

BIBLIOGRAPHY

- Anderson and Pierson. *Cited in Carrell, Patricia L. 1988. Interactive approaches to second language reading.* Cambridge: Cambridge University Press.
- Anderson, R.C. 1977. *Schooling and the acquisition of knowledge.* Hillsdale, N.J: Erlbaum.
- Bartlett. *Cited in Swales, John M. 1990. Genre analysis: english in academic and research settings.* Cambridge: Cambridge University Press.
- Brown, Gillian. 1983. *Discourse analysis.* Cambridge: Cambridge University Press.
- Carrell, Patricia L. 1988. *Interactive approaches to second language reading.* Cambridge: Cambridge University Press.
- Coady, J. 1979. *A psycholinguistic model of the ESL reader.* In reading in a second language, Ronald MacKay, Bruce Barkman, and R.R. Jordan (Eds). Rowley, Massachusetts: Newbury House.
- Goodman. *Cited in Carrell, Patricia L. 1988. Interactive approaches to second language reading.* Cambridge: Cambridge University Press.
- Grabe, William. *Cited in Carrell, Patricia L. 1988. Interactive approaches to second language reading.* Cambridge: Cambridge University Press.

- Heilman, Blair and Rupley. 1981. *Reading power*. Cambridge: Cambridge University Press.
- McNeil, John D. 1992. *Reading comprehension: new directories for classroom practice*. New York: Harper Collins Publishers.
- Moore, David S. 1985. *Statistics: concepts and controversies*. United States of America: W.H. Freeman and Company.
- Sumhudi, M. Aslam. 1991. *Komposisi Disain Riset*. Solo: CV. Ramdhani.
- Swales, John M. 1990. *Genre analysis: english in academic and research settings*. Cambridge: Cambridge University Press.

APPENDIX

Test A

Botany, the study of plants, occupies a peculiar position in the history of human knowledge. For many thousands of years it was the one field of awareness about which humans had anything more than the vaguest of insights. It is impossible to know today just what our Stone Age ancestors knew about plants, but from what we can observe of preindustrial societies that still exists, a detailed learning of plants and their properties must be extremely ancient. This is logical. Plants are the basis of the food pyramid for all living things, even for other plants. They have always been enormously important to the welfare of people, not only for food, but also for clothing, weapons, tools, dyes, medicines, shelter, and a great many other purposes. Tribes living today in the jungles of the Amazon recognize literally hundreds of plants and know many properties of each. To them botany, as such, has no name and is probably not even recognized as a special branch of "knowledge" at all.

Unfortunately, the more industrialized we become the farther away we move from direct contact with plants, and the less distinct our knowledge of botany grows. Yet everyone comes unconsciously on an amazing amount of botanical knowledge, and a few people will fail to recognize a rose, an apple, or an orchid. When our Neolithic ancestors, living in the Middle East about 10,000 years ago, discovered that certain grasses could be harvested and their seeds planted for richer yields the next seasons, the first great step in a new association of plants and humans was taken. Grains were discovered and from them flowed the marvel of agriculture: cultivated crops. From then on, humans would increasingly take their living from the controlled production of a few plants, rather than getting a little here and a little there from many varieties that grew wild-and the accumulated knowledge of tens of thousands of years of experience and intimacy with plants in the wild would begin to fade away.

Choose the correct answer according to the passage!

1. Which of the following assumptions about early humans is expressed in the passage ?
 - a. They probably had extensive knowledge of plants.
 - b. They divided knowledge into well-defined fields.
 - c. They did not enjoy the study of botany.
 - d. They placed great importance on ownership of property.

2. The word "peculiar" in line 1 is closest in meaning to
 - a. clear
 - b. large
 - c. unusual
 - d. important

3. What does the comment "This is logical" in line 5 mean?
 - a. There is no clear way to determine the extent of our ancestors' knowledge of plants.
 - b. It is not surprising that early humans had a detailed knowledge of plants.
 - c. It is reasonable to assume that our ancestors behaved very much like people in preindustrial societies.
 - d. Human knowledge of plants is well organized and very detailed.

