



PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN  
SMP NEGERI 3 SINGARAJA  
Jalan P. Kalimantan No. 1 Telp. 21240 Singaraja

SURAT KETERANGAN

Nomor: 65/422.2/SMPN.3 Sg/2020

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 3 Singaraja Kabupaten Buleleng di Singaraja menerangkan bahwa.

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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 SMP Negeri 3 Singaraja, dengan judul penelitian "Relationships Among The Students' Reading Interest, Reading Self-Efficacy, And Reading Competency in Sekolah Menengah Pertama Negeri Singaraja"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya





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Nomor : 4594/UN48.7.1/DT/2019

3 Desember 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 3 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

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Jenjang	: S1
Tahun Akademik	: 2019/2020

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

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



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Judul : RELATIONSHIPS AMONG THE STUDENTS' READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN SEKOLAH MENENGAH PERTAMA NEGERI SINGARAJA

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

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## APPENDIX 1 : READING INTEREST SCALE VALIDATION

### RESEARCH INSTRUMENTS VALIDATION

#### A. READING INTEREST

##### Introduction

The general objectives of the proposed research is to describe and correlate objectively the students' reading interest, reading self-efficacy in relation to their reading competency on English descriptive text and recount text in *Sekolah Menengah Pertama Negeri 3 Singaraja*. More specifically, the current research objectives are: 1) describing the eighth grade students' reading interest, reading self-efficacy, and reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, 2) relating pairwise the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, and 3) relating multiply the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*. Prior to data collection, the instruments are validated. The reading interest, 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). There are three instruments that will be used, namely: 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) content validity, that is the consistency between indicators and their descriptors; b) reliability, that is the consistency between indicators, descriptors, and the items.

##### Reading Interest Scale

Reading interest is indicated by four indicators, namely: 1) pleasure, 2) willingness, 3) consciousness, and 4) attention (Oakhill, et.al., 2015). Pleasure is a feeling of enjoyment to read a descriptive text and a recount text. Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text. Consciousness is a feeling of awareness

to determine textual references of descriptive text and recount text. Attention is a focus on the word meaning when reading a descriptive text and a recount text. The current research is adapted from **Oakhill, Cain, & Elbro's theory**.

**a). Reading Interest Scale's Content Validity**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment to read a descriptive text and a recount text.				
Willingness	Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text.				
Consciousness	Consciousness is a feeling of awareness to determine textual references of descriptive text and recount text.				
Attention	Attention is a focus on the word meaning when reading a descriptive text and a recount text.				

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**b). Reading Interest Scale's Reliability**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3= relevant; 4=very relevant.**

No	Reading Interest's Indicators and Descriptors	Reading Interest Items	Score Judgement:			
			1	2	3	4
1	Pleasure : a feeling of enjoyment to read a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				
		2. I am pleased that I could complete the main idea of a descriptive text.				
		3. I am pleased that I could add the main idea of a descriptive text.				
		4. I am pleased that I could summarize the main idea of a recount text.				
		5. I am pleased that I could differentiate the main idea of a recount text.				
		6. I am pleased that I could rewrite the main idea of a recount text.				
2	Willingness : a feeling of readiness in determining the specific information of descriptive text and recount text.	7. I am ready to determine the specific information of a descriptive text.				
		8. I am ready to complete the specific information of a descriptive text.				
		9. I am ready to add the specific information of a descriptive text.				
		10. I am ready to summarize the specific information of a recount text.				
		11. I am ready to differentiate the specific information of a recount text.				
		12. I am ready to rewrite the specific information of a recount text.				
3	Consciousness : a feeling of awareness to determine textual references of descriptive text and recount text.	13. I am aware of my ability to determine the textual references of a descriptive text.				
		14. I am aware of my ability to complete the textual references of a descriptive text.				
		15. I am not aware of my ability to add the textual references idea of a descriptive text.				

		16. I am not aware of my ability to summarize the textual references of a recount text.				
		17. I am not aware of my ability to differentiate the textual references of a recount text.				
		18. I am not aware of my ability to rewrite the textual references of a recount text.				
4	Attention : a focus on the word meanings when reading a descriptive text and a recount text.	19. I am focus to determine the word meanings of a descriptive text.				
		20. I am focus to complete the word meanings of a descriptive text.				
		21. I am not focus to add the word meanings of a descriptive text.				
		22. I am not focus to summarize the word meanings of a recount text.				
		23. I am not focus to differentiate the word meanings of a recount text.				
		24. I am not focus to rewrite the word meanings of a recount text.				

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## APPENDIX 2: READING SELF-EFFICACY SCALE VALIDATION

### B. READING SELF-EFFICACY

Reading self-efficacy is indicated as the variable that has relation with students' reading competency with four indicators, namely: 1) progress, 2) observational comparison, 3) social feedback, and 4) physiological states (Henk & Melnick, 1995). Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text. Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text. Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text. Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text. The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Henk & Melnick (1995). In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

#### a). Reading Self-Efficacy Scale's Content Validity

Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3= agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Progress	Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.				
Observational comparison	Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text.				



Social feedback	Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.				
Physiological states	Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text.				

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**b). Reading Self-Efficacy Scale's Reliability**

Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

No	Reading Self-Efficacy's Indicators and Descriptors	Reading Self-Efficacy Items	Score Judgement:			
			1	2	3	4
1	Progress : a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.	1. I am confident that I could move forward to determine the main idea of a descriptive text.				
		2. I am confident that I could move forward to complete the main idea of a descriptive text.				
		3. I am confident that I could move forward to add the main idea of a descriptive text.				
		4. I am pleased that I could move forward to summarize the main idea of a recount text.				
		5. I am pleased that I could move forward to				

		differentiate the main idea of a recount text.				
		6. I am pleased that I could move forward to rewrite the main idea of a recount text.				
2	Observational comparison : a confidence of expressing careful consideration in determining the specific information of a descriptive text and a recount text.	7. I am confident that I could express careful consideration to determine the specific information of a descriptive text.				
		8. I am confident that I could express careful consideration to complete the specific information of a descriptive text.				
		9. I am confident that I could express careful consideration to add the specific information of a descriptive text.				
		10. I am pleased that I could express careful consideration to summarize the specific information of a recount text.				
		11. I am pleased that I could express careful consideration to differentiate the specific information of a recount text.				
		12. I am pleased that I could express careful consideration to rewrite the specific information of a recount text.				
3	Social feedback : a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.	13. I am not confident that I could get an input in determining the textual references of a descriptive text.				
		14. I am not confident that I could get an input in completing the textual references of a descriptive text.				
		15. I am not confident that I could get an input in adding the textual references of a descriptive text.				
		16. I am not pleased that I could get an input in summarizing the textual references of a recount text.				
		17. I am not pleased that I could get an input in differentiating the textual references of a recount text.				
		18. I am not pleased that I could get an input to rewrite the textual references of a recount text.				
4	Physiological states : ready mental states to determine the word meaning of a descriptive text and	19. I am not mentally positive that I could determine the word meanings of a descriptive text.				
		20. I am not mentally confident that I could complete the word meanings of a descriptive				

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

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## APPENDIX 3 : READING COMPETENCY TEST VALIDATION

### C. READING COMPETENCY TEST

Reading competency can be defined as the skill that interpret a textbook from the text and monitor the text itself (Ntereke et al, 2017). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea that is a simple sentence that tells about the point of the text or passage, 2) specific information are the information contained on the text or paragraph, 3) textual references are pronouns that refer to the other nouns of the text, and 4) word meanings are the implicational or psychological meaning of certain words based on the context of the text. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

#### a). Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators and descriptors by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading competency test** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3= agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
The Main Idea	The main idea that is a simple sentence that tells about the point of the text or passage.				
Specific Information	Specific information are the information contained on the text or paragraph.				
Textual References	Textual references are pronouns that refer to the other nouns of the text.				
Word Meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text				

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### b). Reading Competency Test's Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgment or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **the corresponding score** independently to ensure **the reliability of the reading competency test** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.**

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

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

		<p>very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				
Specific information	Specific information are the information contained on the text or paragraph.	<p>7. Determine the specific information in the quote “<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>”.</p> <p>A. It describes the kangaroo’s physical characteristics</p> <p>B. It describes the kangaroo’s physical ability to move around</p> <p>C. It describes the kangaroo’s bodily and balanced locomotion</p> <p>D. It describes the kangaroo’s muscular agility to balance in motion</p>				
		<p>8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail .....”.</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				
		<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind</p>				

		<p>legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				
		<p>12. Re-write the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc</i>".</p> <p>A. The car's parts may be</p>				



		<p>repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				
Textual references	Textual references are pronouns that refer to the other nouns of the text	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>				
		<p>14. Clarify the reference of the underlined words "...<u>Nocturnal animal</u>..." !</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				
		<p>15. Re-write the sentence runs as, "<u>a 2016 American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u>".</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie</p>				

		<p>in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				
		<p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring countries and states</p>				
		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian</p>				

		<p>Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				
Word meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text.	<p>19. Determine the synonym of the underlined word in “ <i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>”.</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>				
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p> <p>D. to give service to customers</p>				
		<p>21. Complete the blanks with words in the sentence, “<i>allow it to ... (1) ..... for between 2 and 5 minutes, depending on the ..... (2) .....</i>”.</p> <p>A. (1) to mix – (2) the taste</p> <p>B. (1) to blend – (2) the</p>				

		<p>mixture</p> <p>C. (1) to put – (2) the aroma</p> <p>D. (1) to soak – (2) the darkest</p>				
		<p>22. Add the synonym of ‘with freshly boiled water’</p> <p>A. with hot boiled water</p> <p>B. with cool boiled water</p> <p>C. with first-hand boiled water</p> <p>D. with second-hand boiled water</p>				
		<p>23. Conclude what happened in 2019 ?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. Many Mongolians were killed due to a disease</p> <p>C. Many Chinese were killed because of a rabbit disease</p> <p>D. Many Chinese were exiled due to the outbreak</p>				
		<p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills</p> <p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p>				
		<p>25. Re-write the sentence runs</p>				

		<p>as , '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				
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## APPENDIX 4. INSTRUMENT VALIDATION BY JUDGE 1

### RESEARCH INSTRUMENTS VALIDATION

#### Introduction

The general objectives of the proposed research is to describe and correlate objectively the students' reading interest, reading self-efficacy in relation to their reading competency on English descriptive text and recount text in *Sekolah Menengah Pertama Negeri 3 Singaraja*. More specifically, the current research objectives are: 1) describing the eighth grade students' reading interest, reading self-efficacy, and reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, 2) relating pairwise the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, and 3) relating multiply the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*. Prior to data collection, the instruments are validated. The reading interest, 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). There are three instruments that will be used, namely: 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) content validity, that is the consistency between indicators and their descriptors; b) reliability, that is the consistency between indicators, descriptors, and the items.

