Tidak terdapat korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir. Ini berarti bahwa sekolah asal dan fasilitas yang ada di sekolah asal tidak lagi mempunyai hubungan dengan hasil belajar mahasiswa tingkat akhir.

Dapat di simpulkan bahwa :

- [a] Tidak terdapat hubungan antara pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS - IKIP Padang dengan fasilitas yang ada di sekolah asal.
- [b] Sejauh tidak terdapat korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir, dapat di interpretasikan bahwa pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS - IKIP Padang, mempengaruhi hasil belajar mahasiswanya, namun seberapa jauh pengaruh tersebut membutuhkan penelitian lanjutan;

PENGANTAR

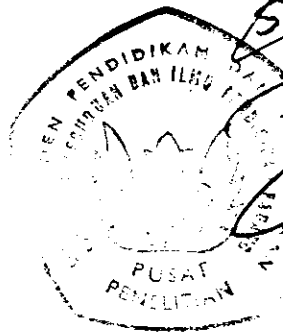
Penelitian merupakan salah satu karya ilmiah di perguruan tinggi. Karya ilmiah ini harus dilaksanakan oleh dosen IKIP Padang dalam rangka meningkatkan mutu, baik sebagai dosen maupun sebagai peneliti.

Oleh karena itu, Pusat Penelitian IKIP Padang berusaha mendorong dosen/peneliti untuk melakukan penelitian sebagai bagian dari kegiatan akademiknya. Dengan demikian mutu dosen/peneliti dan hasil penelitiannya dapat ditingkatkan.

Akhirnya saya merasa gembira bahwa penelitian ini telah dapat diselesaikan oleh peneliti dengan melalui proses pemeriksaan dari Tim Penilai Usul dan Laporan Penelitian Puslit IKIP Padang.

Padang, Januari 1993

Kepala Pusat Penelitian
IKIP Padang,



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BAB I**PENDAHULUAN****A. Latar Belakang**

Bahasa Inggris merupakan satu-satunya bahasa asing yang wajib dipelajari dari Sekolah Menengah Tingkat Pertama sampai Sekolah Menengah Tingkat Atas. Pentingnya bahasa Inggris sudah tidak perlu dipertanyakan lagi. Bahasa Inggris merupakan bahasa internasional yang sangat diperlukan dalam komunikasi di segala bidang seperti pendidikan, perdagangan, pertanian, politeknik dan sebagainya. Dalam pendidikan dan pengajaran, bahasa Inggris merupakan alat untuk memperluas khasanah ilmu seseorang terutama dalam studi lanjutan di perguruan tinggi.

Berbagai usaha telah dilakukan untuk meningkatkan proses belajar-mengajar bahasa Inggris di SLTP dan SLTA, namun keberhasilan pengajaran tersebut masih diragukan. Disana-sini masih banyak keluhan tentang ketidak mampuan mahasiswa membaca buku teks berbahasa Inggris.

Keberhasilan pengajaran bahasa Inggris di SLTP dan SLTA ditentukan oleh bermacam-macam faktor seperti sarana, kurikulum, lingkungan, guru dan lain sebagainya. Di antara semua faktor tersebut, guru sebagai

pelaksana pendidikan diperkirakan paling besar pengaruhnya terhadap efektivitas pengajaran. Tisna Ami Djaya (1978:3) berpendapat bahwa dari titik manapun pembaharuan pendidikan hendak dimulai, satu hal yang sudah pasti faktor tenaga kependidikan harus menjadi perhatian utama .

Usaha-usaha yang telah dilakukan untuk meningkatkan kemampuan guru bahasa Inggris di antaranya adalah penataran, lokakarya, seminar, sanggar dan lain sebagainya. Semua usaha tersebut adalah in-service training yakni pendidikan dalam masa jabatan atau dalam masa tugas. Selanjutnya timbul pertanyaan bagaimanakah kemampuan guru sebelum diangkat sebagai guru atau dengan kata lain bagaimanakah kemampuan calon guru.

Untuk melihat kemampuan calon guru bahasa Inggris, perlu ditinjau efektivitas pengajaran bahasa Inggris di lembaga yang menghasilkan guru tersebut, yakni Jurusan Pendidikan Bahasa Inggris IKIP. Berbagai faktor mungkin mempengaruhi keberhasilan mahasiswa di antaranya intelegensi, motivasi, lingkungan, latar belakang pendidikan dan sebagainya.

Dalam hal latar belakang pendidikan, latar belakang sekolah asal diduga berpengaruh terhadap efektivitas pengajaran. Mahasiswa yang berasal dari SLTA di Ibu Kota Propinsi (IKP), Dalam Kota Kabupaten (DKK) dan Luar Kota Kabupaten(LKK) diduga mempunyai

kemampuan yang berbeda-beda ketika memasuki Jurusan Pendidikan Bahasa Inggris. Hal ini disebabkan perbedaan sarana yang tersedia pada ketiga lokasi tersebut. Setelah kuliah beberapa tahun di Jurusan Pendidikan Bahasa Inggris, apakah masukan yang berbeda akan tetap menghasilkan keluaran yang berbeda?. Dengan demikian apakah sekolah asal mahasiswa berpengaruh terhadap efektivitas pengajaran di Jurusan Pendidikan Bahasa Inggris?. Hal ini perlu diteliti karena jika asumsi di atas benar, maka perlu di pertimbangkan adanya satu proses pengajaran yang dapat mengatasi adanya perbedaan-perbedaan tersebut. Dengan demikian hendaknya dapat dicapai efektivitas maksimal mahasiswa meski dari sekolah asal yang berbeda. Semua ini adalah untuk dapat menghasilkan calon guru yang potensial, sehingga pengajaran bahasa Inggris di SLTP dan SLTA dapat mencapai sasarannya.

B. Ruang Lingkup dan Pembatasan Masalah.

Ruang lingkup penelitian ini adalah masalah pendidikan bahasa Inggris FPBS IKIP Padang. Sesuai dengan informasi yang diharapkan untuk melihat pengaruh sekolah asal mahasiswa, hasil belajar mahasiswa bahasa Inggris, penelitian ini dibatasi dengan variabel-variabel:

1. Hasil belajar mahasiswa pendidikan bahasa Inggris.
2. Latar belakang tempat asal sekolah yang di lihat dari 3 skop, antara lain:

Tempat asal sekolah; IKP (SLTA di Ibu Kota Provinsi), IKK (SLTA di Dalam Kota Kabupaten), dan LKK (Luar Kota Kabupaten).

C. Pengertian Istilah

Berikut ini dijelaskan pengertian istilah yang dipakai dalam penelitian ini:

1. Tempat asal sekolah; sekolah asal mahasiswa, yang pada umumnya (diasumsikan) berasal dari SLTA, sesuai dengan daerah asalnya masing-masing.
2. DKK adalah: SMA yang terletak dalam kota kabupaten.
3. LKK adalah: SMA yang terletak luar kota kabupaten.
4. IKP adalah: SMA yang terletak di Ibu kota provinsi.
5. Hasil belajar mahasiswa yang dapat dilihat dari hasil testtt yang diberikan.

D. Tujuan Penelitian.

Penelitian ini bertujuan untuk mengetahui efektivitas pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.

E. Asumsi Penelitian

1. Walaupun input mahasiswa Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang dipilih melalui saringan yang sama, namun terdapat hirarki kemampuan yang tinggi, rata-rata, dan rendah. Diasumsikan mahasiswa yang berasal dari IKP menempati hirarki tinggi, yang berasal dari DKK berhirarki rata, dan mahasiswa yang berasal dari LKK berhirarki rendah.
2. Kalau memang terdapat hirarki seperti pada butir 1, dapat dibuat generalisasi bahwa mahasiswa yang berada ditingkat IV sekarang sama keadaannya dengan mahasiswa tingkat I waktu mereka berada ditingkat I sebelumnya.

F. Hipotesis

1. Terdapat korelasi antara tempat asal dengan profisiensi bahasa Inggris mahasiswa tingkat I.
2. Kemampuan mahasiswa tingkat akhir tidak dipengaruhi oleh sekolah asal
3. Tidak terdapat perbedaan yang signifikan antara mahasiswa yang berasal dari SLTA di ibukota provinsi, luar kota kabupaten dan dalam kota kabupaten setelah belajar di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.
4. Tidak terdapat korelasi hasil belajar mahasiswa tingkat I selama di SLTA dengan hasil belajar mahasiswa

selama mereka belajar di Jurusan Pendidikan Bahasa Inggris.

G. Kegunaan Penelitian

Hasil penelitian ini diharapkan berguna bagi orang-orang yang terkait dalam bidang ini, seperti guru-guru bahasa Inggris di SLTA, dosen-dosen Jurusan Pendidikan Bahasa Inggris di IKIP dan instansi-instansi terkait untuk menyadari dan membenahi faktor luar yang akan mempengaruhi hasil belajar siswa dan mahasiswa.

BAB II

TINJAUAN KEPUSTAKAAN

Ada dua variabel yang diukur dalam penelitian ini. Variabel yang pertama adalah hasil belajar subjek selama mereka berada di SLTA berdasarkan perbedaan tempat asal sekolah, sedangkan variabel kedua adalah hasil belajar selama belajar di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang

Hubungan yang diteliti adalah pengaruh tempat asal SLTA terhadap hasil pengajaran di Jurdikbing FPBS IKIP Padang. Hakikat perbedaan tempat asal SLTA ialah asumsi dasar bahwa ada pengaruh lingkungan, baik lingkungan tempat asal SLTA maupun lingkungan selama berada di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.

