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APPENDIX

1. Research Instruments

Kuesioner Penelitian "The Correlation between Socio-economic Class and Students' English Reading Proficiency"

Kuesioner ini bertujuan untuk mengetahui tingkat sosial dan ekonomi responden. Semua informasi yang diterima sebagai hasil kuesioner ini bersifat rahasia dan informasi tersebut digunakan semata-mata hanya untuk keperluan akademik.

Nama;

Asal Sekolah;

1. Apakah kedua orangtua anda bekerja?
 - a. Iya
 - b. Ayah atau Ibu saja
 - c. Tidak keduanya
2. Pendidikan terakhir Ibu;
 - a. S1
 - b. D3
 - c. SMP/SMA/ sederajat
 - d. Lainnya
3. Pendidikan terakhir Ayah;
 - a. S1
 - b. D3
 - c. SMP/SMA/ sederajat
 - d. Lainnya
4. Penghasilan Ibu;
 - a. Rp. 5.000.000,- s/d Rp. 10.000.000,- per bulan
 - b. Rp. 2.500.000,- s/d Rp. 5.000.000,- per bulan
 - c. Rp. 1.000.000,- s/d Rp. 2.500.000,- per bulan
 - d. Lainnya

5. Penghasilan Ayah;
- a. Rp. 5.000.000,- s/d Rp. 10.000.000,- per bulan
 - b. Rp. 2.500.000,- s/d Rp. 5.000.000,- per bulan
 - c. Rp. 1.000.000,- s/d Rp. 2.500.000,- per bulan
 - d. Lainnya

Pada persoalan berikut, pada tingkat apa anda akan memposisikan diri anda?

- | | |
|--|--|
| <p>6. Pengaruh terhadap lingkungan;</p> <ul style="list-style-type: none">a. Besarb. Cukup besarc. Tidak ada | <p>7. Berikut ini yang dimiliki orang tua Anda adalah;</p> <ul style="list-style-type: none">a. Mobil dan motorb. Motor sajac. Tidak keduanya |
| <p>7. Lokasi tempat tinggal;</p> <ul style="list-style-type: none">a. Perkotaanb. Pinggiran kotac. Pedesaan | <p>8. Apakah semua anggota keluarga di tempat tinggal anda memiliki gadget (smartphone)?</p> <ul style="list-style-type: none">a. Iyab. Beberapac. Tidak ada |
| <p>8. Jenis tempat tinggal;</p> <ul style="list-style-type: none">a. Permanenb. Semi-permanenc. Tidak permanen | |

Available on; <http://bit.ly/SESkuesioner>

ENGLISH READING PROFICIENCY TEST

This test is to measure your reading proficiency in English. It consists of 20 items of questions with a total of approximately 40 minutes. Each item has four options. Be sure you understand what you read before choosing the right answer.

Do not write your answers on the test booklet. All your answers must be blackened on your answer sheet.

ALL TEST BOOKLETS WILL BE COLLECTED AFTER THE TEST.

Read the passage carefully

The white face, dark eyes and hair, and blood red lips: both foreigners and the Japanese are fascinated by these beautiful and mysterious women.

Makiko is training to be a geisha. Not many girls want to be a geisha in Japan today. Makiko's parents want her to go to university, study medicine and become a doctor. But Makiko's grandfather paid for her training and bought the kimonos she needed. It's very expensive to become a geisha. You have to have a different kimono for each month of the year, and today a kimono costs three million yen, that's about \$30,000.

It's a hard life for a trainee geisha. She has to leave her family and move to a special boarding house called a 'Maiko house'. Here, she has to learn traditional Japanese arts such as playing instruments, performing the tea ceremony, arranging flowers, singing and dancing. She has to take many difficult tests and exams. Only the best will pass everything and become geishas many years later.

We asked Makiko to describe exactly what a geisha does.

'A geisha has to serve customers and also entertain them. She has to sing and dance, and make good conversations.'

Did she enjoy her life as a trainee geisha?

'I love it. But it's hard work. Sometimes I get tired of wearing the kimonos and I want to put on a pair of jeans and go to school like a normal teenager. But I can't have a normal life now. I don't mind. I feel very lucky.'

And what about later? Can she have a family?

'Of course. A geisha can have relationships like anybody else and she can get married when she chooses.'

In Japan today there are fewer than a thousand geishas, but they play an important role in preserving Japanese culture and history.

Choose the best option A, B, C, or D.