#### 1). Reading Interest Scale

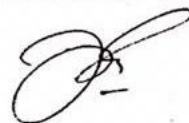
Reading interest is indicated by four indicators, namely: 1) pleasure, 2) willingness, 3) consciousness, and 4) attention (Oakhill, et.al., 2015). Pleasure is a feeling of enjoyment to read a descriptive text and a recount text. Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text. Consciousness is a feeling of awareness to determine textual references of descriptive text and recount text. Attention is a focus on the word meaning when reading a descriptive text and a recount text. The current research is adapted from **Oakhill, Cain, & Elbro's theory**.

**a). Reading Interest Scale's Content Validity**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment to read a descriptive text and a recount text.				✓
Willingness	Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text.				✓
Consciousness	Consciousness is a feeling of awareness to determine textual references of descriptive text and recount text.		✓		
Attention	Attention is a focus on the word meaning when reading a descriptive text and a recount text.				✓

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**b). Reading Interest Scale's Reliability**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3= relevant; 4=very relevant.

No	Reading Interest's Indicators and Descriptors	Reading Interest Items	Score Judgement:			
			1	2	3	4
1	Pleasure : a feeling of enjoyment to read a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				✓
		2. I am pleased that I could complete the main idea of a descriptive text.				✓
		3. I am pleased that I could add the main idea of a descriptive text.				✓
		4. I am pleased that I could summarize the main idea of a recount text.				✓
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite the main idea of a recount text.			✓	
2	Willingness : a feeling of readiness in determining the specific information of descriptive text and recount text.	7. I am ready to determine the specific information of a descriptive text.				✓
		8. I am ready to complete the specific information of a descriptive text.				✓
		9. I am ready to add the specific information of a descriptive text.			✓	
		10. I am ready to summarize the specific information of a recount text.				✓
		11. I am ready to differentiate the specific information of a recount text.			✓	
		12. I am ready to rewrite the specific information of a recount text.				✓
3	Consciousness : a feeling of awareness to determine textual references of descriptive text and recount text.	13. I am aware of my ability to determine the textual references of a descriptive text.				✓
		14. I am aware of my ability to complete the textual references of a descriptive text.				✓
		15. I am not aware of my ability to add the textual references idea of a descriptive text.			✓	
		16. I am not aware of my ability to summarize the textual references of a recount text.				✓
		17. I am not aware of my ability to differentiate the textual references of a recount text.				✓
		18. I am not aware of my ability to rewrite the textual references of a recount text.				✓



4	Attention : a focus on the word meanings when reading a descriptive text and a recount text.	19. I am focus to determine the word meanings of a descriptive text.			✓	
		20. I am focus to complete the word meanings of a descriptive text.				✓
		21. I am not focus to add the word meanings of a descriptive text.			✓	
		22. I am not focus to summarize the word meanings of a recount text.				✓
		23. I am not focus to differentiate the word meanings of a recount text.				✓
		24. I am not focus to rewrite the word meanings of a recount text.			✓	

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## 2). Reading Self-Efficacy Scale

Reading self-efficacy is indicated as the variable that has relation with students' reading competency with four indicators, namely: 1) progress, 2) observational comparison, 3) social feedback, and 4) physiological states (Henk & Melnick, 1995). Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text. Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text. Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text. Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text. The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Henk & Melnick (1995). In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

### a). Reading Self-Efficacy Scale's Content Validity

Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure the content validity of the reading self-efficacy scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Progress	Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.				✓
Observational comparison	Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text.				✓
Social feedback	Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.				✓

Physiological states	Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text.				✓
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**b). Reading Self-Efficacy Scale's Reliability**

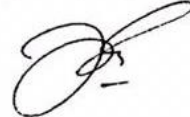
Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

No	Reading Self-Efficacy's Indicators and Descriptors	Reading Self-Efficacy Items	Score Judgement:			
			1	2	3	4
1	Progress : a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.	1. I am confident that I could move forward to determine the main idea of a descriptive text.				✓
		2. I am confident that I could move forward to complete the main idea of a descriptive text.				✓
		3. I am confident that I could move forward to add the main idea of a descriptive text.				✓
		4. I am pleased that I could move forward to summarize the main idea of a recount text.			✓	
		5. I am pleased that I could move forward to differentiate the main idea of a recount text.				✓
		6. I am pleased that I could move forward to rewrite the main idea of a recount text.				✓

2	Observational comparison : a confidence of expressing careful consideration in determining the specific information of a descriptive text and a recount text.	7. I am confident that I could express careful consideration to determine the specific information of a descriptive text.				✓
		8. I am confident that I could express careful consideration to complete the specific information of a descriptive text.			✓	
		9. I am confident that I could express careful consideration to add the specific information of a descriptive text.				✓
		10. I am pleased that I could express careful consideration to summarize the specific information of a recount text.				✓
		11. I am pleased that I could express careful consideration to differentiate the specific information of a recount text.				✓
		12. I am pleased that I could express careful consideration to rewrite the specific information of a recount text.				✓
3	Social feedback : a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.	13. I am not confident that I could get an input in determining the textual references of a descriptive text.			✓	
		14. I am not confident that I could get an input in completing the textual references of a descriptive text.			✓	
		15. I am not confident that I could get an input in adding the textual references of a descriptive text.			✓	
		16. I am not pleased that I could get an input in summarizing the textual references of a recount text.				✓
		17. I am not pleased that I could get an input in differentiating the textual references of a recount text.				✓
		18. I am not pleased that I could get an input to rewrite the textual references of a recount text.			✓	
4	Physiological states : ready mental states to determine the word meaning of a descriptive text and a recount text.	19. I am not mentally positive that I could determine the word meanings of a descriptive text.				✓
		20. I am not mentally confident that I could complete the word meanings of a descriptive text.			✓	
		21. I am not mentally confident that I could add the word meanings of a descriptive text.				✓

		22. I am not mentally pleased that I could summarize the word meaning of a recount text.				✓
		23. I am not mentally pleased that I could differentiate the word meanings of a recount text.				✓
		24. I am not mentally pleased that I could rewrite the word meanings of a recount text.				✓

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### 3). Reading Competency Test

Reading competency can be defined as the skill that interpret a textbook from the text and monitor the text itself (Ntereke et al, 2017). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea that is a simple sentence that tells about the point of the text or passage, 2) specific information are the information contained on the text or paragraph, 3) textual references are pronouns that refer to the other nouns of the text, and 4) word meanings are the implicational or psychological meaning of certain words based on the context of the text. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

#### a). Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators and descriptors by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading competency test** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3= agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
The Main Idea	The main idea that is a simple sentence that tells about the point of the text or passage.		✓		
Specific Information	Specific information are the information contained on the text or paragraph.				✓
Textual References	Textual references are pronouns that refer to the other nouns of the text.				✓
Word Meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text				✓

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**b). Reading Competency Test's Reliability**

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgment or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing the corresponding score independently to ensure the reliability of the reading competency test in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.

Indicators	Descriptors	Items	Judgement:			
			1	2	3	4
The Main Idea	The main idea that is a simple sentence that tells about the point of the text or passage.	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.				

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



		<p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				
Specific information	Specific information are the information contained on the text or paragraph.	<p>7. Determine the specific information in the quote <i>"The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion"</i>.</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>			✓	
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail .....".</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>			✓	

		<p>9. Please, add a specific explanation about the kangaroo's motion.</p> <p>A. The kangaroo's hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo's hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				✓
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				✓

		<p>12. Re-write the phrase runs as, "disturbances in certain parts of cars, such as brakes etc".</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>					✓
Textual references	Textual references are pronouns that refer to the other nouns of the text	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>					✓
		<p>14. Clarify the reference of the underlined words "... <u>Nocturnal animal</u>..."!</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				✓	

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

		<p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				✓
Word meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text.	<p>19. Determine the synonym of the underlined word in "<i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>				✓
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p>				✓

		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				✓
		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				

		<p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p>					✓
		<p>25. Re-write the sentence runs as, '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>					✓

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## APPENDIX 5. INSTRUMENT VALIDATION BY JUDGE 2

### RESEARCH INSTRUMENTS VALIDATION

#### Introduction

The general objectives of the proposed research is to describe and correlate objectively the students' reading interest, reading self-efficacy in relation to their reading competency on English descriptive text and recount text in *Sekolah Menengah Pertama Negeri 3 Singaraja*. More specifically, the current research objectives are: 1) describing the eighth grade students' reading interest, reading self-efficacy, and reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, 2) relating pairwise the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*, and 3) relating multiply the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in *Sekolah Menengah Pertama Negeri 3 Singaraja*. Prior to data collection, the instruments are validated. The reading interest, 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). There are three instruments that will be used, namely: 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) content validity, that is the consistency between indicators and their descriptors; b) reliability, that is the consistency between indicators, descriptors, and the items.

#### 1). Reading Interest Scale

Reading interest is indicated by four indicators, namely: 1) pleasure, 2) willingness, 3) consciousness, and 4) attention (Oakhill, et.al., 2015). Pleasure is a feeling of enjoyment to read a descriptive text and a recount text. Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text. Consciousness is a feeling of awareness to determine textual references of descriptive text and recount text. Attention is a focus on the word meaning when reading a descriptive text and a recount text. The current research is adapted from **Oakhill, Cain, & Elbro's theory**.