Beberapa ahli ilmu jiwa perkembangan menyatakan bahwa hereditas dan lingkungan saling berinteraksi dalam perkembangan anak. Ini berarti bahwa perkembangan anak di pedesaan yang IQ-nya setara, akan berbeda dengan perkembangan anak di ibu kota kabupaten dan di ibu kota provinsi. Anak di ibu kota provinsi akan lebih baik perkembangannya dari anak di kota kabupaten dan pedesaan. Keadaan ini dapat kita gambarkan dengan skema berikut:

PERPUSTAKAAN
IKIP PADANG

IKP>DKK>LKK

IKP= Ibu kota provinsi

DKK= Dalam Kota Kabupaten

LKK= Luar Kota Kabupaten

Asumsi ini didasarkan pada teori ilmu jiwa perkembangan dan ilmu jiwa kognitif. Ada tiga pendapat tentang belajar: Pertama, pendapat yang mengatakan bahwa perkembangan dalam belajar ditentukan oleh hereditas, misalnya, seorang anak yang ditakdirkan dengan IQ rendah, perkembangan belajarnya pun terbatas pada kemampuan IQ-nya saja (Muller, 1974). Kedua, pendapat yang mengatakan bahwa perkembangan belajar ditentukan oleh pengalaman yang diperoleh anak dalam hidupnya. Dengan kata lain perkembangan anak ditentukan oleh lingkungannya, misalnya anak yang dilahirkan dengan IQ dan bakat yang tinggi, jika tidak dihadapkan pada pengalaman maka IQ dan bakat yang tinggi tidak akan berkembang (Bloom, 1964). Ketiga, pendapat yang mengatakan bahwa baik hereditas maupun lingkungan, mempengaruhi perkembangan belajar anak. Tidak ada perkembangan hereditas tanpa pengalaman dan tidak terjadi pengaruh pengalaman lingkungan tanpa hereditas yang baik (Terman, 1959).

Dalam penelitian ini peneliti melihat pengaruh lingkungan yang berbeda terhadap pelajaran bahasa Inggris mahasiswa tingkat I Jurusan Pendidikan Bahasa Inggris

FPBS IKIP Padang dengan melihat hasil belajar selama mereka berada di SLTA di tempat sekolah asal mereka. Peneliti berasumsi bahwa karena fasilitas yang berbeda secara umum antara sekolah yang ada di ibu kota provinsi, ibukota kabupaten, dan di luar ibu kota kabupaten, maka juga secara umum hasil belajar mereka akan berbeda. Dalam hal ini yang lebih ditekankan adalah perbedaan fasilitas sebagai alat untuk menghadapi anak pada pengalaman (Piaget, 1972). Diperkirakan buku-buku, perpustakaan, dan guru-guru yang berkualitas akan mempengaruhi hasil belajar anak. Diasumsikan keberadaan fasilitas yang baik mempunyai tingkat mulai dari ibu kota provinsi, ibu kota kabupaten, desa diluar kota kabupaten. Hasil belajar mereka di SLTA setelah mereka berada di awal semester I Jurusan Pendidikan Bahasa Inggris, dievaluasi dengan memberikan tes profisiensi bahasa Inggris. Hasil belajar ini dikorelasikan dengan tempat asal SLTA mahasiswa. Diasumsikan terdapat tingkat hasil belajar mulai dari yang rendah dari mahasiswa yang berasal dari LKK dan yang tertinggi dari mahasiswa yang berasal dari SLTA ibu kota provinsi (IKP).

Untuk melihat hasil belajar mahasiswa selama belajar di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang, peneliti memberikan tes profisiensi bahasa Inggris kepada mahasiswa tahun IV. Ini dapat dilakukan

dengan asumsi bahwa kalau terdapat hirarki untuk tahun I, ini berarti bahwa ketika mahasiswa tahun IV berada ditingkat I, profisiensi bahasa Inggris mereka juga mempunyai interaksi. Jadi hasil penelitian ini dapat digeneralisasikan untuk mahasiswa tahun IV. Dan mereka dibagi atas kelompok seperti mahasiswa tahun I, yaitu IKP, DKK, dan LKK. Dan individu pada masing-masing kelompok juga diklasifikasikan menurut IQ.

Diasumsikan hasil tes nanti tidak berkorelasi dengan hasil tes untuk mahasiswa tingkat I karena selama di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang, mahasiswa mendapatkan fasilitas belajar yang sama seperti materi pelajaran, perpustakaan, dan dosen. Sedangkan rentangan kemampuan mereka tidak terlalu jauh berbeda, karena UMPTN merupakan alat uji (seleksi mahasiswa) yang standar.

Jadi hasil tes pada tingkat I mencerminkan hirarki nilai mahasiswa. Karena mahasiswa baru saja meninggalkan SLTA yang berasal dari SLTA yang berbeda fasilitas, sedangkan hasil tes pada tahun IV tidak akan memperlihatkan korelasi dengan hirarki hasil tes pada tingkat I.

Sehubungan dengan pengajaran, peneliti tidak menekankan pada penilaian proses pengajaran, tetapi melihat hasil pengajaran yang tentu saja dipengaruhi

oleh banyak faktor fasilitas seperti materi, perpustakaan, dosen dan lain-lain.

Sejauh pengetahuan peneliti, penelitian tentang pengaruh tempat asal SLTA terhadap efektivitas pengajaran bahasa Inggris ini belum pernah diadakan.

BAB III
METODOLOGI PENELITIAN

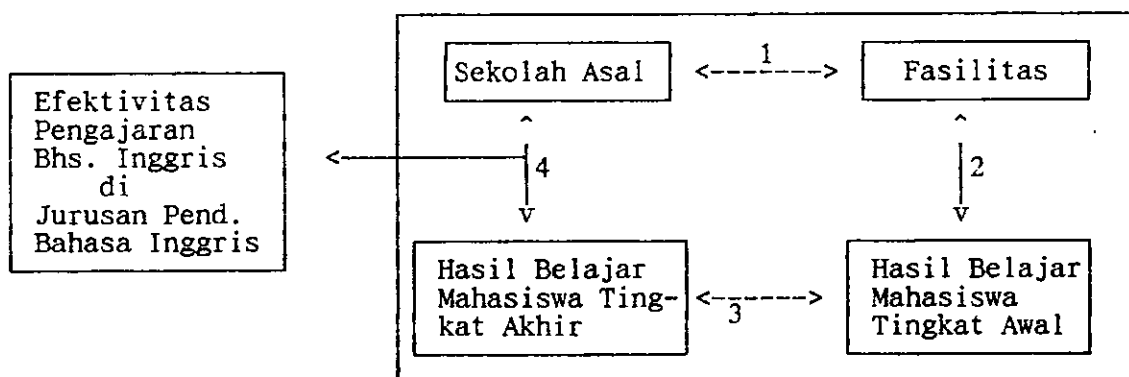
A. Desain Penelitian

Desain penelitian ini adalah korelasi, yaitu melihat korelasi antara:

1. Sekolah asal dengan fasilitas;
2. Fasilitas dengan hasil belajar mahasiswa tingkat awal;
3. Hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir; dan
4. Hasil belajar mahasiswa tingkat akhir dengan sekolah asal.

Dengan melihat korelasi-korelasi di atas dapat ditemukan hubungan sekolah asal dengan efektivitas pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.

Desain Penelitian ini dapat digambarkan dengan diagram berikut:



B. Populasi Penelitian

Populasi penelitian adalah mahasiswa Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang tahun ajaran 1989/1990 dan mahasiswa tahun ajaran 1992/1993.

C. Sampel Penelitian

Sampel penelitian ini adalah 30 mahasiswa BP 89/90 dan 36 mahasiswa BP 92/93 dengan menggunakan 'random sampling.'

D. Jenis Data dan Alat Pengumpul Data.

Semua data dalam penelitian ini adalah primer yang berbentuk.

1. Proficiency bahasa Inggris yang diambil langsung dari mahasiswa sampel. Data-data yang dikumpulkan diambil melalui tes.
2. Angket mengenai fasilitas belajar bahasa Inggris yang diisi oleh mahasiswa sampel.

E. Teknik Analisis Data

Masing-masing korelasi pada bagian A di atas dicari dengan formula, Pearson Product Moment.

$$r_{XY} = \frac{n \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Untuk mencari signifikansi masing-masing korelasi tersebut, r yang diperoleh dibandingkan dengan r tabel. Jika r hitung lebih besar dari r tabel, maka korelasi tersebut signifikan.

BAB IV

ANALISIS DATA

Dalam analisis data ada 4 hubungan yang dilihat. Hubungan-hubungan tersebut adalah: (1) korelasi antara sekolah asal dengan variabel fasilitas, (2) korelasi antara fasilitas dengan hasil belajar mahasiswa tingkat awal, (3) korelasi antara hasil belajar mahasiswa tingkat akhir dengan sekolah asal dan (4) korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir.

Diduga terdapat korelasi antara sekolah asal dan fasilitas. Sekolah yang terletak di ibu kota provinsi mempunyai fasilitas lebih baik dari pada sekolah yang terletak di ibu kota kabupaten dan fasilitas di kota kabupaten lebih baik dari fasilitas yang ada di desa.

Dugaan yang kedua ialah bahwa fasilitas mempunyai korelasi dengan hasil belajar Bahasa Inggris selama di Sekolah Lanjutan Tingkat Atas [SLTA].

Ketiga, hasil belajar mahasiswa tingkat akhir Jurusan Pendidikan Bahasa Inggris tidak lagi berkorelasi dengan sekolah asal, karena mereka memperoleh fasilitas dan proses belajar yang sama di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang.

Keempat, hasil belajar mahasiswa tingkat awal, juga tidak berkorelasi dengan hasil belajar mahasiswa

tingkat akhir dengan alasan yang sama, seperti yang disebutkan pada butir ketiga di atas. Dari 60 mahasiswa tingkat I dipilih secara acak 36 mahasiswa dan dari 70 mahasiswa tingkat IV diambil 30 mahasiswa.

