

PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN SEKOLAH MENENGAH KEJURUAN NEGERI 1 SUKASADA Alamat: Jl. Srikandi, Sambangan, Sukasada Kode Pos : 81161 Telp./Fax (0362) 26055 Website: www.smkn1sukasada.Sch.id E-mail: smkn1sukasada_smik(@yahoo.co.id



SURAT KETERANGAN PENELITIAN

Nomor: 421 / 185 / SMK1SKSD

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 1 Sukasada Kabupaten Buleleng di Singaraja menerangkan bahwa

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Nomor Induk Mahasiswa	: 1612021053
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





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI

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Nomor : 264/UN48.7.1/DT/2020 Perihal : **Permohonan Izin Observasi** 22 Januari 2020

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.

a.n. Dekan, Wakil Dekan I, B Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP. 197609022000031001

Tembusan:

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



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI

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Jenjang	: S1
Tahun Akademik	: 2019/2020
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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- 1. Dekan FBS Undiksha Singaraja
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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.**

		Score Judgment:						
Indicators	Descriptors	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	C.A.D.						

Date......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	S	core Ju	ıdgeme	ent:
mateutors	Descriptors		1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of anxious	 I am anxious that I could not determine the main idea of a descriptive text. 				

	1 1	
	when answered	2. I am anxious that I could
	wrongly in reading	not complete the main idea
	descriptive text and	of a descriptive text.
	recount 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	7. I am worry that I could not
	feeling of worry	determine the specific ideas
	when tested in	of a descriptive text.
	reading descriptive	
	text and recount text	8. I am worry that I could not
	text and recount text	complete the specific ideas
		of a descriptive text.
		9. I am worry that I could not
		add the specific ideas of a
		descriptive text.
	N C	10. Law youry that Legald not
1		10. I am worry that I could not
		summarize the specific
		ideas of a recount text.
		11. I am worry that I could not
	1	differentiate the main ideas
		of a recount text.
		12. I am worry that I could not
	and the second second	rewrite the specific idea of
		a recount text.
East of pagative	Foor or pagetive	13. I am not nervous that I
Fear or negative evaluation	Fear or negative evaluation is a	could determine the textual
Cvaluation	feeling nervous	references of a descriptive
	when evaluated	text.
	negatively in	14. I am not nervous that I
	reading descriptive	could complete the word
	text and recount text	-
	text and recount text	meaning references of a
		descriptive text.

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



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 selfefficacy scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.

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

Emotional	Emotional Arousal is a feeling of excitement to		
Arousal	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	Sc	ore Ju	dgemen	it:
Indicators	Descriptors	\rangle			2	3	4
Mastery experience	Mastery Experiences is a feeling of confident in reading	1.	I am confident that I could determine the main idea of a descriptive text.				
	descriptive text and recount text.	2.	I am confident that I could complete the main idea of a descriptive text.	1	/		
		3.	I am confident that I could add the main idea of a descriptive text.				
	01	4.	I am confident that I could summarize the main idea of a recount text.	See.			
		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	7.	I am experienced that I could determining the specific ideas of a descriptive text.				
	in understanding the main idea and specific information	8.	I am experienced that I could complete the specific ideas of a descriptive text.				
	in descriptive txt and recount text.	9.	I am experienced that I could focus on add the specific ideas of a descriptive				

		torrt		
		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	Social Persuasion is	13. I do not believe that I could		
persuasion	a belief in ability to	determine the textual		
I	determine the	references of a descriptive		
	textual references of	text.		
	a descriptive text	14. I do not believe that I could		
	and recount text	complete the textual		
		references of a descriptive		
		text. 15. I do not believe that I could		
	and the second second		s	
		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.	15 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
		17. I do not believe that I could	a. 74	
		differentiate the textual		
		references of a recount text.		
		18. I do not believe that I could		
	¥	rewrite the textual references		
		of a recount text.	<u> </u>	
Emotional	Emotional Arousal	19. I am not excited that I could	10	
arousal	is a feeling of	determine the word meaning		
arousar	excitement to	of a descriptive text.		
	determine the word	20. I am not excited that I could		
	meaning of a			
		complete the word meaning		
	descriptive text and	of a descriptive text.		
	recount text	21. I am not excited that I could	1997 - C.	
		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.		
	1	a recount tenti	I I	

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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.

No	Text Type	Reading Indicator	High order behavior	Item Numb er
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

a) Blueprint of Reading Competency

8	Recount text of an	Word	C6 (to conclude)	23
	incidence	meaning	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.**

	SPENDIDIR.		Score Judgement:				
Indicators	Descriptors	1	2	3	4		
Main	main idea is a complete sentence with topic and illustrate the general idea of the text.	2	77				
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.	ý					

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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.**

	_		Score Judgement			
Indicators	Descriptors	Items	1	2	3	4
			1	4	5	-
Main Idea	Main idea is a	1. Determine the main idea of the				
	complete	above text correctly.				
	sentence with	A. J.F.Kennedy's personal				
	topic and	hobby in US politics				
	illustrate the	B. J.F.Kennedy's professional				
	general idea of	career in government				
	the text.	C. J.F.Kennedy's first				
	N N	experience as a US president		199		
		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		9		
		own personal world ".	50			
		A. He is an egocentric and loyal				
		person	18			
		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				
		C				
		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 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
	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
Specific Specific ideas informat specific the text support idea that	dea of ohind legs and large feet, and a large muscular tail to keep it balanced while he mainin motion".

containing in the	physical characteristics			
_				
paragraph.	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 ke <mark>ep i</mark> t			
	balanced while moving			
	C. functions to power it while			
	moving around			
	D. functions to balance out the		-	
	legs and feet	7	5	
S	9. Please, add a specific explanation			
0	about the kangaroo's motion.			
	A. The kangaroo's hind legs,			
	feet, and tail push its balanced		le:	
	motion	10		
	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			
	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			
	ure not wen	I I		

		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 		
	A REAL PROPERTY OF A REAL PROPER	 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 	7	
Textual References	Textual reference is pronouns in reference to specific nouns in the text	 13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal is a 2016 American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and</u> <u>Susan by Austin Wright</u>" 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" <u>Nocturnal animal</u> " !			
	A. It refers to a hot-blood animal			
	B. It refers to a comedy movie			
	C. It refers to a control 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 the second se	and launched a horror movie			
	in 2016			
	C. Tom Ford scripted, guided,			
	and published a criminal			
	drama movie in 2016	1	w	
	D. Tom Ford designed,	78		
	published, and directed a			
	criminal and horror movie in			
	2016			
	16 It can be concluded that it			
	16. It can be concluded that the	10		
	Indonesian Independence was made			
	possible by			
	A. the pressure of radical youth			
	groups in Indonesia			
	B. the pressure of political			
	groups in Indonesia	2		
	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			

<u> </u>		19 Do unito the quote range of "Formula			
		18. Re-write the quote runs as " <i>Formally</i> ,			
		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			
	and the second s	Day is celebrated in formal			
	E	ways in schools and offices	<u>(</u>		
Word W	Vord meaning	19. Determine the synonym of the			
meaning w	hich mean	underlined word in "If you are using			
X	ord meanings	<u>leaves</u> , put a teaspoon of tea per cup		Real of the second s	
re	eferring to	in your warm teapot".	7	4	
	enotative	A. An aromatic tea-leaves			
	neanings.	B. A fragrant tea assortment			
	iounings.	C. An evergreen shrub			
4		D. A sweet smelling leave			
	¢	D. A sweet smenning leave	y 4		
			1		
			1		
		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			
	1	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			
		C. (1) to put $-$ (2) the aroma D. (1) to each (2) the dorhest			
	ŀ	D. (1) to soak $-$ (2) the darkest			
		22. Add the synonym of <i>with freshly</i>			
		boiled water'			
		A. with hot boiled water			
		B. with cool boiled water			

	C. with first-hand boiled water		
	D. with second-hand boiled		
	water		
	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		lateral and a second
	that is not a threat to a human,	7	
	animal, or plant		
1	D. A disease is an epidemic		
	symptom that kills many		8 - C
	people, animals, or plants		
	25. Rephrase the sentence runs as , '28	10	
	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		

Date.....2020

Judge I/Judge II *)

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.

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

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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.

			5	Score Judger		
Indicators	Descriptors	Items	1	2	3	4
ommunication oprehension	Communication Apprehension is a feeling of anxious	 I am anxious that I could not determine the main idea of a descriptive text. 				
	when answered wrongly in reading descriptive text and	 1 am anxious that I could not complete the main idea of a descriptive text. 				\checkmark
	recount text	 I am anxious that I could not add the main idea of a descriptive text. 				\sim
		 I am anxious that I could not summarize the main idea of a recount text. 				\sim
		 I am anxious that I could not differentiate the main idea of a recount text. 				\checkmark
		 I am anxious that I could rewrite the main idea of a recount text. 				\checkmark
Test anxiety	Test Anxiety is a feeling of worry when tested in	 I am worry that I could not determine the specific ideas of a descriptive text. 			\sim	
	reading descriptive text and recount text	 I am worry that I could not complete the specific ideas of a descriptive text. 			\checkmark	
		 I am worry that I could not add the specific ideas of a descriptive text. 			\checkmark	

		 10. I am worry that I could not summarize the specific ideas of a recount text. 	\checkmark
		 I am worry that I could not differentiate the main ideas of a recount text. 	\checkmark
		 1 am worry that I could not rewrite the specific idea of a recount text. 	\checkmark
Fear or negative evaluation	Fear or negative evaluation is a feeling nervous when evaluated	 I am not nervous that I could determine the textual references of a descriptive text. 	
	negatively in reading descriptive text and recount text	 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.	L.
		17. I am not nervous that I could differentiate the word meaning of a recount text.	. \
		 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.

