

THESIS

THE EFFECT OF YANTO TANJUNG'S YOUTUBE CHANNEL ON

TOEFL READING SCORES STUDY OF EFL STUDENTS

AT UNIMUDA SORONG



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**THE EFFECT OF YANTO TANJUNG’S YOUTUBE CHANNEL ON
TOEFL READING SCORES STUDY OF EFL STUDENTS
AT UNIMUDA SORONG**

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LEGITIMATION SHEET

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THE EFFECT OF YANTO TANJUNG'S YOUTUBE CHANNEL ON TOEFL READING SCORES STUDY OF EFL STUDENTS AT UNIMUDA SORONG

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I now declare that the thesis is the first and only submission for a degree in this college.
Furthermore, to the best of my knowledge, it is the first and only work of literature to be
written and published by me, except for the references cited in this text.

Sorong, May 16th 2026

My Sincerely



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MOTTO AND DEDICATION

MOTTO

“For indeed, with hardship comes ease.”

(Q.S. Al-Insyirah: 5-6)

Through doubts, revisions, and moments of exhaustion, I remained steadfast and refused to give up. I am grateful for the strength that has carried me this far.

In the end, this is not a destination, but the beginning of a new journey.

DEDICATION

I proudly dedicate this thesis to my beloved parents, Mr. Samingan and Mrs. Puji Astuti, for their endless love, prayers, and sacrifices. You have always been my greatest strength and inspiration.

To my beloved siblings, Mujid Rahman, Agus Dwi Cahyo, and Niswatun Kurnia Rahma, together with my sister-in-law, Farah Dina, and my beloved niece, Adiva Afsin Myesha, thank you for your love, support, and for always being there for me.

*And lastly, to myself,
for staying strong, not giving up, and making it this far.*

*And to my beloved almamater,
for being a place where I have learned and grown.*

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Finally, the researcher realizes that this thesis still has some limitations. Therefore, the researcher sincerely welcomes constructive suggestions and feedback for future improvement. It is hoped that this research will be beneficial and provide useful knowledge.

Sorong, May 16th 2026

My Sincerely



Tri Devi Dian Lestari
NIM. 148820322017

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ABSTRACT

Tri Devi Dian Lestari/148820322017. **THE EFFECT OF YANTO TANJUNG'S YOUTUBE CHANNEL ON TOEFL READING SCORES STUDY OF EFL STUDENTS AT UNIMUDA SORONG.** Thesis, English Education Department, Faculty of Language, Social, and Sport Education, Universitas Pendidikan Muhammadiyah Sorong. May 2026. **Agus Setiawan, M.Pd. and Dr. Nursalim, M.Pd.**

TOEFL Reading is an important component of English proficiency, yet many EFL students still experience difficulties in understanding academic texts and answering TOEFL Reading questions. The purpose of this study was to examine the effect of using Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores. This research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The sample consisted of 21 students from the English Education Study Program at Universitas Pendidikan Muhammadiyah Sorong, selected through purposive sampling. The data were collected using a TOEFL ITP-like Reading test adapted from the *Longman Introductory Course for the TOEFL Test* and analyzed using descriptive statistics and a paired sample t-test.

The results showed that the mean score increased from 36.1429 in the pre-test to 44.0952 in the post-test, indicating an improvement of approximately 22%. The paired sample t-test revealed that the significance value was less than 0.05 ($p < 0.05$), indicating a statistically significant difference between students' scores before and after the treatment. Vocabulary in context showed the highest improvement, while implied detail and unstated detail questions showed lower improvement due to their higher cognitive demands. In addition, the CEFR analysis indicated a shift from lower proficiency levels toward intermediate levels. The findings indicate that Yanto Tanjung's YouTube Channel significantly improved students' TOEFL Reading performance and can be considered an effective and accessible learning medium for EFL students, although the findings were obtained within a limited treatment duration and a pre-experimental research design.

Keywords: TOEFL Reading, YouTube-based instruction, EFL students, reading comprehension.

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

In the global academic context, the Test of English as a Foreign Language (TOEFL) has become one of the most widely recognized standardized tests to measure English proficiency for academic and professional purposes. TOEFL is commonly used as a requirement for university admission, scholarships, and international academic programs. Among the four skills assessed in the TOEFL, reading plays a crucial role because it reflects students' ability to comprehend academic texts, and other learning resources written in English.

The English proficiency of students at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong) remains a significant concern, particularly in relation to TOEFL Reading skills, which play a crucial role in students' academic readiness and access to global opportunities. A recent study conducted by Putri (2024) revealed that most students are positioned at the A2 level (basic user) according to the Common European Framework of Reference for Languages (CEFR), while approximately 30% are categorized as non-users. The term non-users refers to individuals whose proficiency falls below the A1 beginner level, indicating very limited or absent basic comprehension and productive ability in English. Although the percentage of correct answers in the TOEFL ITP Reading section (29.8%) is slightly higher than in other sections, overall performance still indicates a low level of reading comprehension, suggesting that TOEFL Reading remains an aspect requiring special attention.

In line with this, Zarnisa, Septiana, and Trisanti (2021) found that identifying the main idea was the most difficult reading skill in the TOEFL Reading section. Their study also revealed that students encountered several problems, including limited vocabulary mastery, lack of grammatical knowledge and reading skills, unfamiliarity with the reading topics, low concentration, physical endurance issues, and limited time during the test. These findings suggest that TOEFL Reading requires not only linguistic competence but also effective reading strategies and sustained cognitive effort to comprehend academic English texts under time constraints. TOEFL itself is widely used as a standardized instrument to measure students' English proficiency (Samad, 2013). Furthermore, TOEFL is not merely an academic assessment, but also an important requirement in students' future academic and professional pathways. Many scholarship programs require minimum TOEFL scores as part of their eligibility criteria to ensure applicants' readiness for academic study (E-Test Indonesia, 2023). In addition, TOEFL proficiency is also valued in professional contexts, as TOEFL scores can strengthen graduates' CVs and are often considered in recruitment processes in institutions that demand strong English communication skills (Akademi Bahasa, 2022). Consequently, students with low TOEFL scores may face limitations not only in academic opportunities but also in their future career prospects.

To address the challenges in TOEFL Reading, this study proposes an instructional intervention using Yanto Tanjung's YouTube Channel. The channel provides structured TOEFL preparation content focusing on reading strategies such as skimming, scanning, and vocabulary enrichment, delivered in clear

Indonesian through short, learner-friendly video segments. The use of YouTube is grounded in the Technology Acceptance Model (TAM), which suggests that technology is more likely to be adopted if perceived as useful and easy to use (Andriyanto & Rohmah, 2023).

In addition to theoretical considerations, this study is also informed by the findings of a preliminary study previously conducted by the researcher. The earlier qualitative study explored students' perceptions of using Yanto Tanjung's YouTube Channel for learning TOEFL Reading and revealed generally positive responses. Students reported that the videos helped them better understand TOEFL Reading strategies, increased their learning motivation, and supported independent learning practices. However, the study was limited to examining students' perceptions and did not quantitatively measure learning outcomes. As a result, it remains unclear whether the positive perceptions toward the YouTube channel are accompanied by measurable improvements in students' TOEFL Reading scores. This limitation highlights the need for a follow-up experimental study to empirically examine the effectiveness of the channel as an instructional medium.

Although previous studies have highlighted the potential of YouTube in TOEFL learning, several gaps remain. Meylinda (2024) found that using YouTube channels for TOEFL Structure and Written Expression enhanced students' motivation and comprehension, while Luqman Al Hakim (2019) reported positive outcomes in TOEFL Reading using YouTube-based

instructional videos in different educational contexts. However, these studies did not investigate the use of Yanto Tanjung's YouTube Channel for TOEFL Reading. Additionally, while prior studies focused on motivation or overall score improvements, it remains unclear whether structured use of this channel can effectively improve students' TOEFL Reading performance in this specific learner context.

This research therefore offers a unique contribution by focusing on an underexplored context and a specific learning platform. To date, no research has investigated the use of Yanto Tanjung's YouTube Channel as a medium for improving TOEFL Reading skills among EFL learners in Southwest Papua. By emphasizing YouTube as a low-cost and accessible digital learning tool, this study contributes to the broader discussion on technology-enhanced and equitable English language education in regions with developing educational resources.

From an institutional perspective, UNIMUDA Sorong provides conditions that support the practical implementation of this study. The university offers relatively stable internet connectivity and encourages the integration of digital media into classroom activities, making the use of YouTube-based materials both feasible and relevant. Most students are already familiar with YouTube as a supplementary learning resource, which further enhances the potential effectiveness of the proposed intervention. Although several videos on Yanto Tanjung's YouTube Channel now require subscription access, a sufficient number of materials remain freely available and suitable for the instructional focus of this study. Moreover, students can access the videos through mobile devices with relatively low data usage, enabling flexible and self-directed learning beyond

classroom hours. Taken together, these conditions demonstrate that the proposed study can be realistically implemented within the context of UNIMUDA Sorong.

1.2 Formulation of the Problem

Based on the background of the research, the research question is formulated as follows:

Is there an effect of using Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores?

1.3 Objective of the Research

The objective of the research is to examine the effect of using Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores.

1.4 Hypothesis of the Research

To test the objective of this research, the following hypotheses are formulated:

1. Null Hypothesis (H_0): There is no effect of using Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores.
2. Alternative Hypothesis (H_a): There is an effect of using Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores.

1.5 Significance of the Research

From this research hypothesis, the significance of this study is expected to be both theoretical and practical.

1. Theoretically

Theoretically, this research is expected to contribute to the existing literature on the use of YouTube as a learning medium in English as a Foreign Language

(EFL) contexts, particularly in relation to TOEFL Reading. The findings provide empirical evidence on how video-based learning can support students' reading comprehension and test performance. This research also supports theories of reading comprehension and multimedia learning by illustrating how visual explanations and guided strategies can assist EFL learners in understanding academic texts.

2. Practically

Practically the research offers several benefits for different stakeholders, as follows:

a. For EFL students

This research provides students with an accessible and flexible learning resource through YouTube, which can be used to improve TOEFL Reading skills. The use of video-based explanations helps students better understand question types, reading strategies, and academic texts, particularly for students with limited access to printed TOEFL preparation materials.

b. For lecturers

The findings of this research may assist lecturers in integrating YouTube-based materials, particularly Yanto Tanjung's YouTube Channel, into TOEFL preparation or reading courses. The channel can be used as supplementary material to support classroom instruction and encourage students' independent learning.

c. For educational institutions

For educational institutions, this research provides input for the development of TOEFL preparation activities within the English Education Study Program. The findings may support the use of freely accessible digital learning resources as complementary tools in improving students' TOEFL Reading performance.

d. For readers and future researchers

This research may serve as a reference for future research on the use of YouTube as a learning medium in EFL contexts, particularly studies focusing on TOEFL Reading skills. The research design, instruments, and data analysis procedures used in this study can be adapted or expanded by future researchers conducting small-scale experimental or quasi-experimental studies.

In addition, future researchers may use this research as a basis to explore different YouTube channels, larger sample sizes, longer treatment durations, or alternative research designs to further investigate the effectiveness of YouTube-based learning on students' reading comprehension and learning outcomes in EFL contexts.

1.6 Operational Definition

To support a clear understanding of the key concepts in this research and to avoid ambiguity, the following are the operational definitions of the main variables.

1.6.1 Yanto Tanjung's YouTube Channel

Yanto Tanjung's YouTube Channel refers to the use of TOEFL Reading instructional videos created by Yanto Tanjung that are based on Longman Preparation Course for the TOEFL Test by Deborah Phillips (2003). The videos specifically focus on the TOEFL ITP (Paper-Based Test) format, presenting explanations, reading strategies, and practice questions commonly found in the TOEFL ITP Reading section. This process includes watching, understanding, and applying the materials from the videos either independently or in a structured learning setting, with the aim of improving students' reading comprehension and performance on TOEFL ITP Reading tasks.

1.6.2 TOEFL Reading

The TOEFL Reading score in this study refers specifically to the score obtained by students from the TOEFL ITP Reading test administered during the pre-test and post-test. The score measures students' ability to comprehend academic English texts in the TOEFL ITP format, including identifying main ideas, understanding specific details, making inferences, interpreting vocabulary in context, and recognizing reference relationships.

In this study, the TOEFL ITP Reading score is calculated based on the number of correct answers obtained from a 50-item multiple-choice test adapted from Longman introductory course for the TOEFL test by Deborah Phillips (2001). Each correct answer is scored as 1 and incorrect answers as 0, and the raw score is then converted into the TOEFL ITP scaled score. The score serves as an

indicator of students' TOEFL Reading proficiency before and after the use of Yanto Tanjung's YouTube Channel as a learning medium.

1.6.3 EFL Students at UNIMUDA Sorong

EFL students at UNIMUDA Sorong refer to students of the English Education Study Program at Muhammadiyah Education University (UNIMUDA) Sorong whose first language is not English and who are currently studying English as a foreign language (English as a Foreign Language). EFL students in this study refer to undergraduate students of the English Education Study Program in their 3rd and 5th semesters, who are learning English as a foreign language. These participants are considered suitable for the study as they have been introduced to academic reading activities but still demonstrate varied proficiency levels in TOEFL Reading, generally within the A2-B1 range according to CEFR standards.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, which includes relevant theories, previous studies, and the conceptual framework related to this research.

2.1 TOEFL Reading

2.1.1 Definition TOEFL Reading

TOEFL Reading is a section of the TOEFL test designed to measure the ability to understand English academic texts commonly found in university settings. According to the Educational Testing Service (2023), TOEFL Reading is defined as a test section that assesses students' ability to understand academic texts such as articles, reports, and essays used in higher education contexts. ETS (2023) also explains that this section aims to assess the extent to which test-takers are able to understand explicit information, interpret ideas, analyze relationships between ideas, and draw conclusions based on the text.

Recent research by Husni, Sunggingwati, and Kalukar (2023) emphasizes that reading comprehension is not merely a matter of decoding words but involves the integration of vocabulary knowledge, reading fluency, and strategic processing. These components are essential for understanding academic texts, making them highly relevant to the demands of TOEFL Reading, where test-takers must manage time effectively, extract key information, and process complex concepts across multiple paragraphs.

On the other hand, various studies in Indonesia show that TOEFL Reading is still a challenge for most EFL students. Nursalim et al. (2024) found that students often have difficulty applying advanced reading strategies especially inference strategies when faced with time pressure in the TOEFL Reading test. These findings are reinforced by Pramesti's (2023) study, which identified that limited vocabulary, difficulty finding main ideas, and obstacles in answering inferential questions are the most common problems among Indonesian EFL students. These findings confirm that the TOEFL Reading section not only measures literal comprehension but also assesses critical thinking skills and effective reading strategies, which still need to be strengthened by EFL students.

2.1.2 Structure TOEFL Reading Test

The TOEFL Reading section generally consists of several academic texts followed by a number of comprehension questions. According to Phillips (2003), in the TOEFL ITP (Paper-Based Test), the Reading section is designed to measure students' ability to understand written English in academic contexts commonly found at the university level. This section consists of 3-5 reading passages with approximately 250-350 words each, followed by a total of 50 multiple-choice questions. Students are given 55 minutes to complete this section.

Each question aims to assess different aspects of reading comprehension, such as identifying explicit information, understanding main ideas, making inferences, interpreting vocabulary based on context, recognizing reference relationships, and understanding the rhetorical function of certain information.

Therefore, the TOEFL Reading section does not merely test surface-level comprehension, but also requires students to process academic texts critically and strategically.

Based on the classification presented in Longman Preparation Course for the TOEFL Test (Phillips, 2003), there are eight main types of questions commonly found in the TOEFL ITP Reading section. These question types are designed to measure both basic and higher-level reading skills.

1. Factual Information Questions

This type of question requires students to identify information that is explicitly stated in the text. The answers can usually be found directly in one or two sentences. To answer these questions, students need to apply scanning strategies by locating keywords and matching them with the information in the passage.

2. Negative Factual Information Questions

In this type, students are asked to choose information that is not stated or is contradicted in the text. These questions are often challenging because all answer choices may look relevant, even though only one is truly unsupported by the passage.

3. Inference Questions

Inference questions require students to draw logical conclusions based on information that is implied rather than directly stated. This type of question demands deeper comprehension, as students must connect ideas and interpret meanings beyond literal information.

4. Rhetorical Purpose Questions

These questions focus on understanding why the author includes certain information in the text. Students are required to identify the function of a sentence or example, such as whether it serves to explain, support, compare, or illustrate an idea.

5. Vocabulary Questions

Vocabulary questions measure students' ability to determine the meaning of a word based on its context in the passage. Instead of relying on dictionary meaning, students must understand how the word is used within the sentence.

6. Reference Questions

This type tests students' understanding of textual cohesion by asking them to identify what a pronoun or reference word refers to. Students must carefully examine surrounding sentences to determine the correct referent.

7. Sentence Simplification Questions

In these questions, students are required to choose the best paraphrase of a complex sentence. The correct answer contains the main idea without unnecessary details.

8. Insert Text Questions

These questions assess students' ability to understand the logical flow of ideas in a paragraph. Students must decide where a new sentence fits best in order to maintain coherence.

Several studies have reported that these question types are not equally easy for EFL learners. Nurhayati et al. (2024) found that Indonesian students tend to make more errors in inference, unstated detail, and vocabulary-in-context questions. Similarly, Pramesti (2023) reported that limited academic vocabulary often prevents students from understanding implied meanings in TOEFL Reading texts.