**a). Reading Interest Scale's Content Validity**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment to read a descriptive text and a recount text.				✓
Willingness	Willingness is a feeling of readiness in determining the specific information of descriptive text and recount text.				✓
Consciousness	Consciousness is a feeling of awareness to determine textual references of descriptive text and recount text.				✓
Attention	Attention is a focus on the word meaning when reading a descriptive text and a recount text.				✓

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**b). Reading Interest Scale's Reliability**

Oakhill, et.al (2015) proposed four indicators and descriptors of reading interest. 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 interest scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3= relevant; 4=very relevant.

No	Reading Interest's Indicators and Descriptors	Reading Interest Items	Score Judgement:			
			1	2	3	4
1	Pleasure : a feeling of enjoyment to read a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				✓
		2. I am pleased that I could complete the main idea of a descriptive text.				✓
		3. I am pleased that I could add the main idea of a descriptive text.				✓
		4. I am pleased that I could summarize the main idea of a recount text.			✓	
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite the main idea of a recount text.				✓
2	Willingness : a feeling of readiness in determining the specific information of descriptive text and recount text.	7. I am ready to determine the specific information of a descriptive text.				✓
		8. I am ready to complete the specific information of a descriptive text.				✓
		9. I am ready to add the specific information of a descriptive text.			✓	
		10. I am ready to summarize the specific information of a recount text.				✓
		11. I am ready to differentiate the specific information of a recount text.			✓	
		12. I am ready to rewrite the specific information of a recount text.				✓
3	Consciousness : a feeling of awareness to determine textual references of descriptive text and recount text.	13. I am aware of my ability to determine the textual references of a descriptive text.				✓
		14. I am aware of my ability to complete the textual references of a descriptive text.				✓
		15. I am not aware of my ability to add the textual references idea of a descriptive text.			✓	
		16. I am not aware of my ability to summarize the textual references of a recount text.				✓
		17. I am not aware of my ability to differentiate the textual references of a recount text.				✓
		18. I am not aware of my ability to rewrite the textual references of a recount text.				✓

4	Attention : a focus on the word meanings when reading a descriptive text and a recount text.	19. I am focus to determine the word meanings of a descriptive text.			✓	
		20. I am focus to complete the word meanings of a descriptive text.				✓
		21. I am not focus to add the word meanings of a descriptive text.			✓	
		22. I am not focus to summarize the word meanings of a recount text.				✓
		23. I am not focus to differentiate the word meanings of a recount text.				✓
		24. I am not focus to rewrite the word meanings of a recount text.				✓

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## 2). Reading Self-Efficacy Scale

Reading self-efficacy is indicated as the variable that has relation with students' reading competency with four indicators, namely: 1) progress, 2) observational comparison, 3) social feedback, and 4) physiological states (Henk & Melnick, 1995). Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text. Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text. Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text. Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text. The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Henk & Melnick (1995). In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

### a). Reading Self-Efficacy Scale's Content Validity

Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure the content validity of the reading self-efficacy scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Progress	Progress is a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.				✓
Observational comparison	Observational comparison is a confidence of expressing careful consideration in determining specific information of a descriptive text and a recount text.		✓		
Social feedback	Social feedback is a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.				✓

Physiological states	Physiological states is ready mental states to determine the word meaning of a descriptive text and a recount text.					✓
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**b). Reading Self-Efficacy Scale's Reliability**

Henk & Melnick (1995) proposed four indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

No	Reading Self-Efficacy's Indicators and Descriptors	Reading Self-Efficacy Items	Score Judgement:			
			1	2	3	4
1	Progress : a feeling of confidence to move forward in determining the main idea of a descriptive text and a recount text.	1. I am confident that I could move forward to determine the main idea of a descriptive text.				✓
		2. I am confident that I could move forward to complete the main idea of a descriptive text.				✓
		3. I am confident that I could move forward to add the main idea of a descriptive text.				✓
		4. I am pleased that I could move forward to summarize the main idea of a recount text.			✓	
		5. I am pleased that I could move forward to differentiate the main idea of a recount text.			✓	
		6. I am pleased that I could move forward to rewrite the main idea of a recount text.				✓

2	Observational comparison : a confidence of expressing careful consideration in determining the specific information of a descriptive text and a recount text.	7. I am confident that I could express careful consideration to determine the specific information of a descriptive text.				✓
		8. I am confident that I could express careful consideration to complete the specific information of a descriptive text.			✓	
		9. I am confident that I could express careful consideration to add the specific information of a descriptive text.			✓	
		10. I am pleased that I could express careful consideration to summarize the specific information of a recount text.				✓
		11. I am pleased that I could express careful consideration to differentiate the specific information of a recount text.				✓
		12. I am pleased that I could express careful consideration to rewrite the specific information of a recount text.				✓
3	Social feedback : a feeling of confidence to get an input or feedback in determining textual references of a descriptive text and a recount text.	13. I am not confident that I could get an input in determining the textual references of a descriptive text.				✓
		14. I am not confident that I could get an input in completing the textual references of a descriptive text.			✓	
		15. I am not confident that I could get an input in adding the textual references of a descriptive text.			✓	
		16. I am not pleased that I could get an input in summarizing the textual references of a recount text.				✓
		17. I am not pleased that I could get an input in differentiating the textual references of a recount text.				✓
		18. I am not pleased that I could get an input to rewrite the textual references of a recount text.			✓	
4	Physiological states : ready mental states to determine the word meaning of a descriptive text and a recount text.	19. I am not mentally positive that I could determine the word meanings of a descriptive text.				✓
		20. I am not mentally confident that I could complete the word meanings of a descriptive text.			✓	
		21. I am not mentally confident that I could add the word meanings of a descriptive text.				✓

		22. I am not mentally pleased that I could summarize the word meaning of a recount text.				✓
		23. I am not mentally pleased that I could differentiate the word meanings of a recount text.				✓
		24. I am not mentally pleased that I could rewrite the word meanings of a recount text.				✓

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### 3). Reading Competency Test

Reading competency can be defined as the skill that interpret a textbook from the text and monitor the text itself (Ntereke et al, 2017). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea that is a simple sentence that tells about the point of the text or passage, 2) specific information are the information contained on the text or paragraph, 3) textual references are pronouns that refer to the other nouns of the text, and 4) word meanings are the implicational or psychological meaning of certain words based on the context of the text. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

#### a). Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators and descriptors by crossing Agree or Disagree independently to ensure the content validity of the reading competency test in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3= agree; 4=strongly agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
The Main Idea	The main idea that is a simple sentence that tells about the point of the text or passage.				✓
Specific Information	Specific information are the information contained on the text or paragraph.				✓
Textual References	Textual references are pronouns that refer to the other nouns of the text.				✓
Word Meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text				✓

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**b). Reading Competency Test's Reliability**

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgment or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **the corresponding score** independently to ensure **the reliability of the reading competency test** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant;4=very relevant.**

Indicators	Descriptors	Items	Judgement:			
			1	2	3	4
The Main Idea	The main idea that is a simple sentence that tells about the point of the text or passage.	1. Determine the main idea of the above text correctly. A. J.F.Kennedy's personal hobby in US politics B. J.F.Kennedy's professional career in government C. J.F.Kennedy's first experience as a US president D. J.F.Kennedy's personal characters				✓
		2. Complete the text's main idea from this quote, " <i>... he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world</i> ". A. He is an egocentric and loyal person B. He is an egocentric and artistic person C. He is an egocentric and forceful person D. He is a kind and a jealous person				✓
		3. Add a paraphrase to describe J.F.Kennedy's main character.				

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

		<p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				
Specific information	Specific information are the information contained on the text or paragraph.	<p>7. Determine the specific information in the quote "<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>			✓	
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail .....".</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>			✓	

		<p>9. Please, add a specific explanation about the kangaroo's motion.</p> <p>A. The kangaroo's hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo's hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				✓
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				✓

		<p>12. Re-write the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc</i>".</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				✓
Textual references	Textual references are pronouns that refer to the other nouns of the text	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>				✓
		<p>14. Clarify the reference of the underlined words "... <u>Nocturnal animal</u>..." !</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				✓

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

		<p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				✓
Word meanings	Word meanings are the implicational or psychological meaning of certain words based on the context of the text.	<p>19. Determine the synonym of the underlined word in "<i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet smelling leave</p>				✓
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p>				✓

		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				✓
		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				✓



		<p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p>				
		<p>25. Re-write the sentence runs as, '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				✓

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## APPENDIX 6. READING INTEREST SCALE

### READING INTEREST SCALE

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan dalam membaca, 2) keinginan untuk membaca, 3) kesadaran dalam membaca, and 4) fokus saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah minat membaca anda dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide pokok pada teks deskripsi.						
2. Saya senang bahwa saya dapat melengkapi ide pokok pada teks deskripsi.						
3. Saya senang bahwa saya dapat menambahkan ide pokok pada teks deskripsi.						
4. Saya senang bahwa saya dapat meringkas ide pokok pada teks recount.						
5. Saya senang bahwa saya dapat membedakan ide pokok pada teks recount.						
6. Saya senang bahwa saya dapat menulis kembali ide pokok pada teks recount.						
7. Saya bersedia untuk menentukan informasi khusus pada teks deskripsi.						
8. Saya bersedia untuk melengkapi informasi khusus pada teks deskripsi.						

