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DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
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SURAT KETERANGAN PENELITIAN
Nomor: 242/289/Diklusporabud/SMPN 1 Sid/2019

Yang bertanda tangan dibawah ini Kepala Satuan Pendidikan SMP Negeri 1 Sidemen, Kecamatan Sidemen. Kabupaten Karangasem. Provinsi Bali menerangkan bahwa :

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Jabatan : Kepala Satuan Pendidikan SMP Negeri 1 Sidemen
Alamat : Jalan Angsoka No. 1 Sidemen, Kabupaten Karangasem,

memang benar Mahasiswa atas nama :

Nama : I Gusti Ayu Sri Diah Sani.
NIM : 1612021228
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : MULTIPLE RELATIONSHIPS AMONG READING HABITS,
READING MOTIVATION AND READING COMPETENCY IN
THE JUNIOR SEKENDARY SCHOOL

telah melaksanakan Penelitian di Satuan Pendidikan SMP Negeri 1 Sidemen pada hari
Kemis, Tanggal 21 November 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan
sebagaimana mestinya.

Sidem, 21 November 2019
Kepala Satuan Pendidikan SMP Negeri 1 Sidemen,



Drs. I Gusti Lanang Weda
NIP. 19641231 199702 1 011



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
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Nomor : 4050/UN48.7.1/DT/2019

19 November 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 1 Sidemen
di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan mengetahui masalah yang ditemukan di SMP Negeri 1 Sidemen khususnya Reading, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I GUSTI AYU SRI DIAH SANI
NIM : 1612021228
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

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Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



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Nomor : 4054/UN48.7.1/DT/2019

19 November 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Sidemen
di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I GUSTI AYU SRI DIAH SANI
NIM : 1612021228
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : MULTIPLE RELATIONSHIPS AMONG READING HABITS,
READING MOTIVATION AND READING COMPETENCY IN THE
JUNIOR SECONDARY SCHOOL

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,


Dr./Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

APPENDIX 1 : READING HABITS QUESTIONNAIRE VALIDATION

RESEARCH INSTRUMENTS VALIDATION:

A. READING HABITS

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School. More specifically, the current research is aimed at: 1) describing the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School, and 2) multiple relationships of reading habits and reading motivation to the seventh grade students' reading competency on the English descriptive texts in the Junior Secondary School. Prior to data collection, the instruments are validated. The reading habits, reading motivation, reading competency are validated theoretically on reliability and validity through **expert judgments**. The reading competency test is validated empirically for item difficulty and item discrimination.

Reading Habits

Reading habits refer to the automaticity, frequency of reading behavior, and the expression of one's identity (Verplanken, 2003). According Verplanken (2003), Reading habits are indicated by three indicators, namely: 1) how automatic one respond to reading or **automaticity** in reading, 2) how often one reads or **frequency** in reading, 2) how one relates to reading or **self-identity** to reading. The current research adapts Verplaken's **Self Report Reading Index (SRRI)** into **Reading Habits Questionnaire (RHQ)**. In order to ensure reliability and validity of the RHQ, the instrument's blue print should be judged by experts prior to its use in data collection.

1. Reading Habit Questionnaire's Content Validity

Verplaken (2003) proposed three indicators and descriptors of reading habits. Please give your judgment or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure **the content validity of the reading habit questionnaire** in the following column.

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.		
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.		
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.		

Date.....2019

Judge I/Judge II *)

2. Reading Habit Questionnaire's Reliability

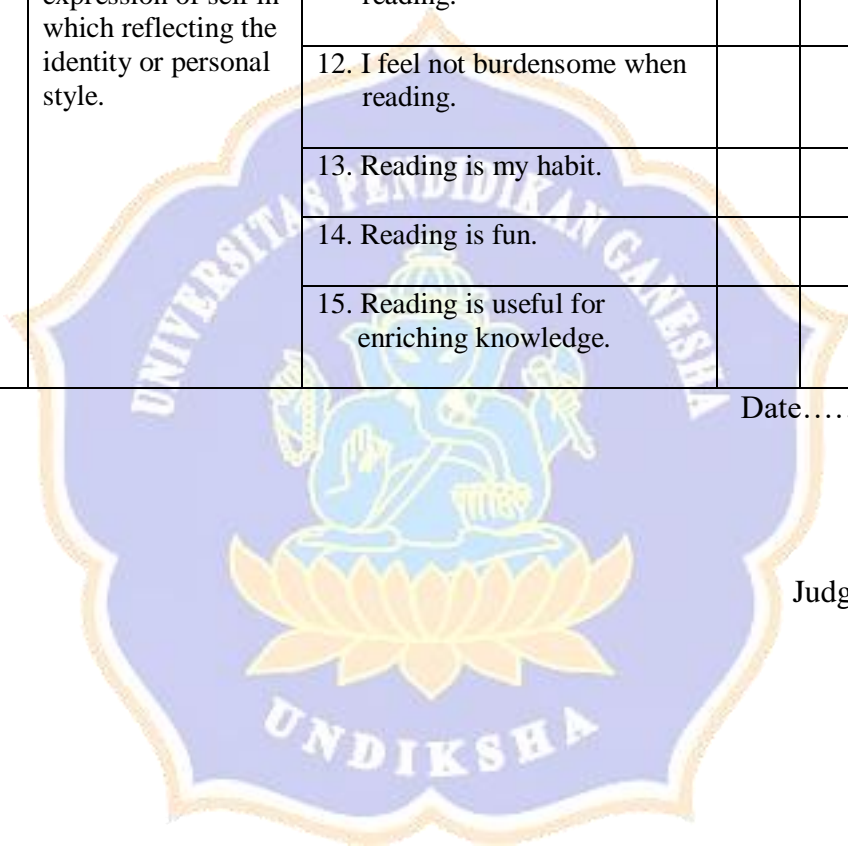
Verplaken (2003) proposed three indicators and descriptors of reading habits. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading habits questionnaire** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.**

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	1. Reading is something I do automatically.				
		2. Reading is something I do without hesitation.				
		3. Reading is something I do without thinking.				
		4. Reading is something before anything else.				
		5. Reading is something I think very useful.				

Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	6. I read texts almost daily.				
		7. I have read texts since long time.				
		8. I spend 15 minutes to read texts.				
		9. I spend 15 minutes to read texts taught in school.				
		10. I read other texts aside from the school texts.				
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	11. I feel uneasy when not reading.				
		12. I feel not burdensome when reading.				
		13. Reading is my habit.				
		14. Reading is fun.				
		15. Reading is useful for enriching knowledge.				

Date.....2019

Judge I/Judge II *)



APPENDIX 2: READING MOTIVATION QUESTIONNAIRE VALIDATION

B. READING MOTIVATION

Reading Motivation

Reading motivation is the complex construction that can be influenced by the internal factors, namely: 1) **curiosity**, 2) **involvement**, and 3) **challenge** (Wang and Guthrie, 2004). According to Wang and Guthrie (2004), curiosity is an attitude of wanting something to read on specific topic due to interest. While, involvement is an experiencing pleasure from reading. And, a challenge is gaining satisfaction from deciphering complex ideas. The instrument used to measure reading motivation is a questionnaire. The questionnaire is adapted from Wang and Guthrie's theory (2004). To ensure the reading motivation validity and reliability, please give your judgment or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure **the content validity of the reading motivation questionnaire** in the following column.

1. Reading Motivation Questionnaire's Content Validity

Indicators	Descriptors	Judgment:	
		Relevance	Irrelevance
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest		
Involvement	Involvement is an experiencing pleasure from reading		
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.		

Date.....2019

Judge I/Judge II *)

2. Reading Motivation Questionnaire's Reliability

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading motivation questionnaire** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.**

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.	1. I like reading because it is interesting.				
		2. I often forget time when reading.				
		3. Reading is fun.				
		4. I continue reading when I want to know more information.				
		5. I want to know more about something new.				
Involvement	Involvement is an experiencing pleasure from reading.	6. I tend to be engaged in reading something new.				
		7. I enjoy reading as it is fun.				
		8. I improve my knowledge through reading.				
		9. I derive pleasure from reading.				
		10. I am motivated when reading.				
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	11. I am happy when I get knowledge through reading.				
		12. Reading widens my horizons.				
		13. Reading is very challenging.				
		14. Reading needs efforts.				
		15. Reading is a way to enrich knowledge and skills.				

Date.....2019

Judge I/Judge II *)

APPENDIX 3 : READING COMPETENCY TEST VALIDATION

C. READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013, 2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) **the main idea is a complete simple sentence which illustrates the general idea of a text**, 2) **specific ideas or information are specific pieces of information containing in the paragraph**, 3) **textual references are pronouns in reference to specific nouns in the text**, and 4) **word meanings referring to denotative meanings**

To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure **the content validity of the reading competency test** in the following column.

1. Reading Competency Test's Content Validity

Indicators	Descriptors	Judgment:	
		Relevance	Irrelevance
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,		
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.		
Textual Reference	Textual references are pronouns in reference to specific nouns in the text		
Word meanings	Word meanings referring to denotative meanings		

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2. Reading Competency Test's Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgment or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **the corresponding score** independently to ensure **the reliability of the reading competency test** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.**

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	1. What is the main idea of the first paragraph? a. The four rooms include in the small house. b. The small house consists of five rooms. c. The rooms are found in the small house. d. The house has two big rooms.				
		2. What is the main idea of the second paragraph? a. The living room is a simple room. b. The living room is used for reading activity. c. The living room consists of many things. d. The living room is the empty room.				
		3. What is the main idea of the first paragraph? a. The family consists of four members. b. The father and the mother are parents. c. The four of the members live in Jakarta. d. The members stay together.				
		4. What is the main idea of the last paragraph? a. Writer could speak Sundanese very well. b. All member, expect the writer move to Jakarta. c. Most of the members could speak Sundanese. d. Four members live in Bandung for 3 years.				
		5. What is the main idea of the second paragraph? a. Pandas are a cartoon movie. b. Pandas are Kung Fu Panda. c. Pandas are original animal. d. Pandas are different from bear.				
		6. What is the main idea of the third paragraph? a. Pandas' diet are quite different from bear. b. Pandas' diet are not the species of bear. c. Pandas' diet are the same as bear. d. Pandas' diet are totally like bear.				
		7. What is the main idea of the first paragraph? a. Sugar is the main ingredient of the sweet food. b. Candy is one of the most well-known sweet food. c. Most of popular food in the world is sweet-tasting.				

		d. Sweet-tasting is very popular food in the world.				
		8. What is the main idea of the third paragraph? a. Chocolates are the most popular candies. b. Candies are known as chocolates. c. Chocolates are more popular than candies. d. Candies are made by chocolates.				
		9. What is the main idea of the first paragraph? a. Doraemon is a character in the series. b. Robotic cats are created by Fujiko. c. Doraemon has an amazing pocket. d. Robotic cats can hear perfectly well.				
		10. What is the main idea of the second paragraph? a. Doraemon has unnecessary gadget. b. Doreamon has a magic pocket. c. Doraemon has four pockets. d. Doraemon has large gadget.				
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	11. Where is the living room? a. The living room is in the right side of the kitchen. b. The living room is in the left side of the mom's room. c. The living room is in the right side of the bedrooms. d. The living room is in the left side of the writer's room.				
		12. From the first text, it is known that the writer's room consists of.... a. a bed, a radio, a computer, and a TV b. a computer, chairs, a TV, and a table c. a radio, a TV, a bed, and chairs d. a TV, a table, a radio, and the bed				
		13. What does the writer do when being bored of reading? a. Playing with friends b. Chatting with siblings c. Watching online movie d. Communicating via Facebook				
		14. From text above, it is known that Anisa a. wants to be smart b. has long black-haired c. is very hard-working d. could speak Sundanese				
		15. The father is ... years old. a. fifty four b. fifty three c. fifty two d. fifty one				
		16. Who has green eyes? a. Nadine and Anisa b. Lukman and the writer				

		<p>c. Anisa and Lukman d. Nadine and the writer</p>				
		<p>17. Why could not the writer speak Sundanese? It is because a. the writer is not smart as the sister b. the writer moves in the early age c. the writer stays in Jakarta d. the writer does not like it</p>				
		<p>18. When did the writer move to Jakarta? She moved when a. the mother was in English school b. the writer was in the young age c. the sister was three years old d. the father finished the job</p>				
		<p>19. What does Panda look like? a. Panda has small jaw and black eyes. b. Panda has a short muzzle with a big nose. c. Panda has tough muscles and weak molars. d. Panda has white thick fur and black marks</p>				
		<p>20. "... of Pandas' diet consist of bamboos" a. Ninety percent b. Nineteen percent c. Nine hundred percent d. Nine thousand percent</p>				
		<p>21. Which of the following statement is NOT TRUE about Pandas? a. Pandas are the species of bear. b. Pandas have a big jaw. c. Pandas consist of black marks. d. Pandas love to eat noodle.</p>				
		<p>22. How many types of candy? a. Five b. Four c. Three d. Two</p>				
		<p>23. From the fourth text, it is known that Chewy candies are made by a. boiling sugar produces butterscotch b. boiling sugar with gelatin or cornstarch c. boiling sugar with corn syrup and water d. boiling sugar, milk, and vegetable oil</p>				
		<p>24. What is the ingredient of brittles? a. Milk b. Nut c. Sugar d. Gelatin</p>				
		<p>25. What is the name of Doreaemon's pocket? a. Manga b. Fujiko c. Yojigen d. Dorayaki</p>				
		<p>26. What will happen if Doraemon in an emergency situation?</p>				

		<p>a. It will calmly pull off every important gadget from his pocket.</p> <p>b. It will constantly take unnecessary gadget to his pocket.</p> <p>c. It will uncontrollably give off needless gadget from his pocket.</p> <p>d. It will frantically pick up important gadget to his pocket.</p>				
		<p>27. Which of the following statement is NOT TRUE about Doraemon?</p> <p>a. Doraemon dislike Dorayaki.</p> <p>b. Doraemon has a pocket.</p> <p>c. Doraemon has no gadget.</p> <p>d. Doraemon is a robotic cat.</p>				
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>28. <i>"I prefer reading a novel in this room"</i> (paragraph 2). The word "this room" refers to ...</p> <p>a. the writer's bed room</p> <p>b. the mom's bed room</p> <p>c. the living room</p> <p>d. the kitchen</p>				
		<p>29. <i>"... I never come in to see it"</i> (paragraph 4) the word 'it' refers to</p> <p>a. the mother's bed</p> <p>b. the writer's room</p> <p>c. the writer's bed</p> <p>d. the mother's room</p>				
		<p>30. The first text is mainly intended to</p> <p>a. inform to the readers about houses</p> <p>b. tell to the readers about five rooms</p> <p>c. describe to the reader about a house</p> <p>d. explain to the readers about small room</p>				
		<p>31. <i>"She is very good-looking, always well-dressed and elegant"</i> (paragraph 2). The word "she" refers to</p> <p>a. the mother</p> <p>b. the writer</p> <p>c. the sister</p> <p>d. the father</p>				
		<p>32. <i>"Here is the description about it."</i> (Paragraph 1). The bold word refers to...</p> <p>a. Kung Fu</p> <p>b. cartoon</p> <p>c. panda</p> <p>d. movie</p>				
		<p>33. <i>"Those black marks make them unique and different."</i> (Paragraph 2) the word 'them' refers to...</p> <p>a. species</p> <p>b. pandas</p> <p>c. marks</p> <p>d. bears</p>				
		<p>34. What is the purpose of the third text?</p>				

