



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN
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SURAT KETERANGAN PENELITIAN

Nomor: 421 / 185 / SMK1SKSD

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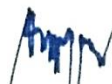
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Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar nama tersebut di atas telah melaksanakan penelitian pada tanggal 12 Februari s/d 14 Februari 2020 di SMK Negeri 1 Sukasada, dengan judul penelitian "RELATIONSHIPS AMONG READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY IN THE VOCATIONAL HIGH SCHOOL"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya



Singaraja, 14 Februari 2020
Mengetahui/Menyetujui
Kepala SMK N 1 Sukasada


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Nomor : 264/UN48.7.1/DT/2020

22 Januari 2020

Perihal : **Permohonan Izin Observasi**

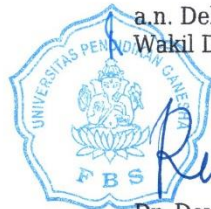
Yth. Kepala SMK Negeri 1 Sukasada
di Singaraja

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

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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.



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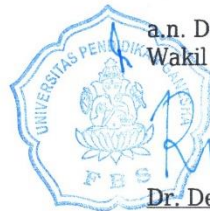
Perihal : **Permohonan Izin Penelitian**

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Judul : Multiple Relationship Among Reading Anxiety, Reading Self-Efficacy, and Reading Competency in The Vocational High School

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



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APPENDIX 1. READING ANXIETY SCALE VALIDATION

RESEARCH INSTRUMENTS VALIDATION:

A. READING ANXIETY

Introduction

The general objectives of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and reading competency in *SMK Negeri 1 Sukasada*. More specifically, the current research objectives are: 1) analyzing the students' reading anxiety, reading self-efficacy, and their reading competency in the *SMK Negeri 1 Sukasada*, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount text in the *SMK Negeri 1 Sukasada*. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty/ facility (IF) and item discrimination (ID). There are three instruments that will be used, namely: 1) Reading Anxiety Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its content validity, that is the consistence between indicators and their descriptors, 1) content validity, 2) reliability the consistency between indicators, descriptors, and the items.

1) Reading Anxiety Scale

Reading anxiety are indicated by three indicators, namely: 1) communication apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text, 2) test anxiety is a feeling of worry when tested in reading descriptive text and recount text, 3) fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text (Horwitz, Horwitz, & Cope, 1986; Saito & Garza, 1999). The current research adapts Horwitz's (1986) in Saito & Garza (1999) **Foreign Language Reading Anxiety Scale (FLRAS)**. In order to ensure reliability and validity of the FLRAS, the scales should be judged by experts prior to use in data collection.

a) Reading Anxiety Scale's Content Validity

The current research adapts Horwitz's (1986) in Saito & Garza (1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators by crossing **Agree or Disagree** independently to ensure **the content validity of the reading anxiety scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text				
Test anxiety	Test Anxiety is feeling worry when tested in reading descriptive text and recount text				
Fear or negative evaluation	Fear or negative evaluation is feeling nervous when evaluated negatively in reading descriptive text and recount text				

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b) Reading Anxiety Scale's Reliability

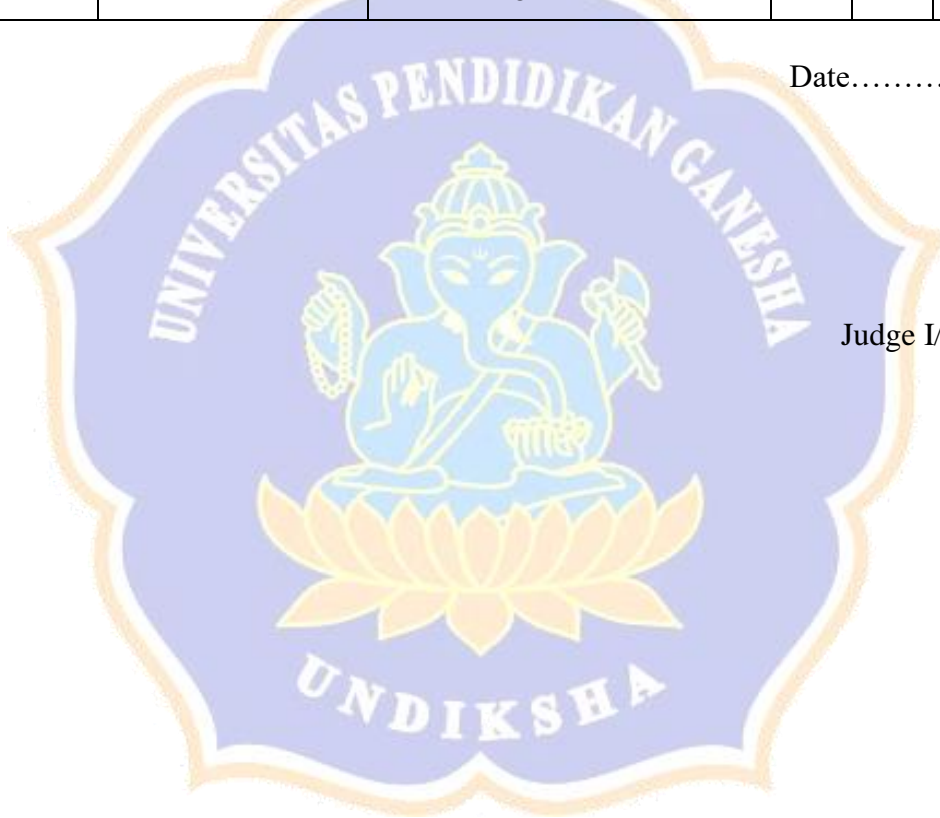
(Saito & Garza, 1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious	1. I am anxious that I could not determine the main idea of a descriptive text.				

	when answered wrongly in reading descriptive text and recount text	2. I am anxious that I could not complete the main idea of a descriptive text.				
		3. I am anxious that I could not add the main idea of a descriptive text.				
		4. I am anxious that I could not summarize the main idea of a recount text.				
		5. I am anxious that I could not differentiate the main idea of a recount text.				
		6. I am anxious that I could rewrite the main idea of a recount text.				
Test anxiety	Test Anxiety is a feeling of worry when tested in reading descriptive text and recount text	7. I am worry that I could not determine the specific ideas of a descriptive text.				
		8. I am worry that I could not complete the specific ideas of a descriptive text.				
		9. I am worry that I could not add the specific ideas of a descriptive text.				
		10. I am worry that I could not summarize the specific ideas of a recount text.				
		11. I am worry that I could not differentiate the main ideas of a recount text.				
		12. I am worry that I could not rewrite the specific idea of a recount text.				
Fear or negative evaluation	Fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text	13. I am not nervous that I could determine the textual references of a descriptive text.				
		14. I am not nervous that I could complete the word meaning references of a descriptive text.				

		15. I am not nervous that I could add the textual references idea of a descriptive text.				
		16. I am not nervous that I could summarize the textual references of a recount text.				
		17. I am not nervous that I could differentiate the word meaning of a recount text.				
		18. I am not nervous that I could rewrite the word meaning of a recount text.				

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APPENDIX 2. READING SELF-EFFICACY SCALE VALIDATION

B. READING SELF-EFFICACY

2) Reading Self-efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce appropriate performance in reading, that can be influenced by the internal factors, namely: 1) mastery experience is a feeling confident in reading descriptive text and recount text., 2) vicarious experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text., 3) social persuasion is a belief in ability to determine the textual references of a descriptive text and recount text, and 4) emotional arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text (Bandura, 1997) . The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Bandura's theory (1997). In order to ensure reliability and validity of the reading self-efficacy scale, the scale should be judged by experts prior to use in data collection.

a) Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Mastery Experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.				
Vicarious Experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text.				
Personal Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text				

Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text				
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b) Reading Self-efficacy Scale’s Reliability

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement 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 self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Mastery experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.	1. I am confident that I could determine the main idea of a descriptive text.				
		2. I am confident that I could complete the main idea of a descriptive text.				
		3. I am confident that I could add the main idea of a descriptive text.				
		4. I am confident that I could summarize the main idea of a recount text.				
		5. I am confident that I could differentiate the main idea of a recount text.				
		6. I am confident that I could rewrite the main idea of a recount text.				
Vicarious experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive txt and recount text.	7. I am experienced that I could determining the specific ideas of a descriptive text.				
		8. I am experienced that I could complete the specific ideas of a descriptive text.				
		9. I am experienced that I could focus on add the specific ideas of a descriptive				

		text.				
		10. I am experienced that I could summarize the specific ideas of a recount text.				
		11. I am experienced that I could differentiate the specific ideas of a recount text.				
		12. I am experienced that I could rewrite the specific ideas of a recount text.				
Social persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text	13. I do not believe that I could determine the textual references of a descriptive text.				
		14. I do not believe that I could complete the textual references of a descriptive text.				
		15. I do not believe that I could add the textual references idea of a descriptive text.				
		16. I do not believe that I could summarize the textual references of a recount text.				
		17. I do not believe that I could differentiate the textual references of a recount text.				
		18. I do not believe that I could rewrite the textual references of a recount text.				
Emotional arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text	19. I am not excited that I could determine the word meaning of a descriptive text.				
		20. I am not excited that I could complete the word meaning of a descriptive text.				
		21. I am not excited that I could add the word meaning of a descriptive text.				
		22. I am not excited that I could summarize the word meaning of a recount text.				
		23. I am not excited that I could differentiate the word meaning of a recount text.				
		24. I am not excited that I could rewrite the word meaning of a recount text.				

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APPENDIX 3. READING COMPETENCY TEST VALIDATION

C. READING COMPETENCY TEST

3) 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) main idea is a complete sentence with topic and illustrate the general idea of the text, 2) specific idea is specific information of the text to support the main idea that containing in the paragraph, 3) word meaning which mean word meanings referring to denotative meanings, 4) textual reference is pronouns in reference to specific nouns in the text. In order to ensure reliability and validity of the reading competency test, the test should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency

No	Text Type	Reading Indicator	High order behavior	Item Number
1	Descriptive text of a person's character	Main idea	C4 (to determine) A4 (to complete) P3 (to add)	1 2 3
2	Recount text of a person's experience	Main idea	C5 (to summarize) A5 (to differentiate) P4 (to rewrite)	4 5 6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine) A4 (to complete) P3 (to add)	7 8 9
4	Recount text of an accident	Specific information	C5 (to summarize) A5 (to differentiate) P4 (to re-write)	10 11 12
5	Descriptive text of a movie	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to re-write)	13 14 15
6	Recount text of an incidence	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to rewrite)	16 17 18
7	Descriptive text of a procedure	Word meaning	C4 (to determine) C4 (to determine) A4 (to complete) P3 (to add)	19 20 21 22

8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25
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b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading competency test** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	main idea is a complete sentence with topic and illustrate the general idea of the text.				
Specific ideas	specific information is specific idea of the text to support the main idea that containing in the paragraph.				
Word meaning	word meaning which mean word meanings referring to denotative meanings.				
Textual reference	textual reference is pronouns in reference to specific nouns in the text.				