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

Emotional	Emotional Arousal is a feeling of excitement	
Arousal	to determine the word meaning of a	\checkmark
	descriptive text and recount text	

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b) Reading Self-efficacy Scale's Reliability

Real Property in

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.

		-	S	core Ju	dgemei	nt:
Indicators	Descriptors	Items	1	2	3	4
Mastery experience	Mastery Experiences is a feeling of confident in reading	 I am confident that I could determine the main idea of a descriptive text. 				V
	descriptive text and recount text.	 I am confident that I could complete the main idea of a descriptive text. 				
	Sec. and	 I am confident that I could add the main idea of a descriptive text. 				
	the second sec	 I am confident that I could summarize the main idea of a recount text. 				
		 I am confident that I could differentiate the main idea of a recount text. 				$ $ \vee

		 1 am confident that I could rewrite the main idea of a recount text. 	
Vicarious experience	Vicarious Experience is an experienced feeling	 I am experienced that I could determining the specific ideas of a descriptive text. 	
	in understanding the main idea and specific information	 I am experienced that I could complete the specific ideas of a descriptive text. 	
		 1 am experienced that 1 could focus on add the specific ideas of a descriptive 	
		10. 1 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	13. I do not believe that I could determine the textual references of a descriptive	
	textual references of a descriptive text and recount text	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.	
		 I do not believe that I could differentiate the textual references of a recount text. 	
		 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	19. I am not excited that I could determine the word meaning of a descriptive text.	\checkmark
	determine the word meaning of a	 1 am not excited that I could complete the word meaning of a descriptive text. 	\vee

descriptive text and recount text	 1 am not excited that I could add the word meaning of a descriptive text. 	\checkmark
	22. I am not excited that I could summarize the word meaning of a recount text.	\checkmark
	23. I am not excited that I could differentiate the word meaning of a recount text.	\checkmark
in the second	24. I am not excited that I could rewrite the word meaning of a recount text.	\checkmark

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Judge I/Judge II *)

3) Reading Competency Test

1

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.

No	Text Type	Reading Indicator	High order behavior	Item Numb er
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

a) Blueprint of Reading Competency

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.

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

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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.

		_	1	Score .	Judger	nent:
Indicators	Descriptors	Items	1	2	3	4
Main Idea	Main idea is a complete sentence with topic and illustrate the general idea of the text.	 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 				V
		 Add a paraphrase to describe J.F.Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts 			\lor	

	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	
1000	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	
1		I
		1

	 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 		pecific leas
~	 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, feet, and tail coordinate its balanced motion 	9.	

 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 	~

Textual	Textual	13. Conclude the pronouns expressed in	T	
References	reference is	the underlined words, "Nocturnal		
	pronouns in	animal is a 2016 American neo-noir		
	reference to	psychological thriller film written,		
	specific nouns	produced and directed by Tom Ford		
	in the text	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" <u>Nocturnal animal</u> "		
		A. It refers to a hot-blood animal		
1200	in the second	 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		
A CONTRACTOR		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		
1.00		B. Tom Ford wrote, scripted, and launched a horror movie in		
		2016		$ \vee$
		C. Tom Ford scripted, guided,		
		and published a criminal		
		drama movie in 2016		
1.10		D. Tom Ford designed,		
1.00		published, and directed a		
		criminal and horror movie in		
	pilling of	2016		
	10110			
	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	16. It can be concluded that the Indonesian		
		Independence was made possible		
		by		
		A. the pressure of radical youth	-	V
		groups in Indonesia		-
A Series		 B. the pressure of political groups in Indonesia 		
-		in indonesia	in the second second	

		 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 			~
Wo mea	ord Word meaning which mean word meanings referring to denotative meanings.	 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	\bigvee
	B. with cool boiled water	Ť
	C. with first-hand boiled water	
	D. with second-hand boiled	
	water	
	23. Conclude what happened in 2019?	
	A. Many Chinese were killed in	
	an outbreak	
	B. Many Mongolians were killed	
	due to a disease	\bigvee
	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	
Barrie and an	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	
Lucian and	T Frederick of brand	

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 V C. There are twenty Chinese in Mongolia were in segregation D. There are twenty Chinese in Mongolia were in separation

Dewa Ayu Eka Agustini, s. Pd., M NIP. 198108142009122.002 Judge I/Judge II*)

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.

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

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b) Reading Anxiety Scale's Reliability

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(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	Description		5	Score J	udgem	ent:	
Indicators	Descriptors	Items	1	2	3	4	
Communication apprehension	Communication Apprehension is a feeling of anxious	 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 	wrongly in reading descriptive text and	wrongly in reading descriptive text and of a descriptive text.				~
	recount text	not add the main idea of a				~	
		not summarize the main				~	
						\checkmark	
	the second	 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	 I am worry that I could not determine the specific ideas of a descriptive text. 			v		
	reading descriptive text and recount text	 I am worry that I could not complete the specific ideas of a descriptive text. 			V		
		 I am worry that I could not add the specific ideas of a descriptive text. 			V		

		 I am worry that I could not summarize the specific ideas of a recount text. 	\checkmark	
		 I am worry that I could not differentiate the main ideas of a recount text. 		\checkmark
		 I am worry that I could not rewrite the specific idea of a recount text. 		\checkmark
Fear or negative evaluation	Fear or negative evaluation is a feeling nervous when evaluated	 I am not nervous that I could determine the textual references of a descriptive text. 		\checkmark
	negatively in reading descriptive text and recount text	14. I am not nervous that I could complete the word meaning references of a descriptive text.		\checkmark
		15. I am not nervous that I could add the textual references idea of a descriptive text.		V
		16. I am not nervous that I could summarize the textual references of a recount text.		\checkmark
		 17. I am not nervous that I could differentiate the word meaning of a recount text. 	5	V
		 I am not nervous that I could rewrite the word meaning of a recount text. 		V

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I Rutu Ngurah Wage Nyartawah, s.Pd., M.Pd NP. 198210052006041005 Judge 1/Judge II *)

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.

			Score Jud	gment:	
Indicators	Descriptors -	1	2	3	4
Mastery Experience	Mastery Experiences is a feeling of confident in reading descriptive text and recount text.		-		\checkmark
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				\checkmark

Emotional	Emotional Arousal is a feeling of excitement	
Arousal	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	Indicators	Descriptore		Descriptors	S	core Ju	dgemen	nt:
Indicators	Descriptora	Items 1 2 3 riences 1. I am confident that I could determine the main idea of a descriptive text. I I I	4					
Mastery experience	Mastery Experiences is a feeling of confident in reading	determine the main	u · u					
	descriptive text and recount text.	complete the main i				V		
		add the main idea o				V		
		 I am confident that summarize the main recount text. 				V		
		 I am confident that differentiate the main a recount text. 				V		

		 I am confident that I could rewrite the main idea of a recount text. 		\checkmark
licarious experience	Vicarious Experience is an experienced feeling	 I am experienced that I could determining the specific ideas of a descriptive text. 	\checkmark	
	in understanding the main idea and specific information	 I am experienced that I could complete the specific ideas of a descriptive text. 		\checkmark
	in descriptive txt and recount text.	 I am experienced that I could focus on add the specific ideas of a descriptive text. 		V
		 I am experienced that I could summarize the specific ideas of a recount text. 		V
		 I am experienced that I could differentiate the specific ideas of a recount text. 		V
		 I am experienced that I could rewrite the specific ideas of a recount text. 		V
Social persuasion	Social Persuasion is a belief in ability to determine the textual references of	 I do not believe that I could determine the textual references of a descriptive text. 		V
	a descriptive text and recount text	14. I do not believe that I could complete the textual references of a descriptive text.		V
		 I do not believe that I could add the textual references idea of a descriptive text. 		V
		 I do not believe that I could summarize the textual references of a recount text. 		V
		 I do not believe that I could differentiate the textual references of a recount text. 	✓	
		 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	 19. 1 am not excited that I could determine the word meaning of a descriptive text. 	V	
	determine the word meaning of a	 I am not excited that I could complete the word meaning of a descriptive text. 	V	

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

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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.

No	Text Type	Reading Indicator	High order behavior	Item Numb er
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

a) Blueprint of Reading Competency

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.

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

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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.

