**INSTRUMENT**

**Interview Sheet for Students’ Strategies During Reading Activity**

|  |  |  |
| --- | --- | --- |
| Date/Day | **:** |  |
| Interviewer | : |  |
| Interviewee | : |  |
| Location | : |  |
| Purpose | : |  |

|  |  |  |  |
| --- | --- | --- | --- |
| No | Questions | Interviewer’s Notes | Comments |
| 1. | What sort of strategy that you have used to understand the reading passage? /*Apa strategi yang anda terapkan dalam memahami teks?* |  |  |
| 2. | How did you grasp the main idea in reading passage? /*Bagaimana anda memperoleh ide utama dalam teks*? |  |  |
| 3. | What did you do before startingthe reading activity? /*Apakah yang andalakukansebelummemulaiaktivitasmembaca?* |  |  |
| 4. | What did you do while reading in order to get more ideastocomprehend the passage? / *Apakah yang andalakukandalammembacauntukmendapatkan ide yang lebihdalambacaan?* |  |  |
| 5. | What did you do when you found a word or pharasethat you donot understand? / *Apa yang andalakukanketikaandamenemukankataatauprase yang andatidakpahami?* |  |  |
| 6. | What did you do when you founda text part that is confusing you? / *Apa yang andalakukanketikaandamenemukanbagianteks yang membingkananda?* |  |  |
| 7. | What did you do after finishing reading activity in order to comprehend the entire text? /*Apa yang andalakukansetelahandamembacateks?* |  |  |
| 8. | How did you conclude the contain of the reading text? / *Bagaimanaandamenyilmpulkanisidaribacaan?* |  |  |
| 9. | How did you connect your back ground knowledge with text you read? / *Bagaimanaandamenghubugkanlatarbelakangpengetahuanandadenganbacaan yang and baca?* |  |  |
| 10. | How many times did you read the text to be able to comprehend passage? / *Berapa kali andamembacateksuntukmampumemahamibacaan?* |  |  |

**Test-Taking Strategies in Reading Comprehension Test**

|  |  |  |
| --- | --- | --- |
| Item Number of The Test | Notes | Comment |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

**QUESTIONS SHEET FOR TEST-TAKING STRATEGIES**

**Questions 1-5**

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

1. The main point of this passage is that
2. Carbon tetrachloride can be very dangerous when it is heated
3. The government banned carbon tetrachloride in 1970
4. Although carbon tetrachloride can legally be used in industry, it is not allowed in home products
5. Carbon tetrachloride used to be a regular part of cleaning compounds
6. The word “inhaled” in line 7 is closest in meaning to
7. warmed
8. breathed in
9. carelessly used
10. blown
11. It can be inferred from the passage that one role of the U.S. government is to
12. regulate product safety
13. prohibit any use of carbon tetrachloride
14. instruct industry on cleaning methodologies
15. ban the use of any chemicals
16. According to the passage, before 1970 carbon tetrachloride was
17. Used by itself as a cleaner
18. Banned in industrial use
19. Often used as a component of cleaning products
20. Not allowed in home cleaning products
21. The paragraph following the passage most likely discusses
22. Additional uses for carbon tetrachloride
23. The banning of various chemical compounds by the U.S. government
24. Further dangerous effects of carbon tetrachloride
25. The major characteristics of carbon tetrachloride

**Questions 6-10**

The next artist in this survey of American artists is James whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to United States in 1849. Two years later whistler entered the U.S. military academy at West Point, but was unable to graduate. At the age of twenty one, whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly arrangement in gray and black no. 1: portrait of the artist’s mother or whistler’s mother, as it is more commonly known. This painting shows a side view of Whistler’s mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, his highly characteristic of Whistler’s work.

1. The paragraph preceding this passage most likely discusses
2. A survey of eighteenth-century art
3. A different American artist
4. Whistler’s other famous paintings
5. European artist
6. In line 8, the “etchings” are
7. A type of painting
8. The same as a lithograph
9. An art form introduced by whistler
10. An art form involving engraving
11. Which of the following best describes the information in the passage?
12. Several artists are presented.
13. One artist’s life and works are described.
14. Various paintings are contrasted.
15. Whistler’s family life is outlined.
16. Which of the following is NOT true according to the passage?
17. Whistler worked with a variety of art forms.
18. Whistler’s Mother is not the official name of his painting.
19. Whistler is best known for his etching.
20. Whistler’s Mother is painted in somber tones.
21. It is implied in the passage that whistler’s family was
22. Unable to find any work at all in Russia
23. Highly supportive of his desire to pursue art
24. Working class
25. military

**READING TEST FOR STRATEGIES DURING READING ACTIVITY**

**Reading Test 1.**

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

**Reading text 2**

The next artist in this survey of American artists is James whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to United States in 1849. Two years later whistler entered the U.S. military academy at West Point, but was unable to graduate. At the age of twenty one, whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly arrangement in gray and black no. 1: portrait of the artist’s mother or whistler’s mother, as it is more commonly known. This painting shows a side view of Whistler’s mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, his highly characteristic of Whistler’s work.