1. What is the main idea of the passage?
(A) How to be a famous geisha.
(B) Interesting life of geishas.
(C) Life and work of geishas.
(D) How geishas feel about their life.
2. Why is Makiko training to be a geisha?
(A) Her parents want her to do so.
(B) Her grandfather supported her financially.
(C) She was lucky to be chosen.
(D) Being a geisha is Makiko's dream.
3. What is NOT a requirement for a geisha?
(A) She has to pass all difficult tests and exams.
(B) She can't stay home during the training.
(C) She has to learn music.
(D) She has to play modern instruments.
4. The word She in the passage refers to _____.
(A) Makiko
(B) A trainee geisha
(C) The writer
(D) A family member
5. Why does the writer mention tea ceremony?
(A) To express he/she likes tea.
(B) To indicate that geishas love tea.
(C) To give an example of Japanese traditional arts.
(D) To show that all Japanese drink tea in a special way.
6. The word them in the passage refers to _____.
(A) geishas
(B) tests and exams
(C) customers
(D) conversations

Read the passage carefully.

1 Climate encompasses the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle count and other meteorological elements in a given region over a long period of time. Climate can be contrasted to weather, which is the present condition of these same elements and their variations over shorter time periods.

2 Climate may be inherently variable as evidenced by the irregularity of the seasons from one year to another. This variability is normal and may remain partially understood. It is related to changes in ocean currents, volcanic eruptions, solar radiation and other components of the climate system. In addition, our climate has its extremes (such as floods, droughts, hail, tornadoes and hurricanes), which can be devastating. However, in recent decades, a number of indicators and studies show more and more evidence of climate warming across the globe. It is a disturbing phenomenon challenging human habits and activities which are responsible for greenhouse gas emissions.

3 The greenhouse effect is the process by which absorption and emission of infrared radiation by gases in the atmosphere warm the planet's lower atmosphere and surface. It was proposed by Joseph Fourier in 1824 and was first investigated quantitatively by Svante Arrhenius in 1896. Naturally occurring greenhouse gases have a mean warming effect of about 33°C (59°F). But human activity since the Industrial Revolution has increased the amount of greenhouse gases in the atmosphere, leading to increased concentrations of CO₂ and methane. The concentrations of CO₂ and methane have increased by 36% and 148% respectively since 1750. These levels are much higher than at any time during the last 650,000 years. Over the last three decades of the 20th century, GDP (Gross Domestic Product) per capita and population growth were the main drivers of increases in greenhouse gas emissions. CO₂ emissions are continuing to rise due to the burning of fossil fuels and land-use change.

4 There are two major effects of global warming: the increase of temperature on the earth by about 3° to 5°C (5.4° to 9°F) by the year 2100, and the rise of sea levels by at least 25 meters (82 feet) by the year 2100. Other consequences are listed below:

- Amounts and patterns of precipitation are changing.
- The total annual power of hurricanes has already increased markedly since 1975 because their average intensity and average duration have increased.
- Changes in temperature and precipitation patterns increase the frequency, duration, and intensity of other extreme weather events, such as floods, droughts, heat waves, and tornadoes.
- Lower agricultural yields, further glacial retreat, reduced summer stream flows and species extinctions.
- Diseases like malaria are returning to areas where they have been extinguished earlier.

Choose the best option A, B, C, or D.

7. What is the passage mainly about?
(A) Differences between weather and climate.
(B) Global warming and its effects.
(C) Climate warming across the globe.
(D) Consequences of global warming by 2100.
8. According to paragraph 1, what differentiates climate from weather?
(A) Elements.
(B) Temperatures.
(C) Time periods.
(D) Locations.
9. The word It in paragraph 2 refers to _____.
(A) number
(B) evidence
(C) globe
(D) climate warming
10. It can be inferred from paragraph 2 that _____.
(A) Climate changes from one year to another
(B) Scientists may not fully understand climate variability
(C) Climate extremes have just occurred in recent decades
(D) Humans produce more gases in greenhouses
11. Why does the author mention fossil fuels in paragraph 3?
(A) To give an example of a source of CO₂ emissions.
(B) To indicate that fossil fuels burn well.
(C) To confirm that fossil fuels are the only cause of CO₂ emissions.
(D) To show the relation between fossil fuels and land-use change.
12. What can be inferred from paragraph 3?
(A) The greenhouse gases in nature have a warming effect of about 33°C on average.
(B) The concentrations of CO₂ and methane have increased by 36% since 1750.
(C) The Industrial Revolution began in 1750.
(D) Population growth caused serious gas emissions in the 19th century.
13. According to paragraph 3, what is a cause of the continued increase of CO₂ emissions?
(A) The production of fuels.
(B) The use of man-made fuels.
(C) The changed use of land.
(D) The clearing of land for living.

The following text for question number 14 until 20

COLUMBIAN EXCHANGE

1 The Columbian Exchange was the “exchange of plants, animals, foods, human populations (including slaves) communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492.” The term “Columbian Exchange,” coined in 1972 by historian Alfred Crosby, took hold and became not only standard shorthand for the phenomenon which it exemplified, but also a perspective for witnessing societal and ecological events.