		<p>a. To tell about species of bear b. To persuade about Kung Fu c. To describe about pandas d. To explain about pandas' diet</p>				
		<p>35. <i>"It comes in all shapes, sizes, colors, and flavors"</i> (Paragraph 1). The word "it" refers to ... a. sugar b. candy c. food d. honey</p>				
		<p>36. The fourth text is mainly intended to a. inform to the readers about honey b. tell to the readers about chocolate c. describe to the reader about candy d. explain to the readers about sugar</p>				
		<p>37. <i>"They are made from the cocoa bean, a type of seed"</i> (paragraph 3). The word "they" refers to... a. candies b. chocolates c. gumdrops d. lollipops</p>				
		<p>38. What is the best title of the text above? a. Nobita b. Robotic cat c. Doraemon d. Fujiko fujio</p>				
		<p>39. <i>"He has small body and white hands and feet"</i> (paragraph 1). The word "he" refers to ... a. cat b. robotic c. Doraemon d. Fujiko</p>				
		<p>40. <i>"It is a Japanese treat filled with red bean paste"</i> (paragraph 2). The word "it" refers to ... a. Dorayaki b. robotic c. pocket d. gadget</p>				
Word meaning	Word meanings referring to denotative meaning	<p>41. <i>"Indeed it is a small house; but I like living in here for wasting my spare time"</i> (paragraph 1). The word "small" has the same meaning with... a. big b. large c. bright d. little</p>				
		<p>42. The word "pleasure" in <i>"It is very pleasure when my mother cooks, ..."</i> (paragraph 4) has opposite meaning with ... a. glad b. happy</p>				

		<p>c. delight d. joyless</p>				
		<p>43. “<i>But she is very sensible, smart and co-operative.</i>” (Paragraph 3). The antonym of word “smart” is...</p> <p>a. clever b. foolish c. brilliant d. shrewd</p>				
		<p>44. “<i>...she is studying English...</i>” (Paragraph 4). The word “studying” has the similar meaning with ...</p> <p>a. sharing b. learning c. training d. speaking</p>				
		<p>45. “<i>Those black marks make them unique and different</i>” (paragraph 2). The bold word has the same meaning with ...</p> <p>a. divergent b. common c. identical d. similar</p>				
		<p>46. “<i>...pandas have a big head, a short tail, rounded ears, and a <u>long</u> muzzle with a big nose.</i>” (paragraph 3) The antonym of the underlined word is....</p> <p>a. beauty b. strong c. short d. thin</p>				
		<p>47. “<i>Some candies are hard while others are soft</i>” (Paragraph 1). The word “soft” has the same meaning with...</p> <p>a. smooth b. rough c. bright d. hard</p>				
		<p>48. The word “popular” in “<i>Chocolates are the most popular candies of all</i>” (paragraph 3) could be replaced with...</p> <p>a. famous b. wonderful c. interesting d. delicious</p>				
		<p>49. “<i>Doraemon possesses a large pocket...</i>” (Paragraph 2). The word “large” has the same meaning with...</p> <p>a. small b. big c. little d. wide</p>				
		<p>50. “<i>He always helps Nobita</i>” (Paragraph 3). The</p>				

		word “ helps ” could be replace into ... a. assists b. protects c. suggests d. informs				
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Date.....2019

Judge I/Judge II *)



APPENDIX 4. VALIDATION BY JUDGE 1

RESEARCH INSTRUMENTS VALIDATION:

A. READING HABITS

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School. More specifically, the current research is aimed at: 1) describing the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School, and 2) multiple relationships of reading habits and reading motivation to the seventh grade students' reading competency on the English descriptive texts in the Junior Secondary School. Prior to data collection, the instruments are validated. The reading habits, reading motivation, reading competency are validated theoretically on reliability and validity through expert judgements. The reading competency test is validated empirically for item difficulty and item discrimination.

Reading Habits


Reading habits refer to the automaticity, frequency of reading behavior, and the expression of one's identity (Verplanken, 2003). According Verplanken (2003), Reading habits are indicated by three indicators, namely: 1) how automatic one respond to reading or **automaticity** in reading, 2) how often one reads or **frequency** in reading, 2) how one relates to reading or **self-identity** to reading. The current research adapts Verplanken's **Self Report Reading Index (SRRI)** into **Reading Habits Questionnaire (RHQ)**. In order to ensure reliability and validity of the RHQ, the instrument's blue print should be judged by experts prior to its use in data collection.

1. Reading Habit Questionnaire's Content Validity

Verplanken (2003) proposed three indicators and descriptors of reading habits. Please give your judgement or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the reading habit questionnaire in the following column.

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	✓	
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	✓	
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	✓	

Date.../.../2019



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2. Reading Habit Questionnaire's Reliability

Verplaken (2003) proposed three indicators and descriptors of reading habits. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading habits questionnaire in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.

Indicators	Descriptors	Items	Score Judgment:				
			1	2	4	5	
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	1. Reading is something I do automatically.				✓	
		2. Reading is something I do without hesitation.				✓	
		3. Reading is something I do without thinking.				✓	
		4. Reading is something before anything else.				✓	
		5. Reading is something I think very useful.				✓	
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	6. I read texts almost daily.				✓	
		7. I have read texts since long time.				✓	
		8. I spend 15 minutes to read texts.				✓	
		9. I spend 15 minutes to read texts taught in school.				✓	
		10. I read other texts aside from the school texts.				✓	
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	11. I feel uneasy when not reading.				✓	
		12. I feel not burdensome when reading.			✓		
		13. Reading is my habit.				✓	
		14. Reading is fun.				✓	
		15. Reading is useful for enriching knowledge.				✓	

Date: 11.11.2019


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B. READING MOTIVATION


Reading Motivation

Reading motivation is the complex construction that can be influenced by the internal factors, namely: 1) **curiosity**, 2) **involvement**, and 3) **challenge** (Wang and Guthrie, 2004). According to Wang and Guthrie (2004), curiosity is an attitude of wanting something to read on specific topic due to interest. While, involvement is an experiencing pleasure from reading. And, a challenge is gaining satisfaction from deciphering complex ideas. The instrument used to measure reading motivation is a questionnaire. The questionnaire is adapted from Wang and Guthrie's theory (2004). To ensure the reading motivation validity and reliability, please give your judgement or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the reading motivation questionnaire in the following column.

1. Reading Motivation Questionnaire Content Validity

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest	✓	
Involvement	Involvement is an experiencing pleasure from reading	✓	
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	✓	

Date... 1... 11... 2019



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2. Reading Motivation Questionnaire's Reliability

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading motivation questionnaire in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.	1. I like reading because it is interesting.				✓
		2. I often forget time when reading.				✓
		3. Reading is fun.				✓
		4. I continue reading when I want to know more information.				✓
		5. I want to know more about something new.				✓
Involvement	Involvement is an experiencing pleasure from reading.	6. I tend to be engaged in reading something new.				✓
		7. I enjoy reading as it is fun.				✓
		8. I improve my knowledge through reading.				✓
		9. I derive pleasure from reading.				✓
		10. I am motivated when reading.				✓
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	11. I am happy when I get knowledge through reading.				✓
		12. Reading widens my horizons.				✓
		13. Reading is very challenging.				✓
		14. Reading needs efforts.			✓	
		15. Reading is a way to enrich knowledge and skills.				✓

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C. READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013, 2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings referring to denotative meanings

To ensure the reading competency validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the reading competency test in the following column.

1. Reading Competency Test Content Validity

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,	✓	
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	✓	
Textual Reference	Textual references are pronouns in reference to specific nouns in the text	✓	
Word meanings	Word meanings referring to denotative meanings	✓	

Date.. 1... 11... 2019

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2. Reading Competency Test Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **Relevance** or **Irrelevance** independently to ensure the reliability of the reading competency test in the following column.

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	1. What is the main idea of the first paragraph? a. The four rooms include in the small house. b. The small house consists of five rooms. c. The rooms are found in the small house. d. The house has two big rooms.				✓
		2. What is the main idea of the second paragraph? a. The living room is a simple room. b. The living room is used for reading activity. c. The living room consists of many things. d. The living room is the empty room.				✓
		3. What is the main idea of the first paragraph? a. The family consists of four members. b. The father and the mother are parents. c. The four of the members live in Jakarta. d. The members stay together.				✓
		4. What is the main idea of the last paragraph? a. Writer could speak Sundanese very well. b. All member, expect the writer move to Jakarta. c. Most of the members could speak Sundanese. d. Four members live in Bandung for 3 years.				✓
		5. What is the main idea of the second paragraph? a. Pandas are a cartoon movie. b. Pandas are Kung Fu Panda. c. Pandas are original animal. d. Pandas are different from bear.				✓
		6. What is the main idea of the third paragraph? a. Pandas' diet are quite different from bear. b. Pandas' diet are not the species of bear. c. Pandas' diet are the same as bear. d. Pandas' diet are totally like bear.				✓
		7. What is the main idea of the first paragraph? a. Sugar is the main ingredient of the sweet food. b. Candy is one of the most well-known sweet food. c. Most of popular food in the world is sweet-tasting. d. Sweet-tasting is very popular food in the world.				✓
		8. What is the main idea of the third paragraph? a. Chocolates are the most popular candies. b. Candies are known as chocolates. c. Chocolates are more popular than candies. d. Candies are made by chocolates.				✓
		9. What is the main idea of the first paragraph? a. Doraemon is a character in the series. b. Robotic cats are created by Fujiko. c. Doraemon has an amazing pocket. d. Robotic cats can hear perfectly well.				✓

		<p>10. What is the main idea of the second paragraph?</p> <p>a. Doraemon has unnecessary gadget.</p> <p>b. Doraemon has a magic pocket.</p> <p>c. Doraemon has four pockets.</p> <p>d. Doraemon has large gadget.</p>				✓
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>11. Where is the living room?</p> <p>a. The living room is in the right side of the kitchen.</p> <p>b. The living room is in the left side of the mom's room.</p> <p>c. The living room is in the right side of the bedrooms.</p> <p>d. The living room is in the left side of the writer's room.</p>				✓
		<p>12. From the first text, it is known that the writer's room consists of....</p> <p>a. a bed, a radio, a computer, and a TV</p> <p>b. a computer, chairs, a TV, and a table</p> <p>c. a radio, a TV, a bed, and chairs</p> <p>d. a TV, a table, a radio, and the bed</p>				✓
		<p>13. What does the writer do when being bored of reading?</p> <p>a. Playing with friends</p> <p>b. Chatting with siblings</p> <p>c. Watching online movie</p> <p>d. Communicating via Facebook</p>				✓
		<p>14. From text above, it is known that Anisa</p> <p>a. wants to be smart</p> <p>b. has long black-haired</p> <p>c. is very hard-working</p> <p>d. could speak Sundanese</p>				✓
		<p>15. The father is ... years old.</p> <p>a. fifty four</p> <p>b. fifty three</p> <p>c. fifty two</p> <p>d. fifty one</p>				✓
		<p>16. Who has green eyes?</p> <p>a. Nadine and Anisa</p> <p>b. Lukman and the writer</p> <p>c. Anisa and Lukman</p> <p>d. Nadine and the writer</p>				✓
		<p>17. Why could not the writer speak Sundanese? It is because</p> <p>a. the writer is not smart as the sister</p> <p>b. the writer moves in the early age</p> <p>c. the writer stays in Jakarta</p> <p>d. the writer does not like it</p>				✓

		18. When did the writer move to Jakarta? She moved when a. the mother was in English school b. the writer was in the young age c. the sister was three years old d. the father finished the job					✓
		19. What does Panda look like? a. Panda has small jaw and black eyes. b. Panda has a short muzzle with a big nose. c. Panda has tough muscles and weak molars. d. Panda has white thick fur and black marks					✓
		20. "... of Pandas' diet consist of bamboos" a. Ninety percent b. Nineteen percent c. Nine hundred percent d. Nine thousand percent					✓
		21. Which of the following statement is NOT TRUE about Pandas? a. Pandas are the species of bear. b. Pandas have a big jaw. c. Pandas consist of black marks. d. Pandas love to eat noodle.					✓
		22. How many types of candy? a. Five b. Four c. Three d. Two					✓
		23. From the fourth text, it is known that Chewy candies are made by a. boiling sugar produces butterscotch b. boiling sugar with gelatin or cornstarch c. boiling sugar with corn syrup and water d. boiling sugar, milk, and vegetable oil					✓
		24. What is the ingredient of brittles? a. Milk b. Nut c. Sugar d. Gelatin					✓
		25. What is the name of Doreaemon's pocket? a. Manga b. Fujiko c. Yojigen d. Dorayaki					✓


		<p>26. What will happen if Doraemon in an emergency situation?</p> <p>a. It will calmly pull off every important gadget from his pocket.</p> <p>b. It will constantly take unnecessary gadget to his pocket.</p> <p>c. It will uncontrollably give off needless gadget from his pocket.</p> <p>d. It will frantically pick up important gadget to his pocket.</p>					✓
		<p>27. Which of the following statement is NOT TRUE about Doraemon?</p> <p>a. Doraemon dislike Dorayaki.</p> <p>b. Doraemon has a pocket.</p> <p>c. Doraemon has no gadget.</p> <p>d. Doraemon is a robotic cat.</p>					✓
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>28. "<i>I prefer reading a novel in this room</i>" (paragraph 2). The word "this room" refers to ...</p> <p>a. the writer's bed room</p> <p>b. the mom's bed room</p> <p>c. the living room</p> <p>d. the kitchen</p>					✓
		<p>29. "... <i>I never come in to see it</i>" (paragraph 4) the word "it" refers to</p> <p>a. the mother's bed</p> <p>b. the writer's room</p> <p>c. the writer's bed</p> <p>d. the mother's room</p>					✓
		<p>30. The first text is mainly intended to</p> <p>a. inform to the readers about houses</p> <p>b. tell to the readers about five rooms</p> <p>c. describe to the reader about a house</p> <p>d. explain to the readers about small room</p>					✓
		<p>31. "<i>She is very good-looking, always well-dressed and elegant</i>" (paragraph 2). The word "she" refers to</p> <p>a. the mother</p> <p>b. the writer</p> <p>c. the sister</p> <p>d. the father</p>					✓
		<p>32. "<i>Here is the description about it.</i>" (Paragraph 1). The bold word refers to...</p> <p>a. Kung Fu</p> <p>b. cartoon</p> <p>c. panda</p> <p>d. movie</p>					✓

		33. "Those black marks make them unique and different." (Paragraph 2) the word "them" refers to...				✓
		a. species b. pandas c. marks d. bears				
		34. What is the purpose of the third text?				✓
		a. To tell about species of bear b. To persuade about Kung Fu c. To describe about pandas d. To explain about pandas' diet				
		35. "It comes in all shapes, sizes, colors, and flavors" (Paragraph 1). The word "it" refers to ...				✓
		a. sugar b. candy c. food d. honey				
		36. The fourth text is mainly intended to				✓
		a. inform to the readers about honey b. tell to the readers about chocolate c. describe to the reader about candy d. explain to the readers about sugar				
		37. "They are made from the cocoa bean, a type of seed" (paragraph 3). The word "they" refers to...				✓
		a. candies b. chocolates c. gumdrops d. lollipops				
		38. What is the best title of the text above?				✓
		a. Nobita b. Robotic cat c. Doraemon d. Fujiko fujio				
		39. "He has small body and white hands and feet" (paragraph 1). The word "he" refers to ...				✓
		a. cat b. robotic c. Doraemon d. Fujiko				
		40. "It is a Japanese treat filled with red bean paste" (paragraph 2). The word "it" refers to ...				✓
		a. Dorayaki b. robotic c. pocket d. gadget				

