APPENDIX 1

THE TRY-OUT ISSUE

Table 1 The result of reading comprehension try-out test

No.	SCORE	FALSE	TRUE	Numbers of False Items
1	85	3	17	4,6,17
2	75	5	15	3,9,10,11,19
3	75	5	15	4,8,14,17,18
4	75	5	15	2,3,8,14,17
5	75	5	15	3,4,12,16, 19
6	75	5	15	4,7,9,10,18
7	75	5	15	1,4,5,9,14
8	75	5	15	4,6,9,12,17
9	75	5	15	4,10,11,14,16
10	75	5	15	2,11,12,14,15,16
11	70	6	14	6,8,12,14,18,19
12	70	6	14	10,11,14,16,17,20
13	70	6	14	2,4,10,11,14,16
14	70	6	14	3,9,10,11,17,20
15	70	6	14	10,11,14,16,17,20
16	70	6	14	2,8, 12,14,18,19
17	70	6	14	2,3,4,6,12,14
18	70	6	14	3,6,12,17,18,20
19	70	6	14	2,4,11,15,16,18
20	70	6	14	6,8,11,16,18,19
21	65	7	13	3,8,9,12,13,14,17
22	65	7	13	6,8,9,12,16,18,19
23	65	7	13	2,3,4,8,11,17,19
24	65	7	13	1,5,8,9,14,18,19
25	65	7	13	5,6,8,9,11,12,16
26	65	7	13	1,2,3,4,8,12,20
27	65	7	13	1,2,6,9,16,17,18
28	65	7	13	2,3,6,8,13,18,19
29	65	7	13	3,6,8,12,14,17,18
30	65	7	13	1,6,9,14,16,18,19

Table 2 The result of difficulty item test and discrimination item test

Number of Test items	Number of Students try to choose		Difficulty		Discrimination	
	Lower	Upper	Index	Criterion	Index	Criterion
1	4	26	0.866666667	Easy	0.733333333	Very Good
2	9	21	0.7	Moderate	0.4	Very Good
3	11	19	0.633333333	Moderate	0.266666667	Moderate
4	12	18	0.6	Moderate	0.2	Moderate
5	3	27	0.9	Easy	0.8	Very Good
6	12	18	0.6	Moderate	0.2	Moderate
7	1	29	0.966666667	Easy	0.933333333	Very Good
8	12	18	0.6	Moderate	0.2	Moderate
9	12	18	0.6	Moderate	0.2	Moderate
10	7	23	0.766666667	Easy	0.533333333	Very Good
11	9	21	0.7	Moderate	0.4	Very Good
12	11	19	0.633333333	Moderate	0.266666667	Moderate
13	2	28	0.933333333	Easy	0.866666667	Very Good
14	12	18	0.6	Moderate	0.2	Moderate
15	2	28	0.933333333	Easy	0.866666667	Very Good
16	12	18	0.6	Moderate	0.2	Moderate
17	11	19	0.633333333	Easy	0.266666667	Moderate
18	12	18	0.6	Moderate	0.2	Moderate
19	12	18	0.6	Moderate	0.2	Moderate
20	5	25	0.833333333	Easy	0.666666667	Very Good

APPENDIX 2

THE SURVEY OF READING STRATEGIES

AND READING COMPREHENSION TEST ISSUE

Table 1 The result of survey of reading strategies and reading comprehension test

No.	Age	Sex	Global Reading Strategies			Problem Solving Reading Strategies			Support Reading Strategies			Overall Reading Strategies			RCS
			SC	AV	INT	SC	AV	INT	SC	AV	INT	SC	AV	INT	
1	20	F	44	3.38	M	26	3.25	M	29	3.22	M	99	3.30	M	65
2	21	F	47	3.61	H	31	3.87	H	36	4.00	H	114	3.80	H	80
3	20	ML	53	4.07	H	37	4.62	H	32	3.56	H	122	4.06	H	75
4	20	F	50	3.84	H	29	3.60	H	33	3.67	H	112	3.73	H	80
5	20	F	48	3.69	H	36	4.50	H	40	4.44	H	124	4.13	H	70
6	21	F	50	3.84	H	32	4.00	H	30	3.33	M	112	3.73	H	80
7	20	F	41	3.15	M	27	3.37	M	27	3.00	M	95	3.17	M	65
8	21	F	43	3.31	M	23	2.87	M	26	2.89	M	92	3.07	M	65
9	20	ML	49	3.77	H	30	3.75	H	35	3.89	H	114	3.80	H	75
10	20	F	44	3.38	M	33	4.12	H	30	3.33	M	107	3.57	H	70
11	20	ML	42	3.23	M	37	4.62	H	30	3.33	M	105	3.50	H	75
12	21	F	50	3.84	H	32	4.00	H	39	4.33	H	121	4.03	H	75
13	20	F	35	2.69	M	22	2.75	M	27	3.00	M	84	2.80	M	65
14	21	F	44	3.38	M	30	3.75	H	32	3.55	H	106	3.53	H	70
15	21	F	49	3.76	H	30	3.75	H	39	4.33	H	118	3.93	H	80
16	20	F	38	2.92	M	25	3.12	M	29	3.22	M	92	3.07	M	65
17	20	ML	52	4.00	H	32	4.00	H	35	3.89	H	119	3.97	H	70
18	20	F	41	3.15	M	24	3.00	M	26	2.89	M	91	3.03	M	65
19	20	F	46	3.53	H	32	4.00	H	34	3.78	H	112	3.73	H	75
20	20	F	39	3.00	M	25	3.12	M	30	3.33	M	94	3.13	M	65
21	20	F	46	3.54	H	31	3.87	H	35	3.89	H	112	3.73	H	90
22	21	F	36	2.77	M	35	4.37	H	28	3.11	M	99	3.30	M	65
23	19	F	46	3.54	H	32	4.00	H	25	2.78	M	103	3.43	M	65
24	20	F	40	3.07	M	29	3.65	H	28	3.11	M	97	3.23	M	65
25	20	F	42	3.23	M	26	3.25	M	30	3.33	M	99	3.30	M	65
26	21	F	40	3.07	M	26	3.25	M	26	3.25	M	93	3.10	M	60
27	20	F	40	3.07	M	30	3.75	H	23	2.56	M	93	3.10	M	60
28	20	F	42	3.23	M	23	2.87	M	28	3.11	M	93	3.10	M	60
29	20	F	44	3.38	M	26	3.25	M	30	3.33	M	96	3.20	M	60
30	19	ML	33	2.53	M	22	2.75	M	25	2.78	M	80	2.67	M	55
															69,17

Note:

F= Female SC = Score H= High

ML = Male INT= Interpretation RCT = Reading Comprehension Score

AV = Average M = Medium

Table 2 Descriptive Statistics of SORS (Survey of Reading Strategies) Items

Subscale	N	Range	Minimum	Maximum	Mean	Std. Deviation
SORS_Item_1	30	3	2	5	3.37	.850
SORS_Item_2	30	4	1	5	3.40	1.037
SORS_Item_3	30	2	3	5	3.87	.776
SORS_Item_4	30	3	2	5	3.30	.750
SORS_Item_5	30	4	1	5	3.13	1.008
SORS_Item_6	30	3	2	5	3.37	.765
SORS_Item_7	30	4	1	5	3.67	.994
SORS_Item_8	30	4	1	5	3.17	1.117
SORS_Item_9	30	2	3	5	4.00	.871
SORS_Item_10	30	4	1	5	3.63	1.217
SORS_Item_11	30	4	1	5	3.17	1.020
SORS_Item_12	30	3	2	5	3.30	.837
SORS_Item_13	30	3	2	5	3.53	.937
SORS_Item_14	30	3	2	5	3.57	.898
SORS_Item_15	30	4	1	5	3.57	1.006
SORS_Item_16	30	3	2	5	3.43	.858
SORS_Item_17	30	4	1	5	3.40	.855
SORS_Item_18	30	3	2	5	3.50	.820
SORS_Item_19	30	3	2	5	3.53	1.137
SORS_Item_20	30	3	2	5	3.50	.938
SORS_Item_21	30	3	1	4	2.77	.971
SORS_Item_22	30	3	2	5	3.47	.900
SORS_Item_23	30	3	2	5	3.33	.922
SORS_Item_24	30	4	1	5	3.43	.971
SORS_Item_25	30	3	2	5	3.83	.913
SORS_Item_26	30	4	1	5	2.87	1.106
SORS_Item_27	30	3	2	5	3.40	.968
SORS_Item_28	30	3	2	5	3.83	1.053
SORS_Item_29	30	3	2	5	3.67	1.028
SORS_Item_30	30	4	1	5	3.40	1.070
Overall SORS Score	30	44	80	124	103.40	11.866
Valid N (listwise)	30					