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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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 **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; 3=relevant;4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Main Idea	Main idea is a complete sentence with topic and illustrate the general idea of the text.	1. Determine the main idea of the above text correctly. A. J.F.Kennedy's personal hobby in US politics B. J.F.Kennedy's professional career in government C. J.F.Kennedy's first experience as a US president D. J.F.Kennedy's personal characters				
		2. Complete the text's main idea from this quote, "... <i>he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world</i> ". A. He is an egocentric and loyal person B. He is an egocentric and artistic person C. He is an egocentric and forceful person D. He is a kind and a jealous person				
		3. Add a paraphrase to describe J.F.Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts B. He is thinking of himself without regard for the others and assertive. C. He is thinking of himself without regard for the others' desires				

		D. He is thinking of himself without regard for the others' feelings				
		4. Summarize the general idea of the above text. A. Michael Jackson's pop-singing experience B. Michael Jackson's singing experience in college C. Michael Jackson's experience while in school D. Michael Jackson's book collection in library				
		5. Differentiate his major experience pointed out in the text. A. He collected different books for singing B. He was a self-learning person in career C. He was an autodidact owning many books D. He was a self-taught person without ambition				
		6. Re-write in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i> ". A. Michael Jackson was very pretty who owned many books B. Michael Jackson was diligent in teaching with many books C. Michael Jackson was very happy in reading many books D. Michael Jackson was learning by himself with many books				
Specific ideas	Specific information is specific idea of the text to support the main idea that	7. Determine the specific information in the quote " <i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i> ". A. It describes the kangaroo's				

containing in the paragraph.	<p>physical characteristics</p> <p>B. It describes the kangaroo’s physical ability to move around</p> <p>C. It describes the kangaroo’s bodily and balanced locomotion</p> <p>D. It describes the kangaroo’s muscular agility to balance in motion</p>									
	<p>8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail”.</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>									
	<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p>									
	<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well</p>									

		maintained by the pedestrians				
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				
		<p>12. Re-write the phrase runs as, “<i>disturbances in certain parts of cars, such as brakes etc</i>”.</p> <p>A. The car’s parts may be repaired by a good mechanic</p> <p>B. The car’s parts may be recharged instantly for safe driving</p> <p>C. The car’s parts may be purchased to replace the old ones</p> <p>D. The car’s parts may be disturbed by the brake and others</p>				
Textual References	Textual reference is pronouns in reference to specific nouns in the text	<p>13. Conclude the pronouns expressed in the underlined words, “<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>”</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p>				

		D. It-it-him-it-him				
		14. Clarify the reference of the underlined words "... <i>Nocturnal animal</i> ..." ! A. It refers to a hot-blood animal B. It refers to a comedy movie C. It refers to a horror movie D. It refers to a criminal drama movie				
		15. Re-write the sentence runs as , "a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford". A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016 B. Tom Ford wrote, scripted, and launched a horror movie in 2016 C. Tom Ford scripted, guided, and published a criminal drama movie in 2016 D. Tom Ford designed, published, and directed a criminal and horror movie in 2016				
		16. It can be concluded that the Indonesian Independence was made possible by..... A. the pressure of radical youth groups in Indonesia B. the pressure of political groups in Indonesia C. the surrender of the Japanese Emperor's army D. the supports from neighboring countries and states				
		17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of: A. The Japanese Emperor B. The state and nation of Indonesia C. The neighboring states and nations D. The United Nations Organization				

		<p>18. Re-write the quote runs as “<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>”.</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	<p>19. Determine the synonym of the underlined word in “ <i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>”.</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>				
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p> <p>D. to give service to customers</p>				
		<p>21. Complete the blanks with words in the sentence, “<i>allow it to ...(1)..... for between 2 and 5 minutes, depending on the(2).....</i>”.</p> <p>A. (1) to mix – (2) the taste</p> <p>B. (1) to blend – (2) the mixture</p> <p>C. (1) to put – (2) the aroma</p> <p>D. (1) to soak – (2) the darkest</p>				
		<p>22. Add the synonym of ‘<i>with freshly boiled water</i>’</p> <p>A. with hot boiled water</p> <p>B. with cool boiled water</p>				

		<p>C. with first-hand boiled water</p> <p>D. with second-hand boiled water</p>				
		<p>23. Conclude what happened in 2019 ?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. Many Mongolians were killed due to a disease</p> <p>C. Many Chinese were killed because of a rabbit disease</p> <p>D. Many Chinese were exiled due to the outbreak</p>				
		<p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills</p> <p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p>				
		<p>25. Rephrase the sentence runs as , '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				

Date.....2020

Judge I/Judge II *)

APPENDIX 4: VALIDATION BY JUDGE 1

RESEARCH INSTRUMENTS VALIDATION.

Introduction

The general objectives of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and reading competency in *SMK Negeri 1 Sukasada*. More specifically, the current research objectives are: 1) analyzing the students' reading anxiety, reading self-efficacy, and their reading competency in the *SMK Negeri 1 Sukasada*, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount text in the *SMK Negeri 1 Sukasada*. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty/ facility (IF) and item discrimination (ID). There are three instruments that will be used, namely: 1) Reading Anxiety Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its content validity, that is the consistence between indicators and their descriptors, 1) content validity, 2) reliability the consistency between indicators, descriptors, and the items.

1) Reading Anxiety Scale


Reading anxiety are indicated by three indicators, namely: 1) communication apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text, 2) test anxiety is a feeling of worry when tested in reading descriptive text and recount text, 3) fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text (Horwitz, Horwitz, & Cope, 1986; Saito & Garza, 1999). The current research adapts Horwitz's (1986) in Saito & Garza (1999) **Foreign Language Reading Anxiety Scale (FLRAS)**. In order to ensure reliability and validity of the FLRAS, the scales should be judged by experts prior to use in data collection.

a) Reading Anxiety Scale's Content Validity

The current research adapts Horwitz's (1986) in Saito & Garza (1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators by crossing **Agree or Disagree** independently to ensure **the content validity of the reading anxiety scale** in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text				✓
Test anxiety	Test Anxiety is feeling worry when tested in reading descriptive text and recount text				✓
Fear or negative evaluation	Fear or negative evaluation is feeling nervous when evaluated negatively in reading descriptive text and recount text			✓	

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b) Reading Anxiety Scale's Reliability

(Saito & Garza, 1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text	1. I am anxious that I could not determine the main idea of a descriptive text.				✓
		2. I am anxious that I could not complete the main idea of a descriptive text.				✓
		3. I am anxious that I could not add the main idea of a descriptive text.				✓
		4. I am anxious that I could not summarize the main idea of a recount text.				✓
		5. I am anxious that I could not differentiate the main idea of a recount text.				✓
		6. I am anxious that I could rewrite the main idea of a recount text.				✓
Test anxiety	Test Anxiety is a feeling of worry when tested in reading descriptive text and recount text	7. I am worry that I could not determine the specific ideas of a descriptive text.			✓	
		8. I am worry that I could not complete the specific ideas of a descriptive text.			✓	
		9. I am worry that I could not add the specific ideas of a descriptive text.			✓	

		10. I am worry that I could not summarize the specific ideas of a recount text.			✓	
		11. I am worry that I could not differentiate the main ideas of a recount text.			✓	
		12. I am worry that I could not rewrite the specific idea of a recount text.			✓	
Fear or negative evaluation	Fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text	13. I am not nervous that I could determine the textual references of a descriptive text.				✓
		14. I am not nervous that I could complete the word meaning references of a descriptive text.				✓
		15. I am not nervous that I could add the textual references idea of a descriptive text.				✓
		16. I am not nervous that I could summarize the textual references of a recount text.				✓
		17. I am not nervous that I could differentiate the word meaning of a recount text.				✓
		18. I am not nervous that I could rewrite the word meaning of a recount text.				✓

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2) Reading Self-efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce appropriate performance in reading, that can be influenced by the internal factors, namely: 1) mastery experience is a feeling confident in reading descriptive text and recount text., 2) vicarious experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text., 3) social persuasion is a belief in ability to determine the textual references of a descriptive text and recount text, and 4) emotional arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text (Bandura, 1997) . The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Bandura's theory (1997). In order to ensure reliability and validity of the reading self-efficacy scale, the scale should be judged by experts prior to use in data collection.

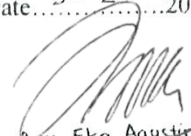
a) Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Mastery Experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.				✓
Vicarious Experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text.				✓
Personal Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text			✓	

Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text				✓
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b) Reading Self-efficacy Scale's Reliability


Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement 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 self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Mastery experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.	1. I am confident that I could determine the main idea of a descriptive text.				✓
		2. I am confident that I could complete the main idea of a descriptive text.				✓
		3. I am confident that I could add the main idea of a descriptive text.				✓
		4. I am confident that I could summarize the main idea of a recount text.				✓
		5. I am confident that I could differentiate the main idea of a recount text.				✓

		6. I am confident that I could rewrite the main idea of a recount text.				✓
Vicarious experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text.	7. I am experienced that I could determine the specific ideas of a descriptive text.				✓
		8. I am experienced that I could complete the specific ideas of a descriptive text.				✓
		9. I am experienced that I could focus on add the specific ideas of a descriptive text.				✓
		10. I am experienced that I could summarize the specific ideas of a recount text.				✓
		11. I am experienced that I could differentiate the specific ideas of a recount text.				✓
		12. I am experienced that I could rewrite the specific ideas of a recount text.				✓
Social persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text	13. I do not believe that I could determine the textual references of a descriptive text.				✓
		14. I do not believe that I could complete the textual references of a descriptive text.				✓
		15. I do not believe that I could add the textual references idea of a descriptive text.				✓
		16. I do not believe that I could summarize the textual references of a recount text.				✓
		17. I do not believe that I could differentiate the textual references of a recount text.				✓
		18. I do not believe that I could rewrite the textual references of a recount text.				✓
Emotional arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a	19. I am not excited that I could determine the word meaning of a descriptive text.			✓	
		20. I am not excited that I could complete the word meaning of a descriptive text.			✓	

descriptive text and recount text	21. I am not excited that I could add the word meaning of a descriptive text.			✓	
	22. I am not excited that I could summarize the word meaning of a recount text.			✓	
	23. I am not excited that I could differentiate the word meaning of a recount text.			✓	
	24. I am not excited that I could rewrite the word meaning of a recount text.			✓	

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3) 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) main idea is a complete sentence with topic and illustrate the general idea of the text, 2) specific idea is specific information of the text to support the main idea that containing in the paragraph, 3) word meaning which mean word meanings referring to denotative meanings, 4) textual reference is pronouns in reference to specific nouns in the text. In order to ensure reliability and validity of the reading competency test, the test should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency

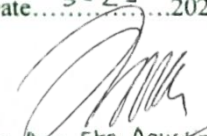
No	Text Type	Reading Indicator	High order behavior	Item Number
1	Descriptive text of a person's character	Main idea	C4 (to determine)	1
			A4 (to complete)	2
			P3 (to add)	3
2	Recount text of a person's experience	Main idea	C5 (to summarize)	4
			A5 (to differentiate)	5
			P4 (to rewrite)	6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine)	7
			A4 (to complete)	8
			P3 (to add)	9
4	Recount text of an accident	Specific information	C5 (to summarize)	10
			A5 (to differentiate)	11
			P4 (to re-write)	12
5	Descriptive text of a movie	Textual reference	C6 (to conclude)	13
			A6 (to clarify)	14
			P5 (to re-write)	15
6	Recount text of an incidence	Textual reference	C6 (to conclude)	16
			A6 (to clarify)	17
			P5 (to rewrite)	18
7	Descriptive text of a procedure	Word meaning	C4 (to determine)	19
			C4 (to determine)	20
			A4 (to complete)	21
			P3 (to add)	22
8	Recount text of an incidence	Word meaning	C6 (to conclude)	23
			A6 (to differentiate)	24
			P5 (to re-write)	25

b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading competency test** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	main idea is a complete sentence with topic and illustrate the general idea of the text.				✓
Specific ideas	specific information is specific idea of the text to support the main idea that containing in the paragraph.			✓	
Word meaning	word meaning which mean word meanings referring to denotative meanings.				✓
Textual reference	textual reference is pronouns in reference to specific nouns in the text.				✓

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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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 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; 3=relevant;4=very relevant.