9. Saya bersedia untuk menambahkan informasi khusus pada teks deskripsi.						
10. Saya bersedia untuk meringkas informasi khusus pada teks recount.						
11. Saya bersedia untuk membedakan informasi khusus pada teks recount.						
12. Saya bersedia untuk menuliskan kembali informasi khusus pada teks recount.						
13. Saya sadar akan kemampuan saya untuk menentukan kata rujukan pada teks deskripsi.						
14. Saya sadar akan kemampuan saya untuk melengkapi kata rujukan pada teks deskripsi.						
15. Saya tidak sadar akan kemampuan saya untuk menambahkan kata rujukan pada teks deskripsi.						
16. Saya tidak sadar akan kemampuan saya untuk meringkas kata rujukan pada teks recount.						
17. Saya tidak sadar akan kemampuan saya untuk membedakan kata rujukan pada teks recount.						
18. Saya tidak sadar akan kemampuan saya untuk menulis kembali kata rujukan pada teks recount.						
19. Saya fokus untuk menentukan arti kata pada teks deskripsi.						
20. Saya fokus untuk melengkapi arti kata pada teks deskripsi.						
21. Saya tidak fokus untuk menambahkan arti kata pada teks deskripsi.						
22. Saya tidak fokus untuk meringkas arti kata pada teks recount.						
23. Saya tidak fokus untuk membedakan arti kata pada teks recount.						
24. Saya tidak fokus untuk menuliskan kembali arti kata pada teks recount.						

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## APPENDIX 7. READING SELF-EFFICACY SCALE

### READING SELF-EFFICACY SCALE

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kepercayaan diri untuk maju, 2) cara mengekspresikan suatu pertimbangan dengan cermat, 3) kepercayaan diri saat mendapat masukan saat membaca, dan 4) kondisi mental saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah rasa percaya diri anda dalam membaca dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bahwa saya dapat memiliki kemajuan untuk menentukan ide pokok pada teks deskripsi.						
2. Saya yakin bahwa saya dapat memiliki kemajuan untuk melengkapi ide pokok pada teks deskripsi.						
3. Saya yakin bahwa saya dapat memiliki kemajuan untuk menambahkan ide pokok pada teks deskripsi.						
4. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk meringkas ide pokok pada teks recount.						

5. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk membedakan ide pokok pada teks recount.						
6. Saya merasa puas bahwa saya memiliki kemajuan untuk menuliskan kembali ide pokok pada teks recount.						
7. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menentukan informasi khusus pada teks deskripsi.						
8. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam melengkapi informasi khusus pada teks deskripsi.						
9. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menambahkan informasi khusus pada teks deskripsi.						
10. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat meringkas informasi khusus pada teks recount.						
11. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat membedakan informasi khusus pada teks recount.						
12. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat menuliskan kembali informasi khusus pada teks recount.						
13. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menentukan kata rujukan pada teks deskripsi.						
14. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat melengkapi kata rujukan pada teks deskripsi.						
15. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menambahkan kata rujukan pada teks deskripsi.						
16. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat meringkas kata rujukan pada teks recount.						

17. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat membedakan kata rujukan pada teks recount.						
18. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat menuliskan kembali kata rujukan pada teks recount.						
19. Saya tidak positif secara mental bahwa saya dapat menentukan arti kata dari teks deskripsi.						
20. Saya tidak yakin secara mental bahwa saya dapat melengkapi arti kata dari teks deskripsi.						
21. Saya tidak yakin secara mental bahwa saya dapat menambahkan arti kata dari teks deskripsi.						
22. Saya tidak yakin secara mental bahwa saya dapat meringkas arti kata dari teks recount.						
23. Saya tidak puas secara mental bahwa saya dapat membedakan arti kata dari teks recount.						
24. Saya tidak puas secara mental bahwa saya dapat menuliskan kembali arti kata dari teks recount.						

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## 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 60 minutes to complete the test. Do not finish the test before the time allocated.
7. Please leave the test and the completed answer sheet on your desk. They will be collected altogether.
8. Good luck.

#### Text One : Descriptive Text of a Person.

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

#### Questions:

1. Determine the main idea of the above text correctly.
  - A. J.F.Kennedy's personal hobby in US politics
  - B. J.F.Kennedy's professional career in government
  - C. J.F.Kennedy's first experience as a US president
  - D. J.F.Kennedy's personal characters
2. Complete the text's main idea from this quote, "... *he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world*".
  - A. He is an egocentric and loyal person
  - B. He is an egocentric and artistic person

- C. He is an egocentric and forceful person
  - D. He is a kind and a jealous person
3. Add a paraphrase to describe J.F.Kennedy's main character.
- A. He is thinking of himself without regard for the others' thoughts
  - B. He is thinking of himself without regard for the others and assertive.
  - C. He is thinking of himself without regard for the others' desires
  - D. He is thinking of himself without regard for the others' feelings

### **Text Two: Recount Text of a Person's Experience**

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

#### **Questions:**

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

### **Text Three: Descriptive Text of an Animal**



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

**Questions:**

7. Determine the specific information in the quote “*The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion*”.
  - A. It describes the kangaroo’s physical characteristics
  - B. It describes the kangaroo’s physical ability to move around
  - C. It describes the kangaroo’s bodily and balanced locomotion
  - D. It describes the kangaroo’s muscular agility to balance in motion
8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail .....”.
  - A. functions to keep it moving around quickly
  - B. functions to keep it balanced while moving
  - C. functions to power it while moving around
  - D. functions to balance out the legs and feet
9. Please, add a specific explanation about the kangaroo’s motion.
  - A. The kangaroo’s hind legs, feet, and tail push its balanced motion
  - B. The kangaroo’s hind legs, feet, and tail manipulate its motion
  - C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion
  - D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion

**Text Four: Recount Text of an Accident**

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

### Questions:

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

### Text Five: Descriptive Text of a Film

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

### Questions:

13. Conclude the pronouns expressed in the underlined words, “Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright”
  - A. Its-its-his-their-his
  - B. Itself-itself-himself-themselves-himself
  - C. Its-its-his-them-him
  - D. It-it-him-it-him
14. Clarify the reference of the underlined words “...Nocturnal animal...”!
  - A. It refers to a hot-blood animal

- B. It refers to a comedy movie
  - C. It refers to a horror movie
  - D. It refers to a criminal drama movie
15. Re-write the sentence runs as, “*a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford*”.
- A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016
  - B. Tom Ford wrote, scripted, and launched a horror movie in 2016
  - C. Tom Ford scripted, guided, and published a criminal drama movie in 2016
  - D. Tom Ford designed, published, and directed a criminal and horror movie in 2016

**Text Six : Recount Text of Incidence**

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

**Questions:**

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

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

**Text Seven : Descriptive Text of Procedure**

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

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

**Questions:**

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

- A. with hot boiled water
- B. with cool boiled water
- C. with first-hand boiled water
- D. with second-hand boiled water

**Text Eight : Recount Text of Incidence**

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

**Questions:**

- 23. Conclude what happened in 2019 ?
  - A. Many Chinese were killed in an outbreak
  - B. Many Mongolians were killed due to a disease
  - C. Many Chinese were killed because of a rabbit disease
  - D. Many Chinese were exiled due to the outbreak
- 24. Differentiate the meaning of a plague that spreads rapidly.
  - A. A plague is a contagious bacterial disease that spreads rapidly and kills
  - B. A disease is a disorder of structure or function in a human, animal, or plant
  - C. A plague is a common disease that is not a threat to a human, animal, or plant
  - D. A disease is an epidemic symptom that kills many people, animals, or plants
- 25. Re-write 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-**

Name :

No :

Class :

### ANSWER SHEET

No	A	B	C	D
1				
2				
3				
4				
5				

No	A	B	C	D
16				
17				
18				
19				
20				

No	A	B	C	D
6				
7				
8				
9				
10				

No	A	B	C	D
21				
22				
23				
24				
25				

No	A	B	C	D
11				
12				
13				
14				
15				

## APPENDIX 9. READING COMPETENCY TEST TRIAL OUT

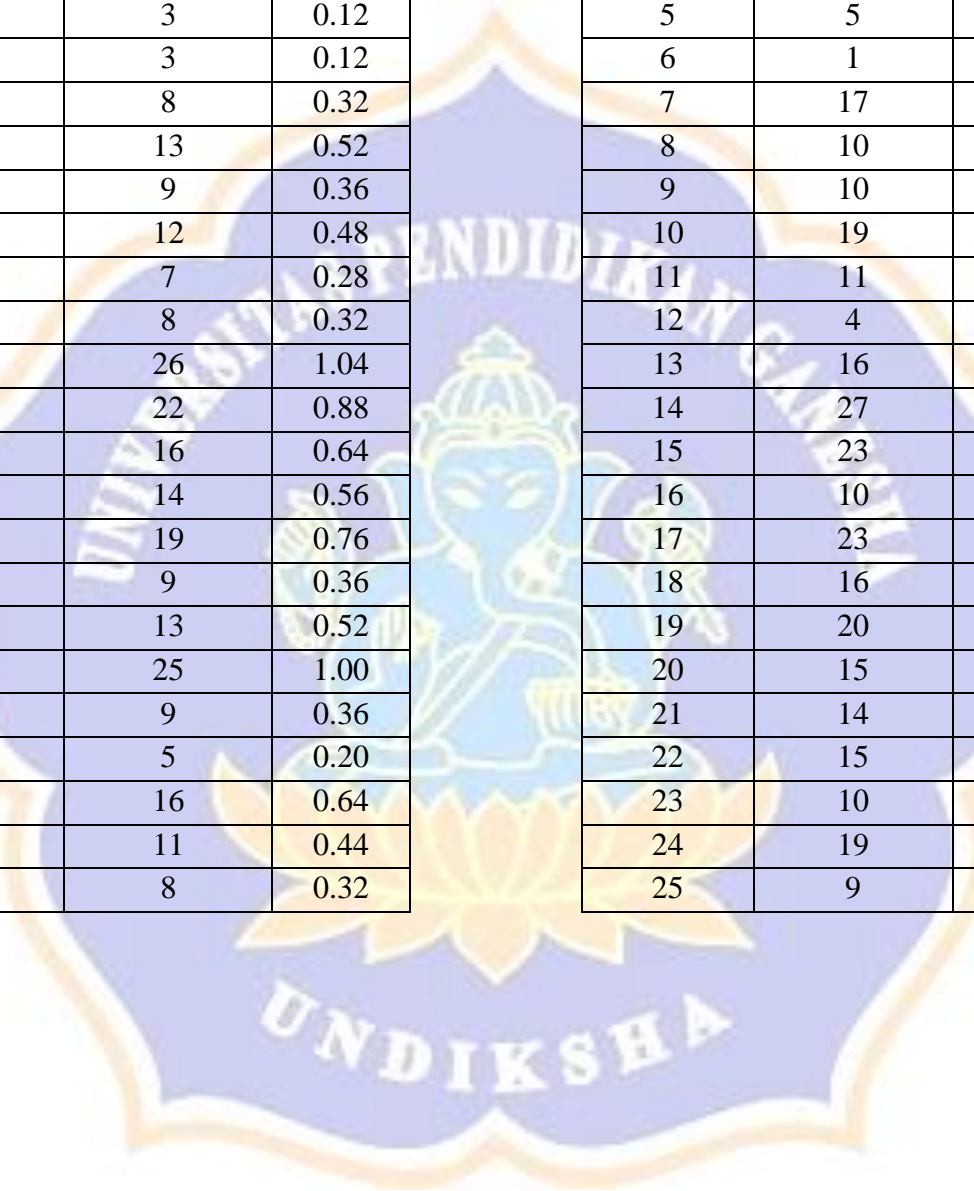
N	ITEM NUMBER																																													Total		
	0					1					2					3					4					5																						
	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0							
Main idea		Specific information				Textual reference				Word meaning				Main idea		Specific information				Textual reference		Word meaning																										
des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec	des	rec							
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7	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0	1	1	0	1	1	0	1	0			
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9	0	1	0	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0				
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12	0	0	1	0	0	0	0	1	0	0	1	1	0	1	1	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	0		
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17	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	
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22	0	0	0	1	0	0	0	0	0	0	1	1	0	1	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	1	0	1	0	0	0	1		
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31	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	0





