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A P P E N D I C E S

questioner anxiety (Angket/Daftar pertanyaan kecemasan siswa).

Tujuan : Kuesioner anxiety ini bertujuan untuk memperoleh data dari kecemasan terdapat siswa dalam memahami bacaan bahasa asing, English Foreign Language (EFL)

Petunjuk (clue) :

1. Bacalah petunjuk di bawah ini dengan dengan baik,sebelum anda mengisi kolomjawaban.
2. Isilah kolom jawaban yang menurut anda tepat yang sesuai dengan pengalaman anda ketika membaca atau memahami bacaan bahasa asing, english foreign language (EFL)
3. Dalam kuesionnaire ini terdapat 26 pertanyaan yang anda isi dengan mengklik salahsatu dari butir pertayaan dengan memilih:

1.strongly agree (sangat setuju) 2.agree (setuju) 3.neutral disagree(ragu ragu)4.disagree(tidak setuju 5.strong disagree(sangat tidak setuju)

4. Setelah anda suda menentukan jawaban dari 26 soal anda dapat mengklik kimpada bagain bawah soal.

Name :

1. When I am reading a text in English, I get very upset and worry whenever I *encounter strange vocabulary. (Ketika saya membaca bacaan dalam bahasa inggris, saya merasa Saya bingung dan khawatir ketika berhadapan dengan kosatakata yanasing.)

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

2. I focus on words in reading English text because if I know the terms, I can *understand the text.(Saya fokus pada kata perkata yang ada dalam teks bacaan bahasa inggris karena jika saya tau istilahnya, saya dapat memahami teksnya).

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

3. I feel anxious in reading English text when I encounter series of three

*strange words. (Saya merasa cemas dalam membaca bacaan bahasa Inggris ketika saya menemukan tiga rangkaian kata yang asing).

1 2 3 4 5



strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

4. I enjoy reading a text in English when I know its translation.(Saya senang

*
membaca teks bahasa Inggris ketika saya tau terjemahannya)

1 2 3 4 5



strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

5. I do not like to read an English text that has lots of difficult

words.(Saya

*tidak suka membaca teks bahasa Inggris yang banyak mengandung kata-kata sulit).

1 2 3 4 5



strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

1.

6. When I am reading a text in English, I feel upset and anxious if I encounter *words the meaning of which I do

not know.(Ketika saya membaca bacaan dalam bahasa Inggris, saya merasa bingung dan cemas ketika saya

menemukan kata- kata tidak saya ketahui artinya).

1 2 3 4 5



strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

7. I enjoy reading English text when I understand at least some portion of the *text.(Saya senang membaca bacaan bahasa Inggris ketika saya memahami setidaknya beberapa bagian dari teks).

1 2 3 4 5



strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

2. 8. I do not prefer reading unfamiliar topics, particularly in the English

*language.(Saya tidak suka membaca topik yang asing, terutama dalam bahasa Inggris)

1 2 3 4 5



strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

3.

4. 9. The most things I like to read in English are short stories because they **have* easy words, and their topics are common. (Hal yang paling saya suka dalam membaca bahasa Inggris adalah cerita pendek karena kata-katanya mudah dan topiknya umum).

Tandai satu oval saja.

1 2 3 4 5



strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

5. 10. I feel anxious when I am reading a topic in the English language which I **have* no idea about. (Saya merasa cemas ketika saya membaca topik dalam bahasa Inggris yang tidak saya

pahami).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

6. 11. In reading English text, I hardly understand the idea if there is more than

*one meaning for each word.(Dalam membaca bacaan bahasa Inggris, saya sulit memahami makna jika terdapat lebih dari satu arti untuk setiap kata).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

7. 12. When I read English, I often understand the words, but I still cannot quite

*understand what the writer says. (Ketika saya membaca bahasa Inggris, saya kerap kali memahami kata-katanya, tetapi saya masih sering tidak bisa memahami apa yang penulis katakan).

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagree (sangat tidak setuju)

8. 13. I usually translate word by word when I am reading English (Saya biasanya * menerjemahkan kata demi kata ketika membaca bacaan bahasa Inggris)

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagree (sangat tidak setuju)

9. 14. It is frustrating in reading English when one word is

connected with another *to change the meaning.(Sangat frustasi dalam membaca bahasa inggris ketika satu kata dihubungkan dengan kata yang lain untuk mengubah maknanya).