		_	5	Score .	Judge	ment
Indicators	Descriptors	Items	1	2	3	4
Main Idea	Main idea is a	1. Determine the main idea of the			T	
	complete	above text correctly.				
	sentence with	A. J.F.Kennedy's personal				
	topic and	hobby in US politics				
	illustrate the	B. J.F.Kennedy's professional				
	general idea of	career in government				
	the text.	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 ".				
146.5		 A. He is an egocentric and loyal person 				V
		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			1	
		J.F.Kennedy's main character.				V
111111		A. He is thinking of himself	-			
		without regard for the others'				
A Standard	The second second	thoughts				

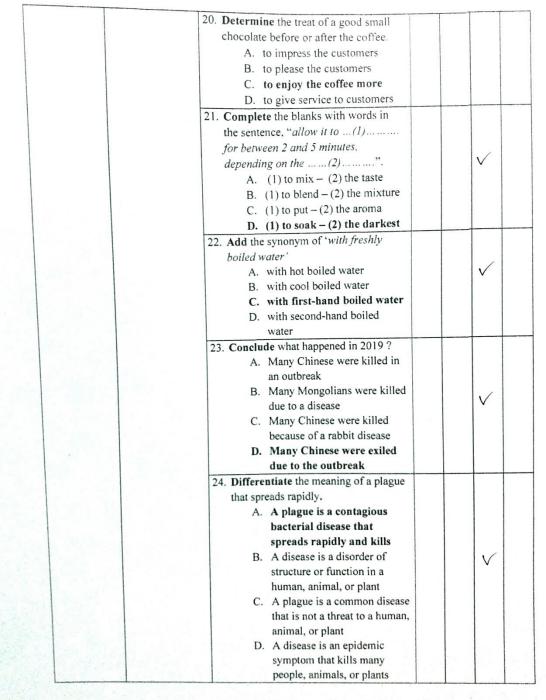
			producting the of all heads to
		B. He is thinking of himself	
		without regard for the	
		others and assertive.	
		C. He is thinking of himself	
		without regard for the others'	
		desires	
		D. He is thinking of himself	
		without regard for the others'	
		feelings	
		4. Summarize the general idea of the	
		above text.	
		A. Michael Jackson's pop-	
		singing experience	
		B. Michael Jackson's singing	
		experience in college	\checkmark
		C. Michael Jackson's	
		experience while in school	
		D. Michael Jackson's book	
		collection in library	
		 Differentiate his major experience pointed out in the text. 	
		A. He collected different books	
		for singing	
		B. He was a self-learning person	l v
-		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	\bigvee
		pretty who owned many books	ľ
		B. Michael Jackson was diligent	
		in teaching with many books	
		C. Michael Jackson was very	
		happy in reading many books	
Min Sugar			
		learning by himself with	
1.4	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	many books	
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	a de la companya de la	

Specific	Specific	7.	Determine the specific information in			
ideas	information is		the quote "The kangaroo has powerful			
	specific idea of		hind legs and large feet, and a large			
	the text to		muscular tail to keep it balanced while			
	support the main		in motion".			
	idea that		A. It describes the kangaroo's			
	containing in the		physical characteristics			
	paragraph.		B. It describes the kangaroo's			
	I Barpan		physical ability to move			
			around			
			C. It describes the kangaroo's		V	
			bodily and balanced			
			locomotion			
			D. It describes the kangaroo's			
			muscular agility to balance in			
			museular aginty to balance in motion			
		8.				+
		0.	information about the kangaroo, "The			
			kangaroo's strong tail			
			,			
-			A. functions to keep it moving			
1.1.6			around quickly			
			B. functions to keep it balanced			
			while moving			
			C. functions to power it while			
1.1			moving around			
			D. functions to balance out the			
			legs and feet			
		9.				
			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,			V
			and tail manipulate its motion			
			C. The kangaroo's hind legs, feet,			
			and tail strengthen its balanced			
			motion	2		
			D. The kangaroo's hind legs,			
			feet, and tail coordinate its			
1:			balanced motion			
		1				1
						1

 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 	V
 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 	✓
	14

-	Textual	13. Conclude the pronouns expressed in		
References	reference is	the underlined words, "Nocturnal		
	pronouns in	animal is a 2016 American neo-noir		
	reference to	psychological thriller film written,		
	specific nouns	produced and directed by Tom Ford		
	in the text	based on the 1993 novel Tony and		
		Susan by Austin Wright"		
		A. Its-its-his-their-his		 \checkmark
		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" <u>Nocturnal animal</u> " !		
		A. It refers to a hot-blood animal		
		B. It refers to a comedy movie		\vee
		C. It refers to a contedy movie		•
		D. It refers to a criminal drama		
		movie		
		15. Re-write the sentence runs as , " <i>a 2016</i>	 	
		American neo-noir psychological		
		thriller film written, produced and		
		directed by Tom Ford".		
1.		A. Tom Ford wrote, produced,		
	The second second	and directed a criminal		
		drama movie in 2016		,
		B. Tom Ford wrote, scripted, and		V
		launched a horror movie in		
		2016		
		C. Tom Ford scripted, guided,		
		and published a criminal		
		drama movie in 2016		
	1 7 1 7 70	D. Tom Ford designed,		
and the second second		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		V
n dina sala		groups in Indonesia		
		B. the pressure of political groups		
		in Indonesia	1 -	

		 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 matien of 	 -	
		 B. The state and nation of Indonesia C. The neighboring states and nations D. The United Nations Organization 	V	
		 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 		V
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	 19. Determine the synonym of the underlined word in " If you are using <u>leaves</u>, 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 	V	





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	v
D. There are twenty Chinese in	
Mongolia were in	
separation	
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APPENDIX 6. READING ANXIETY SCALE

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.

		Scores:					
Items	1	5	2	4			
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.	C.			
13. I am not nervous that I could determine the textual references of a descriptive text.	100		77	
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 or a descriptive text.	f			
16. I am not nervous that I could summarize the textual references of a recount text.	3	1		
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.				

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.
- 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.
- 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.	C.			
10.	I am experienced that I could summarize the specific ideas of a recount text.	The second	2	7	
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.)	1		
14.	I do not believe that I could complete the textual references of a descriptive text.	8			
15.	I do not believe that I could add the textual references idea of a descriptive text.		1		
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.				

Date.....2020



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.)

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: Des<mark>c</mark>riptive 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*)

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, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> 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"...<u>Nocturnal animal</u>..." !
 - 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 <u>leaves</u>, 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

-END OF TEST-

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Kelas :

Lembar Jawaban

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APPENDIX 9. READING COMPETENCY TEST TRIAL OUT

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7.	3	0.12
8.	6	0.24
9.	14	0.56
10.	2	0.08
11. 12.	2 1 3	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

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26.	1	0.04
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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				nica hensi			Т		T	est A	Anxie	ety		Т			r or Evalu				Т	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
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Kelas X Perhotelan 3

No	Students				nicat hensi			Т		Т	est A	nxie	ty		Т			r or 1 Evalu				Т	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
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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
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11	11	2	2	2	2	1	2	11	3	3	3	3	3	3	18	3	3	3	3	3	2	3	46
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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
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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
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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

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TOTAL				340				477				486	1303

No	Students				inicat hensi			Т		Т	'est A	nxie	ty		Т			r or 1 Evalu	0			Т	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12	The second	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
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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	12	3	4	4	4	4	2	21	3	3	3	3	2	2	16	49
TOT	AL							346							508							523	1377

APPENDIX 11. READING SELF-EFFICACY DATA

No	Students			Mas xpe				Т	V	icar	iou	s Exj	perie	nce	Т	1	Perso	nal I	Persu	asio	n	Т		Emo	tiona	al Ar	ousal	l	Т	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12	31	13	14	15	16	17	18	a last	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
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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	4	1	2	7	1	16	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
TOT	TAL							313							316							259							395	1283

	Kela	as X	K P	erh	ote	lan	3																							
No	Students		E	Mas xpe		ice		Т			riou	s Exj	perie	1.000	T	1021	Perso		Persu	asio	-	Т				al Ar			Т	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12	8	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	10	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
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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
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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
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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
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26	26	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
27	27	1	1	1	2	2	2	9	1	1	1	1	2	2	8	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
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30	30	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
TOT	ΓAL							306							289		A					232							409	1236

No	Students				stei erie			Т	V	icar	riou	s Exj	perie	ence	T	I.	Perso	nal I	Persu	asio	n	Т		Emo	otiona	al Ar	ousa	1	Т	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		
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2	2	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
3	3	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
4	4	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
5	5	2	1	1	1	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
6	6	3	3	1	2	1	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
7	7	1	1	1	2	2	2	9	1	1	1	1	2	2	8	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
8	8	3	1	1	2	1	3	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	51
9	9	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	52
10	10	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
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	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
13	13	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
14	14	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
15	15	2	1	2	2	2	1	10	1	1	2	2	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
16	16	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
17	17	3	1	2	1	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
18	18	1	3	1	2	2	1	10	1	1	1	1	1	2	7	1	1	1	1	1	1	6	3	3	3	3	2	1	15	38
19	19	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
20	20	3	1	1	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	2	9	1	1	1	3	3	2	11	1	1	1	1	1	1	6	1	1	1	2	2	2	9	35
22	22	1	2	1	1	1	2	8	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	35
23	23	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

