

Annendix A



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-PrabumulihIndralayaOganllir 30662
Telepon: (0711) 580085, Fax. (0711) 580058
Laman: www.fkip.unsri.ac.id, Pos-El:support@fkip.unsri.ac.id

USUL JUDUL SKRIPSI

Nama : Cahya Dita Milenia
NIM : 06011381722074
ProgramStudi : Pendidikan Bahasa Inggris
JudulSkripsi : 1. Teaching Reading Comprehension Using Communicative Approach Through Songs and Games to the Eighth
2. The Correlation Between Students' Vocabulary Mastery and Reading Comprehension
3. The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

Disetujui Judul Nomor : 3

Pembimbing : Dr. ISMAIL PETRUS, M.A. ()

Palembang, 10 April 2021
Koordinator Program Studi,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP.197408022002121002

Tembusan:

1. Dosen Pembimbing
2. Subbagian Akademik

Appendix B



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogán Ilir 30662
Telp: (0711) 580085
Laman: www.fkip.unsri.ac.id , Pos-el: support@fkip.unsri.ac.id

THESIS EXAM

Title : The Correlation Between Personality Traits and English Mastery of
the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

Name : Cahya Dita Milenia

Student Number : 06011381722074

Study Program : English Education

Department : Language and Arts Education

Academic Year : 2022/2023

Approved to participate in Final Exam on March, 2023

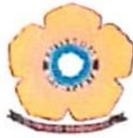
Certified by,
Coordinator of English Education
Study Program,

Advisor,

Eryansyah, MA., Ph.D.
NIP. 196907181995121001

Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Appendix C



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Raya Palembang-Prabumulih Indralaya Ogan Ilir 30662
Telepon: (0711) 580085, Fax: (0711) 580058
Laman: www.fkip.unsri.ac.id, Pos-El: support@fkip.unsri.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
Nomor: 1080-UN9.FKIP/TU.SK/2023

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : a. bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi mahasiswa;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan Surat Keputusan sebagai pedoman landasan hukumnya.
- Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018;
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmenristekdikti RI No. 32031/M/KP/XI/2019;
7. Keputusan Rektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

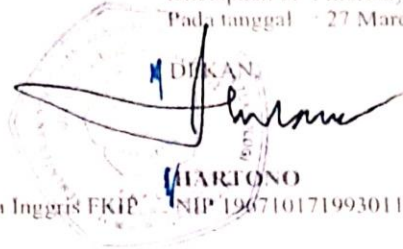
- KESATU : Menunjuk/Mengangkat Saudara
Dr. Ismail Petrus, M.A.

Sebagai pembimbing skripsi mahasiswa

Nama : Cahya Dita Milenia
Nomor Induk Mahasiswa : 06011381722074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

- KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.
- KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2023, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 27 Maret 2023


MARTONO
NIP. 196710171993011001 31


Tembusan:


1. Koordinator Prodi Pend. Bahasa Inggris FKIP
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan
Universitas Sriwijaya



Appendix D


THESIS CONSULTATION CARD



Student's Name : Cahya Dita Milenia
 Student's Number : 06011381722074
 Study Program : English Education
 Department : Language and Art
 Thesis' Title : The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang.
 Advisor : 1. ISMAIL PETRUS, DR., M.A.

No.	Consulted Topic	Advisor's Comments	Advisor 1
			Date and Signature
1	Proposal	1. Where is your consultation card/sheet? 2. Mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling. (You should make sure that there are no grammar mistakes BEFORE YOU CONSULT ME.) 3. In 1.1 Background, you should describe the importance of English mastery, the importance of personality traits, the correlation between them, and why you choose SMA Muhammad 6 Palembang and why you select the eleventh-grade students. DO NOT describe/explain something that is IRRELEVANT to your study. 4. Look at this (how to write the number of heading/subheading). 1.1. Incorrect 1.1 correct 1.2. Incorrect 1.2 correct 2.1. Incorrect 2.1 correct 3.1. Incorrect 3.1 correct 5. 2. Literature Review 2.1 Personality Traits 2.1.1 2.1.2 2.2 English Mastery 2.3 The Correlation between Personality Traits and English Mastery 2.4 Previous Related Studies 2.5 Hypotheses of the Study	 20 April 2021


		<p>6. In 3.2 Research Variables, use the terms “predictor variable” and “criterion variable”.</p> <p>7. 3.5 Techniques for Collecting the Data 3.5.1 ... Questionnaire (here give all the information about questionnaire) 3.5.2 English Test (here give all the information about test) 3.6 Techniques for Analyzing the Data (In 3.6, you should describe how to score the questionnaire and how to score the English test, the categories/levels of scores for questionnaire and test, testing of assumptions (normality, homogeneity, linearity), correlation and regression analysis.</p> <p>8. References and citation: Make sure you use APA 7th Edition.</p>	
2	Proposal	<p>1. Please put page number.</p> <p>2. Again, mind your English grammar. Please use online grammar checker like “grammarly” to scan and correct the grammar/spelling. (You should make sure that there are no grammar mistakes BEFORE YOU CONSULT ME.) On page 2: “Singh (2014) stated that, the students differ in their personal values, they receive ...” If the statement is still true or relevant now, then the main clause and the subordinate clause should be in PRESENT tense. If the statement is NOT true or irrelevant now, then the main clause and the subordinate clause should be in PAST tense. So → Singh (2014) stated states that the students differ differ in their personal values, they receive ...”</p> <p>3. In the background, when you describe the correlation between two variables, give some evidence that the 2 variables are significantly correlated (for example, mention some previous studies).</p> <p>4. Again, look at these. NO period at the end.</p> <p>1.1. x 1.1 √ 1.2. x 1.2 √ 2.1. x 2.1 √ 3.1. x 3.1 √ 2.5.1. x 2.5.1 √</p> <p>5. Research question 2: Do personality traits</p>	 28 April 2021

		<p>CONSULT ME.)</p> <ol style="list-style-type: none"> 2. Look at how you cite: (on page 2) According to Kaur (2014:117-118), ... Is it correct to use colon (:) in (2014: 117-118) or (2014, pp. 117-118)? If you mention the page(s), you should use quotation marks ("...") 3. Where is "significant(ly) in the objectives as it is in the problems??" 4. Look at this: (on page 14) "Meanwhile, one predictor variable in this research is students' personality traits cheating-behavior. Thus, the English Mastery score of the students is influenced by cheating-behavior and the student's personality traits" Omit "cheating behavior". 5. Put Table 6 in 3.6 Techniques for Analysing the Data. And also determine how to decide whether a student belongs to which personality type. (Setiap tipe ada 10 item. Jadi rentangan nilai 10 s/d 50. Dan pada nilai berapa seorang murid digolongkan ke tipe tertentu (extraversion, agreeableness, conscientiousness, neuroticism, or openness)? Jadi dalam analisis data, Anda harus menentukan setiap murid termasuk dalam tipe personality yang mana.) 6. Again, refences and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. 	 3 May 2021
4	Proposal	<ol style="list-style-type: none"> 1. AGAIN AND AGAIN, mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling. 2. On page 2: (Kaur, 2014, pp. "117-118") → (Kaur, 2014, pp. 117-118). Use quotation marks ("...") for the sentence/text you quoted. (Gunakan "... " pada kalimat/teks yang dikutip.) Revise. 3. How to decide whether a student belongs to which personality type (extraversion, agreeableness, conscientiousness, neuroticism, 	 14 May 2021

		<p>or openness)? Ketika analisis data, Anda harus menentukan setiap murid termasuk dalam tipe personality yang mana? Misalnya, siswa A termasuk extraversion; siswa B neuroticism, dsb. Untuk menentukan itu, Anda perlu menentukan pada <u>nilai berapa</u> seorang siswa digolongkan ke tipe tertentu. Setiap tipe ada 10 item. Jadi rentangan nilai 10 s/d 50 untuk setiap tipe. Misalnya, patokannya hanya siswa yang dapat nilai >30 yang dapat digolongkan dalam tipe itu. Misalnya, siswa A dapat nilai 20 pada soal tipe extraversion, 25 pada soal tipe agreeableness, ..., 40 pada soal tipe openness. Jadi, karena siswa A dapat nilai 40 (>30 sebagai patokan), siswa A digolongkan siswa bertipe openness.</p> <p>Table 9 is not clear. Please find/determine the criterion to decide if each student belongs to which type of personality.</p> <p>4. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly.</p> <p>What you texted me is NOT TRUE. I still find many mistakes in grammar and References.</p>	
5	Proposal	<p>Look at my suggestions on 14 May 2021. You should really pay attention to point2, 1, 3 and 4.</p> <p>For point 3, please read carefully and understand what I mean. So, your explanation on pages 25-26 is WRONG. The samples are 66 students, and after all the samples have filled out the questionnaire, you should determine (from their answers) that each student belongs to which type of personality. So, I want you to set/determine the criterion!!!!, for example: the criterion is >30 or what?</p> <p>For References, AGAIN, find the manual, read it carefully, and then correct your references accordingly.</p>	 <p>23 May 2021</p>

	Proposal	<p>1. AGAIN AND AGAIN, mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling.</p> <p>2. Omit Table 9 in the proposal. Just write: Whether each student belongs to which personality type is based on the biggest value the student gets in the questionnaire. Put Table 9 in the appendices later and do NOT mention the real names of the students. Use student 1, student 2, student 3, etc.</p> <p>3. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. There are some differences in writing references between APA 7th Edition and 6th Edition. And you are still using APA 6th Edition.</p> <p>4. Revise as suggested. That is all for the proposal. Go to the next step.</p>	 11 June 2021
	Whole draft	<p>1. Write Chapters 1-5 properly. Every chapter begins with an introductory paragraph. Every paragraph begins from the very left margin (except the first line is indented) For example: 1.1 Background (correct)</p> <p>1.1 Background (incorrect)</p> <p>2. Move Table 9 to Appendix. Chapter 3 is the plan; the results are in Chapter 4.</p> <p>3. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. There are some differences in writing references between APA 7th Edition and 6th Edition.</p>	 7 Dec 2021

		<p>And you are still using APA 6th Edition.</p> <p>4. Revise the numbering of tables. For example: Table 3.1 meaning Table number 1 in Chapter 3 Table 3.2 meaning Table number 2 in Chapter 3 Table 4.1 meaning Table number 1 in Chapter 4</p> <p>5. CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION</p> <p>4.1 Findings of the Study</p> <p>4.1.1 Results of Personality Traits - to describe the total results, use Table 8 (Score Range, Category, Frequency, Percentage), and one more table (personality types, frequency, percentage). Omit all the other tables.</p> <p>4.1.2 Results of English Mastery - to describe the results, use a table consisting of score range, category, frequency, percentage. Omit all other tables.</p> <p>4.2 Statistical Analyses</p> <p>4.2.1 Normality Test</p> <p>4.2.2 Homogeneity Test</p> <p>4.2.3 Linearity Test For normality, homogeneity, linearity tests, only present the tables of tests. Omit the graphs and histograms</p> <p>4.2.4 Correlation Analyses - besides the correlation of total personality traits-total English mastery, analyse the correlation of each personality type and total English mastery</p> <p>4.3 Interpretation</p> <p>6. CHAPTER V CONCLUSIONS AND SUGGESTIONS - You should give suggestions based on the conclusions</p>	
--	--	---	--