Dugaan di atas direalisasikan dalam analisis korelasi yang menggunakan rumus Pearson Product Moment. Nilai r yang diperoleh kemudian dibandingkan dengan r tabel untuk melihat signifikansi korelasi tersebut. Jika r hitung lebih besar dari r tabel, maka korelasi tersebut signifikan, sebaliknya bila r hitung lebih kecil dari r tabel maka korelasi tersebut tidak signifikan.

A. Korelasi Antara Sekolah Asal dengan Fasilitas

Korelasi antara sekolah asal dengan fasilitas dapat dilihat melalui rumus berikut ini;

$$r_{x_1 y_1} = \frac{n \sum x_1 y_1 - (\sum x_1) (\sum y_1)}{\sqrt{[n \sum x_1^2 - (\sum x_1)^2][n \sum y_1^2 - (\sum y_1)^2]}}$$

r = Korelasi antara x_1 dan y_1

n = Jumlah sampel

x_1 = Variabel Sekolah Asal

y_1 = Variabel Fasilitas

$$= 36.235 - 76.104$$

$$\sqrt{[36.194 - (76^2)] [36.346 - (104)^2]}$$

$$= 8460 - 7904$$

$$\sqrt{[6984 - 5776] [12456 - 10815]}$$

$$= 556$$

$$\sqrt{(1208)(1641)}$$

$$= 556$$

$$\sqrt{1982328}$$

$$= 556$$

$$\sqrt{1407,9517}$$

$$= 0,395 \text{ (signifikan)}$$

Dari penghitungan di atas ditemukan bahwa variabel sekolah asal berkorelasi dengan variabel fasilitas. Untuk melihat signifikansi korelasi tersebut digunakan tabel r. Dari tabel r ditemukan bahwa, r hitung

(0,395) lebih besar dari pada r tabel, (0,329) dengan demikian korelasi tersebut signifikan.

B. Korelasi Antara Fasilitas dengan Hasil Belajar

Tingkat Awal

Korelasi antara fasilitas dengan hasil belajar mahasiswa tingkat awal dapat dilihat melalui

$$r_{X_2 Y_1} = \frac{n \sum x_2 y_1 - (\sum x_2) (\sum y_1)}{\sqrt{[n \sum x_2^2 - (\sum x_2)^2] [n \sum y_1^2 - (\sum y_1)^2]}}$$

$$\sqrt{[n \sum x_2^2 - (\sum x_2)^2] [n \sum y_1^2 - (\sum y_1)^2]}$$

r = Korelasi antara X_2 dan Y_1

X_2 = Variabel Hasil Belajar Mahasiswa Tingkat Awal

Y_1 = Fasilitas

n = Jumlah Sampel

$$= \frac{36.9761 - (3212)(104)}{\sqrt{[36.314088 - (3212)^2] [36.346 - (104)^2]}}$$

$$= \frac{351396 - 334048}{\sqrt{[11307168 - 10316944] [12456 - 10816]}}$$

$$= \frac{182348}{\sqrt{1000000}}$$

$$= \frac{182348}{1000} = 0,182348$$

$$\begin{aligned}
 &= \frac{17348}{\sqrt{[990224][1640]}} \\
 &= \frac{17348}{\sqrt{1\,623\,967\,360}} \\
 &= \frac{17\,348}{\sqrt{40298,47}} \\
 &= 0,430
 \end{aligned}$$

Dari penghitungan diatas ditemukan bahwa variabel fasilitas berkorelasi dengan variabel hasil belajar mahasiswa tingkat awal. Dari tabel r ditemukan bahwa, r hitung lebih besar dari r tabel, (0,329) dengan demikian korelasi tersebut signifikan.

C. Korelasi Hasil Belajar Mahasiswa Tingkat Akhir dengan Sekolah Asal

Korelasi hasil belajar mahasiswa tingkat akhir dengan sekolah asal dapat dilihat dari:

$$r_{X_1 Y_2} = \frac{n \sum X_1 Y_2 - (\sum X_1)(\sum Y_2)}{\sqrt{[n \sum Y_1^2 - (\sum X_1)^2][n \sum Y_2^2 - (\sum Y_2)^2]}}$$

$$\frac{30.3758 - (1878)(59)}{\sqrt{[30.122472 - (3526884)][30.129 - (59)^2]}}$$

r = Korelasi antara X_1 dan Y_2

X_1 = Variabel Sekolah Asal

Y_2 = Variabel Hasil Belajar Mahasiswa Tingkat Akhir

n = Jumlah Mahasiswa

$$= \frac{30.3758 - (1878)(59)}{\sqrt{[30.122472 - (3526884)][30.129 - (59)^2]}}$$

$$= \frac{112740 - 110802}{\sqrt{[3674160 - 3526884][3870 - 3481]}}$$

$$= \frac{1938}{\sqrt{[147276][389]}}$$

$$= \frac{1938}{\sqrt{57290364}}$$

$$= \frac{1938}{\sqrt{57290364}}$$

$$= 0,0338$$

$$\sqrt{57290364}$$

$$= 1938$$

$$\sqrt{7569,03}$$

$$= 0,2560$$

Dari penghitungan diatas ditemukan bahwa korelasi antara hasil belajar mahasiswa tingkat akhir dengan sekolah asal adalah: 0,256. Selanjutnya dari tabel r ditemukan bahwa r hitung lebih kecil dari r tabel (0,361). Dengan demikian korelasi tersebut tidak signifikan.

D. Korelasi Antara Hasil Belajar Mahasiswa Tingkat Awal dan Hasil Belajar Mahasiswa Tingkat Akhir

Korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir dapat dilihat melalui:

$$r_{X_2 Y_2} = \frac{n \sum x_2 y_2 - (\sum x_2) (\sum y_2)}{\sqrt{[n \sum x_2^2 - (\sum x_2)^2] [n \sum y_2^2 - (\sum y_2)^2]}}$$

r = Korelasi antara X_2 dan Y_1

X_2 = Variabel Hasil Belajar Mahasiswa Tingkat Awal

Y_2 = Hasil Belajar Mahasiswa Tingkat Akhir

n = Jumlah Sampel

$$\begin{aligned}
&= 30.174226 - (2790)(1878) \\
&\quad \sqrt{[30.268514 - (2790)^2][30.122472 - (1878)^2]} \\
&= \frac{5226780 - 5239620}{\sqrt{[8055420 - 7784100][3674160 - 3526884]}} \\
&= \frac{-12840}{\sqrt{[271320][147276]}} \\
&= \frac{-12840}{\sqrt{39958924320}} \\
&= \frac{-12840}{\sqrt{632130,7168}} \\
&= -0,0203
\end{aligned}$$

Dari penghitungan diatas ditemukan bahwa korelasi antara variabel hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir adalah - 0,0203. Nilai r yang di peroleh menunjukkan tidak terdapat korelasi antara kedua variabel tersebut.

BAB V
KESIMPULAN DAN SARAN

A. Kesimpulan

Dari hasil penelitian, diperoleh bahwa :

1. Terdapat korelasi antara sekolah asal dengan fasilitas. Ini berarti bahwa sekolah yang berada di ibu kota provinsi mempunyai fasilitas yang lebih baik dari pada fasilitas di kota kabupaten dan fasilitas di sekolah kota kabupaten lebih baik dari pada fasilitas di desa.
2. Terdapat korelasi antara fasilitas di sekolah asal dengan hasil belajar mahasiswa tingkat awal. Ini dapat diinterpretasikan bahwa, fasilitas berhubungan secara positif dengan hasil belajar mahasiswa tingkat awal.
3. Korelasi antara hasil belajar mahasiswa tingkat akhir dengan sekolah asal tidak signifikan. Ini berarti bahwa tidak terdapat lagi hubungan antara sekolah asal dengan hasil belajar mahasiswa tingkat akhir karena mereka telah memperoleh fasilitas dan proses belajar yang sama selama belajar di Jurusan Bahasa Inggris FPBS - IKIP Padang.

4. Tidak terdapat korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir. Ini berarti bahwa sekolah asal dan fasilitas yang ada di sekolah asal tidak lagi mempunyai hubungan dengan hasil belajar mahasiswa tingkat akhir.

Dapat disimpulkan bahwa :

- a. Tidak terdapat hubungan antara pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS IKIP Padang dengan fasilitas yang ada di sekolah asal.
- b. Sejauh tidak terdapat korelasi antara hasil belajar mahasiswa tingkat awal dengan hasil belajar mahasiswa tingkat akhir, dapat diinterpretasikan bahwa pengajaran bahasa Inggris di Jurusan Pendidikan Bahasa Inggris FPBS - IKIP Padang mempengaruhi hasil belajar mahasiswanya, namun seberapa jauh pengaruh tersebut membutuhkan penelitian lanjutan.

B. Saran

Sehubungan dengan temuan dalam penelitian ini, maka dapat dikemukakan beberapa saran berikut:

1. Peningkatan Fasilitas Sekolah Kabupaten

Karena fasilitas ternyata berhubungan secara positif dengan hasil belajar siswa SLTA maka fasilitas merupakan faktor yang perlu mendapat perhatian dalam proses belajar mengajar. Fasilitas kota kabupaten yang kurang memadai dibandingkan fasilitas ibukota provinsi merupakan salah satu penyebab lebih rendahnya hasil belajar bahasa Inggris pada sekolah kabupaten. Untuk mengatasi kesenjangan hasil belajar tersebut perlu disediakan fasilitas yang lebih memadai di kota kabupaten. Kepada para administrator SLTA di kabupaten diharapkan dapat mengalokasikan dana untuk pengadaan fasilitas pengajaran bahasa Inggris yang lebih memadai. Fasilitas tersebut mencakup antara lain labor bahasa, buku-buku teks, kaset dan alat bantu pengajaran bahasa.