Although this study adopts the eight-type classification proposed by Phillips (2003), the learning materials used in Yanto Tanjung's YouTube channel organize these skills into six main categories for instructional purposes. This simplification helps students focus on essential strategies while still covering the core competencies required in the TOEFL Reading section.

Overall, the structure of the TOEFL Reading section requires students to possess not only linguistic knowledge, but also effective reading strategies and critical thinking skills. Therefore, students' performance in this section can be considered an important indicator of their academic readiness in English.

2.1.3 The Process Reading Comprehension

The reading comprehension process on the TOEFL requires a combination of linguistic skills, understanding of text structure, and the ability to connect information to construct meaning as a whole. Grabe and Stoller (2021) describe reading comprehension as a complex cognitive activity that requires readers to connect background knowledge with linguistic and strategic processing. In the context of academic texts such as those found in the TOEFL Reading section,

readers are required to work at the literal, inferential, and evaluative levels simultaneously.

According to Grabe and Stoller (2021), reading comprehension involves the interaction between bottom-up and top-down processes. From a bottom-up perspective, readers depend on rapid word recognition and syntactic processing to construct meaning step by step. However, these skills alone are insufficient when readers need to interpret implied ideas, analyze conceptual relationships, or understand the writer's intentions. Therefore, top-down processes such as activating relevant schemata, making predictions, and drawing inferences also play an essential role. Grabe and Stoller (2021) highlight that these two processes operate interactively in fluent reading, enabling readers to construct meaning efficiently when engaging with academic texts such as those in the TOEFL Reading section.

In the context of EFL learners, this interactive process often does not run optimally. Findings by Nurhayati et al. (2024) on students at IAIN Palopo show that many learners have difficulty understanding TOEFL texts due to limited academic vocabulary and weak ability to connect information between sentences. The most common errors were found in inference, unstated detail, and vocabulary-in-context questions three types of questions that require higher-order thinking skills. These findings indicate that readers have difficulty not only at the literal level, but also at the analytical and inferential levels, which are at the core of TOEFL Reading.

In addition to these main problems, there are several additional factors that hinder the comprehension process of EFL students:

1. Difficulties in scanning and skimming

Many students are not accustomed to using speed reading strategies, such as scanning to find specific information or skimming to grasp the main ideas. As a result, they spend too much time on one part of the text, which affects the efficiency and accuracy of their answers.

2. High cognitive load

TOEFL texts have complex sentence structures, contain dense academic ideas, and often include technical terms. This information load makes it difficult for readers to process the text thoroughly when their cognitive capacity is limited.

3. Lack of automaticity in word recognition

Many EFL students have not yet achieved a sufficient level of vocabulary mastery to read automatically. Without automaticity, most of the reader's attention is taken up with decoding words, which hinders their understanding of the text.

4. Minimal exposure to academic texts

Minimal exposure to academic textsLow exposure to scientific articles or academic reading makes the structure of TOEFL discourse feel unfamiliar. Students are slow to adjust to the scientific writing style, which is full of arguments and specialized terms.

5. Lack of reading strategies

Research by Zumala, Wahyuni, & Wulandari (2025) shows that many EFL students have not consistently applied metacognitive strategies, such as planning reading goals, monitoring comprehension, and evaluating reading content. Without these strategies, readers tend to read literally and fail to understand implied information and relationships between ideas two skills that are very important in answering TOEFL Reading questions.

6. Challenges in integrating information between paragraphs

The TOEFL Reading section requires students to connect ideas scattered throughout the text. When this integration skill is weak, readers have difficulty seeing the logical connections between paragraphs, understanding the author's purpose, or following the line of argument.

7. Limitations in academic vocabulary

The specialized vocabulary that appears in academic texts is often unfamiliar to EFL students. This limitation disrupts both top-down and interactive reading processes, as readers struggle to predict content, activate relevant schemata, or construct deeper meanings from the text. Limited academic vocabulary is consistently identified as one of the strongest predictors of weak TOEFL Reading performance, because many questions including main idea, inference, and sentence simplification require an understanding of discipline-specific terms.

Overall, the reading comprehension process in TOEFL requires strong linguistic skills, mature reading strategies, and adequate analytical capacity. When one of these components is weak, reading comprehension is hindered, which

ultimately affects students' performance in the TOEFL Reading section. Therefore, understanding this process is crucial in designing appropriate learning interventions for EFL students, especially in contexts with limited exposure to academic texts.

2.2 YouTube as a Learning Tool for EFL

2.2.1 YouTube Intervention in EFL Reading Learning

YouTube has become one of the most accessible English language learning media for EFL learners. Through visual and multimodal content, this platform provides more concrete explanations of the material and allows students to learn flexibly according to their needs. Research shows that systematic use of YouTube can help students understand academic texts and improve their performance on tests such as the TOEFL Reading section.

In the current body of literature, YouTube has been widely recognized as a valuable tool for supporting reading development in EFL contexts. A meta-analysis conducted by Salsabila, Salam, and Rezeki (2025), which examined more than eighty empirical studies, concluded that YouTube significantly enhances learners' reading comprehension by providing multimodal input, authentic language exposure, and increased learner engagement. The study highlights that visual explanations, guided examples, and repetitive exposure to key concepts can help learners understand academic texts more effectively, including those used in TOEFL Reading.

These findings are in line with the research by Mansyur, Dollah, and Muliati (2023), which states that repeated practice through drilling techniques can

significantly improve TOEFL Reading scores. Although this study did not use YouTube directly, the learning mechanism used namely, gradual and repeated discussion of questions is similar to the presentation pattern of many TOEFL Reading videos on YouTube.

In addition, the use of YouTube is also associated with improved independent learning. Putri (2019) found that students often use YouTube as a learning resource to organize independent learning strategies, monitor their understanding, and review material repeatedly until they fully understand the content being studied. This flexible nature makes YouTube a suitable medium for EFL students who need unlimited access to learning, regardless of time and place.

A literature review by Mahmudah (2022) also confirms that YouTube can increase student motivation and support English language learning through exposure to interesting, current, and authentic material. Although most studies focus on other skills such as speaking and listening, the multimodal benefits offered by YouTube provide additional cognitive support for learners who want to improve their reading skills, including TOEFL Reading.

Overall, these studies indicate that YouTube can be a relevant and effective supporting medium for improving TOEFL Reading comprehension, especially for EFL students who need additional learning resources that are easily accessible and can be tailored to individual learning needs.

2.2.2 Video Content and Features on Yanto Tanjung's Channel

The TOEFL Reading learning content on Yanto Tanjung's channel is presented through six core videos, each discussing one type of question in TOEFL

Reading, as arranged in the Reading TOEFL (6 Skills) playlist. The material in each video is presented directly and gradually to make it easier for students to understand the question patterns and answering strategies.

1. Main Idea Question

The first video focuses on the skill of identifying the main idea in a paragraph or reading passage. Yanto Tanjung explains how to find the topic sentence, pay attention to the general pattern of the paragraph, and avoid answer choices that are too specific. The sample questions shown help students recognize the characteristics of main idea questions more clearly.

2. Stated Detail Question

The second video discusses questions whose answers are explicitly found in the text. The explanation focuses on techniques for finding keywords, scanning, and matching information with the original sentences in the reading. The lesson is presented through direct examples so that students can see how specific details appear and are handled in the text.

3. Unstated Detail Question

The third video explains the type of question that asks students to identify information that is not mentioned in the text. Yanto Tanjung emphasizes the difference between “information exists,” “information does not exist,” and “information contradicts.” Elimination strategies and textual evidence checks are used to narrow down the answer choices.

4. Implied Detail Question

The fourth video discusses the skill of understanding implied information. In this type of question, students are trained to draw conclusions based on indications in the reading, rather than on explicit statements. Yanto Tanjung provides examples of how to read the context of a sentence and assess logical implications in order to choose the correct answer.

5. Vocabulary in Context Question

The fifth video focuses on interpreting the meaning of words based on context. The instructor explains how to find context clues such as synonyms, antonyms, restatements, or explanations surrounding the word. The sample questions presented show how words that seem common can have specific meanings in an academic context.

6. Where Question

The sixth video explains the “Where in the passage...?” type of question, which asks students to determine the location of specific information in the passage. The strategies taught include mapping techniques, paragraph marking, and how to quickly scan the structure of the reading passage to find the location of the answer.

In addition to the six main videos, the playlist also includes several additional videos in the form of practice questions and discussions. These practice videos provide students with the opportunity to apply the strategies they have learned through various TOEFL Reading sample questions. The step-by-step discussion feature in the practice videos allows students to see the reasoning

process behind choosing the correct answer and understand common mistakes to avoid.

In addition to the content, several features in the Reading Skill videos help support student understanding. Visual highlights and markings are used to emphasize keywords and reading structure, with explanations delivered in both Indonesian and English for clarity. The videos follow a structured slide format containing strategy steps, sample questions, and discussions. A pause-and-explain method is applied, giving students time to attempt practice questions before the instructor continues with the explanation. The inclusion of TOEFL-like sample questions also familiarizes learners with real test formats. With short durations of about 10-15 minutes, the videos are easy to use for flexible independent learning.

The use of YouTube videos as an EFL learning medium has been proven in several studies. Hayikaleng, Nair, and Krishnasamy (2016) showed that YouTube videos can improve students' reading skills, especially in answering questions about main ideas, details, and inferences. Mahmudah (2022) found that multimodal input on YouTube helps improve information retention and text comprehension skills. In addition, Putri (2019) emphasized that YouTube encourages independent learning and self-regulation, two aspects that are relevant to the nature of this channel's use. Research by Mansyur, Dollah, and Muliati (2023) also highlights the importance of repetitive practice in improving TOEFL Reading performance, so that the practice videos on Yanto Tanjung's channel can provide significant reinforcement.

Taken together, the content and features available on Yanto Tanjung's channel offer a comprehensive, systematic, and easy-to-follow learning structure. Conceptual explanations, practical strategies, and repetitive exercises make this channel a relevant and useful learning resource for students preparing for the TOEFL Reading independently.

2.2.3 Teaching TOEFL through YouTube-Based Instruction

YouTube-based instruction has become one of the most widely used approaches in EFL learning due to its accessibility, flexibility, and multimodal features. Through the integration of visual and auditory input, YouTube provides learners with concrete explanations, authentic examples, and opportunities for repeated exposure to learning materials. In the context of TOEFL preparation, YouTube offers strategic guidance that helps students understand question types, develop reading strategies, and practice academic reading skills independently.

Teaching reading through videos usually follows three main instructional stages: pre-viewing, while-viewing, and post-viewing activities (Canning-Wilson, 2000). These stages provide a systematic framework for implementing video-based instruction in reading classes

1. Pre-viewing stage

In this stage, learners are prepared before watching the video by being introduced to the topic, learning objectives, and key concepts. In TOEFL Reading learning, pre-viewing activities may include introducing the type of question, explaining important vocabulary, or discussing the purpose of

the task. This preparation helps learners focus on relevant information and become more ready to process the content.

2. While-viewing stage

During this stage, learners focus on understanding the video content by observing explanations, taking notes, and identifying key strategies. In TOEFL Reading, students observe how the instructor demonstrates problem-solving processes, including how to locate answers in the text, recognize keywords, and eliminate incorrect options.

3. Post-viewing stage

In the post-viewing stage, learners apply what they have learned through practice activities, discussions, and reflection. In TOEFL Reading learning, post-viewing activities may include answering sample questions, discussing strategies, and reviewing mistakes. This process strengthens retention and supports test readiness.

Empirical studies support the effectiveness of YouTube-based instruction in reading learning. Mahmudah (2022) found that multimodal input from YouTube enhanced learners' comprehension and retention of information. Specifically in TOEFL learning, Al Hakim (2019) reported that YouTube-based TOEFL preparation helped learners develop better reading strategies and increased their confidence in answering test questions.

Overall, these findings indicate that YouTube-based instruction is an effective approach for teaching TOEFL Reading, as it provides structured learning

stages, strategic guidance, and meaningful practice that support learners in improving their reading performance.

2.3 Previous Studies

Several previous studies have examined the use of YouTube and other instructional media in improving TOEFL skills. The first relevant study was conducted by Zarnisa, Septiana, and Trisanti (2021) entitled “*Students’ Difficulties in TOEFL Reading Section.*” This study investigated the difficulties faced by EFL students in answering TOEFL Reading questions. The findings revealed that identifying main ideas, understanding vocabulary in context, and making inferences were the most problematic skills. The study concluded that many students failed to achieve satisfactory TOEFL Reading scores due to limited vocabulary mastery and weak reading strategies.

However, this study only focused on identifying students’ difficulties and did not implement any learning treatment or instructional intervention. In contrast, the present study applies a learning treatment using YouTube videos and measures students’ score improvement quantitatively through pre-test and post-test.

The second relevant study was conducted by Al-Hakim (2019) entitled *“Improving the Understanding of Content on Reading for TOEFL Through YouTube Videos.”* This study employed a quantitative experimental design to investigate the effect of YouTube videos on students’ TOEFL Reading achievement. The results showed a significant improvement in students’ reading scores after learning through YouTube-based instruction.

Although both studies share similarities in using YouTube and focusing on TOEFL Reading, there are several differences. Al-Hakim used various YouTube sources, while the present study focuses on one specific instructional source, namely Yanto Tanjung’s YouTube Channel. In addition, Al-Hakim used a general experimental design, whereas this study applies a pre-experimental one-group pre-test and post-test design to measure learning gains more specifically.

The third relevant study was conducted by Mansyur, Dollah, and Muliati (2023) entitled *“The Effect of Drilling Technique on Students’ TOEFL Reading Scores.”* This study investigated the effect of repetitive practice on TOEFL Reading performance using a quantitative approach. The findings indicated that structured practice significantly improved students’ reading scores.

However, this study used conventional drilling methods without digital media, while the present study integrates drilling practice with video-based instruction through YouTube. This difference highlights the novelty of combining repetition techniques with online instructional content.

Overall, although previous studies have examined TOEFL Reading difficulties and the effectiveness of YouTube-based learning, limited studies have specifically measured the impact of a single TOEFL-focused YouTube channel using a pre-experimental design. Therefore, the present study fills this gap by quantitatively examining the effect of Yanto Tanjung's YouTube Channel on students' TOEFL Reading scores.

2.4 Conceptual Framework

The conceptual framework of this research illustrates the process and logical flow underlying the research on the effect of YouTube-based learning using Yanto Tanjung's Channel on students' TOEFL Reading scores. This framework describes the connection between the problem, treatment, and expected outcome through a pre-experimental design (one group pre-test and post-test).

figure below presents the framework of the research:

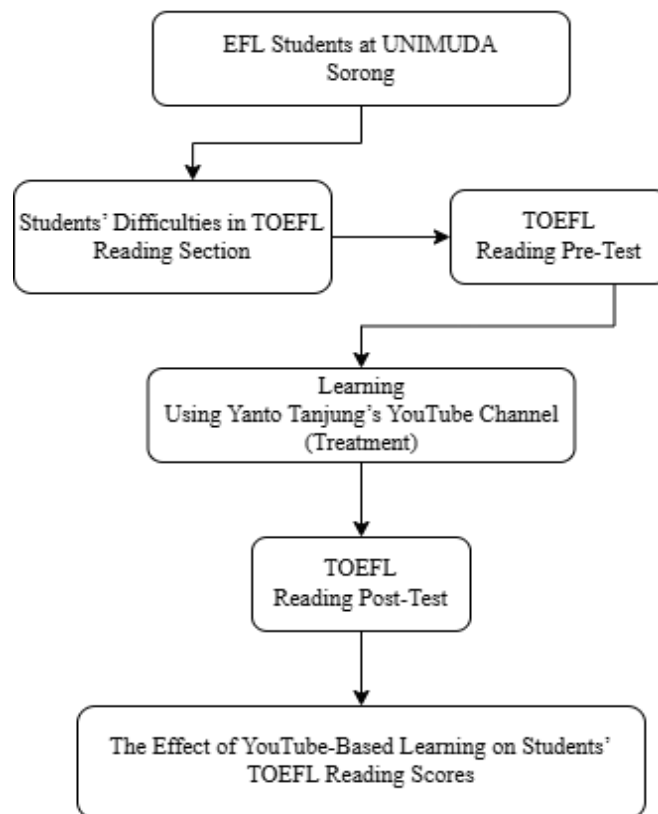


Figure 2.1 Conceptual Framework

The conceptual framework of this research illustrates the process of investigating the effect of YouTube-based learning on students' TOEFL Reading scores using a pre-experimental design. As shown in the framework, the study begins with EFL students at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong), who experience various difficulties in the TOEFL Reading section.

To identify students' initial reading ability, a TOEFL Reading pre-test is administered. The pre-test functions as a baseline measurement of students' TOEFL Reading performance before the treatment is applied. Following the pre-test, students receive TOEFL Reading instruction using Yanto Tanjung's YouTube Channel as the treatment. The instructional videos focus on reading

strategies and comprehension skills relevant to the TOEFL Reading section. This framework clearly demonstrates how the treatment is expected to influence students' TOEFL Reading performance by comparing the results of the pre-test and post-test.

After the treatment period, a TOEFL Reading post-test is administered to measure students' reading performance after using the YouTube-based learning materials. The comparison between pre-test and post-test scores is used to determine whether the treatment has an effect on students' TOEFL Reading scores.

Overall, this conceptual framework demonstrates the logical sequence of the research and explains how YouTube-based learning is expected to have an effect on students' TOEFL Reading performance by comparing students' scores before and after the treatment.