2 When Christopher Columbus made landfall with his crew in the Bahamas in October 1492, two worlds with separate evolutionary histories met. When Europeans began to settle America’s east coast, they brought with them and cultivated familiar crops – wheat and apples – as well as familiar weeds, such as dandelion and chickweed. In the 1600s, they introduced cattle and horses, which flourished in the New World climate.

3 Devastating diseases were introduced to the American population which had no resistance to them. John R. McNeill, professor of history at Georgetown University, points out that “when the first inhabitants of the Americas arrived across the Bering land bridge between 20,000 and 12,000 years ago, they brought few diseases with them because they had no domesticated animals, the original source of human diseases such as smallpox and measles. In addition, as they passed from Siberia to North America, the first Americans had spent many years in extreme cold, which eliminated many of the disease-causing agents that might have traveled with them.” Consequently, between 1492 and 1650, over 90% of the Native American population died in epidemic after epidemic of smallpox, measles, mumps, whooping cough, influenza, chicken pox, and typhus. The loss of labor caused by pathogens indirectly led to the establishment of African slavery among European immigrants in the Americas, resulting in the importation of malaria and yellow fever from Africa, causing even more destruction of the Native American population.

4 The export of American flora and fauna did not revolutionize the Old World as the influx of European agriculture altered the New World ecosystem. According to Crosby, the New World’s great contribution to the Old World was crop plants. Maize, white potatoes, sweet potatoes, various squashes, chilies, and manioc augmented and invigorated the European cuisine. Very few New World creatures traversed the ocean - the muskrat, the gray squirrel, and a few others - but they did not precipitate large scale changes in Old World

5 Although some diseases made the ocean voyage from New World to the Old World, they did not have appreciable effects on the European population. Crosby stated that, although some deaths were attributed to ailments from America, the total was insignificant compared to Native American losses to smallpox alone.

6 In Crosby's original work, he eschewed ideological statements. He reminded his readers that neither the Old nor the New World was inferior or superior to the other, and the encounter between the two worlds was fundamentally an exchange. By 1988, he summarized his long view of the encounter in this way: "My point is that the impact of the Encounter is so massive that we should consider it with the same sense of scale as we do events connected with the endings and beginnings of the geological periods and eras and their influence on the direction of evolution on the planet."

Choose the best option A, B, C, or D.

14. What is the passage mainly about?

- (A) Exchanged things between Columbus and Native Americans.
- (B) Social and ecological development of the Americas after 1492.
- (C) Inferiority of the New World to the Old World.
- (D) Exchanges between the Americas and other continents since 1492.

15. Which sentence below best restates the meaning of the highlighted sentence in paragraph 2?

- (A) When Christopher Columbus reached the Bahamas in October 1492, he fell on the land.
- (B) When Columbus's group set foot on the Americas, the Old World and the New World encountered.
- (C) Christopher Columbus claimed the honor of discovering two separate evolutionary histories.

(D) The Bahamas were the land where Christopher Columbus met the inhabitants of the New World.

16. Why does the author mention wheat and apples in paragraph 2?

- (A) To show the two familiar crops grown in the Americas.
- (B) To indicate that they are more familiar than weeds and cattle.
- (C) To give two examples of European crops brought to America.
- (D) To explain which crops Americans chose to cultivate.

17. The word them in paragraph 3 refers to_____.

- (A) inhabitants
- (B) Americans
- (C) the Americas
- (D) diseases

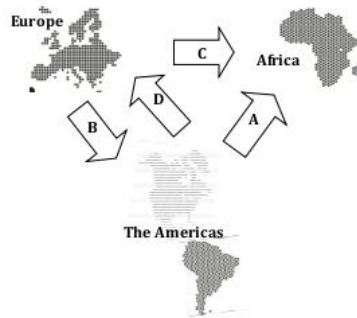
18. According to paragraph 3, between 1492 and 1650, Native Americans died of the following European epidemics EXCEPT_____.

- (A) mumps
- (B) influenza
- (C) malaria
- (D) chicken pox

19. It can be inferred from paragraph 4 that _____.

- (A) The Columbian Exchange had more important impact on the Americas than on Europe
- (B) More Europeans liked the Old World's crops
- (C) The New World animals did not change the Old World ecosystems
- (D) The muskrat and the gray squirrel were the Old World creatures

20. Which



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2. Validity and Reliability of Research Instruments

Table 1: The Validity of Questionnaire

Number of item	r2	Sig.	Criteria
1	0.743	0.000	Valid
2	0.778	0.000	Valid
3	0.635	0.000	Valid
4	0.107	0.489	Invalid
5	0.332	0.028	Valid
6	0.236	0.123	Invalid
7	0.569	0.000	Valid
8	0.298	0.050	Valid
9	0.575	0.000	Valid
10	0.642	0.000	Valid