Table 3 Reliability Statistics of SORS Items

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.831	.834	30

Table 4 Accumulation of Subjects' Survey of Reading Strategies Data

No.	SURVEY OF READING STRATEGIES ITEMS																																Total
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*	*26*	*27*	*28*	*29*	*30*			
1	3	5	5	2	1	3	4	4	4	5	2	2	4	3	5	5	4	3	3	4	1	3	5	2	3	1	4	2	4	3			99
2	3	3	4	3	3	4	5	4	4	5	5	3	3	4	3	4	3	3	2	5	4	5	3	4	4	4	4	3	5	5			11
3	5	3	3	3	3	5	5	5	5	4	5	5	4	4	4	5	3	3	5	5	3	4	4	3	3	5	5	5	3	3			12
4	4	3	3	2	2	5	3	5	5	5	3	3	2	3	5	2	5	5	5	5	3	5	4	4	3	2	2	5	4	5			11
5	3	4	5	4	4	3	5	3	5	4	4	4	5	4	5	4	4	4	5	4	3	5	3	3	5	4	4	4	5	5			12
6	5	3	4	4	2	3	4	3	3	4	4	4	4	3	4	5	4	4	5	4	3	3	4	4	4	4	4	4	3	3			11
7	4	3	3	2	2	4	3	2	4	2	3	3	4	4	4	3	2	3	4	4	4	3	2	3	3	3	4	3	3	4			95
8	3	3	3	4	4	3	3	3	3	3	3	2	3	3	4	3	3	3	3	4	4	3	3	4	3	2	2	3	2	3			92
9	4	5	5	3	2	3	3	5	5	5	4	4	4	4	2	3	4	3	2	3	4	4	4	4	5	4	4	4	4	4			11
10	2	3	4	4	3	5	5	4	5	5	3	5	2	4	3	4	3	4	4	3	1	2	3	1	4	4	5	4	5	3			10
11	3	2	5	3	3	3	5	1	5	1	3	3	3	5	3	4	3	4	5	3	2	4	5	5	5	3	3	5	5	5			10
12	3	5	4	5	5	4	3	4	5	5	4	4	5	5	3	3	4	5	2	4	2	3	4	4	5	2	5	5	4	5			12
13	3	5	3	3	3	3	2	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	2	3	3	2	2	2	3	3			84
14	3	3	4	3	3	4	4	3	4	4	3	3	4	4	4	4	3	3	3	3	3	3	3	4	4	4	4	4	4	4			10
15	3	3	5	4	3	3	4	3	4	5	2	5	5	4	5	3	4	4	3	4	4	5	3	3	5	5	3	5	5	4			11
16	3	4	3	3	3	3	1	3	3	4	3	3	3	3	2	5	3	3	3	3	3	3	2	4	3	3	3	4	3	3			92
17	4	3	4	4	5	3	3	4	5	4	3	3	4	4	5	3	4	5	5	3	3	4	5	5	4	3	5	5	4	3			11
18	5	5	4	3	2	3	4	3	4	4	4	3	3	3	4	3	2	3	2	3	3	2	3	2	2	2	3	2	2	3			91
19	5	5	4	3	5	3	3	4	5	4	3	3	4	3	4	3	4	2	5	5	2	3	3	3	5	1	3	5	5	5			11
20	3	3	3	3	3	3	3	1	3	3	2	4	5	5	4	3	5	4	3	4	1	3	3	3	3	2	2	3	3	4			94
21	3	4	3	3	4	3	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4			11
22	2	3	5	3	3	3	5	1	5	3	4	3	3	5	1	2	3	4	3	3	1	4	3	5	5	1	3	5	5	3			99
23	3	3	4	4	3	5	3	2	5	2	2	4	5	4	4	4	3	4	3	2	2	3	5	4	5	2	3	5	4	1			10
24	3	1	3	3	3	3	4	2	3	1	3	3	2	2	3	4	1	5	5	5	3	5	3	5	3	3	3	5	5	3			97
25	4	4	3	3	3	3	3	3	3	5	3	3	3	4	3	3	4	3	3	3	4	3	3	3	3	4	3	4	3	3			99
26	3	4	4	4	4	3	4	3	3	4	4	4	3	2	3	3	4	3	2	2	3	3	2	3	4	2	3	3	2	2			93
27	3	3	4	3	2	3	3	4	3	2	5	2	2	4	4	3	3	3	4	2	3	3	4	3	4	3	2	4	3	2			93
28	4	3	5	5	5	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	2	4	2	3	3	3	4	3	2	2			93
29	3	2	4	3	3	3	5	4	3	2	1	3	4	2	4	2	4	3	5	3	3	3	3	3	5	3	4	3	3	3			96
30	2	2	3	3	3	2	4	4	4	4	1	3	3	3	2	3	3	3	2	3	2	2	3	2	3	2	2	2	3	2			80

APPENDIX 3

STATISTICAL ANALYSIS ISSUE OF

READING COMPREHENSION

Table 1 Case Processing Summary of Reading Test Score

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Reading Test Score	30	100.0%	0	0.0%	30	100.0%

Table 2 Reading Test Score Statistics

N	Valid	30
	Missing	0
Mean		69.17
Std. Error of Mean		1.440
Median		65.00
Mode		65
Std. Deviation		7.887
Variance		62.213
Skewness		.633
Std. Error of Skewness		.427
Kurtosis		.182
Std. Error of Kurtosis		.833
Range		35
Minimum		55
Maximum		90
Sum		2075

Graph 1 Reading Comprehension Distribution

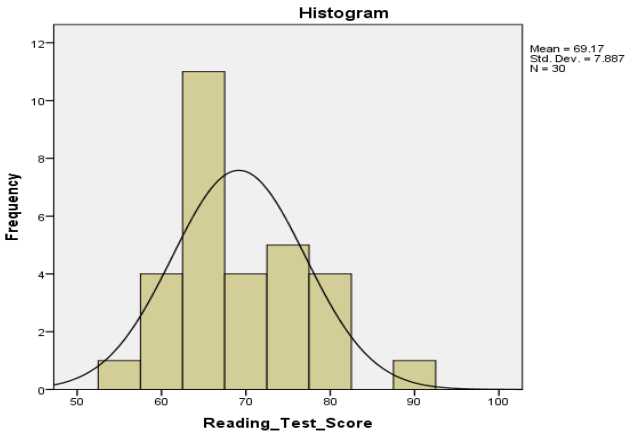

Table 3 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Test Score	.235	30	.000	.925	30	.036

a. Lilliefors Significance Correction

Table 4 One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Reading Test Score	48.031	29	.000	69.167	66.22	72.11

APPENDIX 4

THE STATISTICAL ANALYSIS ISSUE OF READING STRATEGIES

1. Statistical Analysis Issue of Global Reading Strategies Data

Table 1 Global Reading Strateagies Descriptive Statistics

		Global Reading Strategies Score	Average of Global Reading Strategies Score
N	Valid	30	30
	Missing	0	0
Mean		43.80	3.3657
Std. Error of Mean		.925	.07113
Median		44.00	3.3800
Mode		44	3.38
Std. Deviation		5.068	.38959
Variance		25.683	.152
Skewness		-.137	-.144
Std. Error of Skewness		.427	.427
Kurtosis		-.520	-.510
Std. Error of Kurtosis		.833	.833
Range		20	1.54
Minimum		33	2.53
Maximum		53	4.07
Sum		1314	100.97

Table 2 Tests Of Normality For Global Reading Strategies Score

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Global Reading Strategies Score	.084	30	.200*	.981	30	.846

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Graph 1 Global Reading Strategies Distribution

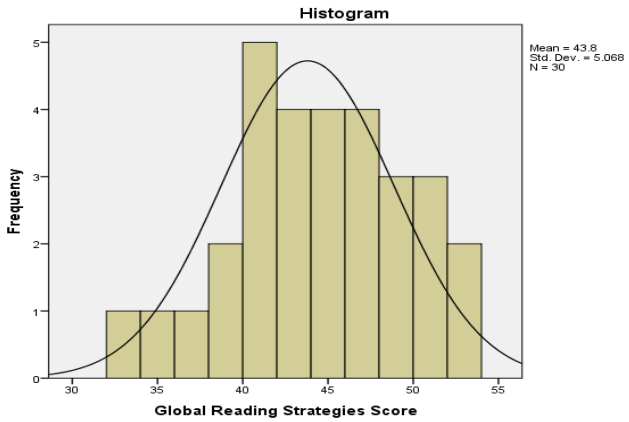

Table 5 Coefficients[a] linear correlation of Global Reading Strategies and Reading Comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.415	9.436		2.375	.025
	Global Reading Strategies Score	1.067	.214	.686	4.986	.000

a. Dependent Variable: Reading Test Score

Table 3 The Correlations of Global Reading Strategies Score and Reading Comprehension

		Global Reading Strategies Score	Reading_Test_Score
Global Reading Strategies Score	Pearson Correlation	1	.686**
	Sig. (2-tailed)		.000
	N	30	30
Reading_Test_Score	Pearson Correlation	.686**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 Global Reading Strategies and Reading Comprehension Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.686[a]	.470	.451	5.842	.470	24.865	1	28	.000

a. Predictors: (Constant), Global Reading Strategies Score

b. Dependent Variable: Reading Test Score

2. **Statistical Analysis Issue of Problem Solving Reading Strategies Data**

Table 5 Problem Solving Reading Strateagies Descriptive Statistics

		Problem Solving Reading Strategies Score	Average of Problem Solving Reading Strategies Score
N	Valid	30	30
	Missing	0	0
Mean		29.10	3.6423
Std. Error of Mean		.797	.09807
Median		30.00	3.6850
Mode		32	4.00
Std. Deviation		4.366	.53717
Variance		19.059	.289
Skewness		.066	.056
Std. Error of Skewness		.427	.427
Kurtosis		-.842	-.732
Std. Error of Kurtosis		.833	.833
Range		15	1.87
Minimum		22	2.75
Maximum		37	4.62
Sum		873	109.27