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Main Idea	Main idea is a complete sentence with topic and illustrate the general idea of the text.	1. Determine the main idea of the above text correctly. A. J.F.Kennedy's personal hobby in US politics B. J.F.Kennedy's professional career in government C. J.F.Kennedy's first experience as a US president D. J.F.Kennedy's personal characters				✓
		2. Complete the text's main idea from this quote, "... <i>he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world</i> ". A. He is an egocentric and loyal person B. He is an egocentric and artistic person C. He is an egocentric and forceful person D. He is a kind and a jealous person				✓
		3. Add a paraphrase to describe J.F.Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts			✓	

		<p>B. He is thinking of himself without regard for the others and assertive.</p> <p>C. He is thinking of himself without regard for the others' desires</p> <p>D. He is thinking of himself without regard for the others' feelings</p>				
		<p>4. Summarize the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>				✓
		<p>5. Differentiate his major experience pointed out in the text.</p> <p>A. He collected different books for singing</p> <p>B. He was a self-learning person in career</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>6. Re-write in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i>".</p> <p>A. Michael Jackson was very pretty who owned many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				✓

Specific ideas	Specific information is specific idea of the text to support the main idea that containing in the paragraph.	<p>7. Determine the specific information in the quote "<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail"</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				✓
		<p>9. Please, add a specific explanation about the kangaroo's motion.</p> <p>A. The kangaroo's hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo's hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				✓

		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				✓
		<p>12. Re-write the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc</i>".</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				✓

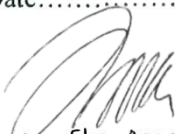
Textual References	Textual reference is pronouns in reference to specific nouns in the text	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his B. Itself-itself-himself-themselves-himself C. Its-its-his-them-him D. It-it-him-it-him</p>			✓
		<p>14. Clarify the reference of the underlined words "...<u>Nocturnal animal</u>..." !</p> <p>A. It refers to a hot-blood animal B. It refers to a comedy movie C. It refers to a horror movie D. It refers to a criminal drama movie</p>			✓
		<p>15. Re-write the sentence runs as , "<u>a 2016 American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u>".</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016 B. Tom Ford wrote, scripted, and launched a horror movie in 2016 C. Tom Ford scripted, guided, and published a criminal drama movie in 2016 D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>			✓
		<p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia B. the pressure of political groups in Indonesia</p>			✓

		<p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring countries and states</p>				
		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				✓
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				✓
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	<p>19. Determine the synonym of the underlined word in "<i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>				✓

		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers B. to please the customers C. to enjoy the coffee more D. to give service to customers</p>			
		<p>21. Complete the blanks with words in the sentence, "allow it to ... (1) for between 2 and 5 minutes, depending on the (2)".</p> <p>A. (1) to mix – (2) the taste B. (1) to blend – (2) the mixture C. (1) to put – (2) the aroma D. (1) to soak – (2) the darkest</p>		✓	
		<p>22. Add the synonym of 'with freshly boiled water'</p> <p>A. with hot boiled water B. with cool boiled water C. with first-hand boiled water D. with second-hand boiled water</p>		✓	
		<p>23. Conclude what happened in 2019 ?</p> <p>A. Many Chinese were killed in an outbreak B. Many Mongolians were killed due to a disease C. Many Chinese were killed because of a rabbit disease D. Many Chinese were exiled due to the outbreak</p>		✓	
		<p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills B. A disease is a disorder of structure or function in a human, animal, or plant C. A plague is a common disease that is not a threat to a human, animal, or plant D. A disease is an epidemic symptom that kills many people, animals, or plants</p>		✓	

		<p>25. Rephrase the sentence runs as , '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				<p style="text-align: center;">✓</p>
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Date.....3-2-2020


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APPENDIX 5. VALIDATION BY JUDGE 2

RESEARCH INSTRUMENTS VALIDATION.

Introduction

The general objectives of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and reading competency in *SMK Negeri 1 Sukasada*. More specifically, the current research objectives are: 1) analyzing the students' reading anxiety, reading self-efficacy, and their reading competency in the *SMK Negeri 1 Sukasada*, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount text in the *SMK Negeri 1 Sukasada*. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty/ facility (IF) and item discrimination (ID). There are three instruments that will be used, namely: 1) Reading Anxiety Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its content validity, that is the consistence between indicators and their descriptors, 1) content validity, 2) reliability the consistency between indicators, descriptors, and the items.

1) Reading Anxiety Scale

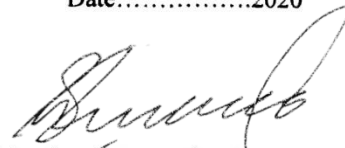
Reading anxiety are indicated by three indicators, namely: 1) communication apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text, 2) test anxiety is a feeling of worry when tested in reading descriptive text and recount text, 3) fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text (Horwitz, Horwitz, & Cope, 1986; Saito & Garza, 1999). The current research adapts Horwitz's (1986) in Saito & Garza (1999) **Foreign Language Reading Anxiety Scale (FLRAS)**. In order to ensure reliability and validity of the FLRAS, the scales should be judged by experts prior to use in data collection.

a) **Reading Anxiety Scale's Content Validity**

The current research adapts Horwitz's (1986) in Saito & Garza (1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators by crossing **Agree or Disagree** independently to ensure **the content validity of the reading anxiety scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text				✓
Test anxiety	Test Anxiety is feeling worry when tested in reading descriptive text and recount text				✓
Fear or negative evaluation	Fear or negative evaluation is feeling nervous when evaluated negatively in reading descriptive text and recount text				✓

Date... 3 - 2 - 2020



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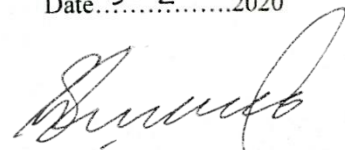
b) Reading Anxiety Scale's Reliability

(Saito & Garza, 1999) proposed three indicators and descriptors of reading anxiety. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious when answered wrongly in reading descriptive text and recount text	1. I am anxious that I could not determine the main idea of a descriptive text.				✓
		2. I am anxious that I could not complete the main idea of a descriptive text.				✓
		3. I am anxious that I could not add the main idea of a descriptive text.				✓
		4. I am anxious that I could not summarize the main idea of a recount text.				✓
		5. I am anxious that I could not differentiate the main idea of a recount text.				✓
		6. I am anxious that I could rewrite the main idea of a recount text.				✓
Test anxiety	Test Anxiety is a feeling of worry when tested in reading descriptive text and recount text	7. I am worry that I could not determine the specific ideas of a descriptive text.			✓	
		8. I am worry that I could not complete the specific ideas of a descriptive text.			✓	
		9. I am worry that I could not add the specific ideas of a descriptive text.			✓	

		10. I am worry that I could not summarize the specific ideas of a recount text.			✓	
		11. I am worry that I could not differentiate the main ideas of a recount text.				✓
		12. I am worry that I could not rewrite the specific idea of a recount text.				✓
Fear or negative evaluation	Fear or negative evaluation is a feeling nervous when evaluated negatively in reading descriptive text and recount text	13. I am not nervous that I could determine the textual references of a descriptive text.				✓
		14. I am not nervous that I could complete the word meaning references of a descriptive text.				✓
		15. I am not nervous that I could add the textual references idea of a descriptive text.				✓
		16. I am not nervous that I could summarize the textual references of a recount text.				✓
		17. I am not nervous that I could differentiate the word meaning of a recount text.				✓
		18. I am not nervous that I could rewrite the word meaning of a recount text.				✓

Date... 3 - 2 - 2020



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2) Reading Self-efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce appropriate performance in reading, that can be influenced by the internal factors, namely: 1) mastery experience is a feeling confident in reading descriptive text and recount text., 2) vicarious experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text., 3) social persuasion is a belief in ability to determine the textual references of a descriptive text and recount text, and 4) emotional arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text (Bandura, 1997) . The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Bandura's theory (1997). In order to ensure reliability and validity of the reading self-efficacy scale, the scale should be judged by experts prior to use in data collection.

a) Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgment:			
		1	2	3	4
Mastery Experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.				✓
Vicarious Experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text.				✓
Personal Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text				✓

Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text					✓
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Date... 3 - 2 - ...2020

[Signature]
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b) Reading Self-efficacy Scale's Reliability

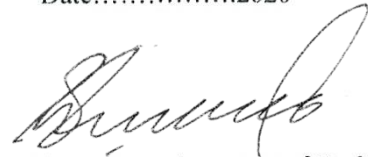
Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Mastery experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.	1. I am confident that I could determine the main idea of a descriptive text.				✓
		2. I am confident that I could complete the main idea of a descriptive text.				✓
		3. I am confident that I could add the main idea of a descriptive text.				✓
		4. I am confident that I could summarize the main idea of a recount text.				✓
		5. I am confident that I could differentiate the main idea of a recount text.				✓

		6. I am confident that I could rewrite the main idea of a recount text.				✓
Vicarious experience	Vicarious Experience is an experienced feeling in understanding the main idea and specific information in descriptive text and recount text.	7. I am experienced that I could determine the specific ideas of a descriptive text.			✓	
		8. I am experienced that I could complete the specific ideas of a descriptive text.				✓
		9. I am experienced that I could focus on add the specific ideas of a descriptive text.				✓
		10. I am experienced that I could summarize the specific ideas of a recount text.				✓
		11. I am experienced that I could differentiate the specific ideas of a recount text.				✓
		12. I am experienced that I could rewrite the specific ideas of a recount text.				✓
Social persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text	13. I do not believe that I could determine the textual references of a descriptive text.				✓
		14. I do not believe that I could complete the textual references of a descriptive text.				✓
		15. I do not believe that I could add the textual references idea of a descriptive text.				✓
		16. I do not believe that I could summarize the textual references of a recount text.				✓
		17. I do not believe that I could differentiate the textual references of a recount text.			✓	
		18. I do not believe that I could rewrite the textual references of a recount text.				✓
Emotional arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a	19. I am not excited that I could determine the word meaning of a descriptive text.			✓	
		20. I am not excited that I could complete the word meaning of a descriptive text.			✓	

	descriptive text and recount text	21. I am not excited that I could add the word meaning of a descriptive text.			✓	
		22. I am not excited that I could summarize the word meaning of a recount text.			✓	
		23. I am not excited that I could differentiate the word meaning of a recount text.			✓	
		24. I am not excited that I could rewrite the word meaning of a recount text.			✓	

Date...3 - 2 -2020



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3) 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) main idea is a complete sentence with topic and illustrate the general idea of the text, 2) specific idea is specific information of the text to support the main idea that containing in the paragraph, 3) word meaning which mean word meanings referring to denotative meanings, 4) textual reference is pronouns in reference to specific nouns in the text. In order to ensure reliability and validity of the reading competency test, the test should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency

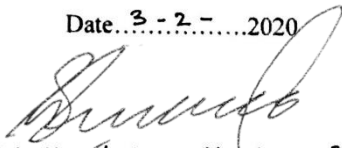
No	Text Type	Reading Indicator	High order behavior	Item Number
1	Descriptive text of a person's character	Main idea	C4 (to determine) A4 (to complete) P3 (to add)	1 2 3
2	Recount text of a person's experience	Main idea	C5 (to summarize) A5 (to differentiate) P4 (to rewrite)	4 5 6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine) A4 (to complete) P3 (to add)	7 8 9
4	Recount text of an accident	Specific information	C5 (to summarize) A5 (to differentiate) P4 (to re-write)	10 11 12
5	Descriptive text of a movie	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to re-write)	13 14 15
6	Recount text of an incidence	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to rewrite)	16 17 18
7	Descriptive text of a procedure	Word meaning	C4 (to determine) C4 (to determine) A4 (to complete) P3 (to add)	19 20 21 22
8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25

b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading competency test** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	main idea is a complete sentence with topic and illustrate the general idea of the text.				✓
Specific ideas	specific information is specific idea of the text to support the main idea that containing in the paragraph.				✓
Word meaning	word meaning which mean word meanings referring to denotative meanings.				✓
Textual reference	textual reference is pronouns in reference to specific nouns in the text.				✓

Date.. 3 - 2 -2020


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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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 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; 3=relevant;4=very relevant.