Word meaning	Word meanings referring to denotative meaning					
	41. " <i>Indeed it is a small house, but I like living in here for wasting my spare time</i> " (paragraph 1). The word "small" has the same meaning with...	a. big b. large c. bright d. little				✓
	42. The word "pleasure" in " <i>It is very pleasure when my mother cooks. ...</i> " (paragraph 4) has opposite meaning with ...	a. glad b. happy c. delight d. joyless				✓
	43. " <i>But she is very sensible, smart and co-operative.</i> " (Paragraph 3). The antonym of word "smart" is...	a. clever b. foolish c. brilliant d. shrewd				✓
	44. " <i>...she is studying English...</i> " (Paragraph 4). The word "studying" has the similar meaning with ...	a. sharing b. learning c. training d. speaking				✓
	45. " <i>Those black marks make them unique and different</i> " (paragraph 2). The bold word has the same meaning with ...	a. divergent b. common c. identical d. similar				✓
	46. " <i>...pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose.</i> " (paragraph 3) The antonym of the underlined word is...	a. beauty b. strong c. short d. thin				✓
	47. " <i>Some candies are hard while others are soft ...</i> " (Paragraph 1). The word "soft" has the same meaning with...	a. smooth b. rough c. bright d. hard				✓

		48. The word " popular " in " <i>Chocolates are the most popular candies of all</i> " (paragraph 3) could be replaced with ... a. famous b. wonderful c. interesting d. delicious					✓
		49. "Doraemon possesses a large pocket..." (Paragraph 2) The word " large " has the same meaning with ... a. small b. big c. little d. wide					✓
		50. " <i>He always helps Nobita</i> " (Paragraph 3). The word " helps " could be replace into ... a. assists b. protects c. suggests d. informs					✓

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APPENDIX 5. VALIDATION BY JUDGE 2

RESEARCH INSTRUMENTS VALIDATION:

A. READING HABITS

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School. More specifically, the current research is aimed at 1) describing the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School, and 2) multiple relationships of reading habits and reading motivation to the seventh grade students' reading competency on the English descriptive texts in the Junior Secondary School. Prior to data collection, the instruments are validated. The reading habits, reading motivation, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty and item discrimination.

Reading Habits


Reading habits refer to the automaticity, frequency of reading behavior, and the expression of one's identity (Verplanken, 2003). According Verplanken (2003), Reading habits are indicated by three indicators, namely: 1) how automatic one respond to reading or **automaticity** in reading, 2) how often one reads or **frequency** in reading, 2) how one relates to reading or **self-identity** to reading. The current research adapts Verplanken's **Self Report Reading Index (SRRI)** into **Reading Habits Questionnaire (RHQ)**. In order to ensure reliability and validity of the RHQ, the instrument's blue print should be judged by experts prior to its use in data collection.

I. Reading Habit Questionnaire's Content Validity

Verplanken (2003) proposed three indicators and descriptors of reading habits. Please give your judgement or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure the **content validity of the reading habit questionnaire** in the following column.

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	✓	
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	✓	
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	✓	

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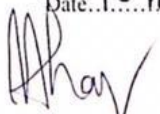

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2. Reading Habit Questionnaire's Reliability

Verplaken (2003) proposed three indicators and descriptors of reading habits. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading habits questionnaire in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.

Indicators	Descriptors	Items	Score Judgment:				
			1	2	4	5	
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	1. Reading is something I do automatically.				✓	
		2. Reading is something I do without hesitation.			✓		
		3. Reading is something I do without thinking.				✓	
		4. Reading is something before anything else.				✓	
		5. Reading is something I think very useful.				✓	
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	6. I read texts almost daily.				✓	
		7. I have read texts since long time.				✓	
		8. I spend 15 minutes to read texts.				✓	
		9. I spend 15 minutes to read texts taught in school.				✓	
		10. I read other texts aside from the school texts.				✓	
Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	11. I feel uneasy when not reading.				✓	
		12. I feel not burdensome when reading.				✓	
		13. Reading is my habit.				✓	
		14. Reading is fun.				✓	
		15. Reading is useful for enriching knowledge.				✓	

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B. READING MOTIVATION

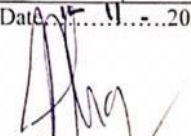
Reading Motivation

Reading motivation is the complex construction that can be influenced by the internal factors, namely: 1) **curiosity**, 2) **involvement**, and 3) **challenge** (Wang and Guthrie, 2004). According to Wang and Guthrie (2004), curiosity is an attitude of wanting something to read on specific topic due to interest. While, involvement is an experiencing pleasure from reading. And, a challenge is gaining satisfaction from deciphering complex ideas. The instrument used to measure reading motivation is a questionnaire. The questionnaire is adapted from Wang and Guthrie's theory (2004). To ensure the reading motivation validity and reliability, please give your judgement or your agreement with the proposed indicators by crossing **Relevance** or **Irrelevance** independently to ensure **the content validity of the reading motivation questionnaire** in the following column.

1. Reading Motivation Questionnaire Content Validity

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest	✓	
Involvement	Involvement is an experiencing pleasure from reading	✓	
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	✓	

Date: 2019

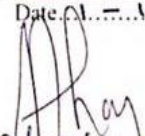

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2. Reading Motivation Questionnaire's Reliability

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading motivation questionnaire** in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant; 5=very relevant.

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.	1. I like reading because it is interesting.				✓
		2. I often forget time when reading.				✓
		3. Reading is fun.				✓
		4. I continue reading when I want to know more information.				✓
		5. I want to know more about something new.				✓
Involvement	Involvement is an experiencing pleasure from reading.	6. I tend to be engaged in reading something new.				✓
		7. I enjoy reading as it is fun.			✓	
		8. I improve my knowledge through reading.				✓
		9. I derive pleasure from reading.				✓
		10. I am motivated when reading.				✓
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	11. I am happy when I get knowledge through reading.				✓
		12. Reading widens my horizons.				✓
		13. Reading is very challenging.				✓
		14. Reading needs efforts.				✓
		15. Reading is a way to enrich knowledge and skills.				✓

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C. READING COMPETENCY TEST


Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013, 2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings referring to denotative meanings

To ensure the reading competency validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the reading competency test in the following column.

1. Reading Competency Test Content Validity

Indicators	Descriptors	Judgement:	
		Relevance	Irrelevance
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,	✓	
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	✓	
Textual Reference	Textual references are pronouns in reference to specific nouns in the text	✓	
Word meanings	Word meanings referring to denotative meanings	✓	

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2. Reading Competency Test Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **Relevance** or **Irrelevance** independently to ensure the reliability of the reading competency test in the following column.

Indicators	Descriptors	Items	Score Judgment:			
			1	2	4	5
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	1. What is the main idea of the first paragraph? a. The four rooms include in the small house b. The small house consists of five rooms. c. The rooms are found in the small house. d. The house has two big rooms.				✓
		2. What is the main idea of the second paragraph? a. The living room is a simple room. b. The living room is used for reading activity. c. The living room consists of many things. d. The living room is the empty room.				✓
		3. What is the main idea of the first paragraph? a. The family consists of four members. b. The father and the mother are parents. c. The four of the members live in Jakarta. d. The members stay together.				✓
		4. What is the main idea of the last paragraph? a. Writer could speak Sundanese very well. b. All member, expect the writer move to Jakarta. c. Most of the members could speak Sundanese. d. Four members live in Bandung for 3 years.				✓
		5. What is the main idea of the second paragraph? a. Pandas are a cartoon movie. b. Pandas are Kung Fu Panda. c. Pandas are original animal. d. Pandas are different from bear.				✓
		6. What is the main idea of the third paragraph? a. Pandas' diet are quite different from bear. b. Pandas' diet are not the species of bear. c. Pandas' diet are the same as bear. d. Pandas' diet are totally like bear.				✓
		7. What is the main idea of the first paragraph? a. Sugar is the main ingredient of the sweet food. b. Candy is one of the most well-known sweet food. c. Most of popular food in the world is sweet-tasting. d. Sweet-tasting is very popular food in the world.				✓
		8. What is the main idea of the third paragraph? a. Chocolates are the most popular candies. b. Candies are known as chocolates. c. Chocolates are more popular than candies. d. Candies are made by chocolates.				✓
		9. What is the main idea of the first paragraph? a. Doraemon is a character in the series. b. Robotic cats are created by Fujiko. c. Doraemon has an amazing pocket. d. Robotic cats can hear perfectly well.				✓

		<p>10. What is the main idea of the second paragraph?</p> <p>a. Doraemon has unnecessary gadget.</p> <p>b. Doraemon has a magic pocket.</p> <p>c. Doraemon has four pockets.</p> <p>d. Doraemon has large gadget.</p>					✓
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>11. Where is the living room?</p> <p>a. The living room is in the right side of the kitchen.</p> <p>b. The living room is in the left side of the mom's room.</p> <p>c. The living room is in the right side of the bedrooms.</p> <p>d. The living room is in the left side of the writer's room.</p>					✓
		<p>12. From the first text, it is known that the writer's room consists of....</p> <p>a. a bed, a radio, a computer, and a TV</p> <p>b. a computer, chairs, a TV, and a table</p> <p>c. a radio, a TV, a bed, and chairs</p> <p>d. a TV, a table, a radio, and the bed</p>				✓	
		<p>13. What does the writer do when being bored of reading?</p> <p>a. Playing with friends</p> <p>b. Chatting with siblings</p> <p>c. Watching online movie</p> <p>d. Communicating via Facebook</p>				✓	
		<p>14. From text above, it is known that Anisa</p> <p>a. wants to be smart</p> <p>b. has long black-haired</p> <p>c. is very hard-working</p> <p>d. could speak Sundanese</p>				✓	
		<p>15. The father is ... years old.</p> <p>a. fifty four</p> <p>b. fifty three</p> <p>c. fifty two</p> <p>d. fifty one</p>				✓	
		<p>16. Who has green eyes?</p> <p>a. Nadine and Anisa</p> <p>b. Lukman and the writer</p> <p>c. Anisa and Lukman</p> <p>d. Nadine and the writer</p>				✓	
		<p>17. Why could not the writer speak Sundanese? It is because</p> <p>a. the writer is not smart as the sister</p> <p>b. the writer moves in the early age</p> <p>c. the writer stays in Jakarta</p> <p>d. the writer does not like it</p>				✓	

	<p>18. When did the writer move to Jakarta? She moved when ...</p> <p>a. the mother was in English school</p> <p>b. the writer was in the young age</p> <p>c. the sister was three years old</p> <p>d. the father finished the job</p>						✓
	<p>19. What does Panda look like?</p> <p>a. Panda has small jaw and black eyes.</p> <p>b. Panda has a short muzzle with a big nose.</p> <p>c. Panda has tough muscles and weak molars.</p> <p>d. Panda has white thick fur and black marks</p>						✓
	<p>20. "... of Pandas' diet consist of bamboos"</p> <p>a. Ninety percent</p> <p>b. Nineteen percent</p> <p>c. Nine hundred percent</p> <p>d. Nine thousand percent</p>						✓
	<p>21. Which of the following statement is NOT TRUE about Pandas?</p> <p>a. Pandas are the species of bear.</p> <p>b. Pandas have a big jaw.</p> <p>c. Pandas consist of black marks.</p> <p>d. Pandas love to eat noodle.</p>						✓
	<p>22. How many types of candy?</p> <p>a. Five</p> <p>b. Four</p> <p>c. Three</p> <p>d. Two</p>						✓
	<p>23. From the fourth text, it is known that Chewy candies are made by ...</p> <p>a. boiling sugar produces butterscotch</p> <p>b. boiling sugar with gelatin or cornstarch</p> <p>c. boiling sugar with corn syrup and water</p> <p>d. boiling sugar, milk, and vegetable oil</p>						✓
	<p>24. What is the ingredient of brittles?</p> <p>a. Milk</p> <p>b. Nut</p> <p>c. Sugar</p> <p>d. Gelatin</p>						✓
	<p>25. What is the name of Doreaemon's pocket?</p> <p>a. Manga</p> <p>b. Fujiko</p> <p>c. Yojigen</p> <p>d. Dorayaki</p>						✓

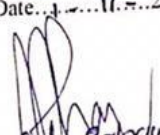
		<p>26. What will happen if Doraemon in an emergency situation?</p> <p>a. It will calmly pull off every important gadget from his pocket.</p> <p>b. It will constantly take unnecessary gadget to his pocket.</p> <p>c. It will uncontrollably give off needless gadget from his pocket.</p> <p>d. It will frantically pick up important gadget to his pocket.</p>					✓
		<p>27. Which of the following statement is NOT TRUE about Doraemon?</p> <p>a. Doraemon dislike Dorayaki.</p> <p>b. Doraemon has a pocket.</p> <p>c. Doraemon has no gadget.</p> <p>d. Doraemon is a robotic cat.</p>					✓
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>28. "<i>I prefer reading a novel in this room</i>" (paragraph 2). The word "this room" refers to ...</p> <p>a. the writer's bed room</p> <p>b. the mom's bed room</p> <p>c. the living room</p> <p>d. the kitchen</p>					✓
		<p>29. "... <i>I never come in to see it</i>" (paragraph 4) the word "it" refers to</p> <p>a. the mother's bed</p> <p>b. the writer's room</p> <p>c. the writer's bed</p> <p>d. the mother's room</p>					✓
		<p>30. The first text is mainly intended to ...</p> <p>a. inform to the readers about houses</p> <p>b. tell to the readers about five rooms</p> <p>c. describe to the reader about a house</p> <p>d. explain to the readers about small room</p>					✓
		<p>31. "<i>She is very good-looking, always well-dressed and elegant</i>" (paragraph 2). The word "she" refers to</p> <p>a. the mother</p> <p>b. the writer</p> <p>c. the sister</p> <p>d. the father</p>					✓
		<p>32. "<i>Here is the description about it.</i>" (Paragraph 1). The bold word refers to...</p> <p>a. Kung Fu</p> <p>b. cartoon</p> <p>c. panda</p> <p>d. movie</p>					✓

	33. "Those black marks make them unique and different" (Paragraph 2) the word "them" refers to a. species b. pandas c. marks d. bears						✓
	34. What is the purpose of the third text? a. To tell about species of bear b. To persuade about Kung Fu c. To describe about pandas d. To explain about pandas' diet						✓
	35. "It comes in all shapes, sizes, colors, and flavors" (Paragraph 1). The word "it" refers to ... a. sugar b. candy c. food d. honey						✓
	36. The fourth text is mainly intended to ... a. inform to the readers about honey b. tell to the readers about chocolate c. describe to the reader about candy d. explain to the readers about sugar						✓
	37. "They are made from the cocoa bean, a type of seed" (paragraph 3) The word "they" refers to ... a. candies b. chocolates c. gumdrops d. lollipops						✓
	38. What is the best title of the text above? a. Nobita b. Robotic cat c. Doraemon d. Fujiko fujio						✓
	39. "He has small body and white hands and feet" (paragraph 1). The word "he" refers to ... a. cat b. robotic c. Doraemon d. Fujiko						✓
	40. "It is a Japanese treat filled with red bean paste" (paragraph 2). The word "it" refers to ... a. Dorayaki b. robotic c. pocket d. gadget						✓

