THE INFLUENCE OF STUDENTS INTELLIGENCE ON THEIR READING COMPREHENSION TEST SCORES

(A Case Study at Second Year of SMPN 2 Pamulang)

A “Skripsi“
Submitted to the Faculty of Tarbiyah and Teacher’s Training
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By

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1429/2008
Acknowledgement

In The name of Allah, The Beneficent, The Merciful.

Praise be to Allah, the Lord of The world, the Almighty God for blessing, guidance, help and love. The writer could finish this skripsi. Peace be upon Muhammad as our prophet, his descendent, his companions, and his followers.

The writer absolutely realizes that she would never finish this writing without the help of some people around her either materially or spiritually, therefore, she would to express her sincere gratitude to those who have provide valuable advice, guidance, to finishing this skripsi.

The writer would like to think to her advisor, Drs. Nasrun Mahmud, M.Pd who have provided his time and serious suggestion in order to share idea to the writer. Thanks for all and also the writer wishes to say gratitude to the following people:

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Jakarta December 2008

The writer

Didah Hamidah S
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CHAPTER I
INTRODUCTION

A. Background of Study

Language is very important for human being in the world to get anything. The developing country needs to transfer science, economic, social and culture aspect. Meanwhile, we know that English is an important language; book, magazine, and newspaper, are published more in English than other languages, the English Language of requirement of those for searching jobs, the universal language of international aviation and sport literacy and public communication. For example, in education without language teaching and learning process can not be held.

Reading is important activity in many language classes not only as a source of information and pleasurable activity, but also means of consolidating and extending one’s knowledge of language. The progress of the school can be seen through library condition. By it, the student will get many kind of knowledge from several sources. It is because reading activity actually influences all subject.

Reading is one of the four language skills in studying English. They are, Listening, Speaking, Reading and writing. Reading provides students with someone activities to help them comprehend the text and to train them to be skillful readers who read efficiently as skillful reader.

There are many factors that can influence students reading comprehension. According Larry, A. Harris and Carl B. Smith, wrote in their book that there are five factors that are identified as the primary determinants of reading comprehension, they are; Background experience, language abilities, thinking abilities (intelligence), affection and reading purposes.\(^1\) Intelligence has important role toward students reading comprehension. If their intelligence is low, the students will have difficulties in their understanding, but if the student intelligence is high they will be better in their understanding.

\(^1\)Harris, Larry A and Smith. Carl B, Reading Instruction : diagnostic Teaching in the classroom, (New York : Richard C. Own Publisher, Inc, 1960)
Beside that “intelligence” has an ambiguous definition with the Intelligence Quotient (IQ) becomes the most important product of psychological research for education and from this point of view the writer wonders if there is any influence of intelligence on students reading comprehension.

John, B. Watson, Psychologist of Behaviorism has described as ‘nothing but talking to ourselves’ from this statement recommended that thought as a substance of intelligence has great connection with the ability in using language as the exploration instrument of thought. The need of language for the development of intelligence then becomes essential, so the writer conclude that intelligence becomes essential for students achievement in reading comprehension.

For that reason the writer determined to choose the influence of student’s intelligence on their reading comprehension test scores and to get empirical data about the formulation of the problem.

B. Statement Of the Problem

Based on the background above, the writer can take easy formulation in the term of study as follows: “is there any significant influence between students intelligence on their reading comprehension test scores of students at the second year at SMPN 2 Pamulang Tangerang, Banten?”

C. The Objective of Research

Based on the formulated problem above, the objectives of the study are stated at follows:
1. To know if there is any influence of student’s Intelligence on their reading comprehension test scores.
2. To find out the data and information which support that there is any influence of students intelligence on their reading comprehension test scores.
3. To contribute the development of educational impacts, in general and English education in particular.

D. Hypothesis
There is hypothesis that the researcher proposes, to facilitate of this hypothesis, so that the writer used analysis logic and, the data quantitative can be analyzed for based on influence operationally. To get an answer the writer proposed an alternative Hypothesis (Ha) and null Hypothesis (Ho) as follows:

1. Ha: there is significant influence of students intelligence on their reading comprehension test scores.
2. Ho: there is no significant influence of students intelligence on their reading comprehension test scores.

E. Method of research

The writer would like to do field research and documentation. In the documentation the writer take psychological test result, and school profile. and in the field research the writer conduct and observe the second year of SMPN 2 Pamulang.
CHAPTER II
THEORITICAL FRAMEWORK

A. Intelligence
1. Definition of Intelligence

Intelligence comes from the Latin verb "intellegere", which means "to understand". By this rationale, intelligence (as understanding) is arguably different from being "smart" (able to adapt to one's environment), or being "clever" (able to creatively adapt).²

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen somewhat different definitions.