FORM A		
No. Items	Right Items	IF
1	7	0.28
2	10	0.40
3	9	0.36
4	8	0.32
5	3	0.12
6	3	0.12
7	8	0.32
8	13	0.52
9	9	0.36
10	12	0.48
11	7	0.28
12	8	0.32
13	26	1.04
14	22	0.88
15	16	0.64
16	14	0.56
17	19	0.76
18	9	0.36
19	13	0.52
20	25	1.00
21	9	0.36
22	5	0.20
23	16	0.64
24	11	0.44
25	8	0.32

FORM B		
No. Items	Right Items	IF
1	20	0.80
2	10	0.40
3	3	0.12
4	13	0.52
5	5	0.20
6	1	0.04
7	17	0.68
8	10	0.40
9	10	0.40
10	19	0.76
11	11	0.44
12	4	0.16
13	16	0.64
14	27	1.08
15	23	0.92
16	10	0.40
17	23	0.92
18	16	0.64
19	20	0.80
20	15	0.60
21	14	0.56
22	15	0.60
23	10	0.40
24	19	0.76
25	9	0.36



## APPENDIX 10. READING INTEREST DATA

### KELAS VIII H / KELAS I

No	Students	Pleasure						T	Willingness						T	Consciousness						T	Attention						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	1	2	2	2	2	11	2	2	2	2	1	1	10	2	2	2	1	1	2	10	3	2	2	2	2	2	13	44
2	2	2	2	2	2	3	2	13	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	3	2	2	2	13	51
3	3	3	3	3	2	2	3	16	3	3	3	2	3	3	17	3	3	3	2	2	3	16	3	3	2	2	3	3	16	65
4	4	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	2	1	2	2	1	2	10	38
5	5	2	2	2	2	2	3	13	2	2	2	3	3	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	58
6	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	10	28
7	7	3	3	3	2	2	2	15	3	2	3	2	2	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	60
8	8	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	2	8	3	3	1	2	1	1	11	32
9	9	2	2	2	3	2	3	14	2	2	2	2	2	3	13	2	2	1	2	2	2	11	2	2	2	2	3	2	13	51
10	10	2	2	2	2	3	2	13	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	3	2	2	2	13	51
11	11	2	2	2	2	2	2	12	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	3	2	2	2	13	50
12	12	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	2	1	2	2	1	2	10	38
13	13	3	3	3	2	2	3	16	3	3	3	2	2	2	15	3	3	2	2	3	3	16	3	3	2	2	2	3	15	62
14	14	2	2	2	2	2	3	13	2	2	3	2	2	3	14	2	3	2	2	2	2	13	3	2	3	2	2	2	14	54
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17	17	2	2	2	1	1	2	10	2	2	2	2	2	1	11	2	2	2	1	2	2	11	3	2	2	2	2	2	13	45
18	18	2	2	1	2	2	2	11	2	2	2	2	2	1	11	2	2	2	2	2	2	12	3	3	1	1	2	2	12	46
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20	20	2	2	2	2	3	2	13	2	2	2	2	3	3	14	3	3	2	2	2	2	14	3	3	2	2	3	2	15	56
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23	23	2	2	2	2	3	2	13	2	2	2	2	3	3	14	3	3	2	2	2	2	14	3	3	2	2	3	2	15	56
24	24	2	2	2	1	1	2	10	2	2	2	2	1	1	10	2	2	2	2	2	2	12	3	2	2	2	2	2	13	45
25	25	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	2	2	2	11	3	2	2	2	2	2	13	44
26	26	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	2	1	2	2	1	2	10	38

27	27	2	2	2	3	2	2	13	2	2	2	2	2	2	12	2	3	1	2	2	2	12	2	2	2	2	3	2	13	50
28	28	1	1	1	2	1	1	7	1	1	1	1	2	1	7	1	1	1	2	1	1	7	3	2	1	2	2	1	11	32
29	29	2	2	2	2	2	1	11	2	2	2	2	2	1	11	2	3	2	2	1	2	12	3	3	2	2	2	2	14	48
30	30	2	2	2	2	2	1	11	2	2	2	2	3	2	13	2	3	2	2	2	2	13	3	3	2	2	2	2	14	51
31	31	2	2	2	2	2	1	11	2	2	2	2	2	1	11	2	3	2	2	1	2	12	3	3	2	2	2	2	14	48
32	32	2	2	2	1	1	1	9	2	2	2	2	1	1	10	2	1	2	2	2	2	11	2	2	2	2	2	2	12	42
TOTAL								353							362							370							408	1493

**KELAS VIII I / KELAS II**

No	Students	Pleasure						T	Willingness						T	Consciousness						T	Attention						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	2	1	1	2	10	2	2	2	1	1	1	9	2	1	2	2	2	2	11	3	3	2	2	2	2	14	44
2	2	1	1	1	2	1	1	7	1	1	2	1	2	2	9	1	1	1	1	3	3	10	3	3	2	2	2	1	13	39
3	3	3	2	2	2	2	2	13	2	2	2	2	3	2	13	3	2	2	2	3	3	15	3	3	3	2	2	2	15	56
4	4	2	2	2	2	1	2	11	2	2	2	2	2	2	12	2	2	1	2	3	2	12	2	3	2	2	2	13	48	
5	5	1	1	1	1	2	1	7	1	1	2	1	1	1	7	1	1	1	1	2	1	7	3	3	1	2	1	1	11	32
6	6	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	3	13	3	3	2	2	2	14	51	
7	7	3	2	2	2	2	2	13	3	2	3	2	3	3	16	3	2	3	2	3	3	16	3	3	3	3	3	3	18	63
8	8	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	3	2	13	3	3	1	2	2	2	13	50
9	9	2	2	2	1	1	2	10	2	2	2	1	1	1	9	2	1	2	2	2	2	11	3	3	2	2	2	2	14	44
10	10	2	2	2	2	2	2	12	2	2	2	2	1	1	10	2	2	2	1	1	2	10	3	2	2	2	2	13	45	
11	11	2	2	2	1	2	1	10	2	2	2	2	1	2	11	2	2	2	2	2	2	12	3	3	2	1	1	2	12	45
12	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	3	2	13	2	3	3	2	1	2	13	50
13	13	1	1	1	1	1	2	7	1	1	2	1	2	1	8	1	1	1	1	3	3	10	3	3	3	2	1	1	13	38
14	14	2	1	1	2	1	2	9	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	3	2	2	2	13	46	
15	15	1	1	1	1	1	1	6	1	1	1	1	2	1	7	1	1	2	1	1	1	7	3	3	2	1	1	2	12	32
16	16	1	1	1	1	1	2	7	1	1	2	1	1	2	8	1	1	2	1	3	3	11	3	3	3	2	2	1	14	40
17	17	2	2	2	2	1	2	11	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	46
18	18	2	2	2	2	1	1	10	2	2	2	2	2	1	11	2	2	2	2	2	2	12	3	2	2	2	2	2	13	46
19	19	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	3	3	2	2	2	2	14	49

20	20	1	1	1	1	1	1	6	1	1	2	1	2	1	8	1	2	1	1	3	2	10	3	3	3	2	1	1	13	37
21	21	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	1	2	2	2	2	11	2	2	2	2	2	2	12	42
22	22	2	2	2	2	2	1	11	2	2	2	2	2	2	12	3	2	2	2	2	3	14	3	3	2	2	2	2	14	51
23	23	1	1	1	2	1	1	7	1	1	2	1	2	1	8	1	1	1	1	3	3	10	3	3	2	2	2	1	13	38
24	24	2	1	1	2	1	2	9	2	2	2	2	1	1	10	2	2	2	1	1	3	11	3	3	2	2	2	2	14	44
25	25	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	1	2	2	2	2	11	2	2	2	2	2	2	12	42
26	26	3	3	2	2	2	2	14	2	3	2	2	3	2	14	2	2	3	3	3	3	16	3	3	2	3	2	3	16	60
27	27	2	2	2	1	2	1	10	2	2	2	2	1	1	10	2	1	2	1	3	3	12	3	2	2	2	2	2	13	45
28	28	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	3	3	2	2	2	2	14	49
29	29	1	1	1	2	1	1	7	1	1	2	1	2	1	8	1	1	1	1	3	3	10	3	3	2	2	2	1	13	38
30	30	1	1	1	1	1	1	6	1	1	1	1	2	2	8	1	1	2	1	3	1	9	3	3	2	1	1	2	12	35
31	31	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	2	2	3	3	14	3	3	2	2	2	1	13	52
32	32	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	3	13	3	3	2	2	2	1	13	50
33	33	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	2	2	3	3	14	3	3	2	2	2	2	14	45
<b>TOTAL</b>								325							349							386							440	1492