4. The phrase "properties of each" in line 9 refers to each
 - a. tribe
 - b. hundred
 - c. plant
 - d. purpose
5. According to the passage, why has general knowledge of botany declined?
 - a. People no longer value plants as a useful resource.
 - b. Botany is not recognized as a special branch of science.
 - c. Research is unable to keep up with the increasing number of plants.
 - d. Direct contact with a variety of plants has decreased.
6. In line 13-14, what is the author's purpose in mentioning "a rose, an apple, or an orchid"?
 - a. To make the passage more poetic
 - b. To cite examples of plants that are attractive
 - c. To give botanical examples that most readers will recognize
 - d. To illustrate the diversity of botanical life
7. According to the passage, what was the first great step toward the practice of agriculture?
 - a. The invention of agricultural implements and machinery.
 - b. The development of a system of names for plants.
 - c. The discovery of grasses that could be harvested and replanted.
 - d. The changing diets of early humans.
8. The word "controlled" in line 18 is closest in meaning to
 - a. abundant
 - b. managed
 - c. required
 - d. advanced
9. The relationship between botany and agriculture is similar to the relationship between zoology (the study of animals) and
 - a. deer hunting
 - b. bird watching
 - c. sheep raising
 - d. horseback riding
10. Where in the passage does the author describe the benefits people derive from plants?
 - a. Line 1
 - b. Line 5 - 8
 - c. Line 9 - 10
 - d. Line 12 - 14

Test B

As many as one thousand years ago in the Southwest, the Hopi and Zuni Indians of North America were building with adobe – sun-baked brick plastered with mud. Their homes looked remarkably like modern apartment houses. Some were four stories high and contained quarters for perhaps a thousand people, along with storerooms for grain and other goods. These buildings were usually put up against cliffs, both to make construction easier and for defense against enemies. They were really villages in themselves, as later Spanish explorers must have realized since they called them “pueblos”, which is Spanish for town.

The people of the pueblos raised what are called “the three sisters” – corn, beans, and squash. They made excellent pottery and wove marvelous baskets, some so fine that they could hold water. The Southwest has always been a dry country, where water is scarce. The Hopi and Zuni brought water from streams to their fields and gardens through irrigation ditches. Water was so important that it played a major role in their religion. They developed elaborate ceremonies and religious rituals to bring rain.

The way of life of less-settled groups was simpler and more strongly influenced by nature. Small tribes such as the Shoshone and Ute wandered the dry and mountainous lands between the Rocky Mountains and the Pacific Ocean. They gathered seeds and hunted small animals such as rabbits and snakes. In the Far North the ancestors of today’s Inuit hunted seals, walrus, and the great whales. They lived right on the frozen seas in shelters called igloos built of blocks of packed snow. When summer came, they fished for salmon and hunted the lordly caribou.

The Cheyenne, Pawnee, and Sioux tribes, known as the Plains Indians, lived on the grasslands between the Rocky Mountains and the Mississippi River. They hunted bison, commonly called the buffalo. Its meat was the chief food of these tribes, and its hide was used to make their clothing and the covering of their tents and tipis.

Choose the correct answer according to the passage!

1. What does the passage mainly discuss ?
 - a. The architecture of early American Indian Buildings
 - b. The movement of American Indians across North America
 - c. Ceremonies and rituals of American Indians
 - d. The way of life of American Indian tribes in early North America
2. According to the passage, The Hopi and Zuni typically built their homes
 - a. in valleys
 - b. next to streams
 - c. on open plains
 - d. against cliffs
3. The word “They” in line 5 refers to
 - a. goods
 - b. buildings
 - c. cliffs
 - d. enemies

4. It can be inferred from the passage that the dwellings of the Hopi and Zuni were
 - a. very small
 - b. highly advanced
 - c. difficult to defend
 - d. quickly constructed

5. The author uses the phrase "the three sisters" in line 8 to refer to
 - a. Hopi women
 - b. family members
 - c. important crops
 - d. rain ceremonies

6. The word "scarce" in line 10 is closest in meaning to
 - a. limited
 - b. hidden
 - c. pure
 - d. necessary

7. Which of the following is true of the Shoshone and Ute ?
 - a. They were not as settled as the Hopi and Zuni.
 - b. They hunted caribou.
 - c. They built their homes with adobe.
 - d. They did not have many religious ceremonies.

8. According to the passage, which of the following tribes lived in the grasslands ?
 - a. The Shoshone and Ute
 - b. The Cheyenne and Sioux
 - c. The Hopi and Zuni
 - d. The Pawnee and Inuit

9. Which of the following animals was most important to the Plains Indians ?
 - a. The salmon
 - b. The caribou
 - c. The seal
 - d. The buffalo

10. Which of the following is NOT mentioned by the author as a dwelling place of early North Americans ?
 - a. Log cabins
 - b. Adobe houses
 - c. Tipis
 - d. Igloos