Reliability Statistics	
Cronbach's Alpha	N of Items
.732	8

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	15.3864	6.057	.674	.651
x2	15.9318	5.553	.631	.654
x3	15.7727	6.552	.513	.687
x5	15.8636	7.702	.208	.741
x7	15.4318	6.763	.342	.726
x8	14.9091	8.038	.100	.757
x9	15.2955	7.050	.386	.712
x10	15.3409	6.881	.575	.684

Table 2: The Validity of Reading Proficiency Test

Number of item	r2	Sig.	Criteria
1	0.434	0.003	Valid
2	0.396	0.008	Valid
3	0.197	0.200	Invalid
4	0.449	0.002	Valid
5	0.429	0.004	Valid
6	0.294	0.052	Invalid
7	0.166	0.281	Invalid
8	0.187	0.225	Invalid
9	0.524	0.000	Valid
10	-0.133	0.390	Invalid
11	0.072	0.644	Invalid
12	. ^b	.	Invalid
13	-0.115	0.458	Invalid
14	0.117	0.448	Invalid
15	0.362	0.016	Valid
16	0.613	0.000	Valid
17	0.282	0.064	Invalid
18	0.531	0.000	Valid
19	0.372	0.013	Valid
20	0.583	0.000	Valid

Reliability Statistics	
Cronbach's Alpha	N of Items
.685	10

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
y1	4.1136	4.754	.236	.682
y2	4.2045	4.632	.356	.660
y4	4.0682	4.856	.172	.695
y5	3.5227	5.092	.216	.681
y9	3.8409	4.183	.506	.629
y15	3.8409	4.649	.263	.678
y16	3.9773	3.883	.667	.592
y18	3.9318	4.809	.178	.695
y19	4.2500	4.936	.215	.683
y20	4.1364	3.981	.688	.594

3. Score of Instruments

Score of Questionnaires												
No.	Initial of Respondent	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	nx
r1	ABSS	3	3	3	2	1	2	2	3	3	2	20
r2	UNN	1	1	1	2	1	2	2	3	3	3	15
r3	NFA	3	2	2	2	2	2	3	3	3	3	21
r4	TT	2	1	1	2	1	2	2	2	3	2	14
r5	SA	3	3	3	2	3	1	3	3	3	3	24
r6	Dz	2	2	2	2	2	3	1	3	2	2	16
r7	NFS	3	3	3	2	1	2	3	3	3	2	21
r8	Hh	3	2	2	2	2	2	2	3	3	2	19
r9	NSR	2	2	2	2	1	2	3	3	2	2	17
r10	ANI	3	3	2	2	2	2	3	3	3	3	22
r11	AMS	3	3	3	2	2	2	3	1	2	3	20
r12	NZK	2	2	2	2	1	2	1	3	2	2	15
r13	Ma	2	1	2	2	2	1	1	3	2	2	15
r14	RM	3	1	2	2	2	2	2	3	3	3	19
r15	AS	2	2	2	2	1	2	2	3	3	2	17
r16	MAR	2	2	2	2	2	2	3	3	2	3	19
r17	NA	1	1	1	3	3	2	3	3	3	2	17
r18	RCY	3	3	2	2	2	2	3	3	3	3	22
r19	IFN	2	1	1	2	2	2	2	3	2	2	15
r20	AHK	3	3	3	2	2	3	2	3	3	2	21
r21	KN	2	1	2	2	2	2	3	3	2	3	18
r22	PDMR	3	3	1	2	2	2	3	3	3	3	21
r23	SAS	2	1	2	2	2	2	3	3	2	2	17
r24	AAF	3	3	3	2	2	2	3	3	2	3	22
r25	NIH	3	2	2	2	2	1	3	3	3	3	21
r26	Si	1	1	1	2	2	2	2	3	2	2	14
r27	RAP	2	2	2	2	2	2	3	3	2	3	19
r28	KRP	2	1	2	2	2	1	1	3	2	2	15
r29	AARP	2	1	1	2	2	2	2	3	2	2	15
r30	NF	2	1	1	2	2	1	2	2	2	2	14
r31	SMY	2	2	2	2	1	2	2	2	2	2	15
r32	DA	2	1	2	2	2	2	3	3	2	2	17
r33	MNM	3	2	2	2	2	2	2	3	3	2	19
r34	Ad	2	1	2	2	2	2	3	3	2	2	17
r35	NR	2	1	1	2	1	2	2	2	3	2	14
r36	SADM	3	2	2	2	2	1	2	3	3	3	20
r37	MAFN	3	2	2	1	2	2	3	1	1	2	16
r38	AI	2	1	2	2	2	1	1	3	1	2	14
r39	NAS	3	3	3	2	3	1	2	3	3	3	23
r40	NFI	2	1	2	2	2	2	3	3	2	2	17

r41	MU	2	2	2	2	1	2	1	3	2	2	15
r42	FI	1	1	1	2	2	1	2	2	2	2	13
r43	MAD	3	1	2	2	2	2	2	3	3	3	19
r44	MABA	2	1	2	2	2	1	1	3	2	2	15