2. Peningkatan fasilitas Pengajaran Bahasa Inggris di Sekolah-sekolah Secara Keseluruhan.

Dalam era informasi dan globalisasi jelas peranan bahasa Inggris sebagai bahasa internasional sangat vital. Oleh karena fasilitas berhubungan secara positif dengan hasil belajar bahasa Inggris, maka fasilitas pengajaran bahasa Inggris perlu ditingkatkan baik di kota kabupaten maupun ibukota provinsi.

3. Peningkatan jumlah penerimaan mahasiswa baru yang berasal dari kota kabupaten melalui PMDK.

Fasilitas SLTA di kota kabupaten tidak sebaik fasilitas SLTA di ibukota provinsi, sedangkan fasilitas berhubungan secara positif dengan hasil belajar. Maka dampak yang mungkin terjadi adalah nilai tes masuk perguruan tinggi lulusan SLTA yang berasal dari kota kabupaten lebih rendah dari yang berasal dari ibukota provinsi. Kesempatan mahasiswa lulusan SLTA kota kabupaten untuk memasuki perguruan tinggi lebih rendah dari pada lulusan SLTA ibukota provinsi. Ini mengakibatkan terjadinya kesenjangan masukan. Untuk ini disarankan agar penerimaan mahasiswa baru yang berasal dari kota kabupaten melalui PMDK ditingkatkan jumlahnya.

Lampiran I
Data Sekolah Asal Fasilitas dan Hasil Belajar
Mahasiswa Tingkat Awal (BP. 1992/ BP. 1993)

No. Kode	Sekolah Asal	Fasilitas Sekolah Asal	Hasil Belajar
1.	3	3	66
2.	2	3	90
3.	3	2	106
4.	1	2	95
5.	3	3	89
6.	3	3	93
7.	2	3	94
8.	3	3	117
9.	3	3	95
10.	3	4	115
11.	2	3	91
12.	3	4	109
13.	3	3	90
14.	2	2	90
15.	2	4	58
16.	1	2	76
17.	3	4	101
18.	3	3	93
19.	3	3	117
20.	1	3	82
21.	3	2	99
22.	3	4	71
23.	3	2	69
24.	1	3	117
25.	3	5	81
26.	3	3	77
27.	3	2	112
28.	3	3	96
29.	2	3	89
30.	1	2	123
31.	1	4	99
32.	2	5	66
33.	1	4	88
34.	2	3	113
35.	3	1	85
36.	3	2	<u>100</u>

Lampiran II
Data Hasil Belajar, Sekolah Asal
Mahasiswa BP. 1989/ BP. 1990

No. Kode.	Hasil Belajar	Sekolah Asal
=====		
1.	67	3
2.	87	2
3.	91	2
4.	78	3
5.	75	3
6.	52	2
7.	49	2
8.	70	2
9.	68	2
10.	91	2
11.	70	3
12.	65	3
13.	68	2
14.	42	3
15.	49	1
16.	45	1
17.	76	1
18.	63	2
19.	57	2
20.	66	2
21.	52	2
22.	58	2
23.	43	1
24.	74	1
25.	54	2
26.	46	1
27.	52	2
28.	54	2
29.	52	2
30.	64	1

Lampiran III
Tes Profisiensi Bahasa Inggris
Mahasiswa BP : 1992 / 1993

READING I

Tan Kong is a vegetable farmer who owns a small piece of land just outside Kuala Lumpur. Every morning he wakes up at five o'clock to take fresh vegetables to the Cheras market, which is eight miles away. As there are no buses running so early in the morning he has to use his bicycle. The morning air is cool and there are no cars or lorries on the road. Tan Kong return to his farm at about ten o'clock after having sold his vegetables. Some times he buys rice, tinned milk, sugar and other foodstuffs for the family.

After resting for a while he goes out to work in the fields. He digs the earth with a changkol and plants many kinds of vegetables. He fetches water from a well in the middle of his land and waters the plants. he harvests the vegetables when it is time to do so.

Tan Kong and his wife also rear poultry. They have chickens, ducks and turkeys. Three times a week his wife, Siew Han, takes the eggs to a shop in Kajang and brings home the money. Sometimes she goes shopping and buy shirts, shoes and other things for her husband and children.

Three are six children and all of them, except the youngest one, go to school in Cheras. The youngest boy, Ah Tat, is only four years old. He loves to play outside the house and he enjoys feeding the chickens and ducks. he waits for his brothers and sisters to return home after school as they always bring back some sweets for him to eat.

The children help their parents by doing some work. The eldest child, Mei Lin, often cooks the evening meal, while the other children wash and iron their own clothes. Often they help their father by watering the plants, collecting

vegetables and eggs, cleaning the drains around the house and burning the rubbish.

The family has an early dinner and the children study for at least two hours before going to bed. They do not have a television set although they own a small transistor.

The Tan family are not rich but they are happy and hard-working people.

1. Tan Kong wakes up
 - A. early.
 - B. late.
 - C. at noon.
 - D. at no particular hour.
2. Tan Kong carries his vegetables on his bicycle because
 - A. the bus is too slow.
 - B. bus services begin only later in the day.
 - C. he hates to spend money on bus fares.
 - D. he cannot afford the bus fare.
3. When Tan Kong goes to Cheras the road is
 - A. crowded.
 - B. full of cars.
 - C. quiet.
 - D. full of people.
4. What does he take to Cheras every morning?
 - A. ducks
 - B. eggs
 - C. clothes
 - D. vegetables
5. The foodstuffs he buys in Cheras are for
 - A. his neighbours.
 - B. selling to others.
 - C. home use
 - D. his friends.
6. Water is obtained from a
 - A. tap.
 - B. river.
 - C. well.
 - D. neighbour's house.

7. Ah Tat loves to
 - A. feed the poultry.
 - B. play with water
 - C. listen to the radio
 - D. go to school.
8. The children's clothes are washed and ironed by the
 - A. father.
 - B. mother.
 - C. children themselves.
 - D. washerwoman.
9. After their dinner the children
 - A. watch television.
 - B. fall asleep.
 - C. visit their friends.
 - D. study their lessons.

Tajuddin Ahmad is a medical student at the University kebangsaan. He used to live in a hostel in petaling jaya. Every morning after breakfast he would leave the hostel to attend lectures at the University. Tajuddin had a scooter which his father had bought for him on his twenty-first birthday. Tajuddin enjoyed riding fast on his scooter.

He never used buses or taxis as he was very fond of his scooter. He used to spend at at least one hour every evening going round the town either visiting his friends or calling on the nurses, doctors and patients in the hospital.

One day Tajuddin was returning from the hospital. He was riding very fast. there was a stationary lorry at the side of the road but Tajuddin did not notice it. When he saw the lorry it was too late. He crashed into it and fell on the ground. A passing motorist took him in his vehicle to the hospital. The doctors and nurses who were his friends were able to save his life but Tajuddin had to stay in the hospital for nearly eight months. He felt very sorry that he had to miss his medical examination that year. He promised his parents that he would be more careful in future. He made up his mind not to ride scooters anymore but to buy a small car.

10. Tajuddin used to leave the hostel.... breakfast.
 - A. Without
 - B. in order to have
 - C. to buy
 - D. having had
11. The scooter that Tajuddin owned was
 - A. borrowed
 - B. his father's
 - C. bought by him
 - D. a gift
12. How do we know that Tajuddin liked his scooter very much?
 - A. He was always talking about it to his friends
 - B. He never used any other means of transport
 - C. He cleaned it every day
 - D. He used to ride it at great speed
13. We know that just before the accident Tajuddin had been at.
 - A. the hospital
 - B. a friend's house
 - C. the students' hostel
 - D. the nurses' hostel
14. We are told that the lorry was .
 - A. carrying stationery
 - B. moving towards Tajuddin
 - C. in the middle of the road
 - D. parked by the side of the road
15. Tajuddin was taken to the hospital in.
 - A. a lorry
 - B. a motor-car
 - C. an ambulance
 - D. a trishaw
16. Tajuddin felt sad because
 - A. he was advised not to ride a scooter anymore
 - B. he failed his examination
 - C. he could not sit for his examination
 - D. his parents were angry with him

One morning three men armed with pistols entered the Bank of Commerce in Jalan Rahang, Seremban. They hit the watchman, Ajit Singh, with an iron rod and he fell on to the floor. One of the men rushed to the cashier and ordered her

to hand over all the money. The cashier, Miss Loh Sze Nee, had with her over \$20,000 as it was day-pay for the staff of many factories and firms in Seremban. There were a few customers in the bank and they were asked to raise their hands and to face the wall. Within a few minutes the three men had packed all the money into a small suitcase and they rushed out of the bank, warning the people not to move for five minutes. The gang then got into a black Datsun car and drove off. The number of the car was noted by an office boy who saw the men drive away, while he was parking his scooter.

Meanwhile Miss Loh ran to the telephone and dialed 999. The police blocked all the roads leading out of Seremban. A few minutes later Constable Ali Abdullah and Sergeant Noor Mohamed spotted the car coming towards them at great speed. The driver did not stop although the police signalled him to slow down. The sergeant took out his revolver and shot at the rear tyres. There was an explosion as a tyre burst. The car stopped and the men ran out. The policemen gave chase and caught them. The money was returned to the bank and the captured men were sent to prison for 12 years.