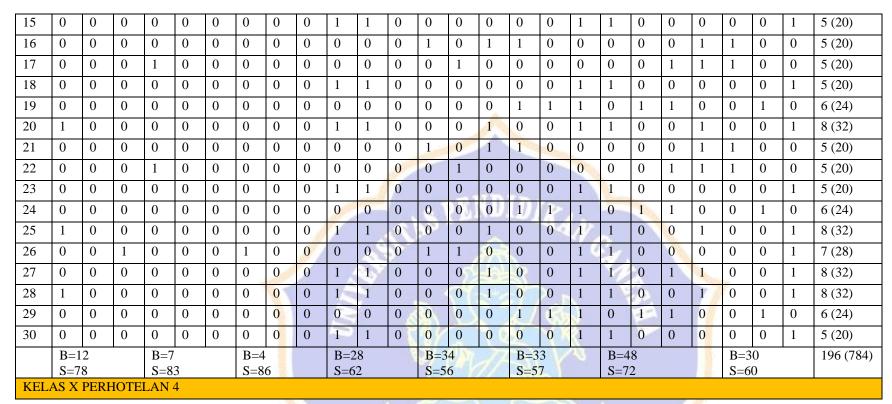
24	24	2	2	1	1	1	2	9	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
25	25	1	2	2	2	2	1	10	3	3	1	3	1	1	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
26	26	2	2	1	1	3	2	11	1	1	2	2	1	2	9	1	1	1	1	1	1	6	2	2	2	2	2	2	12	38
27	27	1	1	3	2	2	1	10	1	1	1	3	3	3	12	1	1	1	1	1	1	6	2	2	2	1	1	1	9	37
28	28	2	1	2	2	2	1	10	1	1	1	3	3	3	12	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
TOT	AL							299							294	and a		True				210							377	1180

APPENDIX 12. READING COMPETENCY DATA

Ν										A	á	ITEN	I NUI	MBEI	2	8.		4								
	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	2 1	2 2	2 3	2 4	2 5	TOTAL
		•	Maiı	n idea				Spec	ific ir	form	ation	2		Tex	xtual	refere	ence	2		1	Wor	d me	aning		•	
	des			rec			des	8		rec			des		16	rec	XY	2	des	1		1	rec			
1	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)
2	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)
3	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)
4	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)
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	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	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	0	1	1	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	15	1	0	0	1	10	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 =2			B=1			B=9			B=4		1	B=3			B=2		2	B=5				B=3			229 (916)
	S=6	9		S=8	0		S=8	1		S=4	9		S=5	3		S=6	4		S=6	7			S=5	8		
VEL	ACV	DEDL	JOTE	LANT	า																					
	1	PERH	1	1	1	1	0	0		1	1		0	0			0	1	1	0	1	0			1	8 (26)
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)
1 2	0	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)
1 2 3	0 1 0	1 0 0	0 0 1	0 0 0	0 0 0	0	0	0	0	1 0	0	0	0	0	0	0	1 0	0	0	1	1 0	0	0 0	1 0	0	6 (24) 7 (28)
1 2 3 4	0 1 0 0	1 0 0 1	0 0 1 0	0 0 0 0	0 0 0 0	0 0 1	0 1 0	0 0 0	0 0 0	1 0 1	0 0 1	0 0 0	0 1 0	0 1 0	0 0 1	0 0 0	1 0 0	0 1 1	0 1 1	1 0 0	1 0 1	0 0 0	0 0 0	1 0 0	0 1 1	6 (24) 7 (28) 9 (36)
1 2 3 4 5	0 1 0 0 1	1 0 0 1 0	0 0 1 0 0	0 0 0 0 0	0 0 0 0 0	0 0 1 0	0 1 0 0	0 0 0 0	0 0 0 0	1 0 1 1	0 0 1 0	0 0 0 0	0 1 0 0	0 1 0 0	0 0 1 0	0 0 0 0	1 0 0 1	0 1 1 0	0 1 1 0	1 0 0 1	1 0 1 1	0 0 0 0	0 0 0 0	1 0 0 1	0 1 1 0	6 (24) 7 (28) 9 (36) 6 (24)
1 2 3 4 5 6	0 1 0 0 1 0	1 0 1 0 0	0 0 1 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 1 0 0	0 1 0 0 0	0 0 0 0 0	0 0 0 0 0	1 0 1 1 1	0 0 1 0 0	0 0 0 0 0	0 1 0 0 0	0 1 0 0 0	0 0 1 0 0	0 0 0 0 0	1 0 0 1 1	0 1 1 0 1	0 1 1 0 0	1 0 0 1 1	1 0 1 1 1	0 0 0 0 0	0 0 0 0 0	1 0 0 1 1	0 1 1 0 0	6 (24) 7 (28) 9 (36) 6 (24) 6 (24)
1 2 3 4 5 6 7	0 1 0 1 1 0 0	1 0 1 0 0 1	0 0 1 0 0 0 0	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 1 0 0 1	0 1 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0 0	1 0 1 1 1 1	0 0 1 0 0 1	0 0 0 0 0 0 0	0 1 0 0 0 0	0 1 0 0 0 1	0 0 1 0 0 1	0 0 0 0 0 0 0 0	1 0 0 1 1 0	0 1 1 0 1 1	0 1 1 0 0 1	1 0 0 1 1 0	1 0 1 1 1 0	0 0 0 0 0 1	0 0 0 0 0 0 0	1 0 0 1 1 0	0 1 1 0 0 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40)
1 2 3 4 5 6 7 8	0 1 0 0 1 0	1 0 1 0 0	0 0 1 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 1 0 0	0 1 0 0 0	0 0 0 0 0	0 0 0 0 0	1 0 1 1 1	0 0 1 0 0 1 0	0 0 0 0 0	0 1 0 0 0	0 1 0 0 0 1 1	0 0 1 0 0	0 0 0 0 0 0 0 0	1 0 0 1 1	0 1 1 0 1	0 1 1 0 0 1 1	1 0 0 1 1	1 0 1 1 1	0 0 0 0 0	0 0 0 0 0	1 0 0 1 1	0 1 1 0 0	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28)
1 2 3 4 5 6 7 8 9	0 1 0 1 0 0 1 0 1 0	1 0 1 0 0 1 0 0 1 0 0	0 0 1 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 1 0	0 0 1 0 0 1 0 0	0 1 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0	1 0 1 1 1 1 1 1 0	0 0 1 0 0 1 0 0	0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 0 1	0 1 0 0 0 1	0 0 1 0 0 1 0 0 0	0 0 0 0 0 0 0 0	1 0 1 1 0 0	0 1 0 1 1 1 1 1	0 1 1 0 0 1 1 1 1	1 0 1 1 0 0 0	1 0 1 1 1 0 0 0 0	0 0 0 0 1 0 0	0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0	0 1 0 0 1 1 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28) 7 (28)
1 2 3 4 5 6 7 8	0 1 0 1 0 0 0 1	1 0 1 0 0 1 0 1 0	0 0 1 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 1	0 0 1 0 0 1 0	0 1 0 0 0 0 0 0	0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0	1 0 1 1 1 1 1 1	0 0 1 0 0 1 0	0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 0	0 1 0 0 1 1 1 1	0 0 1 0 0 1 0	0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0	0 1 1 0 1 1 1 1	0 1 1 0 0 1 1	1 0 1 1 0 0	1 0 1 1 1 0 0	0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0	1 0 0 1 1 0 0	0 1 1 0 0 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28)
1 2 3 4 5 6 7 8 9 10	0 1 0 1 0 0 1 0 1 0 1	1 0 1 0 0 1 0 0 0 0 0	0 0 1 0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 1 0 1	0 0 1 0 0 1 0 0 0 0	0 1 0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 1 1 1 0 1	0 0 1 0 0 1 0 0 0 0	0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 1 1 0	0 1 0 0 1 1 1 1	0 0 1 0 0 1 0 0 0 0	0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0 0	0 1 0 1 1 1 1 1 1	0 1 1 0 0 1 1 1 1 1	1 0 1 1 0 0 0 0 0	1 0 1 1 1 0 0 0 0 0	0 0 0 0 0 1 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0 0	0 1 0 0 1 1 1 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28) 7 (28) 7 (28)
1 2 3 4 5 6 7 8 9 10 11	0 1 0 1 0 1 0 1 0 1 0 1 0	1 0 1 0 0 1 0 0 0 0 0 0 0	0 0 1 0 0 0 0 0 1 0 1 1	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 1 0 1 0	0 0 1 0 0 1 0 0 0 0 0	0 1 0 0 0 0 0 1 0 1	0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 1 1 1 0 1 0 0	0 0 1 0 0 1 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 0 1 1 0 1	0 1 0 0 1 1 1 1 1 1 1	0 0 1 0 0 1 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0 0 0	0 1 0 1 1 1 1 1 1 1 1 1	0 1 0 0 1 1 1 1 1 1	1 0 1 1 0 0 0 0 0 0	1 0 1 1 0 0 0 0 0 0 0 0	0 0 0 0 0 1 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 0 0 0 0 0	0 1 0 0 1 1 1 1 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28) 7 (28) 7 (28) 7 (28)
1 2 3 4 5 6 7 8 9 10 11 12	0 1 0 1 0 0 1 0 1 0 1 0 0 0	1 0 1 0 0 1 0 0 0 0 0 0 0 0	0 0 1 0 0 0 0 0 1 0 1 0	0 0 0 0 0 0 0 0 0 0 0 0 1	0 0 0 0 0 0 1 0 1 0 0 0	0 0 1 0 1 0 1 0 0 0 0 0 0 0	0 1 0 0 0 0 0 1 0 1 0	0 0 0 0 0 0 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0 0 0 0 0 0 1	1 0 1 1 1 1 1 0 1 0 1 0 1	0 0 1 0 0 1 0 0 0 0 1 1 0 0 1 1 0 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 1 1 1 1	0 1 0 0 1 1 1 1 1 1 1 1 1	0 0 1 0 0 1 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 1	1 0 1 1 0 0 0 0 0 0 0 0 1	0 1 0 1 1 1 1 1 1 1 1 1 1 1	0 1 0 0 1 1 1 1 1 1 1 1	1 0 1 1 0 0 0 0 0 0 1	1 0 1 1 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 1 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0 0 0 0 1	1 0 1 1 0 0 0 0 0 0 0 0 0	0 1 0 0 1 1 1 1 1 1 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28) 7 (28) 7 (28) 7 (28) 7 (28) 15 (60)
1 2 3 4 5 6 7 8 9 10 11 12 13	0 1 0 1 0 0 1 0 1 0 1 0 0 0 0	1 0 1 0 0 1 0 0 0 0 0 0 0 1	0 0 1 0 0 0 0 0 1 0 1 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 0	0 0 0 0 0 0 0 1 0 1 0 0 0 0	0 0 1 0 1 0 1 0 0 0 0 1 1 1 1 0 0 0 1 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 1 0 1 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 0	1 0 1 1 1 1 1 0 1 0 1 1 1 1	0 0 1 0 0 1 0 0 0 0 0 1 1 1	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 0 1 1 0 1 1 0	0 1 0 0 1 1 1 1 1 1 1 0	0 0 1 0 0 1 0 0 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0 0 0 0 1 0	1 0 1 1 0 0 0 0 0 0 0 1 0	0 1 0 1 1 1 1 1 1 1 1 1 1 1	0 1 0 0 1 1 1 1 1 1 1 1 1	1 0 1 1 0 0 0 0 0 0 1 0	1 0 1 1 0 0 0 0 0 0 0 0 0 1	0 0 0 0 1 0 0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0 0 0 0 1 0	1 0 1 1 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 1 1 1 1 1 1 1 1 1	6 (24) 7 (28) 9 (36) 6 (24) 6 (24) 10 (40) 7 (28) 7 (28) 7 (28) 7 (28) 7 (28) 7 (28) 15 (60) 9 (36)