	<p>In 4.2.1 Normality Test, cari nilai normality untuk data questionnaire and nilai normality untuk data bahasa Inggris. So there are 2 values for normality test.</p> <p>In 4.2.2 Homogeneity Test, gunakan homogeneity test (Levene's test), bukan ANOVA.</p> <p>Make sure you know how to determine whether datasets are normal, homogeneous, or linear. What you did in 4.2.1, 4.2.2 and 4.2.3 is WRONG.</p> <p>In 4.2.4 Correlation Analysis, besides correlating total personality traits and total English mastery, you should analyse/correlate each of the personality types (Extraversion, Agreeableness, Conscientiousness, emotional Stability, openness) with their English mastery.</p> <p>For example, correlate the students of extraversion with their English mastery (14 students); correlate the students of agreeableness with their English mastery (15 students); correlate the students of Conscientiousness with their English mastery (15 students), etc.</p> <p>4. Use APA 7th Edition for writing citation and References, NOT APA 6th Edition.</p> <p>5. Please revise CAREFULLY as I have suggested. OPEN YOUR EYES WIDE. READ AND UNDERSTAND MY COMMENTS.</p>	
Whole draft	<p>1. Look carefully Points 1, 2 of my suggestions on 24Dec2021. You have NOT revised as suggested.</p> <p>2. In 2.5: H₀ H₀: Personality Traits do not significantly influence to English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang. H_a H_a: Personality Traits signifieant significantly influence on English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.</p> <p>Look at these carefully: H₀ H₀ H_a H_a</p> <p>3. In 3.2: According to Tuckman (1978, p.59 p. 59), The the criterion variable ..</p> <p>In 3.3, give also the operational definition of the whole title.</p>	<p>25Mar2022</p> 

3.4 The Population and Sample of the Study

3.4.1 Population of the Study

3.4.2 Sample of the Study

4.

4.1 Research-finding Findings of the Study

4.1.1 Result Results of Personality Traits

4.1.2 Result Results of English Mastery

4.2 Statistical analysis Analyses

In 4.2.4 Correlation analysis Analyses, revise the hypotheses, making them as in 2.5

Make **only one table** showing the correlation analysis of the components of personality traits and English mastery (total). Or combine all the tables 4.10, 4.11, 4.12, 4.13, 4.14 into one table only:

	Extra...	Agree ...	Consc..	Emotion.	Openness
English Master					

On page 32: ...that ~~H0~~ H_0 is rejected, which means there is a significant correlation between ~~variable~~ Personality Traits and English Mastery. ~~This means that Personality Traits correlated to English mastery.~~

Omit the last sentence or if you want to keep the last sentence, you should add "significantly": This means that Personality Traits **significantly** correlated ~~to~~ with English mastery.

Revise all the similar sentences!!!

Add 4.2.5 Regression Analysis



5. The spacing between paragraphs is the same spacing within paragraph. Revise 3.5, 3.6, 4.3

For example:

.....
.....
.....
.....

.....
.....
.....
.....

(incorrect)

		6. 4.7 4.3 Interpretation	
	Whole draft	<p>You have NOT revised what I suggested on 15 April 2022.</p> <p>For partial regression, you will have ONLY ONE significant component/aspect!!!</p> <p>IMPORTANT: OPEN YOUR EYES WIDE. LOOK CAREFULLY AT MY SUGGESTIONS. DO NOT MISS A WORD, EVEN -S PLURAL!!!</p>	<p>15 May 2022</p> 
	Whole draft	<p>1. In Table 4.8, $r = 0.323$; why in Table 4.10 $r = 0.312$? It should be the same. And in Table 4.10, why r-square = 0.512 and adjusted r square = 0.504? $r = 0.312 \rightarrow r^2 = 0.312 \times 0.312 = 0.0973!!!$, not 0.512 Also in Table 4.11, all the r-squares are wrong.</p> <p>Since you do NOT understand partial regression, OMIT Table 4.12 and the description!!</p> <p>2. Revise 4.3 Interpretation and Chapter V accordingly.</p>	<p>26 July 2022</p> 

Palembang, 21 April 2021

Coordinator of Study Program

Advisor 1,



Hariswan Putra Jaya, S.Pd., M.Pd
NIP. 197408022002121003

Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Appendix E

The Personality Questionnaire

Petunjuk:

1. Bacalah kuesioner dengan seksama dan jawablah pertanyaan dengan jujur. Jangan ragu untuk memilih atau mengisi jawaban berdasarkan situasi anda sendiri. Anda tidak perlu khawatir tentang hasilnya karena tidak ada jawaban yang benar atau salah.
2. Pilih salah satu jawaban di bawah ini yang paling menggambarkan anda dari jawaban sangat tidak setuju, tidak setuju, netral, setuju, dan sangat setuju.
3. Kuesioner ini akan membantu untuk menentukan kepribadian anda, yaitu kepribadian ekstrovert atau introvert.

Catatan*

1= Sangat Tidak Setuju

2= Tidak Setuju

3= Agak Setuju

4= Setuju

5= Sangat setuju

No		Very Inaccurate (Sangat Tidak Setuju)	Moderately Inaccurate (Tidak Setuju)	Neither Accurate Nor Inaccurate (Agak Setuju)	Moderately Accurate (Setuju)	Very Accurate (Sangat Setuju)
1	I enjoy life outside. Saya menikmati kehidupan diluar.					
2	I dwell around strangers. Saya diam di sekitar orang asing.					
3	I feel comfortable around people. Saya merasa nyaman disekitar orang.					
4	Am interested in people. saya tertarik pada orang lain.					
5	I Have little to say. Saya sedikit berbicara					

6	I start a conversation. Saya memulai percakapan.					
7	I have a soft heart. saya mempunyai hati yg lembut.					
8	I Feel little concern for others. Merasa sedikit perhatian pada orang lain.					
9	I am relaxed most of the time. Saya santai sebagian besar waktu.					
10	I always talk to a lot of people outside. saya selalu berbicara dengan banyak orang di luar					

11	I Find it difficult to approach others. saya Sulit untuk mendekati orang lain.					
12	I Seldom feel blue. saya jarang merasa sedih.					
13	I don't mind being the center of attention. saya tidak keberatan menjadi pusat perhatian.					
14	I Bottle up my feelings. Aku memendam perasaanku. I always Take time out for others. Saya selalu					

15	meluangkan waktu untuk orang lain.					
16	Am a very private person. Saya orang yang sangat pribadi.					
17	Get stressed out easily. Say amudah stres.					
18	Am not easily bothered by things. Saya tidak mudah terganggu oleh berbagai hal.					
19	I feel other people's feelings. Saya merasakan perasaan orang lain.					

20	Am not really interested in others. Saya tidak terlalu tertarik pada orang lain.					
21	I Make plans and stick to them. Saya membuat rencana dan menaatinya.					
22	I Make people feel at ease. Saya membuat orang merasa nyaman.					

23	Am not interested in other people's problems. Saya tidak tertarik dengan masalah orang lain.					
24	I am always prepared. saya selalu siap.					
25	I Insult people. Saya menghina orang.					
26	I Often forget to put things back in their proper place. Saya sering lupa untuk mengembalikan barang ke					

	tempatnya semula.					
27	I am hard to get to know. Saya sulit untuk mengetahui.					
28	I am quick to understand things. saya cepat memahami banyak hal.					
29	Am easily disturbed. Saya mudah diganggu.					
30	I rarely get irritated. saya jarang merasa kesal.					
31	I finished the task quickly saya menyelesaikan tugas dengan cepat.					
32	I have a vivid imagination. saya Miliki imajinasi yang hidup.					

33	I am exacting in my work. Saya menuntut dalam pekerjaan saya.					
34	I have difficulty understanding abstract ideas. saya kesulitan memahami ide-ide abstrak.					
35	I don't have a good imagination. saya Tidak punya imajinasi yang bagus.					
36	I Make a mess of things. Saya membuat kekacauan.					
37	I get chores done right away. Saya segera menyelesaikan pekerjaan rumah.					

38	I leave my stuff all over the place. saya meninggalkan barang-barang saya di sembarang tempat.					
39	change my mood a lot. banyak mengubah mood saya.					
40	I Shirk my duties. Saya Menyangkal tugas saya.					
41	I seldom get mad saya jarang marah.					
42	I have difficulty imagining					

	things. saya kesulitan membayangkan sesuatu.					
43	I do things in a half-way manner. Saya melakukan sesuatu dengan setengah jalan.					
44	Have frequent mood swings. Sering mengalami perubahan suasana hati.					
45	I spend time reflecting on things. Saya menghabiskan					

	waktu untuk merenungkan banyak hal.					
46	I get irritated easily. Saya mudah tersinggung.					
47	I avoid difficult reading material. saya hindari bahan bacaan yang sulit.					
48	I can handle a lot of information. Dapat menangani banyak informasi.					
49	I love to think up new ways of doing things. saya senang memikirkan cara baru dalam melakukan sesuatu.					

50	I always worry about things. Saya selalu khawatir tentang banyak hal.					
----	--	--	--	--	--	--

Appendix F**Tabulation of Personality Traits**

No	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18
S1	4	4	3	2	2	3	4	4	4	3	3	3	3	4	3	2	3	4
S2	2	4	3	4	3	3	3	2	3	2	2	3	2	2	2	3	4	5
S3	3	2	3	1	4	4	4	5	2	4	3	1	3	3	5	3	3	2
S4	2	3	3	4	4	2	4	2	2	4	5	3	2	3	5	3	3	1
S5	3	3	4	2	5	4	2	3	5	4	3	1	5	4	2	2	3	3
S6	1	2	3	2	3	5	3	2	3	4	5	4	2	3	5	3	1	5
S7	3	4	4	2	3	3	4	1	2	3	4	5	2	2	3	3	2	4
S8	5	3	2	3	1	2	3	4	3	2	3	4	3	4	5	5	3	2
S9	5	3	3	2	3	3	5	2	3	4	3	2	1	4	5	3	2	4
S10	4	2	4	5	4	3	4	5	4	2	3	5	3	1	5	4	2	3
S11	3	2	3	5	2	3	4	4	4	2	4	5	3	2	3	4	3	5
S12	4	3	5	3	4	3	2	4	4	2	4	5	3	2	3	4	3	4
S13	4	5	5	4	5	5	3	2	3	4	4	2	4	5	1	5	5	4
S14	3	4	3	4	5	4	3	5	3	2	4	5	4	2	3	3	5	5
S15	4	3	3	2	3	3	3	1	3	4	4	5	3	1	5	3	4	4
S16	3	4	4	2	4	4	5	2	3	4	4	4	3	3	2	2	4	4
S17	3	5	4	3	2	1	2	3	4	2	3	2	1	2	3	4	5	4
S18	1	2	2	3	4	3	4	3	4	3	4	5	1	2	2	3	3	4
S19	5	2	3	4	5	2	3	3	2	3	3	3	3	2	2	4	3	2
S20	2	5	2	4	3	2	1	2	3	3	4	4	5	4	3	2	1	2
S21	3	4	5	2	3	3	3	1	2	4	4	3	2	1	1	5	3	2