Score of Reading Proficiency Test												
No.	Initial of Respondent	y1	y2	y4	y5	y9	y15	y16	y18	y19	y20	ny
r1	ABSS	1	0	0	1	1	1	0	1	0	0	5
r2	UNN	0	1	1	1	1	1	1	0	1	1	8
r3	NFA	0	1	1	1	0	1	1	1	1	0	8
r4	TT	0	0	0	1	0	0	0	0	0	0	1
r5	SA	1	0	1	1	1	1	1	1	0	1	8
r6	Dz	0	0	1	1	0	0	0	1	0	0	3
r7	NFS	0	0	0	1	1	1	0	0	0	0	3
r8	Hh	0	1	0	1	1	0	1	1	0	1	6
r9	NRS	0	1	0	1	1	0	0	1	1	0	6
r10	ANI	0	0	1	1	0	0	0	1	0	0	3
r11	AMS	0	1	1	1	1	1	1	0	1	1	8
r12	NZK	1	0	0	1	0	1	1	0	0	0	4
r13	Ma	1	0	1	1	1	1	1	1	0	1	8
r14	RM	0	0	1	1	0	0	0	1	0	0	3
r15	AS	1	0	0	1	0	1	1	0	0	0	4
r16	MAR	0	1	1	0	0	1	1	0	0	0	4
r17	NA	0	0	1	1	0	0	0	0	0	0	1
r18	RCY	0	0	0	0	1	0	0	0	1	0	2
r19	IFN	0	0	0	1	1	1	0	0	0	0	3
r20	AHK	1	0	1	1	1	1	1	1	0	1	8
r21	KN	0	0	0	1	0	0	0	0	0	0	1
r22	PDMR	1	0	0	1	0	1	1	0	0	0	4
r23	SAS	0	0	1	1	0	0	0	1	0	0	3
r24	AAF	0	1	1	1	1	1	1	0	1	1	8
r25	NIH	1	0	0	1	1	1	1	1	1	0	7
r26	Si	0	1	0	1	1	0	1	1	0	1	6
r27	RAP	0	0	0	1	1	1	0	0	0	0	3
r28	KRP	0	0	0	1	1	0	1	0	0	0	3
r29	AARP	0	0	0	1	1	0	0	0	0	1	3
r30	NF	0	0	0	0	0	0	0	0	0	0	0
r31	SMY	1	0	0	1	0	1	1	0	0	0	4
r32	DA	0	0	1	1	0	0	0	0	0	1	3

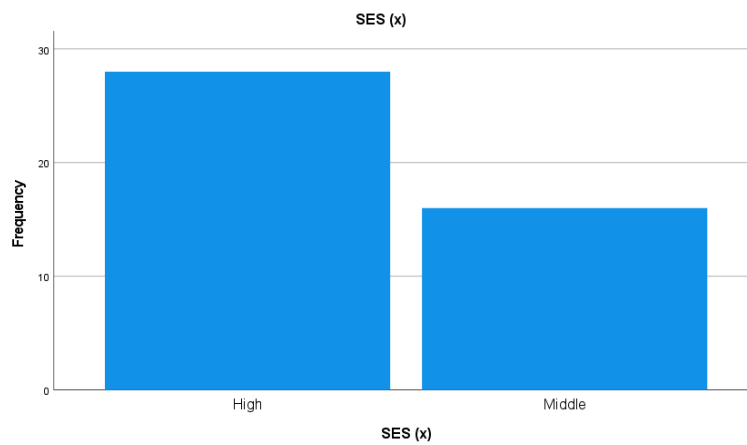
r33	MNM	0	0	1	1	0	0	0	1	0	0	3
r34	Ad	0	0	1	1	0	0	1	1	0	0	3
r35	NR	0	0	0	0	0	1	0	0	1	0	2
r36	SADM	1	0	0	1	1	1	1	1	1	0	7
r37	MAFN	1	0	0	1	1	1	0	0	1	0	5
r38	AI	1	0	0	1	1	1	0	1	0	0	5
r39	NAS	1	0	1	1	1	1	1	1	0	1	8
r40	NFI	0	1	0	1	1	0	1	1	0	1	6
r41	MU	0	1	0	1	1	1	1	1	0	1	6
r42	FI	0	0	0	1	0	0	0	0	0	0	1
r43	MAD	1	0	0	1	1	1	0	1	0	0	5
r44	MABA	0	0	0	1	1	1	0	0	0	0	3

4. Descriptive Statistics (SPSS)

Descriptive Statistics of x

	N	Minimum	Maximum	Mean	Std. Deviation
x	44	13.00	24.00	17.7045	2.93003
Valid N (listwise)	44				