### KELAS VIII K / KELAS III

No	Students	Pleasure						T	Willingness						T	Consciousness						T	Attention						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	1	2	2	1	1	9	2	1	1	2	1	2	9	1	1	1	2	2	2	9	3	3	1	2	1	1	11	38
2	2	2	2	2	2	2	1	11	2	2	2	1	2	1	10	2	2	2	2	2	2	12	3	2	2	2	2	2	13	46
3	3	2	2	2	1	1	1	9	2	2	2	2	2	1	11	2	2	2	1	2	2	11	3	2	2	2	2	2	13	46
4	4	2	1	1	2	1	2	9	2	2	2	2	2	1	10	2	3	1	2	2	2	12	3	3	1	2	2	2	13	44
5	5	2	2	2	1	1	2	10	2	2	2	2	1	1	10	2	2	2	2	2	2	12	3	2	2	2	2	2	13	45
6	6	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	3	1	2	2	1	2	11	39
7	7	2	2	2	2	3	2	13	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	3	2	2	2	13	51
8	8	1	1	1	1	2	1	7	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	10	29
9	9	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	2	1	2	1	9	3	3	2	1	1	1	11	32
10	10	2	1	1	1	1	1	7	2	1	2	1	1	2	9	2	2	2	2	2	3	13	3	3	2	2	2	1	13	42
11	11	2	2	2	1	1	1	9	2	1	1	2	2	2	10	3	2	2	2	2	2	13	3	3	2	1	2	2	13	45

12	12	1	1	2	1	2	1	8	1	1	1	2	1	1	7	2	2	1	1	2	2	9	3	3	2	2	1	1	12	36
13	13	2	1	1	2	1	2	9	2	1	1	1	2	2	9	3	2	2	2	1	1	11	3	3	2	2	1	2	13	42
14	14	2	2	1	2	2	2	11	2	2	2	2	2	1	11	2	2	2	2	2	2	12	3	3	1	1	2	2	12	46
15	15	2	2	2	2	2	1	11	2	2	2	2	2	1	11	2	3	2	2	1	2	12	3	3	2	2	2	2	14	48
16	16	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	1	2	2	2	2	11	3	2	2	2	2	2	13	43
17	17	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	3	3	2	1	1	2	12	48
18	18	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	10	28
19	19	3	3	3	2	2	2	15	3	2	3	2	2	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	60
20	20	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	3	3	2	1	1	2	12	28
21	21	2	1	2	1	1	1	8	2	1	1	2	1	2	9	1	1	1	2	2	2	9	3	3	1	1	1	1	10	36
22	22	2	2	2	1	1	1	9	1	1	2	1	2	2	9	2	2	2	2	1	1	10	2	3	1	2	2	2	12	40
23	23	3	3	3	2	2	2	15	3	2	3	2	2	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	60
24	24	2	2	2	1	1	1	9	2	2	2	2	1	1	10	2	1	2	2	2	2	11	2	2	2	2	2	2	12	42
25	25	2	2	2	1	1	1	9	2	2	2	2	1	1	10	2	1	2	2	2	2	11	2	2	2	2	2	2	12	42
26	26	3	3	3	2	2	2	15	3	2	3	2	2	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	60
27	27	2	2	2	2	2	3	13	2	2	3	2	2	3	14	2	3	2	2	2	3	14	3	2	3	2	2	2	14	55
28	28	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	2	1	2	2	1	2	10	38
29	29	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	2	1	1	10	3	2	2	2	1	2	12	40
30	30	1	2	2	2	2	2	12	2	2	2	2	2	2	12	3	1	2	2	2	2	12	3	3	2	2	2	2	14	50
31	31	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	2	1	1	8	1	3	1	1	1	1	8	28
32	32	2	2	2	2	2	2	12	2	2	2	2	2	3	13	2	2	2	2	2	2	12	2	2	3	2	2	2	13	50
33	33	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	2	2	2	11	3	2	2	2	2	2	13	44
34	34	3	3	3	2	2	2	15	3	2	3	2	2	3	15	3	3	2	2	2	3	15	3	3	2	2	2	3	15	60
35	35	2	1	1	1	2	2	9	2	2	1	2	1	2	10	2	2	2	2	2	2	12	3	3	2	2	2	1	13	44
36	36	2	1	1	2	1	2	9	2	1	1	1	2	2	9	2	2	2	3	1	1	11	3	1	2	2	1	2	11	40
37	37	2	1	1	2	1	2	9	2	1	1	1	2	1	8	2	2	2	2	1	1	10	3	1	2	2	1	2	11	38
TOTAL								370							379							415							457	1603



UNDIKSHA

## APPENDIX 11. READING SELF-EFFICACY DATA

### KELAS VIII H / KELAS I

No	Students	Progress						T	Observational Comp.						T	Social Feedback						T	Physiological States						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	1	1	1	1	2	2	8	2	1	2	1	1	1	8	2	2	2	1	1	1	9	2	2	2	2	1	2	11	36
2	2	2	2	2	1	2	1	10	2	2	2	2	2	2	12	2	2	3	2	3	1	13	2	2	2	3	2	2	13	48
3	3	3	3	3	2	2	2	15	3	3	3	2	2	2	15	3	3	2	2	2	2	14	2	3	3	3	3	2	16	60
4	4	1	1	1	1	2	1	7	1	1	1	1	1	1	6	1	1	3	2	2	1	10	1	2	2	3	3	1	12	35
5	5	2	2	2	2	1	2	11	2	3	2	2	1	2	12	2	1	2	3	3	2	13	2	2	2	3	3	2	14	50
6	6	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	3	2	1	1	9	1	2	1	3	1	1	9	31
7	7	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	2	3	3	2	14	2	3	2	3	3	2	15	54
8	8	1	1	1	1	2	1	7	1	1	1	2	1	1	7	1	1	3	2	1	1	9	1	1	1	3	1	1	8	30
9	9	1	2	1	2	2	1	9	1	2	2	1	2	1	9	1	1	2	2	2	2	13	2	2	1	3	3	2	14	45
10	10	2	2	2	2	2	1	11	2	2	2	2	2	2	12	2	2	3	2	3	1	13	2	2	2	3	2	2	13	49
11	11	2	2	1	2	1	1	9	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	45
12	12	1	1	2	1	2	1	8	1	1	1	2	2	1	8	1	1	3	2	1	1	9	1	2	2	3	3	1	12	35
13	13	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	3	2	3	2	14	2	2	2	3	3	2	14	52
14	14	2	2	2	2	1	2	11	2	2	2	2	2	2	12	2	2	3	1	3	2	13	2	2	2	3	3	2	14	50
15	15	2	2	2	2	1	1	10	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	1	2	2	10	40
16	16	1	1	1	1	2	1	7	1	1	1	1	7	1	7	1	1	3	2	1	1	9	1	2	1	3	1	1	9	32
17	17	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
18	18	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
19	19	2	2	1	1	1	1	8	1	1	2	1	2	2	9	2	2	3	2	3	1	13	2	3	2	3	3	2	15	45
20	20	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	2	3	2	14	2	2	2	3	2	2	13	51
21	21	1	2	1	2	1	1	8	1	2	2	1	1	2	9	1	1	2	1	2	2	12	2	1	2	3	3	2	13	42
22	22	1	2	1	2	1	1	8	1	2	2	1	1	2	9	1	1	2	1	2	2	12	2	1	2	3	3	2	13	42
23	23	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	2	3	2	14	2	2	2	3	2	2	13	51
24	24	2	2	2	2	1	1	10	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	1	2	2	10	40
25	25	1	1	1	1	2	1	7	2	2	2	1	1	1	9	2	2	2	1	1	1	9	2	2	1	3	1	2	11	36
26	26	1	1	1	2	2	1	8	1	2	2	1	1	1	8	1	1	2	2	1	2	12	2	2	1	1	3	2	12	40

27	27	2	1	2	2	2	1	10	2	2	2	2	2	2	12	2	2	3	1	2	2	12	2	2	1	3	2	2	12	46
28	28	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	2	1	1	1	7	1	1	2	1	1	1	7	26
29	29	1	2	1	2	1	1	8	1	2	2	1	2	1	9	2	2	2	2	2	2	12	2	2	1	3	3	2	13	42
30	30	2	2	2	2	1	1	10	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	1	2	2	10	40
31	31	1	2	2	2	1	1	9	2	2	2	2	1	1	10	2	2	3	2	2	1	12	2	2	2	3	3	2	14	45
32	32	2	2	2	2	2	1	11	2	2	2	2	1	2	11	2	2	3	2	3	1	13	2	2	2	3	2	2	13	48
TOTAL								296							317							364							389	1362