S22	4	3	4	2	3	2	4	3	3	2	4	5	3	3	3	4	5	3
S23	1	3	2	3	4	3	1	2	2	3	3	4	5	3	3	4	3	4
S24	2	3	4	3	3	5	2	3	4	2	2	4	5	3	2	3	3	1
S25	3	2	3	4	5	4	3	2	2	2	3	2	3	4	4	3	3	2
S26	3	3	2	2	3	3	3	4	2	4	3	5	3	3	4	3	2	2
S27	3	4	3	2	3	5	3	4	3	3	4	5	4	3	3	4	3	4
S28	4	3	3	2	4	1	2	3	4	4	5	4	4	3	2	3	3	3
S29	4	4	1	2	2	3	3	4	3	4	4	3	4	1	3	4	3	4
S30	3	3	2	2	2	1	2	3	5	4	4	4	3	1	3	3	3	4
S31	2	3	3	4	2	1	2	3	4	2	3	4	1	2	3	2	3	3
S32	2	3	4	3	2	2	3	3	4	5	4	4	3	3	2	1	2	4
S33	3	2	2	3	3	4	2	3	3	3	2	3	3	2	1	2	3	5
S34	3	3	2	2	3	1	2	2	3	3	3	5	4	4	3	5	4	2
S35	3	4	5	4	4	3	4	1	4	4	3	2	3	4	3	3	2	1
S36	3	3	2	2	3	3	3	1	4	5	3	3	3	2	2	4	4	5
S37	4	2	3	3	2	1	2	2	4	4	3	3	3	2	1	2	3	3
S38	3	5	4	4	3	3	2	5	4	4	3	2	2	1	2	3	3	4
S39	3	4	5	3	2	2	1	3	3	2	3	3	3	2	1	4	4	3
S40	2	3	3	4	3	3	2	1	2	2	3	4	3	3	2	1	3	2
S41	3	3	2	3	3	2	2	1	2	2	2	3	3	2	2	3	4	3
S42	4	4	2	2	3	1	2	2	3	3	4	3	4	4	5	4	3	2
S43	4	2	3	4	4	2	3	5	4	5	3	5	4	5	4	3	2	3
S44	3	1	2	3	3	3	4	2	5	3	3	2	4	3	4	5	4	2
S45	2	4	5	5	2	3	4	4	4	5	3	4	5	4	4	4	3	1
S46	3	3	4	5	5	3	2	1	4	3	3	2	4	5	3	2	3	2

S47	3	3	3	4	4	3	2	2	4	3	4	4	5	3	4	4	5	4
S48	2	3	2	1	3	4	2	3	4	5	4	3	2	5	4	2	3	1
S49	3	4	3	4	3	5	4	4	3	4	3	4	4	5	3	4	2	3
S50	4	3	5	4	2	4	2	3	2	1	4	5	4	3	3	5	4	3
S51	3	5	4	3	4	4	3	3	4	4	5	2	4	4	5	4	5	2
S52	5	2	1	3	2	3	4	3	2	1	2	2	2	3	3	4	3	5
S53	4	3	2	2	5	3	4	2	1	3	2	3	3	4	5	2	3	1
S54	1	3	4	3	5	2	1	3	5	2	3	5	4	2	2	1	3	3
S55	4	4	2	2	3	5	4	4	3	3	1	2	3	3	5	5	4	4
S56	3	1	2	2	3	3	4	5	5	4	4	3	3	2	1	1	2	3
S57	2	3	3	3	2	4	3	2	2	3	4	3	3	1	2	3	3	4
S58	1	4	3	4	4	5	2	2	3	3	1	2	3	4	4	5	4	3
S59	2	2	3	4	5	4	3	4	3	2	1	4	4	5	3	2	1	3
S60	2	3	4	3	3	4	3	4	4	4	4	4	3	4	3	2	3	4
S61	3	3	4	3	2	2	3	4	3	2	3	2	3	1	3	3	2	1
S62	4	3	2	3	2	4	2	3	3	4	3	4	5	4	4	3	3	2
S63	5	2	3	1	2	3	4	5	3	2	1	2	3	4	3	2	1	4
S64	2	3	1	3	3	4	5	4	3	3	2	1	2	3	4	3	2	3
S65	3	4	4	1	2	2	3	4	3	3	1	3	2	2	3	5	2	3
S66	2	2	3	3	4	2	3	3	4	4	5	2	3	4	2	3	4	1

No	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35
S1	4	3	3	2	1	3	4	3	2	3	2	3	2	3	2	1	3
S2	4	3	2	3	4	4	4	3	3	2	1	2	3	4	3	3	4
S3	2	3	2	1	2	3	3	4	3	4	4	5	3	2	3	4	2
S4	5	3	4	4	2	3	3	4	5	3	4	3	2	3	3	2	3
S5	3	3	2	2	3	4	5	4	3	2	1	2	2	3	4	5	3
S6	3	4	3	3	2	1	4	3	2	2	4	3	3	2	4	2	3
S7	2	3	2	1	3	4	3	4	3	2	1	2	3	4	3	4	2
S8	3	5	3	4	2	3	1	2	5	3	3	4	5	5	3	4	5
S9	3	2	3	5	3	4	5	2	1	5	4	3	2	1	5	4	3
S10	5	1	2	5	1	2	4	2	3	5	2	3	5	4	2	1	1
S11	4	3	2	1	2	3	4	3	2	1	5	3	2	1	4	2	3
S12	1	2	3	5	2	3	5	3	4	3	2	1	5	4	2	1	3
S13	1	2	1	2	3	4	3	4	4	5	4	5	5	4	3	4	2
S14	2	1	2	5	4	2	3	4	5	5	1	2	3	3	2	3	2
S15	2	2	3	5	4	1	1	4	5	3	4	2	5	2	3	1	4
S16	3	5	2	3	4	5	1	1	2	2	4	5	2	1	3	2	5
S17	2	2	3	4	5	5	4	3	2	1	2	3	4	1	4	4	1
S18	3	4	3	1	4	3	4	5	5	4	5	1	1	2	3	4	2
S19	3	4	2	3	1	4	5	1	2	3	2	1	2	5	4	3	4
S20	4	2	5	4	3	2	4	3	1	1	2	4	2	3	5	4	3
S21	3	4	3	4	2	3	4	5	3	2	1	2	4	4	5	5	4
S22	2	2	3	4	3	1	3	3	4	3	4	3	3	5	3	4	3
S23	2	3	5	4	3	5	4	1	2	1	5	4	3	4	2	5	1
S24	2	3	4	5	4	5	5	4	2	3	2	3	3	5	4	3	2
S25	1	3	2	3	4	4	3	2	5	2	1	3	4	2	5	4	4

S26	3	2	1	2	3	5	4	3	1	3	2	1	2	3	4	3	5
S27	2	4	5	3	2	3	4	1	3	4	2	1	2	2	3	1	3
S28	1	2	5	4	3	2	1	2	5	4	3	3	4	1	2	4	3
S29	1	2	4	3	4	1	2	4	2	4	2	1	3	4	2	4	4
S30	3	3	2	1	2	4	4	5	2	3	1	4	5	3	2	1	1
S31	2	2	1	2	3	5	4	3	1	1	2	5	4	2	3	4	2
S32	2	3	4	5	1	3	4	5	3	4	2	2	1	4	3	3	5
S33	1	3	4	4	5	4	1	2	3	4	5	2	3	4	5	3	4
S34	1	2	3	2	3	4	4	3	2	1	3	4	4	3	4	2	1
S35	2	5	4	4	3	1	2	4	5	5	3	3	2	4	5	2	1
S36	1	2	4	3	3	1	3	4	2	3	5	4	3	3	4	5	4
S37	5	3	2	1	4	2	3	5	3	4	3	3	4	5	2	3	1
S38	1	1	2	3	5	3	4	2	1	3	2	3	4	3	4	3	2
S39	2	3	4	4	5	4	3	3	2	1	3	4	4	3	2	1	4
S40	2	5	2	4	3	5	5	4	2	3	5	3	4	3	5	3	2
S41	3	4	4	5	3	2	1	3	4	2	2	5	4	3	3	2	1
S42	1	2	3	4	5	2	1	3	5	4	2	1	3	4	5	1	3
S43	2	3	2	1	4	1	2	3	4	3	2	5	1	4	3	2	2
S44	3	4	2	1	5	4	3	2	3	2	1	4	3	5	3	2	1
S45	5	3	4	1	2	4	3	4	5	1	2	3	1	5	4	2	3
S46	2	3	5	3	4	2	1	5	4	3	2	3	2	4	1	2	3
S47	2	3	4	5	1	3	4	2	4	3	5	3	4	1	1	2	2
S48	1	4	3	2	3	3	4	4	2	1	5	3	3	4	2	5	5
S49	3	2	5	3	5	3	4	3	2	3	4	5	5	5	2	4	3
S50	4	3	2	2	3	4	4	5	5	1	1	4	4	3	3	3	3
S51	3	4	1	2	2	3	4	4	5	5	1	2	1	1	3	2	5
S52	2	4	4	3	4	4	5	4	1	2	3	2	1	2	5	4	3

S53	4	5	1	2	3	4	1	5	3	2	4	2	3	4	1	4	5
S54	3	1	1	2	3	2	2	1	4	5	2	1	1	3	5	4	3
S55	5	2	1	3	4	5	5	2	3	3	1	1	4	5	4	3	1
S56	3	4	2	1	2	3	5	4	3	2	2	3	4	4	3	3	1
S57	2	1	3	5	4	3	4	3	3	5	4	4	5	4	4	2	3
S58	3	4	4	2	1	5	4	5	5	5	5	3	3	2	1	3	4
S59	2	4	5	4	4	2	3	4	3	4	4	3	4	5	3	4	4
S60	2	1	4	4	3	1	2	5	4	3	5	2	4	4	4	5	5
S61	3	3	2	4	4	5	4	3	2	3	5	5	4	3	5	4	3
S62	4	3	4	1	2	4	5	3	2	5	2	3	4	1	2	1	3
S63	3	2	1	5	3	3	4	2	1	4	3	3	5	2	3	1	3
S64	1	3	4	4	2	5	5	4	5	5	2	5	4	3	2	3	3
S65	4	5	5	5	1	4	3	5	3	2	3	1	1	2	4	4	4
S66	4	3	2	1	3	5	4	1	2	3	5	4	1	2	4	3	4

No	Item36	Item37	Item38	Item39	Item40	Item41	Item42	Item43	Item44	Item45	Item46	Item47	Item48	Item49	Item50
S1	4	5	3	2	3	1	4	5	3	2	1	4	5	3	2
S2	3	1	4	3	4	5	4	3	2	2	4	3	5	4	1
S3	1	2	3	5	4	2	1	3	5	4	2	1	2	4	5
S4	4	1	2	3	4	4	3	1	2	3	5	4	4	1	2
S5	5	3	4	2	1	5	3	4	2	1	1	4	3	5	3
S6	4	3	2	4	5	4	2	5	3	4	1	2	4	3	5
S7	5	3	4	1	1	5	3	1	4	5	3	2	4	5	2
S8	3	4	2	3	5	5	4	4	2	3	4	4	5	4	1