Word meaning	Word meanings referring to denotative meaning				
	41. "Indeed it is a <u>small</u> house, but I like living in here for <u>wasting my spare time</u> ." (paragraph 1). The word "small" has the same meaning with ... a. big b. large c. bright d. little				✓
	42. The word "pleasure" in "It is very <u>pleasure</u> when my mother cooks, ..." (paragraph 4) has opposite meaning with ... a. glad b. happy c. delight d. joyless				✓
	43. "But she is very <u>sensible, smart and co-operative</u> ." (Paragraph 3). The antonym of word "smart" is... a. clever b. foolish c. brilliant d. shrewd				✓
	44. "...she is <u>studying English</u> ..." (Paragraph 4). The word "studying" has the similar meaning with ... a. sharing b. learning c. training d. speaking				✓
	45. "Those <u>black marks</u> make them <u>unique and different</u> " (paragraph 2). The bold word has the same meaning with ... a. divergent b. common c. identical d. similar				✓
	46. "...pandas have a <u>big head</u> , a <u>short tail</u> , rounded ears, and a <u>long muzzle with a big nose</u> ." (paragraph 3) The antonym of the underlined word is... a. beauty b. strong c. short d. thin				✓
	47. "Some <u>candies are hard</u> while others are soft ..." (Paragraph 1). The word "soft" has the same meaning with... a. smooth b. rough c. bright d. hard				✓

		<p>48. The word "popular" in "<i>Chocolates are the most popular candies of all</i>" (paragraph 3) could be replaced with ...</p> <p>a. famous b. wonderful c. interesting d. delicious</p>					✓
		<p>49. "Doraemon possesses a large pocket..." (Paragraph 2). The word "large" has the same meaning with ...</p> <p>a. small b. big c. little d. wide</p>					✓
		<p>50. "<i>He always helps Nobita</i>" (Paragraph 3). The word "helps" could be replace into ...</p> <p>a. assists b. protects c. suggests d. informs</p>					✓

Date.../.../...2019


 Luh Ed. Ramdya Budiartha
 NIP 199309192018032001

APPENDIX 7. READING HABITS QUESTIONNAIRE

READING HABITS QUESTIONNAIRE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School. More specifically, the current research is aimed at: 1) describing the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School, and 2) multiple relationships of reading habits and reading motivation to the seventh grade students' reading competency on the English descriptive texts in the Junior Secondary School. Prior to data collection, the instruments are validated.

Direction

1. Read the statements on your own reading habits.
2. Reading habits show 1) how automatic you read texts, 2) how often you read texts, and 3) how happy you are when reading.
3. This questionnaire has nothing to do with your achievement in school.
4. Please rate your reading habits as honestly as possible.
5. Rate each item by crossing the corresponding score as realistically as possible.
6. Each score relates to a meaning, score 1 = very irrelevant; 2= irrelevant; 4= relevant; 5=very relevant. Choose only one score that represent your real habits in reading.
7. Good luck.

Items	How do you rate yourself?			
	1	2	4	5
1. Reading is something I do automatically.				
2. Reading is something I do without hesitation.				
3. Reading is something I do without thinking.				
4. Reading is something before anything else.				
5. Reading is something I think very useful.				

6. I read texts almost daily.				
7. I have read texts since long time.				
8. I spend 15 minutes to read texts.				
9. I spend 15 minutes to read texts taught in school.				
10. I read other texts aside from the school texts.				
11. I feel uneasy when not reading.				
12. I feel not burdensome when reading.				
13. Reading is my habit.				
14. Reading is fun.				
15. Reading is useful for enriching knowledge.				

Date.....2019

Name:



APPENDIX 8. READING MOTIVATION QUESTIONNAIRE

READING MOTIVATION QUESTIONNAIRE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School. More specifically, the current research is aimed at: 1) describing the students' reading habits, reading motivation, and their reading competency in the Junior Secondary School, and 2) multiple relationships of reading habits and reading motivation to the seventh grade students' reading competency on the English descriptive texts in the Junior Secondary School. Prior to data collection, the instruments are validated.

Direction

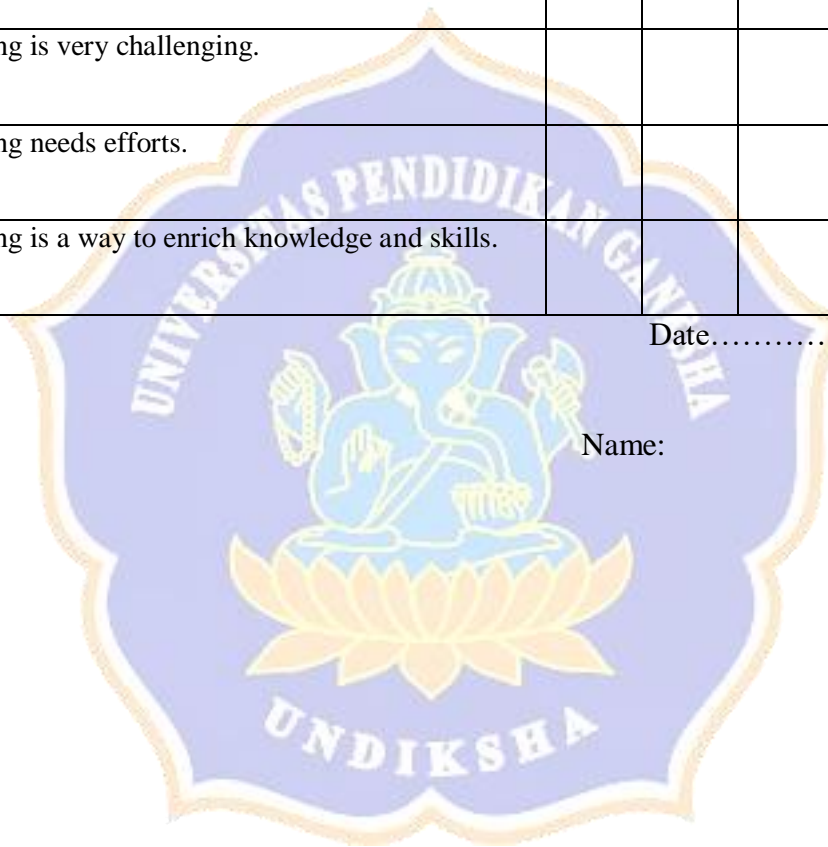
1. Read the statements on your own reading motivation.
2. Reading motivation show 1) how curious you are to read, 2) how involved you are on reading, and 3) how challenged you are to read.
3. This questionnaire has nothing to do with your achievement in school.
4. Please rate your reading motivation as honestly as possible.
5. Rate each item by crossing the corresponding score as realistically as possible.
6. Each score relates to a meaning, score 1 = very irrelevant; 2= irrelevant; 4= relevant; 5=very relevant. Choose only one score that represent your real habits in reading.
7. Good luck.

Items	How motivated you are to read?			
	1	2	4	5
1. I like reading because it is interesting.				
2. I often forget time when reading.				
3. Reading is fun.				
4. I continue reading when I want to know more information.				
5. I want to know more about something new.				

6. 6. I tend to be engaged in reading something new.				
7. 7. I enjoy reading as it is fun.				
8. I improve my knowledge through reading.				
9. I derive pleasure from reading.				
10. I am motivated when reading.				
11. I am happy when I get knowledge through reading.				
12. Reading widens my horizons.				
13. Reading is very challenging.				
14. Reading needs efforts.				
15. Reading is a way to enrich knowledge and skills.				

Date.....2019

Name:



APPENDIX 9. READING COMPETENCY TEST

READING COMPETENCY TEST

Direction

1. Read the texts carefully before answer the questions.
2. Choose the best option among the four options.
3. Do the easiest item first, and then do the next ones.
4. Work independently and write your answer on the answer sheet provided.
5. Good luck.

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

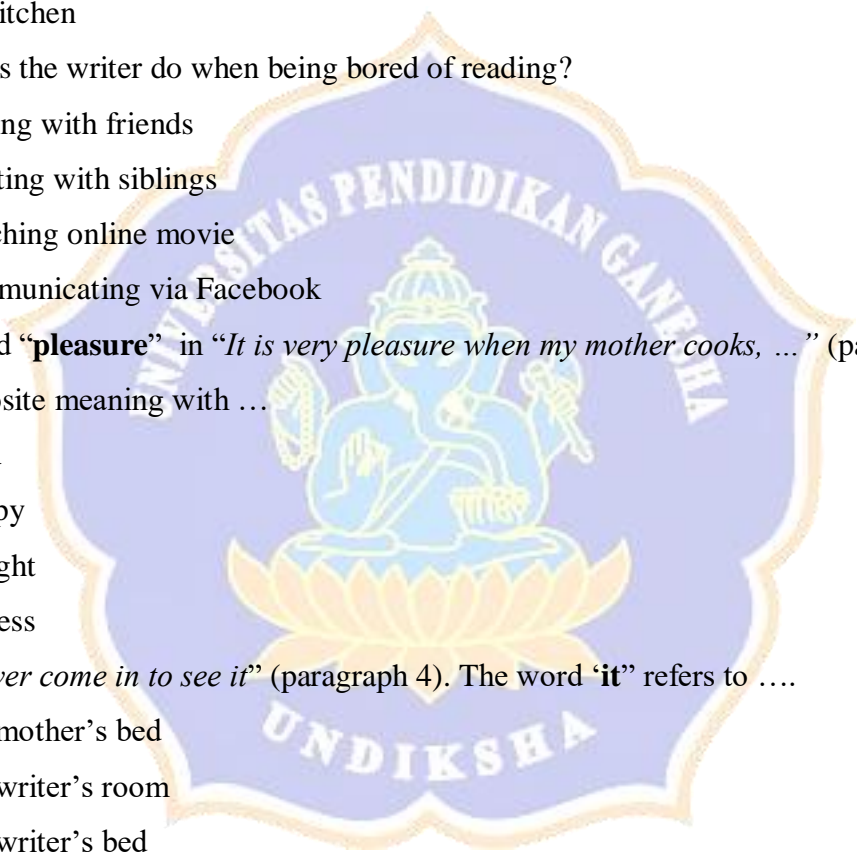
My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's room. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

<http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>

Text 1 for questions number 1 to 5

1. What is the main idea of the first paragraph?
 - a. The four rooms include in the small house.
 - b. The small house consists of five rooms.
 - c. The rooms are found in the small house.
 - d. The small house has two big rooms.
 2. “*I prefer reading a novel in this room*” (paragraph 2). The word “**this room**” refers to ...
 - a. the writer’s bed room
 - b. the mom’s bed room
 - c. the living room
 - d. the kitchen
 3. What does the writer do when being bored of reading?
 - a. Playing with friends
 - b. Chatting with siblings
 - c. Watching online movie
 - d. Communicating via Facebook
 4. The word “**pleasure**” in “*It is very pleasure when my mother cooks, ...*” (paragraph 4) has opposite meaning with ...
 - a. glad
 - b. happy
 - c. delight
 - d. joyless
 5. “... *I never come in to see it*” (paragraph 4). The word “**it**” refers to
 - a. the mother’s bed
 - b. the writer’s room
 - c. the writer’s bed
 - d. the mother’s room
- 

Text 2 for questions number 6 to 11

I have a family. My family has four members. They are I, my sister, my mother and my father. We all live in Jakarta.

My mother is 47 years old. Her name is Anisa. She has thin-faced. She has long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman is 5 years older than my mother. In spite of his age, he still has black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He is very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mother's.

Finally, my sister Nadina. She is 22. She has freckles and green-eyed. She has long wavy hair. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be smart as she is.

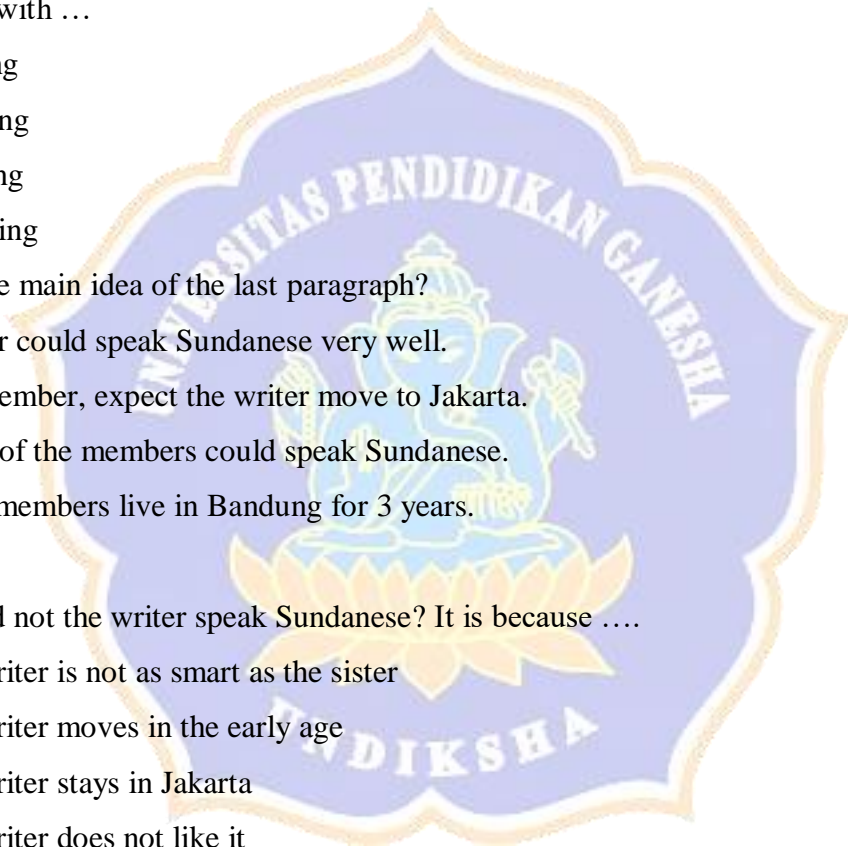
They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

<http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>

6. From text above, it is known that Anisa
 - a. wants to be smart
 - b. has long black hair
 - c. is very hard-working
 - d. could speak Sundanese

7. "*She is very good-looking, always well-dressed and elegant*" (paragraph 2). The word "**she**" refers to
 - a. the mother

- b. the writer
 - c. the sister
 - d. the father
8. Who has green eyes?
- a. Nadine and Anisa
 - b. Lukman and the writer
 - c. Anisa and Lukman
 - d. Nadine and the writer
9. “...she is studying English...” (Paragraph 4). The word “**studying**” has the similar meaning with ...
- a. sharing
 - b. learning
 - c. training
 - d. speaking
10. What is the main idea of the last paragraph?
- a. Writer could speak Sundanese very well.
 - b. All member, expect the writer move to Jakarta.
 - c. Most of the members could speak Sundanese.
 - d. Four members live in Bandung for 3 years.
11. Why could not the writer speak Sundanese? It is because
- a. the writer is not as smart as the sister
 - b. the writer moves in the early age
 - c. the writer stays in Jakarta
 - d. the writer does not like it



Text 3 for questions number 12 to 18

Have you ever watch the cartoon movie “Kung Fu Panda”? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about it.

Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make them unique and different.

Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas’ diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas’ diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need

<http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>

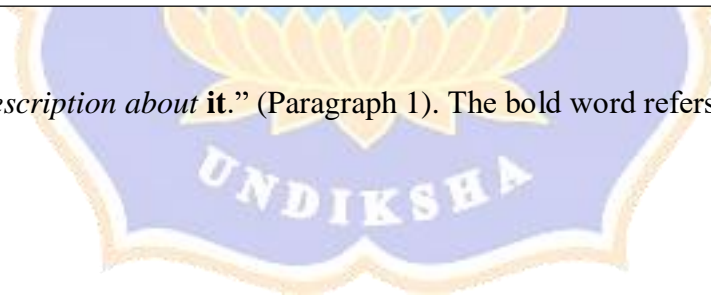
12. “*Here is the description about **it.***” (Paragraph 1). The bold word refers to...

- a. Kung Fu
- b. cartoon
- c. panda
- d. movie

13. What is the main idea of the second paragraph?

- a. Pandas are a cartoon movie.
- b. Pandas are Kung Fu Panda.
- c. Pandas are original animal.
- d. Pandas are different from bear.

14. “*Those black marks make them unique and different.*” (Paragraph 2) the word ‘**them**’ refers to...



- a. species
- b. pandas
- c. marks
- d. bears

15. What does Panda look like?

- a. Panda has small jaw and black eyes.
- b. Panda has a short muzzle with a big nose.
- c. Panda has tough muscles and weak molars.
- d. Panda has white thick fur and black marks.

16. “*Those black marks make them unique and **different***” (paragraph 2). The bold word has the same meaning with ...

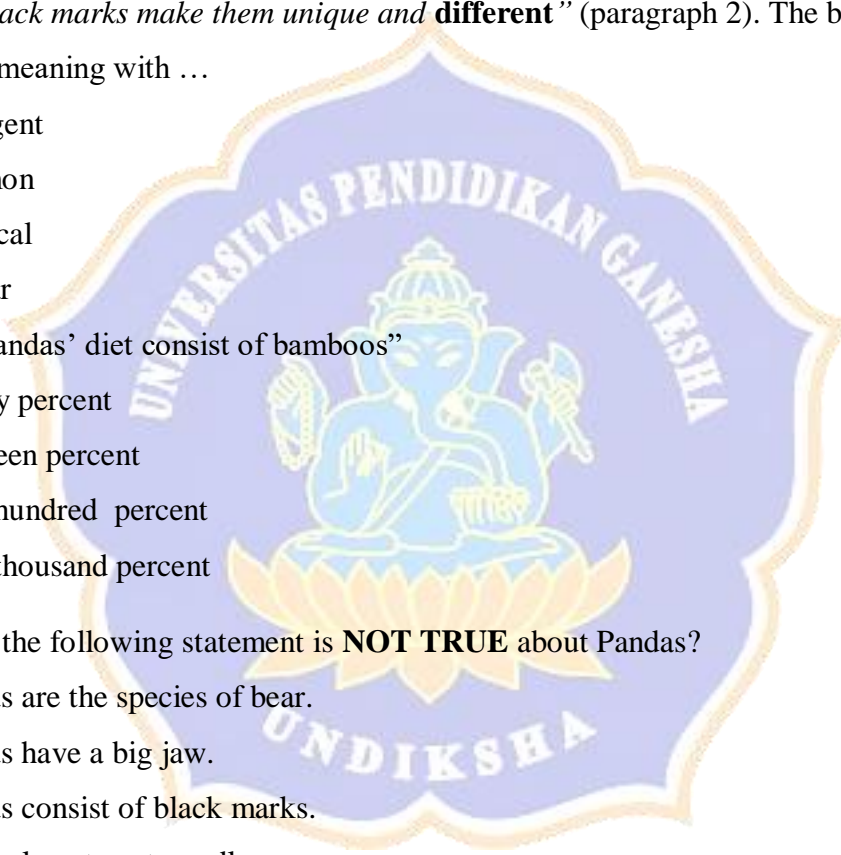
- a. divergent
- b. common
- c. identical
- d. similar

17. “... of Pandas’ diet consist of bamboos”

- a. Ninety percent
- b. Nineteen percent
- c. Nine hundred percent
- d. Nine thousand percent

18. Which of the following statement is **NOT TRUE** about Pandas?

- a. Pandas are the species of bear.
- b. Pandas have a big jaw.
- c. Pandas consist of black marks.
- d. Pandas love to eat noodle.




Candy is one of the world's most popular sweet-tasting foods. Sugar is the main ingredient in most candy. Other ingredients, such as honey, are sometimes used as sweeteners. It comes in all shapes, sizes, colors, and flavors. Some candies are hard while others are soft and creamy or sticky and chewy.

Hard candies, such as lollipops and lemon drops, are made by boiling sugar with corn syrup and water. Butter or vegetable oil boiled with sugar produces butterscotch and brittles. Most brittles, including peanut brittle, are made with nuts. Chewy candies, such as caramels and toffees, are made by boiling sugar, milk, and vegetable oil. Gumdrops are made by boiling sugar with gelatin or cornstarch.

Chocolates are the most popular candies of all. They are made from the cocoa bean, a type of seed. Chocolate candies are sold mainly as solid bars, chocolate-covered bars, and other chocolate-covered treats.

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Text 4 for questions number 19 to 25

- 
19. *“Some candies are hard while others are soft”* (Paragraph 1). The word **“soft”** has the same meaning with...
- smooth
 - rough
 - bright
 - hard
20. How many types of candy?
- Five
 - Four
 - Three
 - Two
21. *“It comes in all shapes, sizes, colors, and flavors”* (Paragraph 1).
The word **“it”** refers to ...
- sugar
 - candy
 - food
 - honey
22. From the fourth text, it is known that chewy candies are made by

- a. boiling sugar produces butterscotch
 - b. boiling sugar with gelatin or cornstarch
 - c. boiling sugar with corn syrup and water
 - d. boiling sugar, milk, and vegetable oil
23. What is the ingredient of brittles?
- a. Milk
 - b. Nut
 - c. Sugar
 - d. Gelatin
24. What is the main idea of the third paragraph?
- a. Chocolates are the most popular candies.
 - b. Candies are known as chocolates.
 - c. Chocolates are more popular than candies.
 - d. Candies are made by chocolates.
25. The word “**popular**” in “*Chocolates are the most popular candies of all*” (paragraph 3) could be replaced with...
- a. famous
 - b. wonderful
 - c. interesting
 - d. delicious

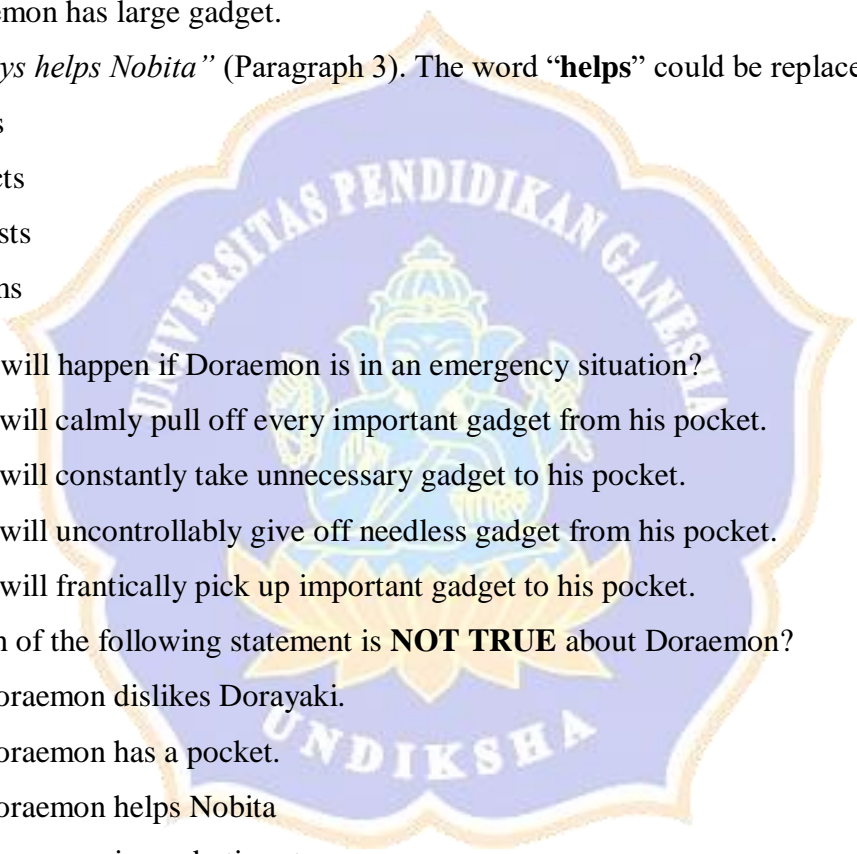
Text 5 for questions number 26 to 30

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. He has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket.

Doraemon’s favorite food is *dorayaki*. It is a Japanese treat filled with red bean paste. Nevertheless, Doraemon is a good cat. He always helps Nobita.

Adopted from http://englishlollipop.blogspot.com/p_descriptive-text.html

26. *“He has small body and white hands and feet”* (paragraph 1). The word **“he”** refers to ...
- cat
 - robotic
 - Doraemon
 - Fujiko
27. What is the main idea of the second paragraph?
- Doraemon has unnecessary gadget.
 - Doreamon has a magic pocket.
 - Doraemon has four pockets.
 - Doraemon has large gadget.
28. *“He always helps Nobita”* (Paragraph 3). The word **“helps”** could be replace into ...
- assists
 - protects
 - suggests
 - informs
29. What will happen if Doraemon is in an emergency situation?
- It will calmly pull off every important gadget from his pocket.
 - It will constantly take unnecessary gadget to his pocket.
 - It will uncontrollably give off needless gadget from his pocket.
 - It will frantically pick up important gadget to his pocket.
30. Which of the following statement is **NOT TRUE** about Doraemon?
- Doraemon dislikes Dorayaki.
 - Doraemon has a pocket.
 - Doraemon helps Nobita
 - Doraemon is a robotic cat.
- 

Nama :

Kelas :

Lembar Jawaban

	A	B	C	D
1.				
2.				
3.				
4.				
5.				

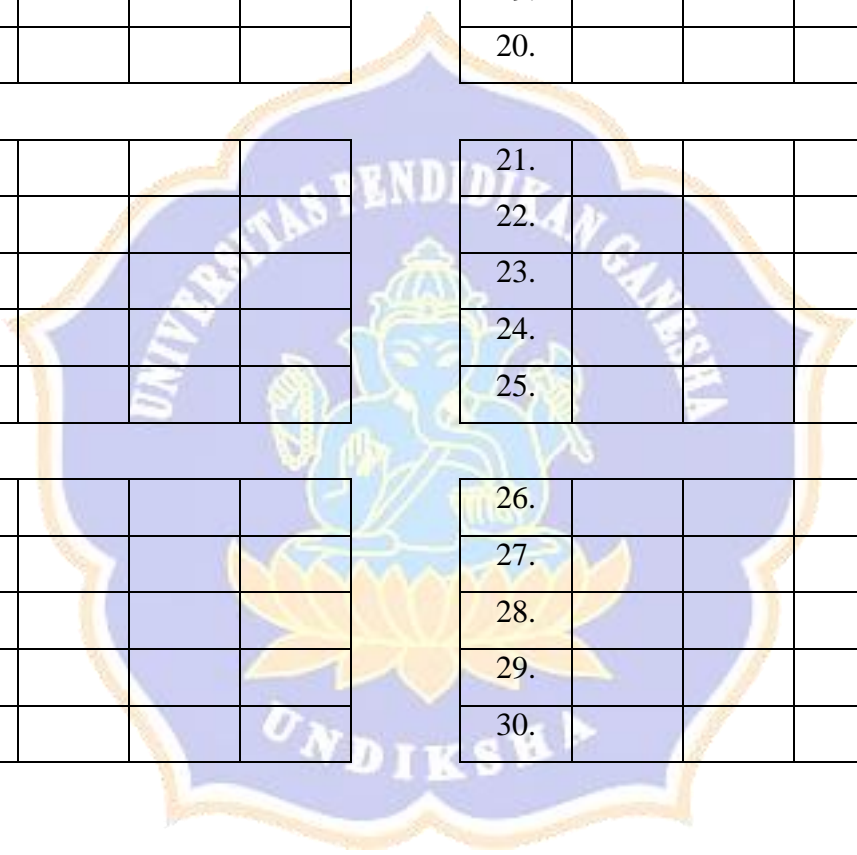
	A	B	C	D
16.				
17.				
18.				
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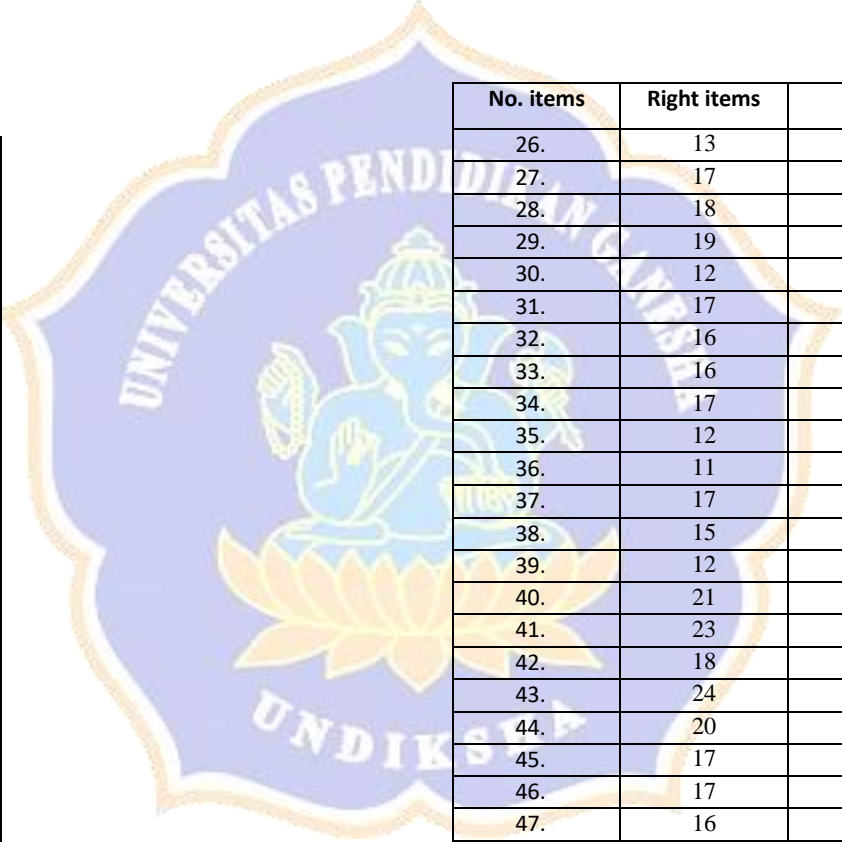
11.				
12.				
13.				
14.				
15.				

26.				
27.				
28.				
29.				
30.				