Intelligence, as measured by IQ and other aptitude tests, is widely used in educational, business, and military settings due to its efficacy in predicting behavior. G is highly correlated with many important social outcomes - individuals with low IQs are more likely to be divorced, have a child out of marriage, be incarcerated, and need long term welfare support, while individuals with high IQs are associated with more years of education, higher status jobs and higher income.³ Intelligence is significantly correlated with successful training

² http://wikipedia.org/intelligence
³ Geary, David M, The Origin of Mind  Evolution of Brain, Cognition and General Intelligence, American Psychological Association (APA)
and performance outcomes, and $g$ is the single best predictor of successful job performance.

IQ tests were originally devised specifically to predict educational achievement. The inventors of the IQ did not believe they were measuring fixed intelligence. Despite this, critics argue that intelligence tests have been used to support nativistic theories in which intelligence is viewed as a qualitatively unique faculty with a relatively fixed quantity.\(^4\)

Intelligence (also called intellect) is an umbrella term used to describe a property of the mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as creativity, personality, character, knowledge, or wisdom. However, some psychologists prefer not to include these traits in the definition of intelligence.\(^5\)

Dr. Howard Gardner came up with a new theory about intelligence. He proposed that people were much more complex than what could be revealed in an IQ test or any other standardized testing model. He argued that different people have different strengths (i.e. intelligence types).\(^6\)

Intelligence is an entity's conscious perceptual awareness of itself and its surroundings, and the depth of capacity to personally use that information. Intelligence is the conceptual creation of memory, sensorial perception, and logic functioning in harmony.\(^7\)

"...intelligence is determined by the nature of elements which do not possess intelligence [memory, sensorial perception, and logic], and the nature of the

\(^4\) Schlinger, HD. The Myth of Intelligence, the Psychological Record 53 (1), p. 15-33

\(^5\) http://wikipedia.org/intelligence

\(^6\) http://wikipedia.org/intelligence

\(^7\) http://wikipedia.org/intelligence
elements themselves are determined by the nature of the elements that create but do not possess the attribute of the creation." ⁸

An Intelligence Quotient or IQ is a score derived from one of several different standardized tests attempting to measure intelligence. The term "IQ," a translation of the German Intelligent-Quotient, was coined by the German psychologist William Stern in 1912 as a proposed method of scoring early modern children’s intelligence tests such as those developed by Alfred Binet and Theodore Simon in the early 20th Century. ⁹ IQ scores have been shown to correlate with such factors as morbidity and mortality ¹⁰, parental social status, ¹¹ and to a substantial degree, parental IQ. While IQ inheritance has been investigated for nearly a century, controversy remains as to how much is inheritable, and the mechanisms for inheriting are still a matter of some debate. ¹²

IQ scores are used in many contexts: as predictors of educational achievement or special needs, by social scientists who study the distribution of IQ scores in populations and the relationships between IQ score and other variables, and as predictors of job performance and income. ¹³

In 1904 the French psychologist Alfred Binet published the first modern intelligence test called the Binet-Simon intelligence scale. His principal goal was to identify students who needed special help in coping with the school curriculum. Along with his collaborator Theodore Simon, Binet published revisions of his

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⁸ http://wikipedia.org/intelligence


¹⁰ Cervilla et al 2004: 75: 1100 – 1106


¹² http://wikipedia.org/intelligence

¹³ http://wikipedia.org/intelligence
intelligence scale in 1908 and 1911, the last appearing just before his untimely death, at the age of 54.

In 1912, the German psychologist William Stern coined the abbreviation "I.Q.," a translation of the German Intelligence-Quotient ("intelligence quotient"), proposing that an individual's intelligence level be measured as a quotient of their estimated "mental age" and their chronological age. A further refinement of the Binet-Simon scale was published in 1916 by Lewis M. Terman, from Stanford University, who incorporated Stern's proposal, and this Stanford-Binet Intelligence Scale formed the basis for one of the modern intelligence tests that remains in common use.