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

-
10. 15.I most often feel that I cannot understand an English text even though

I

*know every word's meaning. (Saya paling sering merasa bahwa saya tidak dapat memahami teks bahasa Inggris meskipun saya tahu arti dari setiap kata).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

-
11. 16. I feel anxious in reading aloud in fear of making errors.
(Saya

merasa

*

cemas ketika membaca dengan nyaring karena takut membuat kesalahan).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

12. 17.I feel embarrassed in front of others if I pronounce a simple and easy word

*

wrongly. (Saya merasa malu di depan orang lain jika saya salahmengucapkan kata yang sederhana dan mudah.)

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

13. 18. I prefer to prepare too much and search for the

phonetic transcript prior to ^{*}the
class if I was expected to read in the class. (Saya
lebih suka mempersiapkan terlalu banyak dan mencari
transkrip fonetik sebelum kelas
jika saya diharapkan untuk membaca di kelas).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

14. 19 I feel irritated if I encounter a word I do not know how it
is ^{*}
pronounced. (Saya merasa kesal ketika menemukan
kata yang tidak saya ketahui cara pengucapannya).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

15. 20. I prefer silent reading rather than reading aloud. (Saya lebih suka * membaca dalam hati daripada membaca dengan suara keras)

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

16. 21. When I am reading aloud, I focus on reading correctly rather than focusing *on understanding the text.(Ketika saya membaca dengan nyaring, saya fokus untuk membaca bacaan dengan benar daripada fokus pada pemahaman bacaan).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagre(sangat tidak setuju)

17. 22. In reading aloud in the class, I do not understand the

text even though it
is

*easy. (Dalam membaca nyaring di kelas, saya tidak memahami teks meskipun itu mudah)

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

18. 23. I enjoy silent reading because I can easily understand the text.

(Saya

*suka membaca dalam hati karena saya dapat dengan mudah memahami teksnya).

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)
disagre(sangat tidak setuju)

strong

19. 24. When reading English aloud in the class I focus on word accent rather than *

understanding. (Saat membaca bahasa Inggris dengan keras di kelas, saya fokus pada aksen kata daripada pemahaman)

Tandai satu oval saja.

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagree(sangat tidak setuju)

20. 25. I get upset when I am not sure whether I understand what I am reading in

*English or not. (Saya merasa kesal ketika saya tidak yakin apakah saya memahami bacaan yang saya baca atau tidak).

1 2 3 4 5

strongly agree (sangat setuju)

strong

disagree(sangat tidak setuju)

21. 26. When reading English, I get disturbed and do not remember what I have

*read. (Ketika membaca bahasa Inggris, saya merasa terganggu dan tidak ingat apa yang telah saya ba

READING COMPREHENSION

Time — 55 minutes(including the reading of directions)Now set your clock for 55 minutes

Directions: In this section, you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D),to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage. Read the following passage:

Example :

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful workmanship and diplomacy. He devoted his life to public service, both in the presidency and demonstrated in political offices that he held. Throughout his political career, he demonstrated his unwavering belief in free speech to the slave cause, the right of Americans to be free from European and Asian domination

What did John Adams Devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

According to the passage, John Quincy Adams "dedicated his life to public service."

Therefore, you

should choose answer (B).

* Wajib

1. Name : *

2. **Questioner 1-12.**Algae is a primitive form of life, a single-celled or simple multiple-celled organism that is able to conduct the process of photosynthesis. It is generally found in water but can also be found elsewhere, growing on such surfaces as rocks or trees. The various types of algae are classified according to their pigmentation, or coloration. Blue-green algae, or Cyanophyta, can grow at very high temperatures and under high-intensity light. This is a microscopic type of algae, and some species consist of only one cell. Blue-green algae is the oldest form of life with photosynthetic capabilities, and fossilized remains of this type of algae more than 3.4 billion years old have been found in parts of Africa. (line 5) Green algae, or Chlorophyta, is generally found in freshwater. It reproduces on the surfaces of enclosed bodies of water such as ponds or lakes and has the appearance of a fuzzy green coating on the water. In large quantities, this type of algae may reproduce enough to give a green color to the entire lake. (line 19). Brown algae, or Phaeophyta, grows in shallow, temperate water. This type of algae is the largest in size and is most recognizable as a type of seaweed; kelp is a type of brown algae that has grown to lengths of up to 200 feet. Its long stalks can be enmeshed on the ocean floor, or it can float freely on the ocean's surface. Red algae, or Rhodophyta, is a small, delicate organism found in the deep waters of the subtropics, where it often grows with coral. This type of algae has an essential role in the formation of coral reefs: it secretes lime from the seawater to foster the formation of limestone deposits (line 15).

