



APPENDIX 1

TOEFL MODEL TEST OF READING

Reading Comprehension Directions: You will read several passages. Each one is followed by a number of questions about it. For answer the questions, you are choosing the one best answer, (A), (B), (C), or (D), to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage. 50 Questions 55 minutes

Line
(5) The body of an adult insect is subdivided into a head, a thorax of three segments, and a segmented abdomen. Ordinarily, the thorax bears three pairs of legs. One or two pairs of wings may be attached to the thorax. Most adult insects have two large compound eyes, and two or three small simple eyes.

(10) Features of the mouth parts are very helpful in classifying the many kinds of insects. A majority of insects have biting mouth parts or mandibles as in grasshoppers and beetles. Behind the mandibles are the maxillae, which serve to direct food into the mouth between the jaws. A labrum above and a labium below are similar to an upper and lower lip. In insects with sucking mouth parts, the mandibles, maxillae, labrum, and labium are modified to provide a tube through which liquid can be drawn. In a butterfly or moth, the coiled drinking tube is called the proboscis. Composed chiefly of modified maxillae fitted together, the proboscis can be extended to reach nectar deep in a flower. In a mosquito or an aphid, mandibles and maxillae are modified to sharp stylets with which the insect can drill through surfaces to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad that it can use to stamp over the surface of food.

(15)

1. What is the best title for this passage?
 - (A) An Insect's Environment
 - (B) The Structure of an Insect
 - (C) Grasshoppers and Beetles
 - (D) The Stages of Life of an Insect
2. What is the purpose of this passage?
 - (A) To complain
 - (B) To persuade
 - (C) To entertain
 - (D) To inform
3. How are the insects classified?
 - (A) By the environment in which they live
 - (B) By the food they eat
 - (C) By the structure of the mouth
 - (D) By the number and type of wings
4. The word "majority" in line 6 is closest in meaning to
 - (A) more than half
 - (B) more than twelve
 - (C) more than three
 - (D) more than one
5. What is the purpose of the maxillae?
 - (A) To bite or sting
 - (B) To drill through surfaces to find nourishment
 - (C) To put food between the jaws
 - (D) To soak up nourishment like a sponge
6. The author compares labrum and labium to
 - (A) an upper and lower lip
 - (B) mandibles
 - (C) maxillae
 - (D) jaws
7. What is the proboscis?
 - (A) Nectar
 - (B) A tube constructed of modified maxillae
 - (C) A kind of butterfly
 - (D) A kind of flower
8. Which of the following have mandibles and maxillae that have been modified to sharp stylets?
 - (A) Mosquito
 - (B) Butterfly
 - (C) Housefly
 - (D) Aphid

- (A) Grasshoppers
 (B) Butterflies
 (C) Mosquitoes
 (D) Houseflies
9. The phrase "drill through" in line 15 could best be replaced by
 (A) penetrate
 (B) saturate
 (C) explore
 (D) distinguish
10. The word "it" in line 16 refers to.
 (A) pad
 (B) food
 (C) housefly
 (D) mouth

(5) It was the first photograph that I had ever seen, and it fascinated me. I can remember holding it at every angle in order to catch the flickering light from the oil lamp on dresser. The man in the photograph was unsmiling, but his eyes were kind. I had ever met him, but I felt that I knew him. One evening when I was looking at the photograph, as I always did before I went to sleep, I noticed a shadow across the man's thin face. I moved the photograph so that the shadow lay perfectly around his hollow cheeks. How different he looked!

(10) That night I could not sleep, thinking about the letter that I would write. First, I would tell him that I was eleven years old, and that if he had a little girl my age, she could write to me instead of him. I knew that he was a very busy man. Then I would explain to him the real purpose of my letter. I would tell him how wonderful he looked with the shadow that I had seen across his photograph, and I would most carefully suggest that he grow whiskers.

(15) Four months later when I met him at the train station near my home in Westfield, New York, he was wearing a full beard. He was so much taller than I had imagined from my tiny photograph.

"Ladies and gentlemen," he said, "I have no speech to make and no time to make it in. I appear before you and that I may see you and that you may see me." Then he picked me right up and kissed me on both cheeks. The whiskers scratched. "Do you think I look better, my little friend?" he asked me.

My name is Grace Bedell and the man in photograph was Abraham Lincoln.