S9	3	5	2	4	3	1	3	1	1	5	5	4	5	4	5
S10	2	2	4	5	4	3	3	2	3	5	4	1	2	3	3
	1	5	3	4	3	2	1	5	4	5	5	3	2	3	3
S12	3	1	4	2	3	4	2	3	5	3	5	5	4	5	4
S13	2	2	1	3	2	1	4	5	4	3	4	2	5	1	2
S14	5	4	1	2	3	1	2	4	3	5	4	1	4	4	3
S15	3	3	1	4	4	5	3	2	3	4	2	1	2	1	5
S16	3	4	3	2	1	5	4	3	2	3	5	2	4	3	2
S17	3	4	5	4	3	2	1	2	3	4	5	1	2	4	3
S18	3	3	3	2	4	5	1	3	2	1	3	4	5	4	3
S19	3	2	5	4	3	2	2	4	3	5	1	3	4	2	3
S20	4	5	4	3	4	5	3	1	2	3	4	5	3	2	2
S21	5	3	3	1	2	2	2	3	4	5	2	3	2	1	2
S22	5	1	2	3	4	5	1	2	5	4	3	2	3	2	1
S23	5	1	2	3	4	5	2	3	4	3	4	2	1	2	2
S24	1	3	3	4	5	4	3	2	4	3	5	3	2	1	5
S25	3	5	4	1	2	3	5	1	2	4	5	4	3	1	2
S26	2	3	2	1	2	3	2	1	2	3	4	5	1	2	3
S27	2	1	1	2	3	1	3	2	4	2	1	3	4	3	2
S28	3	3	5	1	1	2	3	4	5	1	2	3	4	5	5
S29	3	3	2	1	4	3	2	1	1	2	3	5	4	5	5
S30	2	1	2	3	4	5	2	1	3	2	1	1	2	1	2
S31	1	3	4	5	3	2	1	4	3	2	5	3	4	3	2

S32	5	4	3	3	4	5	4	1	2	4	5	3	4	4	5
S33	3	1	3	5	3	1	3	4	4	3	5	1	3	3	2
S34	4	3	1	5	4	2	5	5	3	4	4	3	5	4	1
S35	4	3	1	3	4	1	1	2	3	2	4	5	4	5	3
S36	3	3	2	2	5	4	1	4	2	4	4	2	3	3	5
S37	1	2	4	5	2	3	4	1	5	3	2	1	5	3	5
S38	3	3	5	4	3	3	2	3	1	2	5	4	3	1	4
S39	4	1	3	1	1	4	4	3	3	5	3	1	3	4	5
S40	2	4	5	3	1	3	3	4	2	4	5	3	4	4	2
S41	2	5	1	3	4	1	3	5	2	4	1	3	5	5	2
S42	3	5	3	3	5	4	5	4	3	2	3	4	1	5	2
S43	5	4	2	1	3	4	5	3	1	2	5	4	3	5	4
S44	1	5	4	2	4	2	3	5	2	1	3	4	5	2	3
S45	3	5	5	3	2	4	1	3	4	2	4	4	5	3	1
S46	1	3	2	4	4	5	2	4	4	3	2	1	3	3	2
S47	2	1	2	1	4	2	3	3	2	2	5	5	4	2	1
S48	4	2	1	3	4	4	4	5	3	4	4	3	2	4	1
S49	4	4	2	3	5	1	2	3	3	1	2	5	2	3	5
S50	5	3	3	4	4	2	1	5	1	4	2	4	3	4	5
S51	1	2	4	4	3	3	2	4	5	3	4	3	1	5	4
S52	1	4	3	2	2	5	2	3	2	5	3	2	3	1	5
S53	4	4	2	5	3	2	4	1	3	5	2	3	1	1	4
S54	3	2	5	5	3	1	3	5	3	1	3	2	5	3	1

S55	3	3	3	4	4	5	5	3	5	3	1	4	5	3	3
S56	2	4	3	1	5	2	4	1	4	4	2	4	1	2	2
S57	1	1	3	5	1	3	3	2	3	5	4	1	3	2	4
S58	4	4	1	2	3	3	4	2	2	3	1	1	5	5	1
S59	5	2	5	2	1	2	2	1	3	5	4	2	5	3	2
S60	3	3	3	1	4	2	1	2	4	4	3	4	4	1	5
S61	5	1	4	4	4	1	2	3	5	1	4	2	3	3	2
S62	2	3	2	5	2	3	4	2	1	5	3	1	2	1	4
S63	1	4	1	2	4	5	5	4	3	2	3	1	1	2	3
S64	4	1	3	3	1	2	3	1	4	4	2	4	4	3	1
S65	5	4	5	1	3	3	2	3	4	3	1	5	5	4	3
S66	3	2	3	4	5	4	1	5	3	1	3	1	3	4	5

Appendix G

Name of Students, Personality Questionnaire and Total

No	Nama	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness	Total
1	Abelia Putri Sahara	33	32	26	26	34	151
2	Ahmad Ariyanto	29	30	28	33	24	144
3	Amalia Sari	32	28	31	27	34	152
4	Amanda Ari Kurniati	30	33	35	29	32	159
5	Bella Sartika	35	29	28	34	33	159
6	Carina Putri Intan Ridjani	28	35	27	25	36	151
7	Citra Ananda	29	30	25	32	30	146
8	Dedek Andista	28	37	30	31	33	159
9	Derizky Mirwan	32	29	35	30	32	158
10	Deski Alfarizi	37	32	29	32	35	165
11	Erika Safitri	32	36	26	27	34	155
12	Hamidah Aulia	34	31	31	35	32	163
13	Juriawan Raja Saputra	40	33	35	41	33	182
14	M. Aldy Gustanto	36	34	33	32	35	170
15	Amelia Putri Utami	29	33	32	30	32	156
16	Amrina Amalia Edly	35	34	29	30	34	162
17	Anggi Oktavia	29	28	32	31	23	143
18	Dinda Rezza Aprilia	29	31	35	24	31	150
19	Fadhilah Nurul Izzati	32	29	24	33	24	142
20	Fany Safytra	27	31	29	33	31	151
21	Intan Nuraini	30	28	29	39	24	150
22	Jeisyah Mareta	30	34	31	35	32	162
23	M. Gerry Abdillah	24	35	34	28	29	150
24	M. Irfan Adnan	31	28	37	32	32	160

25	M. Jodi Kurniawan	27	28	29	36	29	149
26	M. Supriyadi	21	30	25	30	34	140
27	Abdullah Faqih	33	36	28	26	37	160
28	Annisa Nur Shafira	30	27	32	30	33	152
29	Annisa Putri Nabila	30	29	27	30	32	148
30	Arya Wisesa HS	27	31	28	24	30	140
31	Ayesa Azhara	26	25	24	29	25	129
32	Azizah Rhmawati	31	28	33	30	34	156
33	Bayopi Satria Ramadhan P. Astro	28	25	35	32	26	146
34	Citra Yunita	24	33	29	27	30	143
35	Dwi Firmansyah	36	28	34	34	31	163
36	Dwina Nurul Annisa	29	34	30	32	29	154
37	Farah Febrian Aryani	27	22	28	29	25	131
38	Febi Ayu Soraya	37	25	33	35	28	158
39	Imam Ramadhan	28	30	36	31	23	148
40	Adin Kirana Putri	25	28	31	32	25	141
41	Amaratul Akzal	23	25	30	26	21	125
42	Andika Dwi Tama	26	34	27	31	31	149
43	Anggi Gustiarini. S	37	36	27	29	40	169
44	Chintya Salma Ayu	29	35	29	26	33	152
45	Defita Khoirunnisa	38	33	32	33	40	176
46	Detri Eliza	33	29	34	32	30	158
47	Devi Arifin	34	38	30	27	34	163

48	Difa Aryasatya Ramadhan	24	29	37	30	36	156
49	Dimas Fala Yahzunka	37	35	31	36	39	178
50	Dino Wijaya	30	38	29	34	31	162
51	Khovipa Mahesa	38	37	32	31	39	177
52	Lia Oktavia	26	33	27	28	25	139
53	Andiyansyah	29	27	23	33	30	142
54	Anisa Rahmawati Putri	29	30	28	32	29	148
55	Apridayanti	34	35	27	32	33	162
56	Arya Iman Maheswara	32	22	38	26	34	152
57	Ayu Putri Inayah	27	30	39	31	27	154
58	Bintang Pratama Putra	31	27	36	29	29	152
59	Clara Citra Prambudia	32	26	33	36	33	160
60	Dewi Anjelita	34	33	37	37	38	179
61	Dia Rahmawati	31	25	26	34	26	142
62	Dwi Frima Lisa	30	33	29	25	36	153
63	Feriska Amelia	30	24	36	27	30	147
64	Gathan Din Tanjung	31	29	32	27	31	150
65	Hartini	29	28	30	29	26	142
66	Intan Pebrida	30	29	34	28	32	153

Appendix H
ENGLISH TOEFL TEST

SECTION 1

LISTENING COMPREHENSION

Time-approximately 40 minutes

Directions :

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example :

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example:

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

Go on to the next page, and the test will begin with question number one.

1. What will the students probably do next?

- (A) Clean up a mess in the laboratory
- (B) Ask the teacher some questions
- (C) Present reports about a science experiment
- (D) Put on safety glasses

2. What is the purpose of the talk?

- (A) To explain to students why debating is important
- (B) To describe to students the process for

4. What is probably true about the students' parents?

- (A) They want to place their children in another class.
- (B) They have been asking about the students' grades.
- (C) They have reminded their children to attend a conference.
- (D) They haven't scheduled conferences with the teacher.

5. What does the teacher want the students to do?

the class debates

(C) To discuss ways students can improve their classroom debates

(D) To find out if students would be interested in starting a debate team

3. What did the principal like best about the band?

(A) The students wrote their own music.

(B) The band played several kinds of music.

(C) The band played during the whole festival.

(D) The students played many different instruments.

(A) Take everything out of their desks

(B) Put the painting supplies in plastic bags

(C) Bring paints with them to school on Monday

(D) Put covers on their desks to keep the paint off

6. What is the purpose of the announcement?

(A) To remind students about a visit by a guest speaker

(B) To inform students that lunch will be early today

(C) To inform students about a trip to a local university

(D) To remind students to keep quiet during a performance

7. What does the teacher say about the plants in the photographs?

- (A) They can be harmful.
- (B) They are used in medicines.
- (C) They are difficult to identify.
- (D) They no longer grow in the area.

8. Why does the principal apologize?

- (A) The students will have to use the old tables and chairs in the new cafeteria.
- (B) The students will have to wait before they can eat in the new cafeteria.
- (C) The cafeteria will be using the same menu as last year.
- (D) The students will have a shortened vacation this year

9. What is probably true about the students?

- (A) They are starting to learn about a new topic.
- (B) They are not good at drawing shapes.
- (C) They have new pencils and rulers.
- (D) They have been studying shapes.

10. What is the purpose of the talk?

- (A) To tell students about the library's hours and policies
- (B) To persuade students to use books instead of computers
- (C) To give students information about the library's research tools
- (D) To warn students about unreliable information on the Internet

Now you will hear some conversation. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer

sheet.

You will hear each conversation only one time.

11. What is the boy's problem?

- (A) He forgot a phone number.
- (B) His mobile phone is broken.
- (C) He cannot find his mobile phone.
- (D) He left his mobile phone at home.

12. What does the boy say his teacher makes the class do?

- (A) Turn off their mobile phones
- (B) Leave their mobile phones at home
- (C) Put their mobile phones inside their desks
- (D) Keep their mobile phones in their Backpacks

13. What will the boy and girl probably do next?

- (A) Call a friend
- (B) Make some signs
- (C) Phone the boy's house
- (D) Write down a list of phone numbers

14. Where is the conversation probably taking place?

- (A) On a bus
- (B) At a restaurant
- (C) In the mountains

16. What caused plans to change during the trip to the mountains?

- (A) A student got hurt.
- (B) It was snowing in the mountains.
- (C) A path on the mountain was closed.