25	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1				
26	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0
T	16	14	16	20	20	25	18	8	16	14	24	14	21	12	21	15	9	14	14	15	9	14	31	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	

No. items	Right items	IF
1.	16	0.61
2.	14	0.53
3.	16	0.61
4.	20	0.86
5.	20	0.86
6.	25	0.96
7.	18	0.69
8.	8	0.30
9.	18	0.69
10.	16	0.61
11.	24	0.92
12.	14	0.53
13.	21	0.80
14.	18	0.69
15.	12	0.48
16.	21	0.80
17.	15	0.57
18.	9	0.34
19.	14	0.53
20.	14	0.53
21.	15	0.57
22.	9	0.34
23.	14	0.53
24.	13	0.50
25.	11	0.42



No. items	Right items	IF
26.	13	0.50
27.	17	0.65
28.	18	0.69
29.	19	0.73
30.	12	0.48
31.	17	0.65
32.	16	0.61
33.	16	0.61
34.	17	0.65
35.	12	0.48
36.	11	0.42
37.	17	0.65
38.	15	0.57
39.	12	0.48
40.	21	0.80
41.	23	0.88
42.	18	0.69
43.	24	0.92
44.	20	0.76
45.	17	0.65
46.	17	0.65
47.	16	0.61
48.	9	0.34
49.	12	0.48
50.	12	0.48

No Items	Upper Group	Lower Group	Beda	ID
1.	7	1	6	0.90
2.	7	1	6	0.90
3.	6	5	1	0.10
4.	7	6	1	0.10
5.	7	4	3	0.40
6.	7	6	1	0.40
7.	2	6	-4	-0.60
8.	6	0	6	0.90
9.	7	3	4	0.60
10.	7	2	5	0.70
11.	7	7	0	0.00
12.	7	0	7	1.00
13.	7	6	1	0.10
14.	5	6	-1	-0.10
15.	3	2	1	0.10
16.	7	3	4	0.60
17.	6	2	4	0.60
18.	6	0	6	0.90
19.	5	2	3	0.40
20.	6	4	2	0.30
21.	6	2	4	0.60
22.	4	0	4	0.60
23.	5	1	4	0.60
24.	5	3	2	0.30
25.	4	0	4	0.60

No Items	Upper Group	Lower Group	Beda	ID
26.	6	0	6	0.90
27.	6	5	1	0.20
28.	6	4	2	0.30
29.	7	4	3	0.40
30.	7	1	6	0.90
31.	6	5	1	0.10
32.	7	3	4	0.60
33.	7	3	4	0.60
34.	7	2	5	0.70
35.	6	2	4	0.60
36.	6	0	6	0.90
37.	7	4	3	0.40
38.	7	1	6	0.90
39.	0	0	0	0.00
40.	0	0	0	0.00
41.	0	0	0	0.00
42.	0	2	-2	-0.30
43.	0	0	0	0.00
44.	0	1	-1	-0.10
45.	0	1	-1	-0.10
46.	0	0	0	0.00
47.	0	3	-3	-0.40
48.	2	4	-2	-0.30
49.	5	1	4	0.60
50.	7	0	7	1.00

APPENDIX 10. READING HABITS DATA

No	Class	Names	Automaticity Score					Frequency Score					Self-Identity Score					Total Score			
1	VIIIH	A	5	4	5	4	4	22	5	5	2	4	2	18	4	2	5	4	5	20	60
2		B	4	5	4	2	5	20	4	5	4	4	5	22	4	4	5	5	2	20	62
3		C	5	4	5	4	5	23	4	4	4	5	5	22	4	4	4	4	5	21	66
4		D	4	4	5	2	5	20	4	2	4	4	4	18	2	2	4	2	1	11	49
5		E	4	4	2	2	2	14	2	4	4	4	4	18	5	2	2	4	4	17	49
6		F	4	2	2	2	1	11	2	4	2	2	2	12	2	2	2	2	2	10	33
7		G	5	4	4	4	4	21	2	1	1	2	1	7	5	2	4	4	4	19	47
8		H	5	2	2	2	2	13	2	4	2	2	1	11	4	2	2	2	2	12	36
9		I	4	4	2	4	4	18	2	1	2	2	4	11	2	2	2	1	2	9	50
10		J	2	4	2	2	2	12	4	4	2	4	2	16	4	5	4	4	4	21	49
11		K	2	2	2	4	5	15	1	2	2	4	2	11	2	4	2	4	2	14	40
12		L	4	4	2	2	4	16	2	2	4	1	4	13	2	2	2	4	2	12	41
13		M	4	4	4	4	2	18	5	2	4	2	4	17	4	4	5	4	4	21	56
14		N	5	2	4	2	4	17	4	4	2	4	2	16	4	4	4	4	4	20	53
15		O	4	4	4	4	2	18	2	4	2	4	2	14	4	5	2	2	2	15	47
16		P	4	4	2	4	2	16	2	4	2	4	1	13	2	2	4	2	1	11	40
17		Q	5	4	2	4	4	19	4	4	2	4	4	18	4	4	2	2	4	16	53
18		R	5	2	4	2	4	17	4	4	4	4	2	18	4	4	5	4	4	21	56
19		S	5	4	2	4	2	17	2	4	2	2	2	12	2	2	2	2	2	10	39
20		T	4	2	4	2	1	13	4	2	2	2	2	12	4	2	2	2	1	11	36
21		U	4	1	2	2	2	11	2	4	2	4	1	13	2	2	2	2	2	10	34
22		V	2	4	2	2	2	12	4	2	2	2	2	12	1	2	4	1	2	10	34
23		W	2	2	5	2	4	15	1	2	2	4	2	11	2	2	2	2	2	10	36
24	VIIA	X	5	5	4	5	4	23	4	2	4	2	4	16	5	2	4	2	4	17	56
25		Y	5	4	4	5	4	22	4	4	4	4	2	18	5	4	5	4	4	22	62
26		Z	5	4	5	4	4	22	4	5	4	4	4	21	4	5	4	5	4	22	65
27		AA	4	5	4	4	5	22	4	5	4	4	4	21	4	4	4	4	4	20	63
28		BB	5	4	5	5	4	23	5	5	5	5	5	25	4	5	4	4	4	21	69

29	CC	5	5	4	5	5	24	5	4	5	5	4	23	4	4	4	4	4	20	67
30	DD	4	4	4	4	2	18	2	2	2	4	2	12	2	2	2	4	2	12	42
31	EE	4	4	4	4	4	20	4	4	4	4	4	20	2	1	2	4	2	11	51
32	FF	4	4	4	4	4	20	2	1	2	4	2	11	2	4	2	4	1	13	44
33	GG	5	5	5	5	5	25	4	2	4	4	4	18	2	4	1	4	2	13	56
34	HH	4	4	2	2	2	14	2	4	2	4	2	14	4	2	4	4	2	16	44
35	II	4	2	2	4	2	14	4	4	4	4	2	18	4	4	2	2	2	14	46
36	JJ	5	4	5	4	5	23	4	2	4	4	4	18	4	2	4	4	2	16	57
37	KK	4	4	4	4	2	18	4	2	4	4	4	18	4	2	4	4	2	16	52
38	LL	4	2	4	4	4	18	4	2	4	5	4	19	5	2	4	4	2	17	54
39	MM	4	2	4	4	4	18	2	4	4	4	1	15	5	2	4	4	4	19	52
40	NN	4	4	4	4	4	20	4	4	5	4	2	19	4	4	4	4	2	18	57
41	OO	4	4	4	2	2	16	4	4	4	4	2	18	2	4	1	4	2	13	47
42	PP	5	2	4	4	2	17	2	4	2	4	2	14	2	4	4	4	1	15	46
43	QQ	2	2	2	2	2	10	5	2	2	5	1	15	5	2	5	2	1	15	40
44	RR	5	2	4	4	4	19	4	4	4	4	4	20	4	2	4	4	4	18	57
45	SS	5	2	4	4	2	17	5	4	2	4	5	20	5	4	2	4	4	19	56
46	TT	5	4	2	4	5	20	4	2	2	4	2	14	2	4	1	4	4	15	49
47	UU	4	4	4	4	4	20	4	2	4	4	4	18	4	4	4	4	2	18	56
48	VV	5	4	5	4	2	20	2	2	2	2	4	12	4	2	4	4	4	18	50
49	WW	5	2	4	4	4	19	5	2	4	4	2	17	4	4	4	4	2	18	54
50	XX	4	2	4	4	4	18	2	4	1	4	4	15	4	4	4	4	4	20	53
51	YY	5	2	5	2	1	15	5	2	4	4	4	19	2	4	4	4	4	18	52
52	ZZ	5	4	5	4	4	22	2	4	1	4	4	15	4	2	4	4	4	18	55
53	AAA	2	2	2	4	2	12	2	4	2	4	2	14	4	2	2	2	2	12	38
54	BBB	2	4	2	4	2	14	2	4	2	2	2	12	4	1	2	2	2	11	37
55	CCC	4	2	2	2	1	11	5	1	4	1	2	13	2	2	2	4	1	11	35

APPENDIX 11. READING MOTIVATION DATA

No	Class	Names	Curiosity Score					Involvement Score					Challenge Score					Total Score			
1	VIIIH	A	4	4	2	4	4	18	5	4	5	4	5	23	5	5	5	4	4	23	64
2		B	5	5	4	4	4	22	5	5	4	5	4	23	4	4	4	4	4	20	65
3		C	4	2	4	4	5	19	5	5	4	5	4	23	4	4	4	5	4	21	63
4		D	4	4	2	2	2	14	2	5	2	2	2	13	4	2	1	4	2	13	40
5		E	2	2	2	2	4	12	4	4	1	4	5	18	4	2	1	4	1	12	42
6		F	2	2	2	2	2	10	2	4	2	2	2	12	2	4	4	1	2	13	35
7		G	4	2	4	4	5	19	2	1	2	4	2	11	4	4	1	4	4	17	47
8		H	2	1	1	1	1	6	5	2	4	4	5	20	2	2	2	2	1	9	35
9		I	4	2	2	4	2	14	2	1	2	2	2	9	5	2	4	2	4	17	40
10		J	2	1	2	4	2	11	5	2	4	4	5	20	4	4	4	4	4	20	51
11		K	2	2	2	2	2	10	5	5	5	5	5	25	5	5	5	4	5	24	59
12		L	4	4	4	4	1	17	4	2	5	4	5	20	5	2	4	2	2	15	52
13		M	4	2	2	4	2	14	4	1	4	4	4	17	5	5	4	4	5	23	54
14		N	5	5	5	5	5	25	4	4	4	4	4	20	2	4	4	1	2	13	58
15		O	5	4	5	4	4	22	5	2	2	4	2	15	4	4	4	4	4	20	57
16		P	4	4	2	5	2	17	4	4	4	4	4	20	5	5	4	4	4	22	59
17		Q	5	4	4	4	5	22	5	4	4	4	4	21	4	4	4	4	4	20	63
18		R	4	4	4	4	4	20	4	2	4	4	2	16	4	2	4	4	1	15	51
19		S	2	2	2	1	2	9	2	2	2	2	2	10	2	4	1	2	2	11	30
20		T	4	2	4	2	2	14	4	2	2	2	1	11	2	2	2	2	2	10	35
21		U	2	4	4	1	2	13	2	4	1	2	2	11	2	2	2	1	2	9	33
22		V	4	2	2	2	2	12	5	2	2	4	2	15	2	2	2	2	2	10	37
23		W	2	2	2	2	2	10	2	4	4	1	2	13	2	4	4	2	2	14	37
24	VIIIA	X	4	4	4	4	4	20	4	2	4	4	4	18	5	5	4	4	4	22	60
25		Y	5	5	5	5	5	25	5	5	4	4	5	23	4	4	4	4	4	20	68
26		Z	4	4	2	4	4	18	4	4	4	4	4	20	4	4	4	2	4	18	56
27		AA	4	4	4	4	4	20	4	4	4	4	2	18	5	4	4	5	4	22	60

28	BB	5	5	5	5	5	25	5	4	4	5	5	23	4	4	2	5	2	17	65
29	CC	5	5	5	5	5	25	5	4	4	4	4	21	4	4	2	5	4	19	65
30	DD	4	5	4	5	5	23	4	4	4	2	4	18	4	4	2	5	2	17	58
31	EE	5	4	2	2	2	15	4	2	4	4	4	18	5	4	4	2	2	17	50
32	FF	4	4	5	2	4	19	5	2	2	2	5	16	4	4	5	2	4	19	54
33	GG	5	4	4	2	2	17	5	5	4	2	2	18	4	4	5	2	4	19	54
34	HH	4	2	2	4	4	16	4	4	5	2	4	19	5	5	4	2	2	18	53
35	II	4	4	2	2	1	13	4	2	4	4	4	18	4	4	5	2	4	19	50
36	JJ	4	4	5	2	4	19	4	2	4	4	4	18	5	4	5	2	4	20	57
37	KK	4	2	4	4	4	18	4	2	4	4	4	18	4	4	4	2	1	15	51
38	LL	5	4	5	2	4	20	5	5	5	2	4	21	5	5	4	2	2	18	59
39	MM	4	2	4	4	4	18	4	4	5	2	4	19	5	5	5	2	4	21	58
40	NN	2	4	4	2	2	14	5	4	5	2	4	20	4	4	5	2	4	19	53
41	OO	4	4	4	4	4	20	4	2	2	2	5	15	4	4	5	2	2	17	52
42	PP	5	4	4	4	2	19	4	4	4	4	4	20	4	4	1	1	5	15	54
43	QQ	5	5	5	2	4	21	5	4	4	2	2	17	4	4	4	2	1	15	53
44	RR	4	2	4	4	4	18	4	4	5	2	4	19	5	4	5	2	4	20	56
45	SS	5	5	5	2	4	21	5	4	4	2	2	17	5	5	4	2	2	18	56
46	TT	5	4	5	2	4	20	4	2	4	4	4	18	2	4	2	2	2	12	50
47	UU	4	4	4	2	1	15	5	4	4	2	2	17	4	4	2	2	1	13	45
48	VV	4	4	5	2	2	17	5	4	4	2	2	17	4	4	5	2	4	19	53
49	WW	4	4	4	2	2	16	4	2	2	2	5	15	4	4	4	2	2	16	47
50	XX	4	2	4	4	4	18	4	4	4	2	2	16	4	4	1	1	5	15	49
51	YY	5	4	4	4	2	19	4	4	4	4	4	20	4	4	5	2	2	17	56
52	ZZ	4	2	4	4	4	18	4	4	5	2	4	19	4	4	5	2	4	19	56
53	AAA	4	2	2	2	4	14	2	2	2	2	2	10	4	2	2	2	2	12	36
54	BBB	4	4	2	2	1	13	2	2	2	4	2	12	2	2	2	2	2	10	35
55	CCC	2	2	2	2	2	10	2	4	2	1	2	11	2	4	1	2	2	11	32

APPENDIX 13. DATA RECAPITULATION

No	Names	Reading Habits	Reading Motivation	Reading Competency
1.	A	60	64	80
2.	B	62	65	83
3.	C	66	63	83
4.	D	49	40	60
5.	E	49	42	63
6.	F	33	35	73
7.	G	47	47	70
8.	H	36	35	63
9.	I	50	40	67
10.	J	49	51	63
11.	K	40	59	67
12.	L	41	52	77
13.	M	56	54	63
14.	N	53	58	60
15.	O	47	57	70
16.	P	40	59	60
17.	Q	53	63	63
18.	R	56	51	63
19.	S	39	30	33
20.	T	36	35	40
21.	U	34	33	53
22.	V	34	37	37
23.	W	36	37	40
24.	X	56	60	80
25.	Y	62	68	87
26.	Z	65	56	83
27.	AA	63	60	83
28.	BB	69	65	87
29.	CC	67	65	87
30.	DD	42	58	63
31.	EE	51	50	67
32.	FF	44	54	60
33.	GG	56	54	67
34.	HH	44	53	70
35.	II	46	50	60
36.	JJ	57	57	67
37.	KK	52	51	63
38.	LL	54	59	67
39.	MM	52	58	70
40.	NN	57	53	63