Graph 2 Problem Solving Reading Strategies Distribution

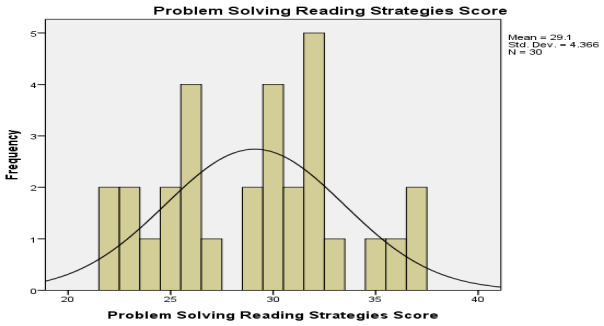

Table 6 Tests of Normality for Problem Solving Reading Strategies Score

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Problem Solving Reading Strategies Score	.128	30	.200*	.955	30	.230

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 7 The Correlations of Problem Solving Reading Strategies and Reading Comprehension

		Problem Solving Reading Strategies Score	Reading Test Score
Problem Solving Reading Strategies Score	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.001
	N	30	30
Reading Test Score	Pearson Correlation	.558**	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 Problem Solving Reading Strategies Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.558[a]	.312	.287	6.660	.312	12.679	1	28	.001

a. Predictors: (Constant), Problem Solving Reading Strategies Score

b. Dependent Variable: Reading Test Score

Table 9 Problem Solving Reading Strategies Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.814	8.332		4.778	.000
	Problem Solving Reading Strategies Score	1.009	.283	.558	3.561	.001

a. Dependent Variable: Reading Test Score

3. Statistical Analysis Issue of Support Reading Strategies Data

Table 10 Support Reading Strategies Statistics

		Support Reading Strategies Score	Average of Support Reading Strategies Score
N	Valid	30	30
	Missing	0	0
Mean		30.57	3.4077
Std. Error of Mean		.813	.08866
Median		30.00	3.3300
Mode		30	3.33
Std. Deviation		4.454	.48562
Variance		19.840	.236

Skewness	.547	.540
Std. Error of Skewness	.427	.427
Kurtosis	-.404	-.328
Std. Error of Kurtosis	.833	.833
Range	17	1.88
Minimum	23	2.56
Maximum	40	4.44
Sum	917	102.23

Graph 3 Support Reading Strategies Distribution

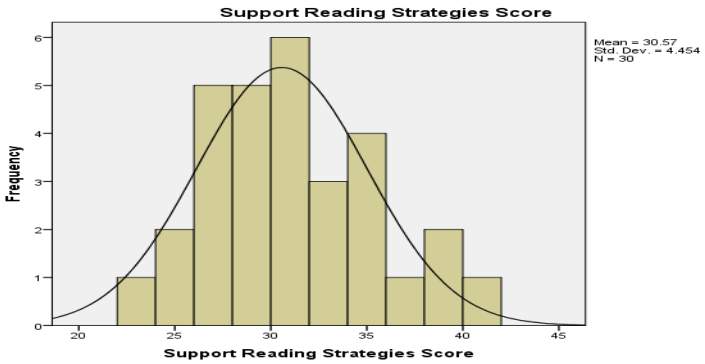

Table 11 Tests of Normality for Support Reading Strategies Score

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Support Reading Strategies Score	.184	30	.011	.950	30	.174

a. Lilliefors Significance Correction

Table 12 Correlations of Support Reading Strategies and Reading Comprehension

		Support Reading Strategies Score	Reading Test Score
Support Reading Strategies Score	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	30	30
Reading_Test_Score	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 13 Support Reading Strategies Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.711[a]	.505	.488	5.646	.505	28.588	1	28	.000

a. Predictors: (Constant), Support Reading Strategies Score

b. Dependent Variable: Reading Test Score

Table 14 Support Reading Strategies Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.695	7.269		4.223	.000
	Support Reading Strategies Score	1.259	.235	.711	5.347	.000

a. Dependent Variable: Reading Test Score

4. Statistical Issue of Overall reading Strategies Data

Table 15 Overall Reading Strategies Distribution

N	Valid	30
	Missing	0
Mean		103.27
Std. Error of Mean		2.159
Median		101.00
Mode		112
Std. Deviation		11.823
Variance		139.789
Skewness		.077
Std. Error of Skewness		.427
Kurtosis		-.946
Std. Error of Kurtosis		.833
Range		44
Minimum		80
Maximum		124
Sum		3098

Table 16 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall Reading Strategies Score	.141	30	.133	.956	30	.249
Average of Overall Reading Strategies Score	.141	30	.135	.956	30	.246

a. Lilliefors Significance Correction

Graph 4 Overall Reading Strategies Distribution

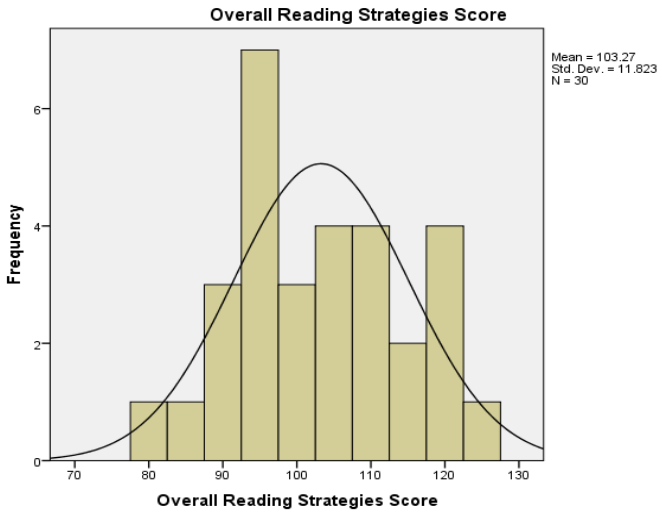

Table 17 Correlations of Overall Reading Strategies and Reading Comprehension

		Overall Reading Strategies Score	Reading Test Score
Overall Reading Strategies Score	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	30	30
Reading Test Score	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18 Overall Reading Strategies Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.768[a]	.590	.575	5.142	.590	40.233	1	28	.000

a. Predictors: (Constant), Overall Reading Strategies Score

b. Dependent Variable: Reading Test Score

Table 19 Overall Reading Strategies Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.266	8.393		1.938	.063
	Overall Reading Strategies Score	.512	.081	.768	6.343	.000

a. Dependent Variable: Reading Test Score

5. Reliability of Correlation Data

Table 20 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.922	5

Table 21 Inter-Item Correlation Matrix

	Global Reading Strategies Score	Problem Solving Reading Strategies Score	Support Reading Strategies Score	Overall Reading Strategies Score	Reading Test Score
Global Reading Strategies Score	1.000	.570	.694	.901	.686
Problem Solving Reading Strategies Score	.570	1.000	.495	.783	.558
Support Reading Strategies Score	.694	.495	1.000	.857	.711
Overall Reading Strategies Score	.901	.783	.857	1.000	.768
Reading Test Score	.686	.558	.711	.768	1.000

Table 22 Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.702	.495	.901	.406	1.819	.016	5

Table 23 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Global Reading Strategies Score & Reading Test Score	30	.686	.000
Pair 2	Problem Solving Reading Strategies Score & Reading Test Score	30	.558	.001
Pair 3	Support Reading Strategies Score & Reading Test Score	30	.711	.000
Pair 4	Overall Reading Strategies Score & Reading Test Score	30	.768	.000

APPENDIX 5

SURVEY OF READING STRATEGIES

Kouider Mokhtari and Ravi Sheorey, 2002

The purpose of this survey is to collect information about the various strategies you use when you read school-related academic materials in ENGLISH (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that 'I **never or almost never** do this'.

'2' means that 'I do this **only occasionally**'.

'3' means that 'I **sometimes** do this'. (about **50%** of the time.)

'4' means that 'I **usually** do this'.

'5' means that 'I **always or almost always** do this'.

After reading each statement, ***circle the number*** (1, 2, 3, 4, or 5) which applies to you**.** Note that there are **no right or wrong responses** to any of the items on this survey.

No.	Statements	Never				Always
1	I have a purpose in mind when I read.	1	2	3	4	5
2	I take notes while reading to help me understand what I read.	1	2	3	4	5
3	I think about what I know to help me understand what I read.	1	2	3	4	5
4	I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
5	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6	I think about whether the content of the text fits my reading purpose	1	2	3	4	5
7	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
8	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
9	I try to get back on track when I lose concentration.	1	2	3	4	5
10	I underline or circle information in the text to help me remember it.	1	2	3	4	5
11	I adjust my reading speed according to what I am reading.	1	2	3	4	5

12	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13	I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15	I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
16	I stop from time to time and think about what I am reading.	1	2	3	4	5
17	I use context clues to help me better understand what I am reading.	1	2	3	4	5
18	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
21	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
22	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23	I check my understanding when I come across new information.	1	2	3	4	5
24	I try to guess what the content of the text is about when I read.	1	2	3	4	5
25	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26	I ask myself questions I like to have answered in the text.	1	2	3	4	5
27	I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
28	When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
29	When reading, I translate from English into my native language.	1	2	3	4	5
30	When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

SCORING GUIDELINES FOR THE SURVEY OF READING STRATEGIES

Student Name: _____ Date: _____

1. Write the number you circled for each statement (i.e., 1, 2, 3, 4, or 5) in the appropriate blanks below.
2. Add up the scores under each column and place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the whole inventory by adding up the subscale scores and dividing by 30.
5. Use the interpretation guidelines below to understand your averages.