3. 1. What is the author's main purpose? *

a. To show what color algae is.

-
-
-

b. To differentiate the various classifications of algae.
c. To describe where algae is found

d. To clarify the appearance of the different types of algae

4. 2. Which of the following is NOT true about algae? *

-
-
-
-

a. All types have only one cell.
b. It can be found out of water.
c. It can use photosynthesis

d. It is not a relatively new form of life

-
-

5. 3. The word "pigmentation" in line 4 means r

-
-
-

6. 4. The word "microscopic" in line 6 is closest in meaning to

a. still flourishing
b. photogenic
c. red in color

8. 6. Green algae is generally found *

-
-
-
-

a. on the ocean floor
b. on top of the water
c. throughout ponds and lakes
d. surrounding enclosed bodies of water

9. 7. The word "coating" in line 10 could best be replaced by *

Tandai satu oval saja.

a. clothing

b. covering

c. warmth

d. sweater

a. on trees

b. near green algae

c. on rocks

d. in the ocean

11. 9. According to the passage, red algae is *

Tandai satu oval saja.

a. sturdy

b. huge

c. fragile

d. found in shallow water

12. 10. It can be inferred from the passage that limestone deposits serve as the

*

basis of

c. subtropical seawater

d. secret passages

13. 11. How is the information in the paragraph organized? *

a. Various details supporting a theory are explored.

b. Various classifications of a specific life form are described.

c. Various stages of the chronological development of a life form are presented.

d. Various elements that compose a certain life form are outlined.

14. 12. This passage would most probably be assigned reading in a course on

*

a. chemistry

b. physics

c. botany

d. zoology

15. **Questions 13-21** Narcolepsy is a disease characterized by malfunctioning sleep mechanics. It can consist of a sudden and uncontrollable bout of sleep during daylight hours and disturbed sleep during nighttime hours. It occurs more often in men than in women, and it commonly makes its appearance during adolescence or young adulthood. At least a half-million Americans are believed to be affected by Narcolepsy. (line 5) Narcolepsy can take a number of forms during daylight hours. One common symptom of the disease during daytime hours is a sudden attack of REM (rapid-eye movement) sleep during normal, waking hours. This occurs in some people hundreds of times in a single day, while others only have rare occurrences. During a sleep attack, narcoleptics may experience automatic behavior; even though asleep, (line 10) they may continue automatically performing the activity they were involved in prior to falling asleep. They may, for example, continue walking, driving, or stirring a pot until the activity is interrupted by external forces. Others experience cataplexy during daytime hours; cataplexy involves a sudden loss of muscle tone that may cause the head to droop or the knees to wobble in minor attacks or a total collapse in more serious attacks. Cataplexy seems to occur most often in conjunction with intense emotion or

excitement.(line 15) During sleep hours, narcolepsy can also manifest itself in a variety of ways. During the transitional phase that precedes the onset of sleep, it is for common citations to occur. These hallucinations, known as hypnagogic phenomena consist of realistic perceptions of sights and sounds during the semi-conscious state between wakefulness and sleep. Narcoleptics may also suffer from night(line 20) waking during sleep,resulting in extremely fragmented and restless sleep. Then, upon waking, a narcoleptic may experience sleep paralysis, the inability to move, perhaps for several minutes, immediately after waking.

16. 13.Which of the following would be the most appropriate title for the passage? *

- a. A Good Night's Sleep
- b. A Cure for Narcolepsy
- c. An Unusual Sleep Disturbance
- d. An Unusual Sleep Disturbanc

17. 14. The word "malfunctioning" in line 1 is closest in meaning to *

- a. improperly working
- b. regularly waking
- c. incorr
ectly
classifyi
ng
- d.harshl
yintepre
tings

18. 15. At which of the following ages would a person be most likely to develop

*

narcolepsy?

10

d. 40

c. Fewer than

500,000 b. More

than 500,000

c. Fewer than 1,500,000

d. More than 1,500,000

20. 17. The word "bout" in line 2 is closest in meaning to *

a. symptom

b. lack

c. illness

d. period

21. 18. Which of the following would be most likely to occur during daily activities? *

a. Automatic behavior

b. Hallucinations

c. Night wakening

d. Sleep paralysis

22. 19. Which of the following involves a complete collapse? *

Tandai satu oval saja.