1. What is the author's main purpose in the passage?
 (A) To explain how Grace Bedell took a photograph of Abraham Lincoln
 (B) To explain why Abraham Lincoln wore a beard
 (C) To explain why the first photographs were significant in America life
 (D) To explain why Westfield is an important city
2. The word "fascinated" in line 1 could best be replaced by
 (A) interested
 (B) frightened
 (C) confused
 (D) disgusted
3. The word "flickering" in line 2 is closest in meaning to
 (A) burning constantly
 (B) burning unsteadily
 (C) burning very dimly
 (D) burning brightly
4. The man in the photograph
 (A) was smiling
 (B) has a beard
 (C) had a round, fat face
 (D) looked kind
5. What did Grace Bedell do every night before she went to sleep?
 (A) She wrote letters
 (B) She looked at the photograph
 (C) She made shadow figures on the wall
 (D) She read stories
6. Why did the little girl write the man a letter?
 (A) She was lonely

- (B) She wanted his daughter to write to her
 (C) She wanted him grow a beard
 (D) She wanted him to visit her
7. The little girl could not sleep because she was
 (A) sick
 (B) excited
 (C) lonely
 (D) sad
8. The word "it" in line 18 refers to
 (A) time
 (B) speech
 (C) photograph
 (D) station
9. From this passage, it may be inferred that
 (A) Grace Bedell was the only one at the train station when Lincoln stopped at Westfield
 (B) There were many people waiting for Lincoln to arrive on the train
 (C) Lincoln made a long speech at the station in Westfield
 (D) Lincoln was offended by the letter
10. Why did the author wait until the last line to reveal the identity of man in the photograph?
 (A) The author did not know it
 (B) The author wanted to make the reader feel foolish
 (C) The author wanted to build the interest and curiosity of the reader
 (D) The author was just a little girl

Although stage plays have been set to music since the era of the ancient Greeks, when the drama of Sophocles and Aeschylus were accompanied by Lyres and flutes, the usually accepted date for the beginning of opera as we know it is 1600. As a part of the celebration of the marriage of King Henry IV of France to the

- (5) Italian aristocrat Maria de Medici, the Florentine composer Jacopo Peri produced his famous *Euridice*, generally considered to be the first opera. Following his example, a group of Italian musicians, poets, and noblemen called the Camerata began to revive the style of musical story that had been used in Greek tragedy. The Camerata took most of the plot for their operas from Greek and Roman history and mythology,
 (10) writing librettos or dramas for music. They called their compositions *opera in musica* or musical works. It is from this phrase that the word "opera" is borrowed.

For several years, the center of opera was Florence, but gradually, during the baroque period, it spread throughout Italy. By the late 1600s, operas were being written and performed in Europe, especially in England, France, and Germany. But
 (15) for many years, the Italian opera was considered the ideal, and many non-Italian composers continued to use Italian librettos. The European form de-emphasized the dramatic aspect. New orchestral effects and even ballet were introduced under the guise of opera. Composers give in to the demands of singers, writing many operas that were nothing more than a succession of brilliant tricks for the voice.

- (20) Complicated arias, recitatives, and duets evolved. The aria, which is a long solo, may be compared to a song in which the characters express their thoughts and feelings. The recitative, which is also a solo, is a recitation set to music whose purpose is to continue the story line. The duet is a musical piece written for two voices, which may serve the function of either an aria or a recitative.

- (D) Euridice
1. This passage is a summary of
 (A) opera in Italy
 (B) the Camerata
 (C) the development of opera
2. According to this passage, when did modern opera begin?
 (A) In the time of ancient Greeks
 (B) In the fifteenth century

- (C) At the beginning of the sixteenth century
(D) At the beginning of the seventeenth century
3. The word "it" in line 3 refers to
(A) opera
(B) date
(C) era
(D) music
4. According to the author, what did Jacopo Peri write?
(A) Greek tragedy
(B) The first opera
(C) The opera *Maria de Medici*
(D) The opera *the Camerata*
5. The authors suggests that *Euredice* was produced
(A) in France
(B) originally by Sophocles and Aeschylus
(C) without much success
(D) for the wedding of King Henry IV.
6. What was the Camerata?
(A) A group of Greek musicians
(B) Musicians who developed a new musical drama based upon Greek drama
(C) A style of music not known in Italy
(D) The name given to the court of King Henry IV
7. The word "revive" in line 7 could best be replaced by
(A) appreciate
(B) resume
(C) modify
(D) investigate
8. The word "plots" in line 10 is closest in meaning to
(A) location
(B) instruments
(C) stories
(D) inspiration
9. From what did term "opera" derive?
(A) Greek and roman history and mythology
(B) Non-Italian composers
(C) The Italian phrase the means "musical works"
(D) The ideas of composer Jacopo Peri
10. Which of the following is an example of a solo?
(A) A recitative
(B) A duet
(C) An opera
(D) A lyre

- Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols, and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of words, sign also contain meaning in and of themselves. A stop sign or a barber pole conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or sign because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages.
- (5)
- (10)