Indicators	Descriptors	Items	Score Judgement:			
			1	2	3	4
Main Idea	Main idea is a complete sentence with topic and illustrate the general idea of the text.	1. Determine the main idea of the above text correctly. A. J.F.Kennedy's personal hobby in US politics B. J.F.Kennedy's professional career in government C. J.F.Kennedy's first experience as a US president D. J.F.Kennedy's personal characters				✓
		2. Complete the text's main idea from this quote, "... he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world". A. He is an egocentric and loyal person B. He is an egocentric and artistic person C. He is an egocentric and forceful person D. He is a kind and a jealous person				✓
		3. Add a paraphrase to describe J.F.Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts				✓

		<p>B. He is thinking of himself without regard for the others and assertive.</p> <p>C. He is thinking of himself without regard for the others' desires</p> <p>D. He is thinking of himself without regard for the others' feelings</p>				
		<p>4. Summarize the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>				✓
		<p>5. Differentiate his major experience pointed out in the text.</p> <p>A. He collected different books for singing</p> <p>B. He was a self-learning person in career</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>6. Re-write in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i>".</p> <p>A. Michael Jackson was very pretty who owned many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				✓

Specific ideas	Specific information is specific idea of the text to support the main idea that containing in the paragraph.	<p>7. Determine the specific information in the quote <i>“The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion”</i>.</p> <p>A. It describes the kangaroo’s physical characteristics</p> <p>B. It describes the kangaroo’s physical ability to move around</p> <p>C. It describes the kangaroo’s bodily and balanced locomotion</p> <p>D. It describes the kangaroo’s muscular agility to balance in motion</p>			✓	
		<p>8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s _____ strong tail _____”.</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>			✓	
		<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p>			✓	

		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				✓
		<p>12. Re-write the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc</i>".</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				✓

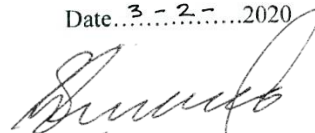
Textual References	Textual reference is pronouns in reference to specific nouns in the text	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his B. Itself-itself-himself-themselves-himself C. Its-its-his-them-him D. It-it-him-it-him</p>				✓
		<p>14. Clarify the reference of the underlined words "...<u>Nocturnal animal</u>..." !</p> <p>A. It refers to a hot-blood animal B. It refers to a comedy movie C. It refers to a horror movie D. It refers to a criminal drama movie</p>				✓
		<p>15. Re-write the sentence runs as , "<u>a 2016 American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u>".</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016 B. Tom Ford wrote, scripted, and launched a horror movie in 2016 C. Tom Ford scripted, guided, and published a criminal drama movie in 2016 D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				✓
		<p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia B. the pressure of political groups in Indonesia</p>				✓

		<p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring countries and states</p>				
		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>			✓	
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>			✓	
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	<p>19. Determine the synonym of the underlined word in "<i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>			✓	

		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers B. to please the customers C. to enjoy the coffee more D. to give service to customers</p>				
		<p>21. Complete the blanks with words in the sentence, "allow it to ...<i>(1)</i>..... for between 2 and 5 minutes, depending on the<i>(2)</i>.....".</p> <p>A. (1) to mix – (2) the taste B. (1) to blend – (2) the mixture C. (1) to put – (2) the aroma D. (1) to soak – (2) the darkest</p>			✓	
		<p>22. Add the synonym of 'with freshly boiled water'</p> <p>A. with hot boiled water B. with cool boiled water C. with first-hand boiled water D. with second-hand boiled water</p>			✓	
		<p>23. Conclude what happened in 2019 ?</p> <p>A. Many Chinese were killed in an outbreak B. Many Mongolians were killed due to a disease C. Many Chinese were killed because of a rabbit disease D. Many Chinese were exiled due to the outbreak</p>			✓	
		<p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills B. A disease is a disorder of structure or function in a human, animal, or plant C. A plague is a common disease that is not a threat to a human, animal, or plant D. A disease is an epidemic symptom that kills many people, animals, or plants</p>			✓	

		<p>25. Rephrase the sentence runs as '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				<input checked="" type="checkbox"/>
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Date... 3 - 2 - 2020



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 Judge I/Judge II *)

READING ANXIETY SCALE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School. More specifically, the current research is aimed at: 1) describing the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount texts in the Vocational High School. Prior to data collection, the instruments are validated. The scale uses Bahasa to avoid students' misunderstanding in every item.

Direction

1. Read the statements on your own reading anxiety.
2. Reading anxiety show 1) How anxious you are when answering reading texts, 2) How worried you are when reading test, and 3) How nervous you are when evaluated while reading.
3. This questionnaire has nothing to do with your achievement in school.
4. Please rate your reading anxiety 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 anxiety in reading.
7. Good luck.

Items	Scores:			
	1	2	4	5
1. I am anxious that I could not determine the main idea of a descriptive text.				
2. I am anxious that I could not complete the main idea of a descriptive text.				
3. I am anxious that I could not add the main idea of a descriptive text.				

4. I am anxious that I could not summarize the main idea of a recount text.				
5. I am anxious that I could not differentiate the main idea of a recount text.				
6. I am anxious that I could rewrite the main idea of a recount text.				
7. I am worry that I could not determine the specific ideas of a descriptive text.				
8. I am worry that I could not complete the specific ideas of a descriptive text.				
9. I am worry that I could not add the specific ideas of a descriptive text.				
10. I am worry that I could not summarize the specific ideas of a recount text.				
11. I am worry that I could not differentiate the main ideas of a recount text.				
12. I am worry that I could not rewrite the specific idea of a recount text.				
13. I am not nervous that I could determine the textual references of a descriptive text.				
14. I am not nervous that I could complete the word meaning references of a descriptive text.				
15. I am not nervous that I could add the textual references idea of a descriptive text.				
16. I am not nervous that I could summarize the textual references of a recount text.				
17. I am not nervous that I could differentiate the word meaning of a recount text.				
18. I am not nervous that I could rewrite the word meaning of a recount text.				

Date.....2020

Name:

APPENDIX 7. READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School. More specifically, the current research is aimed at: 1) describing the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount texts in the Vocational High School. Prior to data collection, the instruments are validated. The scale uses Bahasa to avoid students' misunderstanding in every item.

Direction

1. Read the statements on your own reading self-efficacy.
2. Reading self-efficacy show 1) How confident you are with your reading skills, 2) How experienced you are in reading, 3) How much do you believe when reading, and 4) How excited you are to read.
3. This questionnaire has nothing to do with your achievement in school.
4. Please rate your reading self-efficacy 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 self-efficacy in reading.
7. Good luck.

Items	Tanggapan Anda?			
	1	2	4	5
1. I am confident that I could determine the main idea of a descriptive text.				

2. I am confident that I could complete the main idea of a descriptive text.				
3. I am confident that I could add the main idea of a descriptive text.				
4. I am confident that I could summarize the main idea of a recount text.				
5. I am confident that I could differentiate the main idea of a recount text.				
6. I am confident that I could rewrite the main idea of a recount text.				
7. I am experienced that I could determining the specific ideas of a descriptive text.				
8. I am experienced that I could complete the specific ideas of a descriptive text.				
9. I am experienced that I could focus on add the specific ideas of a descriptive text.				
10. I am experienced that I could summarize the specific ideas of a recount text.				
11. I am experienced that I could differentiate the specific ideas of a recount text.				
12. I am experienced that I could rewrite the specific ideas of a recount text.				
13. I do not believe that I could determine the textual references of a descriptive text.				
14. I do not believe that I could complete the textual references of a descriptive text.				
15. I do not believe that I could add the textual references idea of a descriptive text.				
16. I do not believe that I could summarize the textual references of a recount text.				
17. I do not believe that I could differentiate the textual references of a recount text.				
18. I do not believe that I could rewrite the textual references of a recount text.				
19. I am not excited that I could determine the word meaning of a descriptive text.				
20. I am not excited that I could complete the word meaning of a descriptive text.				

21. I am not excited that I could add the word meaning of a descriptive text.				
22. I am not excited that I could summarize the word meaning of a recount text.				
23. I am not excited that I could differentiate the word meaning of a recount text.				
24. I am not excited that I could rewrite the word meaning of a recount text.				

Date.....2020

Name:



APPENDIX 8. READING COMPETENCY TEST

READING COMPETENCY TEST

Direction

1. Read the texts thoroughly before answering the questions.
2. Answer the easiest questions first and then proceed to the rest.
3. Work independently by yourself and do not consult a dictionary or a thesaurus in your mobile phone.
4. Please, answer all questions without leaving even one question unanswered in the answer sheet provided for you.
5. Please, keep the test clean without any scratches or comments in it.
6. You have only 90 minutes to complete the test. Do not finish the test before the time allocated.
7. Please leave the test and the completed answer sheet on your desk. They will be collected altogether.
8. Good luck.

Text One : Descriptive Text of a Person.