**KELAS VIII I / KELAS II**

No	Students	Progress						T	Observational Comp.						T	Social Feedback						T	Physiological States						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
2	2	2	1	1	1	1	1	7	1	1	1	1	1	2	7	1	1	1	1	1	3	8	1	2	2	1	3	1	10	32
3	3	2	2	2	2	2	2	12	2	2	3	2	2	2	13	2	1	3	2	3	2	13	2	2	2	3	3	2	14	52
4	4	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	1	3	2	3	2	13	2	2	2	3	3	2	14	51
5	5	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	1	1	1	8	1	1	1	3	1	1	8	28
6	6	3	2	2	2	2	2	13	2	2	3	2	2	2	13	2	2	3	2	3	2	14	2	3	2	3	3	2	15	55
7	7	2	2	2	2	2	3	13	2	2	2	3	2	3	14	3	2	2	3	3	3	16	2	3	2	3	3	3	16	59
8	8	2	2	2	2	1	1	10	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	1	2	2	10	40
9	9	2	1	1	1	1	1	7	1	1	1	2	1	2	8	2	1	1	1	1	3	9	1	1	2	1	3	2	10	34
10	10	2	1	2	2	1	2	10	2	2	2	2	2	2	12	2	2	3	2	2	2	13	2	2	2	3	2	2	13	48
11	11	2	2	1	1	1	1	8	1	1	2	1	1	2	8	2	2	3	2	3	1	13	2	3	2	1	3	2	13	42
12	12	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	2	3	2	2	2	13	2	2	2	2	3	2	13	45
13	13	1	2	1	2	1	1	8	1	2	2	2	1	1	9	1	1	2	2	2	2	13	2	2	1	1	3	2	12	42
14	14	1	1	1	2	2	1	8	1	2	2	1	1	1	8	1	1	2	1	2	2	12	2	2	1	3	3	1	12	40
15	15	1	1	1	1	1	1	6	1	1	1	1	2	1	7	1	1	2	1	1	1	7	1	1	1	3	1	1	8	28
16	16	2	2	2	1	1	1	9	2	1	1	1	2	2	9	2	2	3	2	3	1	13	2	2	2	3	2	2	13	44
17	17	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
18	18	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	2	3	2	14	2	2	2	3	3	2	14	52
19	19	2	2	2	1	1	1	9	2	1	1	1	2	2	9	2	2	3	2	3	1	13	2	2	2	3	2	2	13	44

20	20	1	1	1	2	2	1	8	1	2	2	1	1	1	8	1	1	2	2	2	2	13	2	2	1	1	2	2	11	40
21	21	1	1	1	1	1	2	7	2	1	2	1	1	1	8	1	2	1	1	1	1	7	1	1	1	1	3	3	10	32
22	22	2	2	2	1	1	1	9	2	1	1	1	2	2	9	2	2	3	2	3	1	13	2	2	2	3	2	2	13	44
23	23	2	1	1	1	1	1	7	1	1	1	1	1	2	7	1	1	1	1	1	3	8	1	2	2	1	3	1	10	32
24	24	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	2	3	2	2	2	13	2	2	2	3	3	2	14	46
25	25	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
26	26	2	2	2	2	2	2	12	2	2	2	2	2	3	13	2	2	3	2	3	2	14	2	3	2	3	3	2	15	54
27	27	1	1	2	1	1	1	7	1	2	1	2	1	1	8	2	1	3	1	1	1	9	1	2	1	3	3	1	11	35
28	28	2	2	1	1	1	2	9	1	2	2	1	2	1	9	2	2	3	2	3	1	13	2	2	1	3	3	2	13	44
29	29	1	1	1	1	2	2	8	2	2	1	1	1	1	8	2	2	1	1	1	1	8	2	1	2	3	1	2	11	35
30	30	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	1	2	1	9	1	2	1	3	1	1	9	30
31	31	2	2	2	1	2	1	10	2	2	2	2	2	2	12	2	2	3	2	3	1	13	2	2	2	3	3	2	14	49
32	32	2	2	1	2	1	1	9	1	1	2	1	1	2	8	2	2	3	2	3	1	13	2	3	2	1	3	3	14	44
33	33	2	2	1	1	1	1	8	1	1	2	1	1	2	8	2	2	3	2	3	1	13	2	3	2	1	3	2	13	42
<b>TOTAL</b>								292							308							375							402	1377

### KELAS VIII K / KELAS III

No	Students	Progress						T	Observational Comp.						T	Social Feedback						T	Physiological States						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	1	1	1	1	1	7	1	1	1	1	1	2	7	3	1	1	2	1	1	9	3	2	2	1	2	1	11	34
2	2	2	2	1	1	1	1	8	1	1	2	1	2	2	9	2	2	3	2	3	1	13	1	3	2	3	3	2	14	44
3	3	2	1	2	1	1	1	8	2	1	2	2	1	1	9	2	1	3	2	3	2	13	2	1	2	3	3	1	12	42
4	4	1	1	1	1	2	2	8	2	2	2	1	1	1	8	2	2	1	1	2	1	9	2	1	2	3	3	2	13	38
5	5	1	1	2	1	1	1	7	1	1	1	1	1	1	6	2	2	2	1	1	1	9	2	1	2	1	3	1	10	32
6	6	1	1	1	1	2	1	7	1	1	1	2	1	1	7	1	1	3	2	2	1	10	1	2	1	3	3	1	11	35
7	7	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	2	2	2	13	2	2	2	1	3	2	12	49
8	8	1	1	1	1	1	1	6	1	2	1	1	2	1	8	1	1	3	1	1	1	8	1	2	1	1	3	1	9	31
9	9	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	3	1	2	1	9	1	2	1	3	1	1	9	31
10	10	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	2	3	2	2	2	13	2	2	2	3	3	2	14	46
11	11	1	1	1	1	2	1	7	2	2	2	1	1	1	9	2	2	2	1	1	1	9	2	2	1	3	1	2	11	36



12	12	1	1	1	1	1	2	7	2	2	1	1	1	1	8	2	1	1	1	1	1	7	1	2	1	1	3	1	9	31
13	13	2	1	2	2	2	1	10	2	2	2	2	2	2	12	2	2	3	1	2	2	12	2	2	1	3	2	2	12	46
14	14	1	1	1	1	2	1	7	1	1	1	2	1	1	7	1	1	3	1	2	1	9	1	2	1	3	1	1	9	32
15	15	1	1	1	2	2	1	8	1	2	2	1	1	1	8	1	1	2	2	1	2	12	2	2	1	1	3	2	12	40
16	16	1	1	1	1	2	1	7	2	2	2	1	1	1	9	2	2	2	1	1	1	9	2	2	1	3	1	2	11	36
17	17	1	2	1	1	1	1	7	1	1	2	1	1	2	8	2	3	2	3	2	1	13	2	3	2	1	3	2	13	41
18	18	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	1	1	1	1	8	1	2	2	3	1	1	10	31
19	19	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	2	3	3	2	14	2	3	2	3	3	2	15	54
20	20	1	1	1	1	1	1	6	1	1	1	1	2	1	7	1	1	1	1	3	1	8	1	1	1	3	1	1	8	29
21	21	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	3	2	1	1	9	1	2	1	3	1	1	9	31
22	22	1	2	1	2	1	1	8	1	2	2	1	1	2	9	1	1	2	1	2	2	12	2	1	2	3	3	2	13	42
23	23	2	2	2	2	2	2	12	2	3	2	2	2	2	13	2	2	3	2	3	2	14	2	2	2	3	3	2	14	52
24	24	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	3	2	10	2	2	2	3	1	2	12	39
25	25	2	1	1	1	1	1	7	1	1	2	1	2	2	9	2	2	3	1	1	2	11	2	2	1	3	1	2	11	38
26	26	2	2	2	2	2	2	12	2	3	2	2	2	3	14	2	2	3	2	3	3	15	3	2	2	3	3	2	15	55
27	27	2	2	2	2	1	2	11	2	2	2	2	2	2	12	2	2	3	1	3	2	13	2	2	2	3	3	2	14	50
28	28	2	2	2	1	1	1	9	2	2	2	1	1	2	10	2	2	3	2	2	2	13	1	2	2	3	3	2	13	45
29	29	1	1	1	1	2	1	7	2	2	2	1	1	1	9	2	2	2	2	1	1	10	2	1	1	3	3	2	12	38
30	30	1	2	1	2	2	1	9	1	2	2	1	2	1	9	1	1	2	2	2	2	13	2	2	1	3	3	2	14	45
31	31	1	1	1	1	2	1	7	1	1	1	2	1	1	7	1	1	3	2	1	1	9	1	1	1	3	1	1	8	30
32	32	2	2	1	1	1	1	8	1	1	2	1	2	2	9	2	2	3	2	3	1	13	2	3	2	3	3	2	15	45
33	33	2	2	1	1	1	1	8	1	1	1	2	2	2	9	1	1	1	2	2	2	9	2	2	2	3	1	2	12	38
34	34	2	2	2	2	3	2	13	2	3	2	2	2	2	13	2	2	3	2	3	2	14	2	2	2	3	3	2	14	54
35	35	2	2	2	2	1	1	10	2	2	2	1	1	2	10	2	2	2	1	2	1	10	2	1	2	1	2	2	10	40
36	36	2	2	1	1	1	1	8	1	1	2	1	1	2	8	2	2	3	2	3	1	13	2	2	2	3	3	2	14	43
37	37	1	1	1	1	1	1	6	1	1	1	2	1	1	7	2	2	3	1	1	1	10	1	1	1	3	3	1	10	33
TOTAL								304							335							405							435	1476



UNDIKSHA

**APPENDIX 12. READING COMPETENCY DATA**

N	ITEM NUMBER																					Total					
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	2	2		2	2			
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1		2	3	4	5	
	Main idea					Specific information					Textual reference					Word meaning											
	des		rec			des		rec			des		rec			des		rec									
1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	0	1	36	
2	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	1	48	
3	1	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	56	
4	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	36	
5	1	0	0	1	0	0	0	0	1	1	0	0	0	1	1	0	1	1	1	0	1	0	1	0	1	48	
6	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	1	0	28	
7	1	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	1	1	0	0	0	1	1	48	
8	0	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	28
9	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	44	
10	0	1	0	0	1	0	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	40	
11	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	44	
12	1	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1	40	
13	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	56	
14	1	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	0	1	0	48	
15	1	0	0	0	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	0	0	44	
16	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	1	0	1	0	36	
17	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	40	
18	0	0	1	0	1	0	0	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	44	
19	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	0	0	1	0	40	
20	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	1	1	0	52	
21	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	40	
22	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	0	44	
23	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1	1	0	0	48	
24	0	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	40	
25	0	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	36	
26	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	0	0	0	0	1	0	32	
27	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	1	44	
28	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	1	0	0	28	
29	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	1	0	44	
30	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	0	32	
31	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	1	0	1	44	
32	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	0	0	1	32	
	S = 67 B = 29		S = 73 B = 23			S = 64 B = 32		S = 64 B = 32			S = 31 B = 65		S = 42 B = 54			S = 75 B = 53		S = 54 B = 42									
<b>Kelas H</b>																											
1	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	0	1	1	0	0	0	0	1	44	
2	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	1	32	
3	0	0	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	48	
4	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	1	1	0	1	1	0	0	0	0	1	44	
5	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	1	28	
6	1	0	0	0	0	1	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	48	
7	0	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	1	56	
8	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	1	40	
9	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	32	
10	1	0	0	0	1	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	0	40	