CHAPTER III

RESEARCH METHODOLOGY

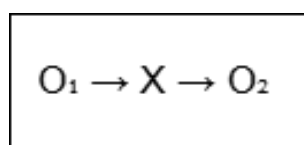
3.1 Research Design

This research employed a quantitative approach with a pre-experimental research design. Specifically, this research used a one-group pre-test and post-test design, which involved a single group of participants without a control or comparison group. In this design, the participants were administered a pre-test, followed by a treatment, and then a post-test.

According to Creswell (2023), a one-group pre-test and post-test design is a type of pre-experimental design used to examine the effect of a treatment by comparing participants' performance before and after the treatment is administered. Similarly, Sugiyono (2023) explains that this design involves measuring a single group prior to and after the implementation of a treatment in order to identify the effect of the treatment.

In this research, the treatment consisted of TOEFL Reading instruction using Yanto Tanjung's YouTube Channel as a learning medium. The effect of the treatment was examined by comparing students' TOEFL Reading scores obtained from the pre-test and the post-test.

The research design illustrated as follows:



Notes:

O₁ : Pre-test (TOEFL Reading test administered before the treatment)

X : Treatment (TOEFL Reading instruction using Yanto Tanjung's
YouTube Channel)

O₂ : Post-test (TOEFL Reading test administered after the treatment)

3.2 Research Variables

Research variables referred to all elements that became the focus of observation in this research. According to Sugiyono (2023), a research variable is an attribute, characteristic, or value of a person, object, or activity that has certain variations determined by the researcher to be studied and from which conclusions are drawn.

Based on the research objectives and the one-group pre-test and post-test design, this research involved two types of variables: an independent variable and a dependent variable.

1. Independent Variabel(X)

The independent variable in this research was the use of Yanto Tanjung's YouTube Channel as a learning medium. In this research, the YouTube channel was used to deliver TOEFL Reading instruction during the treatment phase.

2. Dependent Variable(Y)

The dependent variable in this research was the TOEFL Reading score of EFL students at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong). The scores were obtained from the TOEFL Reading tests administered before and after the treatment.

The relationship between these variables indicated that the use of Yanto Tanjung's YouTube Channel as a learning medium (X) was expected to have an effect on students' TOEFL Reading scores (Y), as measured by comparing the pre-test and post-test results.

3.3 Setting of the Research

a. Location of this Research

This research was conducted at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong), particularly in the English Education Study Program.

b. Time of Research

This research was conducted from April 14 to April 28, 2026, in accordance with the research permit issued by the institution. However, the actual data collection was completed in five meetings. The first meeting was used to administer the pre-test, followed by three treatment meetings, and the final meeting was used to conduct the post-test.

3.4 Population and Sample Research

a. Population

The population of this research consists of all students of the English Education Study Program at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong) who are categorized as EFL (English as a Foreign Language) learners. This population includes active students who have received English language instruction in an academic context.

b. Sample

The sample of this research consists of 21 students from the English Education Study Program at Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA Sorong), who were selected as a single experimental group.

The sampling technique used in this research is purposive sampling. According to Sugiyono (2023), purposive sampling is a sampling technique in which participants are selected based on specific criteria relevant to the objectives of the study.

The criteria for selecting the sample are as follows:

1. The students are active students of the English Education Study Program.
2. The students are willing to participate in all research sessions.

3.5 Research Instruments

Research instruments were tools used to collect data relevant to the objectives of a study. In quantitative research, the instrument must be valid and reliable to ensure accurate measurement of the variables being investigated (Sugiyono, 2023).

The instrument used in this research was a TOEFL Reading test, which was administered as both a pre-test and a post-test to measure students' TOEFL Reading ability before and after the treatment. The pre-test and post-test employed the same test format, indicators, and level of difficulty to ensure consistency.

The TOEFL Reading test consisted of 50 multiple-choice items based on the characteristics of the TOEFL ITP Reading Comprehension section and was adapted from the Longman Introductory Course for the TOEFL Test. The test items were adjusted to the proficiency level of EFL students at UNIMUDA Sorong. Each item had four answer options with one correct answer.

3.6 Data Collection Techniques

In this research, the researcher collected the data using a test technique. According to Sugiyono (2023), tests are used in quantitative research to measure abilities, skills, or knowledge objectively. The data collection consisted of two stages, namely pre-test and post-test.

a. Pre-Test

The pre-test aimed to measure students' TOEFL Reading ability before the treatment was implemented. This activity was conducted in the first

meeting. In the pre-test, the researcher administered a TOEFL Reading test to identify students' initial reading performance prior to using Yanto Tanjung's YouTube Channel as a learning medium.

b. Post-Test

The post-test aimed to measure students' TOEFL Reading ability after the treatment was completed. The post-test was administered after students received TOEFL Reading instruction using Yanto Tanjung's YouTube Channel. In this stage, the researcher administered a TOEFL Reading test with the same format and level of difficulty as the pre-test.

3.7 Data Analysis Technique

The data analysis in this research was performed through the following stages.

3.7.1 Scoring the TOEFL Reading Test

The scoring technique applied in this research was a dichotomous scoring system, in which each correct answer was awarded one (1) point, while each incorrect answer was given zero (0) points. According to Sugiyono (2023), objective tests such as multiple-choice questions apply a dichotomous scoring technique to measure students' abilities objectively and consistently.

Table 3.1 TOEFL Reading Scoring System (Raw Score)

Component	Description
Number of Items	50 multiple-choice questions
Correct Answer	1 point
Incorrect Answer	0 point
Minimum Raw Score	0
Maximum Raw Score	50
Score	Total correct answers

The scoring formula used in this research is presented as follows:

$$\text{Raw Score} = \sum \text{Correct Answers}$$

Where:

Raw Score: Refers to the total score obtained by the student

$\sum$ Correct Answers: Refers to the total number of correctly answered items

3.7.2 Conversion of Raw Score into TOEFL Reading Scaled Scores

The conversion of raw scores into TOEFL Reading scaled scores was conducted using the official conversion table adapted from the Longman Introductory Course for the TOEFL Test (Phillips, 2003). This table provided standardized TOEFL Reading scores based on the number of correct answers obtained by the students.

Tabel 3.2 Conversion of Raw Scores into TOEFL Reading Scaled Scores

Number Correct	Section 1 (Listening)	Section 2 (Structure)	Section 3 (Reading)
50	68	67	67
49	65	—	66
48	63	—	65
47	61	—	64
46	60	—	63
45	59	—	62
44	58	—	61
43	57	—	60
42	56	—	59
41	55	—	58
40	54	—	57
39	53	65	56
38	52	63	55
37	51	61	54
36	50	60	53
35	49	59	52
34	48	58	51
33	47	57	50
32	46	56	49
31	45	55	48
30	44	54	47
29	43	53	46
28	42	52	45
27	41	51	44

Number Correct	Section 1 (Listening)	Section 2 (Structure)	Section 3 (Reading)
26	40	50	43
25	39	49	42
24	38	48	41
23	37	47	40
22	36	46	39
21	35	45	38
20	34	44	37
19	33	43	36
18	32	42	35
17	31	41	34
16	30	40	33
15	29	39	32
14	28	38	31
13	27	37	30
12	26	36	29
11	25	35	28
10	24	34	27
9	23	33	26
8	22	32	25
7	21	31	24
6	20	30	23
5	—	29	22
4	—	28	21
3	—	27	21
2	—	26	21

Number Correct	Section 1 (Listening)	Section 2 (Structure)	Section 3 (Reading)
1	–	25	21
0	–	24	21

(Phillips, 2001)

The converted TOEFL Reading scaled scores are used as the final data and are entered into SPSS for statistical analysis, while the raw scores are not directly analyzed.

3.7.3 Interpretation of TOEFL Reading Scores Based on CEFR Levels

To provide an academic interpretation of students' TOEFL Reading scores, the Reading results were also interpreted based on the English proficiency levels defined in the Common European Framework of Reference for Languages. The interpretation of TOEFL ITP scores in relation to CEFR levels was used to describe students' reading proficiency in a more comprehensive manner.

This interpretation referred to the TOEFL ITP score report published by Educational Testing Service (2023), particularly for the Reading Comprehension component. The following table presented the correspondence between TOEFL ITP scores and CEFR proficiency levels.

Table 3.3 TOEFL ITP Score Interpretation Based on CEFR

CEFR Level	TOEFL ITP Cut Score	Listening	Structure & Written Expression	Reading
C1	620	62	64	60
C2	543	55	53	55
B1	433	46	43	41
A2	343	38	32	33

ETS (2023)

In this researcher, the interpretation focused specifically on Reading Comprehension scores to determine students' reading proficiency levels according to the Common European Framework of Reference for Languages (CEFR) framework. This table was used as an interpretative reference rather than a scoring tool, and it served to strengthen the academic interpretation of the research results. To determine the percentage of students in each CEFR proficiency level, the following formula was used:

$$\text{Percentage} = \frac{F}{n} \times 100\%$$

Where:

- f = frequency of students in each category
- N = total number of students

3.7.4 Descriptive Statistical Analysis

Descriptive statistical analysis was used to provide an overview of students' TOEFL Reading ability before and after the treatment was administered. According to Sugiyono (2023), descriptive statistics function to describe the

collected data as they are, without the intention of making generalized conclusions.

The descriptive statistics used in this study included the minimum score, maximum score, mean, and standard deviation of the TOEFL Reading pre-test and post-test scores. This analysis aimed to identify trends or changes in students' TOEFL Reading scores after participating in instruction using Yanto Tanjung's YouTube Channel.

3.7.5 Paired Sample t- test

The Paired Sample t-test is a statistical test used to compare two related sets of data obtained from the same participants under different conditions. In this study, the same group of students was measured twice, namely before the treatment (pre-test) and after the treatment (post-test).

The Paired Sample t-test was employed to determine whether there was a significant difference between students' TOEFL Reading scores before and after the use of Yanto Tanjung's YouTube Channel as a learning medium. This test was appropriate because the data were collected from a single group of participants at two different points in time. The data analysis in this study was conducted using the Statistical Package for the Social Sciences (IBM SPSS Statistics). The level of significance used in this test was 0.05 ($\alpha = 0.05$).

The decision-making criteria for the Paired Sample t-test were as follows:

1. If the significance value (Sig.) was less than 0.05 (Sig. < 0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicated that there was a significant difference between students' TOEFL Reading scores before and after the treatment.
2. If the significance value (Sig.) was equal to or greater than 0.05 (Sig. $\geq$ 0.05), the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. This indicated that there was no significant difference between students' TOEFL Reading scores before and after the treatment.

CHAPTER IV

FINDINGS & DISCUSSION

4.1 Research Findings

4.1.1 Descriptive Statistics

To identify the overall improvement in students' TOEFL Reading performance after the implementation of Yanto Tanjung's YouTube Channel as a learning medium, a descriptive statistical analysis was conducted on the students' pre-test and post-test scores. The complete results of students' pre-test and post-test scores are presented in Appendix 5 on page 122. The analysis included the minimum score, maximum score, mean score, and standard deviation to describe students' performance before and after the treatment.

Table 4.1 Descriptive Statistics of Pre-test and Post-test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	21	23.00	51.00	36.1429	7.89484
Post-Test	21	33.00	54.00	44.0952	6.40238
Valid N (listwise)	21				

Based on Table 4.2, the mean score of the pre-test was 36.1429, while the mean score of the post-test increased to 44.0952, indicating an improvement of approximately 7.95 points in students' TOEFL Reading scores. In addition, the minimum score increased from 23.00 in the pre-test to 33.00 in the post-test,

showing that students with lower initial ability also improved. Similarly, the maximum score increased from 51.00 to 54.00, suggesting that higher-performing students experienced a slight improvement.

Furthermore, the standard deviation decreased from 7.89484 in the pre-test to 6.40238 in the post-test, indicating that the variation of students' scores became smaller after the treatment. This suggests that students' abilities became more homogeneous. Overall, these findings demonstrate a general improvement in students' TOEFL Reading performance after the treatment.

4.1.2 Distribution of Students Based on CEFR Levels

The students' raw scores were converted into TOEFL Reading scaled scores using the Longman conversion table. After that, the scaled scores were classified into CEFR proficiency levels based on the predetermined score ranges: Below A2 (<33), A2 (33–40), B1 (41–45), and B2 (≥ 46). Furthermore, the scores were interpreted based on the Common European Framework of Reference for Languages (CEFR), focusing specifically on the Reading section. The complete classification of students' CEFR levels based on the pre-test and post-test scores is presented in Appendix 6 on page 123.

Table 4.2 Distribution of Students Based on CEFR Levels

CEFR Level	Score Range	Pre-test (f)	Pre-test (%)	Post-test (f)	Post-test (%)
Below A2 (Basic User)	< 33	7	33.3%	1	4.8%
A2 (Basic User)	33 – 40	7	33.3%	6	28.6%
B1 (Intermediate)	41 – 45	4	19.0%	7	33.3%
B2 (Upper-Intermediate)	≥ 46	3	14.3%	7	33.3%
Total		21	100%	21	100%

Based on Table 4.2, the distribution of students' TOEFL Reading proficiency levels shows a substantial improvement after the treatment, not only in terms of scores but also in terms of language proficiency levels. In the pre-test, a considerable proportion of students (33.3%) were categorized below the A2 level, indicating very limited reading ability and difficulty in understanding basic academic texts. In addition, 33.3% of students were still at the A2 level, which suggests that the majority of students were classified as basic users with limited comprehension of academic reading materials.

After the treatment, the number of students below the A2 level decreased significantly to only 4.8%, indicating that most students were able to move beyond the lowest level of proficiency. Furthermore, there was a clear shift toward higher proficiency levels. The percentage of students at the B1 level increased from 19.0% to 33.3%, while the proportion of students at the B2 level rose from 14.3% to 33.3%.

This shift indicates that students' reading ability improved from a basic level toward an intermediate level of proficiency. At the B1 and B2 levels, learners are generally able to understand longer academic texts, identify main ideas, make inferences, and interpret vocabulary in context more effectively. Therefore, the improvement observed in this study reflects not only an increase in TOEFL Reading scores but also a meaningful enhancement in students' academic reading readiness.

4.1.3 Paired Sample t-test Result

To determine whether there was a statistically significant difference between students' TOEFL Reading scores before and after the treatment, a Paired Sample t-test was conducted. This test was used to compare the mean scores of the pre-test and post-test in order to examine the effectiveness of Yanto Tanjung's YouTube Channel in improving students' TOEFL Reading performance.

Table 4.3 Paired Sample t-test Result

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-7.95238	3.74802	.81788	-9.65846	-6.24630	-9.723	20	.000

Based on Table 4.4, the mean difference between the pre-test and post-test scores was -7.95238. The negative value indicates that the post-test scores were

higher than the pre-test scores, showing an improvement in students' performance after the treatment. The result also showed that the t-value was -9.723 with a degree of freedom ($df = 20$). The significance value (Sig. 2-tailed) was 0.000, which is lower than the level of significance ($\alpha = 0.05$). This indicates that there is a statistically significant difference between the pre-test and post-test scores. In other words, the improvement observed in students' scores is not due to chance but is influenced by the treatment given.

In addition, the 95% confidence interval of the difference ranges from -9.65846 to -6.24630, which does not include zero, further confirming the significance of the results. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This result confirms that the use of Yanto Tanjung's YouTube Channel had a statistically significant effect on students' TOEFL Reading scores.

4.2 Discussion

The findings of this study indicate that the use of Yanto Tanjung's YouTube Channel had a significant effect on students' TOEFL Reading performance. The positive findings demonstrate that YouTube-based instruction can support EFL learners in understanding academic reading texts more effectively. This result answers the research objective and strengthens the assumption presented in the background of the study that digital learning media, particularly YouTube, can become an accessible and effective learning tool for TOEFL preparation. The improvement can be associated with the multimedia nature of YouTube, which

combines visual explanation, audio input, strategy demonstration, and repeated exposure to learning materials. Mayer (2021) explains that multimedia learning helps learners process information through verbal and visual channels simultaneously, which improves comprehension and retention. In this study, the video explanations, examples, and guided strategies provided by Yanto Tanjung's channel helped students engage more actively with TOEFL Reading materials.

The findings can also be interpreted through the CEFR framework discussed in the background of this study. Before the treatment, many students were still categorized at lower proficiency levels, reflecting difficulties in understanding academic English texts. After the treatment, students demonstrated better performance in several TOEFL Reading skills, indicating progress toward more independent reading ability. According to the Council of Europe (2020), learners at the B1–B2 level are generally able to understand longer texts, identify main ideas, and interpret both explicit and implicit information more effectively. Therefore, the improvement observed in this study suggests not only score enhancement but also development in students' academic reading readiness.

Among the reading sub-skills, vocabulary in context showed the highest improvement, with 85.7% of students demonstrating better performance in the post-test. This finding indicates that students became more capable of understanding word meanings through contextual clues after receiving YouTube-based instruction. This result is closely related to the characteristics of Yanto Tanjung's videos, which provide direct explanations, contextual examples, and repeated discussion of vocabulary usage in TOEFL Reading passages. The

improvement also supports Mahmudah (2022), who states that multimodal input from YouTube can strengthen comprehension and information retention. In addition, Almurashi (2020) explains that video-based learning supports vocabulary acquisition because learners receive contextualized language exposure through both audio and visual input. Therefore, the strong improvement in vocabulary skill reflects the effectiveness of contextual and strategy-based learning through YouTube videos.