In 1939 David Wechsler published the first intelligence test explicitly designed for an adult population, the Wechsler Adult Intelligence Scale, or WAIS. Subsequent to the publication of the WAIS, Wechsler extended his scale for younger ages, creating the Wechsler Intelligence Scale for Children, or WISC. The Wechsler scales contained separate subscores for verbal and performance IQ, thus being less dependent on overall verbal ability than early versions of the Stanford-Binet scale, and was the first intelligence scale to base scores on a standardized normal distribution rather than an age-based quotient: since age-based quotients worked only for children, these methods were replaced by a projection of the measured rank on the Gaussian bell curve using an average IQ of 100 as the center value and a standard deviation of 15 or occasionally 16 or 24 points.14

Thus, the modern IQ score is a mathematical transformation of a raw score on an IQ test, based on the rank of that score in a normalization sample,15 Modern scores are sometimes referred to as "deviance IQ", while older method age-specific scores are referred to as "ratio IQ."

The use of the normal distribution scoring method makes the term "intelligence quotient" an inaccurate description of the intelligence measurement,
but "I.Q" still enjoys colloquial usage, and is used to describe all of the intelligence scales currently in use.

From the definition above we may conclude that at least we know the ambiguous of the meaning of intelligence occurred because psychologist have seen different perspective of aspects and process of human potential capacity: how it work and develop. But for the shake of the study the writer consider the definition of Alfred Binet and Thomas Simon is the most proper to follow and she use it as point of reference of the study. For the skripsi what the writer means about intelligence is: "a capacity to make rational judgments in situations requiring a minimum of formal schooling." And intelligence Quotient is ratio or mental age to chronological age, expressed as a percentage.

A typical IQ test requires the test subject to solve a fair number of problems in a set time under supervision. Most IQ tests include items from various domains, such as short-term memory, verbal knowledge, spatial visualization, and perceptual speed. Some tests have a total time limit, others have a time limit for each group of problems, and there are a few untimed, unsupervised tests, typically geared to measuring high intelligence.

When an individual has scores that do not correlate with each other, there is a good reason to suspect a learning disability or other cause for this lack of correlation. Tests have been chosen for inclusion because they display the ability to use this method to predict later difficulties in learning.

**a. Mental Handicaps**

Individuals with an unusually low IQ score, varying from about 70 ("Educably Mentally Retarded") to as low as 20 (usually caused by a neurological condition), are considered to have developmental difficulties. There is no true IQ-based classification for developmental disabilities. However, newer studies have proven that even though the perception of mental retardation in current social settings is of, or tests as, lower intelligence, some patients do show advanced
abilities in terms of emotions, spatial abilities, cognizance and memory. These patients are considered savants.

b. Heritability

The role of genes and environment (nature and nurture) in determining IQ is reviewed in Plomin et al. (2001, 2003). Until recently heritability was mostly studied in children. Various studies find the heritability of IQ between 0.4 and 0.8 in the United States; that is, depending on the study, a little less than half to substantially more than half of the variation in IQ among the children studied was due to variation in their genes. The remainder was thus due to environmental variation and measurement error. Heritability in the range of 0.4 to 0.8 implies that IQ is "substantially" heritable.

c. Environment

Environmental factors play a role in determining IQ. Proper childhood nutrition appears critical for cognitive development; malnutrition can lower IQ. It is well known that it is possible to increase one's IQ score by training, for example by regularly playing puzzle games, or strategy games like Chess. Musical training in childhood also increases IQ. Recent studies have shown that training in using one's working memory may increase IQ.

d. Family environment

In the developed world, personality traits in some studies show that, contrary to expectations, environmental effects actually can cause non-related children raised in the same family ("adoptive siblings") to be as different as children raised in different families. There are some family effects on the IQ of children, accounting for up to a quarter of the variance, however, by adulthood.

this correlation approaches zero.\textsuperscript{17} For IQ, adoption studies show that, after adolescence, adoptive siblings are no more similar in IQ than strangers (IQ correlation near zero), while full siblings show an IQ correlation of 0.6.

e. Biased Older Studies

Stoolmiller (1999) found that the range restriction of family environments that goes with adoption, that adopting families tend to be more similar on for example socio-economic status than the general population, means that role of the shared family environment have been underestimated in previous studies. Corrections for range correction applied to adoption studies indicate that socio-economic status could account for as much as 50% of the variance in IQ.\textsuperscript{18} However, the effect of restriction of range on IQ for adoption studies was examined by Matt McGue and colleagues, who wrote that "restriction in range in parent disinhibitory psychopathology and family socio-economic status had no effect on adoptive-sibling correlations [in] IQ".\textsuperscript{19}

IQ scores have been shown to correlate with such factors as morbidity and mortality,\textsuperscript{20} parental social status, and to a substantial degree, parental IQ. While IQ inheritance has been investigated for nearly a century, controversy remains as to how much is inheritable, and the mechanisms for inheriting are still a matter of some debate. IQ scores are used in many contexts: as predictors of educational achievement or special needs, by social scientists who study the distribution of IQ scores in populations and the relationships between IQ score and other variables, and as predictors of job performance and income.