Global Reading Strategies (GLOB Subscale)		Problem Solving Strategies (PROB Subscale)		Support Reading Strategies (SUP Subscale)		Overall Reading Strategies (ORS)	
1	.....	7	.....	2	.....	GLOB	.....
3	.....	9	.....	5	.....	PROB	.....
4	.....	11	.....	10	.....	SUP	.....
6	.....	14	.....	13	.....		
8	.....	16	.....	18	.....		
12	.....	19	.....	22	.....		
15	.....	25	.....	26	.....		
17	.....	28	.....	29	.....		
20	.....			30	.....		
21	.....						
23	.....						
24	.....						
27	.....						

	GLOB Score		PROB Score		SUP Score		Overall Score
..... : 13		..... : 8		..... : 9		:30	
	GLOB Average		PROB Average		SUP Average		Overall average

KEY TO AVERAGES:

3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low

INTERPRETING YOUR SCORES:

The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale shows which group of strategies (i.e., Global, Problem Solving, or support strategies) you use most often when reading. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your reading purpose. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990, pp. 297-300) Mokhtari, K., & Sheorey, R. (2002, pp. 2-10).

APPENDIX 6

Reading Comprehension Test

NAME :

DATE :

DURATION : 45 minutes @ question 2,25 minutes

DIRECTION: Choose the best answer for the following questions.

Reading Passage A

Tube	1	2	3	4	5	6	7	8
Dilutio	1/20	1/40	1/80	1/160	1/320	1/640	1/1280	CONTROL

Tube Agglutination Test Method •

1. Place 8 tubes in a rack and label them 1 to 8.
2. Use a pipette to dispense 1-9 ml of 0.85% saline (or 0.25% phenol saline) into the first tube (Tube 1) and 1.0ml of saline into each of the remaining 7 tubes. Use a pipette to dispense 0.1ml of the patient's serum into the first tube. Mix well. Pipette 1.0ml from the first tube into the second tube. Mix well. Continue making doubling solutions in this *fashion* through to the seventh tube. Discard 1,0ml from the seventh tube. This series of tubes now represent the dilutions shown above
3. Ensuring that the suspension remains homogeneous, add 1 drop of the appropriate suspension to each tube, using the dropper provided. Do not *dilute* the suspensions before use.
4. Mix well and incubate as follows:
   a. 0 titrations 50 ° C for 4 hours.
   b. H titrations 50° C for 2 hours,
   c. Brucella titrations 37° C for 24 hours,
   d. Proteus titrations 50 ° C for 4 hours.
5. Examine the tubes for agglutination; tube 8 is a control and should show no agglutination. The titre is taken as the last tube to show macroscropic agglutination.

Interpretation

Titres of greater than 1/80 usually indicate recent infection Single positive results have less significance than the demonstration of a rising or falling agglutinin titre.

By α shield Diagnostics UK Manufacturer

1. Fashion is closet in meaning to (line 6)

(A) Particular time (C) Current way

(B) Common time (D) Current Style

2. The demonstration of a rising or falling agglutinin titre shows (line 20)

(A) Quality of all cells (C) Serum measurement

(B) Quantity of antibody factor which makes cells group together (D)Blood cells measurement

3. It may be concluded ensuring that the suspension remains homogeneous.

(A) remove the mixture in standardized condition.
(B) spread in the same composition
(C) make the mixture become liquid
(D) make it in mixing procedure

4. The purpose of this test is

(A) To identify serum and blood
(B) To identify antibody activities
(C) To identify infection by bacteria
(D) To identify suspension and agglutination.

Reading Passage B

VERIFY 1 TEST PROCEDURE

Preliminary comments and precautions

1. A normal plasma pool is recommended for use in the preparation of heparin standard curves. Verify1 is not recommended for this purpose.
2. Do not pipette any of the materials by mouth. Do not smoke, eat, or drink in areas in which specimens or reagents are handled.
3. Use disposable gloves and handle all blood specimens used in the test cautiously as though capable of transmitting infectious agents. Consult a physician immediately in the event that blood materials are ingested or come in contact with open lacerations, lesions, or other breaks in the skin.
4. Immediately clean up any spillage of specimens with a 1:10 dilution of 5% sodium hypochlorite. Dispose of the cleaning material by an acceptable method,
5. Treatment of blood products prior to disposal:
   a. Autoclave for 60 minutes at 121 °C.
   b. Incinerate disposable materials.
   c. Mix liquid waste with 5% sodium hypochlorite solution so that the final concentration is approximately 0.5% sodium hypochlorite. Allow to stand at least 30 minutes before disposal.

Reagent preparation

Reconstitute Verify 1 with 1.0 ml of purified water. Swirl gently and allow standing for 20 minutes at room temperature to assure complete hydration. Place the reconstituted plasma at 2-8°C or on ice. The reconstituted product is stable for 24 hours when stored on ice or at 2-8°C.

By Verify Manufacture

5. Open laceration is closet meaning to

(A) Internal Passage Organ
(B) Contaminated Food
(C) Wound Which Has Been Torn With Rough Edges
(D) Touching

6. It may be concluded that Verify 1 is not recommended for this purpose.

(A) This treatment has special requirement.
(B) This method needs special requirement
(C) This method does not need to use some treatments
(D) It should be done in this method

Reading Passage C

SPECIMENS (COLLECTION AND PREPARATION)

API Candida is not for use directly with clinical or other specimens. The microorganisms to be identified must first be isolated on a suitable culture medium according to standard microbiological techniques.

INSTRUCTIONS FOR USE

Selection of colonies

Exam the strain to be studied under a microscope to check that it is indeed a yeast. The colonies may be *isolated* on the following media before using the API Candida strip.

- Sabouraud agar (with or without antibiotic);
- Albicans ID agar:
- Blood agar:
- If other media are used to isolate the colonies, perform a subculture on one or; the media mentioned above.

Preparation of the strip

- Prepare the incubation box (tray and lid) and distribute: about 5 ml of water (demineralized or distilled water or any water without additives or chemicals which may release gases (e.g. Ch, CO; etc) into the honeycombed wells of the tray to create a humid atmosphere.
- Record the strain reference on the elongated flap of the tray.
- Remove the strip from its individual packaging.
- Place the strip in the incubation box.
- Discard the desiccant sachet.

Preparation of the inoculum

1) Open an ampoule of API NaCI 0.85 % Medium (2 ml) as indicated in the paragraph "Warnings and Precautions".
2) Using a pipette or swab. Take one or several well-isolated identical colonies and prepare a suspension with a turbidity equivalent to 3 McFarland. Compare with a turbidity control or measure using a densitometer. It is recommended to use young cultures (18-24 hours old).
3) Homogenize the yeast suspension. This suspension must be used immediately after preparation.

By API system

7. Another word which is used in place of "*reconstitute*" is…

(A) give some new one.
(B) form new one
(C) To bring back to the original state.
(D) To make it better

8. It may be concluded that the colonies may be isolated.

(A) To keep away from.
(B) To cut off
(C) To separate out
(D)To find out the possible cause

9. Record the strain reference on the elongated flap of the tray is closet meaning to

(A) Keep some sample in storage
(B) Store the built in samples for longer than normal
(C) Put in flat piece keeper
(D) Bring longer living tissue in sample keeper

10. Another word which is used in place of homogenize in the passage "Homogenize the yeast suspension" is…

(A) separate out particale

(B) make some emulsion

(C) regulate it in some mixture

(D) distinguish every part in mixture

Reading Passage D

Urea is hydrolyzed in the presence of water and urease to produce ammonia and carbon dioxide. In a modified Berthelot reaction the ammonium ions react with hypochlorite and salicylate to form a green dye. The absorbance increase at 578 nm is proportional to the urea concentration in the sample.
By Human Biochemical and Diagnostics Manufacture

11. Hydrolyze is closet meaning to …

(A) to take a substance from those mixture

(B) to undergo hydrolysis process

(C) to put away hydrogen

(D) to keep hydrogen

Reading Passage E

Notes
1. The test is not influenced by hemoglobin up to 200 mg/dl and by bilirubin up to 10 mg/dl.
2. STD (standard solution) contains sodium azide (0.095%) as preservative. Do **not** swallow. Avoid contact with skin and mucous membranes.
3. RGT2 (Reagent 2) contains sodium hypochlorite in alkaline solution. RGT2 is irritant to eyes, skin and mucous membranes. In case of contact with eyes, skin and mucous membranes flush with copious amounts of water and consult a doctor.

By Human Biochemical and Diagnostics corp

12. Flush is closet meaning to

(A) to turn something in red

(B) to blow something

(C) to dispose something

(D) to use something

13. Mucous membrane most nearly means

(A) Covering thick liquid outside

(B) wet liquid membrane where in lines internal passage.

(C) a lot of liquid in body

(D) Dirty liquid

Reading Passage F

Reagent Stability

The reagents and the standard are stable even after opening up to the stated expiry date when stored at 2...25°C. Contamination must be avoided.

The working reagent is stable for 7 days at 2...8°C and for 3 days at 15...25°C.