Moderate improvement was found in main idea questions and “where” questions. Main idea questions improved by 66.7%, while “where” questions improved by 57.1%. These skills require students to identify the central topic of a passage and locate specific information efficiently. The improvement suggests that students benefited from the scanning and skimming strategies demonstrated in the videos. Grabe and Stoller (2021) explain that reading comprehension involves strategic processing, including identifying key information and organizing textual ideas. The structured explanations and step-by-step demonstrations in Yanto Tanjung’s videos likely helped students become more familiar with TOEFL Reading patterns and improve their reading efficiency.

In contrast, implied detail and unstated detail questions showed lower improvement compared to other skills. Implied detail questions improved by 42.9%, while unstated detail questions improved by 47.6%. These question types require higher-order thinking because students must infer meaning beyond explicitly stated information. Koda (2020) explains that inferential comprehension requires readers to integrate textual information with prior knowledge and

construct deeper meaning from the text. Similarly, Zhang (2022) states that higher-level reading comprehension develops gradually through continuous analytical practice. Although the YouTube videos provided strategic guidance, inferential skills may require longer treatment duration and more intensive reading activities. This explains why improvement in these skills was more limited.

Overall, the findings indicate that YouTube-based instruction was particularly effective in improving lower- and mid-level reading skills, especially vocabulary understanding and explicit information processing. The use of visual explanation, guided practice, and repeated exposure helped students develop better reading strategies and become more familiar with TOEFL Reading question types. In addition, the findings strengthen previous studies highlighting the positive contribution of YouTube and repetitive practice in improving English learning outcomes.

The findings of this study also suggest that Yanto Tanjung's YouTube Channel can serve as an accessible and flexible learning medium for EFL students preparing for TOEFL Reading. The channel provides strategy-based explanations, learner-friendly presentations, and repeated practice that help students understand question patterns more clearly. In addition, the use of Indonesian explanations, short video duration, and structured TOEFL Reading materials make the videos easier for students to follow independently. These characteristics support the idea that YouTube-based learning can complement classroom instruction and encourage more autonomous learning outside the classroom, especially for students with limited access to printed TOEFL preparation resources.

Despite these positive findings, several aspects should still be considered. First, this study used a pre-experimental design without a control group, so the effectiveness of the treatment could not be compared with other instructional methods. Second, the treatment duration was relatively short, which may explain why higher-order reading skills such as implied detail and unstated detail showed lower improvement. Third, some videos on Yanto Tanjung's YouTube Channel currently require subscription access, which may limit students' opportunities to access all instructional materials independently. Finally, this study focused only on TOEFL Reading skills in one specific learner context at UNIMUDA Sorong. Therefore, the findings may not fully represent the effectiveness of YouTube-based instruction in different educational contexts or other English language skills. Future researchers are encouraged to conduct studies with larger samples, longer treatment periods, and more comprehensive experimental designs to obtain broader findings regarding the effectiveness of YouTube-based learning in EFL contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestions from this research.

5.1 Conclusion

Based on the findings of this research, it can be concluded that the use of Yanto Tanjung's YouTube Channel had a significant effect on students' TOEFL Reading performance. This was indicated by the increase in the mean score from 36.1429 in the pre-test to 44.0952 in the post-test, with an improvement of approximately 22%. In addition, the paired sample t-test showed that the significance value was less than 0.05 ($p < 0.05$), indicating a statistically significant difference between students' scores before and after the treatment. These findings demonstrate that YouTube-based instruction can effectively support students' TOEFL Reading learning.

The findings also showed improvement in students' reading proficiency based on the CEFR classification, indicating a shift from lower proficiency levels toward intermediate levels. Furthermore, the improvement varied across reading sub-skills. Vocabulary in context showed the highest improvement, while implied detail and unstated detail questions demonstrated lower improvement due to their higher cognitive demands. This suggests that YouTube-based learning is particularly effective in improving vocabulary understanding and explicit

information processing, although higher-order reading skills still require more intensive practice and instructional support.

Overall, Yanto Tanjung's YouTube Channel can be considered an accessible and effective learning medium for improving students' TOEFL Reading skills, especially for EFL learners who need flexible and strategy-based learning resources.

5.2 Suggestion

Based on the conclusions above, several suggestions are proposed as follows:

1. Students

Students are encouraged to use YouTube, especially Yanto Tanjung's Channel, as an additional learning resource to improve their TOEFL Reading skills. By practicing regularly and reviewing the materials repeatedly, students can develop better reading strategies and improve their comprehension independently.

2. Lecturers

Lecturers are recommended to integrate YouTube-based learning into TOEFL or reading courses. The use of video-based instruction can provide clearer explanations, support classroom activities, and encourage students to engage in autonomous learning.

3. Educational Institutions

Educational institutions are suggested to support the use of digital learning media such as YouTube by providing adequate internet access and

encouraging the integration of technology in language learning. This can help improve students' English proficiency, especially in TOEFL preparation.

4. Future Researchers

Future researchers are recommended to conduct further studies with larger sample sizes, longer treatment durations, or different research designs such as quasi-experimental or experimental studies. In addition, future research may explore other YouTube channels or examine the effectiveness of YouTube-based learning in other English skills such as listening, speaking, or writing.

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APPENDIX 1

TOEFL READING PRE-TEST INSTRUMENT

Resource: *Longman Introductory Course for the TOEFL Test (Phillips, 2001)*

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DIAGNOSTIC PRE-TEST

SECTION 3 READING COMPREHENSION

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

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

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

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

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held.
Line Throughout his political career he demonstrated his unswerving belief in freedom of speech, the
(5) antislavery cause, and the right of Americans to be free from European and Asian domination.

Example I

To what did John Quincy Adams devote his life?

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

Sample Answer

- (A)
- ☒
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- ☒
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

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READING COMPREHENSION PRE-TEST

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Questions 1-9

The largest diamond ever found is the Cullinan Diamond. This diamond weighed 3,106 carats in its uncut state when it was discovered in South Africa on January 25, 1905.

The Cullinan Diamond was cut into 9 major stones and 96 smaller ones. The largest of the cut stones, and still the largest cut diamond in the world, is the pear-shaped Cullinan I at 530 carats. This diamond, which is also known as the Greater Star of Africa, is more than 2 inches (5.4 cm) long and 1.75 inches (4.4 cm) wide. It became part of the British crown jewels in 1907.

1. What is the best title for this passage?
 - (A) Diamond Cutting
 - (B) The World's Biggest Diamond, Uncut and Cut
 - (C) Measuring Diamonds in Carats
 - (D) The British Crown Jewels
2. The word "uncut" in line 2 is closest in meaning to which of the following?
 - (A) Finished
 - (B) Unnatural
 - (C) Pear
 - (D) Whole
3. The word "discovered" in line 2 is closest in meaning to
 - (A) created
 - (B) found
 - (C) buried
 - (D) weighed
4. It can be inferred from the passage that the Cullinan Diamond was cut into how many total stones?
 - (A) 9
 - (B) 96
 - (C) 105
 - (D) 3,106
5. The word "major" in line 3 could best be replaced by
 - (A) well-known
 - (B) military
 - (C) natural
 - (D) big

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6. Which of the following is NOT true about Cullinan I?
- (A) It was cut from the Cullinan Diamond.
 - (B) It weighs 3,106 carats.
 - (C) It is the biggest cut diamond in the world.
 - (D) It is sometimes called the Greater Star of Africa.
7. All of the following are true about the shape of the Greater Star of Africa EXCEPT that
- (A) it is in the shape of a pear
 - (B) it is 5.4 centimeters long
 - (C) it is longer than it is wide
 - (D) it is 4.4 inches wide
8. According to the passage, what happened to Cullinan I?
- (A) It remained in Africa.
 - (B) It was cut into smaller stones.
 - (C) It was cut and changed into the Greater Star of Africa.
 - (D) It became the property of the British Royal family.
9. Where in the passage does the author mention the Cullinan Diamond's weight when it was mined?
- (A) Lines 1–2
 - (B) Line 3
 - (C) Lines 4–5
 - (D) Line 6

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READING COMPREHENSION PRE-TEST

Questions 10–20

Coca-Cola was invented in 1886 by Atlanta pharmacist John S. Pemberton. The name for the product was actually proposed by Pemberton's assistant, Frank Robinson. The name was taken from the two most unusual ingredients in the drink, the South American coca leaf and the African cola nut.

The recipe for today's Coca-Cola is very well guarded. Many of the ingredients are known; in addition to coca leaves and cola nut, they include lemon, orange, lime, cinnamon, nutmeg, vanilla, caramel, and sugar. The proportions of the ingredients and the identity of Coke's secret ingredients are known by only a few of the Coca-Cola Company's senior corporate officers.

10. The passage mainly discusses
- (A) the success of the Coca-Cola Company
 - (B) the unusual ingredients in Coca-Cola
 - (C) John S. Pemberton
 - (D) Coca-Cola's recipe and who developed it
11. According to the passage, who created Coca-Cola?
- (A) The Coca-Cola Company
 - (B) John S. Pemberton
 - (C) Pemberton's assistant
 - (D) Frank Robinson
12. The word "unusual" in line 3 is closest in meaning to
- (A) uncommon
 - (B) important
 - (C) unused
 - (D) tasty
13. Which of the following is NOT true about the name Coca-Cola?
- (A) The name "coca" comes from the coca leaf.
 - (B) The name "cola" comes from the cola nut.
 - (C) Frank Robinson suggested the name.
 - (D) The inventor came up with the name.
14. A "recipe" in line 5 is
- (A) information about drugs for a pharmacy
 - (B) a description of how to prepare something
 - (C) an accounting statement
 - (D) a corporate organizational plan
15. The passage states that the recipe for Coca-Cola is
- (A) well known
 - (B) known by only a limited number of people
 - (C) unknown
 - (D) published information
16. Which of the following is NOT mentioned as an ingredient of Coca-Cola?
- (A) Orange leaves
 - (B) Nutmeg
 - (C) Citrus fruits
 - (D) Sugar
17. The word "secret" in line 7 could best be replaced by
- (A) unrevealed
 - (B) delicious
 - (C) business
 - (D) speechless

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18. It can be inferred from the passage that
- (A) the public knows all the ingredients in Coca-Cola
 - (B) the public is not sure that coca leaves are used in Coca-Cola
 - (C) the public does not know how many cola nuts are used in a batch of Coca-Cola
 - (D) no one knows the exact proportions of ingredients used in Coca-Cola
19. The word "senior" in line 8 could best be replaced by
- (A) trustworthy
 - (B) high-level
 - (C) more mature
 - (D) really decisive
20. Where in the passage does the author mention who gave Coca-Cola its name?
- (A) Lines 1–2
 - (B) Lines 3–4
 - (C) Line 5
 - (D) Lines 7–8

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READING COMPREHENSION PRE-TEST

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Questions 21–30

Most people would say that the world's tallest mountain is Mount Everest. This mountain in the Himalayas is just over 29,000 feet high.

However, if mountains are measured a little bit differently, then the tallest mountain on Earth is Mauna Kea, in the Hawaiian Islands. Mauna Kea is only about 14,000 feet above sea level, so in comparison to Mount Everest it just does not look anywhere near as high as Mount Everest to a person standing at sea level.

Mauna Kea, however, does not begin at sea level. It rises from an ocean floor that is more than 16,000 feet below the surface of the water. This mountain therefore measures more than 30,000 feet from its base to its top, making it a higher mountain than Mount Everest.

21. The main idea of the passage is that
 - (A) Mount Everest is the world's tallest mountain
 - (B) Mount Everest and Mauna Kea are located in different parts of the world
 - (C) Mauna Kea's base is below sea level
 - (D) Mauna Kea could be considered the tallest mountain in the world
22. Which of the following is NOT stated about Mount Everest?
 - (A) Many people believe it is the world's tallest mountain.
 - (B) It is part of the Himalayas.
 - (C) It is over 29,000 feet high.
 - (D) It rises from the ocean floor.
23. The word "just" in line 2 could best be replaced by
 - (A) noticeably
 - (B) soon
 - (C) barely
 - (D) recently
24. The expression "a little bit" in line 3 is closest in meaning to
 - (A) a small size
 - (B) quite
 - (C) somewhat
 - (D) extremely
25. According to the passage, Mauna Kea is how far above the level of the water?
 - (A) 14,000 feet
 - (B) 16,000 feet
 - (C) 29,000 feet
 - (D) 30,000 feet
26. The expression "in comparison to" in lines 4 and 5 could best be replaced by
 - (A) close to
 - (B) in relation to
 - (C) as a result of
 - (D) because of
27. It is implied in the passage that Mauna Kea does not seem as tall as Mount Everest because
 - (A) people do not want to look at it
 - (B) part of Mauna Kea is under water
 - (C) Mount Everest has more snow
 - (D) Mauna Kea is in a different part of the world than Mount Everest
28. The word "floor" in line 7 could best be replaced by
 - (A) carpet
 - (B) bottom
 - (C) roof
 - (D) water

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READING COMPREHENSION PRE-TEST

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29. The passage indicates that Mauna Kea
- (A) measures 16,000 feet from top to bottom
 - (B) is completely covered with water
 - (C) is more than half covered by water
 - (D) is 1,000 feet shorter than Mount Everest
30. Where in the passage does the author mention Mount Everest's total height?
- (A) Lines 1–2
 - (B) Lines 4–6
 - (C) Line 7
 - (D) Lines 8–9

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READING COMPREHENSION PRE-TEST

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Questions 31–40

When Columbus arrived in the Americas in 1492, there were already an estimated thirty to forty million people living in North and South America. It has therefore been quite easy for some to refute the idea that Columbus “discovered” America. How and when these inhabitants came to America has been the source of much scientific research and discussion.

Most archeologists agree that the first Americans, the true “discoverers” of America, came from northeastern Asia. There is also a considerable amount of proof that inhabitants have been in the Americas for at least 15,000 years.

To get to the Americas, these people had to cross over the 55-mile-wide Bering Strait that separates Asia and North America. According to one theory, these people crossed over during periods when a land bridge existed between the two continents. During Ice Ages, so much of the Earth’s water was frozen that the sea levels dropped, and it was possible to walk from Asia to North America.

31. What is the author’s main purpose?
 - (A) To explain how Columbus discovered America
 - (B) To show how people came to America before Columbus
 - (C) To demonstrate the importance to archeologists of northeastern Asia
 - (D) To explain how to cross the Bering Strait
32. In 1492, how many people were probably in the Americas?
 - (A) Fewer than thirty million
 - (B) Exactly thirty million
 - (C) Forty million or fewer
 - (D) At least forty million
33. The word “refute” in line 3 is closest in meaning to
 - (A) theorize
 - (B) support
 - (C) contradict
 - (D) defend
34. It is implied in the passage that
 - (A) Columbus was really the first person in America
 - (B) scientists are sure about America’s first inhabitants
 - (C) Columbus arrived at almost the same time as America’s first inhabitants
 - (D) all is not known about America’s first inhabitants
35. There is general agreement that the first people who came to North America came from
 - (A) Europe
 - (B) South America
 - (C) northeastern Asia
 - (D) Africa
36. The word “considerable” in line 6 could best be replaced by which of the following?
 - (A) Large
 - (B) Weak
 - (C) Well-known
 - (D) Considerate

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READING COMPREHENSION PRE-TEST

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37. The word "separates" in line 9 is closest in meaning to
- (A) differentiates
 - (B) divides
 - (C) joins
 - (D) crosses
38. Which of the following is NOT stated about the Bering Strait?
- (A) It is 55 miles wide.
 - (B) It separates North America and Asia.
 - (C) It was probably a land bridge during the Ice Ages.
 - (D) It is a land bridge today.
39. The word "frozen" in line 11 could best be replaced by
- (A) cool
 - (B) dirty
 - (C) solid
 - (D) wet
40. Where in the passage does the author mention how long people have probably been in the Americas?
- (A) Lines 1–2
 - (B) Lines 3–4
 - (C) Lines 6–7
 - (D) Lines 8–9



READING COMPREHENSION PRE-TEST

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

Questions 41–50

Alpha Centauri is a triple-star system. One of the three stars in Alpha Centauri is Proxima Centauri, which is the nearest star to the Earth, except of course for the Sun. The name “Proxima” comes from a Latin word which means “close.”

Even though Proxima Centauri is the closest star to the Earth outside of our solar system, it is not really close. Interstellar distances are so large that they are almost impossible to imagine. A person traveling in a modern spacecraft would not arrive at Proxima Centauri within this lifetime, or the next, or even ten lifetimes because the distance is so great. Light travels at a speed of 186,000 miles per second, and it still takes light more than four years to travel from Proxima Centauri to the Earth.

Alpha Centauri can be easily seen in the night sky without a telescope from certain parts of the Earth. It is the third brightest star in the sky, out of approximately 6,000 visible stars. It cannot be seen from most parts of the United States because most of the United States is too far north; however, it can be seen from the southern parts of the southernmost states.