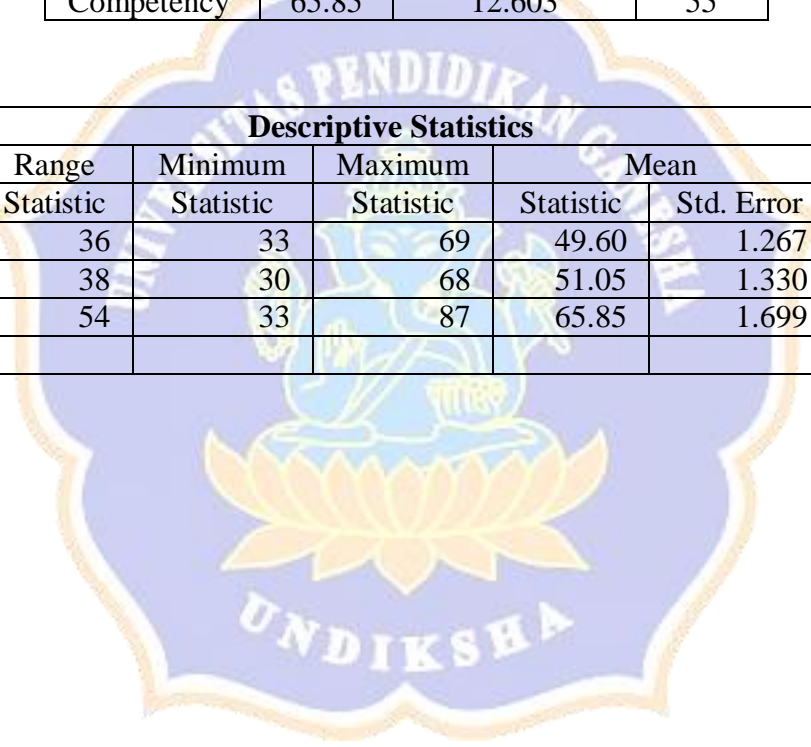
41.	OO	47	52	67
42.	PP	46	54	73
43.	QQ	40	53	67
44.	RR	57	56	77
45.	SS	56	56	63
46.	TT	49	50	77
47.	UU	56	45	67
48.	VV	50	53	73
49.	WW	54	47	63
50.	XX	53	49	60
51.	YY	52	56	70
52.	ZZ	55	56	73
53.	AAA	38	36	40
54.	BBB	37	35	50
55.	CCC	35	32	47



APPENDIX 14. DESCRIPTIVS OF READING HABITS, READING MOTIVATION AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Habit	49.60	9.396	55
Motivation	51.05	9.861	55
Competency	65.85	12.603	55

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Habit	55	36	33	69	49.60	1.267	9.396	88.281
Motivation	55	38	30	68	51.05	1.330	9.861	97.238
Competency	55	54	33	87	65.85	1.699	12.603	158.830
Valid N (listwise)	55							



APPENDIX 15. DESCRIPTIVES OF READING HABITS BASED ON CLASSES

Descriptive								
Reading Habits Score								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VIIH	23	46.35	9.759	2.035	42.13	50.57	33	66
VIIA	32	51.94	8.527	1.507	48.86	55.01	35	69
Total	55	49.60	9.396	1.267	47.06	52.14	33	69

Test of Homogeneity of Variances			
Reading Habits Score			
Levene Statistic	df1	df2	Sig.
1.274	1	53	.264

ANOVA					
Reading Habits Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	418.108	1	418.108	5.095	.028
Within Groups	4349.092	53	82.058		
Total	4767.200	54			

APPENDIX 16. DESCRIPTIVES OF READING MOTIVATION BASED ON CLASSES

Descriptive								
Reading Motivation Score								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VIIH	23	48.13	11.581	2.415	43.12	53.14	30	65
VIIA	32	53.16	7.956	1.406	50.29	56.02	32	68
Total	55	51.05	9.861	1.330	48.39	53.72	30	68

Test of Homogeneity of Variances			
Reading Motivation Score			
Levene Statistic	df1	df2	Sig.
10.806	1	53	.002

ANOVA					
reading motivation score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	338.009	1	338.009	3.646	.062
Within Groups	4912.827	53	92.695		
Total	5250.836	54			

APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

Descriptive								
Reading Competency Score								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
VIIH	23	62.22	13.918	2.902	56.20	68.24	33	83
VIIA	32	68.47	11.060	1.955	64.48	72.46	40	87
Total	55	65.85	12.603	1.699	62.45	69.26	33	87

Test of Homogeneity of Variances			
Reading Competency Score			
Levene Statistic	df1	df2	Sig.
.611	1	53	.438

ANOVA					
Reading Competency Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	522.955	1	522.955	3.441	.069
Within Groups	8053.882	53	151.960		
Total	8576.836	54			

APPENDIX 18. INDICATORS OF READING HABITS, READING MOTIVATION, AND READING COMPETENCY BASED ON CLASSES

A. CLASS H

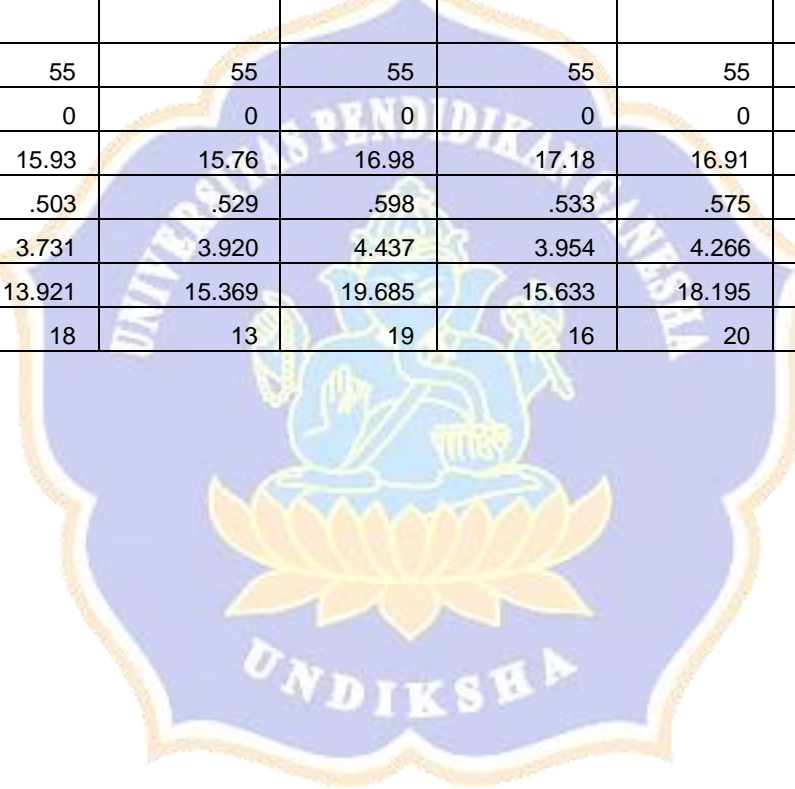
Statistics											
		Automaticity	Frequency	Self-Identity	Curiosity	Involvement	Challenge	Main Idea	Specific Idea	Textual Reference	Word Meaning
N	Valid	23	23	23	23	23	23	23	23	23	23
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		16.43	14.57	14.83	15.22	16.35	16.13	9.61	21.17	17.30	13.48
Std. Error of Mean		.727	.797	.961	1.046	1.044	1.026	.618	1.860	.591	.939
Std. Deviation		3.488	3.824	4.609	5.018	5.006	4.920	2.966	8.922	2.835	4.501
Variance		12.166	14.621	21.241	25.178	25.055	24.209	8.794	79.605	8.040	20.261
Range		12	15	12	19	16	15	14	37	10	17

B. CLASS A

Statistics											
		Automaticity	Frequency	Self-Identity	Curiosity	Involvement	Challenge	Main Idea	Specific Idea	Textual Reference	word meaning
N	Valid	32	32	32	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		18.56	16.91	16.44	18.25	17.78	17.47	11.28	25.91	17.44	13.47
Std. Error of Mean		.675	.600	.575	.624	.517	.655	.770	1.233	.761	.727
Std. Deviation		3.818	3.392	3.252	3.529	2.926	3.707	4.357	6.976	4.303	4.111
Variance		14.577	11.507	10.577	12.452	8.564	13.741	18.983	48.668	18.512	16.902
Range		15	14	11	15	13	19	14	27	16	16

C. TWO CLASSES

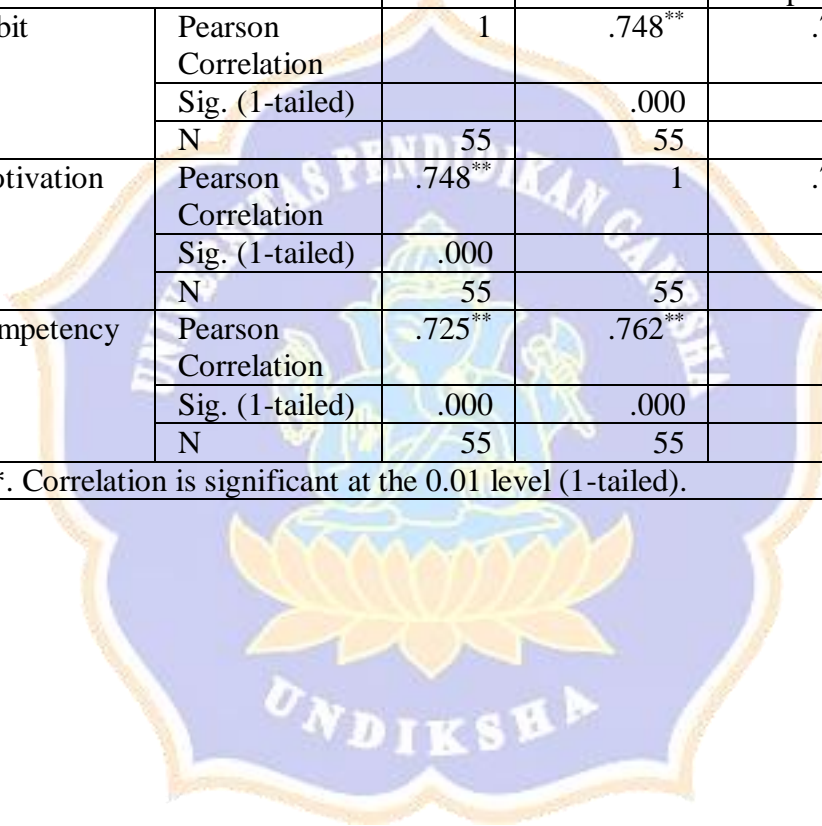
Statistics											
		Automaticity	Frequency	Self-Identity	Curiosity	Involvement	Challenge	Main Idea	Specific Idea	Textual Reference	Word Meaning
N	Valid	55	55	55	55	55	55	55	55	55	55
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		17.65	15.93	15.76	16.98	17.18	16.91	10.58	23.93	17.38	13.47
Std. Error of Mean		.525	.503	.529	.598	.533	.575	.525	1.095	.503	.571
Std. Deviation		3.893	3.731	3.920	4.437	3.954	4.266	3.895	8.119	3.729	4.238
Variance		15.156	13.921	15.369	19.685	15.633	18.195	15.174	65.921	13.907	17.958
Range		15	18	13	19	16	20	14	37	16	20



APPENDIX 19. CORRELATIONS OF READING HABITS, READING MOTIVATION, AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Habit	49.60	9.396	55
Motivation	51.05	9.861	55
Competency	65.85	12.603	55

Correlations				
		habit	motivation	competency
habit	Pearson Correlation	1	.748**	.725**
	Sig. (1-tailed)		.000	.000
	N	55	55	55
motivation	Pearson Correlation	.748**	1	.762**
	Sig. (1-tailed)	.000		.000
	N	55	55	55
competency	Pearson Correlation	.725**	.762**	1
	Sig. (1-tailed)	.000	.000	
	N	55	55	55
**. Correlation is significant at the 0.01 level (1-tailed).				



APPENDIX 20. REGRESSION OF READING HABITS, READING MOTIVATION, AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
competency	65.85	12.603	55
habit	49.60	9.396	55
motivation	51.05	9.861	55

Correlations				
		competency	habit	motivation
Pearson Correlation	competency	1.000	.725	.762
	habit	.725	1.000	.748
	motivation	.762	.748	1.000
Sig. (1-tailed)	competency	.	.000	.000
	habit	.000	.	.000
	motivation	.000	.000	.
N	competency	55	55	55
	habit	55	55	55
	motivation	55	55	55

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.797 ^a	.635	.621	7.756	.635	45.289	2	52	.000

a. Predictors: (Constant), motivation, habit

APPENDIX 21. SHEET OF READING HABITS QUESTIONNAIRE

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks, 2) seberapa sering Anda membaca teks, dan 3) betapa bahagianya Anda saat membaca.
3. Kuisisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna. skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis			✓	
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.				✓
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.			✓	
4. Membaca adalah sesuatu sebelum yang lainnya.		✓		
5. Membaca adalah sesuatu yang saya pikir sangat berguna.				✓
6. Saya membaca teks hampir setiap hari.			✓	
7. Saya sudah membaca teks sejak lama.				✓
8. Saya menghabiskan 15 menit untuk membaca teks.			✓	
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.			✓	
10. Saya membaca teks-teks lain selain dari teks sekolah				✓
11. Saya merasa tidak enak ketika tidak membaca			✓	
12. Saya merasa tidak keberatan saat membaca.			✓	
13. Membaca adalah kebiasaan saya.				✓
14. Membaca itu menyenangkan.				✓
15. Membaca bermanfaat untuk memperkaya pengetahuan.		✓		

Date November 21st, 2019

Name: Ni Luh putu Septari
(VIIH)

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks, 2) seberapa sering Anda membaca teks, dan 3) betapa bahagianya Anda saat membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis				✓
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.		✓		
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.			✓	
4. Membaca adalah sesuatu sebelum yang lainnya.		✓		
5. Membaca adalah sesuatu yang saya pikir sangat berguna.			✓	
6. Saya membaca teks hamper setiap hari.			✓	
7. Saya sudah membaca texts sejak lama.			✓	
8. Saya menghabiskan 15 menit untuk membaca texts.			✓	
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.			✓	
10. Saya membaca teks-teks lain selain dari teks sekolah		✓		
11. Saya merasa tidak enak ketika tidak membaca			✓	
12. Saya merasa tidak keberatkan saat membaca.			✓	
13. Membaca adalah kebiasaan saya.				✓
14. Membaca itu menyenangkan.			✓	
15. Membaca bermanfaat untuk memperkaya pengetahuan.			✓	

Date November 21st, 2019

Name: *NI Putu Regitar Cahyani*
(VIIth)