By Human Biochemical and Diagnostics corp

14. Another word which is often used in place of stated is

(A) operated

(B) loaded

(C) used

(D) organized

15. Working is closet in meaning to…

(A) having some activities

(B) Being prepared

(C) by using model system

(D) properly and not broken

Reading Passage G

Performance Characteristics

Linearity

The test is linear up to a calcium concentration of 15 mg/dl or 3.75 mmol/l. Samples with a higher concentration have to be diluted 1 + 1 with distilled water. Repeat the assay and multiply the results by 2.

By Human Biochemical and Diagnostics corp

16. Another word which is often used in place of linear up to is

(A) involving a series of concentration

(B) in to the same concentration

(C) having some concentration

(D) Developed into some concentration

Reading Passage H

Amino acids are the building blocks of proteins. The precise amino acid content and the sequence of those amino acids, of a specific protein are determined by the sequence of the bases in the gene that encodes that protein. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Growth, repair, and maintenance of all cells are dependent on amino acids. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Proteins catalyze almost all of the reactions in living cells, controlling virtually all cellular processes.

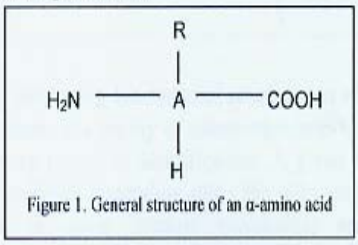

Figure 1. General structure of an α-amino acid

An amino acid contains at least one of both amino and carboxylic acid functional groups. The basic structure of an amino acid is depicted in Figure 1. The N-terminal end amino group ($-NH_2$) and the C-terminal end carboxyl group (–COOH) bond to the α-carbon with the amino group of one amino acid linking with the carboxyl group of another, forming a peptide bond Figure 2. A chain of amino acids is known as a *polypeptide,* and a large polypeptide constitutes a *protein.* In human serum, proteins average about 100–150 amino acids in the polypeptide chains. Amino acids differ from one another by the chemical composition of their R group

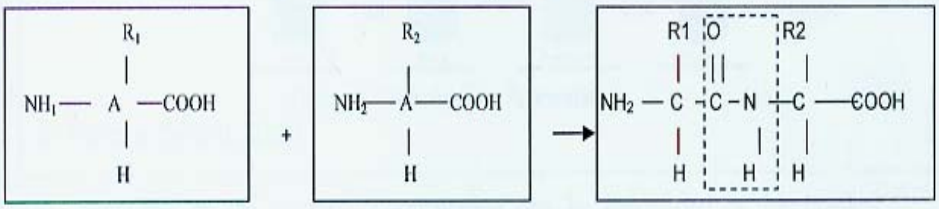

Figure 2. Formation of a dipeptide

By Bishop, Fody & Schoeff, 2010

17. According to the passage, which one of the following is an accurate statement about a chain of Amino Acids and protein.

(A) The precise amino acid encodes the sequence of protein
(B) Amino Acid has one of both amino and carboxylic acid functional groups
(C) Polypeptide forms protein in human serum.
(D) Amino Acids have capability of determining the biologic activity of the protein

18. Which one of the following is the most clearly the production process of protein in amino acid chains

(A) Amino and carboxylic acid functional groups form peptide bond in protein process.
(B) Protein has capacity of catalyzation reaction in living cells.
(C) $-NH_2$ and $-COOH$ bond to the α-carbon with the amino group linking with the carboxyl group in constituting protein.
(D) Protein has 100–150 amino acids in the polypeptide chains

Reading Passage I

Fermentations are energy-producing biochemical reactions in which organic molecules serve both as electron acceptors and donors. The ability of microorganisms to ferment carbohydrates and the types of products formed are very useful in identification. A given carbohydrate may be fermented to a number of different end products depending upon the microorganism involved. These end products (alcohols, acids, gases, or other organic molecules) are characteristic of the particular microorganisms. For example, if fermenting bacteria are grown in a liquid culture medium containing the carbohydrate glucose, they may produce organic acids as by-products of the fermentation. These acids are released into the medium and lower its pH. If a pH indicator such as phenol red or bromcresol purple is included in the medium, the acid production will change the medium from its original color to yellow.

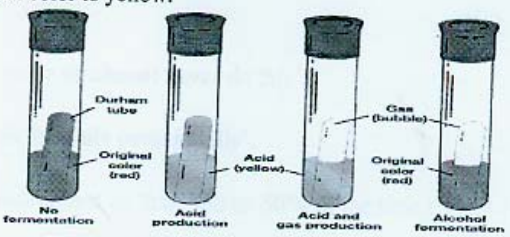

Figure 1. Carbohydrate Fermentation

By Harley & Prescott, 2002

19. According to the passage, Fermentation can be indentified as biochemical reactions on which on one of the following indicators.

(A) acids release
(B) a number of different end organic products
(C) the particular microorganisms
(D) pH and color change

20. According to the passage, Fermentation occurs in organic products due to on one of the following causes

(A) the particular microorganisms
(B) a liquid culture medium
(C) organic acids
(D) electron acceptors and donors of organic molecules

APPENDIX 7

KEY ANSWER OF READING COMPREHESION TEST

Passage A

1. Correct answer: (C). Fashion can be related to time, style or manner. In this quotation "Continue making doubling solutions in this *fashion* through to the seventh tube" is related to the manner for doubling solutions.
2. Correct answer: (B). The quotation of "the demonstration of a rising or falling agglutinin titre" shows how agglutinin cause particles to coagulate to form thickened mass.
3. Correct answer: (B). Ensuring that the suspension remains homogeneous, add 1 drop of the appropriate suspension to each tube, using the dropper provided. Homogeneous is similar each other in one part. Suspension is a heterogeneous mixture separate into small piece in liquid but not dissolved. Ensuring is like making something happen certainly. Remain means continue to exist in some condition.
4. Correct answer: (C) Agglutination is identical to the clumping of cells such as bacteria or red blood cells in the presence of an antibody

Passage B

5. Correct answer: (C) open laceration is technically a cut in your skin
6. Correct answer: (C) Heparin is analyzed as a complex with anti-thrombin (AT) present in the sample. Pooled Normal Plasma is recommended as a normal control for the one-stage prothrombin time (PT) and activated partial thromboplastin time (APTT) assays.

Passage C

7. Correct answer: (C) Another word which is used in place of "*reconstitute*" is… to form an organization or a group again in a different way or to bring some substance to the original form.
8. Correct answer: (D) Isolated is an adjective that can be used for describing something is not near to other places. This examination has a purpose of colonies idenfication. The isolation is used to finding the same colonies.
9. Correct answer: (B) Record the strain reference on the elongated flap of the tray is closet meaning to
10. Correct answer: (C)Another word which is used in place of homogenize in the passage "Homogenize the yeast suspension" is… to control an activity or process, especially by rules

Passage D

11. Correct answer: (B) Hydrolysis is a chemical reaction in which one substance reacts with water to produce another.

Passage E

12. Correct answer: (C) Flush is an action to make water go through it to clean it
13. Correct answer: (B) Mucous membrane most nearly means the thin layer of skin that covers some inner parts of the body, such as the inside of the nose, and produces mucus

Passage F

14. Correct answer: (A) Another word which is often used in place of stated is
15. Correct answer: (D) Working is closet in meaning to good enough to be useful, or operating.

Passage G

16. Correct answer: (A) Another word which is often used in place of linear up to is involving a series of events or a relationship between two things that is direct or clear.

Passage H

17. Correct answer: (D) According to the passage, which one of the following is an accurate statement about a chain of Amino Acids and protein
18. Correct answer: (A) Which one of the following is the most clearly the production process of protein in amino acid chains.

Passage I

19. Correct answer: (C) According to the passage, Fermentation can be indentified as biochemical reactions on which on one of the following indicators
20. Correct answer: (D) According to the passage, Fermentation occurs in organic products due to on one of the following causes

APPENDIX 8 (1)

Reading Comprehension Test Sample 1

NAME : P 6

DATE : 15 May 2013

DURATION : 45 minutes @ question 2,25 minutes

DIRECTION: Choose the best answer for the following questions.

Reading Passage A

Tube	1	2	3	4	5	6	7	8
Dilutio	1/20	1/40	1/80	1/160	1/320	1/640	1/1280	CONTROL

Tube Agglutination Test Method •

1. Place 8 tubes in a rack and label them 1 to 8.
2. Use a pipette to dispense 1-9 ml of 0.85% saline (or 0.25% phenol saline) into the first tube (Tube 1) and 1.0ml of saline into each of the remaining 7 tubes. Use a pipette to dispense 0.1ml of the patient's serum into the first tube. Mix well. Pipette 1.0ml from the first tube into the second tube. Mix well. Continue making doubling solutions in this *fashion* through to the seventh tube. Discard 1,0ml from the seventh tube. This series of tubes now represent the dilutions shown above
3. Ensuring that the suspension remains homogeneous, add 1 drop of the appropriate suspension to each tube, using the dropper provided. Do not *dilute* the suspensions before use.
4. Mix well and incubate as follows:
   a. 0 titrations 50 ° C for 4 hours.
   b. H titrations 50° C for 2 hours,
   c. Brucella titrations 37° C for 24 hours,
   d. Proteus titrations 50 ° C for 4 hours.
5. Examine the tubes for agglutination; tube 8 is a control and should show no agglutination. The titre is taken as the last tube to show macroscropic agglutination.