- a. Automatic behavior
- b. Cataplexy
- c. Hallucinations
- d. REM sleep

23. 20. When would hypnagogic phenomena most likely occur? *

- a. Just after going to bed
- b. In the middle of the night
- c. Soon after waking
- d. After getting up

24. 21. where in the passage does the author describe what seems to precipitate

*

a sudden loss of muscle tone?.

- a. Lines 12-14
- b. Lines 14—15
- c. Lines 16-17
- d. Lines 20-22

25. **Questions 22-30** Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fen/or that

was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine were both strongly supportive of that cause. (line 5) Ben Franklin first attained popular success through his writings in his brother's newspaper, the New-England Courant. In these articles he used a simple style of language and commonsense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same commonsense practicality and appeal to the common man with his work on Poor Richard's Almanac from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England. (line 10) Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. (line 15) His pamphlet Common Sense, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of Crisis papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil. (line 20)

26. 23. The word "fervor" in line 2 is closest in meaning to *

a. war

b. anxiety

c. spirit

d. action

27. 22. The paragraph preceding this passage It is implied in the passage that

*

most likely discusses

a. how literature influences the population Revolution

b. religious and moral literature

c. literature supporting the cause of the A

merican revolution what made Thomas

Paine's literature succesful

28. 24. The word "time" in line 3 could best be replace *

a. hour

b. period

c. appointment

d. duration

29. 25. It is implied in the passage that *

a. some writers in the American colonies supported England during the Revolution

b. Franklin and Paine were the only writers to influence the Revolution

c. because Thomas Paine was an Englishman, he supported England against the colonies

d. authors who supported England did not remain in the colonies during the Revolution

30. 26. The pronoun "he" in line 8 refers to *.

a. Thomas Paine

- b. Ben Franklin
- c. Ben Franklin's brother
- d. Poor Richard

31. 27. According to the passage, the tone of Poor Richard's Almanac is *

- a. pragmatic
- b. erudite
- c. theoretical
- d. scholarly

32. 28. The word "desperate" in line 16 could best be replaced by *

- a. unending
- b. hopeless
- c. strategic
- d. combative

33. 29. Where in the passage does the author describe Thomas Paine's style of writing?
*

- a. Lines 4-6
- b. Lines 8-9
- c. Lines 14-15
- d. Lines 18-20

34. 30. The purpose of the passage is to *

- a. discuss American literature in the first half of the eighteenth century
- b. give biographical data on two American writers
- c. explain which authors supported the revolution

d. describe the literary influence during revolutionary America

35. **Questions 31-40** Federal Express is a company that specializes in rapid overnight delivery of high-priority packages. The first company of its type, Federal Express was founded by the youthful Fred Smith in 1971, when he was only 28 years old. Smith had actually developed the idea for the rapid delivery Line service in a term paper for an economics class when he was a student at Yale University. The term paper reputedly received a less-than-stellar grade because of the infeasibility of the project that Smith had outlined. The model that Smith proposed had never been tried; it was a model that was efficient to operate but at the same time was very difficult to institute(line 5)Smith achieved efficiency in his model by designing a system that was separate from the passenger system and could, therefore, focus on how to deliver packages most efficiently. His strategy (10) was to own his own planes so that he could create his own schedules and to ship all packages through the hub city of Memphis, a set-up which resembles the spokes on the wheel of a bicycle. With this combination of his own planes and hub set-up, he could get packages anywhere in the United States overnight (line 10)What made Smith's idea difficult to institute was the fact that the entire system had to be(line 15) createdbefore the company could begin operations. He needed a fleet of aircraft to collect packages from airports every night and deliver them to Memphis, where they were immediately sorted and flown out to their new destinations; he needed a fleet of trucks to deliver packages to and from the various airports; he needed facilities and trained staff all in place to handle the operation. Smith had a \$4 million inheritance from his father, and he managed to raise an additional \$91 million dollars(line 20) from venture capitalists to get the company operating. When Federal Express began service in 1973 in 25 cities, the company

was not an immediate success, but success did come within a relatively short period of time. The company lost \$29 million in the first 26 months of operations. However, the tide was to turn relatively quickly. By late 1976, Federal Express was carrying an average of 19,000 packages per night and had made a profit of \$3.6 (line 25) million.