John F. Kennedy was the president of the United States of America. He was a Brueghel in the sense that he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world. He was at the center of all he surveyed. He enjoyed using people, and setting them against each other for his own amusement. ([www.pbs.org.newshour.spc.character.essays.kennedy.](http://www.pbs.org/newshour/spc.character.essays.kennedy))

Questions:

1. Determine the main idea of the above text correctly.
 - A. J.F.Kennedy's personal hobby in US politics
 - B. J.F.Kennedy's professional career in government
 - C. J.F.Kennedy's first experience as a US president
 - D. J.F.Kennedy's personal characters
2. Complete the text's main idea from this quote, "... *he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world*".
 - A. He is an egocentric and loyal person
 - B. He is an egocentric and artistic person
 - C. He is an egocentric and forceful person
 - D. He is a kind and a jealous person
3. Add a paraphrase to describe J.F.Kennedy's main character.
 - A. He is thinking of himself without regard for the others' thoughts
 - B. He is thinking of himself without regard for the others and assertive.
 - C. He is thinking of himself without regard for the others' desires

D. He is thinking of himself without regard for the others' feelings

Text Two: Recount Text of a Person's Experience

Michael Jackson is a very popular pop singer from the United States of America. He graduated from Montclair College Preparatory School. Although he didn't get a proper education, he was pretty self-taught and owned more than 10,000 books in his collection, all with different subjects: history, art, philosophy, science, literature and whatnot. (<https://www.quora.com>)

Questions:

4. Summarize the general idea of the above text.
 - A. Michael Jackson's pop-singing experience
 - B. Michael Jackson's singing experience in college
 - C. Michael Jackson's experience while in school
 - D. Michael Jackson's book collection in library
5. Differentiate his major experience pointed out in the text.
 - A. He collected different books for singing
 - B. He was a self-learning person in career
 - C. He was an autodidact owning many books
 - D. He was a self-taught person without ambition
6. Re-write in a simple English the quote, " *he was pretty self-taught and owned more than 10,000 books in his collection*".
 - A. Michael Jackson was very pretty who owned many books
 - B. Michael Jackson was diligent in teaching with many books
 - C. Michael Jackson was very happy in reading many books
 - D. Michael Jackson was learning by himself with many books

Text Three: Descriptive Text of an Animal

The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion. It is the only large animal to use hopping as its primary means of locomotion. A male kangaroo can leap to lengths of close to 30 feet and at a height of up to 10 feet. (<https://www.pbs.org.wnet.kangaroo>)

Questions:

7. Determine the specific information in the quote "*The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion*".
 - A. It describes the kangaroo's physical characteristics
 - B. It describes the kangaroo's physical ability to move around
 - C. It describes the kangaroo's bodily and balanced locomotion
 - D. It describes the kangaroo's muscular agility to balance in motion

8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail”.
 - A. functions to keep it moving around quickly
 - B. functions to keep it balanced while moving
 - C. functions to power it while moving around
 - D. functions to balance out the legs and feet
9. Please, add a specific explanation about the kangaroo’s motion.
 - A. The kangaroo’s hind legs, feet, and tail push its balanced motion
 - B. The kangaroo’s hind legs, feet, and tail manipulate its motion
 - C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion
 - D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion

Text Four: Recount Text of an Accident

Car accidents have become widespread in all countries of the world and cause significant loss of lives each year as well as material losses. Here we will learn about the most important causes of car accidents. The causes are many, including: crazy speed, youth races and reckless challenges, disturbances in certain parts of cars, such as brakes etc., and do not repair or neglect them and lack of attention to the signs and lines of pedestrians. ([https://www.pbs.org.wnet. accidents](https://www.pbs.org.wnet.accidents))

Questions:

10. Summarize the causes of a car accident.
 - A. The drivers speed excessively beyond rules
 - B. The cars are not repaired properly by the mechanics
 - C. The young motorists are often brutal in roads
 - D. The roads are not well maintained by the pedestrians
11. Differentiate between good and drunk car drivers.
 - A. Good drivers understand that all road users have a responsibility
 - B. Good drivers understand and obey the law and rules of the road
 - C. Drunk drivers drive under the situation of the streets or roads
 - D. Drunk drivers operate the vehicle in regular speed and responsibility
12. Re-write the phrase runs as, “*disturbances in certain parts of cars, such as brakes etc*”.
 - A. The car’s parts may be repaired by a good mechanic
 - B. The car’s parts may be recharged instantly for safe driving
 - C. The car’s parts may be purchased to replace the old ones
 - D. The car’s parts may be disturbed by the brake and others

Text Five: Descriptive Text of a Film

Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright. Principal photography began on October 5,2015, in Los Angeles (<https://m.imdb.com.title>).

Questions:

13. Conclude the pronouns expressed in the underlined words, “Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright”
- A. Its-its-his-their-his
 - B. Itself-itself-himself-themselves-himself
 - C. Its-its-his-them-him
 - D. It-it-him-it-him
14. Clarify the reference of the underlined words”...Nocturnal animal...” !
- A. It refers to a hot-blood animal
 - B. It refers to a comedy movie
 - C. It refers to a horror movie
 - D. It refers to a criminal drama movie
15. Re-write the sentence runs as , “a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford”.
- A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016
 - B. Tom Ford wrote, scripted, and launched a horror movie in 2016
 - C. Tom Ford scripted, guided, and published a criminal drama movie in 2016
 - D. Tom Ford designed, published, and directed a criminal and horror movie in 2016

Text Six : Recount Text of Incidence

Independence Day is celebrated on August 17. Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices. Students are gathered in the field wearing uniforms, singing national anthems, praying for the late national heroes and reread the proclamation text. Under pressure from radical and politicized youth groups, Soekarno and Hatta proclaimed the Indonesian Independence on August 17,1945, two days after the Japanese Emperor’s surrender in the Pacific. (<https://en.m.wikipedia.org>)

Questions:

16. It can be concluded that the Indonesian Independence was made possible by.....
- A. the pressure of radical youth groups in Indonesia
 - B. the pressure of political groups in Indonesia
 - C. the surrender of the Japanese Emperor’s army
 - D. the supports from neighboring countries and states
17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:
- A. The Japanese Emperor
 - B. The state and nation of Indonesia
 - C. The neighboring states and nations
 - D. The United Nations Organization
18. Re-write the quote runs as “Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices”.
- A. The Indonesian Independence Day is celebrated with a flag ceremony
 - B. The Indonesian Independence Day is celebrated formally by students and officials

- C. The Indonesia Independence Day is commemorated formally in schools and offices
- D. The Indonesian Independence Day is celebrated in formal ways in schools and offices

Text Seven : Descriptive Text of Procedure

How do you serve a cup of tea? If you are using leaves, put a teaspoon of tea per cup in your warm teapot. Fill it with freshly boiled water (never boil water twice) , stir slightly, and allow it to ‘steep’ or sit for between 2 and 5 minutes, depending on the strength you seek. Stir it again before you serve.

Serving the coffee at the counter or at the table is always with the saucer placing the handle of the cup to the left and the spoon to the right of the cup with the handle of the latter towards the customer. Customers are pleased to find on the saucer a good small chocolate treat to be enjoyed before or after the coffee. (<https://www.professorhouse.com>).

Questions:

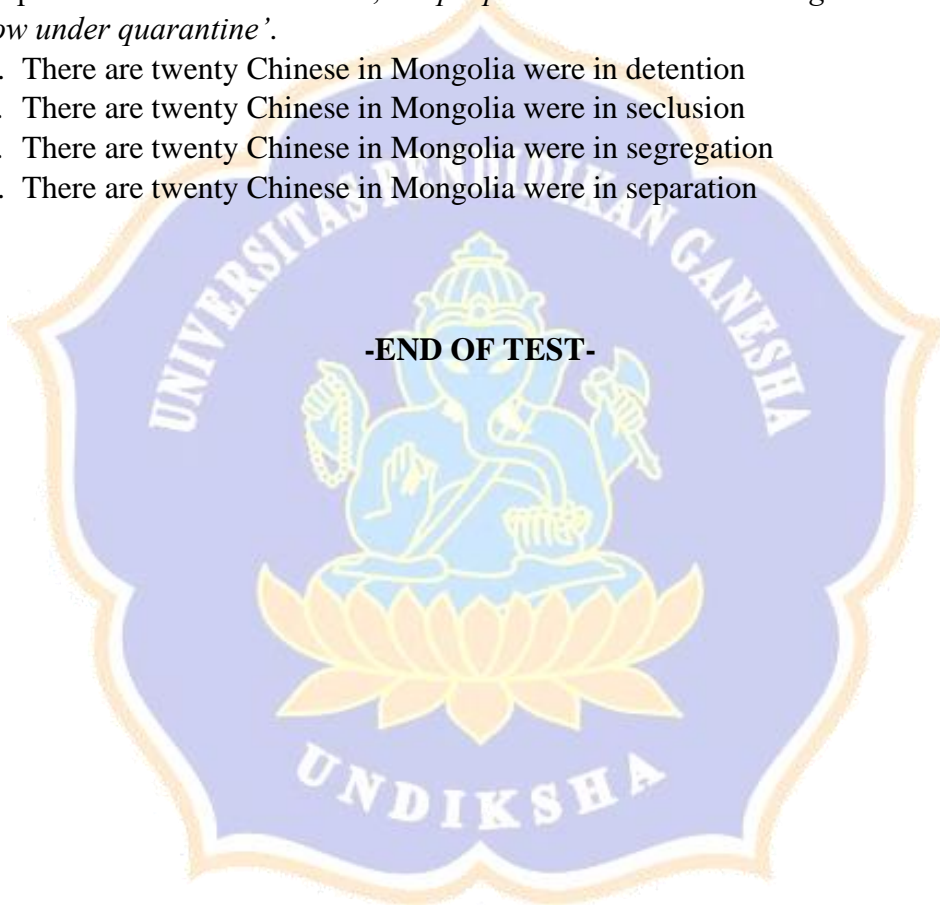
- 19. Determine the synonym of the underlined word in “ *If you are using leaves, put a teaspoon of tea per cup in your warm teapot* ”.
 - A. An aromatic tea-leaves
 - B. A fragrant tea assortment
 - C. An evergreen shrub
 - D. A sweet smelling leave
- 20. Determine the treat of a good small chocolate before or after the coffee.
 - A. to impress the customers
 - B. to please the customers
 - C. to enjoy the coffee more
 - D. to give service to customers
- 21. Complete the blanks with words in the sentence, “ *allow it to ... (1) for between 2 and 5 minutes, depending on the (2)* ”.
 - A. (1) to mix – (2) the taste
 - B. (1) to blend – (2) the mixture
 - C. (1) to put – (2) the aroma
 - D. (1) to soak – (2) the darkest
- 22. Add the synonym of ‘ *with freshly boiled water* ’
 - A. with hot boiled water
 - B. with cool boiled water
 - C. with first-hand boiled water
 - D. with second-hand boiled water

Text Eight : Recount Text of Incidence

In 2019 , people were getting the bubonic plague. In fact, 28 people in China’s Inner Mongolia Province are now under quarantine because a hunter caught the plague after eating a wild rabbit, authorities reported Sunday, 21 November 2019. (<https://nationalpost.com.world>)

Questions:

23. Conclude what happened in 2019 ?
- A. Many Chinese were killed in an outbreak
 - B. Many Mongolians were killed due to a disease
 - C. Many Chinese were killed because of a rabbit disease
 - D. Many Chinese were exiled due to the outbreak
24. Differentiate the meaning of a plague that spreads rapidly.
- A. A plague is a contagious bacterial disease that spreads rapidly and kills
 - B. A disease is a disorder of structure or function in a human, animal, or plant
 - C. A plague is a common disease that is not a threat to a human, animal, or plant
 - D. A disease is an epidemic symptom that kills many people, animals, or plants
25. Rephrase the sentence runs as , '28 people in China's Inner Mongolia Province are now under quarantine' .
- A. There are twenty Chinese in Mongolia were in detention
 - B. There are twenty Chinese in Mongolia were in seclusion
 - C. There are twenty Chinese in Mongolia were in segregation
 - D. There are twenty Chinese in Mongolia were in separation



Nama :

Kelas :