16	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)
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	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	0	1	1	0	1	1	0	0	1	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=2	0		B=9			B=1	0		B=2	3		B=3	0		B=4	1 377		B=4	9			B=3	1		213 (852)
																				-						213 (052)
KEL	S=7	0	HOTE	S=8	1		S=8			S=6		- C	S=6		16	B=4		₹	S=7	-			B=5			215 (052)
KEL	S=7	0	HOTE	S=8	1	0		0	0			0	S=6		0	S =4	9	1		-	0	0			1	
	S=7 AS X	0 PERF	1	S=8 LAN	1 3	0	S=8		0	S=6	7	0		0	0			1	S=7	1	0	0	S=5	9	1	7 (28)
1	S=7 AS X 0	0 PERH 0	1	S=8 LAN 0	1 3 0		S=8	0		S=6	7		S=6	0		S=4	9		S=7	0			S=5	9		
1 2	S=7 AS X 0 0	0 PERH 0 0	1 0	S=8 LAN 1 0 0	1 3 0 0	0	S=8	0	0	S=6 0 0	7 0 0	0	S=6	0	0	S=4 0 1	9	1	S=7	1 0 0	1	0	S=5 ⁰ 0	9 0 0	1	7 (28) 7 (28)
1 2 3	S=7 AS X 0 0 1	0 PERH 0 0 0	1 0 0	S=8 LAN 1 0 0 0	1 3 0 0 0	0	S=8 1 0	0 0 0 0	0	S=6 0 0 1	7 0 0 1	0	S=6 1 1 0	0	0	S=4 0 1 0	9 0 0 0	1	S=7 1 1	1 0 0 0	1	0 1	S=5 0 0 0	9 0 0 0	1	7 (28) 7 (28) 10 (40)
1 2 3 4	S=7 AS X 0 1 0	0 PERH 0 0 0 0 0	1 0 0 0	S=8 LAN 3 0 0 0 0	1 3 0 0 0 0	0 1 0	S=8 1 0 0	0 0 0 0 0	0 0 0	S=6 0 1 0	7 0 0 1 0	0 0 0	S=6 1 1 0 1	0 1 1 1 0	0 1 1	S=4 0 1 0 1	9 0 0 0 0	1 1 0	S=7 1 1 0	1 0 0 0 0	1 0 0	0 1 1	S=5 0 0 0 1	9 0 0 0 0	1 1 0	7 (28) 7 (28) 10 (40) 5 (20)
1 2 3 4 5	S=7 AS X 0 0 1 0 1	0 PERH 0 0 0 0 0 0 0	1 0 0 0 0	S=8 LAN 0 0 0 0 0 0	1 3 0 0 0 0 0 0	0 1 0 0	S=8 1 0 0 0	0 0 0 0 0 0	0 0 0 0	S=6 0 0 1 0 1	7 0 0 1 0 1	0 0 0 0	S=6 1 1 0 1 0	0 1 1 1 0 0	0 1 1 1	S=4 0 1 0 1 0 0	9 0 0 0 0 0 0	1 1 0 1	S=7 1 1 0 1	1 0 0 0 0 0	1 0 0 0	0 1 1 1	S=5 0 0 0 1 0	9 0 0 0 0 0	1 1 0 1	7 (28) 7 (28) 10 (40) 5 (20) 8 (32)
1 2 3 4 5 6	S=7 AS X 0 1 0 1 0 1 0	0 PERH 0 0 0 0 0 0 0	1 0 0 0 0 1	S=8 LAN 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 3 0 0 0 0 0 0 0	0 1 0 0 0	S=8 1 0 0 0 0 1	0 0 0 0 0 0 0 0	0 0 0 0 0	S=6 0 1 0 1 0	7 0 1 0 1 0 1 0	0 0 0 0 0	S=6 1 1 0 1 0 1	0 1 1 0 0 1	0 1 1 1 0	S=4 0 1 0 1 0 0 0	9 0 0 0 0 0 0 0	1 1 0 1 1	S=7 1 1 0 1 1	1 0 0 0 0 0 0 0	1 0 0 0 0	0 1 1 1 0	S=5 0 0 0 1 0 0	9 0 0 0 0 0 0 0	1 1 0 1 1	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28)
1 2 3 4 5 6 7	S=7 AS X 0 1 0 1 0 0 0	0 PERH 0 0 0 0 0 0 0 0 0	1 0 0 0 1 0	S=8 LAN 2 0 0 0 0 0 1	1 3 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0	S=8 1 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0	S=6 0 1 0 1 0 0 0	7 0 1 0 1 0 1 0 0	0 0 0 0 0 0	S=6 1 1 0 1 0 1 0	0 1 1 0 0 1 1 1	0 1 1 1 0 0	S=4 0 1 0 1 0 0 0 0	9 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0	S=7 1 1 1 0 1 1 0	1 0 0 0 0 0 0 0 0	1 0 0 0 0 1	0 1 1 1 0 1	S=5 0 0 1 0 0 1 1	9 0 0 0 0 0 0 0 0	1 1 0 1 1 0	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28) 5 (20)
1 2 3 4 5 6 7 8	S=7 AS X 0 1 0 1 0 1 0 0 0	0 PERI 0 0 0 0 0 0 0 0 1	1 0 0 0 1 0 1	S=8 LAN 0 0 0 0 0 0 1 0	1 3 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 1	S=8 1 0 0 0 1 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0	S=6 0 1 0 1 0 0 0 1	7 0 1 0 1 0 1 0 0 1	0 0 0 0 0 0 0	S=6 1 1 0 1 0 1 0 0	0 1 1 0 0 1 1 1 1	0 1 1 0 0 1	S=4 0 1 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 1	S=7 1 1 1 0 1 1 1 0 1 1 1 0 1	1 0 0 0 0 0 0 0 0 0	1 0 0 0 0 1 0	0 1 1 1 0 1 1	S=5 0 0 1 0 0 1 0 0 1 0	9 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 1	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28) 5 (20) 11 (44)
1 2 3 4 5 6 7 8 9	S=7 AS X 0 0 1 0 1 0 0 0 0 0 0	0 PERI 0 0 0 0 0 0 0 1 1	1 0 0 0 1 0 1 0 1 0	S=8 LAN 0	1 3 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 1 1	S=8 1 0 0 0 1 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 1	0 0 0 0 0 0 0 0 0 0	S=6 0 1 0 1 0 0 1 1 1 1	7 0 1 0 1 0 1 0 0 1 1 1	0 0 0 0 0 0 0 0 0	S=6 1 1 0 1 0 1 0 0 0 0	0 1 1 0 0 1 1 1 1 1	0 1 1 0 0 1 1 1	S=4 0 1 0 1 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 1 1 1	S=7 1 1 1 0 1 1 0 1 1 1	1 0 0 0 0 0 0 0 0 0 0 0	1 0 0 0 1 0 0	0 1 1 1 0 1 1 1 1	S=5 0 0 1 0 0 1 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 1 1 1	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28) 5 (20) 11 (44) 11 (44)
1 2 3 4 5 6 7 8 9 10	S=7 AS X 0 1 0 1 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 1 0	1 0 0 1 0 1 0 1 0 0 0	S=8 LAN 0 0 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0	1 3 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 0 1 1 0	S=8 1 0 0 0 1 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 1 0	0 0 0 0 0 0 0 0 0 0 0	S=6 0 1 0 1 0 0 1 1 1 1 1	7 0 1 0 1 0 1 0 0 1 1 1 1	0 0 0 0 0 0 0 0 0 0	S=6 1 1 0 1 0 1 0 0 0 0 0 0 0	0 1 1 1 0 0 1 1 1 1 1 0	0 1 1 1 0 0 1 1 1 0	S=4 0 1 0 0 1 0 0 0 0 0 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 1 1 1 1 1	S=7 1 1 1 0 1 1 0 1 1 1 1 1	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 0 0 1 0 0 0 0	0 1 1 1 0 1 1 1 0	S=5 0 0 1 0 0 1 0 0 0 0 0 0	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 1 1 1 1 1	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28) 5 (20) 11 (44) 11 (44) 5 (20)
1 2 3 4 5 6 7 8 9 10 11	S=7 AS X 0 0 1 0 1 0 0 0 0 0 0 0 0 0	0 PERI 0 0 0 0 0 0 0 1 1 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 0 0 1 0 1 0 0 0 0	S=8 LAN 0	1 3 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 0 0 1 1 0 0	S=8 1 0 0 0 1 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 1 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0	S=6 0 1 0 1 0 0 1 1 1 1 0	7 0 1 0 1 0 1 0 0 1 1 1 0	0 0 0 0 0 0 0 0 0 0 0	S=6 1 1 0 1 0 1 0 0 0 0 0 1	0 1 1 0 0 1 1 1 1 1 0 0 0	0 1 1 0 0 1 1 0 1	S=4 0 1 0 1 0 0 0 0 0 0 0 0 1	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 1 1 0 1 1 1 1 0	S=7 1 1 1 0 1 1 0 1 1 1 0	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 0 0 0 1 0 0 0 0 0 0	0 1 1 1 0 1 1 1 0 1 1	S=5 0 0 1 0 0 1 0 0 0 1 0 0 1	9 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 1 0 1 1 0 1 1 1 0 0	7 (28) 7 (28) 10 (40) 5 (20) 8 (32) 7 (28) 5 (20) 11 (44) 11 (44) 5 (20) 5 (20) 5 (20)