<p>(D) In a school hallway</p> <p>15. Why is the boy surprised?</p> <p>(A) He did not think he could hike far.</p> <p>(B) He thought it would be a rainy day.</p> <p>(C) He did not expect to see the girl today.</p> <p>(D) He thought he was going to be late for class.</p>	<p>(D) The students were too tired to climb to the top.</p> <p>17. What does the girl suggest about the food on the trip?</p> <p>(A) It did not taste good.</p> <p>(B) There was not enough to eat.</p> <p>(C) It was prepared before the trip.</p> <p>(D) The students enjoyed making it.</p>
---	---

<p>18. What are the speakers mainly discussing?</p> <p>(A) A new art project in the city</p> <p>(B) An assignment for their art class</p> <p>(C) An art display inside the public library</p> <p>(D) A painting that the girl saw downtown</p> <p>19. Why is the boy excited?</p> <p>(A) A famous artist is going to visit his class.</p> <p>(B) His artwork might be seen by many people.</p>	<p>20. Where does the boy say he may go this weekend?</p> <p>(A) To the zoo</p> <p>(B) To an art store</p> <p>(C) To Main Street</p> <p>(D) To the public library</p> <p>21. Why does the girl suggest that the boy go to the art room?</p> <p>(A) So that he can hand in his homework</p> <p>(B) So that he can sign up for a class trip</p> <p>(C) So that he can see a new painting</p>
--	--

(C) His class might visit an art museum. (D) He is getting a good grade in his art class.	(D) So that he can talk to the teacher
--	--

<p>22. What is the girl's problem?</p> <p>(A) She cannot find her report. (B) The library is closed today. (C) She is late in handing in an assignment. (D) The book she has is damaged.</p> <p>23. How does the girl probably feel when she says, "Wow! Do you think he'll let me borrow it?"</p> <p>(A) Excited (B) Nervous (C) Upset (D) Uncertain</p>	<p>24. What does the boy say about his uncle?</p> <p>(A) He is very wealthy. (B) He is a famous writer. (C) He used to work in a library. (D) He has many books on architecture.</p> <p>25. What will the girl probably do after school?</p> <p>(A) Study for a test with her friends (B) Go with the boy to meet his uncle (C) Go to the library to write her report (D) Ask her teacher for extra time on an assignment</p>
---	---

Now you will hear some conversation. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet.
You will hear each conversation only one time.

26. What is the main topic of the talk?

- (A) Places where camels look for food in the desert
- (B) How camels survive in the desert
- (C) New kinds of foods discovered in the desert
- (D) Why temperatures change quickly in the desert

27. What false belief about camels does the speaker correct?

- (A) That they run very fast
- (B) That they are found only in hot regions
- (C) That they can easily find water in the desert
- (D) That they store water in their humps

28. What does the speaker imply about the food that camels eat?

- (A) It is full of fat.
- (B) It dries out quickly.
- (C) It is difficult to find.
- (D) It contains a lot of water.

29. According to the speaker, what is harmful to most animals' health?

- (A) Drinking too much water
- (B) Eating food that is very old
- (C) Going too long without rest
- (D) Spending a lot of time in the sun

30. What are the teacher and student mainly talking about?

- (A) Learning how to pilot a balloon
- (B) Breaking records in balloon flights
- (C) Problems related to flying by balloon
- (D) Different kinds of balloons used for Transportation

31. What event does the girl mention?

- (A) A ballooning course
- (B) A ballooning contest
- (C) A museum exhibit about ballooning
- (D) A television program about ballooning

32. According to the teacher, what must pilots do before a balloon flight?

- (A) Check weather reports
- (B) Find out about other air traffic
- (C) Follow instructions from someone on the ground
- (D) Choose the right balloon for the Conditions

33. What can be inferred from the conversation about using balloons for transportation?

- (A) Balloons will probably be used for transportation more in the future.
- (B) Balloons are unable to fly far enough to be useful for transportation.
- (C) Balloons are too difficult to control to be used for transportation.
- (D) Balloons cost too much money to be used for transportation today.

<p>34. What is the main topic of the talk?</p> <p>(A) A newly discovered type of ant</p> <p>(B) A type of ant with unusual skills</p> <p>(C) An increase in the population of one type of ant</p> <p>(D) A type of ant that could be dangerous to humans</p> <p>35. What does the teacher say many people think must be true about leaf-cutter ants?</p> <p>(A) They eat leaves.</p> <p>(B) They live in plants.</p> <p>(C) They have sharp teeth.</p> <p>(D) They are especially large.</p>	<p>26. According to the teacher, what is one activity that both leaf-cutter ants and people do?</p> <p>(A) Clean their food</p> <p>(B) Grow their own food</p> <p>(C) Eat several times a day</p> <p>(D) Feed their young special food</p> <p>37. What did the experiments show about leaf-cutter ants?</p> <p>(A) How fast they grow</p> <p>(B) Which plants they eat</p> <p>(C) Where they look for leaves</p> <p>(D) How much weight they can carry</p>
--	--

<p>38. What is the main topic of the talk?</p> <p>(A) The influence of the Roman Empire on businesses</p> <p>(B) Improvements in electronic mail services</p>	<p>41. What led to the establishment of private postal systems during the Renaissance?</p> <p>(A) An increase in international business</p> <p>(B) Growing numbers of people who</p>
--	---

(C) Ways postal services have changed over time

(D) Reasons that most people do not send paper documents

39. What does the teacher suggest about the early mail carriers who rode on horses?

(A) They were highly respected by people at the time.

(B) They often took a piece of mail only part of the way.

(C) They usually traveled with soldiers for protection.

(D) They had to pass a physical test to get the job.

40. What happened to the Roman mail system when the Roman Empire ended?

(A) It was taken over by a private business.

could read and write

(C) Advances in printing technology

(D) Changes in land ownership laws

42. What does the teacher imply when he says, “Of course, with today’s technology, there may soon be no need for any of them”?

(A) Governments and private postal companies will probably use computers more in the future.

(B) Modern technology is making international mail delivery more efficient.

(C) Most people prefer to communicate by phone rather than by e-mail.

(D) People will use only computers for long-distance communication in the future.

(B) The Romans destroyed most of it.	
(C) It continued to be used for a period of time.	
(D) Countries fought to manage it.	

SECTION 2
LANGUAGE FORM & MEANING
Time-approximately 25 minutes

Directions :

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks change is not completely true. If you have ever stood next to rushing river, you.

(A) still
(B) very
(C) quite
(D) never

2.

The water hammering away at the rocks.

(A) saw (B) see (C) are seeing (D) may have been

The correct answer to **Sample 1** is (D), “never.” The correct answer to **Sample 2** is (D), may have seen.”

Questions 1 - 4 refer to the following e-mail.

Hi, Linda!

Thanks for your last e-mail! I know you like art, just like I do, so I wanted

1. (A) tell
(B) Told
(C) to tell
(D) telling

you about the special trip my class went on last week. We took a bus into the city and spent two

hours at the art museum

2. (A) If there was
(B) that there was
(C) which we had
(D) where we had

our own tour guide. The guide told us about

3. (A) When
(B) Rather
(C) During
(D) Whether

the different artists and gave us the history of some of the paintings.

I have

more time, I will send you another e-mail with some of the photos I took that day. I took a lot of them! If your family comes to

- 4. (A) ask
- (B) visit
- (C) look
- (D) return

us this year, we can go the art museum together

Your cousin,

Samantha

Questions 5 - 8 refer to the following student essay.

This report is on

- 5. (A) a topic
- (B) an event
- (C) a company
- (D) an introduction

that is very important to me: the environment.

There are things that each of us can do every day

- 6. (A) less pollution created
- (B) to create less pollution
- (C) and creating less pollution
- (D) the creation of less pollution

and

to be less wasteful. For example, today,

- 7. (A) becoming
- (B) has become
- (C) is becoming
- (D) it has become

very easy to recycle all kinds

of materials, like glass, metal, and plastic. Also, people who drive cars can plan their schedules so

that _____ really need to.

- 8. (A) they only when they drive
- (B) drive they when only they
- (C) they only drive when they
- (D) when they only they drive

Questions 9 - 13 refer to the following part of a student's journal.

I _____ in my bird-watching journal since last month.

I think that
the

- 9. (A) writing
- (B) to write
- (C) had been written
- (D) have been writing

report I wrote today is the most

- 10. (A) exciting
- (B) desperate
- (C) aggressive
- (D) comfortable

one I have written. In the park this

morning, I saw many ducks

- 11. (A) to swim
- (B) swimming
- (C) they swam
- (D) that swimming

in the pond, and I identified several

- 12. (A) knew
- (B) wrote
- (C) noticed
- (D) invited

songbirds flying from tree to tree. Then as I was leaving the park, I _____ an

unusual bird high in the sky. I wasn't sure what it was, but luckily it landed on a nearby tree, so I
studied it carefully. When I checked my book at home, I discovered

13. (A) it was the bird
(B) that the bird was
(C) what was the bird
(D) the bird that it was

a hawk—the first one I have ever seen!

Questions 14 - 17 refer to the following advertisement.

This summer, Riverville Primary School _____ a special reading and math

14. (A) holding
(B) was held
(C) to be held
(D) will be holding

camp for young children, and we are looking for camp tutors. Any student between the ages of

14 and 18 who is _____ in working at the camp as a tutor in math or reading
should call Ms. Tu _____ or, at 555-8898. Applicants should have excellent grades
and must be _____

15. (A) interesting
(B) interested
(C) interests
(D) interest

_____ for the entire camp session, which will be held

16. (A) available
(B) different
(C) likely
(D) either

_____ the first two weeks of July.

17. (A) to
(B) at
(C) while
(D) during

Questions 18 - 25 refer to the passage below.

Dear class,

Hello from Egypt! Thank you for the letters and e-mails you

- 21. (A) it is wonderful
- (B) that wonderful
- (C) wonderful to be
- (D) being wonderful

- 18. (A) send
- (B) are sent
- (C) sending
- (D) have sent

me over the

last month. I miss

- 19. (A) to see all of my students,
- (B) seeing all of my students,
- (C) all of my students are seen,
- (D) all of my students saw them,

but I am also happy to be having

such a special learning experience myself. As you know, I am

- 20. (A) requiring
- (B) involving
- (C) interesting
- (D) participating

in a

teachers' exchange program here for three months. I am very lucky to be spending this time in Egypt.

Since I am a history teacher,

to visit a country that is famous for its

ancient civilization! I have

- 22. (A) yet
- (B) still
- (C) then
- (D) already

great Pyramid of Giza and many other.

sights. When I visit these

- 23. (A) every
- (B) general
- (C) historic
- (D) possible

places, I have a fantastic guide. His name is

Professor Hassan, and he teaches at a large university in Cairo,

- 24. (A) that is
- (B) is being
- (C) which is
- (D) and which

the

capital city of Egypt. He has taught me so much about the history of the ancient Egyptian kings and queens.

I can't wait to show

- 25. (A) all of you the photographs
- (B) you the photographs all of
- (C) the photographs all of you
- (D) you of all the photographs

that I have taken in this amazing

place!

Mr. Tyler

Questions 26 - 34 refer to the following student essay.

Harry Houdini was perhaps

- 26. (A) great for a magician
- (B) the greatest magician
- (C) a magician of the greatest
- (D) the magician who was great

of all time.