- Although signals, signs, symbols, and gesture are very useful, they do have a major disadvantage. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. As a result, means of communication intended to be used for long distances and extended periods are based upon speech. Radio, television, and the telephone are only a few.
- (15)

1. Which of the following would be best the best title for the passage?
(A) Sign and signals
(B) Gestures
(C) Communication
(D) Speech

2. What does the author say about speech?
 - (A) It is only true form of communication
 - (B) It is dependent upon the advances made by inventors
 - (C) It is necessary for communication to occur
 - (D) It is the most advanced form of communication
3. According to the passage, what is a signal?
 - (A) The most difficult form of communication to describe
 - (B) A form of communication which may be used across long distances
 - (C) A form of communication that interrupts the environment
 - (D) The form of communication most related to cultural perceptions.
4. The phrase "impinge upon" in line 4 is closest in meaning to
 - (A) intrude
 - (B) improve
 - (C) vary
 - (D) prohibit
5. The word "it" in line 4 refers to
 - (A) function
 - (B) signal
 - (C) environment
 - (D) way
6. The word "potential" in line 6 could best be replaced by
 - (A) range
 - (B) advantage
 - (C) organization
 - (D) possibility
7. The word "intricate" in line 9 could best be replaced by which of the following?
 - (A) inefficient
 - (B) complicated
 - (C) historical
 - (D) uncertain
8. Applauding was cited as an example of
 - (A) a signal
 - (B) a sign
 - (C) a symbol
 - (D) a gesture
9. Why were the telephone, radio, and TV invented?
 - (A) People were unable to understand sign, symbols, and signals.
 - (B) People wanted to communicate across long distances.
 - (C) People believed that signs, signals, and symbols were obsolete.
 - (D) People wanted new forms of entertainment.
10. It may be concluded from this passage that
 - (A) signals, signs, symbols, and gestures are forms of communication
 - (B) symbols are very easy to define and interpret
 - (C) only some cultures have signals, sign, and symbols
 - (D) waving and handshaking are not related to culture

Interest is the sum charged for borrowing money for a fixed period of time. Principal is the term used for the money that is borrowed, and the rate of interest is the percent per year of the principal charged for its use. Most of the profits for a bank are derived from the interest that they charge for the use of their own or their depositors' money.

- (5) All problems in interest may be solved by using one general equation that may be stated as follows:

$$\text{Interest} = \text{Principal} \times \text{Rate} \times \text{Time}.$$

- (10) Any one of the four quantities – that is, interest, principal, rate, or time – may be found when the other three are known. The time is expressed in years. The rate is expressed as a decimal fraction. Thus, 6 percent interest means six cents charged for the use of \$1 of principal borrowed for one year. Although the time may be less than one, equal to, or greater than one year, most applications for loans are for periods of less than

one year. For purposes of computing interest for short periods, the commercial year or 360 days is commonly used, but when large sums of money are involved, exact interest is computed on the basis of 365 days.

1. With what topic is this passage primarily concerned?
 - (A) Profits
 - (B) Rate
 - (C) Interest
 - (D) Principal
2. The word "sum" in line 1 could best be replaced by
 - (A) amount
 - (B) institution
 - (C) customer
 - (D) formula
3. The word "fixed" in line 1 is closest in meaning to
 - (A) definite
 - (B) short
 - (C) repeated
 - (D) trial
4. The word "its" in line 3 refers to
 - (A) principal
 - (B) percent
 - (C) rate
 - (D) interest
5. ...At 4 percent interest for the use of \$1 principals, how much would one pay?
 - (A) Six percent per year
 - (B) Twenty-five percent per year
 - (C) Four cents per year
 - (D) One cent per year
6. Which of the following would be a correct expression of an interest rate as stated in the equation for computing interest?
 - (A) Four
 - (B) 0.04
 - (C) 4
 - (D) 4/100
7. Most applications for loans are for
 - (A) one year
 - (B) less than one year
 - (C) more than one year
 - (D) 360 days
8. The word "period" in line 12 refers to
 - (A) time
 - (B) loans
 - (C) applications
 - (D) interest
9. A commercial year is used to compute
 - (A) exact interest
 - (B) interest on large sum of money
 - (C) interest on a large principal
 - (D) interest for short periods of time
10. Which of the following is the best definition of interest?
 - (A) Money borrowed
 - (B) Rate x Time
 - (C) A fee paid for the use of money
 - (D) The number of years a bank allows a borrower in order to repay a loan.



APPENDIX 2

QUESTIONAIRES OF STRATEGY INVENTORY FOR ENGLISH

READING

This inventory is designed to get information about your English reading strategies (your specific plans or actions to achieve your reading goals). You will find statement about English reading strategies. Please read each statement. Write the response (1, 2, 3, 4, or 5) that tells how true the statement is in terms of what actually you do when you are reading English text.