17. the watchman was with an iron rod
 - A. damaged
 - B. cut
 - C. struck
 - D. pushed
18. Miss Loh had a large sum of money with her as
 - A. she was a rich lady
 - B. she wanted to give it to robbers
 - C. she kept all her money in the bank
 - D. many workers were to be paid that morning
19. The robber must have told Miss Loh
 - A. 'may I have some cash, please?'
 - B. 'we would like to borrow some money'
 - C. 'hand over the money or I'll shoot you dead'
 - D. 'please change some money for me'
20. The people in the bank were

- A. asked to close their eyes
 - B. asked to sit down
 - C. ordered to turn to the wall
 - D. ordered to hand over their money
21. The money was taken away in a
- A. wooden box
 - B. bag meant for clothes
 - C. ladies' handbag
 - D. rattan basket
22. The car stopped because
- A. it had run out of petrol
 - B. the police asked the driver to stop
 - C. a rear tyre had been punctured
 - D. the front tyres had been shot
23. The masked men who entered the bank were
- A. pickpockets
 - B. hippies
 - C. factory workers
 - D. robbers
24. All the following assisted in some way in finding and capturing the three men except
- A. miss Loh
 - B. the office boy
 - C. the watchman
 - D. sergeant Noor Mohamed

The center of Kuala Lumpur, which spreads over a large area, is very interesting part of the capital city. There are many shops, offices, cinemas and banks here. In the morning thousands of people come into the city center to work. Some of them drive their own cars, while others come by bus or on scooters from Petaling Jaya, Sentul and other places outside the city center.

There is always heavy traffic in the city center. It is even worse on Saturdays as people from other places come to the city to do some shopping. At lunch time the stalls, coffee shops and restaurants are very crowded. The office workers prefer to eat somewhere close to their place of work.

as it would take too much time to go to distant homes for lunch. It is possible to buy a variety of tasty Chinese, Indian and malay food at very low prices. There are also many hawkers selling cold drinks.

The larger shops are well-stocked with many kinds of goods. The shop windows also display attractive goods of and a lot of office girls walk along the shops after lunch to do same 'window shopping' by late afternoon it becomes very warm and there are fewer customers in the shop and banks. Luckily many offices and shop are air-conditioned.

The 'rush' hour begins at four when offices close for the day. Once more there are hundreds of cars, taxis and scooter on every road and lane. Later in the evening crowds of people go to the cinemas. There are cinemas screening english, Malay and Tamil films. The car parks near office buildings are now used by hawkers who set up their stalls. After the film show many young people like to eat, talk and relax at a stall. Around midnight the city centre is very quiet.

25. The centre of Kuala Lumpur is a....place
 - A. quiet
 - B. dull
 - C. small
 - D. busy
26. People working in the city centre come from
 - A. several places
 - B. the city itself
 - C. Petaling Jaya
 - D. Sentul
27. Office workers do not go home for lunch because
 - A. food from hawkers is tastier
 - B. home is too far away
 - C. they like the town centre very much
 - D. they like eating with their friends
28. According to the writer, the food sold is
 - A. hot and spicy

- B. cold and tasteless
 - C. tasty and quite cheap
 - D. too expensive
29. Window shopping means
- A. buying windows
 - B. getting broke windows repaired
 - C. looking out the windows
 - D. looking at goods displayed in shop windows
30. Which one of the following is likely to happen just after four in the city center
- A. the traffic moves very slowly
 - B. more people come to work
 - C. cinemas close for the day
 - D. there are fewer cars on the road
31. Which one of the following can be seen in the car parks at night?
- A. sale of cars
 - B. buying and selling goods
 - C. people eating and drinking
 - D. repairing of cars
32. Which one of the following is not likely to be working in the citycentre?
- A. a traffic policeman
 - B. a farmer
 - C. a cinema manager
 - D. a bank cashier

The dog has been man's best friend for thousands of years. Dogs are friendly, obedient and very faithful. King Edward the Seventh of England had a pet dog named caesar. When the king died in 1910 caesar led the funeral procession, walking ahead of many kings and princes.

Many dogs have given their lives to save or protect their masters. There are many stories that remind us of the bravery of dogs. Many years ago there women were gathering wood in a forest in central India. Their dog was with them. Suddenly a cobra attacked the women. The brave dog sprang at the cobra and tore it to pieces after a short struggle. The women were happy to escape certain death. But soon the dog came staggering up to them. Blood was pouring from its mouth. It looked helplessly at the women and then it fell down

and died.

Dogs guard the home. Have you seen a dog pricking up its ears? dogs can hear sounds better than we can. That is why they make good watch-dogs. Some dogs are trained to lead blind people. In many cold regions such as northern Canada dogs draw sleds and transport people across the snow and ice.

Dogs have also helped in scientific reseach. The world's first space-traveller was a dog named Laika. Russian scientists sent it to space in a satellite in 1957. Dogs have been film stars too. The American dog, Lassie, was the heroine of a series of Hollywood films.

33. Caesar walked
- to the right of the processon
 - at the side of some kings
 - in front of everybody
 - behind the other people
34. The dog.....the women into the wood
- accompanied
 - forced
 - quided
 - pushed
35. We can conclude that the cobra had....the dog
- stung
 - swallowed
 - bitten
 - crushed
36. The women felt happy because
- the dog was killed.
 - the cobra ran away.
 - they were unharmed
 - the dog had won the fight.
37. When the dog came up to the womwn it
- was bleeding heavily.
 - had hurt ist feet.
 - was barking furiously.
 - was walking very proudly.
38. The story proves to us that dogs are full of
- fear
 - wisdon

- C. strength
D. courage
39. Dogs are good at guarding homes because
A. they can prick their ears.
B. they are always awake.
C. they have a good sence of hearing.
D. they love their homes.
40. Dogs can be trained to help
A. bank managers.
B. those who cannot hear.
C. people who cannot see.
D. woodcutters.
41. Laika was sent up into space
A. becaause it was a mad dog.
B. as a reward for its courage.
C. to test its bravery.
D. for purposes of research.

The Japanese occupied Malaysia, which was known as Malaya in those days' for there and a half year. They surrendered to the British in september 1945. A lot of stories are told about life in Malaya under the Japanese. Some of the stories are very sad while others are rather amusing.

Japanese soldiers in Malaya became very fond of drinking coconut water. Sometimes they would ask someone to climb the tree and pluck a coconut for them. Very often if no one was available to clim the tree they would chop the tree down and take as many coconuts as they wanted. A certain man had helped a japanese officer for several weeks by plucking a lot of coconuts for him. One day he went up to that officer and asked for a letter to enable him to look for a good job.

He took the letter to a high Japanese official in Kuala lumpur hoping that with this letter he would be able to obtain a post as government clerk. The Japanese official read the letter and told him, 'I am sorry. I do not need anyone to pluck coconuts for me.' The man was puzzled. Later he found out that the officer who wrote the letter had described him as excellent coconut tree climber, and had not mentioned anything else.

42. The Japanese Malaya for three and a half years.

- A. wanted
 - B. liked
 - C. ruled
 - D. bought
43. Many coconut trees were cut down by the Japanese because
- A. they wanted a drink.
 - B. they wanted the tree trunks
 - C. the trees were too old
 - D. they didn't want people to climb the trees.
44. The man thought that the Japanese officer would
- A. pay him well for his services.
 - B. ask him not to leave for Kuala Lumpur.
 - C. recommend him highly for a good job
 - D. give him a good job
45. The man went to Kuala Lumpur
- A. to visit his relatives.
 - B. to pluck more coconuts.
 - C. to visit Japanese friend
 - D. to look for a job.
46. The Japanese official in Kuala Lumpur
- A. refused to read the letter.
 - B. was unable to give the man what he wanted.
 - C. was too busy to see the man
 - D. did not want a new clerk.
47. The letter that the man requested can be described as a
- A. letter of application.
 - B. business letter.
 - C. secret letter.
 - D. letter of recommendation
48. 'A high Japanese official (line 17)' means an official
- A. who was very tall.
 - B. in a tall building.
 - C. who was very proud.
 - D. of high rank.
49. When he understood the contents of the letter the man must have felt rather
- A. amused.
 - B. thankful.
 - C. disappointed.
 - D. proud.

Structure I

1. There are in the classroom but only one teacher.

A. many people	B. much pupils
C. a lot of people	D. a lot of pupils
2. Kate

A. gave to Pater the pen	B. gave the pen to Pater
C. give to Pater the pen	D. give the pen to Pater
3. The sun in the East.

A. is always rising	B. always is rising
C. rises always	D. always rises
4. Which girls?

A. John likes	B. likes John
C. does John like	D. do John like
5. There isn't at the bus-stop.

A. Anybody	B. people
C. Any persons	D. somebody
6. Kim and Fred home.

A. are at	B. are in
C. they are in	D. they are at
7. What colour are your new shoes ?

A. They are brown colour	B. Their brown
C. They're brown	D. They are colour brown
8.

A. Are the big nice apples?	B. Are nice the big apples?
C. Are big and nice the apples?	D. Are the big apples nice?
9. He hasn't bought oranges

A. a lot	B. much
C. any	D. some
10.

A. Go there to tyey	B. Go there to them!
C. Go there to we	D. Go here to us
11. How from London to Gatwick?

A. it is going	B. to go
C. we can go	D. can we go
12. Mary reads in bed.

A. Always	B. Seldom
C. Sometimes	D. Never
13. Millie at the flowers in the garden

A. is seeing	B. is looking
C. is washing	D. is watching

14. don't like red wine
 A. some people
 B. Any people
 C. Somebody
 D. Anybody
15. Did you visit Canada last year?
 A. No, I went never there
 B. No, I never was there
 C. No, I ve never been there
 D. No, I never have been there
16. Tom didn't call the police. Brenda didn't call
 A. them, either
 B. them,too
 C. him, either
 D. him, too
17. Sally is Paul.
 A. as tall than
 B. as tall as
 C. so tall as
 D. so tall that
18. Do you like that shop? Yes, I..... every week.
 A. come there
 B. come here
 C. go there
 D. go here
19. Brian is the man.....
 A. of ahat
 B. of not hat
 C. with hat
 D. go here
20. Pauline,s..... as the boys.
 A. too strong
 B. so strong
 C. as strong
 D. also strong
21. Are my shoes in the box? No, there..... in the box.
 A. isn't anything
 B. aren't no things
 C. isn't nothing
 D. isn,t any things
22. Have you got any apples? Yes,I've got.....
 A. a small
 B. one small
 C. two small ones
 D. two small
23. Whose are those dogs? They're.....
 A. of them
 B. to them
 C. their
 D. theirs
24. A. How is your age?
 B. How old are you?
 C. What age have you got
 D. How many years have you?
25. Who on Saturdays?
 A. do help you
 B. you help
 C. do you help
 D. you do help