- 27. (A) His one
- (B) Once his
- (C) One of his
- (D) This one of

most famous tricks was making an elephant disappear. An elephant

named Jennie

28. (A) brought
(B) bringing
(C) was brought
(D) was bringing

onto a stage. She greeted the audience by

29. (A) raised
(B) raises
(C) raising
(D) raise

her trunk.

30. (A) She was then given
(B) She then gave
(C) Then to give
(D) Then giving

Houdini a kiss and was led

into a giant box. The box contained two rooms

31. (A) both of them
(B) in addition
(C) as well as
(D) and too

some mirrors

The mirrors made

32. (A) Jennie looked like it
(B) Jennie looking like
(C) looking like Jennie
(D) it look like Jennie

had disappeared, but of course, she was still

33. (A) Despite
(B) Nevertheless
(C) Because
(D) Therefore

in the box.

the box was so heavy, twenty men had to push it off the

stage at the

34. (A) end (B) last (C) result (D) finishing
--

 of the trick!

Questions 35 - 42 refer to the following text.

Located in central Africa,

35. (A) Lake Victoria is (B) and Lake Victoria is (C) Lake Victoria's being (D) although Lake Victoria is
--

 a very unusual lake.

36. (A) It not only one is (B) Is it one not only (C) One is it only not (D) Not only is it one
--

of the largest lakes in the world; it is also one of the youngest.

Estimated to be about 15,000 years old, it is a relative baby compared with Earth's other very

37. (A) to be (B) they are (C) which being (D) which are

large lakes,

more than two million years old. Yet judging by the

variety of life in it, Lake Victoria

a much older body of water.

Usually, lakes need a much longer time

- 39. (A) is populated
- (B) they are populated
- (C) to become populated
- (D) becoming populating

by a diverse

- 40. (A) Is
- (B) It is
- (C) Being
- (D) Because it is

common for ne

- 41. (A) opened
- (B) filled
- (C) satisfied
- (D) purchased

small number of species.

Lake Victoria, however, is

- 42. (A) many
- (B) as many
- (C) too many
- (D) as many as

with colorful fish, most notably, cichlids.

ENSION

Time-approximately 50 minutes

Directions :

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the questions below.

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The picture show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is the text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red

(B) Green

(C) Blue

(D) Gray

The correct answer is A, "Red."

Questions 1 - 4 are about the following announcement.

Student Volunteers Needed

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make Posters	1 P.M – 4 P.M	December 5th
Set up gym	11 A.M – 4 P.M	December 11th
Help performers	9 A.M – 4 P.M	December 12th
Welcome guests	10 A.M – 2 P.M	December 12th
Clean up gym	4 P.M – 7 A.M	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian

1. What time will the festival begin?

- (A) 10 A.M.
- (B) 11 A.M.
- (C) 1 P.M.
- (D) 2 P.M.

2. The word feature is closest in meaning

to _____.

- (A) look
- (B) keep
- (C) include
- (D) entertain

3. What job will be done the day before the festival begins?

- (A) Making posters
- (B) Setting up the gym
- (C) Cleaning up the gym
- (D) Helping the performers

4. Who is told to talk to Ms. Braxton?

- (A) Parents
- (B) Students
- (C) Teachers
- (D) Performers

Questions 5 - 11 are about the following story.

“Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”
Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.

Line “Bill, you never miss!” Joe said admiringly.

5 “Unless I’m in a real game,” Bill complained. “Then I miss all the time.”
Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.
“Maybe you just need to practice more,” Joe suggested.
10 “But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”
“You play well when I’m watching,” Joe pointed out.
“That’s because I’ve known you since we were five years old,” Bill said with a smile.
“I’m just not comfortable playing when other people are around.”
15 Joe nodded and understood, but he also had an idea.
The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.
“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”
Joe hurried through the school building, gathering together whomever he could
20 find—two students, a math teacher, two secretaries, and a janitor.
When Joe explained why he needed them, everyone was happy to help.
Joe reminded the group to stay

quiet as they all went toward to school’s basketball court. As Joe had



25 hoped, Bill was still practicing

basketball. He made five baskets in a row without noticing the silent people standing behind him.

“Hey, Bill!” Joe called out finally.

30 Bill turned. A look of surprise came over his face.

“I just wanted to show you that you could play well with people watching you,” Joe said. “Now you’ll have

35 nothing to worry about for the next game!”

5. What would be the best title for the story?

- (A) Joe Joins the Team
- (B) Practice Makes Perfect
- (C) Bill Wins the Big Game
- (D) Bill’s Basketball Problem

6. In line 6, the word performed is closest in meaning to _____.

- (A) acted

9. Why does Joe decide to gather a group of people?

- (A) Because he wants more players for his team
- (B) Because he wants to help Bill feel less nervous
- (C) Because he wants to show them his talent
- (D) Because he wants more people to see

(B) played

(C) moved

(D) changed

7. Why is Bill upset?

(A) He plays better in practice than he does during games.

(B) The school yard is not a good place to practice.

(C) Joe watches him too closely when he plays.

(D) His team loses too many games.

8. Why does Bill play well when Joe is watching him?

(A) He is comfortable with Joe.

(B) Joe tells him how to play better.

(C) He does not know that Joe is there.

(D) He wants to prove to Joe that he is a good player.

the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

(A) Joe

(B) a janitor

(C) a math teacher

(D) the basketball coach

11. Why does the group have to be quiet when they go to the basketball court?

(A) Because Joe is telling Bill what to do

(B) Because they do not want Bill to know they are there

(C) Because Bill likes to practice alone

(D) Because the group needs to listen to Joe's instructions

Questions 12 - 17 are about the following article.

<p>Last Saturday, the students in Mr. Marshall's social studies class held the school's first-ever Current Events Awareness Day. The students <i>Line</i> themselves came up with the idea for the event.</p> <p>5 As part of their regular studies, Mr. Marshall asks his students to read the newspaper every day and to follow topics that they find particularly interesting.</p> <p>The students became <u>knowledgeable</u> about a number of current events and wanted to get other <i>10</i> students from outside their class more interested in the news.</p> <p>For the event, Mr. Marshall's students formed into five small groups. Each group focused on a</p>	<p>particular area in current events. The main areas <i>15</i> included politics, the environment, the economy, science, and international relations.</p> <p>The students prepared posters and short presentations about their topics, which <u>they</u> then shared with the 230 people who attended the event.</p> <p><i>20</i> Mr. Marshall was very proud of his students and impressed with the work they had done.</p> <p>"They made the information easy for everyone to understand," he said. "They even made it entertaining!"</p> <p><i>25</i> Mr. Marshall hopes the event will become a new</p>
--	---

school tradition that will take place each year.

12. Which headline best summarizes the article?

- (A) Students Focus on Current Events
- (B) Five Issues Students Care About Most
- (C) Student Newspaper Read by Hundreds
- (D) Teacher's Presentation Inspires

Students

13. In line 8, the word knowledgeable is closest in meaning to _____ .

- (A) encouraged
- (B) bored
- (C) informed
- (D) well-known

14. According to the article, what assignment does Mr. Marshall regularly give his students?

- (A) Reading the newspaper

15. According to the article, what made each student group different from the others?

- (A) The number of people in it
- (B) The schedule it had to follow
- (C) The kind of materials it made
- (D) The current events it discussed

16. In line 18, the word they refers to _____ .

- (A) topics
- (B) posters
- (C) students
- (D) presentations

17. Based on his comments, what did Mr. Marshall think about the event?

- (A) It was difficult to plan.
- (B) It was larger than expected.

(B) Giving class presentations	(C) It was both educational and fun.
(C) Doing research at the library	(D) It was better than last year's event.
(D) Writing about current events	

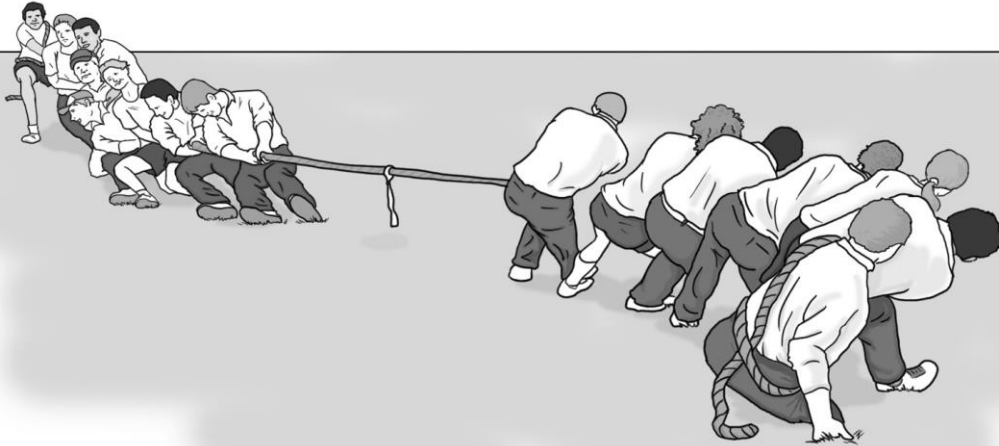
Questions 18 - 23 are about the following passage.

Well-known in many countries, tug-of-war is a sports event with easy rules and a lot of action. On a grassy field, two teams pull on opposite ends of a rope. The team that can pull the other team to its side of the field triumphs. Many places have local tug-of-war clubs that compete against each other. An international organization sets the rules of the competition.

If one tug-of-war team weighs much more than the other team, then it is easier for the heavier team to win. To keep contests fair, all eight pullers on a team must be weighed. Only teams with similar weights compete against each other.

The thrill of tug-of-war has been known for a very long time. In fact, it is one of the world's oldest events, going back many centuries. Tug-of-war existed in many places in ancient times, including Greece, Egypt, and Korea. At one point it was even included in the Olympic Games. It was introduced into the Olympics in 1900, just four years after the first modern Olympic Games were held in 1896 in Greece. It was a part of the Olympics until 1920, when the rope was pulled for the final time as an official Olympic

15 event.



18. What is the best title for the passage?

- (A) Games of Strength and Speed
- (B) A Simple but Exciting Contest
- (C) Changing the Rules of a Fun Game
- (D) The Oldest Sports at the Olympic Games

19. In line 3, the word triumphs is closest in meaning to _____ .

- (A) wins

21. What is done before a contest begins?

- (A) The rope is pulled.
- (B) The field is measured.
- (C) The teams are counted.
- (D) The pullers are weighed.

22. What does the author say about the history of tug-of-war?

- (A) It was played in ancient times.
- (B) It was invented in Greece.