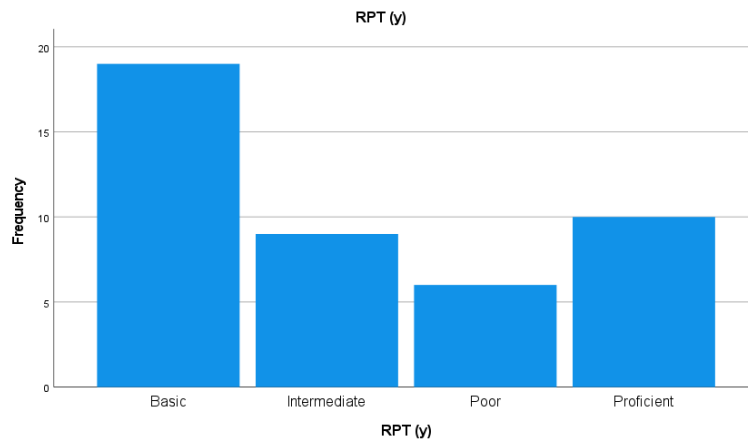
		x			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.00	1	2.3	2.3	2.3
	14.00	5	11.4	11.4	13.6
	15.00	9	20.5	20.5	34.1
	16.00	2	4.5	4.5	38.6
	17.00	7	15.9	15.9	54.5
	18.00	1	2.3	2.3	56.8
	19.00	6	13.6	13.6	70.5
	20.00	3	6.8	6.8	77.3
	21.00	5	11.4	11.4	88.6
	22.00	3	6.8	6.8	95.5
	23.00	1	2.3	2.3	97.7
	24.00	1	2.3	2.3	100.0
Total	44	100.0	100.0		



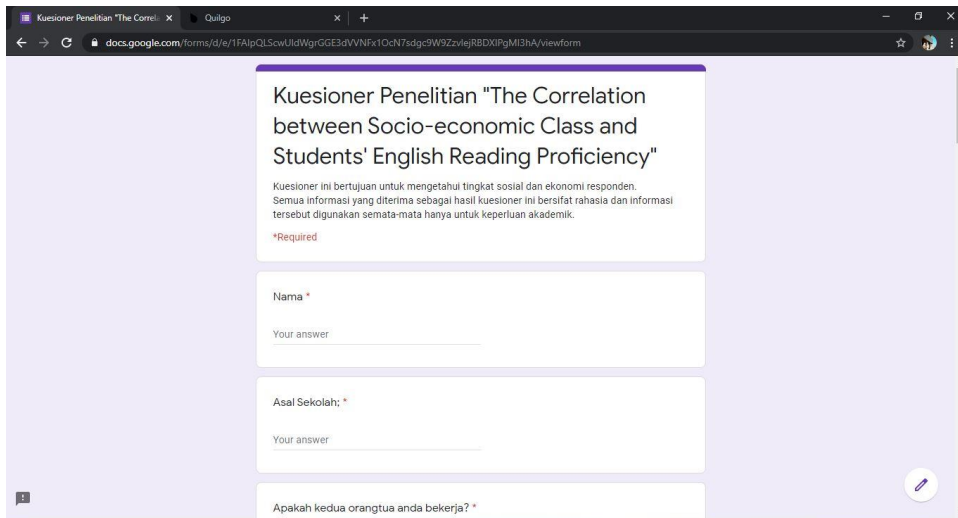
Descriptive Statistics of y

	N	Minimum	Maximum	Mean	Std. Deviation
RPT	44	.00	8.00	4.4318	2.33674
Valid N (listwise)	44				

		y			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	2.3	2.3	2.3
	1	4	9.1	9.1	11.4
	2	2	4.5	4.5	15.9
	3	13	29.5	29.5	45.5
	4	5	11.4	11.4	56.8
	5	4	9.1	9.1	65.9
	6	5	11.4	11.4	77.3
	7	2	4.5	4.5	81.8
	8	8	18.2	18.2	100.0
Total		44	100.0	100.0	