Lembar Jawaban

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

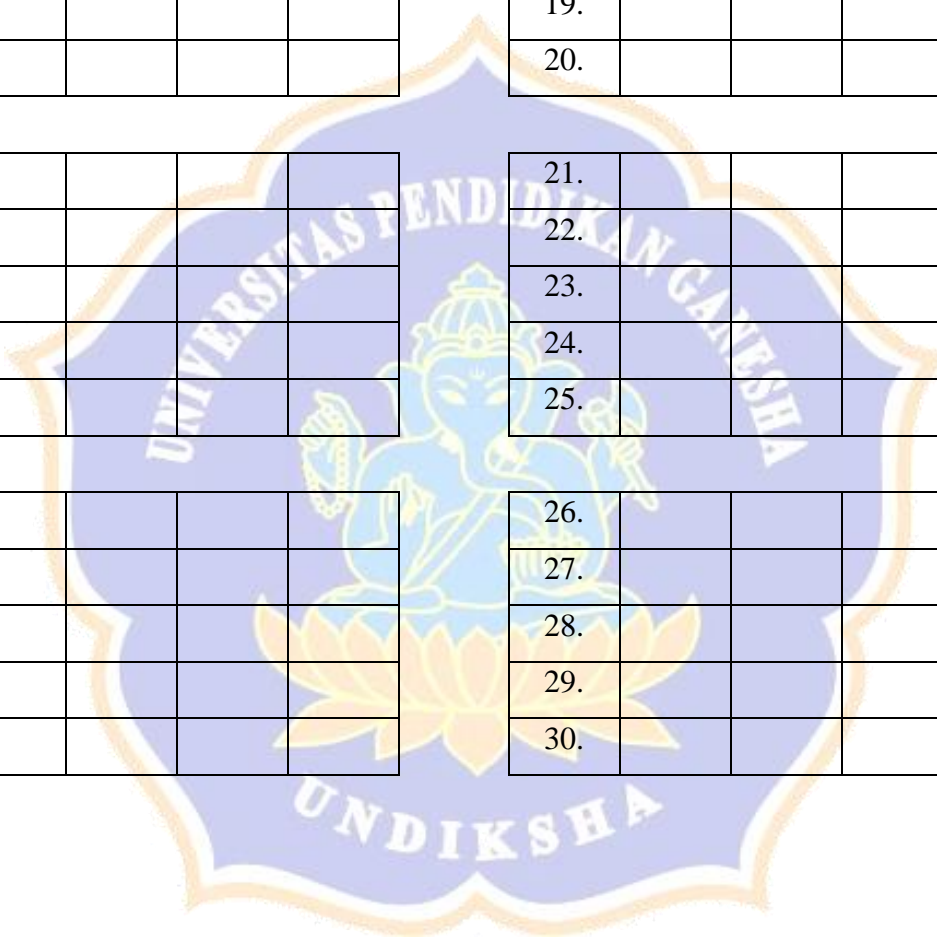
	A	B	C	D
16.				
17.				
18.				
19.				
20.				

6.				
7.				
8.				
9.				
10.				

21.				
22.				
23.				
24.				
25.				

11.				
12.				
13.				
14.				
15.				

26.				
27.				
28.				
29.				
30.				



No. items	Right items	IF
1.	4	0.16
2.	3	0.12
3.	7	0.28
4.	3	0.12
5.	4	0.16
6.	3	0.12
7.	3	0.12
8.	6	0.24
9.	14	0.56
10.	2	0.08
11.	1	0.04
12.	3	0.12
13.	17	0.68
14.	23	0.92
15.	9	0.36
16.	16	0.48
17.	18	0.72
18.	10	0.40
19.	14	0.56
20.	8	0.32
21.	13	0.52
22.	20	0.80
23.	4	0.16
24.	9	0.36
25.	11	0.44

No. items	Right items	IF
26.	1	0.04
27.	2	0.08
28.	4	0.16
29.	3	0.12
30.	3	0.12
31.	2	0.08
32.	7	0.28
33.	1	0.04
34.	3	0.12
35.	8	0.32
36.	11	0.44
37.	4	0.16
38.	18	0.72
39.	21	0.84
40.	8	0.32
41.	13	0.52
42.	15	0.60
43.	15	0.60
44.	9	0.36
45.	12	0.48
46.	19	0.76
47.	12	0.48
48.	9	0.36
49.	18	0.72
50.	13	0.52

APPENDIX 10. READING ANXIETY DATA

Kelas X Perhotelan 2

No	Students	Communication Apprehension						T	Test Anxiety						T	Fear or Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
2	2	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	2	2	4	20	48
3	3	2	2	2	3	3	3	15	3	3	3	3	3	3	18	3	3	3	3	2	2	16	49
4	4	3	3	3	3	2	2	16	3	3	3	3	2	2	16	3	3	3	3	2	2	16	48
5	5	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	12	34
6	6	2	3	2	2	2	2	13	3	3	3	3	2	2	16	4	3	3	3	3	2	18	47
7	7	3	2	2	2	2	2	13	3	3	3	3	3	3	18	3	3	3	2	3	2	16	47
8	8	2	2	2	2	2	2	12	3	3	3	3	3	3	18	3	3	3	3	3	3	18	48
9	9	2	2	1	1	1	1	8	1	1	1	1	1	1	6	1	1	1	1	1	1	6	20
10	10	3	2	2	2	2	2	13	3	3	3	3	3	2	17	3	3	3	3	3	3	18	48
11	11	2	2	2	2	2	2	12	3	3	3	3	3	3	18	3	3	3	3	3	2	17	47
12	12	2	2	2	2	2	1	11	3	3	3	3	3	3	18	3	3	3	3	3	3	18	47
13	13	2	2	1	1	1	1	8	2	2	1	1	1	1	8	2	1	1	1	1	1	7	23
14	14	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	1	11	33
15	15	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	12	34
16	16	2	2	1	1	1	1	8	2	1	1	1	1	1	7	1	1	1	1	1	1	6	21
17	17	2	3	2	2	2	1	12	3	3	3	3	3	3	18	3	3	3	3	3	3	18	48
18	18	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	18	47
19	19	2	2	2	2	2	2	12	3	3	3	3	3	3	18	3	3	3	3	3	2	17	47
20	20	2	2	2	2	1	2	11	3	3	2	3	3	3	17	3	3	3	3	2	3	17	45
21	21	2	2	2	2	1	1	10	3	2	2	2	2	2	13	2	2	2	2	2	2	12	35
22	22	3	3	3	3	2	2	16	3	3	3	3	2	2	16	3	3	3	2	2	3	16	48
23	23	3	3	3	3	2	2	16	3	3	3	3	2	2	16	3	3	3	3	2	2	16	48
24	24	2	2	2	2	1	1	10	2	2	2	2	2	2	12	3	3	3	2	2	2	15	37
25	25	2	2	2	2	2	2	12	3	3	2	3	3	2	16	3	3	3	3	2	3	17	45
26	26	2	3	2	2	2	2	13	3	3	3	3	2	2	16	3	3	3	3	3	3	18	47
27	27	2	2	2	2	2	1	11	3	3	2	3	3	2	16	3	3	3	3	2	3	17	44
28	28	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	17	46
29	29	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	3	13	35
30	30	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	35
TOTAL								350							450							450	1250

Kelas X Perhotelan 3

No	Students	Communication Apprehension						T	Test Anxiety						T	Fear or Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	1	2	2	33
2	2	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	3	47
3	3	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	2	34
4	4	2	2	1	1	1	1	8	1	1	1	1	1	1	6	2	2	2	1	1	1	2	23
5	5	2	3	2	2	2	2	13	3	3	3	3	2	2	16	3	3	3	3	3	3	3	47
6	6	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	3	47
7	7	2	2	2	1	1	1	9	2	2	2	2	2	2	12	2	2	2	2	2	2	2	33
8	8	2	3	2	2	2	2	13	3	3	3	3	2	2	16	3	3	3	3	3	3	3	47
9	9	2	2	2	2	2	2	12	3	3	2	3	3	2	16	3	3	3	3	2	3	3	45
10	10	2	2	2	2	1	2	11	3	3	3	3	3	2	17	3	4	3	3	3	2	3	46
11	11	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	3	46
12	12	2	2	1	1	1	1	8	1	1	1	1	1	1	6	2	1	1	1	1	1	2	21
13	13	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	2	35
14	14	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	3	49
15	15	2	2	2	2	2	2	12	4	3	3	3	3	2	18	3	3	3	3	3	3	3	48
16	16	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	4	4	4	4	2	3	49
17	17	2	2	2	2	2	1	11	3	3	2	3	3	2	16	3	3	3	3	2	3	3	44
18	18	2	2	2	2	1	1	10	2	2	2	2	2	2	12	3	2	2	2	2	2	3	35
19	19	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	3	47
20	20	2	3	2	2	2	2	13	3	3	3	3	2	2	16	3	3	3	3	3	3	3	47
21	21	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	3	49
22	22	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	2	2	4	4	48
23	23	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	3	47
24	24	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	3	49
25	25	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	4	4	4	4	2	3	49
26	26	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	3	46
27	27	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	3	49
28	28	2	2	2	2	2	2	12	3	4	4	4	3	2	20	4	3	3	3	2	2	4	49
29	29	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	2	2	4	4	48
30	30	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	3	46

TOTAL								340							477						486	1303
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Kelas X Perhotelan 4

No	Students	Communication Apprehension						T	Test Anxiety						T	Fear or Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	3	2	3	20	48
2	2	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	2	2	4	20	48
3	3	2	2	2	2	2	1	11	3	3	2	3	3	2	16	3	3	3	3	2	3	17	44
4	4	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
5	5	2	2	2	2	2	2	12	3	4	4	4	3	2	20	4	3	3	3	2	2	17	49
6	6	2	2	2	2	2	1	11	3	3	2	4	2	2	16	3	4	3	3	2	3	18	45
7	7	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
8	8	2	2	1	1	1	1	8	1	1	1	1	1	1	6	2	2	1	1	2	1	9	23
9	9	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	12	34
10	10	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	4	4	4	4	2	21	49
11	11	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	3	2	3	20	48
12	12	2	2	2	2	1	1	10	2	2	2	2	2	2	12	3	2	2	2	2	2	13	35
13	13	2	2	2	2	2	2	12	2	3	3	3	2	3	16	3	4	4	4	2	3	20	48
14	14	2	2	2	3	1	2	12	3	2	3	3	3	3	17	3	3	3	3	3	3	18	47
15	15	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	4	4	4	4	2	21	49
16	16	2	2	2	2	2	2	12	3	4	4	4	3	2	20	4	3	3	3	2	2	17	49
17	17	2	2	2	2	2	2	12	4	3	3	2	2	2	16	3	4	4	3	2	4	20	48
18	18	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
19	19	2	2	2	2	2	1	11	3	3	2	4	2	2	16	4	4	3	3	2	3	19	46
20	20	2	2	2	2	1	1	10	3	2	2	2	2	2	13	2	2	2	2	2	2	12	35
21	21	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
22	22	2	2	2	2	2	2	12	4	3	3	2	2	2	16	3	4	4	3	2	4	20	48
23	23	2	2	2	2	2	2	12	3	3	3	3	2	2	16	4	4	4	3	2	3	20	48
24	24	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	17	46
25	25	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
26	26	2	2	2	2	2	2	12	3	4	4	4	3	2	20	4	3	3	3	2	2	17	49
27	27	2	2	2	2	2	2	12	4	4	3	3	2	2	18	3	3	3	4	4	2	19	49
28	28	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	4	4	4	4	2	21	49
29	29	2	2	2	2	2	2	12	4	4	3	3	2	2	18	4	4	3	3	3	2	19	49