<p>(B) arrives</p> <p>(C) relaxes</p> <p>(D) gets tired</p> <p>20. According to the passage, what might make a tug-of-war contest unfair?</p> <p>(A) Having eight pullers on each team</p> <p>(B) Including pullers who think tug-of-war is easy to win</p> <p>(C) Keeping teams on opposite sides of the same rope</p> <p>(D) Having teams with different weights compete against each other</p>	<p>(C) Its rules were written down in 1900.</p> <p>(D) It was a part of the first modern Olympic Games.</p> <p>23. What was the last year that tug-of-war was included in the Olympics?</p> <p>(A) 1896</p> <p>(B) 1900</p> <p>(C) 1904</p> <p>(D) 1920</p>
--	--

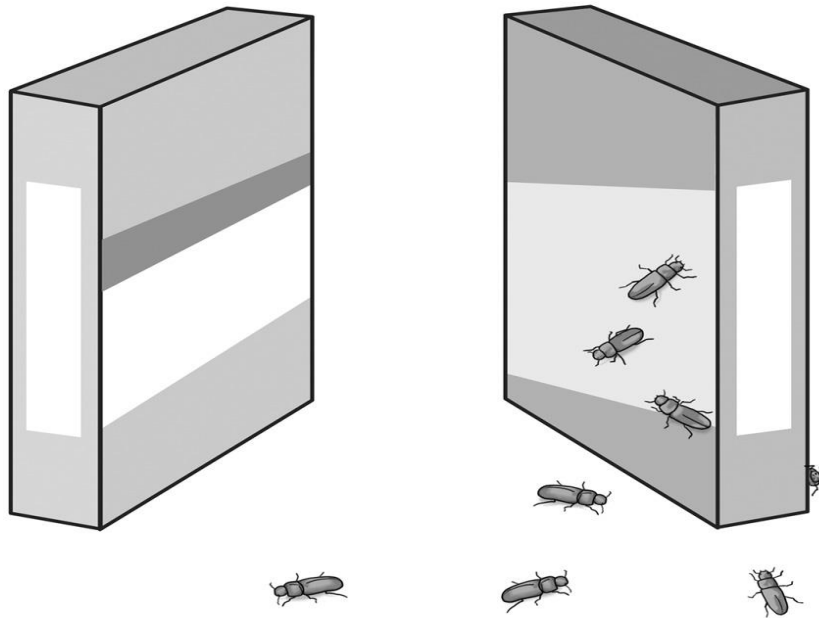
Questions 24 - 33 are about the following passage.

The longer food is kept, the more likely it is to attract insects. Even foods stored in containers often attract bugs. To solve this problem, scientists have been working with different odors in an attempt to find one strong enough to keep insects from going near *Line* food. One possibility would be to use plants with strong smells, like garlic or pine, to

5 keep insects away. Unfortunately, however, using these smells might keep some people away too!

A more promising repellent is citronella oil, which comes from a type of lemongrass. An experiment was done using this oil with a certain insect, the red flour beetle. Scientists sprayed cardboard boxes with citronella oil and noticed that the beetles did not
10 enter those boxes. They were much more interested in boxes that were not sprayed.

One problem with using citronella oil as a repellent, however, is that it is quite ephemeral—it simply does not last very long. After a few months it loses its smell, and bugs no longer find it unpleasant. Scientists hope to improve citronella oil so that its scent remains strong for a longer time. It will also be necessary to make sure that the oil
15 is not harmful to people, as scientists are still not sure whether it is safe to use around food.



24. What is the passage mainly about?

- (A) Oils used in cooking
- (B) Ways of protecting food
- (C) The behavior of a kind of beetle

29. What does the author say about the sprayed boxes in the experiment?

- (A) Beetles avoided them.
- (B) They were very heavy.

(D) Smells produced by different grasses

25. In line 3, the word one refers to

_____ .

- (A) an odor
- (B) an insect
- (C) a scientist
- (D) a container

26. What does the author imply about the odors of garlic and pine?

- (A) They last for a long time.
- (B) They are not always very strong.
- (C) They can be unpleasant to people.
- (D) They attract certain species of beetles.

27. What are repellents?

- (A) A food source for beetles
- (B) Machines used to get oil from plants
- (C) Substances used to keep insects away
- (D) Chemicals used to speed up plant

(C) They did not contain much food.

(D) Many insects were trapped in them.

30. In line 12, the word ephemeral is closest in meaning to _____ .

- (A) weightless
- (B) short-lived
- (C) overpriced
- (D) not distinguishable

31. What are scientists hoping to do in the future?

- (A) Breed larger beetles
- (B) Produce better-tasting foods
- (C) Grow lemongrass in greater quantities
- (D) Make the odor of citronella oil last

<p>Growth</p> <p>28. Which substance is NOT mentioned as being unpleasant to insects?</p> <p>(A) Pine</p> <p>(B) Flour</p> <p>(C) Garlic</p> <p>(D) Citronella oil</p>	<p>Longer</p> <p>32. In line 14, the word scent is closest in meaning to _____ .</p> <p>(A) smell</p> <p>(B) flavor</p> <p>(C) nature</p> <p>(D) standard</p> <p>33. What do scientists still not know about citronella oil?</p> <p>(A) What chemicals it contains</p> <p>(B) Where it comes from</p> <p>(C) Why beetles like it</p> <p>(D) How safe it is</p>
---	--

Questions 34 - 42 are about the following passage.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered
Line in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes
5 showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wildcats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals

10 accomplished a monumental and difficult
task. They did not limit themselves to th
easily accessible walls but carried their painting materials to spaces that required
climbing steep walls or crawling into narrow
15 passages in the Lascaux complex.
Unfortunately, the paintings have been
exposed to the destructive action of water



and temperature changes, which easily wear
the images away. Because the Lascaux caves
20 have many entrances, air movement has also
damaged the images inside. Although they
are not out in the open air, where natural
light would have destroyed them long ago,
many of the images have deteriorated and
25 are barely recognizable. To prevent further
damage, the site was closed to tourists in 1963, 23 years after it was discovered.



The Scoring of English Test

$$\text{TOEFL Junior Test} = \frac{\text{the number of the right answers}}{\text{the total number of the test}} \times 100$$

Range of students English Mastery

No	Percentage Range	Qualification	Category
1	89-100	Very Good	A
2	77-88	Good	B
3	66-76	Average	C
4	0-65	Poor	D

Source : Administration of SMA 6 Muhammadiyah Palembang

APPENDIX I

ANSWER KEY

Practice Test – Answer Key					
Listening Comprehension Section		Language Form and Meaning Section		Reading Comprehension Section	
1. D	22. D	1. C	22. D	1. A	22. A
2. D	23. A	2. D	23. C	2. C	23. D
3. A	24. D	3. A	24. C	3. B	24. B
4. D	25. B	4. B	25. A	4. B	25. A
5. D	26. B	5. A	26. B	5. D	26. C
6. A	27. D	6. B	27. C	6. B	27. C
7. A	28. C	7. D	28. C	7. A	28. B
8. B	29. A	8. C	29. C	8. A	29. A
9. D	30. C	9. D	30. B	9. B	30. B
10. C	31. B	10. A	31. C	10. D	31. D
11. C	32. A	11. B	32. D	11. B	32. A
12. A	33. C	12. C	33. C	12. A	33. D
13. B	34. B	13. B	34. A	13. C	34. B
14. D	35. A	14. D	35. A	14. A	35. C
15. C	36. B	15. B	36. D	15. D	36. B
16. C	37. D	16. A	37. D	16. C	37. C
17. A	38. C	17. D	38. A	17. C	38. A

18. A	39. B	18. D	39. C	18. B	39. D
19. B	40. C	19. B	40. B	19. A	40. B
20. A	41. A	20. D	41. B	20. D	41. D
21. D	42. D	21. A	42. D	21. D	42. A

LISTENING COMPREHENSION SCRIPT

1. (Narrator): Listen to a science teacher speaking to her students.

(Woman): Remember, the first step is to put on your safety glasses. Safety is the most important rule when doing experiments. We're going to be observing what happens as we heat and cool different substances, and it's possible that some of the containers might break and cause a mess. If there are no questions, let's start with the first one.

(Narrator): What will the students probably do next?

2. (Narrator): Listen to a history teacher talking to a class.

(Man): You've all been doing a really great job with the class debates this month. So ... I'd like to know how many of you would be interested in starting a new debate team? The team would meet a few times a week, and we'd do the same kind of debates that you've been doing in class. The only difference is you'd be competing with students from other schools, instead of each other. Now, how many of you would be interested in doing something like this?

(Narrator): What is the purpose of the talk?

3. (Narrator): Listen to a school principal talking to a group of students

(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Students bands usually play something traditional, but you actually composed something original. That's really impressive!

(Narrator): What did the principal like best about the band?

4. (Narrator): Listen to a teacher talking in an English class.

(Man): I haven't gotten any phone calls yet, so I'd like you to remind your parents to contact me about scheduling their mandatory parentteacher

conferences next week. These conferences will be about your academic standing within my class. All of your parents need to contact me as soon as possible to schedule an appointment.

(Narrator): What is probably true about the students' parents?

5. (Narrator): Listen to a teacher making an announcement at the end of the day.

(Man): Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.

(Narrator): What does the teacher want the students to do?

6. (Narrator): Listen to a principal speaking to the students over the intercom.

(Man): Good morning, students. Don't forget that a guest speaker, Professor Walter Smith, will be here early this afternoon. He is a scientist at our local university and has some great experiments to show you! Please proceed to the auditorium right after lunch.

(Narrator): What is the purpose of the announcement?

7. (Narrator): Listen to a teacher speaking to a class.

(Man): We identified a lot of plant species on our field trip yesterday and even talked about ways people use some of these plants for food or to make natural medicines. All of those plants were, of course, perfectly harmless to people and animals. But today, I'll show you photographs of some other plants you might also find in our area. However, unlike the plants we saw yesterday, the plants in these pictures are noxious to humans. You need to be able to identify noxious plants so that you'll know to avoid them.

(Narrator): What does the teacher say about the plants in the photographs?

8. (Narrator): Listen to a message from a school principal.

(Woman): I am very happy to announce that the new cafeteria we've been building all year has finally been completed! But I am sorry to say

that we won't be able to eat in there until after the school vacation. Even though the building is finished, we are still waiting for the new tables and chairs to be delivered

(Narrator): Why does the principal apologize?

9. (Narrator): Listen to a math teacher talking to his class.

(Man): OK everyone, take out a piece of paper. We have been talking about shapes for a few weeks now, so today we are going to practice drawing them from memory. By now, you should know the names of the basic shapes and how to draw them. You will need a pencil and a ruler. When I say the name of a shape, you will draw it on the paper and then compare with a partner. Ready? Here's the first one...

(Narrator): What is probably true about the students?

10. (Narrator): Listen to a librarian talking to a class.

(Woman): Here in the library we have a number of different tools that you can use for your research projects. Of course, we have a large number of books, but we also have magazines and journals. You can use the computers to search the Internet for information or to access our collections of academic articles.

(Narrator): What is the purpose of the talk?

11-13 (Narrator): Listen to a conversation between two friends at school.

(Girl): You look a little frustrated, Ken. What's wrong?

(Boy): [Frustrated] Where's my mobile phone?! I'm sure I put it in the side pocket of my backpack, but it's not here. It must have fallen out.

(Girl): I'm sure it's on the floor somewhere close by. Hey, I have an idea. You can borrow my phone, dial your number, and we can listen for your ringtone. If the phone is around here, it'll start ringing, and then we'll know where it is. Here, take my phone.

(Boy): I wish we could do that, but we won't hear my phone because it's turned off! The teacher makes us turn off our phones when we're in class, remember? I hadn't switched it back on after I left the classroom.

(Girl): Hmm. In that case, I think the best thing to do is make a few signs asking anyone who finds your phone to bring it back. You can hang

them up on the walls all around the school.

(Boy): But how will they contact me if they don't know me? I don't have my phone!

(Girl): You can put my number on the signs. They can call me, bring the phone to me, and I'll give it back to you. Come on, let's get started. I've got some paper right here.

(Narrator): Now answer the questions.