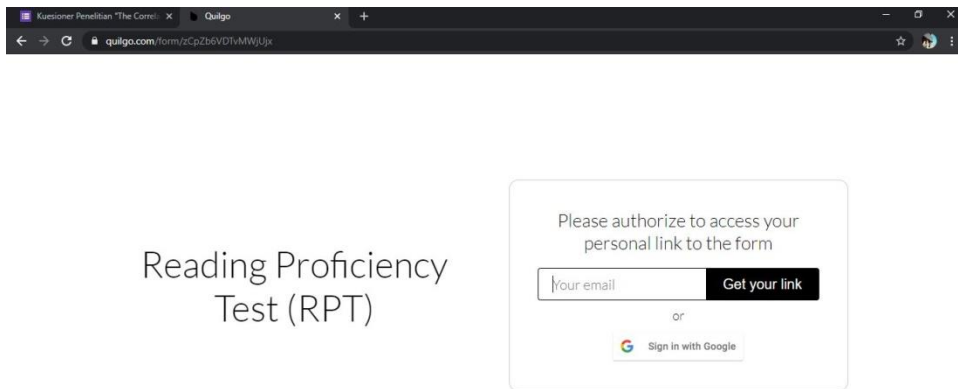


5. Research Documentation



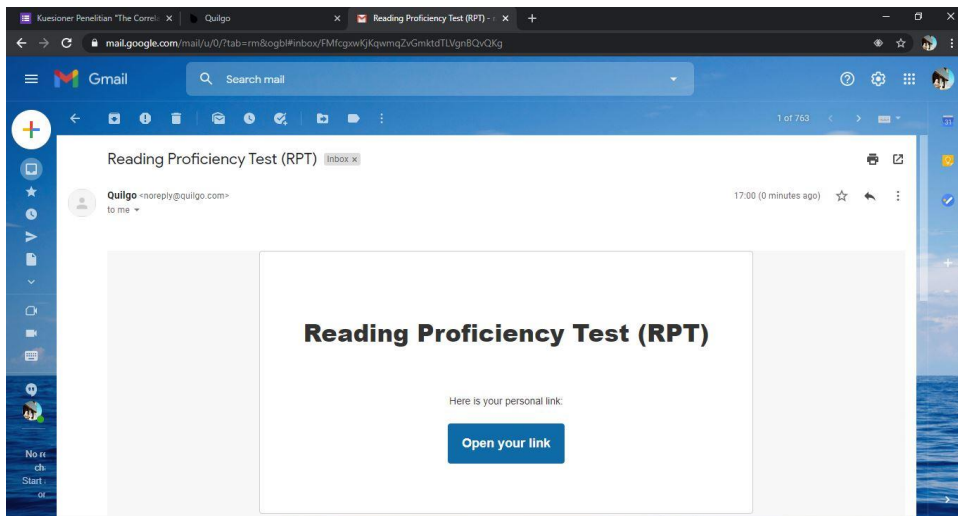
The screenshot shows a Google Form in a browser window. The title is "Kuesioner Penelitian 'The Correlation between Socio-economic Class and Students' English Reading Proficiency'". Below the title is a short paragraph in Indonesian explaining the purpose of the questionnaire. There are three required text input fields: "Nama", "Asal Sekolah", and "Apakah kedua orangtua anda bekerja?". Each field has a red asterisk and the word "Required" below it. The browser address bar shows a Google Forms URL.

Picture 1. *Questionnaires on Google form*

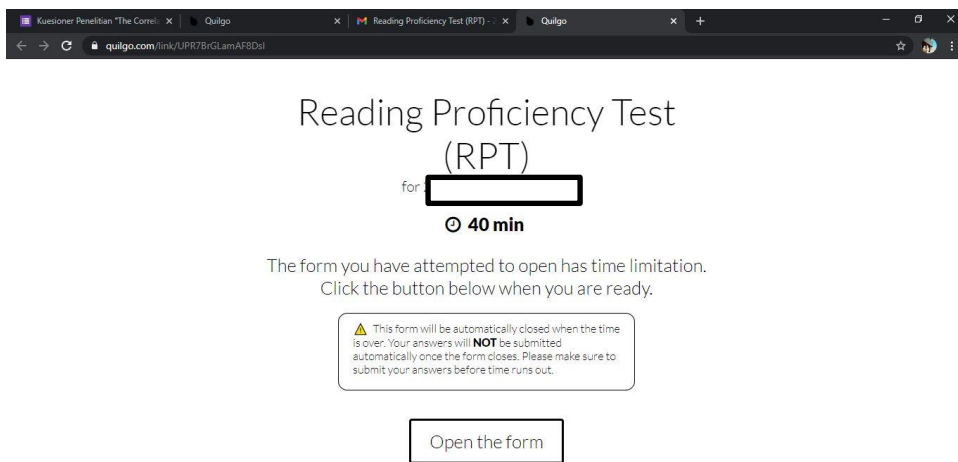


The screenshot shows a web page for the "Reading Proficiency Test (RPT)". On the right side, there is a white box with a grey border containing the text "Please authorize to access your personal link to the form". Below this text is a text input field labeled "Your email" and a black button labeled "Get your link". Underneath the button is the word "or" and a "Sign in with Google" button with the Google logo.