Interpretation

Titres of greater than 1/80 usually indicate recent infection Single positive results have less significance than the demonstration of a rising or falling agglutinin titre.

By α shield Diagnostics UK Manufacturer

1. Fashion is closet in meaning to (line 6)

(A) Particular time

(C) Current way

(B) Common time

(D) Current Style

2. The demonstration of a rising or falling agglutinin titre shows (line 20)

(A) Quality of all cells

(C) Serum measurement

(B) Quantity of antibody factor which makes cells group together

(D)Blood cells measurement

3. It may be concluded ensuring that the suspension remains homogeneous.

(A) remove the mixture in standardized condition.
(B) spread in the same composition
(C) make the mixture become liquid
(D) make it in mixing procedure

4. The purpose of this test is

(A) To identify serum and blood
(B) To identify antibody activities
(C) To identify infection by bacteria
(D) To identify suspension and agglutination.

Reading Passage B

VERIFY 1 TEST PROCEDURE

Preliminary comments and precautions

1. A normal plasma pool is recommended for use in the preparation of heparin standard curves. Verify1 is not recommended for this purpose.
2. Do not pipette any of the materials by mouth. Do not smoke, eat, or drink in areas in which specimens or reagents are handled.
3. Use disposable gloves and handle all blood specimens used in the test cautiously as though capable of transmitting infectious agents. Consult a physician immediately in the event that blood materials are ingested or come in contact with open lacerations, lesions, or other breaks in the skin.
4. Immediately clean up any spillage of specimens with a 1:10 dilution of 5% sodium hypochlorite. Dispose of the cleaning material by an acceptable method,
5. Treatment of blood products prior to disposal:
   a. Autoclave for 60 minutes at 121 °C.
   b. Incinerate disposable materials.
   c. Mix liquid waste with 5% sodium hypochlorite solution so that the final concentration is approximately 0.5% sodium hypochlorite. Allow to stand at least 30 minutes before disposal.

Reagent preparation

Reconstitute Verify 1 with 1.0 ml of purified water. Swirl gently and allow standing for 20 minutes at room temperature to assure complete hydration. Place the reconstituted plasma at 2-8°C or on ice. The reconstituted product is stable for 24 hours when stored on ice or at 2-8°C.

By Verify Manufacture

5. Open laceration is closet meaning to

(A) Internal Passage Organ
(B) Contaminated Food
(C) Wound Which Has Been Torn With Rough Edges
(D) Touching

6. It may be concluded that Verify 1 is not recommended for this purpose.

(A) This treatment has special requirement.
(B) This method needs special requirement
(C) This method does not need to use some treatments
(D) It should be done in this method

Reading Passage C

SPECIMENS (COLLECTION AND PREPARATION)

API Candida is not for use directly with clinical or other specimens. The microorganisms to be identified must first be isolated on a suitable culture medium according to standard microbiological techniques.

INSTRUCTIONS FOR USE

Selection of colonies

Exam the strain to be studied under a microscope to check that it is indeed a yeast. The colonies may be *isolated* on the following media before using the API Candida strip.

- Sabouraud agar (with or without antibiotic);
- Albicans ID agar:
- Blood agar:
- If other media are used to isolate the colonies, perform a subculture on one or; the media mentioned above.

Preparation of the strip

- Prepare the incubation box (tray and lid) and distribute: about 5 ml of water (demineralized or distilled water or any water without additives or chemicals which may release gases (e.g. Ch, CO; etc) into the honeycombed wells of the tray to create a humid atmosphere.
- Record the strain reference on the elongated flap of the tray.
- Remove the strip from its individual packaging.
- Place the strip in the incubation box.
- Discard the desiccant sachet.

Preparation of the inoculum

1) Open an ampoule of API NaCI 0.85 % Medium (2 ml) **as** indicated in the paragraph "Warnings and Precautions".
2) Using a pipette or swab. Take one or several well-isolated identical colonies and prepare a suspension with a turbidity equivalent to 3 McFarland. Compare with a turbidity control or measure using a densitometer. It is recommended to use young cultures (18-24 hours old).
3) Homogenize the yeast suspension. This suspension must be used immediately after preparation.

By API system

7. Another word which is used in place of "*reconstitute*" is…

(A) give some new one.
(B) form new one
(C) To bring back to the original state.
(D) To make it better

8. It may be concluded that the colonies may be isolated.

(A) To keep away from.
(B) To cut off
(C) To separate out
(D) To find out the possible cause

9. Record the strain reference on the elongated flap of the tray is closet meaning to

(A) Keep some sample in storage
(B) Store the built in samples for longer than normal
(C) Put in flat piece keeper
(D) Bring longer living tissue in sample keeper

10. Another word which is used in place of homogenize in the passage "Homogenize the yeast suspension" is…

(A) separate out particale

(B) make some emulsion

(C) regulate it in some mixture

(D) distinguish every part in mixture

Reading Passage D

Urea is hydrolyzed in the presence of water and urease to produce ammonia and carbon dioxide. In a modified Berthelot reaction the ammonium ions react with hypochlorite and salicylate to form a green dye. The absorbance increase at 578 nm is proportional to the urea concentration in the sample.
By Human Biochemical and Diagnostics Manufacture

11. Hydrolyze is closet meaning to …

(A) to take a substance from those mixture

(B) to undergo hydrolysis process

(C) to put away hydrogen

(D) to keep hydrogen

Reading Passage E

Notes
1. The test is not influenced by hemoglobin up to 200 mg/dl and by bilirubin up to 10 mg/dl.
2. STD (standard solution) contains sodium azide (0.095%) as preservative. Do **not** swallow. Avoid contact with skin and mucous membranes.
3. RGT2 (Reagent 2) contains sodium hypochlorite in alkaline solution. RGT2 is irritant to eyes, skin and mucous membranes. In case of contact with eyes, skin and mucous membranes flush with copious amounts of water and consult a doctor.

By Human Biochemical and Diagnostics corp

12. Flush is closet meaning to

(A) to turn something in red

(B) to blow something

(C) to dispose something

(D) to use something

13. Mucous membrane most nearly means

(A) Covering thick liquid outside

(B) wet liquid membrane where in lines internal passage.

(C) a lot of liquid in body

(D) Dirty liquid

Reading Passage F

Reagent Stability

The reagents and the standard are stable even after opening up to the stated expiry date when stored at 2...25°C. Contamination must be avoided.

The working reagent is stable for 7 days at 2...8°C and for 3 days at 15...25°C.

By Human Biochemical and Diagnostics corp

14. Another word which is often used in place of stated is

(A) operated
(C) used
(B) loaded
(D) organized

15. Working is closet in meaning to…

(A) having some activities
(C) by using model system
(B) Being prepared
(D) properly and not broken

Reading Passage G

Performance Characteristics

Linearity

The test is linear up to a calcium concentration of 15 mg/dl or 3.75 mmol/l. Samples with a higher concentration have to be diluted 1 + 1 with distilled water. Repeat the assay and multiply the results by 2.

By Human Biochemical and Diagnostics corp

16. Another word which is often used in place of linear up to is

(A) involving a series of concentration
(C) having some concentration
(B) in to the same concentration
(D) Developed into some concentration

Reading Passage H

Amino acids are the building blocks of proteins. The precise amino acid content and the sequence of those amino acids, of a specific protein are determined by the sequence of the bases in the gene that encodes that protein. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Growth, repair, and maintenance of all cells are dependent on amino acids. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Proteins catalyze almost all of the reactions in living cells, controlling virtually all cellular processes.

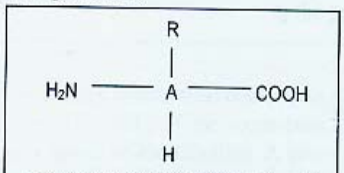

Figure 1. General structure of an α-amino acid

An amino acid contains at least one of both amino and carboxylic acid functional groups. The basic structure of an amino acid is depicted in Figure 1. The N-terminal end amino group (–NH_2) and the C-terminal end carboxyl group (–COOH) bond to the α-carbon with the amino group of one amino acid linking with the carboxyl group of another, forming a peptide bond Figure 2. A chain of amino acids is known as a *polypeptide*, and a large polypeptide constitutes a *protein*. In human serum, proteins average about 100–150 amino acids in the polypeptide chains. Amino acids differ from one another by the chemical composition of their R group

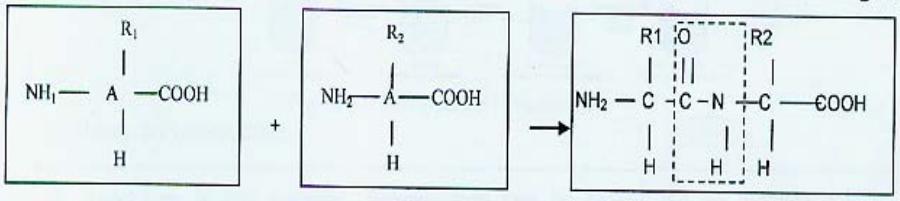

Figure 2. Formation of a dipeptide

By Bishop, Fody & Schoeff, 2010

17. According to the passage, which one of the following is an accurate statement about a chain of Amino Acids and protein.

(A) The precise amino acid encodes the sequence of protein

(B) Amino Acid has one of both amino and carboxylic acid functional groups

(C) Polypeptide forms protein in human serum.