			X Perhotelan 2			
NI			Reading Self-		Reading	
No.	Reading Anxiety		Efficacy		Competency	
1	49	Н	37	L	20	L
2	48	Н	38	L	20	L
3	49	Н	35	L	20	L
4	48	Н	36	L	24	L
5	34	М	52	М	36	Μ
6	47	Н	38	L	32	L
7	47	Н	38	L	32	L
8	48	Н	36	L	32	L
9	20	L	62	Н	60	Η
10	48	Н	38\	L	20	L
11	47	H	36	L	28	L
12	47	Н	36	L	20	L
13	23	L	53	М	40	Μ
14	33	М	52	М	36	Μ
15	<mark>34</mark>	Н	35	L	28	L
16	21	L	63	Н	60	Η
17	48	Н	37	L	20	L
18	47	Н	38	L	28	L
19	47	Н	38	L	20	L
20	45	Н	51	М	36	Μ
21	35	М	40	L	20	L
22	48	Н	36	L	24	L
23	48	Н	39	М	32	L
24	37	Н	A 137 T K S	L	28	L
25	45	М	51	Μ	28	L
26	47	Н	38	L	32	L
27	44	Н	51	М	36	Μ
28	46	Н	51	М	32	L
29	35	М	51	М	40	Μ
30	35	М	40	L	32	L
	1250		1283		916	

APPENDIX 13. DATA RECAPITULATION

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

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

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	Descriptive Statistics								
	N	Range	Minimum	Maximum	M	lean	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. <mark>7</mark> 54	7.156	51.215	
Competency	90	40.00	20	60.00	28.35	0 <mark>.9</mark> 12	8.666	75.018	
Valid N (listwise)	90		らるあ	Z > V	2				

APPENDIX 15. DESCRIPTIVES OF READING ANXIETY BASED ON CLASSES

			200					
				1	Descript	ive	10	
			S.		Reading Anxie	ety Score		
	Ν	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									
				R	eading Self-Eff	icacy Score						
	Ν	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

					1997						
					Descriptive						
			Reading Self-Efficacy Score								
	Ν	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	5 9.97	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	<mark>3</mark> 5	60			

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

A. CLASS X A

		Statistic		A
		Reading Anxie	ty	
		Communication	Test	Fear or Negative
		Apprehension	Anxiety	Evaluation
N	Valid	30	30	30
Ν	Missing	0	0	0
Mean		1 <mark>1.</mark> 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	

			Statistics		
		Rea	ding <mark>Self-Efficac</mark>		
		Mast <mark>e</mark> ry	Vicarious	Personal	Emotional
		Experience	Experience	Persuasion	Aro <mark>u</mark> sal
N 1	Valid	30	30	30	30
Ν	Missing	0	0.0		0
Mean		10.43	10.53	8.63	13.16
Std. E	rror 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							
		Read	ding Competency	ý				
		Main Idea	Specific Information	Textual Reference	Word Meaning			
NI	Valid	30	30	30	30			
N	Missing	0	0	0	0			
Mean		1.03 🥖	1.66	2.10	2.96			
Std. Er	ror of Mean	0.139	0.216	0.187	0. <mark>1</mark> 47			
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	0	(/ लाहिर)				
Reading Anxiety								
		Communication	Test	Fear or Negative				
		Apprehension	Anxiety	Evaluation				
Ν	Valid	30		30				
	Missing	0	0	0				
Mean		11.33	15.90	16.20				
Std. Erro	or 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			
		Read	ding Self-Efficac	у		
		Mastery	Vicarious	Personal	Emotional	
		Experience	Experience	Persuasion	Arousal	
NI	Valid	30	30	30	30	
Ν	Missing	0	0	0	0	
Mean		10.20	9.63	7.73	13.63	
Std. E	rror of Mean	0.300	0.463	0.548	0.438	
Std. D	eviation	1.648 🥢	2.539	3.004	<mark>2.</mark> 399	
Variar	nce	2.717	6.44	9.030	5. <mark>75</mark> 7	
Range	9	9	10	10	7	
					E	
				Se la	E I	

			Statistics	9 00 18	-
		Rea	ading Competency		
		Ma <mark>in</mark> Idea	Specific Information	Textual Reference	Word Meaning
NI	Valid	30	30	30	30
Ν	Missing	0	0	0	0
Mean	1	0.9 <mark>6</mark>	1.10	2.33	2.66
Std. E	Error of Mean	0.122	0.161	0.161	0.120
Std. D	Deviation	0.668	0.884	0.884	0.660
Varia	nce	0.447	0.783	0.782	0.437
Rang	е	2	4	4	3

A. CLASS X C

		Statistic		
		Reading Anxie	ty	
		Communication	Test	Fear or Negative
		Apprehension	Anxiety	Evaluation
N I	Valid	30	30	30
Ν	Missing	0	0	0
Mean		11.53	16.93	17.43
Std. Erro	or of Mean	0.171	0.612	0.541
Std. Dev	viation	0. <mark>9</mark> 37	3.352	2.967
Variance	Э	0.878	11.237	8.806
Range		4	15	12

Statistics										
	Reading Self-Efficacy									
		Personal	Emotional							
	Experience Experience Persuasion Arous									
N	Valid	30	30	30	30					
	Missing	0	0	0	0					
Mean		9.90	9.80	6.80	1 <mark>2.</mark> 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	<u>5.131</u>	4.303	7.678					
Range	•	3	6.00	6	7					

	Statistics									
	Reading Competency									
		Main Idea	Specific Information	Textual Reference	Word Meaning					
Valid		30	30	30	30					
N	Missing	0	0	0	0					
Mean		0.63	1.066	2.166	2.60					
Std. Er	ror of Mean	0.139	0.185	orn r0.186	0.102					
Std. De	eviation	0.764 🥢	1.014	1.019	0.563					
Varian	ce	0.585	1.030	1.040	0. <mark>31</mark> 7					
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				

	Corr	elations		
		Anxiety	Self- Efficacy	Competency
Anxiety	Pearson Correlation	hint	778 **	774**
	Sig. (1-tailed)	A DECK	.000	.000
	Sum of Squares and Cross-products	5340.000	-3836.000	-4621.333
	Covariance	60.000	-43.101	-51.925
	N S A	90	90	90
Self-Efficacy	Pearson Correlation	778**	1	.754**
	Sig. (1-tailed)	.000	8	.000
	Sum of Squares and	with .	4558.100	4156.800
	Cross-products	3836.000	\sim	1
	Covariance	-43.101	51.215	46.706
	N CO	90	90	90
Competency	Pearson Correlation	774**	.754**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and	A 2 -	4156 <mark>.8</mark> 00	6676.622
	Cross-products	4621.333		
	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

1	Mean	Std. Deviation	Ν
Anxiety	43.6667	7.74597	90
Self-Efficacy	41.1000	7.15644	90
Competency	28.3556	8.66131	90

	Corr	elations		
	Y.S.	Anxiety	Self- Efficacy	Competency
Anxiety	Pearson Correlation		778**	774**
	Sig. (1-tailed)	NY TY	.000	.000
	Sum of Squares and	5340.000	-3836.000	-4621.333
1	Cross-products			
	Covariance	60.000	-43.101	-51.925
	N	90	<mark>90</mark>	90
Self-Efficacy	Pearson Correlation	778**	1	.754**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and	-	4558.100	4156.800
	Cross-products	3836.000		