36. 31. The most appropriate title for this passage is *

- a. the Problems and Frustrations of a business Student
- b. The Importance of Business Studies
- c. The Capitalization of Federal Express
- d. the Implementation of a Successful Business

37. 32. the word "developed" in line 3 could best be replaced by *Tandai satu oval saja*.

- a. come up with
- b. come about
- c. come across
- d. come into

38. 33. What is stated in the passage about Smith's term paper? *

- a. Smith submitted it through a delivery service
- b. It was written by a student of Smith
- c. Its grade was mediocre
- d. the professor thought it had great potential.

- a. That he should focus on passenger service
- b. That package delivery should be separate from passenger service
- c. That packages could be delivered on other companies' plane
- d. that passenger service had to be efficient

40. 35. A "hub city" in line 11 is *

- a. a large city with small cities as destinations
- b. a city that is the final destination for many routes

- c. a city where many bicycle routes begin
- d. a centralized city with destinations emanating from it

41. 36. It can be inferred from the passage that Smith selected Memphis as his hubcity because it.

- a. was near the middle of the country
- b. had a large number of passenger aircraft
- c. already had a large package delivery service
- d. was a favorite passenger airport

- a. aircraft
- b. packages
- c. airports
- d. destinations

43. 38. It is NOT mentioned in the passage that, in order to set up his company, *

Smith needed

- a. airplanes
- b. trucks
- c. personnel
- d. faculty

44. 39. how long did it take Federal Express to become profitable? *

- a. TWo months.
- b. one year
- c. Three years
- d. Six years

45. 40. Which paragraph explains what made Smith's model effective? *

- a. The first paragraph
- b. The second paragraph
- c. The third paragraph
- d. The last paragraph

46. 41. the tone of the passage in describing Smith's accomplishments is *
- a. unflattering
 - b. sincere
 - c. unconvincing
 - d. snobbish

47. **Questions 42-50.** Perhaps better known than the Cullman Diamond is the Hope Diamond, a valuable and rare blue gem with a background of more than 300 years as a world traveler. The 112-carat blue stone that later became the Hope Diamond was mined in India sometime before the middle of the seventeenth century and was first known to be owned by Shah Jahan, who built the Taj Mahal in memory of his (line 5) beloved wife. From India, the celebrated blue stone has changed hands often, moving from location to location in distant corners of the world. In the middle of the seventeenth century, a trader from France named Jean Baptiste Tavernier acquired the large blue diamond, which was rumored to have been illegally removed from a temple. Tavernier returned to France with the big blue gem, where the stone was purchased by the Sun King, (line 10) Louis XIV. Louis XIV had it cut down from 112 to 67 carats to make its shape symmetrical and to maximize its sparkle. The newly cut diamond, still huge by any standards, was passed down through the royal family of France, until it arrived in the hands of Louis XVI and Marie Antoinette. During the French Revolution, Louis XVI and his wife met their fate on the guillotine in 1793, and the big blue diamond disappeared from public sight. (line 15) The diamond somehow managed to get from France to England, where banker

Henry Hope purchased it from a gem dealer early in the nineteenth century. The huge blue stone was cut into a 45.5-carat oval, and at this point, it took on the name by which it is known today. The diamond stayed in the Hope family for around a century, when deep indebtedness brought on by a serious gambling habit on the part of one of Henry Hope's heirs forced the sale of the diamond. From (line 20) England, the Hope Diamond may have made its way into the hands of the Sultan of Turkey; whatever route it took to get there, it eventually went on to the United States when American Evelyn Walsh McLean purchased it in 1911. Mrs. McLean certainly enjoyed showing the diamond off; guests in her home were sometimes astounded to notice the huge stone embellishing the neck of Mrs. McLean's Great Dane as the huge pet trotted around the grounds of her Washington, D.C. home. The (line 25) Hope Diamond later became the property of jeweler Harry Winston, who presented the stunning 45.5- carat piece to the Smithsonian in 1958. The Hope Diamond is now taking a well-earned rest following its rigorous travel itinerary and is on display at the Smithsonian Institution in Washington, D.C., where it has been since 1958

48. 42. The paragraph preceding the passage most likely discussed *

- a. why gems are considered valuable
- b. how the Hope Diamond was mined
- c. methods for mining diamonds

49. 43. The main idea of this passage is that the Hope Diamond *

- a. came from India

- b.has moved around a lot
- c. has been cut several times
- d. now resides in the Smithsonian

50. 44. The pronoun "it" in line 12 refers to *

- a. its shape
- b.the newly cut
- d.the French Revolution

51. 45. It can be inferred from the passage that the author is not certain.