(D) Amino Acids have capability of determining the biologic activity of the protein

18. Which one of the following is the most clearly the production process of protein in amino acid chains

(A) Amino and carboxylic acid functional groups form peptide bond in protein process.
(B) Protein has capacity of catalyzation reaction in living cells.
(C) $-NH_2$ and $-COOH$ bond to the α-carbon with the amino group linking with the carboxyl group in constituting protein.
(D) Protein has 100–150 amino acids in the polypeptide chains

Reading Passage I

Fermentations are energy-producing biochemical reactions in which organic molecules serve both as electron acceptors and donors. The ability of microorganisms to ferment carbohydrates and the types of products formed are very useful in identification. A given carbohydrate may be fermented to a number of different end products depending upon the microorganism involved. These end products (alcohols, acids, gases, or other organic molecules) are characteristic of the particular microorganisms. For example, if fermenting bacteria are grown in a liquid culture medium containing the carbohydrate glucose, they may produce organic acids as by-products of the fermentation. These acids are released into the medium and lower its pH. If a pH indicator such as phenol red or bromcresol purple is included in the medium, the acid production will change the medium from its original color to yellow.

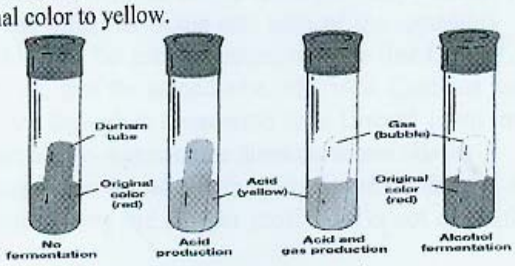

Figure 1. Carbohydrate Fermentation

By Harley & Prescott, 2002

19. According to the passage, Fermentation can be indentified as biochemical reactions on which on one of the following indicators.

(A) acids release
(B) a number of different end organic products
(C) the particular microorganisms
(D) pH and color change

20. According to the passage, Fermentation occurs in organic products due to on one of the following causes

(A) the particular microorganisms
(B) a liquid culture medium
(C) organic acids
(D) electron acceptors and donors of organic molecules

APPENDIX 8 (2)

Reading Comprehension Test Sample 2

NAME : R 21

DATE : 15-05-2013

DURATION : 45 minutes @ question 2,25 minutes

DIRECTION: Choose the best answer for the following questions.

Reading Passage A

Tube	1	2	3	4	5	6	7	8
Dilutio	1/20	1/40	1/80	1/160	1/320	1/640	1/1280	CONTROL

Tube Agglutination Test Method •

1. Place 8 tubes in a rack and label them 1 to 8.
2. Use a pipette to dispense 1-9 ml of 0.85% saline (or 0.25% phenol saline) into the first tube (Tube 1) and 1.0ml of saline into each of the remaining 7 tubes. Use a pipette to dispense 0.1ml of the patient's serum into the first tube. Mix well. Pipette 1.0ml from the first tube into the second tube. Mix well. Continue making doubling solutions in this *fashion* through to the seventh tube. Discard 1,0ml from the seventh tube. This series of tubes now represent the dilutions shown above
3. Ensuring that the suspension remains homogeneous, add 1 drop of the appropriate suspension to each tube, using the dropper provided. Do not *dilute* the suspensions before use.
4. Mix well and incubate as follows:
   a. 0 titrations 50 ° C for 4 hours.
   b. H titrations 50° C for 2 hours,
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5. Examine the tubes for agglutination; tube 8 is a control and should show no agglutination. The titre is taken as the last tube to show macroscropic agglutination.

Interpretation

Titres of greater than 1/80 usually indicate recent infection Single positive results have less significance than the demonstration of a rising or falling agglutinin titre.

By α shield Diagnostics UK Manufacturer

1. Fashion is closet in meaning to (line 6)

(A) Particular time

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(C) Current way

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2. The demonstration of a rising or falling agglutinin titre shows (line 20)

(A) Quality of all cells

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(C) Serum measurement

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3. It may be concluded ensuring that the suspension remains homogeneous.

(A) remove the mixture in standardized condition.
(B) spread in the same composition
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(A) To identify serum and blood
(B) To identify antibody activities
(C) To identify infection by bacteria
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Reading Passage B

VERIFY 1 TEST PROCEDURE

Preliminary comments and precautions

1. A normal plasma pool is recommended for use in the preparation of heparin standard curves. Verify1 is not recommended for this purpose.
2. Do not pipette any of the materials by mouth. Do not smoke, eat, or drink in areas in which specimens or reagents are handled.
3. Use disposable gloves and handle all blood specimens used in the test cautiously as though capable of transmitting infectious agents. Consult a physician immediately in the event that blood materials are ingested or come in contact with open lacerations, lesions, or other breaks in the skin.
4. Immediately clean up any spillage of specimens with a 1:10 dilution of 5% sodium hypochlorite. Dispose of the cleaning material by an acceptable method,
5. Treatment of blood products prior to disposal:
   a. Autoclave for 60 minutes at 121 °C.
   b. Incinerate disposable materials.
   c. Mix liquid waste with 5% sodium hypochlorite solution so that the final concentration is approximately 0.5% sodium hypochlorite. Allow to stand at least 30 minutes before disposal.

Reagent preparation

Reconstitute Verify 1 with 1.0 ml of purified water. Swirl gently and allow standing for 20 minutes at room temperature to assure complete hydration. Place the reconstituted plasma at 2-8°C or on ice. The reconstituted product is stable for 24 hours when stored on ice or at 2-8°C.

By Verify Manufacture

5. Open laceration is closet meaning to

(A) Internal Passage Organ
(B) Contaminated Food
(C) Wound Which Has Been Torn With Rough Edges
(D) Touching

6. It may be concluded that Verify 1 is not recommended for this purpose.

(A) This treatment has special requirement.
(B) This method needs special requirement
(C) This method does not need to use some treatments
(D) It should be done in this method

Reading Passage C

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3) Homogenize the yeast suspension. This suspension must be used immediately after preparation.

By API system

7. Another word which is used in place of "*reconstitute*" is…

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Reading Passage D

Urea is hydrolyzed in the presence of water and urease to produce ammonia and carbon dioxide. In a modified Berthelot reaction the ammonium ions react with hypochlorite and salicylate to form a green dye. The absorbance increase at 578 nm is proportional to the urea concentration in the sample.

By Human Biochemical and Diagnostics Manufacture

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Reading Passage E

Notes

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By Human Biochemical and Diagnostics corp

12. Flush is closet meaning to

(A) to turn something in red

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(D) to use something

13. Mucous membrane most nearly means

(A) covering thick liquid outside

(B) wet liquid membrane where in lines internal passage.

(C) a lot of liquid in body

(D) dirty liquid

Reading Passage F

Reagent Stability

The reagents and the standard are stable even after opening up to the stated expiry date when stored at 2...25°C. Contamination must be avoided.

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By Human Biochemical and Diagnostics corp

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(A) operated
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(B) loaded
(D) organized

15. Working is closet in meaning to…

(A) having some activities
(C) by using model system
(B) Being prepared
(D) properly and not broken

Reading Passage G

Performance Characteristics

Linearity

The test is linear up to a calcium concentration of 15 mg/dl or 3.75 mmol/l. Samples with a higher concentration have to be diluted 1 + 1 with distilled water. Repeat the assay and multiply the results by 2.

By Human Biochemical and Diagnostics corp

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(A) involving a series of concentration
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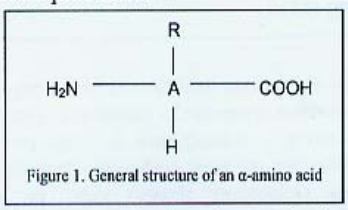
Reading Passage H

Amino acids are the building blocks of proteins. The precise amino acid content and the sequence of those amino acids, of a specific protein are determined by the sequence of the bases in the gene that encodes that protein. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Growth, repair, and maintenance of all cells are dependent on amino acids. The chemical properties of the amino acids of proteins determine the biologic activity of the protein. Proteins catalyze almost all of the reactions in living cells, controlling virtually all cellular processes.



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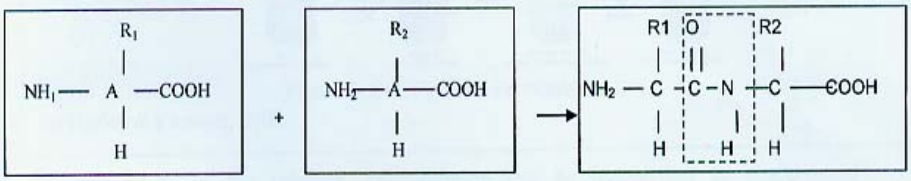

Figure 2. Formation of a dipeptide

By Bishop, Fody & Schoeff, 2010

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Reading Passage I

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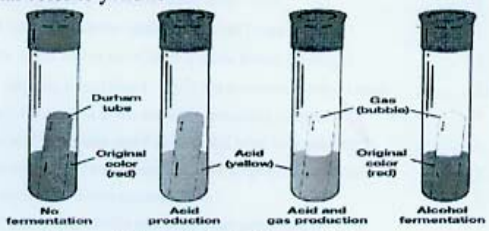

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By Harley & Prescott, 2002

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(C) organic acids
(D) electron acceptors and donors of organic molecules

APPENDIX 9

SUBJECT'S SURVEY READING STRATEGIES SAMPLE

R6

SURVEY OF READING STRATEGIES
Kouider Mokhtari and Ravi Sheorey, 2002

The purpose of this survey is to collect information about the various strategies you use when you read **school-related academic materials in ENGLISH** (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that 'I **never or almost never** do this'.
'2' means that 'I do this **only occasionally**'.
'3' means that 'I **sometimes** do this'. (About **50%** of the time.)
'4' means that 'I **usually** do this'.
'5' means that 'I **always or almost always** do this'.