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks, 2) seberapa sering Anda membaca teks, dan 3) betapa bahagianya Anda saat membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis				✓
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.			✓	
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.			✓	
4. Membaca adalah sesuatu sebelum yang lainnya.				✓
5. Membaca adalah sesuatu yang saya pikir sangat berguna.			✓	
6. Saya membaca teks hamper setiap hari.			✓	
7. Saya sudah membaca texts sejak lama.			✓	
8. Saya menghabiskan 15 menit untuk membaca texts.			✓	
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.			✓	
10. Saya membaca teks-teks lain selain dari teks sekolah		✓		
11. Saya merasa tidak enak ketika tidak membaca				✓
12. Saya merasa tidak keberatkan saat membaca.			✓	
13. Membaca adalah kebiasaan saya.				✓
14. Membaca itu menyenangkan.			✓	
15. Membaca bermanfaat untuk memperkaya pengetahuan.			✓	

Date November 21st, 2019

Name: I kelui catur iswara
JIA

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks, 2) seberapa sering Anda membaca teks, dan 3) betapa bahagianya Anda saat membaca.
3. Kuisisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai nyata mungkin.
6. Setiap skor berhubungan dengan makna. skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis		✓		
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.		✓		
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.				✓
4. Membaca adalah sesuatu sebelum yang lainnya.		✓		
5. Membaca adalah sesuatu yang saya pikir sangat berguna.			✓	
6. Saya membaca teks hampir setiap hari.	✓			
7. Saya sudah membaca teks sejak lama.		✓		
8. Saya menghabiskan 15 menit untuk membaca teks.		✓		
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.			✓	
10. Saya membaca teks-teks lain selain dari teks sekolah		✓		
11. Saya merasa tidak enak ketika tidak membaca		✓		
12. Saya merasa tidak keberatan saat membaca.		✓		
13. Membaca adalah kebiasaan saya.		✓		
14. Membaca itu menyenangkan.		✓		
15. Membaca bermanfaat untuk memperkaya pengetahuan.		✓		

Date November 21st, 2019

Name: | Icadee Budiaja (VII H)

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks. 2) seberapa sering Anda membaca teks. dan 3) betapa bahagianya Anda saat membaca.
3. Kuisisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = sangat tidak relevan: 2 = tidak relevan: 4 = relevan: 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis				✓
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.				✓
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.				✓
4. Membaca adalah sesuatu sebelum yang lainnya.				✓
5. Membaca adalah sesuatu yang saya pikir sangat berguna.				✓
6. Saya membaca teks hamper setiap hari.			✓	
7. Saya sudah membaca texts sejak lama.		✓		
8. Saya menghabiskan 15 menit untuk membaca texts.			✓	
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.			✓	
10. Saya membaca teks-teks lain selain dari teks sekolah			✓	
11. Saya merasa tidak enak ketika tidak membaca		✓		
12. Saya merasa tidak keberatkan saat membaca.			✓	
13. Membaca adalah kebiasaan saya.	✓			
14. Membaca itu menyenangkan.			✓	
15. Membaca bermanfaat untuk memperkaya pengetahuan.		✓	✓	

Date November 21st, 2019

Name: I gede arnata
VII^A

READING HABITS QUESTIONNAIRE

Petunjuk

1. Baca pernyataan tentang kebiasaan membaca Anda sendiri.
2. Kebiasaan membaca menunjukkan 1) seberapa otomatis Anda membaca teks, 2) seberapa sering Anda membaca teks, dan 3) betapa bahagianya Anda saat membaca.
3. Kuisisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Harap nilai kebiasaan membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca
7. Semoga beruntung

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Membaca adalah sesuatu yang saya lakukan secara otomatis			✓	
2. Membaca adalah sesuatu yang saya lakukan tanpa ragu-ragu.		✓	✗	
3. Membaca adalah sesuatu yang saya lakukan tanpa berpikir.		✓		
4. Membaca adalah sesuatu sebelum yang lainnya.		✓		
5. Membaca adalah sesuatu yang saya pikir sangat berguna.	✓			
6. Saya membaca teks hamper setiap hari.				✓
7. Saya sudah membaca texts sejak lama.	✓			
8. Saya menghabiskan 15 menit untuk membaca texts.			✓	
9. Saya menghabiskan 15 menit untuk membaca text yang diajarkan di sekolah.	✓			
10. Saya membaca teks-teks lain selain dari teks sekolah		✓		
11. Saya merasa tidak enak ketika tidak membaca		✓		
12. Saya merasa tidak keberatkan saat membaca.		✓		
13. Membaca adalah kebiasaan saya.		✓		
14. Membaca itu menyenangkan.			✓	
15. Membaca bermanfaat untuk memperkaya pengetahuan.	✓			

Date November 21st, 2019

Name: I Puku Dika Saputra
VIIA

APPENDIX 22. SHEET OF READING MOTIVATION QUESTIONNAIRE

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca, 2) seberapa terlibat Anda dalam membaca, dan 3) betapa tertantang Anda membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = **sangat tidak relevan**; 2 = **tidak relevan**; 4 = **relevan**; 5 = **sangat relevan**. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.			✓	
2. Saya sering lupa waktu ketika membaca.			✓	
3. Membaca itu menyenangkan.			✓	
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.			✓	
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.			✓	
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.			✓	
7. Saya menikmati membaca karena itu menyenangkan.		✓		
8. Saya meningkatkan pengetahuan saya melalui membaca.			✓	
9. Saya mendapatkan kesenangan dari membaca.			✓	
10. Saya termotivasi saat membaca.		✓		
11. Saya senang saat mendapat pengetahuan melalui membaca.			✓	
12. Membaca memperluas wawasan saya.		✓		
13. Membaca sangat menantang.			✓	
14. Membaca perlu upaya.			✓	
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.	✓			

Date November 21st, 2019

Name: *Mit Putu Regita Cahyani*
(VTEH)

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca, 2) seberapa terlibat Anda dalam membaca, dan 3) betapa tertantang Anda membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = **sangat tidak relevan**; 2 = **tidak relevan**; 4 = **relevan**; 5 = **sangat relevan**. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.				✓
2. Saya sering lupa waktu ketika membaca.				✓
3. Membaca itu menyenangkan.			✓	
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.			✓	
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.			✓	
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.				✓
7. Saya menikmati membaca karena itu menyenangkan.				✓
8. Saya meningkatkan pengetahuan saya melalui membaca.			✓	
9. Saya mendapatkan kesenangan dari membaca.				✓
10. Saya termotivasi saat membaca.			✓	
11. Saya senang saat mendapat pengetahuan melalui membaca.			✓	
12. Membaca memperluas wawasan saya.			✓	
13. Membaca sangat menantang.			✓	
14. Membaca perlu upaya.			✓	
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.			✓	

Date November 21st, 2019

Name: *M LUH PUTRI SEPTIANI*
(VII^H)

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca. 2) seberapa terlibat Anda dalam membaca. dan 3) betapa tertantangya Anda membaca.
3. Kuisisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai senyata mungkin.
6. Setiap skor berhubungan dengan makna. skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.				✓
2. Saya sering lupa waktu ketika membaca.				✓
3. Membaca itu menyenangkan.				✓
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.				✓
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.				✓
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.				✓
7. Saya menikmati membaca karena itu menyenangkan.				✓
8. Saya meningkatkan pengetahuan saya melalui membaca.			✓	
9. Saya mendapatkan kesenangan dari membaca.			✓	
10. Saya termotivasi saat membaca.				✓
11. Saya senang saat mendapat pengetahuan melalui membaca.			✓	
12. Membaca memperluas wawasan saya.			✓	
13. Membaca sangat menantang.			✓	
14. Membaca perlu upaya.			✓	
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.			✓	

Date November 21st, 2019

Name: Ketut Cahur Iswara (VIIA)

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca. 2) seberapa terlibat Anda dalam membaca. dan 3) betapa tertantangya Anda membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai nyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = sangat tidak relevan; 2 = tidak relevan; 4 = relevan; 5 = sangat relevan. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.		✓		
2. Saya sering lupa waktu ketika membaca.		✓		
3. Membaca itu menyenangkan.		✓		
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.		✓		
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.		✓		
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.		✓		
7. Saya menikmati membaca karena itu menyenangkan.			✓	
8. Saya meningkatkan pengetahuan saya melalui membaca.			✓	
9. Saya mendapatkan kesenangan dari membaca.	✓			
10. Saya termotivasi saat membaca.		✓		
11. Saya senang saat mendapat pengetahuan melalui membaca.		✓		
12. Membaca memperluas wawasan saya.			✓	
13. Membaca sangat menantang.			✓	
14. Membaca perlu upaya.		✓		
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.		✓		

Date November 21st, 2019

Name: 1 Kadek Budiara
(VII^H)

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca. 2) seberapa terlibat Anda dalam membaca. dan 3) betapa tertantang Anda membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai nyata mungkin.
6. Setiap skor berhubungan dengan makna. skor 1 = **sangat tidak relevan**; 2 = **tidak relevan**; 4 = **relevan**; 5 = **sangat relevan**. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.		✓		
2. Saya sering lupa waktu ketika membaca.		✓		
3. Membaca itu menyenangkan.		✓		
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.		✓		
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.		✓		
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.		✓		
7. Saya menikmati membaca karena itu menyenangkan.			✓	
8. Saya meningkatkan pengetahuan saya melalui membaca.		✓		
9. Saya mendapatkan kesenangan dari membaca.	✓			
10. Saya termotivasi saat membaca.		✓		
11. Saya senang saat mendapat pengetahuan melalui membaca.		✓		
12. Membaca memperluas wawasan saya.			✓	
13. Membaca sangat menantang.	✓			
14. Membaca perlu upaya.		✓		
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.		✓		

Date November 21st, 2019

Name: *I Putu Diko Septu
VIA*

READING MOTIVATION QUESTIONNAIRE

Petunjuk

1. Baca pernyataan berdasarkan motivasi membaca Anda sendiri.
2. Motivasi membaca menunjukkan 1) betapa penasaran Anda membaca, 2) seberapa terlibat Anda dalam membaca, dan 3) betapa tertantangya Anda membaca.
3. Kuisioner ini tidak ada hubungannya dengan prestasi Anda di sekolah.
4. Silakan menilai motivasi membaca Anda sejujur mungkin.
5. Nilai masing-masing item dengan melewati skor yang sesuai nyata mungkin.
6. Setiap skor berhubungan dengan makna, skor 1 = **sangat tidak relevan**; 2 = **tidak relevan**; 4 = **relevan**; 5 = **sangat relevan**. Pilih hanya satu skor yang mewakili kebiasaan nyata Anda dalam membaca.
7. Semoga beruntung.

Pernyataan	Bagaimana anda menilai diri sendiri?			
	1	2	4	5
1. Saya suka membaca karena itu menarik.				✓
2. Saya sering lupa waktu ketika membaca.			✓	
3. Membaca itu menyenangkan.			✓	
4. Saya terus membaca ketika ingin tahu informasi lebih lanjut.		✓		
5. Saya ingin tahu lebih banyak tentang sesuatu yang baru.		✓		
6. Saya cenderung terlibat dalam membaca sesuatu yang baru. Saya cenderung terlibat dalam membaca sesuatu yang baru.				✓
7. Saya menikmati membaca karena itu menyenangkan.				✓
8. Saya meningkatkan pengetahuan saya melalui membaca.			✓	
9. Saya mendapatkan kesenangan dari membaca.		✓		
10. Saya termotivasi saat membaca.		✓		
11. Saya senang saat mendapat pengetahuan melalui membaca.			✓	
12. Membaca memperluas wawasan saya.			✓	
13. Membaca sangat menantang.				✓
14. Membaca perlu upaya.		✓		
15. Membaca adalah cara untuk memperkaya pengetahuan dan keterampilan.			✓	

Date November 21st, 2019

Name: *I gede arinata (U11A)*

APPENDIX 23. SHEET OF READING COMPETENCY TEST

Nama : NI PUTU Regita Cahyani
 Kelas : VII^H

Lembar Jawaban

63

	A	B	C	D
1.	X			
2.			X	
3.				X
4.		X		
5.				X

	A	B	C	D
16.	X			
17.	X			
18.			X	
19.	X			
20.				X

6.				X
7.	X			
8.	X			
9.		X		
10.	X			

21.	X			
22.				X
23.	X			X
24.			X	
25.	X			

11.			X	
12.	X			
13.				X
14.	X			
15.				X

26.			X	
27.		X		
28.				X
29.			X	
30.	X			

S = 12
 B = 18

Nama: NI LUH PUTU SEPANI
 Kelas: VII^H

83

Lembar Jawaban

	A	B	C	D
1.		X		
2.		X		
3.				X
4.				X
5.	X			

	A	B	C	D
16.	X			
17.	X			
18.				X
19.	X			
20.		X		

	A	B	C	D
6.				X
7.	X			
8.	X			
9.		X		
10.	X			

	A	B	C	D
21.		X		
22.		X		
23.				X
24.	X	X		
25.	X			

	A	B	C	D
11.		X		
12.			X	
13.				X
14.		X		
15.				X

	A	B	C	D
26.			X	
27.		X		
28.	X			
29.		X		
30.	X			

S = 5
 B = 25

Nama : [Kehut Cahur Iswara

Kelas : VIIA

87

Lembar Jawaban

	A	B	C	D
1.		X		
2.			X	
3.				X
4.				X
5.				X

	A	B	C	D
16.				X
17.	X			
18.				X
19.	X			
20.		X		

6.				X
7.	X			
8.				X
9.		X		
10.			X	

21.		X		
22.				X
23.		X		
24.	X			
25.	X			

11.		X		
12.			X	
13.				X
14.	X			
15.				X

26.			X	
27.		X		
28.		X		
29.			X	
30.	X			

$$S = 4$$
$$B = 26$$

Nama : Kadek Budiasa
Kelas : VII (H)

40

Lembar Jawaban

	A	B	C	D
1.		X		
2.		X		
3.				
4.				X
5.	X		X	

	A	B	C	D
16.			X	
17.	X			
18.	X			
19.	X			
20.			X	

6.			X	
7.	X			
8.	X			
9.		X		
10.			X	

21.		X		
22.		X		
23.			X	
24.	X			
25.			X	

11.			X	
12.		X		
13.		X		
14.		X		
15.		X		

26.			X	
27.	X			
28.		X		
29.	X			
30.		X		

$$S = 18$$
$$B = 12$$

Nama : Iputu Dilca Saputra
 Kelas : VII A

47

Lembar Jawaban

	A	B	C	D
1.		X		
2.			X	
3.				X
4.				X
5.				X

	A	B	C	D
16.	X			
17.	X			
18.			X	
19.			X	X
20.			X	

6.		X		
7.	X			
8.	X			
9.			X	
10.		X		

21.		X		
22.		X		
23.			X	
24.			X	X
25.		X		

11.			X	
12.			X	
13.	X			
14.		X		
15.				X

26.	X			
27.		X		
28.				X
29.	X			
30.			X	

$S = 16$

$B = 14$

Nama : I Gede amata
Kelas : VII A

67

Lembar Jawaban

	A	B	C	D
1.		X		
2.			X	
3.			X	
4.				X
5.				X

	A	B	C	D
16.	X			
17.				X
18.				X
19.	X			
20.				X

6.				X
7.	X			
8.				X
9.			X	
10.			X	

21.				X
22.				X
23.		X		
24.	X			
25.		X		

11.		X		
12.			X	
13.				X
14.		X		
15.				X

26.	X			
27.		X		
28.		X		
29.			X	
30.		X		

$$S = 10$$
$$B = 20$$

APPENDIX 23. DOCUMENTATION