14-17 (Narrator): Listen to a conversation between two friends.

(Girl): Hi, Mark. Are you on your way to science class now? I'll walk over with you.

(Boy): [a bit surprised to see her] Cathy... Oh, hi. Yes, but . . . what are you doing here? I thought you would still be on the trip to Pine Mountain with the nature club.

(Girl): You're right. We weren't supposed to drive back until tonight. But we ended up coming back on the bus yesterday instead.

(Boy): Why? I hope that nothing bad happened. Or was the weather bad? I heard it can snow in the mountains, even when it's warm here.

(Girl): No, nothing bad happened—I mean . . . no one got hurt or anything—and it was sunny and warm in the mountains.

(Boy): So . . . why did you come back early?

(Girl): Well, I guess, in a way, weather was the issue. On the last day of the trip, we were going to climb to the top of Pine Mountain. But, apparently, last week it rained so much that parts of the hiking trail were washed away, so they closed it.

(Boy): Wasn't there some other way to get to the top?

(Girl): No, there was just the one path. We did go on a lot of nature walks the first two days, and we were getting kind of tired by then. But everyone was still really disappointed that we couldn't go all the way to the top. I will say one thing though, it was nice to get home and eat my mother's home-cooked meal.

(Boy): [understanding her point] Right. Food cooked outside over a campfire isn't always very tasty!

(Narrator): Now answer the questions.

18-21 (Narrator): Listen to a conversation between two friends at school.

(Boy): Hi, Lisa.

(Girl): Hi, Jeff. Hey, have you been to the art room today?

(Boy): No, why?

(Girl): Well, Mr. Jennings hung up a notice about a big project that's going

on downtown. You know how the city's been doing a lot of work to fix up Main Street—you know, to make it look nicer? Well, they're going to create a mural.

(Boy): You mean, like, make a painting on the entire wall of a building?

(Girl): Exactly!

(Boy): But where?

(Girl): It's that big wall on the side of the public library. And students from this school are going to do the whole thing . . . create a design, and paint it, and everything. I wish I could be a part of it, but I'm too busy.

(Boy): [excitedly] Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.

(Girl): I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas that students come up with should have a nature theme.

(Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.

(Girl): If you're interested you should talk with Mr. Jennings.

(Boy): [half listening, daydreaming] This could be so much fun. Maybe I'll try to visit the zoo this weekend . . . you know, to see the wild animals and get some ideas, something to inspire me!

(Girl): [with humor] Well maybe you should go to the art room first to get more information from Mr. Jennings.

(Boy): [slightly sheepishly] Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.

(Narrator): Now answer the questions.

22-25 (Narrator): Listen to a conversation between two students at school.

(Boy): Is something wrong, Amanda? You look upset today.

(Girl): [mildly upset] Oh, I got a book from the library today that I need for my report on ancient architecture. But I just realized it's missing a few pages!

(Boy): Well, it's not a problem if it's just a few pages, right? You can use the rest of the book for your report.

(Girl): No, it's missing pages from the most important section that I need for my paper.

(Boy): Oh. Have you checked if there are other copies in the library?

(Girl): Yes, and the librarian told me this was the only one they had.

(Boy): Hmm. Well, if you tell the librarian about the missing pages, she can probably order a new copy of the book. That's what she does

when books get too old to be used anymore.

(Girl): But my report is due in two days! The new book won't get here for at least a week.

(Boy): OK, then—I have a different idea. Did you say your report is about ancient architecture?

(Girl): That's right.

(Boy): Well, my uncle studies architecture. He has so many books about architecture at his house, it's almost like a library! I'm sure he has a copy of the book you're looking for--or at least a different book with the same information.

(Girl): Wow! Do you think he'll let me borrow it?

(Boy): Of course. We can walk over to the house together after school today. Then you can talk to him about the book.

(Girl): That sounds great! I'll meet you at the main entrance right after school.

(Narrator): Now answer the questions.

26-29 (Narrator): Listen to a part of a radio program about nature.

(Woman): The camel is an example of an animal that is especially adapted to survive in harsh conditions. First of all, camels have humps on their backs. Now, many people think that camels hold water in their humps. But that is actually not true. While camels do have to store water, what they carry in their humps is not water, but fat. That's their emergency supply of energy in case there's little food to eat. Of course, camels wouldn't need to carry a safety supply of fat if it were easy to find something to eat where they live. Unfortunately, in the deserts camels can sometimes walk for days in the hot sun looking for food and water. So when there is little to eat, the fat from their hump allows them to survive for quite a long time—even up to two weeks—without eating anything.

When they do get an opportunity to eat and drink, camels consume as much as possible. A camel can drink incredible amounts of water, a lot more than most other animals can take in without getting sick. You see, there's a limit on how much an animal can drink. If an animal were to drink more than necessary, that could even be bad for that animal's health. But a camel's body does not suffer the effects of too much water. After it has stored up plenty of food and water, it can go on for days in the hot desert.

(Narrator): Now answer the questions.

30-33 (Narrator): Listen to part of a discussion in a history class.

(Man): We've been learning about transportation and how trains and automobiles have changed how people live. Now, a more recent development has been air travel. When the first airplane was flown just over a hundred years ago . . . well, we're used to it today. But imagine what it was like to see airplanes flying for the first time.

Yes, Anna—you have a question?

(Girl): But didn't people fly in balloons before that—I mean those big, hotair balloons?

(Man): Well, actually, yes—you're absolutely right, Anna. In fact, the first hot-air balloon carrying a person flew more than two hundred years ago. Balloons were quite popular at first, but one problem with balloons is that they depend on wind . . . and pilots never know for sure where the wind will take them. Sometimes a balloon lands hundreds of miles away from a planned landing spot. The problem today is not as serious as it was in the past, because these days a balloon pilot can simply use a radio or cell phone and call for help. But if you're using balloons for transportation, it's a big problem.

(Girl): I guess if you're going to buy a ticket to travel somewhere, you want to know where you're going! But . . . the reason I thought of balloons is, on the TV news they said that there's going to be a ballooning contest in our town next month. A lot of people flying hot air balloons are going to take off from the high school field. They're all supposed to fly somewhere and see who gets there first.

(Man): Oh, that would be great to go see! And you can be sure that the pilots in that contest will be finding out the weather forecast. The most crucial factor is the wind—its direction and strength. If you get onboard but forgot to check the wind, a balloon flight may turn out to be a long adventure before you touch the ground again. So you can see why hot-air balloons are used today mostly just for fun.

(Narrator): Now answer the questions.

34-37 (Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This

is where the fungi are grown.

Now, this particular kind of ant is called a leaf-cutter ant. Because of their name, people often think that leaf-cutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leaf-cutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry them underground . . . and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leaf-cutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leaf-cutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some “super ants” can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions

38-42 **(Narrator):** Listen to a talk in a history class.

(Man): If you think about it, thanks to e-mail and computers we hardly write letters on paper anymore. Most people don't even pay bills through the mail anymore, or mail in forms to schools or to the government. It seems almost everything can be done online now. Keep in mind, though, that e-mail is a very recent development. But postal services—systems for delivering physical, paper letters and documents and other items—well, they've been around for a long time.

For example, we know that in ancient times, documents were transported by riders on horseback. They usually used a relay system, which means that one mail carrier would travel a certain distance with the mail and then pass it on to someone else whose job was to take it the next part of the way. In ancient China, for example, the government set up a large network of stations where fresh horses were kept, so mail carriers could deliver official documents to faraway parts of the kingdom more quickly.

Now, during the Roman Empire almost 2,000 years ago, Roman rulers established their own system of roads and stations for mail

delivery across the empire's vast lands. Interestingly, even after the Roman Empire ended, its postal system remained intact. In other words, even though there was no official Roman Empire to govern the territories, the people living in the area found the postal system created by the empire so useful that they continued to use it! Then, about 500 years ago, during the Renaissance in Europe, different countries began to travel farther and farther when they started trading goods. This led to a need for commercial documents to be delivered quickly and safely. That's when private businesses got involved and started their own postal systems. So now it wasn't only governments that were delivering mail. And that's pretty much what it's like in the world today. Most governments operate their own postal services, but there are also many private companies that deliver letters and documents. Of course, with today's technology, there may soon be no need for any of them!

(Narrator): Now answer the questions.

APPENDIX J
THE RESULT OF TOEFL

No	Nama	Listening	Language Form	Reading
1	Abelia Putri Sahara	18	31	31
2	Ahmad Ariyanto	17	17	19
3	Amalia Sari	16	19	20
4	Amanda Ari Kurniati	15	21	18
5	Bella Sartika	14	20	20
6	Carina Putri Intan Ridjani	26	18	18
7	Citra Ananda	18	20	18
8	Dedek Andista	17	17	18
9	Derizky Mirwan	28	18	17
10	Deski Alfarizi	17	15	14
11	Erika Safitri	14	16	17
12	Hamidah Aulia	19	18	15
13	Juriawan Raja Saputra	19	17	20
14	M. Aldy Gustanto	14	15	13
15	Amelia Putri Utami	20	18	15

16	Amrina Amalia Edly	18	15	17
17	Anggi Oktavia	18	19	17
18	Dinda Rezza Aprilia	14	17	14
19	Fadhilah Nurul Izzati	15	18	19
20	Fany Safytra	17	17	17
21	Intan Nuraini	16	18	17
22	Jeisyah Mareta	17	16	13
23	M. Gerry Abdillah	12	16	15
24	M. Irfan Adnan	18	14	12
25	M. Jodi Kurniawan	10	11	11
26	M. Supriyadi	13	9	13
27	Abdullah Faqih	13	12	13
28	Annisa Nur Shafira	11	14	10
29	Annisa Putri Nabila	15	16	12
30	Arya Wisesa HS	14	12	10
31	Ayesa Azhara	10	17	10
32	Azizah Rhmawati	16	16	13
33	Bayopi Satria Ramadhan P. Astro	15	10	11
34	Citra Yunita	10	11	11
35	Dwi Firmansyah	10	13	11
36	Dwina Nurul Annisa	10	12	16
37	Farah Febrian Aryani	11	14	10
38	Febi Ayu Soraya	18	11	16
39	Imam Ramadhan	12	10	10
40	Adin Kirana Putri	11	12	10
41	Amaratul Akzal	18	10	15
42	Andika Dwi Tama	12	15	11
43	Anggi Gustiarini. S	13	10	10
44	Chintya Salma Ayu	10	14	12
45	Defita Khoirunnisa	13	11	10
46	Detri Eliza	11	11	13
47	Devi Arifin	12	14	11
48	Difa Aryasatya Ramadhan	10	14	10
49	Dimas Fala Yahzunka	10	17	15
50	Dino Wijaya	13	13	10
51	Khovipa Mahesa	14	10	14
52	Lia Oktavia	12	12	10

53	Andiyansyah	10	14	11
54	Anisa Rahmawati Putri	14	12	16
55	Apridayanti	10	12	12
56	Arya Iman Maheswara	10	10	12
57	Ayu Putri Inayah	10	15	11
58	Bintang Pratama Putra	13	14	12
59	Clara Citra Prambudia	12	13	10
60	Dewi Anjelita	11	12	10
61	Dia Rahmawati	12	10	11
62	Dwi Frima Lisa	12	16	13
63	Feriska Amelia	10	10	15
64	Gathan Din Tanjung	10	11	10
65	Hartini	12	14	10
66	Intan Pebrida	16	17	15