41. The main subject of this passage is
 - (A) the closest stars to the Earth
 - (B) modern space travel
 - (C) the speed of light
 - (D) interstellar distances
42. The passage indicates that which of the following is NOT true?
 - (A) Alpha Centauri is composed of three stars.
 - (B) Proxima Centauri is the closest star to the Earth.
 - (C) Proxima Centauri is one of the stars in Alpha Centauri.
 - (D) It is possible to see Alpha Centauri from the Earth.
43. The word “comes” in line 3 could best be replaced by
 - (A) travels
 - (B) is derived
 - (C) is directed
 - (D) visits
44. “Interstellar distances” in line 5 are
 - (A) distances between stars
 - (B) distances between the Earth and various stars
 - (C) distances measured by the speed of light
 - (D) distances from the Sun to each of the planets, including the Earth
45. It can be inferred from the passage that if a person left in one of today’s spacecrafts, he or she would arrive at Alpha Centauri
 - (A) within this lifetime
 - (B) within the next lifetime
 - (C) within ten lifetimes
 - (D) after more than ten lifetimes
46. The word “great” in line 7 could best be replaced by which of the following?
 - (A) Famous
 - (B) Well-known
 - (C) Accomplished
 - (D) Big

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47. Which of the following is true according to the passage?
- (A) Light travels at 186,000 miles per hour.
 - (B) A person could travel from Earth to Proxima Centauri in four years.
 - (C) Light from Proxima Centauri reaches the Earth in more than four years.
 - (D) It is 186,000 miles from the Earth to Proxima Centauri.
48. The word "brightest" in line 11 could best be replaced by
- (A) smartest
 - (B) palest
 - (C) shiniest
 - (D) largest
49. It can be inferred from the passage that from Alaska Alpha Centauri is
- (A) always visible
 - (B) frequently visible
 - (C) occasionally visible
 - (D) never visible
50. Where in the passage does the author explain how fast light can travel?
- (A) Lines 1–2
 - (B) Line 5
 - (C) Lines 7–9
 - (D) Lines 10–11

This is the end of the Reading Comprehension Pre-Test.

READING COMPREHENSION PRE-TEST

APPENDIX 2

TOEFL READING POST -TEST INSTRUMENT

Resource: *Longman Introductory Course for the TOEFL Test (Phillips, 2001)*

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TOEFL POST-TEST

SECTION 3 READING COMPREHENSION

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

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

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

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

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held.
Line Throughout his political career he demonstrated his unswerving belief in freedom of speech, the
(5) antislavery cause, and the right of Americans to be free from European and Asian domination.

Example I

To what did John Quincy Adams devote his life?

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

Sample Answer

- (A)
- ☒
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- ☒
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

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Questions 1–8

The tiniest bird in the world is the male bee hummingbird. Because it is ^{so} small, it is often mistaken for a bee or some other type of insect of that size.

As a hummingbird, it is able to flap its wings extremely quickly, up to eighty times per second.

Line With this really fast wing speed, the bee hummingbird can hover like a helicopter, fly forward, fly
(5) backward, or even fly upside down.

1. What is the topic of this passage?
 - (A) The bee
 - (B) One type of hummingbird
 - (C) How fast hummingbirds fly
 - (D) How helicopters fly
2. The word “tiniest” in line 1 is closest in meaning to
 - (A) fastest
 - (B) most dangerous
 - (C) noisiest
 - (D) smallest
3. It can be inferred from the passage that the female bee hummingbird
 - (A) is really a bee
 - (B) does not exist
 - (C) is larger than the male
 - (D) eats insects
4. According to the passage, when people see a male bee hummingbird, they often incorrectly think it is
 - (A) a bird
 - (B) an insect
 - (C) a bat
 - (D) a helicopter
5. In line 3, to “flap” wings is to
 - (A) hold them still
 - (B) stretch them out
 - (C) fold them
 - (D) move them up and down
6. According to the passage, how fast can a bee hummingbird flap its wings?
 - (A) A hundred times each second
 - (B) Eighty times per minute
 - (C) Eighty times each second
 - (D) Eight times in a second
7. In line 4, to “hover” is to
 - (A) fly forward quickly
 - (B) land
 - (C) stay in place in the air
 - (D) use fuel
8. The passage indicates that a bee hummingbird can do all of the following EXCEPT
 - (A) hover
 - (B) fly backward
 - (C) fly in an inverted position
 - (D) fly a helicopter

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READING COMPREHENSION POST-TEST

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Questions 9–18

One mystery about elephants that seems to have been solved is how elephants communicate with each other. Humans have heard a whole variety of sounds coming from elephants, but these sounds are not the only way that elephants communicate.

A new explanation about elephant communication is being proposed. Elephants vibrate the air in their trunks and foreheads. The sound that is created during this vibration has an extremely low pitch; the pitch, in fact, is so low that humans cannot hear it. However, it seems that other elephants can and do hear and understand these low rumblings.

9. The passage mainly discusses
 - (A) the answer to a question about how elephants communicate
 - (B) how elephants vibrate the air in their trunks
 - (C) communication between animals and humans
 - (D) the sounds that elephants make
10. A "mystery" in line 1 is
 - (A) a speech
 - (B) something unknown
 - (C) a funny story
 - (D) a detective
11. According to the passage, people
 - (A) cannot hear any elephant sounds
 - (B) are not interested in elephant sounds
 - (C) hear only one elephant sound
 - (D) can hear numerous elephant sounds
12. It can be inferred from the passage that the elephant sounds that humans hear are
 - (A) one of the ways that elephants communicate
 - (B) not part of elephant communication
 - (C) how elephants communicate with humans
 - (D) the only sounds that elephants make
13. The word "way" in line 3 could best be replaced by
 - (A) direction
 - (B) method
 - (C) path
 - (D) road
14. Where do elephants vibrate air?
 - (A) In their throats
 - (B) In their trunks
 - (C) In their mouths
 - (D) In their ears
15. The word "pitch" in line 6 is closest in meaning to which of the following?
 - (A) Meaning
 - (B) Voice
 - (C) Height
 - (D) Sound
16. Which of the following is NOT true about the extremely low sound created by elephants?
 - (A) Humans cannot understand it. ✓
 - (B) Humans hear it.
 - (C) Elephants hear it.
 - (D) Elephants understand it.

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17. The word "rumblings" in line 7 is closest in meaning to
- (A) words
 - (B) ears
 - (C) vibrations
 - (D) melodies
18. Where in the passage does the author describe the sound that elephants create in their trunks and foreheads?
- (A) Lines 1–2
 - (B) Lines 2–3
 - (C) Line 4
 - (D) Lines 5–6

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READING COMPREHENSION POST-TEST

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Questions 19–28

George Gershwin grew up in New York City, and he first made his living playing popular music on the piano in “Tin Pan Alley,” the music publishing district of New York. It was there that he developed a strong feel for the popular music of the time that served as a basis for the popular songs that he composed.

In addition to his love of popular songs, he enjoyed jazz and believed that jazz was the primary source of truly American folk music. Jazz had, prior to Gershwin’s time, been performed by small jazz bands and soloists, but Gershwin believed that jazz could serve as the basis for serious symphonic works. Gershwin became the link between jazz and serious classical music with such works as his jazz concerto *Rhapsody in Blue* and the jazz-inspired orchestral piece *An American in Paris*.

19. The passage mainly discusses
 - (A) George Gershwin’s popular music
 - (B) Tin Pan Alley
 - (C) American jazz
 - (D) the variety of music by Gershwin
20. The word “made” in line 1 could best be replaced by
 - (A) constructed
 - (B) earned
 - (C) worked
 - (D) built
21. According to the passage, Tin Pan Alley is
 - (A) a piano shop
 - (B) a music studio
 - (C) an area in New York City
 - (D) a street where Gershwin lived
22. Which of the following is NOT true about George Gershwin’s relationship with popular music?
 - (A) He played popular music on the piano.
 - (B) Popular music was the foundation of some of his songs.
 - (C) He wrote some popular songs.
 - (D) Popular music was the only type of music that he enjoyed.
23. Gershwin believed that jazz
 - (A) was real American traditional music
 - (B) should only be played in small bands
 - (C) was not serious music
 - (D) was not as enjoyable as popular music
24. The word “primary” in line 5 is closest in meaning to
 - (A) main
 - (B) only
 - (C) first
 - (D) unknown
25. The expression “prior to” in line 6 is closest in meaning to
 - (A) during
 - (B) after
 - (C) in
 - (D) before

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READING COMPREHENSION POST-TEST

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26. It can be inferred from the passage that Gershwin
- (A) wrote the first jazz music
 - (B) wrote jazz music for larger groups
 - (C) did not like writing jazz music
 - (D) wrote only for small jazz bands
27. The word "link" in line 8 is closest in meaning to
- (A) divider
 - (B) separation
 - (C) judge
 - (D) connection
28. Where in the passage does the author mention the names of some of Gershwin's works?
- (A) Lines 1–2
 - (B) Lines 2–4
 - (C) Lines 5–6
 - (D) Lines 8–10

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READING COMPREHENSION POST-TEST

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Questions 29–39

Like a lot of other ideas, chewing gum developed when an inventive person was trying to develop something else. In 1870, Thomas Adams was trying to create a substance similar to rubber. He knew that in the past, natives of Mexico had enjoyed chewing chicle, which was the gum of the sapodilla tree; he thought that this chicle might possibly be useful as a replacement for rubber. While he was working with it, he decided to try chewing it, just as had been done in Mexico. He enjoyed the sensation and decided that he should try selling it. Unfortunately, however, not many people bought it. He then improved the product by adding flavorings and sugar to it, and he gave out free samples until the product caught on. Though he never succeeded in his original search for a replacement for rubber, he became highly successful as a chewing gum producer.

29. The main idea of the passage is that
 - (A) chicle was commonly chewed in Mexico
 - (B) Thomas Adams invented chewing gum by accident
 - (C) Thomas Adams enjoyed chewing chicle
 - (D) Thomas Adams was unsuccessful in finding a substitute for rubber
30. In line 1, the expression "an inventive person" could best be replaced by
 - (A) a creative person
 - (B) an illogical person
 - (C) a destructive person
 - (D) a mistaken person
31. According to the passage, what did Thomas Adams originally want to create?
 - (A) Chewing gum
 - (B) The sapodilla tree
 - (C) A rubber substitute
 - (D) Flavorings
32. Which of the following is NOT true about chicle?
 - (A) It comes from a tree.
 - (B) Some people like chewing it.
 - (C) It is part of the rubber plant.
 - (D) Adams thought he might find a use for it.
33. In line 3, "natives" are
 - (A) trees
 - (B) people
 - (C) places
 - (D) plastics
34. The word "sensation" in line 6 is closest in meaning to
 - (A) thought
 - (B) feeling
 - (C) taste
 - (D) look
35. According to the passage, what happened when Thomas Adams first tried selling his chicle product?
 - (A) It did not sell very well.
 - (B) It was successful because of the taste.
 - (C) People thought it was rubber.
 - (D) Adams became immediately successful.
36. "Flavorings" in line 7 are used to improve a product's
 - (A) appearance
 - (B) feel
 - (C) taste
 - (D) smell

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37. It is implied in the passage that Adams gave out free samples of gum because
- (A) he had a lot that he did not want
 - (B) he did not care about making money
 - (C) he was not a very smart businessman
 - (D) he wanted to improve future sales
38. According to the passage, in his search for a rubber substitute, Adams
- (A) was not successful
 - (B) found the original rubber plant
 - (C) succeeded late in his life
 - (D) was highly successful
39. Where in the passage does the author explain what chicle is?
- (A) Lines 1–2
 - (B) Lines 3–4
 - (C) Line 5
 - (D) Lines 8–9

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READING COMPREHENSION POST-TEST

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Questions 40–50

Sometimes mail arrives at the post office, and it is impossible to deliver the mail. Perhaps there is an inadequate or illegible address and no return address. The post office cannot just throw this mail away, so this becomes “dead mail.” This dead mail is sent to one of the U.S. Postal Service’s dead-mail offices in Atlanta, New York, Philadelphia, St. Paul, or San Francisco. Seventy-five million pieces of mail can end up in the dead-mail office in one year.

The staff of the dead-mail offices have a variety of ways to deal with all of these pieces of dead mail. First of all, they look for clues that can help them deliver the mail; they open packages in the hope that something inside will show where the package came from or is going to. Dead mail will also be listed on a computer so that people can call in and check to see if a missing item is there.

However, all of this mail cannot simply be stored forever; there is just too much of it. When a lot of dead mail has piled up, the dead-mail offices hold public auctions. Every three months, the public is invited in and bins containing items found in dead-mail packages are sold to the highest bidder.

40. The best title for the passage is
 - (A) The U.S. Postal Service
 - (B) Staff Responsibilities at the U.S. Postal Service
 - (C) Why Mail Is Undeliverable
 - (D) Dead-Mail Offices
41. Dead mail is mail that
 - (A) has no use
 - (B) has been read and thrown away
 - (C) is unwanted
 - (D) is undeliverable
42. The word “illegible” in line 2 is closest in meaning to which of the following?
 - (A) Incomplete
 - (B) Missing
 - (C) Unreadable
 - (D) Incorrect
43. According to the passage, how many dead-mail offices does the U.S. Postal Service have?
 - (A) 3
 - (B) 5
 - (C) 15
 - (D) 75
44. The word “staff” in line 6 is closest in meaning to
 - (A) workers
 - (B) machines
 - (C) rules
 - (D) pieces of furniture
45. Which of the following is NOT mentioned as a way that post office staff members deal with dead mail?
 - (A) They search for clues.
 - (B) They throw dead mail away.
 - (C) They open dead mail.
 - (D) They list dead mail on a computer.
46. It is implied in the passage that the dead-mail staff would be happy if they opened a package and found
 - (A) money
 - (B) jewelry
 - (C) a computer
 - (D) an address

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47. In line 9, the expression "call in" could best be replaced by
- (A) visit
 - (B) phone
 - (C) shout
 - (D) talk
48. The word "auctions" in line 11 is closest in meaning to ✓
- (A) sales
 - (B) deliveries
 - (C) meetings
 - (D) demonstrations
49. The passage indicates that dead-mail auctions are held
- (A) once a year
 - (B) twice a year
 - (C) three times a year
 - (D) four times a year
50. Where in the passage does the author explain why the post office cannot store dead mail forever?
- (A) Lines 2-3
 - (B) Lines 4-5
 - (C) Lines 7-8
 - (D) Line 10

APPENDIX 3

STUDENTS' PRE-TEST ANSWER SHEETS

Resourcher 1: AMW

- | | |
|--|--|
| 1. ☐ A ☐ B ☒ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☒ B ☐ C ☐ D | 27. ☐ A ☐ B ☒ C ☐ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☐ A ☐ B ☒ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☐ B ☐ C ☒ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☒ A ☐ B ☐ C ☐ D |
| 10. ☒ A ☐ B ☐ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☒ A ☐ B ☐ C ☐ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☐ A ☐ B ☒ C ☐ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☐ A ☐ B ☐ C ☒ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☒ B ☐ C ☐ D | 43. ☒ A ☐ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☐ A ☐ B ☐ C ☒ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☐ B ☒ C ☐ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☐ A ☐ B ☐ C ☒ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 2 AGR

- | | |
|-------------|-------------|
| 1. A ● C D | 26. A ● C D |
| 2. A B ● D | 27. ● B C D |
| 3. A ● C D | 28. A ● C D |
| 4. A ● C D | 29. ● B C D |
| 5. ● B C D | 30. ● B C D |
| 6. ● B C D | 31. A B C ● |
| 7. A ● C D | 32. A B ● D |
| 8. ● B C D | 33. A B ● D |
| 9. ● B C D | 34. ● B C D |
| 10. A B C ● | 35. A B ● D |
| 11. A ● C D | 36. A ● C D |
| 12. A ● C D | 37. A ● C D |
| 13. A B C ● | 38. ● B C D |
| 14. A ● C D | 39. A B ● D |
| 15. A ● C D | 40. ● B C D |
| 16. A B C ● | 41. ● B C D |
| 17. ● B C D | 42. A ● C D |
| 18. A B ● D | 43. A B C ● |
| 19. A ● C D | 44. ● B C D |
| 20. ● B C D | 45. A B C ● |
| 21. A ● C D | 46. A B C ● |
| 22. ● B C D | 47. A B ● D |
| 23. A B ● D | 48. ● B C D |
| 24. A B ● D | 49. A B C ● |
| 25. A B C ● | 50. A B C ● |

Resourcher: 3 AM

1. ☐ A ☒ B ☐ C ☐ D
2. ☐ A ☐ B ☒ C ☐ D
3. ☐ A ☐ B ☐ C ☒ D
4. ☒ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☒ C ☐ D
6. ☐ A ☐ B ☒ C ☐ D
7. ☒ A ☐ B ☐ C ☐ D
8. ☐ A ☐ B ☒ C ☐ D
9. ☒ A ☐ B ☐ C ☐ D
10. ☒ A ☐ B ☐ C ☐ D
11. ☐ A ☒ B ☐ C ☐ D
12. ☐ A ☐ B ☒ C ☐ D
13. ☐ A ☐ B ☒ C ☐ D
14. ☒ A ☐ B ☐ C ☐ D
15. ☐ A ☒ B ☐ C ☐ D
16. ☐ A ☐ B ☒ C ☐ D
17. ☐ A ☐ B ☒ C ☐ D
18. ☐ A ☐ B ☐ C ☒ D
19. ☐ A ☒ B ☐ C ☐ D
20. ☒ A ☐ B ☐ C ☐ D
21. ☒ A ☐ B ☐ C ☐ D
22. ☐ A ☐ B ☐ C ☒ D
23. ☒ A ☐ B ☐ C ☐ D
24. ☒ A ☐ B ☐ C ☐ D
25. ☒ A ☐ B ☐ C ☐ D
26. ☐ A ☐ B ☐ C ☒ D
27. ☐ A ☐ B ☐ C ☒ D
28. ☐ A ☒ B ☐ C ☒ D
29. ☒ A ☐ B ☐ C ☐ D
30. ☒ A ☐ B ☐ C ☐ D
31. ☒ A ☐ B ☐ C ☐ D
32. ☐ A ☐ B ☒ C ☐ D
33. ☒ A ☐ B ☐ C ☐ D
34. ☐ A ☐ B ☒ C ☐ D
35. ☐ A ☒ B ☐ C ☐ D
36. ☐ A ☐ B ☐ C ☒ D
37. ☒ A ☐ B ☐ C ☐ D
38. ☐ A ☐ B ☐ C ☒ D
39. ☒ A ☐ B ☐ C ☐ D
40. ☒ A ☐ B ☐ C ☐ D
41. ☒ A ☐ B ☐ C ☐ D
42. ☐ A ☐ B ☐ C ☒ D
43. ☐ A ☐ B ☐ C ☒ D
44. ☐ A ☒ B ☐ C ☐ D
45. ☐ A ☐ B ☐ C ☒ D
46. ☒ A ☐ B ☐ C ☐ D
47. ☐ A ☒ B ☐ C ☐ D
48. ☐ A ☐ B ☒ C ☐ D
49. ☒ A ☐ B ☐ C ☐ D
50. ☒ A ☐ B ☐ C ☐ D