2. Type of Intelligence

\textsuperscript{17} Genetic And Environmental Influences On Adult Intelligence And Special Mental Abilities, Human Biology, 70, 257–279. 1998

\textsuperscript{19} http://wikipedia.org/intelligence

\textsuperscript{20} Cervilla et al. 2004; 75:1100-1106.
Dr. Howard Gardner built a model of eight different intelligence types, including linguistic and verbal intelligence, logical intelligence, spatial intelligence, body/movement intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Each one of these intelligence types is located in specific regions of the brain. However, a person can be strong in several intelligence types:

a) Linguistic and Verbal Intelligence
A person strong in this area is good with words. They are often good at writing, reading, and talking about things. This group often includes writers, poets, lawyers and public speakers.

b) Logical and Mathematical Intelligence
A person strong in this area is good with math and logic problems. They often enjoy solving mysteries, reading about scientific discoveries, and like to figure out how things work. They are also usually good with computers and a variety of other gadgets.

c) Spatial Intelligence
A person strong in this area is good with pictures and images. They are often good at putting puzzles together. They appreciate art and photography, like to draw or doodle, notice details, prefer geometry over algebra, and are good at directions.

d) Body and Movement Intelligence
A person strong in this area is good with sports and movement. They often talk with their hands, like to build things, clown around in class, have great balance, and are good at a variety of sports.

e) Musical Intelligence
A person strong in this area is good with music and rhythm. They can often read music, remember old songs, notice patterns, and can naturally figure out how to play a tune on an instrument.

f) Interpersonal Intelligence
A person strong in this area is good with people. They are good listeners, can read body language, hate injustice, can see through people who aren’t being honest, hurt when others hurt, enjoy deep conversations, and often reach out to others who are hurting. Educators, counselors, salespeople, religious and political leaders all need a well-developed interpersonal intelligence.

g) Intrapersonal Intelligence
A person strong in this area is good at analyzing things. They often think a lot and are highly aware of their strengths and weaknesses. They also often keep a journal and think deeply about life.

h) Naturalist Intelligence
A person strong in this area is good at understanding nature. They enjoy the wilderness and like to read about nature. They also categorize things, collect things, and enjoy studying plant parts.  

3. Intelligence Quotient

Intelligence is an ill-defined, difficult to quantify concept. Accordingly, the IQ tests used to measure intelligence provide only approximations of the posited 'real' intelligence. In addition, a number of theoretically unrelated properties are known to correlate with IQ such as race, gender and height but since correlation does not imply causation the true relationship between these factors is uncertain.

Beside that factor affecting IQ may be divided into biological and environmental.

a. Biological

Evidence suggests that genetic variation has a significant impact on IQ, accounting for three fourths in adults. Despite the high heritability of IQ, few genes have been found to have a substantial effect on IQ, suggesting that IQ is the product of interaction between multiple genes.

Other biological factors correlating with IQ include ratio of brain weight to body weight and the volume and location of gray matter tissue in the brain.

Because intelligence appears to be at least partly dependent on brain structure and the genes shaping brain development, it has been proposed that genetic engineering could be used to enhance the intelligence of animals, a process sometimes called biological uplift in science fiction. Experiments on mice have demonstrated superior ability in learning and memory in various behavioral tasks.

b. Environmental

Evidence suggests that family environmental factors may have an effect upon childhood IQ, accounting for up to a quarter of the variance. On the other

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21 http://wikipedia.org/intelligence

22 http://wikipedia.org/intelligence
hand, by late adolescence this correlation disappears, such that adoptive siblings are no more similar in IQ than strangers. Moreover, adoption studies indicate that, by adulthood, adoptive siblings are no more similar in IQ than strangers, while twins and full siblings show an IQ correlation.

Consequently, in the context of the nature versus nurture debate, the "nature" component appears to be much more important than the "nurture" component in explaining IQ variance in the general population.

Cultural factors also play a role in intelligence. For example, on a sorting task to measure intelligence, Westerners tend to take a taxonomic approach while the Kpelle people take a more functional approach. For example, instead of grouping food and tools into separate categories, a Kpelle participant stated "the knife goes with the orange because it cuts it".

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R. Hill written in his book: “Reading is what the reader does to get the meaning he needs from textual sources”. Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as “The process of acquiring an author’s meaning and of interpreting, evaluating, and effecting upon those meaning”.