26. 572 is.....
A. five hundred and seventy two
B. five hundred seventy two
C. five hundreds seventy two
D. five hundreds and seventy two
27. Molly is the girl brown hair.
A. of many
B. with many
C. of a lot of
D. with a lot of
28. What time breakfast ?
A. does Mary have the
B. does Mary have
C. has Mary
D. has Mary the
29. His mother will come at 8 o'clock evening.
A. of this
B. on this
C. this
D. at this
30. I feel very well because I went to bed very early
A. last night
B. tonight
C. this night
D. in the night
31. What is Mary like ? She
A. is very well
B. likes icecream
C. is like tall men
D. is very pretty
32. Have the people got the money now? Yes, the police
gave
A. them to them
B. it to it
C. it to them
D. them to it
33. Terry is behind Belinda. Yes, Belinda is Terry.
A. in front of
B. behind
C. between
D. next
34. Pauline is radio.
A. listening to
B. listening to the
C. listening in
D. listening in the
35. Are those books in the car? Yes, Alice..... yesterday.
A. put them
B. put them into
C. put them in
D. put them in
36. to Scotland last month?
A. Did Andrew go
B. Was Andrew
C. Has Andrew been
D. Has Andrew gone
37. This is an old photograph of me when I
A. have short hairs
B. had short hairs
C. have short hair
D. had short hair

38. Whose is that? It's
- A. my B. my sisters
C. of Tom D. ours
39. My brother was all week.
- A. at the home B. at home
C. in the home D. in home
40. Barry never eats potatoes and
- A. so doesn't Molly B. neither doesn't Molly
C. neither does Molly D. neither Molly does
41. James..... to play tomorrow.
- A. is going B. can
C. shall D. will
42. How is your brother ?
- A. That's he B. That's him
C. He's very well D. He's very good
43. Is there the bottle?
- A. much water into B. much water in
C. many water into D. many water in
44. The party will start..... Saturday.
- A. on 8 o'clock at B. on 8 o'clock
C. 8 o'clock at D. at 8 o'clock on
45. Are you going to the shops ? No,.....
- A. I cycle there B. usually on the bus
C. to the work D. I've already been
46. Here are three girls.....
- A. Which girl is the bigger?
B. What girl is the bigger?
C. Which girl is the biggest?
D. What girl is the biggest?
47. Jack is writing
- A. with pen B. on the wall
C. by a pen D. out of a pen
48. What on Saturdays?
- A. Ken usually does B. does Ken usually do
C. does Ken usually D. usually does Ken do
49. Have you been to America?
- A. Ever B. Already C. Yet D. Never
50. Tony make some cakes tomorrow.
- A. is going to B. he'll
C. want to D. can to

Vocabulary I

Choose the correct answer. Only one answer is correct.

1. After the car had knocked her down, she lay for half hour an .
 A. asleep B. thoughtless C. unconscious
 D. unimaginative E. unknown
2. After you have paid a bill you are given a to show that you ahve paid.
 A. cash B. expenditure C. receipt
 D. reception E. recipe
3. All the workers complained that the price of food had increased, so that their of living had fallen.
 A. cost B. mark C. price
 D. rule E. standard
4. A smaill child has teeth which fall out when it is between five & twelve years old; then it gets teeth.
 A. general B. habitual C. long
 D. ordinary E. permanent
5. As John felt ill, the teacher gave him to go home.
 A. allowance B. excuse C. permission
 D. permit E. power
6. At time, all the women of the village come together to cut the rice.
 A. finish B. harvest C. market
 D. ripen E. section
7. Before a merchant buys cloth from another country, he wants to see a small piece as
 A. a case B. an example C. an idea
 D. a sample E. a trial
8. Before getting on a horse, you usually put a on its back.
 A. base B. coach C. leather
 D. saddle E. seat
9. Boys and men are, but girls and women are not.
 A. adults B. humans C. males
 D. masculines E. fellows
10. Can I some money from you? I've lost my bag.
 A. borrow B. hire C. lend
 D. owe E. rent

11. "I Have you any shoes a little wider than these? These are narrow for me. "
- A. about B. a few C. narly
D. not quite E. rather
12. Have you paid the for £5 that the garage sent you?
- A. bill B. cheque C. debt
D. note E. sum
13. He has many spare-time: he swims, paints, plays the violin, and so on.
- A. actions B. activities C. acts
D. exercises E. works
14. He haas never had very good : he is always ill.
- A. body B. brain C. car
D. health E. job
15. He is a very boy: whenever he crosses the road, he always look in both directions first.
- A. careless B. cautious C. cross
D. excited E. hasty
16. He went into hospital to have on the stomach.
- A. a cure B. a mending C. an operation
D. a remedy E. a section
17. His for the job secretary was successful.
- A. appliance B. application C. entrance
D. length E. question
18. I him my pen for a few minutes to write a letter.
- A. borrowed B. bought C. lent
D. posted E. sold
19. I borrowed £5 from John last weck and I have paid him back £2, so I still him £3.
- A. give B. lent C. owe
D. own E. saved
20. I don't know the answer, but I it is "ten."
- A. certain B. dream C. guess
D. hint E. idea
21. I don't swim in the sea: I go to a swimming-.....
- A. palce B. pond C. pool
D. rink E. square
22. I give my wife of £5 a month for clothes.
- A. a leave B. a money C. an allowance
D. a pay E. a salary

23. I work in the Examinations of the Ministry of Education.
 A. Department B. District C. Part
 D. Apartment E. Work
24. If a man is paid for boxing, he is a boxer.
 A. bribed B. business C. expert
 D. fighting E. professional
25. If you make no mistakes in your work, it is
 A. clean B. great C. perfect
 D. steady E. valuable
26. If you want to get warm, you had better light the
 A. engine B. hearth C. heat
 D. oven E. stove
27. If you want to go, you may: I have no to your going.
 A. disagreement B. like C. objection
 D. subject E. upset
28. Mary was very when she found that her dress was torn.
 A. amused B. ashamed C. crying
 D. laughing E. sorrow
29. Our car does 100 kilometres hour
 A. by B. for C. per
 D. up E. when
30. Our company hasn't got an office of its own in Sheffield; but it has an there
 A. actor B. affair C. agent
 D. outcome E. overcome
31. Our ears are our of hearing.
 A. listenings B. machines C. objects
 D. organs E. things
32. She has been a teacher for fifteen years, so she has a lot of
 A. experience B. expedition C. knowing
 D. practical E. science
33. She is a very typist: she never forgets anything or makes a mistake.
 A. affectionate B. effect C. efficient
 D. express E. shorthand
34. She is quite happy living by herself, so she never feels take.
 A. alive B. lonely C. loneless
 D. quiet E. self-conscious

35. Short skirts are not at present; if you go out like that everyone will laugh at you.
 A. customer B. fashionable C. habit
 D. lawful E. used
36. The of this sword is rusty so that it doesn't cut well.
 A. blade B. handle C. knife
 D. sharpness E. top
37. The of our office includes four clerks, three typists and the manager.
 A. body B. collection C. crew
 D. servants E. staff
38. The judge found him of stealing and sent him to prison.
 A. crazy B. guilty C. innocent
 D. weak E. wicked
39. The price on the age: the older it is, the more it costs.
 A. depends B. follows C. hangs
 D. rests E. results
40. The temperature of the water was forty Centigrade.
 A. degrees B. divisions C. grades
 D. marks E. steps
41. There was such a earthquake that half the people in the world felt it.
 A. hot B. nice C. peaceful
 D. strongly E. violent
42. They are very much alike, but you can the elder one by the spot on his nose.
 A. answer B. distinguish C. divide
 D. inquire E. understand
43. The of this thesis is not broad. It is only about the relationship between IQ and vocabulary achievement.
 A. scope B. field
 C. range D. limit
44. My son will my job, while I am unable to work.
 A. run over B. get over
 C. take over D. go over

45. Mary's watch hasn't worked since last week, so she asked someone to it.
- | | |
|-----------|---------|
| A. repair | B. make |
| C. do | D. use |
46. Anyone interested in bird watching should own a pair of
- | | |
|----------|---------------|
| A. gun | B. umbrella |
| C. stove | D. binoculars |
47. I keep the vegetable fresh in the.....
- | | |
|------------|-----------------|
| A. freezer | B. refrigerator |
| C. stove | D. sink |
48. The synonym of "storm" is
- | | |
|------------|---------|
| A. cempest | B. wind |
| C. snow | D. air |
49. The synonym of "sympathy" is
- | | |
|---------------|----------|
| A. condolence | B. sad |
| C. happyness | D. noisy |
50. We usually have fine weather summer.
- | | |
|-------|----------|
| A. it | B. on |
| C. in | D. while |

Lampiran IV

Tes Profesiensi Bahasa Inggris
Mahasiswa BP.1989 / 1990
Structure IV

Choose the correct answer. Only one answer is correct.

I had been sitting ...1... in my usual compartment ...2... at least ten minutes, waiting ...3... The trains from Littlebury never seemed to start ...4... and I often thought that I could have ...5... in bed a little longer or had ...6... cup of tea before ...7... Suddenly I heard someone shouting ...8... the platform outside. A young girl was running towards the train. The man ...9... put out his hand to stop her but she ran past him and opened the door of my compartment. Then the whistle blew and the train started.