Resourcher: 4 AK

- | | |
|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☒ A ☐ B ☐ C ☐ D |
| 2. ☐ A ☒ B ☐ C ☐ D | 27. ☒ A ☐ B ☐ C ☐ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☒ A ☐ B ☐ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☒ B ☐ C ☐ D |
| 8. ☒ A ☐ B ☐ C ☐ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☒ A ☐ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☐ C ☒ D | 37. ☒ A ☐ B ☐ C ☐ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☐ B ☐ C ☒ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☒ B ☐ C ☐ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☒ A ☐ B ☐ C ☐ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☒ A ☐ B ☐ C ☐ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☐ A ☒ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☐ B ☒ C ☐ D |

Resourcher: 5 AMA

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|---|--|
| 1. ☐ A ☐ B ☒ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☒ B ☐ C ☐ D | 27. ☐ A ☐ B ☒ C ☐ D |
| 3. ☐ A ☒ B ☐ C ☐ D | 28. ☒ A ☐ B ☐ C ☐ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☐ C ☒ D |
| 10. ☒ A ☐ B ☐ C ☐ D | 35. ☐ A ☐ B ☒ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☒ B ☐ C ☐ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☐ B ☒ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☒ A ☒ B ☐ C ☐ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☐ A ☐ B ☒ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☐ A ☐ B ☐ C ☒ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☐ A ☒ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☒ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☒ A ☐ B ☐ C ☐ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☐ B ☒ C ☐ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☐ A ☐ B ☐ C ☒ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 6 CNCA

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|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☒ A ☐ B ☐ C ☐ D |
| 2. ☐ A ☒ B ☐ C ☐ D | 27. ☐ A ☒ B ☐ C ☐ D |
| 3. ☐ A ☒ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☐ B ☒ C ☐ D | 29. ☐ A ☒ B ☒ C ☒ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☒ B ☐ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☒ B ☐ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☐ A ☐ B ☐ C ☒ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☒ A ☐ B ☐ C ☐ D | 35. ☐ A ☐ B ☒ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☐ B ☒ C ☐ D |
| 16. ☐ A ☐ B ☒ C ☐ D | 41. ☐ A ☒ B ☐ C ☐ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☐ A ☐ B ☒ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☐ B ☒ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☐ C ☒ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☒ B ☐ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 7 DAD

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|--|---|
| 1. ☐ A ☐ B ☐ C ☒ D | 26. ☐ A ☐ B ☒ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☒ B ☐ C ☐ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☒ B ☐ C ☒ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☒ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☒ B ☐ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☒ C ☐ D |
| 10. ☒ A ☐ B ☐ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☐ C ☒ D | 37. ☐ A ☒ B ☐ C ☐ D |
| 13. ☐ A ☐ B ☒ C ☐ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☒ A ☐ B ☐ C ☐ D | 40. ☐ A ☒ B ☐ C ☐ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☒ A ☐ B ☐ C ☐ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☐ A ☐ B ☐ C ☒ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☒ A ☐ B ☐ C ☐ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☐ A ☐ B ☒ C ☐ D |

Resourcher: 8 ESK

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|-------------|-------------|
| 1. A B ● D | 26. A ● C D |
| 2. A ● C D | 27. A B C ● |
| 3. A ● C D | 28. A B C ● |
| 4. A B C ● | 29. A ● C D |
| 5. A B ● D | 30. ● B C D |
| 6. A ● C D | 31. A ● C D |
| 7. ● B C D | 32. A B C ● |
| 8. A B ● D | 33. A ● C D |
| 9. A ● C D | 34. A B ● D |
| 10. A B C ● | 35. A B ● D |
| 11. A ● C D | 36. ● B C D |
| 12. A ● C D | 37. ● B C D |
| 13. A ● C D | 38. A ● C D |
| 14. A ● C D | 39. ● B C D |
| 15. ● B C D | 40. A ● C D |
| 16. A B ● D | 41. A ● C D |
| 17. A ● C D | 42. A B ● D |
| 18. ● B C D | 43. ● B C D |
| 19. ● B C D | 44. A B C ● |
| 20. ● B C D | 45. A ● C D |
| 21. A ● C D | 46. ● B C D |
| 22. A B ● D | 47. A ● C D |
| 23. A ● C D | 48. A B ● D |
| 24. ● B C D | 49. ● B C D |
| 25. A ● C D | 50. A ● C D |

Resourcher: 9 FEH

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|-------------|-------------|
| 1. A ● C D | 26. A ● C D |
| 2. A ● C D | 27. A ● C D |
| 3. A ● C D | 28. A ● C D |
| 4. A B ● D | 29. ● B C D |
| 5. A B C ● | 30. ● B C D |
| 6. A B ● D | 31. ● B C D |
| 7. A B ● D | 32. A ● C D |
| 8. ● B C D | 33. A B ● D |
| 9. ● B C D | 34. A B C ● |
| 10. A B C ● | 35. A B ● D |
| 11. A ● C D | 36. ● B C D |
| 12. ● B C D | 37. A ● C D |
| 13. A B C ● | 38. A B C ● |
| 14. A B ● D | 39. A B ● D |
| 15. A ● C D | 40. A B ● D |
| 16. A ● C D | 41. ● B C D |
| 17. ● B C D | 42. A B C ● |
| 18. A B ● D | 43. A ● C D |
| 19. A ● C D | 44. A B C ● |
| 20. A B ● D | 45. ● B C D |
| 21. A B C ● | 46. A B C ● |
| 22. A B C ● | 47. A B C ● |
| 23. A B ● D | 48. A B ● D |
| 24. A B ● D | 49. ● B C D |
| 25. A ● C D | 50. A B ● D |

Resourcher: 10 HDIR

1. ☐ A ☐ B ☒ C ☐ D
2. ☐ A ☐ B ☐ C ☒ D
3. ☐ A ☒ B ☐ C ☐ D
4. ☒ A ☐ B ☐ C ☐ D
5. ☐ A ☐ B ☒ C ☐ D
6. ☐ A ☐ B ☒ C ☐ D
7. ☒ A ☐ B ☐ C ☐ D
8. ☐ A ☒ B ☐ C ☐ D
9. ☒ A ☐ B ☐ C ☐ D
10. ☐ A ☐ B ☐ C ☒ D
11. ☐ A ☒ B ☐ C ☐ D
12. ☐ A ☐ B ☐ C ☒ D
13. ☒ A ☐ B ☐ C ☐ D
14. ☒ A ☐ B ☐ C ☐ D
15. ☐ A ☒ B ☐ C ☐ D
16. ☐ A ☐ B ☒ C ☐ D
17. ☒ A ☐ B ☐ C ☐ D
18. ☐ A ☒ B ☐ C ☐ D
19. ☐ A ☒ B ☐ C ☐ D
20. ☒ A ☐ B ☐ C ☐ D
21. ☒ A ☐ B ☐ C ☐ D
22. ☐ A ☒ B ☐ C ☐ D
23. ☐ A ☐ B ☒ C ☐ D
24. ☒ A ☐ B ☐ C ☐ D
25. ☒ A ☐ B ☐ C ☐ D
26. ☐ A ☒ B ☐ C ☐ D
27. ☒ A ☐ B ☐ C ☐ D
28. ☒ A ☐ B ☐ C ☐ D
29. ☒ A ☐ B ☐ C ☐ D
30. ☒ A ☐ B ☐ C ☐ D
31. ☐ A ☒ B ☐ C ☐ D
32. ☐ A ☐ B ☒ C ☐ D
33. ☐ A ☒ B ☐ C ☐ D
34. ☐ A ☐ B ☒ C ☐ D
35. ☐ A ☐ B ☒ C ☐ D
36. ☒ A ☐ B ☐ C ☐ D
37. ☒ A ☐ B ☐ C ☐ D
38. ☐ A ☐ B ☐ C ☒ D
39. ☒ A ☐ B ☐ C ☐ D
40. ☒ A ☐ B ☐ C ☐ D
41. ☐ A ☐ B ☒ C ☐ D
42. ☐ A ☒ B ☐ C ☐ D
43. ☐ A ☒ B ☐ C ☐ D
44. ☒ A ☐ B ☐ C ☐ D
45. ☒ A ☐ B ☐ C ☐ D
46. ☐ A ☐ B ☒ C ☐ D
47. ☐ A ☐ B ☒ C ☐ D
48. ☐ A ☐ B ☒ C ☐ D
49. ☒ A ☐ B ☐ C ☐ D
50. ☐ A ☐ B ☒ C ☐ D

Resourcher: 11 IRT

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|-------------|-------------|
| 1. A ● C D | 26. A ● C D |
| 2. A B C ● | 27. A B C ● |
| 3. A ● C D | 28. A ● C D |
| 4. A B C ● | 29. A B ● D |
| 5. A B C ● | 30. A ● C D |
| 6. A B C ● | 31. ● B C D |
| 7. A B C ● | 32. A B ● D |
| 8. A B ● D | 33. A B ● D |
| 9. ● B C D | 34. A B C ● |
| 10. A B C ● | 35. A B ● D |
| 11. A ● C D | 36. ● B C D |
| 12. ● B C D | 37. A ● C D |
| 13. A B C ● | 38. A B C ● |
| 14. A ● C D | 39. ● B C D |
| 15. A ● C D | 40. A ● C D |
| 16. A B ● D | 41. ● B C D |
| 17. ● B C D | 42. A ● C D |
| 18. A B C ● | 43. ● ● C D |
| 19. A ● C D | 44. ● B C D |
| 20. A ● C D | 45. A B ● D |
| 21. A B C ● | 46. ● B C D |
| 22. A B C ● | 47. A B ● D |
| 23. A B ● D | 48. A B ● D |
| 24. A B ● D | 49. A B ● D |
| 25. ● B C D | 50. ● B C D |

Resourcher: 12 MOR

- | | |
|-------------------|-------------------|
| 1. ● (B) (C) (D) | 26. (A) ● (C) (D) |
| 2. (A) ● (C) (D) | 27. (A) (B) (C) ● |
| 3. ● (B) (C) (D) | 28. (A) (B) (C) ● |
| 4. ● (B) (C) (D) | 29. (A) (B) (C) ● |
| 5. (A) ● (C) (D) | 30. (A) (B) ● (D) |
| 6. (A) (B) ● (D) | 31. ● (B) (C) (D) |
| 7. (A) (B) ● (D) | 32. (A) ● (C) (D) |
| 8. (A) (B) ● (D) | 33. (A) (B) ● (D) |
| 9. ● (B) (C) (D) | 34. ● (B) (C) (D) |
| 10. ● (B) (C) (D) | 35. (A) ● (C) (D) |
| 11. (A) (B) (C) ● | 36. (A) (B) ● (D) |
| 12. (A) (B) (C) ● | 37. ● (B) (C) (D) |
| 13. (A) ● (C) (D) | 38. ● (B) (C) (D) |
| 14. (A) ● (C) (D) | 39. ● (B) (C) (D) |
| 15. (A) (B) ● (D) | 40. ● (B) (C) (D) |
| 16. ● (B) (C) (D) | 41. (A) (B) ● (D) |
| 17. (A) ● (C) (D) | 42. ● (B) (C) (D) |
| 18. (A) (B) ● (D) | 43. (A) (B) (C) ● |
| 19. (A) (B) (C) ● | 44. (A) (B) (C) ● |
| 20. (A) (B) (C) ● | 45. (A) ● (C) (D) |
| 21. ● (B) (C) (D) | 46. (A) ● (C) (D) |
| 22. ● (B) (C) (D) | 47. ● (B) (C) (D) |
| 23. (A) ● (C) (D) | 48. (A) (B) (C) ● |
| 24. ● (B) (C) (D) | 49. (A) (B) ● (D) |
| 25. (A) (B) (C) ● | 50. (A) (B) ● (D) |

Resourcher: 13 MJR

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| 1. ☒ A ☐ B ☐ C ☐ D | 26. ☐ A ☐ B ☒ C ☐ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☒ A ☐ B ☐ C ☐ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☒ B ☐ C ☐ D |
| 4. ☐ A ☐ B ☒ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☐ A ☒ B ☐ C ☐ D | 30. ☐ A ☒ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☒ B ☐ C ☐ D |
| 7. ☒ A ☐ B ☐ C ☐ D | 32. ☐ A ☐ B ☐ C ☒ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☒ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☒ B ☐ C ☐ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☐ B ☒ C ☐ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☐ B ☒ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☐ A ☒ B ☐ C ☐ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☐ A ☒ B ☐ C ☐ D |
| 18. ☒ A ☐ B ☐ C ☐ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☐ A ☐ B ☒ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☐ A ☐ B ☒ C ☐ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☐ A ☐ B ☐ C ☒ D |
| 24. ☐ A ☒ B ☐ C ☐ D | 49. ☐ A ☒ B ☐ C ☐ D |
| 25. ☐ A ☐ B ☒ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 14 MM

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|--|---|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☒ B ☐ C ☒ D |
| 4. ☐ A ☐ B ☒ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☒ A ☐ B ☐ C ☐ D | 32. ☐ A ☒ B ☐ C ☐ D |
| 8. ☒ A ☐ B ☐ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☐ B ☐ C ☒ D | 35. ☐ A ☐ B ☒ C ☐ D |
| 11. ☐ A ☐ B ☒ C ☐ D | 36. ☒ A ☐ B ☐ C ☐ D |
| 12. ☐ A ☐ B ☐ C ☒ D | 37. ☐ A ☒ B ☐ C ☐ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☒ B ☐ C ☐ D |
| 16. ☐ A ☐ B ☒ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☒ B ☐ C ☐ D |
| 18. ☐ A ☐ B ☒ C ☐ D | 43. ☐ A ☐ B ☒ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☐ A ☒ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☒ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☐ A ☒ B ☐ C ☐ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☐ A ☒ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☐ A ☒ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 15 NK

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|-------------------|---------------------|
| 1. ● (B) (C) (D) | 26. (A) ● (C) (D) |
| 2. (A) (B) ● (D) | 27. (A) ● (C) (D) |
| 3. ● (B) (C) (D) | 28. (A) (B) (C) ● |
| 4. ● (B) (C) (D) | 29. ● (B) (C) (D) |
| 5. ● (B) (C) (D) | 30. (A) (B) (C) ● |
| 6. (A) (B) ● (D) | 31. ● (B) (C) (D) |
| 7. ● (B) (C) (D) | 32. (A) (B) ● (D) |
| 8. (A) (B) ● (D) | 33. (A) ● (C) (D) |
| 9. ● (B) (C) (D) | 34. (A) ● (C) (D) |
| 10. ● (B) (C) (D) | 35. (A) (B) ● (D) |
| 11. (A) (B) ● (D) | 36. ● (B) (C) (D) |
| 12. (A) ● (C) (D) | 37. (A) (B) (C) ● |
| 13. (A) (B) (C) ● | 38. (A) (B) (C) ● |
| 14. (A) (B) ● (D) | 39. (A) ● (C) (D) |
| 15. (A) ● (C) (D) | 40. (A) (B) ● (D) |
| 16. ✖ (B) (C) ● | 41. ● (B) (C) (D) |
| 17. ● (B) (C) (D) | 42. (A) (B) (C) (D) |
| 18. ● (B) (C) (D) | 43. ● (B) (C) (D) |
| 19. (A) ● (C) (D) | 44. (A) (B) (C) (D) |
| 20. (A) (B) (C) ● | 45. (A) ● (C) (D) |
| 21. (A) (B) (C) ● | 46. (A) (B) (C) (D) |
| 22. (A) (B) ● (D) | 47. (A) (B) (C) (D) |
| 23. ● (B) (C) (D) | 48. (A) (B) (C) (D) |
| 24. (A) ● (C) (D) | 49. (A) (B) (C) (D) |
| 25. ✖ ● (C) (D) | 50. (A) (B) (C) (D) |