Based on the above opinions, we can conclude that reading with a many sided and a complex activity is getting the information, ideas, and meaning from the sources. Comprehension is the art of understanding and it is a process to make sense from the writer’s ideas through an interaction with the written text.

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24 http://wikipedia.org/intelligence


Reading with comprehension is not only depending on the reader, but it is correlated with multiple numbers of skills and abilities that are interrelated and interdependent.

Specifics comprehension skills are related to other skills, and it can be divided into three levels of skills.

1. Literal
2. Inferential
3. Critical.

The lateral level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an interface or make evaluation. The literal level is considered to the easiest level of reading comprehension, because the reader is not actually known what the author said.

To get inference, or implied meanings, from the reading material he must read between lines. Inferences are ideas reader receives when he goes beneath the surface to sense relationship, put fact and ideas together to draw conclusion and make generalization, and detects the mood of the material.

Critical reading requires a higher degree of skill development and perception, because it involves evaluation, the making of personal judgment on the accuracy, value of what is read. It means questioning, comparing, and evaluating.

2. **Factor Influencing Reading Comprehension**

Reading cannot occur with comprehension, it is an active process which employs our skills. Reading is a process of thinking its correlation with our intelligence, when we read, our mind is thinking and our eyes are doing movement must think well in order to read well.

According Larry A. Harris and Carl B. Smith, in their book that there are five factors that are identified as the primary determinants of reading comprehension they are: background experience, language abilities, thinking

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\(^{27}\) Kustaryo, Sukirah, *Reading Techniques For College Student*, (Jakarta Departemen P & K, 1988), p.11.
abilities (intelligence) affection, (interest, motivation, attitudes, beliefs, feelings) and reading purposes.\textsuperscript{28}

\textbf{a. Background Experience}

Experience is a process of gaining knowledge or skill over a period of time through seeing and doing things success in reading depends on what the reader brings to the printed page much significance must be attached to the body of direct and indirect experiences, which he has accumulated in advance of the reading.\textsuperscript{29} As we read, we decode symbols on the printed page that trigger understandings he has developed about life. Those understandings are the result of firsthand and vicarious experience.\textsuperscript{30}

\textbf{b. Language abilities}

Students ability to understand and use language is an important factor in beginning reading. Semantic (the meaning of words) and Syntax (the way words work together) are important to delivery at meaning. They are related to the reading comprehension. If the students find the printed page which presents too many new words, they will not get comprehension because the words are strange and difficult for them.

Wide experience with all kinds of language, including extensive, contacts with words and sentences in meaningful situations, contribute effectively to the improvement of reading.\textsuperscript{31}

\textbf{c. Thinking abilities}

\textsuperscript{28}Harris, Larry A and Smith. Carl B, \textit{Reading Instruction : diagnostic Teaching in the classroom}, New York : Richard C. Own Publisher, Inc, 1960)

\textsuperscript{29}Asher Cashdan, \textit{Language, Reading and Learning}, (Maryland : University park press, 1979), p. 31


\textsuperscript{31}Asher p.33
Thinking abilities or intelligence most influence to the student, because when they read, they associate with previous knowledge or experience. Intelligence can also related with intelligence quotient or (IQ). the student who have high or good intelligence will be better his understanding in reading, but the student who has low intelligence will find the difficulties in reading.

“The slow-learning or dull-normal child cannot be expected to show the same reactions nor gain the same appreciation as the bright child when they read together for pleasure or to gain information.” According to Paul Roberts in Understanding in English, “no doubt ability to read is related to several conditions. One is intelligence-or at least a certain kind of intelligence.”

d. Affection

Educators and parents are increasingly recognizing that the child’s interest, motivation, attitudes, beliefs, and feeling are important factors that cannot be taken granted or ignored in the educational process.

1. Interest or Motivation

The student will not get any fun in reading, if he doesn’t like in reading, so when he reads, he does not have the process of thinking which is basis in reading. Thus the comprehension will not occur.

2. Attitudes and Beliefs

Attitudes and beliefs are learned, and usually reflect background experience and they play a role in comprehension. Attitudes and beliefs can be assessed in exactly the same ways as interest. It is a relatively straightforward matter to determine what a child’s attitudes or beliefs concerning students for example. We need only ask her how she feels.

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34 Harris, Larry A, p.243

35 Harris, Larry A, p.243
3. Feeling

Emotional factor like feeling or mood and concentration will influence students reading comprehension. To get comprehension students must always keep good condition.