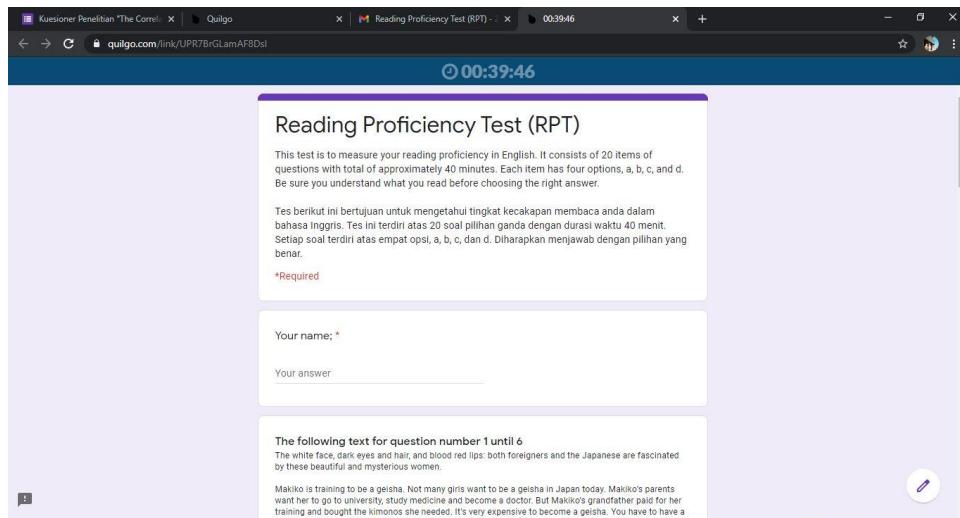
Picture 2. *RPT step one (e-mail submission)*



Picture 3. RPT step two (link shared)



Picture 4. RPT step three (the opening)



Picture 5. RPT on Google form



Picture 6. Research location (September – October), SMA Negeri 1 Maros



Picture 7. Placard submission (October 15th, 2020)

6. Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA
JALAN PERINTIS KEMERDEKAAN KAMPUS TAMALANREA KM. 10 MAKASSAR – 90245
TELP. (0411) 587223 - 590159 FAX. 587223

Nomor : 4857/UN4.9.1/PT.01.04/2020
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

08 September 2020

Yth. Kepala Sekolah SMA Negeri 1 Maros

Dengan hormat, berdasarkan surat Departemen Sastra Inggris Fakultas Ilmu Budaya Universitas Hasanuddin No. 4818/UN4.9.7/PT.01.04/2020 tanggal 04 September 2020 perihal izin untuk melakukan penelitian, bertempat di **SMA Negeri 1 Maros** guna penyelesaian penulisan skripsi Program Strata Satu Fakultas Ilmu Budaya Universitas Hasanuddin, yang tersebut di bawah ini :

N a m a : Rahmatiah
Nomor Pokok : F211 16 313
Departemen : Sastra Inggris

Mohon kiranya dapat diberi izin untuk melakukan Penelitian di Instansi Bapak, sesuai judul skripsi **“The Correlation Between Socio-Economic Class and Students’ English Reading Proficiency”**.

Atas bantuan dan kerjasama Bapak/Ibu disampaikan terima kasih.



a.n. Dekan
Wakil Dekan Bidang Akademik, Riset
dan Inovasi,

Prof. Dr. H. Fathu Rahman, M. Hum.
NIP 496012311987031025

Tembusan :

1. Dekan FIB Unhas
2. Ketua Departemen Sastra Inggris FIB Unhas
3. Kepala Bagian Tata Usaha FIB Unhas.





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT. SMA NEGERI I MAROS**

Alamat : Jln. Mangga No. 1 Maros Kel. Turikale Kec. Turikale Kab. Maros Kode Pos 90511
NPSN : 40300280 Telp. (0411) 371079 Fax : (0411)374378 email : smansaku285@gmail.com

SURAT KETERANGAN PENELITIAN

No. 421.3/261-UPT SMA.1/MRS/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Maros Kabupaten Maros Propinsi Sulawesi Selatan menerangkan bahwa :

Nama Peneliti	: RAHMATIAH
Tempat / Tgl Lahir	: Sampano, 22 Juni 1998
Alamat	: Jl. Dato. Gowa
Jenis Kelamin	: Perempuan
No Induk Mahasiswa	: F21116313
Program Studi	: Sastra Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1) Universitas Hasanuddin
Alamat Instansi	: Jl. Perintis Kemerdekaan Km 10 Tamalanrea Makassar

Telah melakukan penelitian / pengambilan Data di SMA Negeri 1 Maros dengan judul skripsi :

“The Correlation Between Socio-Economic Clas and Students’ English Reading Proficiency”

Berdasarkan surat Departemen sastra Inggris Fakultas Ilmu Budaya Universitas Hasanuddin No. 4818/UN4.9.7/PT.01.04/2020 tanggal 04 September 2020. dan surat Kementerian Pendidikan dan Kebudayaan Universitas Hasanuddin Fakultas Ilmu Budaya No. 4857/UN4.9.1/PT.01.04/2020 tanggal, 08 September 2020 yang dilaksanakan pada;

Hari / Tanggal : Senin s.d Senin, 14 September s.d 12 Oktober 2020

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Maros, 15 Oktober 2020
Kepala UPT SMA Negeri 1 Maros



TAKRIL S.Pd.M.Pd
Pembina Tk.I
NIP. : 19701017 199101 1 002