"I nearly missed it ..10...?" the girl said. "How long does take to ..11...London?"

"It depends on the ..12..." I said "Some days it's ..13... others".

"I'll have to ..14...,..15... late again tomorrow" she said. "It's my first day ..16... with a new firm today and they told me that the man ...17.. is very strict. I ..18... him yet so I don't know ..19... but he sounds a bit frightening."

She talked about her new job ..20... the way to London and before long. I realised that she was going to work for my firm. My ...21.. secretary had just left so I must be her new boss ..22... only fair to tell her.

"Oh, dear," she said." ..23... mistake ! I wish I ..24..."

"Never mind."I said."At least you'll know when your train's late that ..25..."

1. A. for myself
- B. only myself
- C. by myself
- D. in my own

6. A. other
- B. some other
- C. another
- D. one other

2. A. for
B. during
C. since
D. meanwhile
3. A. the train to start
B. for the train start
C. the train's start
D. for the train to start
4. A. on their hour
B. on time
C. at their hour
D. at time
5. A. lain
B. laid
C. lied
D. lay
11. A. get to
B. arrive to
C. reach to
D. make to
13. A. far slower than
B. much slower than
C. a lot more slow than
D. a great deal more slow than
12. A. driver to the engine
B. driver engine
C. engine's driver
D. engine driver
14. A. mend me the watch
B. mend me my watch
C. have my watch mended
D. have mended my watch
15. A. in order not to be
B. so as not to be
C. for not being
D. so that it's not
16. A. at job
B. in job
C. in work
D. at work
7. A. I had left the home
B. leave from home
C. leaving home
D. to leave home
8. A. at
B. by
C. in
D. on
9. A. at place
B. on duty
C. for control
D. in post
10. A. haven't I
B. don't I
C. wasn't I
D. didn't I
18. A. didn't meet
B. haven't met
C. didn't know
D. haven't known
19. A. what he is like
B. what is he like
C. how he is
D. how is he
20. A. through
B. by
C. on
D. in
21. A. proper
B. own
C. same
D. self
22. A. There was
B. That was
C. It was
D. Was
23. A. What a terrible
B. What terrible
C. How terrible
D. So terrible a

17. A. I'm going to work for
B. what I'm going to work for
C. for which I'm going to work
D. which I'm going to work for
24. A. had known
B. have known
C. knew
D. would have known
25. A. so will the mine be
B. the mine will be too
C. so will mine
D. mine will be too
26. That would be far better
A. It would be far better
B. It's not right here
C. It would work better at long distance
D. The further away it is, the better
27. You ought to stand up to him
A. You should get up when he comes in
B. You should support him
C. You shouldn't be afraid to argue with him
D. You are probably about the same height as he is
28. He asked me out
A. He wanted me to go outside
B. He told me he would meet me outside
C. He had some questions for me when I got outside
D. He invited me to go out with him
29. Never mind
A. It doesn't bear thinking about
B. Don't be upset about it
C. It's none of your business
D. You needn't remember it
30. They'll be sent to you in due course
A. You'll get them in the correct order
B. They'll arrive at the right time
C. You'll receive them after the normal space of time has passed
D. They'll be given to you when you've paid for your studies
31. He calls in from time to time
A. He often comes to see us
B. He visits us occasionally
C. He visits us every hour
D. He sometimes comes to stay for a while
32. What's up?
A. What's the matter ?
B. What's the news ?
C. What's needed ?
D. What's improved ?

33. It's broad as it's long as far I'm concerned
A. I want a clear answer, one way or the other
B. It makes no difference to me, either way
C. It doesn't make sense to me
D. I think it's a square
34. You'll be all right in the long run
A. You'll all be on the same side when it comes to the point
B. All of you will prove to be correct eventually
C. In the end you'll have no need to worry
D. You'll do well in the long distance race
35. We have something in common
A. We're partners
B. We're both ordinary
C. We like each other
D. In one way, we're similar
36. The wedding's off
A. The marriage has been cancelled
B. The marriage ceremony has started
C. The bride and bridegroom are on their way to the honeymoon
D. They are going to get a divorce
37. I'm fed up with it
A. I've had enough to eat
B. I'm getting fat
C. I'm tired of it
D. I'm worn out
38. That's all for the best
A. Everything about it is perfect
B. It's finished happily in spite of everything
C. The other will have to wait their turn
D. It's an advantage, under the circumstances
39. I wouldn't take it for granted
A. I'd prefer to pay for it
B. I wouldn't assume that it will be all right
C. I wouldn't accept it at any price
D. I don't trust it
40. I'll let you off
A. I'll help you to escape
B. I won't punish you
C. I'll take you off the field
D. I'll leave you outside
41. I can't help thinking about it
A. Nothing I do will make any difference

- B. I wish I could forget it, but I can't
 C. It would be more useful if I did something
 D. I wish I could keep my mind on the subject
42. He's out for a profit
 A. He's interested in getting money
 B. He's not going to make any money
 C. He's abroad on business
 D. He's doing it for nothing
43. He can hardly argue with that suggestion
 A. There may be a terrible row about it
 B. He'll have plenty of objections to make to it
 C. There is no reason for him to disfree
 D. He may have a better plan of his own
44. On the other hand, he may be right
 A. On the contrary, what he says is corect
 B. He's correct from another point of view
 C. But it's also possible that aaawhat he says is correct
 D. Not at all. He's the most suitable man for the job
45. We've had a lot of problems to solve but at last we're ...
 A. out of the wood
 B. up the wall
 C. over the traces
 D. beyond the pale
46. He's sometimes bad-tempered but he's good fellow
 A. in heart
 B. with heart
 C. at heart
 D. by heart
47. He's his sister
 A. much taller than
 B. much taller that
 C. much more tall than
 D. much more tall that
48. She had three sons, all became doctors
 A. of which
 B. which
 C. of whom
 D. who
49. You go now. It's getting late
 A. had rather
 B. would rather
 C. would better
 D. had better
50. My flat is the third floor of building
 A. by
 B. at
 C. in
 D. on

Vocabulary IV

=====

1. The starter gave the for the race to begin.
A. advice B. signal C. despatch D. attention
2. He's nice dog. He won't do you any
A. ill B. bite C. hurt D. harm
3. It wasn't an accident. He did it on
A. reason B. determination C. purpose D. intention
4. We want him to retire but he wen't to it.
A. accept B. admit C. agrce D. allow
5. She put a of icing on top of the cake
A. level B. plain C. cover D. layer
6. One of the water has burst and the kitchen is full of water.
A. tubes B. pipes C. conductors D. channels
7. A of mine, my cousin John, has a house near there.
A. relative B. relatinship C. familiar D. parent
8. I of his course of action, so I told him to go ahead.
A. accepted B. agreed C. approved D. consented
9. Close the door please. I don't like sitting in a
A. blow B. draught C. vent D. current
10. There's no beer left and the pubs are shut so you'll have to
A. go for B. go off C. go without D. go through
11. He lost his and hit me.
A. mood B. temper C. sense D. manner
12. At the beginning of the school year, every teacher is a class
ROOM
A. allocated B. distributed C. sorted D. registered
13. She's such an irritating woman. I don't know how you can her
A. put up B. put up with C. stand up with D. stand with
14. He a sum of money every week for his old age.
A. sets up B. sets in C. sets along D. sets aside
15. He fell in love with her at first
A. seen B. sight C. view D. look
16. The bank is offeering a to anyone who can give intermation
about the robbery.
A. compensation B. prize C. reward D. premium

17. Don't leave your bicycle out in the rain. It'll get
- A. rusty B. crude C. rough D. tough
18. The Landlord told him to leave because he hadn't paid his
- A. due B. fee C. hire D. rent
19. She's fainted. Throw some water on her face and she may
- A. come round B. come back C. come again D. come out
20. I'm afraid you've been, This bank note is a forgery.
- A. taken in B. taken up C. taken down D. taken uot
21. They're to build a big factory on the site.
- A. planning B. thinking C. projecting D. pretending
22. I couldn't the meeting because I was so busy.
- A. assist B. attend C. attempt D. present
23. We've sugar. Ask Mrs Jones to lend us some.
- A. run away with B. run down C. run off D. run out of
24. He has been of murdering his wife.
- A. blamed B. charged C. accused D. arrested
25. Drive carefully because there are a lot of in the road for the next few miles.
- A. curves B. folds C. crosses D. bends
26. The printing of the book has been held up by the paper
- A. searce B. shortage C. lack D. deficit
27. I you that goods will be delivered next week.
- A. confirm B. assure C. undertake D. insist
28. In many factories, machines often do work previously done by men.
- A. actual B. nowadays C. novel D. modern
29. The second World War in 1939.
- A. broke out B. broke off C. broke up D. broke open
30. A foreign firm have bought the shares in his company and
- A. got over it B. taken it over C. overtaken it D. overcome it
31. He me by two games to one.
- A. beat B. conquered C. gained D. won
32. His office is on the third of the building.
- A. floor B. flat C. ground D. level
33. How long are you thinking of in this country ?
- A. reminding B. staying C. resting D. inhabiting