Resourcher: 16 NMR

- | | |
|-------------------|-------------------|
| 1. ● (B) (C) (D) | 26. (A) ● (C) (D) |
| 2. (A) (B) ● (D) | 27. (A) ● (C) (D) |
| 3. ● (B) (C) (D) | 28. (A) (B) (C) ● |
| 4. ● (B) (C) (D) | 29. (A) ● (C) (D) |
| 5. ● (B) (C) (D) | 30. ● (B) (C) (D) |
| 6. (A) (B) ● (D) | 31. (A) ● (C) (D) |
| 7. (A) ● (C) (D) | 32. (A) (B) (C) ● |
| 8. (A) (B) ● (D) | 33. (A) ● (C) (D) |
| 9. (A) (B) ● (D) | 34. ● (B) (C) (D) |
| 10. (A) ● (C) (D) | 35. (A) (B) ● (D) |
| 11. ● (B) (C) (D) | 36. (A) (B) (C) ● |
| 12. (A) (B) (C) ● | 37. ● (B) (C) (D) |
| 13. (A) (B) ● (D) | 38. (A) ● (C) (D) |
| 14. (A) ● (C) (D) | 39. ● (B) (C) (D) |
| 15. ● (B) (C) (D) | 40. (A) ● (C) (D) |
| 16. ● (B) (C) (D) | 41. ● (B) (C) (D) |
| 17. (A) (B) ● (D) | 42. ● (B) (C) (D) |
| 18. (A) ● (C) (D) | 43. (A) ● (C) (D) |
| 19. ● (B) (C) (D) | 44. (A) (B) (C) ● |
| 20. (A) (B) (C) ● | 45. (A) (B) ● (D) |
| 21. (A) ● (C) (D) | 46. ● (B) (C) (D) |
| 22. (A) (B) (C) ● | 47. (A) ● (C) (D) |
| 23. ● (B) (C) (D) | 48. (A) (B) (C) ● |
| 24. (A) ● (C) (D) | 49. (A) ● (C) (D) |
| 25. ● (B) (C) (D) | 50. (A) (B) ● (D) |

Resourcher: 17 NPMK

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|-------------|-------------|
| 1. A ● C D | 26. A B C ● |
| 2. A ● C D | 27. A ● C D |
| 3. A ● C D | 28. A B C ● |
| 4. A B C ● | 29. A B C ● |
| 5. A B C ● | 30. ● B C D |
| 6. A B C ● | 31. A B ● D |
| 7. ● B C D | 32. A B ● D |
| 8. A B C ● | 33. A B ● D |
| 9. A B ● D | 34. A ● C D |
| 10. A B C ● | 35. A ● C D |
| 11. A ● C D | 36. A B C ● |
| 12. A ● C D | 37. ● B C D |
| 13. A B C ● | 38. A B C ● |
| 14. A ● C D | 39. ● B C D |
| 15. A B C ● | 40. A B ● D |
| 16. A B ● D | 41. A B ● D |
| 17. ● B C D | 42. A B C ● |
| 18. ● B C D | 43. ● B C D |
| 19. A ● C D | 44. ● B C D |
| 20. ● B C D | 45. A B ● D |
| 21. A ● C D | 46. ● B C D |
| 22. A B C ● | 47. A ● C D |
| 23. A B C ● | 48. A B ● D |
| 24. A B ● D | 49. A ● C D |
| 25. ● B C D | 50. A B ● D |

Resourcher: 18 NHW

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|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☒ C ☐ D | 27. ☐ A ☒ B ☐ C ☐ D |
| 3. ☐ A ☒ B ☐ C ☐ D | 28. ☐ A ☐ B ☒ C ☐ D |
| 4. ☐ A ☐ B ☒ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☐ A ☒ B ☐ C ☐ D |
| 6. ☐ A ☒ B ☐ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☒ B ☐ C ☐ D | 32. ☐ A ☐ B ☐ C ☒ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☒ C ☐ D |
| 10. ☐ A ☐ B ☒ C ☐ D | 35. ☐ A ☐ B ☒ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☒ A ☐ B ☐ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☒ B ☐ C ☐ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☒ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☐ C ☒ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☒ B ☐ C ☐ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☐ A ☐ B ☒ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☒ C ☐ D |
| 21. ☐ A ☐ B ☐ C ☒ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☐ A ☐ B ☒ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 19 RS

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|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 26. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 28. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 30. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 31. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 32. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 33. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 34. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 35. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 36. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 37. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 38. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 39. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 40. (A) (B) (C) (D) |
| 16. (A) (B) (C) (D) | 41. (A) (B) (C) (D) |
| 17. (A) (B) (C) (D) | 42. (A) (B) (C) (D) |
| 18. (A) (B) (C) (D) | 43. (A) (B) (C) (D) |
| 19. (A) (B) (C) (D) | 44. (A) (B) (C) (D) |
| 20. (A) (B) (C) (D) | 45. (A) (B) (C) (D) |
| 21. (A) (B) (C) (D) | 46. (A) (B) (C) (D) |
| 22. (A) (B) (C) (D) | 47. (A) (B) (C) (D) |
| 23. (A) (B) (C) (D) | 48. (A) (B) (C) (D) |
| 24. (A) (B) (C) (D) | 49. (A) (B) (C) (D) |
| 25. (A) (B) (C) (D) | 50. (A) (B) (C) (D) |

Resourcher: 20 SEF

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|--|--|
| 1. A ☒ B ☐ C ☐ D | 26. A ☒ B ☐ C ☐ D |
| 2. A ☐ B ☐ C ☒ D | 27. A ☒ B ☐ C ☐ D |
| 3. A ☒ B ☐ C ☐ D | 28. A ☒ B ☐ C ☐ D |
| 4. A ☒ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☒ A ☐ B ☐ C ☐ D | 31. A ☒ B ☐ C ☐ D |
| 7. A ☐ B ☒ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. A ☐ B ☒ C ☐ D | 33. A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. A ☒ B ☐ C ☐ D |
| 10. A ☐ B ☐ C ☒ D | 35. A ☒ B ☐ C ☐ D |
| 11. A ☒ B ☐ C ☐ D | 36. A ☐ B ☐ C ☒ D |
| 12. A ☒ B ☐ C ☐ D | 37. A ☐ B ☐ C ☒ D |
| 13. ☒ A ☐ B ☐ C ☐ D | 38. A ☒ B ☐ C ☐ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. A ☐ B ☒ C ☐ D |
| 15. A ☐ B ☐ C ☒ D | 40. A ☒ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. A ☐ B ☒ C ☐ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☒ A ☐ B ☐ C ☐ D | 43. A ☐ B ☐ C ☒ D |
| 19. A ☒ B ☐ C ☐ D | 44. A ☒ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. A ☐ B ☐ C ☒ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. A ☒ B ☐ C ☐ D |
| 22. A ☐ B ☐ C ☒ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. A ☐ B ☒ C ☐ D | 48. A ☒ B ☒ C ☐ D |
| 24. A ☒ B ☐ C ☐ D | 49. A ☐ B ☒ C ☐ D |
| 25. A ☒ B ☐ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 21 YKH

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D
41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D
46. A B C D
47. A B C D
48. A B C D
49. A B C D
50. A B C D

APPENDIX 4

STUDENTS' POST-TEST ANSWER SHEETS

Resourcher:1 AMW

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|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☒ A ☐ B ☐ C ☐ D |
| 4. ☐ A ☐ B ☐ C ☒ D | 29. ☐ A ☒ B ☐ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☐ A ☐ B ☒ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☒ A ☐ B ☐ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☐ B ☐ C ☒ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☒ A ☐ B ☐ C ☐ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☒ C ☐ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☐ C ☒ D | 42. ☐ A ☐ B ☐ C ☒ D |
| 18. ☐ A ☐ B ☒ C ☐ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☒ A ☐ B ☐ C ☐ D |
| 21. ☐ A ☐ B ☐ C ☒ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☐ B ☒ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☐ A ☐ B ☒ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☐ B ☒ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 2 AGR

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|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☒ A ☐ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☒ B ☐ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☐ A ☐ B ☐ C ☒ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☐ B ☒ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 3 AM

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☐ B ☐ C ☒ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☐ C ☒ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☒ B ☐ C ☒ D | 29. ☐ A ☐ B ☐ C ☒ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☒ A ☐ B ☐ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☐ B ☒ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☒ B ☐ C ☐ D | 36. ☐ A ☒ B ☐ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☒ A ☐ B ☐ C ☐ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☒ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☒ A ☐ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☒ A ☐ B ☐ C ☐ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 4 AK

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☐ B ☐ C ☒ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☒ B ☐ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☐ A ☐ B ☒ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☒ B ☐ C ☐ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☐ C ☒ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☐ A ☐ B ☒ C ☐ D | 34. ☐ A ☐ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☐ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☒ B ☐ C ☐ D | 42. ☐ A ☐ B ☐ C ☒ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☐ B ☒ C ☐ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☒ A ☐ B ☐ C ☐ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☒ A ☐ B ☐ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 5 AMA

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|---|--|
| 1. ☒ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☒ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☒ A ☐ B ☐ C ☐ D |
| 4. ☐ A ☒ B ☐ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☐ A ☒ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☐ B ☐ C ☒ D |
| 11. ☒ A ☐ B ☐ C ☐ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☐ C ☐ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☒ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☒ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☐ A ☒ B ☐ C ☐ D |
| 17. ☐ A ☒ B ☐ C ☐ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☒ A ☐ B ☐ C ☐ D |
| 19. ☐ A ☐ B ☐ C ☒ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☒ B ☐ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☐ A ☒ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☐ B ☒ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 6 CNCA

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☒ A ☐ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☒ B ☐ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☒ A ☐ B ☐ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☒ A ☐ B ☐ C ☐ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☐ A ☐ B ☐ C ☒ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☒ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☒ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☐ C ☒ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☐ B ☐ C ☒ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☒ B ☐ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☐ B ☐ C ☒ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☒ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☐ B ☒ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 7 DAD

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|-------------------|-------------------|
| 1. ● (B) (C) (D) | 26. (A) ● (C) (D) |
| 2. (A) (B) ● (D) | 27. (A) (B) ● (D) |
| 3. ● (B) (C) (D) | 28. ● (B) (C) (D) |
| 4. (A) (B) (C) ● | 29. (A) ● (C) (D) |
| 5. (A) ● (C) (D) | 30. (A) (B) ● (D) |
| 6. (A) (B) ● (D) | 31. (A) ● (C) (D) |
| 7. (A) (B) ● (D) | 32. ● (B) (C) (D) |
| 8. (A) (B) (C) ● | 33. ● (B) (C) (D) |
| 9. ● (B) (C) (D) | 34. (A) ● (C) (D) |
| 10. (A) ● (C) (D) | 35. ● (B) (C) (D) |
| 11. (A) (B) (C) ● | 36. (A) (B) ● (D) |
| 12. (A) (B) (C) ● | 37. (A) (B) (C) ● |
| 13. (A) ● (C) (D) | 38. ● (B) (C) (D) |
| 14. (A) ● (C) (D) | 39. (A) ● (C) (D) |
| 15. (A) (B) ● (D) | 40. ● (B) (C) (D) |
| 16. (A) ● (C) (D) | 41. (A) (B) (C) ● |
| 17. (A) (B) ● (D) | 42. (A) (B) ● (D) |
| 18. ● (B) (C) (D) | 43. ● (B) (C) (D) |
| 19. (A) (B) (C) ● | 44. (A) (B) ● (D) |
| 20. (A) ● (C) (D) | 45. (A) (B) ● (D) |
| 21. (A) (B) ● (D) | 46. ● (B) (C) (D) |
| 22. (A) (B) (C) ● | 47. (A) ● (C) (D) |
| 23. (A) (B) ● (D) | 48. ● (B) (C) (D) |
| 24. ● (B) (C) (D) | 49. (A) (B) (C) ● |
| 25. (A) (B) ● (D) | 50. (A) (B) ● (D) |

Resourcher: 8 ESK

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☒ A ☐ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☐ C ☒ D | 28. ☐ A ☐ B ☒ C ☐ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☐ A ☐ B ☐ C ☒ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☐ B ☒ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☐ B ☒ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☒ C ☐ D | 36. ☐ A ☒ B ☐ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☒ C ☐ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☒ C ☐ D | 40. ☒ A ☐ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☒ C ☐ D |
| 17. ☐ A ☐ B ☐ C ☒ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☒ B ☐ C ☐ D |
| 22. ☒ A ☐ B ☐ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☐ A ☐ B ☐ C ☒ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☐ A ☒ B ☐ C ☐ D | 49. ☐ A ☐ B ☒ C ☐ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 9 FEH

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| 1. A ☒ B ☐ C ☐ D | 26. A ☒ B ☐ C ☐ D |
| 2. A ☐ B ☐ C ☒ D | 27. A ☐ B ☐ C ☒ D |
| 3. A ☐ B ☒ C ☐ D | 28. A ☐ B ☐ C ☒ D |
| 4. A ☒ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. A ☐ B ☒ C ☐ D | 31. A ☐ B ☒ C ☐ D |
| 7. A ☐ B ☒ C ☐ D | 32. A ☐ B ☒ C ☐ D |
| 8. A ☒ B ☐ C ☐ D | 33. A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. A ☒ B ☐ C ☐ D |
| 10. A ☒ B ☐ C ☐ D | 35. A ☒ B ☐ C ☐ D |
| 11. A ☒ B ☐ C ☐ D | 36. A ☐ B ☒ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☒ A ☐ B ☐ C ☐ D |
| 13. A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. A ☒ B ☐ C ☐ D | 39. A ☒ B ☐ C ☐ D |
| 15. ☒ A ☐ B ☐ C ☐ D | 40. A ☐ B ☐ C ☒ D |
| 16. A ☒ B ☐ C ☐ D | 41. A ☒ B ☐ C ☐ D |
| 17. A ☐ B ☒ C ☐ D | 42. A ☐ B ☒ C ☐ D |
| 18. A ☐ B ☐ C ☒ D | 43. A ☐ B ☒ C ☐ D |
| 19. A ☐ B ☐ C ☒ D | 44. A ☐ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. A ☒ B ☐ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. A ☐ B ☐ C ☒ D |
| 22. A ☒ B ☐ C ☐ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. A ☒ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. A ☐ B ☐ C ☒ D |
| 25. A ☐ B ☐ C ☒ D | 50. A ☐ B ☐ C ☒ D |

Resourcher: 10 HDIR

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| 1. ☐ A ☐ B ☒ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☐ C ☒ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☐ B ☐ C ☒ D | 29. ☐ A ☒ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☐ A ☒ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☒ A ☐ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☒ C ☐ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☐ A ☐ B ☐ C ☐ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☐ C ☒ D |
| 19. ☐ A ☐ B ☒ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☐ B ☐ C ☒ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☐ A ☐ B ☒ C ☐ D | 49. ☒ A ☐ B ☐ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 11 IRT

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☒ B ☐ C ☐ D | 29. ☐ A ☒ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☐ A ☐ B ☒ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☐ C ☒ D |
| 8. ☐ A ☒ B ☐ C ☐ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☐ B ☐ C ☒ D | 38. ☐ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☒ C ☐ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☐ A ☐ B ☐ C ☒ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☒ B ☐ C ☐ D |
| 22. ☐ A ☐ B ☒ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☒ B ☐ C ☐ D |
| 24. ☐ A ☐ B ☐ C ☒ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☐ B ☐ C ☒ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 12 MOR

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|--|--|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☐ B ☒ C ☐ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☒ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☐ A ☒ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☐ C ☒ D | 32. ☐ A ☒ B ☐ C ☐ D |
| 8. ☐ A ☒ B ☐ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☐ C ☒ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☐ B ☒ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☒ A ☐ B ☐ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☐ A ☐ B ☒ C ☐ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☒ C ☐ D | 40. ☐ A ☐ B ☒ C ☐ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☒ A ☐ B ☐ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☐ A ☒ B ☐ C ☐ D | 44. ☐ A ☒ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☒ A ☐ B ☐ C ☐ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☐ A ☐ B ☒ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☐ A ☐ B ☒ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☐ B ☒ C ☐ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 13 MJR

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☒ A ☐ B ☐ C ☐ D |
| 2. ☒ A ☐ B ☐ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☐ B ☒ C ☐ D | 28. ☐ A ☒ B ☐ C ☐ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☒ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☐ A ☐ B ☒ C ☐ D |
| 6. ☒ A ☐ B ☐ C ☐ D | 31. ☐ A ☒ B ☐ C ☐ D |
| 7. ☐ A ☒ B ☐ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☒ A ☐ B ☐ C ☐ D |
| 9. ☐ A ☐ B ☒ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☒ A ☐ B ☐ C ☐ D | 35. ☐ A ☐ B ☐ C ☒ D |
| 11. ☐ A ☐ B ☒ C ☐ D | 36. ☐ A ☒ B ☐ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☒ C ☐ D |
| 13. ☐ A ☐ B ☒ C ☐ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☒ B ☐ C ☐ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☐ A ☒ B ☐ C ☐ D | 43. ☐ A ☐ B ☒ C ☐ D |
| 19. ☐ A ☐ B ☐ C ☒ D | 44. ☐ A ☒ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☐ A ☒ B ☐ C ☐ D | 46. ☒ A ☐ B ☐ C ☐ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☒ A ☐ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☐ A ☐ B ☒ C ☐ D | 49. ☐ A ☒ B ☐ C ☐ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 14 MM

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|---------------|-------------|
| 1. A ● C D | 26. A B C ● |
| 2. A B C ● | 27. A B C ● |
| 3. A B ● D | 28. A B C ● |
| 4. A B ● D | 29. ● B C D |
| 5. A B C ● | 30. ● B C D |
| 6. A B C ● | 31. A B ● D |
| 7. A B ● D | 32. A B ● D |
| 8. A B C ● | 33. A ● C D |
| 9. ● B C D | 34. A ● C D |
| 10. A ● C D | 35. A B ● D |
| 11. A B C ● | 36. A B ● D |
| 12. ● B C D | 37. A B C ● |
| 13. A ● C D | 38. A ● C D |
| 14. A ● C D | 39. A ● C D |
| 15. A B C ● | 40. ● B C D |
| 16. ● B C D | 41. A ● C D |
| 17. A B ● C | 42. ● B C D |
| 18. A ● C ● | 43. A ● C D |
| 19. ● B C D | 44. ● B C D |
| 20. A B C ● | 45. A ● C D |
| 21. ● B C D | 46. A B C ● |
| 22. ● B C D | 47. ● B C D |
| 23. ● B C ● x | 48. A ● C D |
| 24. A B ● D | 49. ● B C D |
| 25. A B C ● | 50. A B C ● |