Based on the explanation above the writer gets conclusion that thinking ability or intelligence is a one of many factors influencing reading comprehension.
CHAPTER III
PROFILE OF SMP N 2 PAMULANG

In this chapter the writer will give a brief explanation about SMP NEGERI 2 Pamulang, namely:

1. Name of the school : SMP N 2 Pamulang
2. School address : Jl. Lontar Martil, Pamulang - Tangerang
3. Telephone Number : (021) 741 7703
4. Statistic Number : 202180309010
5. Year of the Establishment : 1992
6. Headmaster : H. Sidup Kurnain, S.Pd
7. Accreditation Status : State School
8. Size : 4058 m²

A. The Facilities

1. Classes : consist of 23 classes, each 8 classes for the students of 1st grade and 2nd grade, and 7 classes for the students of 3rd grade.

2. Library : there is one school main library. Besides providing books and other references, this library also applies e-learning process and it is digital based library. There are many activities besides reading books. The students at 1st grade and they must join in reference study. They have to read some books for certain time. And then, after what they read must be presented or retell to their friends, rewrite what they read in their own words in a week.

3. Computer Laboratory : there is one laboratory of computer, consist of 30 units for students.
4. Science laboratory: students have twice a week to do their experiment for science subject.

5. Language laboratory: there are 30 booths for English listening activities.

B. Curriculum

The curriculum used is based on The National Curriculum of competence 2006 (kurikulum tingkat satuan pendidikan) published by The ministry of National Education.

C. The English Teacher

Here the writer will give the information about the English teacher at SMPN 2 Pamulang. There are three English teachers, they are:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Graduate</th>
<th>The Year of Graduate</th>
<th>Experience of teaching</th>
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<td>M.R Jauhar Marfiah</td>
<td>IKIP</td>
<td>1983</td>
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<td>Ridawati, S.Pd</td>
<td>IKIP</td>
<td>1988</td>
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<td>3</td>
<td>Tuting Tubarsih, S.Pd</td>
<td>IKIP</td>
<td>1993</td>
<td>13 years</td>
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D. The English Books used in this school

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<tr>
<td>1</td>
<td>Smart Steps</td>
<td>Bandung</td>
<td>Ganeca Exact</td>
<td>2006</td>
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<td>2</td>
<td>The Bridge Competence</td>
<td>Jakarta</td>
<td>Yudhistira</td>
<td>2007</td>
</tr>
</tbody>
</table>
E. The Method of Teaching

They use three kinds of method of teaching, first one-to-one instruction, it means the teacher become more like private teacher. The teacher chooses to work with single students, after class or when in the class. The second method is self-directed learning where the students themselves have to manage to find the best ways of learning which are suitable for them, the teacher only become a facilitator. The last one is mixed level group, its means that the low achieve student will gather with high achieve student, so the high achieve students will motivate the low achieve student.³⁶

These ways of teaching methods will improve the students skill to learn English, such as speaking and learning, because the teacher applied an interactive methods, inside or outside the class.

F. Students and English Environment

The students come from various backgrounds, but most of them are from Javanese ethnic group and most of them are Moslems. Before they enter into the school, they must pass a selection program held by the school as the regulator. This program aims to keep the standard of quality.

The environment of this school is very suitable for the students to improve their skills in English. Not only because the methods that the teachers apply but there is also no gap between teachers and students. Therefore, the learning process will continue even after class because the students held an English speaking club.

G. Extracurricular Activities

There are many activities besides the teaching learning process named extracurricular activities and holds every Saturday morning, such as:

1. Scout
2. Paskibraka (pasukan pengibar bendera pusaka)

³⁶ Syamlawi, the head of the school MAN 1 Bekasi, Personal Interview, Bekasi, June 8, 2007.
The students examine for 1 hour, Mr. Supriyadi guide them to be discipline person automatically.

3. PMR (Palang Merah Remaja)
Mrs Subekti as a coordinator give many knowledge arounds the healty, some medicine used for certain diseases, many ways to seek the patient, and so on.

4. Rohis (rohani islam),
Students discuss many topics or informations from the others members to encourage their ability in religion side in their daily activities. And also to improve their religion knowledge. Besides that, there is MABIT (malam bina iman dan taqwa). Mr. Slamet as a coordinator always gives them spirit to be better for their life, especially for their study.
E. Methodology

1. Place and Time

The field research took place in SMP Negeri 2 Pamulang, Jl. Lontar Martil Pamulang, Tangerang and carried out from August 8th – 14th, 2008. On 8th August, 2008, the writer asked permission to the headmaster to do the research. On 11th, 2008. Then, the research which is testing students reading comprehension was held on 13th August, 2008 and then continued on 14 August, 2008 to get the students IQ score.