34. I don't want to go into the sea. I'd rather lie on the
- A. coast B. beach C. bank D. seaside
35. I'm I didn't pass the examination but I'll do better next time.
- A. deceived B. despaired C. disillusioned D. disappointed
36. The lecture was so that everyone went to sleep.
- A. boring B. bored C. tiring D. tired
37. I an answer to my letter within a few days.
- A. hope B. wait C. look forward D. expect
38. When he he wants to be an architect.
- A. ages B. grows C. grows up D. increases
39. It's on the top shelf, out of
- A. distance B. reach C. touch D. attempt
40. He's worked so that he deserves a rest.
- A. roughly B. intensive C. hardly D. hard
41. They're staying with us the time being until they find a place of their own.
- A. during B. in C. since D. for
42. I'll call you at 8.³⁰ and give you a lift to work.
- A. in B. for C. at D. up
43. She's bought some lovely to make herself a dress.
- A. material B. clothing C. costume D. pattern
44. He's staying in the youth in Market Street.
- A. home B. lodge C. hosted D. house
45. It's no use ringing me at the office this week because I'm
- A. by my leave B. at leave C. in holidays D. on holiday
46. at the Town Hall, the Queen was welcomed by the Mayor.
- A. On reaching B. At arrival C. On arrival D. At reaching
47. He working till he was seventy years old.
- A. kept on B. kept up C. followed D. succeeded
48. The meeting at midnight and we all went home.
- A. broke through B. stopped off C. stopped up D. broke up
49. He's not as honest as he
- A. makes up B. makes out C. gives over D. gives away
50. The flight was supposed to take off at eight o'clock but we had to wait until nine.
- A. in efect B. for an end C. on purpose D. for result

Lampiran V ANGKET

1. Biodata

- 1.1 Umur :
- 1.2 Daerah Asal :
- 1.2.1 Desa :
- 2 Kota Kabupaten :
- 3 Ibu Kota Provinsi :
- 1.3 Tempat Tinggal :
- 1.3.1 Selama SMP :
- 2 Kota Kabupaten :
- 3 Ibu Kota Provinsi :
- 1.3.2 Selama SMA :
- 1.3.2.1 Desa :
- 2 Kota Kabupaten :
- 3 Ibu Kota Provinsi :
- 1.4. Kursus Bahasa Inggris : Pernah / tidak pernah
- 1.4.1 Lama Kursus Selama SMP : tahun/ bulan
- 2 Lama Kursus Selama SMA : tahun/ bulan

2. Fasilitas Sekolah.

- 2.1 Selama SMP
- 2.1.1 Perpustakaan kalau ada : ada / tidak
- 2.1.1 a. Buku-buku Bahasa Inggris di perpustakaan : S.banyak/banyak/cukup/kurang/
kurang sekali
- b. Kamus : ada / tidak
- c. Ruang belajar di perpustakaan : ada / tidak

- d. Guru Bahasa Inggris
 menugas anda keperpus- : selalu/sering/kadang/jarang/
 takaan tak pernah
- e. Keadaan ruang pustaka : cukup nyaman/nyaman/cukup/
 anda kurang nyaman/tidak nyaman

2.2 Selama SMA

- 2.2.1 Perpustakaan : ada / tidak
 kalau ada

2.2.1 a. Buku-buku Bahasa Ing-

gris di perpustakaan : S.banyak/banyak/cukup/kurang/
 kurang sekali

- b. Kamus : ada / tidak

- c. Ruang belajar di
 perpustakaan : ada / tidak

d. Guru Bahasa Inggris

menugas anda perpusta- : selalu/sering/kadang/jarang/
 kaan tak pernah

- e. Keadaan ruang pustaka : cukup nyaman/nyaman/cukup/
 anda kurang nyaman/tidak nyaman

2.3 Labor

[Selama SMA] : ada / tidak

- 2.3.1. Kondisi : sangat baik/ baik/cukup baik/
 kurang baik/ tidak baik.

2. Prekuensi Pemakaian Labor : 2 x 1 minggu/ 1 x 1 minggu/
 1 x 2 minggu/ 1 bulan/
 Jarang sekali.

3. Efektifitas Pengajaran di-: S. membantu/ membantu/ cukup-
 Labor : membantu/ kurang membantu/
 : tidak membantu.

2.4. Alat Peraga

4.1 [Selama SMP]

- 4.1.1 Guru menggunakan alat peraga : ya / tidak
kalau ya,
- 2.4.1.1a Prequency penggunaan alat -: selalu/sering/kadang/ja-
peraga. rang/hampir tak pernah.
- b Daya tarik alat peraga : S.menarik/menarik/cukup-
menarik/kurang menarik/ -
tidak menarik
- c Ketrampilan guru mengguna- : S.terampil/terampil/cukup-
kan alat peraga. trampil/kurang terampil/ -
tidak terampil.
- 4.2 [Selama SMA]
- 4.1.1 Guru menggunakan alat peraga : ya / tidak
kalau ya,
- 2.4.1.1a Prequency penggunaan alat -: selalu/sering/kadang/ja-
peraga. rang/hampir tak pernah.
- b Daya tarik alat peraga : S.menarik/menarik/cukup-
menarik/kurang menarik/ -
tidak menarik
- c Ketrampilan guru mengguna- : S.terampil/terampil/cukup-
kan alat peraga. trampil/kurang terampil/ -
tidak terampil.

3. Lingkungan Tempat Tinggal.

- 3.1. Tempat tinggal selama SMP.
Bersama orang tua : ya / tidak
Kalau ya.
- 3.1.1 Pendidikan Ayah : PT/SLTA/SLTP/SD/Tidak Berse-
kolah.
- 2 Kemampuan berbahasa Ing- : S.baik/baik/sedang/kurang/ -
gris ayah. tidak ada.
- 3 Bimbingan ayah dalam - : selalu/sering/kadang/jarang/
belajar bahasa Inggris. tidak pernah.

- 3.1.2a Pendidikan Ibu : PT/SLTA/SLTP/SD/Tidak Bersekolah.
- b Kemampuan berbahasa Inggris ayah. : S.baik/baik/sedang/kurang/ - tidak ada.
- c Bimbingan ayah dalam belajar bahasa Inggris. - : selalu/sering/kadang/jarang/ tidak pernah.
- 3.1.3. Saudara yang bisa berbahasa Inggris. : ada / tidak
4. Bimbingan Saudara dalam belajar bahasa Inggris. : Selalu/sering/kadang/jarang/ tidak pernah.
- 3.2. Lingkungan tempat tinggal selama SMA.
Bersama orang tua : ya / tidak
Kalau ya.
- 3.2.1 Pendidikan Ayah : PT/SLTA/SLTP/SD/Tidak Bersekolah.
- 2 Kemampuan berbahasa Inggris ayah. : S.baik/baik/sedang/kurang/ - tidak ada.
- 3 Bimbingan ayah dalam belajar bahasa Inggris. - : selalu/sering/kadang/jarang/ tidak pernah.
- 3.2.2a Pendidikan Ibu : PT/SLTA/SLTP/SD/Tidak Bersekolah.
- b Kemampuan berbahasa Inggris ayah. : S.baik/baik/sedang/kurang/ - tidak ada.
- c Bimbingan ayah dalam belajar bahasa Inggris. - : selalu/sering/kadang/jarang/ tidak pernah.
- 3.2.3. Saudara yang bisa berbahasa Inggris. : ada / tidak
4. Bimbingan Saudara dalam belajar bahasa Inggris. : Selalu/sering/kadang/jarang/ tidak pernah.

4. Teman

4.1. Teman Selama SMP.

- 4.1.1 Kemampuan berbahasa Inggris -: S.baik/baik/sedang/kurang/
teman. tidak ada.
- 2 Penggunaan bahasa Inggris -: Selalu/sering/kadang/jarang/
dengan teman. tak pernah.
- 3 Berdiskusi tentang bahasa - : Selalu/sering/kadang/jarang/
Inggris. tak pernah.
- 4 Sarana Penunjang Belajar Bahasa - : ada / tidak
Inggris teman.
Kalau ada

- 4.4.1 Banyaknya sarana yang tersedia: banyak sekali/banyak/cukup/
kurang/kurang sekali.

- 2 Penggunaan sarana belajar : Selalu/sering/kadang/jarang/
bahasa Inggris bersama teman. tak pernah.

4.2. Teman Selama SMA.

- 4.2.1 Kemampuan berbahasa Inggris -: S.baik/baik/sedang/kurang/
teman. tidak ada.
- 2 Penggunaan bahasa Inggris -: Selalu/sering/kadang/jarang/
dengan teman. tak pernah.
- 3 Berdiskusi tentang bahasa - : Selalu/sering/kadang/jarang/
Inggris. tak pernah.
- 5 Sarana Penunjang Belajar Bahasa -: ada / tidak
Inggris teman.
Kalau ada

- 4.5.1 Banyaknya sarana yang tersedia: banyak sekali/banyak/cukup/
kurang/kurang sekali.

- 2 Penggunaan sarana belajar : Selalu/sering/kadang/jarang/
bahasa Inggris bersama teman. tak pernah.

5. Sarana Penunjang ditempat tinggal : ada / tidak sendiri.

kalau ada

5.1. Banyak sarana penunjang : S.banyak/banyak/cukup/kurang/
belajar Bahasa Inggris. kurang sekali.

2. Penggunaan sarana penunjang. : Selalu/sering/kadang/jarang/
tak pernah.

TERIMA KASIH

121292

Lampiran VI
Curriculum Vitas

1. Nama Lengkap : Dr. Anas Yasin, M.A.
 2. Umur/ Kelamin/ Agama : 47 Th./laki-laki/ Islam
 3. Alamat Rumah : Jl. Belibis Blok B/8
 Air Tawar Padang
 4. Pangkat/ Jabatan : Lektor Madya / III/d
 5. Jabatan Pokok : Dosen
 6. Alamat Kantor : Jl. Belibis Air Tawar Padang
 7. Riwayat Pendidikan :

Pendidikan	Tempat	Tahun	Bidang Keahlian
Sarjana Muda Bhs. dan Sastra Inggris di B. Tinggi	IKIP Padang	1971	Peng. B. Inggris
Sarjana Bahasa dan Sastra Inggris	IKIP Padang	1978	Peng. B. Inggris
Master of Art	Ohio Univ. USA	1983	Linguistik/ TEFL
S ₃ /Doktor	IKIP Malang	1991	Pend. B. Inggris

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