	Covariance	-43.101	51.215	46.706
	Ν	90	90	90
Competency	Pearson Correlation	774***	.754**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and	-	4156.800	6676.622
	Cross-products	4621.333		
	Covariance	-51.925	<mark>46.70</mark> 6	75.018
	N	90	90	90
**. Correlation i	<mark>s s</mark> ignificant at the 0.01 level	(1-tailed).	"C.	
~			ME	

	Model Summary										
Model	R	R Square	Adjusted	Std. Error		Chang	ge Statisti	cs		Durbin-	
			R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Watson	
1	.811 ^a	.657	.649	5.12882	.058	14.777	1	87	.000	1.476	

AV 10 1

K S P

- Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri,
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

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

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				
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				
deskriptif. 9. Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 10. Saya khawatir ketika saya tidak bisa				
menambahkan informasi khusus pada teks deskriptif. 10. Saya khawatir ketika saya tidak bisa		\checkmark		
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.	\checkmark			
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.	\checkmark			
 Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif. 		\checkmark		
15. Saya tidak gugup ketika saya bisa				
menambahkan arti kata pada teks deskriptif.	\checkmark			
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.	\checkmark			
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.	\checkmark			
 Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 	\checkmark		.18.5	

Nama: putu maha puspa y

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
- 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,
- Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
- 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

	Ta	ngga	pan A	nda	da Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidak	
 Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif. 			\checkmark				
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 			\checkmark				
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 			V				
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 			\lor				
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 							
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 			\lor				

		T	1			1
7. Saya khawatir ketika saya tidak bisa						
menentukan informasi khusus pada teks			\vee			
deskriptif.						
8. Saya khawatir ketika saya tidak bisa						
melengkapi informasi khusus pada teks			1			
deskriptif.						
9. Saya khawatir ketika saya tidak bisa						
menambahkan informasi khusus pada teks			. /			
deskriptif.			\sim			
10. Saya khawatir ketika saya tidak bisa						+
meringkas informasi khusus pada teks			\cup			
			Ŭ			
recount.						
11. Saya khawatir ketika saya tidak bisa						
membedakan informasi khusus pada teks			-			
recount.						
12. Saya khawatir ketika saya tidak bisa			\vee			
menulis kembali informasi khusus pada						
teks recount.						
13. Saya tidak gugup ketika saya bisa						
menentukan kata rujukan pada teks		\vee				
deskriptif.						
14. Saya than Bugup			\checkmark			
melengkapi arti kata pada teks deskriptif.						+
15. Saya tidak gugup konta anya						
inchaitteantair and		\lor				
deskriptif.						
16. Saya tidak gugup ketika saya bisa		\checkmark				
meringkas kata rujukan pada teks recount.						
 Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount. 						
18. Saya tidak gugup ketika saya bisa menulis	V					
kembali arti kata pada teks recount.					17 5	1 202
			Tans	gal:	.1.2	eb202

Tanggal: .13.. Feb ... 2020

Nama: Vina Priyatni

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

	Ta	ngga	pan A	nda	Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidal	
 Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif. 			v				
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 			~				
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 			~				
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 			V	14			
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 		r					
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 		V					

. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.		\checkmark		
 Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif. 			V	
 Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 			v	
 Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount. 			V	
 Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount. 			\checkmark	
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.	~			
 Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif. 	V			
 Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif. 	V			
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.	V			
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.	V			
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.	V			
 18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 	v			

Nama: gusti putu adnyana

- Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

		Та	ngga	pan Ar	nda	Pemahaman		
	Pernyataan	1	2	3	4	Ya	Tidak	
1.	Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			\cup				
2.	Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif.			N	(
3.	Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.				1			
4.	Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.				ł			
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.			~	1			

7. Saya khawatir ketika saya tidak bisa					
menentukan informasi khusus pada teks		.)	/		
deskriptif.		\sim			
8. Saya khawatir ketika saya tidak bisa			,		
melengkapi informasi khusus pada teks		\lor			
deskriptif.					
9. Saya khawatir ketika saya tidak bisa			/		
menambahkan informasi khusus pada teks		\vee			
deskriptif.					
10. Saya khawatir ketika saya tidak bisa					
meringkas informasi khusus pada teks		\sim			
recount.					
11. Saya khawatir ketika saya tidak bisa					
membedakan informasi khusus pada teks	\bigvee	ł			
recount.					
12. Saya khawatir ketika saya tidak bisa					
menulis kembali informasi khusus pada		1			
teks recount.					
15. Saya udak gugup koulu ouya		V			
menentukan kata rujukan pada teks		1			
deskriptif. 14. Saya tidak gugup ketika saya bisa					
melengkapi arti kata pada teks deskriptif.			1		
15. Saya tidak gugup ketika saya bisa			1	1	
menambahkan arti kata pada teks		X			
deskriptif.					
16. Saya tidak gugup ketika saya bisa		V			
meringkas kata rujukan pada teks recount.		1			
17. Saya tidak gugup ketika saya bisa	3	X			
membedakan arti kata pada teks recount.			-		
18. Saya tidak gugup ketika saya bisa menulis		Y	1		
kembali arti kata pada teks recount.		T	anali	12	2

Nama: Km WOLL JAYA

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

B	Ta	nggaj	ban Ai	nda	Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidal	
 Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif. 							
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 				\checkmark	/		
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 				\checkmark			
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 							
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 				~			
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 							

9. Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.	V			-
 Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif. 				
 Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 		\checkmark		
 Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount. 		V	/	
 Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount. 	\checkmark			
 Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount. 		\checkmark		
 Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif. 				
 Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif. 		Ł		
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		1		
16. Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount.	l	1		
 Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount. 		X		
 18. Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 	1	1		

Nama: Aditya Wrsnu

- Bacalah pernayatan-pernyataan berikut berdasarkan kegelisahan membaca anda sendiri.
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

	Ta	nggap	an A	Anda Pemahama				
Pernyataan	1	2	3	4	Ya	Tidak		
 Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif. 			~					
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 			V					
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 			V					
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 			V					
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 		V						
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 		~						

 Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif. 		v		
 Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif. 			\sim	
 Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 			\checkmark	
 Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount. 			\sim	
 Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount. 			V	
 Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount. 	\vee			
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.	V			
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.	\checkmark			
 Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount. 	V			
 Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount. 	V			
 Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 	V			

Tanggal: 15. 5. 5979991...2020

Nama: Eka Artuningsih

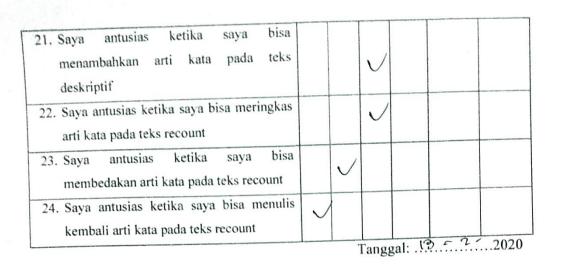
APPENDIX 22. SHEET OF READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- 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,
- Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
- 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

		Tar	iggap	an A	nda	Pemahaman		
	Pernyataan	1	2	3	4	Ya	Tidak	
1.	Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	\checkmark						
2.	Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	\checkmark						
3.	Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	\checkmark						
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.		V					
6.	Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			\sim	1			

7. Saya berpengalaman ketika menentukan	/				
informasi khusus pada teks deskriptif.	$\overline{\nabla}$				
a a homenealemen ketika melengkani					
informasi khusus pada teks deskriptif.	\vee				
9. Saya berpengalaman ketika menambahkan					
informasi khusus pada teks deskriptif.	\vee				
10. Saya berpengalaman ketika meringkas					-
informasi khusus pada teks recount.	\sim				
11. Saya berpengalaman ketika membedakan				 	
informasi khusus pada teks recount.	\sim				
12. Saya berpengalaman ketika menulis					
kembali informasi khusus pada teks		\checkmark			
recount					
13. Saya tidak percaya ketika saya bisa					-
menentukan kata rujukan pada teks	\checkmark				
deskriptif					
14. Saya tidak percaya ketika saya bisa					
melengkapi kata rujukan pada teks	\checkmark				
deskriptif					
15. Saya tidak percaya ketika saya bisa	. /				
menambahkan kata rujukan pada teks					
deksriptif				 	
16. Saya tida percaya ketika saya bisa	$ \vee$				
meringkas kata rujukan pada teks recount				 	
17. Saya tidak percaya ketika saya bisa					
membedakan kata rujukan pada teks	$ \vee$				
recount	ļ			 	
18. Saya tidak percaya ketika saya bisa					
menulis kembali kata rujukan pada teks	$ \vee$				
recount				 	_
19. Saya antusias ketika saya bisa menentukan			V		
arti kata pada teks deskriptif				 	
 Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif 					



Nama: putu maha puspa y.

- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- 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,
- Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
- 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

		Tai	ıggap	oan A	Anda	Pemahaman		
	Pernyataan	1	2	3	4	Ya	Tidak	
1.	Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.		V					
2.	Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	\checkmark						
3.	Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.		\checkmark					
4.	Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		V					
5.	Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		J			8		
6.	Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.	\vee	1					

7. Saya berpengalaman ketika menentukan					172	
informasi khusus pada teks deskriptif.	\vee					
 Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif. 	\checkmark					
9. Saya berpengalaman ketika menambahkan						
informasi khusus pada teks deskriptif. 10. Saya berpengalaman ketika meringkas						
informasi khusus pada teks recount.			\sim			
 Saya berpengalaman ketika membedakan informasi khusus pada teks recount. 			\checkmark	- A	-	
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks			\checkmark			
recount 13. Saya tidak percaya ketika saya bisa						
menentukan kata rujukan pada teks deskriptif	\checkmark					
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif					2	
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	\checkmark					
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	\checkmark					
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	1 /					
 Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif 		V				
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			/			
	a		<u> </u>			

	\checkmark		
\checkmark			
\checkmark			

Nama: Vina Priyatni

Petunjuk

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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.