Resourcher: 15 NK

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|-------------|-------------|
| 1. A ● C D | 26. ● B C D |
| 2. A B ● D | 27. A B C ● |
| 3. A ● C D | 28. A ● C D |
| 4. A B C ● | 29. A B ● D |
| 5. ● B C D | 30. A ● C D |
| 6. A ● C D | 31. A ● C D |
| 7. ● B C D | 32. A B ● D |
| 8. ● B C D | 33. ● B C D |
| 9. A B ● D | 34. ● B C D |
| 10. A ● C D | 35. A B C ● |
| 11. A ● C D | 36. ● B C D |
| 12. ● B C D | 37. A B ● D |
| 13. A ● C D | 38. A B ● D |
| 14. A ● C D | 39. A ● C D |
| 15. A B C ● | 40. ● B C D |
| 16. ● B C D | 41. A ● C D |
| 17. A B ● D | 42. ● B C D |
| 18. A ● C D | 43. A ● C D |
| 19. A B C ● | 44. ● B C D |
| 20. ● B C D | 45. A B C ● |
| 21. A B ● D | 46. A B C ● |
| 22. ● B C D | 47. A B C ● |
| 23. ● B C D | 48. ● B C D |
| 24. A B ● D | 49. ● B C D |
| 25. A ● C D | 50. A ● C D |

Resourcher: 16 NMR

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☒ C ☐ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☐ B ☒ C ☐ D | 29. ☐ A ☐ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☒ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☐ C ☒ D |
| 8. ☐ A ☒ B ☐ C ☐ D | 33. ☐ A ☐ B ☐ C ☒ D |
| 9. ☐ A ☒ B ☐ C ☐ D | 34. ☒ A ☐ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☐ A ☒ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☐ A ☐ B ☐ C ☒ D |
| 12. ☐ A ☐ B ☒ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☒ A ☐ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☐ B ☐ C ☒ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☐ C ☒ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☐ A ☐ B ☐ C ☒ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☐ B ☒ C ☐ D |
| 19. ☐ A ☐ B ☐ C ☒ D | 44. ☐ A ☒ B ☐ C ☐ D |
| 20. ☒ A ☐ B ☐ C ☐ D | 45. ☐ A ☒ B ☐ C ☐ D |
| 21. ☒ A ☐ B ☐ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☒ B ☐ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☐ A ☒ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 17 NPMK

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| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☒ A ☐ B ☐ C ☐ D |
| 3. ☐ A ☐ B ☐ C ☒ D | 28. ☒ A ☐ B ☐ C ☐ D |
| 4. ☐ A ☐ B ☐ C ☒ D | 29. ☐ A ☒ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☐ C ☒ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☒ C ☐ D | 31. ☐ A ☐ B ☒ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☒ A ☐ B ☐ C ☐ D |
| 8. ☐ A ☐ B ☒ C ☐ D | 33. ☐ A ☐ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☒ A ☐ B ☐ C ☐ D | 36. ☒ A ☐ B ☐ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☐ A ☐ B ☐ C ☒ D |
| 14. ☒ A ☐ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☐ B ☒ C ☐ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☒ A ☐ B ☐ C ☐ D | 41. ☒ A ☐ B ☐ C ☐ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☒ A ☐ B ☐ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☐ B ☒ C ☐ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☐ C ☒ D | 46. ☐ A ☐ B ☒ C ☐ D |
| 22. ☒ A ☐ B ☐ C ☐ D | 47. ☐ A ☒ B ☐ C ☐ D |
| 23. ☐ A ☒ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☐ A ☐ B ☐ C ☒ D |
| 25. ☐ A ☒ B ☐ C ☐ D | 50. ☐ A ☐ B ☐ C ☒ D |

Resourcher: 18 NHW

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|--|---|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☒ B ☐ C ☐ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☒ A ☐ B ☐ C ☐ D | 28. ☒ A ☐ B ☐ C ☐ D |
| 4. ☒ A ☐ B ☐ C ☐ D | 29. ☐ A ☒ B ☐ C ☐ D |
| 5. ☐ A ☐ B ☒ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☒ A ☐ B ☐ C ☐ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☐ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☐ A ☐ B ☒ C ☐ D | 34. ☐ A ☒ B ☐ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☒ C ☐ D | 36. ☒ A ☐ B ☒ C ☐ D |
| 12. ☐ A ☒ B ☐ C ☐ D | 37. ☒ A ☐ B ☐ C ☐ D |
| 13. ☒ A ☐ B ☐ C ☐ D | 38. ☐ A ☒ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☒ A ☐ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☐ B ☐ C ☒ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☒ C ☐ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☒ A ☐ B ☐ C ☐ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☐ A ☐ B ☐ C ☒ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☒ B ☐ C ☐ D | 45. ☐ A ☐ B ☒ C ☐ D |
| 21. ☐ A ☐ B ☒ C ☐ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☐ A ☒ B ☒ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☐ A ☐ B ☒ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☒ A ☐ B ☐ C ☐ D |
| 25. ☐ A ☐ B ☐ C ☒ D | 50. ☐ A ☒ B ☐ C ☐ D |

Resourcher: 19 RS

- | | |
|--|---|
| 1. ☐ A ☒ B ☐ C ☐ D | 26. ☐ A ☐ B ☐ C ☒ D |
| 2. ☐ A ☐ B ☐ C ☒ D | 27. ☐ A ☐ B ☐ C ☒ D |
| 3. ☐ A ☒ B ☐ C ☐ D | 28. ☐ A ☐ B ☐ C ☒ D |
| 4. ☐ A ☒ B ☐ C ☐ D | 29. ☐ A ☐ B ☒ C ☐ D |
| 5. ☐ A ☒ B ☐ C ☐ D | 30. ☒ A ☐ B ☐ C ☐ D |
| 6. ☐ A ☐ B ☐ C ☒ D | 31. ☒ A ☐ B ☐ C ☐ D |
| 7. ☐ A ☐ B ☒ C ☐ D | 32. ☐ A ☒ B ☒ C ☐ D |
| 8. ☐ A ☐ B ☐ C ☒ D | 33. ☐ A ☒ B ☐ C ☐ D |
| 9. ☒ A ☐ B ☐ C ☐ D | 34. ☐ A ☐ B ☒ C ☐ D |
| 10. ☐ A ☒ B ☐ C ☐ D | 35. ☒ A ☐ B ☐ C ☐ D |
| 11. ☐ A ☐ B ☐ C ☒ D | 36. ☐ A ☐ B ☒ C ☐ D |
| 12. ☒ A ☐ B ☐ C ☐ D | 37. ☐ A ☐ B ☐ C ☒ D |
| 13. ☐ A ☒ B ☐ C ☐ D | 38. ☒ A ☐ B ☐ C ☐ D |
| 14. ☐ A ☒ B ☐ C ☐ D | 39. ☐ A ☒ B ☐ C ☐ D |
| 15. ☐ A ☒ B ☐ C ☐ D | 40. ☐ A ☐ B ☒ C ☐ D |
| 16. ☐ A ☒ B ☐ C ☐ D | 41. ☐ A ☐ B ☐ C ☒ D |
| 17. ☐ A ☐ B ☐ C ☒ D | 42. ☐ A ☐ B ☒ C ☐ D |
| 18. ☐ A ☐ B ☐ C ☒ D | 43. ☐ A ☒ B ☐ C ☐ D |
| 19. ☒ A ☐ B ☐ C ☐ D | 44. ☒ A ☐ B ☐ C ☐ D |
| 20. ☐ A ☐ B ☐ C ☒ D | 45. ☐ A ☐ B ☐ C ☒ D |
| 21. ☐ A ☐ B ☐ C ☒ D | 46. ☐ A ☐ B ☐ C ☒ D |
| 22. ☐ A ☐ B ☐ C ☒ D | 47. ☒ A ☒ B ☐ C ☐ D |
| 23. ☒ A ☐ B ☐ C ☐ D | 48. ☒ A ☐ B ☐ C ☐ D |
| 24. ☒ A ☐ B ☐ C ☐ D | 49. ☒ A ☐ B ☐ C ☐ D |
| 25. ☒ A ☐ B ☐ C ☐ D | 50. ☒ A ☐ B ☐ C ☐ D |

Resourcher: 20 SEF

- | | |
|-------------|-------------|
| 1. A B C D | 26. A B C D |
| 2. A B C D | 27. A B C D |
| 3. A B C D | 28. A B C D |
| 4. A B C D | 29. A B C D |
| 5. A B C D | 30. A B C D |
| 6. A B C D | 31. A B C D |
| 7. A B C D | 32. A B C D |
| 8. A B C D | 33. A B C D |
| 9. A B C D | 34. A B C D |
| 10. A B C D | 35. A B C D |
| 11. A B C D | 36. A B C D |
| 12. A B C D | 37. A B C D |
| 13. A B C D | 38. A B C D |
| 14. A B C D | 39. A B C D |
| 15. A B C D | 40. A B C D |
| 16. A B C D | 41. A B C D |
| 17. A B C D | 42. A B C D |
| 18. A B C D | 43. A B C D |
| 19. A B C D | 44. A B C D |
| 20. A B C D | 45. A B C D |
| 21. A B C D | 46. A B C D |
| 22. A B C D | 47. A B C D |
| 23. A B C D | 48. A B C D |
| 24. A B C D | 49. A B C D |
| 25. A B C D | 50. A B C D |

Resourcher: 21 YKH

- | | |
|-------------|-------------|
| 1. A ● C D | 26. A ● C D |
| 2. A B C ● | 27. A B C ● |
| 3. A ● C D | 28. A B C ● |
| 4. A ● C D | 29. A B ● D |
| 5. A B ● D | 30. ● B C D |
| 6. A B ● D | 31. A B ● D |
| 7. A B ● D | 32. ● B C D |
| 8. A B ● D | 33. A B C ● |
| 9. ● B C D | 34. A ● C D |
| 10. A ● C D | 35. A ● C D |
| 11. A B C ● | 36. A B C D |
| 12. ● B C D | 37. A B C ● |
| 13. ● B C D | 38. A B C ● |
| 14. A ● C D | 39. ● B C D |
| 15. A B C ● | 40. A B C ● |
| 16. A B ● D | 41. ● B C D |
| 17. A B ● D | 42. A ● C D |
| 18. A B C ● | 43. A ● C D |
| 19. A B C ● | 44. A B ● D |
| 20. A B C ● | 45. ● B C D |
| 21. A B ● D | 46. A B C ● |
| 22. ● B C D | 47. A ● C D |
| 23. A ● C D | 48. A ● C D |
| 24. ● B C D | 49. ● B C D |
| 25. A B C ● | 50. A B C ● |

APPENDIX 5

STUDENTS' RAW SCORES AND SCALED SCORES (PRE-TEST & POST-TEST)

No	Students' Initials	Raw Score Pre-Test	Scaled Scores Pre-Test	Raw Score Post-Test	Scaled Scores Post-Test
1.	AMW	6	23	18	35
2.	AGR	28	45	35	52
3.	AM	15	32	26	43
4.	AK	14	31	22	39
5.	AMA	19	36	25	42
6.	CNCA	16	33	29	46
7.	DAD	17	34	28	45
8.	ESK	12	29	24	41
9.	FEH	34	51	37	54
10.	HDIR	25	42	30	47
11.	IRT	33	50	36	53
12.	MOR	7	24	20	37
13.	MJR	12	29	16	33
14.	MM	20	37	33	51
15.	NK	14	31	17	34
16.	NMR	11	28	22	39
17.	NPMK	23	40	30	47
18.	NHW	22	39	31	48
19.	RS	29	46	35	52
20.	SEF	21	38	25	42
21.	YKH	24	41	29	46

APPENDIX 6

STUDENTS' CEFR LEVEL CLASSIFICATION IN TOEFL READING

No	Students' Initials	Pre-test Score	Pre-test Level	Post-test Score	Post-test Level
1	AMW	23	Below A2	35	A2
2	AGR	45	B1	52	B2
3	AM	32	Below A2	43	B1
4	AK	31	Below A2	39	A2
5	AMA	36	A2	42	B1
6	CNCA	33	A2	46	B2
7	DAD	34	A2	45	B1
8	ESK	29	Below A2	41	B1
9	FEH	51	B2	54	B2
10	HDIR	42	B1	47	B2
11	IRT	50	B2	53	B2
12	MOR	24	Below A2	37	A2
13	MJR	29	Below A2	33	A2
14	MM	37	A2	51	B2
15	NK	31	Below A2	34	A2
16	NMR	28	Below A2	39	A2
17	NPMK	40	A2	47	B2
18	NHW	39	A2	48	B2
19	RS	46	B2	52	B2
20	SEF	38	A2	42	B1
21	YKH	41	B1	46	B2

APPENDIX 7

TOEFL READING SUB-SKILL IMPROVEMENT

Reading Sub-skill	Improved Students	Percentage
Vocabulary in Context	18	85.7%
Stated Detail	16	76.2%
Main Idea	14	66.7%
Where Questions	12	57.1%
Unstated Detail	10	47.6%
Implied Detail	9	42.9%

APPENDIX 8

ANSWER KEY PRE-TEST&POST-TEST

TOEFL Reading Pre-Test Instrument

Adapted from Longman Introductory Course for the TOEFL Test (Phillips, 2003).

DIAGNOSTIC PRE-TEST

1. B	11. B	21. D	31. B	41. A
2. D	12. A	22. D	32. C	42. B
3. B	13. D	23. C	33. C	43. B
4. C	14. B	24. C	34. D	44. A
5. D	15. B	25. A	35. C	45. D
6. B	16. A	26. B	36. A	46. D
7. D	17. A	27. B	37. B	47. C
8. D	18. C	28. B	38. D	48. C
9. A	19. B	29. C	39. C	49. D
10. D	20. A	30. A	40. C	50. C

TOEFL Reading Post -Test Instrument

Adapted from Longman Introductory Course for the TOEFL Test (Phillips, 2003).

TOEFL POST-TEST

1. B	11. D	21. C	31. C	41. D
2. D	12. A	22. D	32. C	42. C
3. C	13. B	23. A	33. B	43. B
4. B	14. B	24. A	34. B	44. A
5. D	15. D	25. D	35. A	45. B
6. C	16. B	26. B	36. C	46. D
7. C	17. C	27. D	37. D	47. B
8. D	18. D	28. D	38. A	48. A
9. A	19. D	29. B	39. B	49. D
10. B	20. B	30. A	40. D	50. D

APPENDIX 10
DOCUMENTATION

Pre-Test



Treatment





Post-Test



LETTERS



LEMBAR PENGESAHAN PERSETUJUAN REVISI SKRIPSI

Nama : Tri Devi Dian Lestari
NIM : 148820322017
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *The Effect of Yanto Tanjung's Youtube Channel on Toefl Reading Scores Study of EFL Students at UNIMUDA Sorong.*
Tgl Ujian : 13 Mei 2026

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Rizqi Claudia Wardani H., M.Pd.	Ketua Penguji	16/5/2026	
2	Nurteteng, M.Pd.	Penguji 1	16/5/2026	
3	Agus Setiawan, M.Pd	Penguji 2	16/5/2026	

Sorong, 16/5/2026

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
NUPTK. 5650770671230262



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
Email: bahasainggris@unimudasorong.ac.id | Phone: +62 853-4200-7263

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nurteteng, M.Pd.
NUPTK : 5650770671230262
Jabatan Fungsional : Lektor/IIIC
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Tri Devi Dian Lestari
NIM : 148820322017

Berupa :

- ☐ Media Pembelajaran
☐ Modul atau bahan ajar
☐ Model Pembelajaran
☒ Instrumen Penelitian
☐ Lain-lain :

Dengan judul :

THE EFFECT OF YANTO TANJUNG'S YOUTUBE CHANNEL ON
TOEFL READING SCORES STUDY OF EFL STUDENTS

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurteteng, M.Pd. NUPTK. 5650770671230262	Sorong, 2026 Validator  Nurteteng, M.Pd. NUPTK. 5650770671230262
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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nurteteng, M.Pd.
NUPTK : 5650770671230262
Jabatan Fungsional : Lektor/IIIC
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Tri Devi Dian Lestari
NIM : 148820322017

Berupa :

- ☐ Media Pembelajaran
☐ Modul atau bahan ajar
☐ Model Pembelajaran
☒ Instrumen Penelitian
☐ Lain-lain :

Dengan judul :

THE EFFECT OF YANTO TANJUNG'S YOUTUBE CHANNEL ON
TOEFL READING SCORES STUDY OF EFL STUDENTS

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurteteng, M.Pd. NUPTK. 5650770671230262	Sorong, 2026 Validator  Nurteteng, M.Pd. NUPTK. 5650770671230262
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**FAKULTAS PENDIDIKAN BAHASA, SOSIAL
DAN OLARAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH
SORONG**



Nomor : 089/I.3.AU/SPm/FABIO/B/2026

Sorong, 10 Februari 2026

Lamp. :-

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Ketua Program Studi Pendidikan Bahasa Inggris UNIMUDA Sorong

Di_

Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Tri Devi Dian Lestari
NIM : 148820322017
Semester : VII (Tujuh)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Effect of Yanto Tanjung's Youtube Channel on TOEFL Reading Scores Study of EFL Students".

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 14 s.d 28 April 2026.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,


Dr. Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
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