Meanwhile, the library research was taken from some libraries such as PBB UNIKA Atmajaya, British Council, and American Corner of State Islamic University.

2. Technique of Sample Taking

The population in this research was all of the second year students at SMP Negeri 2 Pamulang, Tangerang. There are 8 classes with 304 students, and the writer tested all population of students at second year, from 304 students the writer just took 38 students as sample of the research and used cluster sampling.

3. Technique of Data Collecting

The kind of research, which is used by the writer, is quantitative research. In collecting data, the writers take it in two ways, documentation and field research. In the documentation research, the writer collected some data such as school profile, psychological test of student’s IQ, and so on.

In the field research, the writer try to get factual data of the result of reading comprehension test in final test, In this method, the writer tries to collect the data by:

a). Take Psychological test result and reading comprehension test score (IQ score)
b). The Result of student’s reading comprehension test.
4. **Technique of Data Analysis**

After getting the data, the writer analyses the data by using statistic calculation of t-test. The formulation is used for two big samples, which are different and are not related to one another.

The formulation is: 

\[ t_0 = \frac{M_x - M_y}{SE_{Mx-My}} \]

Where:

- **Mx**: mean scores X variable which are calculated with the formula:
  \[ M_x = \frac{\sum X}{N} \]

- **My**: mean scores Y variable, which are calculated with the formula:
  \[ M_y = \frac{\sum Y}{N} \]

- **\( \sum X \)**: the total score of X variable and Y variable.

- **N**: number of cases.

- **SE_{Mx}**: The standard error from mean of differences which is gained with the formula:
  \[ SE_{Mx} = \frac{SD_x}{\sqrt{N-1}} \]

- **SE_{My}**: The standard error from mean of differences which is gained with the formula:
  \[ SE_{My} = \frac{SD_y}{\sqrt{N-1}} \]

- **SDx**: Standard deviation of X variable which is gained with the formula:
  \[ SD_x = \sqrt{\frac{\sum X^2}{N}} \]

- **SDy**: Standard deviation of Y variable which is gained with the formula:
  \[ SD_y = \sqrt{\frac{\sum Y^2}{N}} \]
B. The Description of Data

There are two instruments used to get the data in conducting the research with the two variables the Reading Comprehension test score and IQ test score. It was mentioned in the previous chapter, that the writer conducted field research and documentation research.

The form of the test were different in the topic. The score of reading comprehension test got from the student reading comprehension test by the writers, and the score IQ derived from the data of YACOBI (Yayasan Consultasi dan Bimbingan) each of the criterion has 8 levels Classification and description of student.

C. The Data Analysis

The score of data of this research have been obtained by doing research on the influence of students intelligence on their reading comprehension test scores to the eight class students at SMPN 2 Pamulang.

In this chapter the writer gives the report concerning with the data description, compares the results of those two scores. The data of psychological test result and reading comprehension scores can be seen on the following table in data analysis.

To simplify calculation the writer makes an interval (ordinal scale) of psychological test result and reading comprehension scores point, as seen on the table. The formula is:

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</thead>
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<td>Student 38</td>
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The score of reading comprehension test

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<tr>
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<th>x²</th>
<th>y²</th>
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<td>Lower IQ level (Y)</td>
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<tr>
<td>72</td>
<td>64</td>
<td>-1</td>
<td>-1</td>
<td>4</td>
</tr>
</tbody>
</table>

\[\sum X = 1478 \quad \sum Y = 1316 \quad \sum x^2 = 37 \quad \sum y^2 = 68\]
Based on the table above, the writer has calculated the result $\sum X = 1478$ and $\sum Y = 1316$. Then the writer tried to find out the mean variable with the formula:

$$M_X = \frac{\sum X}{N} = \frac{1478}{19} = 77.78$$

$$M_Y = \frac{\sum Y}{N} = \frac{1316}{19} = 69.26$$

Based on the data above the writer tried to calculate standard deviation with the formula:

$$SD_X = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2} = \sqrt{\frac{37}{19} - \left(\frac{1478}{19}\right)^2} = \sqrt{1.95} = 1.395$$

$$SD_Y = \sqrt{\frac{\sum Y^2}{N} - \left(\frac{\sum Y}{N}\right)^2} = \sqrt{\frac{68}{19} - \left(\frac{1316}{19}\right)^2} = \sqrt{3.58} = 1.892$$

Based on the data above the writer tried to calculate the standard error with the formula:

$$SE_{M_X} = \frac{SD_X}{\sqrt{N-1}} = \frac{1.395}{\sqrt{18}} = \frac{1.395}{4.24} = 0.329$$

$$SE_{M_Y} = \frac{SD_Y}{\sqrt{N-1}} = \frac{1.892}{\sqrt{18}} = \frac{1.892}{4.24} = 0.446$$