	Tar	nggar	oan A	nda	Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidak	
 Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif. 		\checkmark					
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 	V	/					
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 							
 Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount. 		1					
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount. 	\sim						
 Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount. 				1			

7. Semoga beruntung

	7. Saya berpengalaman ketika menentukan					
2	informasi khusus pada teks deskriptif.	\vee				
	8. Saya berpengalaman ketika melengkapi	, /				
	informasi khusus pada teks deskriptif.					
	9. Saya berpengalaman ketika menambahkan					
	informasi khusus pada teks deskriptif.	\sim				
	10. Saya berpengalaman ketika meringkas	. /				
	informasi khusus pada teks recount.	\vee				
	11. Saya berpengalaman ketika membedakan	$\mathbf{\mathbf{x}}$				
	informasi khusus pada teks recount.	0				
	12. Saya berpengalaman ketika menulis					
	kembali informasi khusus pada teks		\cup			
	recount					
	13. Saya tidak percaya ketika saya bisa					
	menentukan kata rujukan pada teks	\sim				
	deskriptif					
	14. Saya tidak percaya ketika saya bisa					
	melengkapi kata rujukan pada teks		1			
	deskriptif					
	15. Saya tidak percaya ketika saya bisa					
	menambahkan kata rujukan pada teks					
	deksriptif 16. Saya tida percaya ketika saya bisa					
	16. Saya tida percaya ketika saya olsa meringkas kata rujukan pada teks recount	~	X			
	17. Saya tidak percaya ketika saya bisa					
	membedakan kata rujukan pada teks					
	recount		1			
	18. Saya tidak percaya ketika saya bisa	+	+	+		
	menulis kembali kata rujukan pada teks		X			
	recount		1			
	19. Saya antusias ketika saya bisa menentukan	+		+		
	arti kata pada teks deskriptif				1	
	20. Saya antusias ketika saya bisa melengkapi		-		1	

	\checkmark			14 cm - 14
	\checkmark	maa aara-qattiga laatti Am		
\checkmark				
/				
				Tanggal: 1.3

Nama: Km. WIDIA JATA

- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- Kcyakinan 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 ($\sqrt{}$) pada kolom yang tersedia dengan sejelas mungkin
- 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

		Tar	iggal	oan A	nda	Pemahaman		
	Pernyataan	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.	V						
3.	Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.	\checkmark						
4.	Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		\checkmark		6			
5.	Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		v					
6.	Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount.			V				

 Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif. 	\checkmark				
 Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif. 	V				
 Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif. 	\checkmark				
 Saya berpengalaman ketika meringkas informasi khusus pada teks recount. 	\checkmark				
 Saya berpengalaman ketika membedakan informasi khusus pada teks recount. 	\checkmark				
 Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount 		\checkmark			
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	\checkmark				
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	V				
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	V				
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	\checkmark				
 Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount 	1 /				
 Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif 			~		
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			V		

 Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif 			V		
 Saya antusias ketika saya bisa meringkas arti kata pada teks recount 			v		
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		\checkmark			
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	\checkmark				

Nama: gusti putu adnyana

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- 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,
- Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
- 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

				Tan	ggal	pan A	nda	Pemahaman		
	Pernyataan		F	1	2	3	4	Ya	Tidak	
 Saya per menentuka deskriptif. 			bisa teks	\checkmark	/					
		saya pada	bisa teks	V	ſ					
 Saya per menamba deskriptif 	hkan ide pokok	saya pada	bisa teks	\sim	1					
	rcaya diri ketika s ide pokok pada tek		bisa int.			1				
	rcaya diri ketika kan ide pokok pada t					V	1			
	caya diri ketika saya de pokok pada teks r					L	ł			

	 Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif. 	\checkmark			
5 X	 Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif. 	\checkmark			
	 Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif. 	\checkmark			
0	 Saya berpengalaman ketika meringkas informasi khusus pada teks recount. 	\checkmark			
	 Saya berpengalaman ketika membedakan informasi khusus pada teks recount. 	\checkmark	/		
	12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount	\checkmark	/		
	13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	\sim	1		
	14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	\checkmark			
	15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	\lor			
	16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	\lor	ł		
	17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	1			
	18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	4	/		
	19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif				
	20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif			1	

21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif			\checkmark		
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount					
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		\checkmark			
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	\checkmark	1		- Peb -	

ranggai: .!?....

Nama: Aditya Wismu

- 1. Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- 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 $(\sqrt{)}$ pada kolom yang tersedia dengan sejelas mungkin
- 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

	Tanggapan Anda				Pemahaman	
Pernyataan -	1	2	3	4	Ya	Tidal
 Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif. 	~					
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 	V					
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 	V					-
 Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount. 		V				
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount. 		V				
 Saya percaya diri ketika saya bisa menulis kembali ide pokok pada teks recount. 			V		t art e	

7. Saya berpengalaman ketika menentukan	,				
informasi khusus pada teks deskriptif.	V			 	4
8. Saya berpengalaman ketika melengkapi	\checkmark				
mormasi knusus pada teks destriptin.	~			 	
9. Saya berpengalaman ketika menambahkan	\mathbf{v}				
informasi khusus pada teks deskriptif.				 	
10. Saya berpengalaman ketika meringkas	\mathbf{v}				
informasi khusus pada teks recount.				 	
11. Saya berpengalaman ketika membedakan	\vee				
informasi khusus pada teks recount.				 	
12. Saya berpengalaman ketika menulis					
kembali informasi khusus pada teks		\checkmark			
recount				 	
13. Saya tidak percaya ketika saya bisa					
menentukan kata rujukan pada teks	\vee				
deskriptif				 	<u></u>
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	\checkmark				
16. Saya tida percaya ketika saya bisa				 	+
meringkas kata rujukan pada teks recount	\checkmark				
17. Saya tidak percaya ketika saya bisa				 	
membedakan kata rujukan pada teks					
recount	V	-			
18. Saya tidak percaya ketika saya bisa				 	
menulis kembali kata rujukan pada teks					
recount	v				
19. Saya antusias ketika saya bisa menentukan				 +	+
arti kata pada teks deskriptif			\lor		
20. Saya antusias ketika saya bisa melengkapi			1. 1911 - 201		1.1.1.1
arti kata pada teks deskriptif					

21. Saya antusias ketika saya bisa						
menambahkan arti kata pada teks	\sim					
deskriptif						
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount			\sim			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		\checkmark				
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	\checkmark					
		7	ano	al. 13	Februar	

angg

Nama: Etxa Artiningsih

X 2 17

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

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

11.		X	
12.		X	
13		X	
14.			×
15	X		

	A	В	С	D
16.	×			
17.	×		2	
18.		X		
19.		X		
20.		\propto		

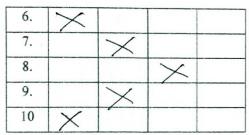
20

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

32,

X2 26

	A	В	С	D
1.				X
2.	X			
3.	X			1
4.	X			1
5.	X			1



11.		X	1000	
12.				X
13			X	
14.			X	
15	V			

	A	В	C	D
16.	X			
17.	X			
18.	X			
19.			X	
20.	1	X		

21.	X			
22.	×		X	
23.		X	`	
24.		X		
25.				\times

28,

×3 8

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

	A	В	C	D
16.				\propto
17.				X
18.	X			
19.			X	
20.				X

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

21.	\times		
22.		X	
23.		\times	
24.		×	
25.			X

11.	\times			
12.		X		
13			X	
14.				X
15			X	

20,

Y	(2
1	10
1	21

	A	В	C	D
1.	\times			
2.	X			
3.	X			
4.	X			
5.	X	an an ion ta tha tha tha a		

	A	В	С	D
16.	X	anala tak unanya a afada a		
17.	X			
18.	X			
19.			X	
20.		X		

6.		X		
7.		X		
8.			X	
9.	08		X	
10	X			

21.		$ \times $	
22.		X	
23.	X		
24.		X	
25.			X

11.	X		
12.		X	
13	1	X	
14.	X		
15	X		

20,

13 X4

	A	В	С	D
1.	×			
2.	×			
3.	4			X
4.				X
5.		\propto		

	A	В	С	D
16.			x	
17.	X			
18.			x	
19.		\propto		
20.		\propto		

6.		\propto	
7.		×	
8.	X		
9.	X		
10		X	

21.	\propto		
22.		×	
23.			×
24.			
25.	X		

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

20,

30 X4

	A	В	C	D
1.	\times			
2.		\times	1	
3.			>	1
4.			1	\times
5.			1	$\mathbf{\tilde{>}}$

	A	В	С	D
16.	\times			
17.	$\mathbf{\hat{\mathbf{X}}}$			
18.	X			
19.			×	
20.		\times		

6.	\triangleright	$\langle $	
7.		X	
8.		X	
9.		X	
10			

11.		\succ	1	
12.			X	1
13			\bowtie	
14.	\times			
15		X		

21.	\mathbf{X}	
22.		
23.	$\langle $	
24.		
25.		\succ

APPENDIX 24. DOCUMENTATION