After reading each statement, ***circle the number*** (1, 2, 3, 4, or 5) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey.

Statement	Never				Always
1. I have a purpose in mind when I read.	1	2	3	4	(5)
2. I take notes while reading to help me understand what I read.	1	2	(3)	4	5
3. I think about what I know to help me understand what I read.	1	2	3	(4)	5
4. I take an overall view of the text to see what it is about before reading it.	1	2	3	(4)	5
5. When text becomes difficult, I read aloud to help me understand what I read.	1	(2)	3	4	5
6. I think about whether the content of the text fits my reading purpose.	1	2	(3)	4	5
7. I read slowly and carefully to make sure I understand what I am reading.	1	2	3	(4)	5
8. I review the text first by noting its characteristics like length and organization.	1	2	(3)	4	5
9. I try to get back on track when I lose concentration.	1	2	(3)	4	5
10. I underline or circle information in the text to help me remember it.	1	2	3	(4)	5
11. I adjust my reading speed according to what I am reading.	1	2	3	(4)	5
12. When reading, I decide what to read closely and what to ignore.	1	2	3	(4)	5
13. I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	(4)	5
14. When text becomes difficult, I pay closer attention to what I am reading.	1	2	(3)	4	5
15. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	(4)	5
16. I stop from time to time and think about what I am reading.	1	2	3	4	(5)
17. I use context clues to help me better understand what I am reading.	1	2	3	(4)	5
18. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	(4)	5
19. I try to picture or visualize information to help remember what I read.	1	2	3	4	(5)
20. I use typographical features like bold face and italics to identify key information.	1	2	3	(4)	5
21. I critically analyze and evaluate the information presented in the text.	1	2	(3)	4	5
22. I go back and forth in the text to find relationships among ideas in it.	1	2	(3)	4	5
23. I check my understanding when I come across new information.	1	2	3	(4)	5
24. I try to guess what the content of the text is about when I read.	1	2	3	(4)	5
25. When text becomes difficult, I re-read it to increase my understanding.	1	2	3	(4)	5
26. I ask myself questions I like to have answered in the text.	1	2	3	(4)	5
27. I check to see if my guesses about the text are right or wrong.	1	2	3	(4)	5
28. When I read, I guess the meaning of unknown words or phrases.	1	2	3	(4)	5
29. When reading, I translate from English into my native language.	1	2	(3)	4	5
30. When reading, I think about information in both English and my mother tongue.	1	2	(3)	4	5

SCORING GUIDELINES FOR THE *SURVEY OF READING STRATEGIES*

Student Name: [redacted] R6 Date: 8 Juni 2013

1. Write the number you circled for each statement (i.e., 1, 2, 3, 4, or 5) in the appropriate blanks below.
2. Add up the scores under each column and place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the whole inventory by adding up the subscale scores and dividing by 30.
5. Use the interpretation guidelines below to understand your averages.

Global Reading Strategies (GLOB Subscale)	Problem Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies (ORS)
1. 5	7. 4	2. 3	GLOB 50
3. ~~4~~ 4	9. 3	5. 2	PROB 32
4. ~~4~~ 4	11. 4	10. 4	SUP 30
6. ~~4~~ 3	14. 3	13. 4	
8. 3	16. 5	18. 4	
12. 4	19. 5	22. 3	
15. 4	25. 4	26. 4	
17. 4	28. 4	29. 3	
20. 4		30. 3	
21. 3			
23. 4			
24. 4			
27. 4			

50 GLOB Score	32 PROB Score	30 SUP Score	112 Overall Score
/13	/8	/9	/30
3,84 GLOB Average	4 PROB Average	3,33 SUP Average	3,73 Overall average

KEY TO AVERAGES: 3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale shows which group of strategies (i.e., Global, Problem Solving, or support strategies) you use most often when reading. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your reading purpose. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990, pp. 297-300).

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students reading strategies. *Journal of Developmental Education*, 25 (3), pp. 2-10.

K21

SURVEY OF READING STRATEGIES

Kouider Mokhtari and Ravi Sheorey, 2002

The purpose of this survey is to collect information about the various strategies you use when you read **school-related academic materials in ENGLISH** (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that '**I never or almost never** do this'.
'2' means that '**I do this only occasionally**'.
'3' means that '**I sometimes** do this'. (About 50% of the time.)
'4' means that '**I usually** do this'.
'5' means that '**I always or almost always** do this'.

After reading each statement, *circle the number* (1, 2, 3, 4, or 5) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey.

Statement	Never				Always
1. I have a purpose in mind when I read.	1	2	(3)	4	5
2. I take notes while reading to help me understand what I read.	1	2	3	(4)	5
3. I think about what I know to help me understand what I read.	1	2	(3)	4	5
4. I take an overall view of the text to see what it is about before reading it.	1	2	(3)	4	5
5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	(4)	5
6. I think about whether the content of the text fits my reading purpose.	1	2	(3)	4	5
7. I read slowly and carefully to make sure I understand what I am reading.	1	2	3	(4)	5
8. I review the text first by noting its characteristics like length and organization.	1	2	(3)	4	5
9. I try to get back on track when I lose concentration.	1	2	3	(4)	5
10. I underline or circle information in the text to help me remember it.	1	2	3	(4)	5
11. I adjust my reading speed according to what I am reading.	1	2	(3)	4	5
12. When reading, I decide what to read closely and what to ignore.	1	2	(3)	4	5
13. I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	(4)	5
14. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	(4)	5
15. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	(4)	5
16. I stop from time to time and think about what I am reading.	1	2	3	(4)	5
17. I use context clues to help me better understand what I am reading.	1	2	3	(4)	5
18. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	(4)	5
19. I try to picture or visualize information to help remember what I read.	1	2	3	(4)	5
20. I use typographical features like bold face and italics to identify key information.	1	2	3	(4)	5
21. I critically analyze and evaluate the information presented in the text.	1	2	3	(4)	5
22. I go back and forth in the text to find relationships among ideas in it.	1	2	3	(4)	5
23. I check my understanding when I come across new information.	1	2	3	(4)	5
24. I try to guess what the content of the text is about when I read.	1	2	3	(4)	5
25. When text becomes difficult, I re-read it to increase my understanding.	1	2	3	(4)	5
26. I ask myself questions I like to have answered in the text.	1	2	(3)	4	5
27. I check to see if my guesses about the text are right or wrong.	1	2	3	(4)	5
28. When I read, I guess the meaning of unknown words or phrases.	1	2	3	(4)	5
29. When reading, I translate from English into my native language.	1	2	3	(4)	5
30. When reading, I think about information in both English and my mother tongue.	1	2	3	(4)	5

SCORING GUIDELINES FOR THE *SURVEY OF READING STRATEGIES*

Student Name: R21 Date: 04/13/06

1. Write the number you circled for each statement (i.e., 1, 2, 3, 4, or 5) in the appropriate blanks below.
2. Add up the scores under each column and place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the whole inventory by adding up the subscale scores and dividing by 30.
5. Use the interpretation guidelines below to understand your averages.

Global Reading Strategies (GLOB Subscale)	Problem Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies (ORS)
1. 3	7. 4	2. 4	GLOB 46
3. 3	9. 4	5. 4	PROB 31
4. 3	11. 3	10. 4	SUP 35
6. 3	14. 4	13. 4	
8. 3	16. 4	18. 4	
12. 3	19. 4	22. 4	
15. 4	25. 4	26. 3	
17. 4	28. 4	29. 4	
20. 4		30. 4	
21. 4			
23. 4			
24. 4			
27. 4			

46 GLOB Score	31 PROB Score	35 SUP Score	112 Overall Score
/13	/8	/9	/30
3.54 GLOB Average	3.87 PROB Average	3.89 SUP Average	3.73 Overall average

KEY TO AVERAGES: 3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale shows which group of strategies (i.e., Global, Problem Solving, or support strategies) you use most often when reading. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your reading purpose. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990, pp. 297-300).

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students reading strategies. *Journal of Developmental Education*, 25 (3), pp. 2-10.

THE WRITER'S BIOGRAPHY

Wisnu Istanto, was born in Surabaya on October 7, 1973. He accomplished his elementary school in Surabaya. And he accomplished his junior and senior high school in Banyuwangi. Then in 1993, he continued his study in the Refractionist Optician Academy Surabaya and graduated in 1996. In 1996, He joined with Melawai Optical Company for two years. In 1998, he resigned and continued his study in Abibuana PGRI University Surabaya. In 2002, he joined with CEL (Centre for English Learning) for one year. In 2003, he joined with the Health Analist Department as the part-timer teacher and managed his own English course (Citra English Course) for children, elementary students and junior high school students. In 2007, he has been assigned as public servant. At present, he has been working in the Health Analist Department of Surabaya Health Polytechnic Health Ministry.