- a.who bought the Hope Diamond in England
- b.who sold the Hope Diamond in England
- c.how the Hope Diamond went from France to England
- d.how big the Hope Diamond was in the nineteenth century

52. 46. A "dealer" in line 16 is most likely a *

53. It can be determined from the passage that Henry Hope most likely had how

*
many carats cut off the Hope Diamond?

- a.donated the Hope Diamond to the Smithsonian
- b.let her dog wear the Hope Diamond
- c. purchased the Hope Diamond from the French

- d.had the Hope Diamond cut to its present size of 45.5 carats
55. 49. Which country is NOT mentioned in the passage as a place where the
- Hope Diamond spent some time
56. 50. Where in the passage does the author describe what happened to the royal *
- French owners of the diamond?
- a. Lines 7-8
- b. Lines 10-11
- c. Lines 12-14
- d. Lines 15-16

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Google Formulir

Q16	Q17	Q18	Q19	Q20	Q21	Q22
1	3	2	3	2	2	1
3	3	3	3	3	3	3
1	2	2	3	2	2	1
3	3	2	4	2	4	3
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1	3	2	2	2	2	5
2	2	2	1	1	2	2
3	4	3	2	3	3	4

Q23	Q24	Q25	Q26	SCORE
3	2	3	2	68
3	3	3	3	81
4	1	2	3	73
2	3	3	4	71
3	3	2	5	90
3	3	4	3	80
5	5	5	5	123
1	5	5	3	92
3	3	3	3	75
1	5	5	5	114
3	4	4	3	90
5	5	4	5	120
2	2	2	3	62
5	4	4	4	89
2	3	3	3	59
2	3	4	5	93
2	2	3	4	93
4	3	4	5	112
3	3	3	5	83
5	2	2	1	71
2	2	1	2	39
1	3	3	3	90
1	3	2	2	62
2	3	3	2	65
1	4	1	1	48
1	3	2	4	72
2	2	3	1	64
1	3	3	5	88
1	2	3	3	53
5	5	5	2	75
3	3	3	3	78
5	4	1	5	72
1	5	2	1	59
1	2	1	1	45
3	4	2	4	94

STUDENTS ANXIETY	TOTAL SCORE	PERSENTAGE
S1	68	52%
S2	81	62%
S3	73	56%
S4	71	55%
S5	90	69%
S6	80	62%
S7	123	95%
S8	92	71%
S9	75	58%
S10	114	88%
S11	90	69%
S12	120	92%
S13	62	48%
S14	89	68%
S15	59	45%
S16	93	72%
S17	93	72%
S18	112	86%
S19	83	64%
S20	71	55%
S21	39	30%
S22	90	69%
S23	62	48%
S24	65	50%
S25	48	37%
S26	72	55%
S27	64	49%
S28	88	68%

S29	53	41%
S30	75	58%
S31	78	60%
S32	72	55%
S33	59	45%
S34	45	35%
S35	94	72%
TOTAL		2110

Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36
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Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Score
1	0	1	0	0	0	1	1	0	1	0	1	1	1	29
1	1	1	1	1	1	1	1	1	1	0	1	1	1	39
1	1	1	1	1	1	1	0	0	1	0	1	1	0	34
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1	0	0	0	0	0	1	0	0	0	0	0	0	0	28
0	0	1	0	1	0	0	1	0	0	0	0	1	0	32

Student Reading Comprehension	Total of Correct Answer	Percentage of Correct Answer
S1	29	58%
S2	39	78%
S3	34	68%
S4	10	20%
S5	34	68%
S6	23	46%
S7	11	22%
S8	34	68%
S9	28	56%
S10	20	40%
S11	16	32%
S12	16	32%
S13	22	44%
S14	21	42%
S15	45	90%
S16	23	46%
S17	17	34%
S18	23	46%
S19	22	44%
S20	27	54%
S21	22	44%
S22	19	38%
S23	24	48%
S24	29	58%
S25	40	80%
S26	35	70%

S27	32	64%
S28	33	66%
S29	32	64%
S30	30	60%
S31	28	56%
S32	35	70%
S33	30	60%
S34	28	56%
S35	32	64%
TOTAL		1886%