1. Never or almost never true of me.
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

Never or almost never true of me means that the statement is very rarely true of you; that is, you do the behavior which is described in the statement only in very rare instances.

Generally not true of me means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time, but more than in very rare instances.

Somewhat true of me means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, and sometimes you don't, and these instances tend to occur with about equal frequency.

Generally true of me means that the statement is true of you; that is you do the behavior which is described in the statement more than half the time.

Always or almost always true of me means that the statement is true of you in almost all circumstances; that is, you always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of what you think you should do, or what other people do. There are no right or wrong responses to these statements. Work carefully but quickly.

STRATEGY INVENTORY FOR ENGLISH READING

1. Never or almost never true of me.
2. Generally not true of me
3. Somewhat true of me
4. Generally true of me
5. Always or almost always true of me

PART A

1. I read the passage several times until I can understand it
2. I identify the patterns of the sentences to facilitate my comprehension
3. I read for pleasure in English language (magazines, novels, etc)
4. I skim the reading passage first to get the main idea, then I go back and read it more carefully
5. I seek specific details in what I read
6. I use reference materials such as glossaries or dictionaries to help me use the new language
7. I find the meaning of phrase or words by dividing the words into parts which I understand, for instance, the meaning of "premeditated crime" can be divided into parts: crime (bad act), meditate (think about), and pre-(before), thus the meaning of whole phrase: an act that is planned in advance
8. I look for similarities and contrast between English language and my own, for instances: hanger (indonesian) __ hang (english); setir (indonesian) __ steer (english)
9. I try to understand what I read without translating it word for word into my own language
10. I am cautious about transferring words or concepts directly from my language to English language
11. I take notes (while or after reading) to facilitate my comprehension
12. I make summaries of reading passage
13. I give highlighting for the important points of the passage (underlining, through color, or certain sign)

PART B

1. I remember the text or words by making abstract picture or making mental images
2. I create associations between new material and what I already know
3. I place what I read into meaningful group
4. I list all the concept that are related each other and draw lines to show relationships
5. When finding new words, I associate the sound of the new word with the sound of a familiar word
6. I use a combination of sound and images to remember what I read
7. I review often, so I remember it better

PART C

1. When I do not understand sentences, I guess the general meaning by using any clue I can find
2. I read without looking up every unfamiliar word

PART D

1. I preview the reading passage to get a general idea of what it is about, how it is organized, and how it relates to what I already know
2. I try to concentrate and focus on the reading passage and also put unrelated topics out of my mind

3. I try to find out how to be a better reader of English
4. I create good environment for my reading activities, for instances, I find a quiet and a comfortable place.
5. I have clear goal for improving my reading skill
6. I clearly identify the purpose of reading activity, for instance, reading a play for enjoyment
7. I prepare for an upcoming reading task
8. I look for opportunities to read as much as possible in English
9. I think about my progress in English reading
10. I try to notice my errors and find out the reasons for them
11. I evaluate the general progress I have made in English reading

PART E

1. I try to relax whenever I feel anxious about reading passage
2. I listen to the music when I read
3. I give myself spirit to keep on reading, so that I will continue to try hard and do my best in reading
4. I am sure with my comprehension no matter it is not correct but I have to practice and practice
5. I give myself a tangible reward when I have achieved in reading so that I feel more confident
6. I pay attention to physical sign of stress that might affect my reading activity

PART F

1. I ask other people to verify that I have comprehend
2. I discuss with other people on reading activity
3. I need to cooperate with good reader
4. I try to learn about culture of the place where the reading passage took place

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APPENDIX 3

TABLE OF t-value

$df \backslash P$.10	.05	.025	.01	.005
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

Sumber: Donalds J. Koosis, Business Statistics. New York: John Wiley & Sons, Inc. 1972

APPENDIX 4
THE OUTPUT OF SPSS PROGRAM FOR CORRELATION AND
REGRESSION

Coefficients

Model			t	Sig.	Correlation
	B	Std. Error			
1 (Constant)	24.272	5.715	4.25	.000	
X	.8821	.3056	2.89	.007	.479

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479	.229	.202	2.875

- a. Predictors: (Constant), X
b. Dependent Variable: Y

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	68.874	1	68.874	8.33	.007
Residual	231.426	28	8.265		
Total	300.300	29			

Correlations

		X	Y
X	Pearson Correlation	1.000	.479*
	Sig. (2-tailed)		.007
	N	30	30
Y	Pearson Correlation	.479*	1.000
	Sig. (2-tailed)	.007	
	N	30	30

*. Correlation is significant at the level 0.005 level (2-tailed).