30	30	2	2	2	2	2	2	2	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
TOTAL									346							508							523	1377

APPENDIX 11. READING SELF-EFFICACY DATA

Kelas X Perhotelan 2

No	Students	Mastery Experience						T	Vicarious Experience						T	Personal Persuasion						T	Emotional Arousal						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	1	1	1	1	1	1	6	1	1	1	2	2	3	10	1	1	1	2	2	2	9	2	2	2	2	2	2	12	37
2	2	1	1	1	1	2	2	8	1	1	1	1	2	3	9	1	1	1	2	2	2	9	2	2	2	2	2	2	12	38
3	3	1	1	1	2	2	2	9	1	1	1	3	3	2	11	1	1	1	1	1	1	6	1	1	1	2	2	2	9	35
4	4	1	1	2	2	2	1	9	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	36
5	5	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	3	3	2	3	3	16	52
6	6	1	1	1	2	3	3	11	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
7	7	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
8	8	1	1	2	2	2	1	9	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	36
9	9	2	2	3	3	4	4	18	2	2	3	3	3	3	16	2	2	2	2	4	4	16	2	2	2	2	2	2	12	62
10	10	1	1	1	2	1	1	7	1	1	1	1	2	3	9	1	1	2	2	2	2	10	2	2	2	2	2	2	12	38
11	11	1	1	1	2	2	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
12	12	1	1	1	2	2	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
13	13	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	3	3	3	3	2	16	53
14	14	1	1	2	2	3	3	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	3	3	2	3	3	16	52
15	15	1	1	1	2	2	2	9	1	1	1	3	3	2	11	1	1	1	1	1	1	6	1	1	1	2	2	2	9	35
16	16	2	2	3	3	4	4	18	2	2	3	3	3	3	16	2	2	3	3	3	4	17	2	2	2	2	2	2	12	63
17	17	2	1	2	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
18	18	1	1	1	2	3	3	11	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
19	19	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
20	20	1	2	2	2	2	2	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
21	21	1	1	1	2	2	3	10	1	1	1	2	2	2	9	1	1	1	1	1	1	6	3	3	3	3	2	1	15	40
22	22	1	1	2	2	2	1	9	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	36
23	23	1	1	1	2	2	2	9	1	1	1	2	2	2	9	1	1	1	1	1	1	6	3	3	3	3	2	1	15	39
24	24	2	1	2	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
25	25	1	2	2	2	2	2	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51

26	26	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
27	27	1	2	2	2	2	2	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
28	28	1	1	1	2	3	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
29	29	1	1	1	2	3	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
30	30	1	1	1	2	2	3	10	1	1	1	2	2	2	9	1	1	1	1	1	1	6	3	3	3	3	2	1	15	40
TOTAL								313							316							259							395	1283

Kelas X Perhotelan 3

No	Students	Mastery Experience						T	Vicarious Experience						T	Personal Persuasion						T	Emotional Arousal						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	1	1	1	2	3	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
2	2	1	1	1	2	2	2	9	1	1	1	3	3	2	11	1	1	1	1	1	1	6	1	1	1	2	2	2	9	35
3	3	2	1	1	2	2	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
4	4	1	2	3	3	4	4	17	2	2	3	3	3	3	16	2	2	2	2	4	4	16	2	2	2	2	2	2	12	61
5	5	2	2	1	1	1	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
6	6	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
7	7	1	1	1	2	3	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
8	8	2	1	2	1	1	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
9	9	2	1	1	2	2	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
10	10	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
11	11	2	2	1	1	1	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
12	12	1	1	2	2	3	3	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	3	3	2	3	3	16	52
13	13	2	1	2	1	1	3	10	1	1	1	1	2	2	8	1	1	1	1	1	1	6	3	3	3	3	2	1	15	39
14	14	1	1	2	1	1	2	8	1	1	2	2	2	2	10	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
15	15	2	2	1	1	1	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
16	16	2	1	2	1	1	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
17	17	1	1	1	2	3	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
18	18	2	1	1	2	2	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
19	19	2	1	2	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
20	20	1	1	1	2	3	3	11	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
21	21	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
22	22	2	1	2	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
23	23	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
24	24	1	1	2	1	1	2	8	1	1	2	2	2	2	10	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
25	25	1	1	1	2	3	3	11	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38

24	24	2	2	1	1	1	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
25	25	1	2	2	2	2	1	10	3	3	1	3	1	1	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
26	26	2	2	1	1	3	2	11	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	38
27	27	1	1	3	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
28	28	2	1	2	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
29	29	2	2	2	2	2	1	11	1	1	2	2	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	38
30	30	1	1	1	2	2	3	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	2	1	3	2	1	12	35
TOTAL								299							294							210							377	1180

APPENDIX 12. READING COMPETENCY DATA

N	ITEM NUMBER																									TOTAL	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
	Main idea					Specific information					Textual reference					Word meaning											
	des		rec			des		rec			des		rec			des		rec									
1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1	1	0	0	5 (20)
2	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	5 (20)
3	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	5 (20)
4	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	6 (24)
5	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
6	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
7	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
8	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
9	1	1	0	1	0	0	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	15 (60)	
10	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	
11	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
12	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	
13	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	10 (40)	
14	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
15	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
16	1	0	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	15 (60)	

17	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	
18	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	7 (28)	
19	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
20	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
21	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
22	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	6 (24)	
23	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
24	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	7 (28)	
25	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
26	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
27	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
28	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
29	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	10 (40)	
30	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
	B=21 S=69		B=10 S=80		B=9 S=81		B=41 S=49		B=37 S=53		B=26 S=64		B=53 S=67		B=32 S=58										229 (916)		
KELAS X PERHOTELAN 2																											
1	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	8 (36)	
2	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	6 (24)	
3	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
4	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
5	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	6 (24)	
6	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	6 (24)	
7	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	10 (40)	
8	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
9	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
10	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
11	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
12	0	0	0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	15 (60)	
13	0	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	0	1	9 (36)	
14	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	6 (24)	
15	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	

16	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	0	1	0	6 (24)		
17	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
18	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
19	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
20	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	
21	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	5 (20)
22	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	6 (24)	
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)	
24	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	0	6 (24)	
25	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
26	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)	
28	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)	
30	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
	B=20 S=70		B=9 S=81		B=10 S=80		B=23 S=67		B=30 S=60		B=41 S=49		B=49 S=71		B=31 S=59										213 (852)		
KELAS X PERHOTELAN 3																											
1	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	1	7 (28)
2	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	0	0	1	7 (28)	
3	1	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	10 (40)	
4	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
5	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
6	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)	
7	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	
8	0	1	1	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	11 (44)	
9	0	1	0	0	0	1	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	11 (44)	
10	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	5 (20)	
11	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
12	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)	
13	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)	
14	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)	

15	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	5 (20)
16	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)
17	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)
18	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	5 (20)
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)
20	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)
21	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	1	0	0	5 (20)
22	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	5 (20)
23	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	5 (20)
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)
25	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)
26	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	1	7 (28)
27	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	1	0	0	1	8 (32)
28	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	1	8 (32)
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	6 (24)
30	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	5 (20)
	B=12 S=78		B=7 S=83		B=4 S=86		B=28 S=62		B=34 S=56		B=33 S=57		B=48 S=72		B=30 S=60		196 (784)									

KELAS X PERHOTELAN 4



APPENDIX 13. DATA RECAPITULATION

X Perhotelan 2						
No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	49	H	37	L	20	L
2	48	H	38	L	20	L
3	49	H	35	L	20	L
4	48	H	36	L	24	L
5	34	M	52	M	36	M
6	47	H	38	L	32	L
7	47	H	38	L	32	L
8	48	H	36	L	32	L
9	20	L	62	H	60	H
10	48	H	38	L	20	L
11	47	H	36	L	28	L
12	47	H	36	L	20	L
13	23	L	53	M	40	M
14	33	M	52	M	36	M
15	34	H	35	L	28	L
16	21	L	63	H	60	H
17	48	H	37	L	20	L
18	47	H	38	L	28	L
19	47	H	38	L	20	L
20	45	H	51	M	36	M
21	35	M	40	L	20	L
22	48	H	36	L	24	L
23	48	H	39	M	32	L
24	37	H	37	L	28	L
25	45	M	51	M	28	L
26	47	H	38	L	32	L
27	44	H	51	M	36	M
28	46	H	51	M	32	L
29	35	M	51	M	40	M
30	35	M	40	L	32	L
	1250		1283		916	

X Perhotelan 3						
No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	33	M	51	M	36	M
2	47	H	35	L	24	L
3	34	M	51	M	28	L
4	23	L	61	H	36	M
5	47	H	36	L	24	L
6	47	H	38	L	24	L
7	33	M	51	M	40	M
8	47	H	38	L	28	L
9	45	H	51	M	28	L
10	46	H	38	L	28	L
11	46	H	36	L	28	L
12	21	L	52	M	60	H
13	35	M	39	L	36	M
14	49	H	36	L	24	L
15	48	H	36	L	28	L
16	49	H	38	L	24	L
17	44	H	51	M	32	M
18	35	M	51	M	28	L
19	47	H	37	L	20	L
20	47	H	38	L	20	L
21	49	H	38	L	20	L
22	48	H	37	L	24	L
23	47	H	38	L	24	L
24	49	H	36	L	24	L
25	49	H	38	L	28	L
26	46	H	37	L	28	L
27	49	H	38	L	24	L
28	49	H	36	L	28	L
29	48	H	36	L	24	L
30	46	H	38	L	32	M
	1303		1236		853	

X Perhotelan 4

No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	48	H	37	L	28	L
2	48	H	38	L	28	L
3	44	H	51	M	40	M
4	49	H	36	L	20	L
5	49	H	38	L	32	L
6	45	H	51	M	28	L
7	49	H	38	L	20	L
8	23	L	51	M	44	M
9	34	M	52	M	44	M
10	49	H	36	L	20	L
11	48	H	36	L	20	L
12	35	M	39	L	32	L
13	48	H	38	L	20	L
14	47	H	38	L	20	L
15	49	H	37	L	20	L
16	49	H	37	L	20	L
17	48	H	38	L	20	L
18	49	H	38	L	20	L
19	46	H	36	L	24	L
20	35	M	51	M	32	L
21	49	H	35	L	20	L
22	48	H	35	L	20	L
23	48	H	36	L	20	L
24	46	H	36	L	24	L
25	49	H	37	L	32	L
26	49	H	38	L	28	L
27	49	H	37	L	32	L
28	49	H	37	L	32	L
29	49	H	38	L	24	L
30	49	H	35	L	20	L
	1377		1180		784	

APPENDIX 14. DESCRIPTIVES OF READING ANXIETY, READING SELF-EFFICACY AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Anxiety	43.66	7.745	90
Self-Efficacy	63.00	7.156	90
Competency	28.35	8.666	90

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Anxiety	90	29.00	20	49.00	43.66	0.816	7.745	60.00
Self-Efficacy	90	28.00	35	63.00	63.00	0.754	7.156	51.215
Competency	90	40.00	20	60.00	28.35	0.912	8.666	75.018
Valid N (listwise)	90							