After gaining the result $SEM_X$ and $SEM_Y$, the writer calculated standard error differences between variable $X$ and $Y$:

$$SE_{M_X-M_Y} = \sqrt{SE_{M_X}^2 + SE_{M_Y}^2} = \sqrt{0.329^2 + 0.446^2}$$

$$= \sqrt{0.108241 + 0.198916} = \sqrt{0.307157} = 0.55$$

The last procedure of the calculation is determining the result of $t_0$ (t observation) of test with the formula:
The result (15.49) indicates that there is difference of degree as much as 15.49 between variable X and Y. Then in order to complete the result of this research, the writer tried to find out the degree of freedom (df) with the formula:

\[
t_0 = \frac{M_x - M_y}{SE_{M1-M2}}
\]

\[
t_0 = \frac{77.78 - 69.26}{0.55} = \frac{8.52}{0.55} = 15.49
\]

Based on the table above, df 36 at significant of 5% and 1% are:
- \(t_{table}\) at significant level of 5% = 2.02
- \(t_{table}\) at significant level of 1% = 2.71

So the result is \(2.02 < 15.49 > 2.71\)

If the means that \(t_0\) (t observation) is higher than \(t_{table}\)

D. The Test of Hypothesis

To prove the result of hypothesis the writer calculates the obtain data by using the t-test formula toward to \(t_0\) (t observation) as follows:

a. Formulating the alternative hypothesis (Ha): there is significant influence of students intelligence on their reading comprehension test score.

b. Formulating the null hypothesis (Ho): there is no significant influence of students intelligence on their reading comprehension test score.

From the formulation above, the writer followed some assumptions as below:

a. If the result calculation \(t_0\) is higher than \(t_{table}\), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

b. If the result calculation \(t_0\) is higher than \(t_{table}\), the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.
According to the result of statistical calculation, it is obtained the value of $t_o$ is 15.49 and in the table of significant it can be seen that on the df 38, on the degree of significance 5% and 1%, the values of the degree of significance by comparing the values of $t_o = 15.49$ and $t_{table} = 2.02$ and 2.71 it is clear that $t_o$ is higher than $t_{table}$: $2.02 < 15.49 > 2.71$. The writer, then concludes that the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is a significant influence between student’s intelligence and score of reading comprehension test.

**D. The Interpretation of the Result**

According to the result of hypothesis, it is known that the student’s intelligence give a significant influence to increase the students score, especially on reading comprehension test.

Through the student’s IQ score the students can be encourage to improve their English ability, especially in four language skills. It shows that the most important thing is their intelligence can help students to get better achieve four English skill, especially in reading comprehension. Besides, through brain storming words in the activity of the reading comprehension students also can increase the others skills, speaking, listening and also writing.

From the result of the test, it is known that the high intelligence students can get better the score of reading comprehension test than the others.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that have been collected from the result of the statistical calculation and the test of hypothesis, the writer concludes that the student’s intelligence gives a significant influence to their reading comprehension test scores. It can be seen from the result of to is; 15.49 and degree of freedom (df) : 36. The result of t on significant 5% = 2.02 and 1% = 2.71, so to > tt or 2.02 < 15.49 > 2.71

So this research indicates that there is a significant influence between the students intelligence and their reading comprehension test score. Because there are many factors which influence reading comprehension, like language abilities, intelligence, affection and so on.

B. Suggestion

Based on the factual data which is given to the students in the second year of SMPN 2 Pamulang, Tangerang, it is clear that students intelligence can give a good influence to their score on reading comprehension test. The comprehension test. higher IQ score can help the difficulties on test, especially reading comprehension test. Therefore, the writer would like to give some suggestion to the English teacher:

1. The English teacher should make their students physically, mentally and emotionally ready to do some test in the classroom by guiding them through the process of reading and not by emphasizing on the correctness in reading test, especially for beginner students.

2. English test teacher should make students enjoy, secure, and easy first to reading comprehension in a piece of paper by guiding them to think about any word of any topic or a given topic.
3. English teacher should motivate students to start writing by conditioning the reading as a need for them.

4. Through the IQ score, students are used to brainstorming concept before reading and helping each other to collect any sufficient information from the text to answer the questions in a piece of paper.

5. Reading class should be designed as comfortable as possible by using an enjoyable technique and activity that can give students a chance to write easily,
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Schlinger, HD. *The Myth of Intelligence, the Psychological Record* 53 (1)


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