APPENDIX 15. DESCRIPTIVES OF READING ANXIETY BASED ON CLASSES

Descriptive								
Reading Anxiety Score								
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum
XA	30	41.66	8.76	1.59	29.00	76.78	20	49
XB	30	43.43	7.80	1.42	28.00	60.84	21	49
XC	30	45.90	6.08	1.11	26.00	37.05	23	49
Total	90	43.66	7.74	0.81	29.00	60.00	20	49

APPENDIX 16. DESCRIPTIVES OF READING SELF-EFFICACY BASED ON CLASSES

		Descriptive						
		Reading Self-Efficacy Score						
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum
XA	30	42.76	8.36	1.52	28.00	70.04	35	63
XB	30	41.20	7.12	1.52	26.00	50.78	35	61
XC	30	39.33	5.49	1.00	17.00	30.23	35	52
Total	90	41.10	7.15	0.75	28.00	51.21	35	63

APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

		Descriptive						
		Reading Self-Efficacy Score						
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum
XA	30	30.53	10.26	1.87	40.00	105.36	20	60
XB	30	28.40	7.74	1.41	40.00	59.97	20	60
XC	30	26.13	7.40	1.35	24.00	54.87	20	44
Total	90	28.35	8.66	0.91	40.00	75.01	35	60

APPENDIX 18. INDICATORS OF READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY BASED CLASSES

A. CLASS X A

Statistic					
Reading Anxiety					
		Communication Apprehension	Test Anxiety	Fear or Negative Evaluation	
N	Valid	30	30	30	
	Missing	0	0	0	
Mean		11.66	15.00	15.00	
Std. Error of Mean		0.393	0.660	0.678	
Std. Deviation		2.154	3.713	3.713	
Variance		4.644	13.103	13.793	
Range		8	15	14	

Statistics						
Reading Self-Efficacy						
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal	
N	Valid	30	30	30	30	
	Missing	0	0	0	0	
Mean		10.43	10.53	8.63	13.16	
Std. Error of Mean		0.459	0.459	0.620	0.505	
Std. Deviation		2.514	2.515	3.398	2.767	
Variance		6.323	6.326	11.551	7.661	
Range		12	10	11	7	

Statistics					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		1.03	1.66	2.10	2.96
Std. Error of Mean		0.139	0.216	0.187	0.147
Std. Deviation		0.764	1.184	1.028	0.808
Variance		0.585	1.402	1.059	0.654
Range		3	4	3	3

A. CLASS X B

Statistic				
Reading Anxiety				
		Communication Apprehension	Test Anxiety	Fear or Negative Evaluation
N	Valid	30	30	30
	Missing	0	0	0
Mean		11.33	15.90	16.20
Std. Error of Mean		0.236	0.692	0.620
Std. Deviation		1.295	3.790	3.397
Variance		1.678	14.369	11.545
Range		4	15	14

Statistics					
Reading Self-Efficacy					
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		10.20	9.63	7.73	13.63
Std. Error of Mean		0.300	0.463	0.548	0.438
Std. Deviation		1.648	2.539	3.004	2.399
Variance		2.717	6.44	9.030	5.757
Range		9	10	10	7

Statistics					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		0.96	1.10	2.33	2.66
Std. Error of Mean		0.122	0.161	0.161	0.120
Std. Deviation		0.668	0.884	0.884	0.660
Variance		0.447	0.783	0.782	0.437
Range		2	4	4	3

A. CLASS X C

Statistic					
Reading Anxiety					
		Communication Apprehension	Test Anxiety	Fear or Negative Evaluation	
N	Valid	30	30	30	
	Missing	0	0	0	
Mean		11.53	16.93	17.43	
Std. Error of Mean		0.171	0.612	0.541	
Std. Deviation		0.937	3.352	2.967	
Variance		0.878	11.237	8.806	
Range		4	15	12	

Statistics						
Reading Self-Efficacy						
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal	
N	Valid	30	30	30	30	
	Missing	0	0	0	0	
Mean		9.90	9.80	6.80	12.33	
Std. Error of Mean		0.175	0.413	0.378	0.505	
Std. Deviation		0.959	2.265	2.074	2.770	
Variance		0.921	5.131	4.303	7.678	
Range		3	6.00	6	7	

Statistics					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		0.63	1.066	2.166	2.60
Std. Error of Mean		0.139	0.185	0.186	0.102
Std. Deviation		0.764	1.014	1.019	0.563
Variance		0.585	1.030	1.040	0.317
Range		3	3	4	2



APPENDIX 19. CORRELATIONS OF READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Anxiety	43.66	7.745	90
Self-Efficacy	63.00	7.156	90
Competency	28.35	8.666	90

Correlations				
		Anxiety	Self-Efficacy	Competency
Anxiety	Pearson Correlation	1	-.778**	-.774**
	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	5340.000	-3836.000	-4621.333
	Covariance	60.000	-43.101	-51.925
	N	90	90	90
Self-Efficacy	Pearson Correlation	-.778**	1	.754**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and Cross-products	-3836.000	4558.100	4156.800
	Covariance	-43.101	51.215	46.706
	N	90	90	90
Competency	Pearson Correlation	-.774**	.754**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and Cross-products	-4621.333	4156.800	6676.622
	Covariance	-51.925	46.706	75.018
	N	90	90	90

** . Correlation is significant at the 0.01 level (1-tailed).

APPENDIX 20. REGRESSION OF READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Anxiety	43.6667	7.74597	90
Self-Efficacy	41.1000	7.15644	90
Competency	28.3556	8.66131	90

Correlations				
		Anxiety	Self-Efficacy	Competency
Anxiety	Pearson Correlation	1	-.778**	-.774**
	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	5340.000	-3836.000	-4621.333
	Covariance	60.000	-43.101	-51.925
	N	90	90	90
Self-Efficacy	Pearson Correlation	-.778**	1	.754**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and Cross-products	-3836.000	4558.100	4156.800

	Covariance	-43.101	51.215	46.706
	N	90	90	90
Competency	Pearson Correlation	-.774**	.754**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and Cross-products	- 4621.333	4156.800	6676.622
	Covariance	-51.925	46.706	75.018
	N	90	90	90
**. Correlation is significant at the 0.01 level (1-tailed).				

Model Summary											
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson	
					R Square Change	F Change	df1	df2	Sig. F Change		
1	.811 ^a	.657	.649	5.12882	.058	14.777	1	87	.000	1.476	
a. Predictors: (Constant), Anxiety, Self-Efficacy											

APPENDIX 21. SHEET OF READING ANXIETY SCALE

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			✓			
2. Saya cemas ketika saya tidak bisa melengkapi ide pokok pada teks deskriptif.			✓			
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.			✓			
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.			✓			
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.			✓			
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			✓			
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.			✓			
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.			✓			
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.			✓			
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.		✓				
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.		✓				
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓				
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.			✓			
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓				
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓				
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓				
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.		✓				

Tanggal: ...12...2...2020

Nama: putu maha puspita .y

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			✓			
2. Saya cemas ketika saya tidak bisa melengkapi ide pokok pada teks deskriptif.			✓			
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.			✓			
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.			✓			
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.			✓			
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			✓			
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.			✓			
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.			✓			
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.			✓			
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.			✓			
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.			✓			
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓				
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.			✓			
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓				
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓				
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓				
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.	✓					

Tanggal: 13 Feb 2020

Nama: Vina Priyatni

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			✓			
2. Saya cemas ketika saya tidak bisa melengkapi ide pokok pada teks deskriptif.			✓			
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.			✓			
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.			✓			
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.		✓				
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.		✓				

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			✓			
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.				✓		
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.				✓		
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.				✓		
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.				✓		
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.		✓				
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓				
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.		✓				
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓				
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓				
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓				
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.		✓				

Tanggal: 13.02.2020

Nama: gusti putu adnyana

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			✓			
2. Saya cemas ketika saya tidak bisa melengkapi ide pokok pada teks deskriptif.			✓			
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.			✓			
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.			✓			
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.			✓			
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			✓		
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.			✓		
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.			✓		
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.			✓		
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.		✓			
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.		✓			
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓			
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.			✓		
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓			
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓			
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓			
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.		✓			

Tanggal: 13.2.2020

Nama: Km WOI SAYA

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			√			
2. Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif.				√		
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.				√		
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.				√		
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.			√			
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.			√			

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.		✓				
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.			✓			
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.			✓			
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.			✓			
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.		✓				
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.			✓			
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓				
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.		✓				
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓				
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓				
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓				
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.		✓				

Tanggal: 13. Feb. 2020

Nama: Aditya Wisnu

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
2. Kegelisahan membaca menunjukkan 1) Seberapa cemas Anda saat menjawab teks bacaan, 2) seberapa khawatir Anda saat tes membaca, dan 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			✓			
2. Saya cemas ketika saya tidak bisa melengkapi ide pokok pada teks deskriptif.			✓			
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.			✓			
4. Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.			✓			
5. Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.		✓				
6. Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.		✓				

7. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			✓			
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.				✓		
9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.				✓		
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.				✓		
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.				✓		
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.		✓				
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		✓				
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.		✓				
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		✓				
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.		✓				
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.		✓				
18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.		✓				

Tanggal: 15. Februari...2020

Nama: Eka Artuningsih

APPENDIX 22. SHEET OF READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	√					
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	√					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	√					
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		√				
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		√				
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			√			

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	✓					
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	✓					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		✓				
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif			✓			
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			✓			

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif			✓			
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			✓			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		✓				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13.5.2020

Nama: putu maha puspita-y.

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.		√				
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	√					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.		√				
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		√				
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		√				
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.	√					

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.			✓			
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.			✓			
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount			✓			
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif		✓				
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif		✓				

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif		✓				
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount	✓					
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount	✓					
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13 Feb.....2020

Nama: Vina Priyatni

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.		✓				
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	✓					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.		✓				
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.	✓					
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.	✓					
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	✓					
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	✓					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		✓				
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif			✓			
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			✓			

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif			✓			
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			✓			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		✓				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13.12.2020

Nama: Km. WIDIA JAYA

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelasa mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	√					
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	√					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	√					
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		√				
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		√				
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			√			

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	✓					
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	✓					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		✓				
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif			✓			
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			✓			

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif			✓			
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			✓			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		✓				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13.02.2020

Nama: gusti putu adnyana

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	✓					
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	✓					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	✓					
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		✓				
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.			✓			
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	✓					
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	✓					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount	✓					
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif			✓			
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			✓			

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif			✓			
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			✓			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		✓				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13 Feb 2020

Nama: Aditya Wisnu

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. Keyakinan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah keyakinan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

Pernyataan	Tanggapan Anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	✓					
2. Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	✓					
3. Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	✓					
4. Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		✓				
5. Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		✓				
6. Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			✓			

7. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	✓					
8. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	✓					
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	✓					
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	✓					
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	✓					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		✓				
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	✓					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	✓					
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	✓					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	✓					
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	✓					
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	✓					
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif			✓			
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif		✓				

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif	✓					
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			✓			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		✓				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	✓					

Tanggal: 13. Februari 2020

Nama: Eka Artiningsih

APPENDIX 23. SHEET OF READING COMPETENCY TEST

x 2
17

20/

	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		

32,

X² 26

	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		X	
23.		X		
24.		X		
25.				X

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

28,

X³
8

	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	

20,

X3
21

	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		

20,

13
X4

	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.				
25.		X		

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

20,

30
x4

	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		

APPENDIX 24. DOCUMENTATION