11	0	1	0	0	0	1	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	0	44
12	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	1	44
13	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	1	0	36	
14	0	0	1	1	0	0	0	1	0	0	0	1	1	1	0	1	1	0	0	0	1	0	44	
15	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	28	
16	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	32	
17	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	0	0	0	36	
18	0	1	0	0	1	0	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	44	
19	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	0	1	0	44	
20	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	36	
21	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	48	
22	1	0	0	1	0	0	1	0	0	0	1	0	1	0	1	1	1	0	1	1	0	0	44	
23	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	1	0	1	36	
24	0	0	1	0	1	0	0	1	0	0	0	1	1	1	0	1	0	0	1	0	0	0	40	
25	1	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	32	
26	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	52	
27	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	0	36	
28	1	0	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	0	44	
29	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	0	44	
30	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	24	
31	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	1	1	0	1	0	0	48	
32	0	0	1	0	1	0	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	1	44	
33	1	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	40	

S = 67	S = 75	S = 66	S = 69	S = 37	S = 43	S = 77	S = 56
B = 32	B = 24	B = 33	B = 30	B = 62	B = 56	B = 55	B = 43

**Kelas I**

1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	0	32
2	1	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	40
3	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	1	0	40
4	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	0	0	0	36
5	0	0	0	1	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	32
6	1	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	0	0	0	1	0	36
7	0	0	0	1	0	0	0	1	0	1	0	0	1	0	1	1	1	1	0	1	0	0	44
8	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	28
9	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	20
10	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	1	0	1	0	1	36
11	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	1	0	0	1	32
12	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	20
13	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	0	32
14	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	44
15	1	0	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	40
16	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	1	1	0	0	0	32
17	0	1	0	1	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	36
18	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	24
19	1	0	0	0	1	0	0	0	1	0	0	1	1	1	0	1	1	1	1	1	0	0	52
20	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	1	0	0	28
21	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	0	28
22	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	32
23	1	0	0	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	1	0	52
24	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	1	0	0	0	36
25	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	1	0	44
26	1	0	0	1	0	0	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	1	52
27	1	0	0	0	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	0	48

28	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	0	1	0	36	
29	0	0	1	0	1	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	40	
30	1	0	0	1	0	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	44	
31	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	24	
32	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	1	1	0	1	0	1	0	0	44	
33	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	0	40	
34	1	0	0	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	52	
35	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	1	0	0	1	40	
36	1	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	32	
37	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	44	
	S = 80	S = 87	S = 73	S = 83	S = 48	S = 54	S = 92	S = 65																			
	B = 31	B = 24	B = 38	B = 28	B = 63	B = 57	B = 56	B = 46																			
<b>Kelas K</b>																											



### APPENDIX 13. STUDENTS' SCORE RECAPITULATION

No	Names	Class	Reading Interest	Reading Self-Efficacy	Reading Competency
1.	A	I	44	36	36
2.	B	I	51	48	48
3.	C	I	65	60	56
4.	D	I	38	35	36
5.	E	I	58	50	48
6.	F	I	28	31	28
7.	G	I	60	54	48
8.	H	I	32	30	28
9.	I	I	51	45	44
10.	J	I	51	49	40
11.	K	I	50	45	44
12.	L	I	38	35	40
13.	M	I	62	52	56
14.	N	I	54	50	48
15.	O	I	48	40	44
16.	P	I	38	32	36
17.	Q	I	45	38	40
18.	R	I	46	38	44
19.	S	I	40	45	40
20.	T	I	56	51	52
21.	U	I	46	42	40
22.	V	I	38	42	44
23.	W	I	56	51	48
24.	X	I	45	40	40
25.	Y	I	44	36	36
26.	Z	I	38	40	32
27.	AA	I	50	46	44
28.	BB	I	32	26	28

29.	CC	I	48	42	44
30.	DD	I	51	40	32
31.	EE	I	48	45	44
32.	FF	I	42	48	32
33.	GG	II	44	38	44
34.	HH	II	39	32	32
35.	II	II	56	52	48
36.	JJ	II	48	51	44
37.	KK	II	32	28	28
38.	LL	II	51	55	48
39.	MM	II	63	59	56
40.	NN	II	50	40	40
41.	OO	II	44	34	32
42.	PP	II	45	48	40
43.	QQ	II	45	42	44
44.	RR	II	50	45	44
45.	SS	II	38	42	36
46.	TT	II	46	40	44
47.	UU	II	32	28	28
48.	VV	II	40	44	32
49.	WW	II	46	38	36
50.	XX	II	46	52	44
51.	YY	II	49	44	44
52.	ZZ	II	37	40	36
53.	AAA	II	42	32	48
54.	BBB	II	51	44	44
55.	CCC	II	38	32	36
56.	DDD	II	44	46	40
57.	EEE	II	42	38	32
58.	FFF	II	60	54	52
59.	GGG	II	45	35	36
60.	HHH	II	49	44	44

61.	III	II	38	35	44
62.	JJJ	II	35	30	24
63.	KKK	II	52	49	48
64.	LLL	II	50	44	44
65.	MMM	II	45	42	40
66.	NNN	III	38	34	32
67.	OOO	III	46	44	40
68.	PPP	III	46	42	40
69.	QQQ	III	44	38	36
70.	RRR	III	45	32	32
71.	SSS	III	39	35	36
72.	TTT	III	51	49	44
73.	UUU	III	29	31	28
74.	VVV	III	32	31	20
75.	WWW	III	42	46	36
76.	XXX	III	45	36	32
77.	YYY	III	36	31	20
78.	ZZZ	III	42	46	32
79.	AAAA	III	46	32	44
80.	BBBB	III	48	40	40
81.	CCCC	III	43	36	32
82.	DDDD	III	48	41	36
83.	EEEE	III	28	31	24
84.	FFFF	III	60	54	52
85.	GGGG	III	28	29	28
86.	HHHH	III	36	31	28
87.	IIII	III	40	42	32
88.	JJJJ	III	60	52	52
89.	KKKK	III	42	39	36
90.	LLLL	III	42	38	44
91.	MMMM	III	60	55	52
92.	NNNN	III	55	50	48

93.	O O O O	III	38	45	36
94.	P P P P	III	40	38	40
95.	Q Q Q Q	III	50	45	44
96.	R R R R	III	28	30	24
97.	S S S S	III	50	45	44
98.	T T T T	III	44	38	40
99.	U U U U	III	60	54	52
100.	V V V V	III	44	40	40
101.	W W W W	III	40	43	32
102.	X X X X	III	38	33	44

**Note :**

Kelas I = Kelas VIII H

Kelas II = Kelas VIII I

Kelas III = Kelas VIII K







**APPENDIX 15. DESCRIPTIVE OF READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY BASED ON CLASSES**

<b>Report</b>				
<b>Class</b>		<b>Interest</b>	<b>Efficacy</b>	<b>Competency</b>
1.00	Mean	46.6563	42.5625	41.2500
	N	32	32	32
	Std. Deviation	8.88859	7.74571	7.49624
	Std. Error of Mean	1.57130	1.36926	1.32516
	Range	37.00	34.00	28.00
	Variance	79.007	59.996	56.194
2.00	Mean	45.2121	41.7273	40.3636
	N	33	33	33
	Std. Deviation	7.15785	8.04003	7.30504
	Std. Error of Mean	1.24602	1.39959	1.27164
	Range	31.00	31.00	32.00
	Variance	51.235	64.642	53.364
3.00	Mean	43.3243	39.8919	37.0811
	N	37	37	37
	Std. Deviation	8.75295	7.51954	8.67429
	Std. Error of Mean	1.43898	1.23621	1.42604
	Range	32.00	26.00	32.00
	Variance	76.614	56.544	75.243
Total	Mean	44.9804	41.3235	39.4510
	N	102	102	102
	Std. Deviation	8.34881	7.76787	8.02055
	Std. Error of Mean	.82666	.76913	.79415
	Range	37.00	34.00	36.00
	Variance	69.703	60.340	64.329

**Note:**

Class H = Class 1

Class I = Class 2

Class K = Class 3

**APPENDIX 16. DESCRIPTIVE OF READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY BASED ON INDICATORS**

**DESCRIPTIVE OF READING INTEREST BASED ON INDICATORS**

Report						
Class		Pleasure	Willingness	Consciousness	Attention	Total
1.00	Mean	11.0313	11.3125	11.5625	12.7500	46.6563
	N	32	32	32	32	32
	Std. Deviation	2.63334	2.66927	2.32708	1.77800	8.88859
	Std. Error of Mean	.46551	.47186	.41137	.31431	1.57130
	Range	10.00	11.00	10.00	6.00	37.00
	Variance	6.934	7.125	5.415	3.161	79.007
2.00	Mean	9.8485	10.5758	11.6970	13.3333	45.2121
	N	33	33	33	33	33
	Std. Deviation	2.32004	2.17988	2.11372	1.29099	7.15785
	Std. Error of Mean	.40387	.37947	.36795	.22473	1.24602
	Range	8.00	9.00	9.00	7.00	31.00
	Variance	5.383	4.752	4.468	1.667	51.235
3.00	Mean	10.0000	10.2432	11.2162	12.3514	43.3243
	N	37	37	37	37	37
	Std. Deviation	2.50555	2.54302	2.17479	1.60236	8.75295
	Std. Error of Mean	.41191	.41807	.35753	.26343	1.43898
	Range	9.00	9.00	9.00	7.00	32.00
	Variance	6.278	6.467	4.730	2.568	76.614
Total	Mean	10.2745	10.6863	11.4804	12.7941	44.9804

	N	102	102	102	102	102
	Std. Deviation	2.51788	2.48950	2.19238	1.60654	8.34881
	Std. Error of Mean	.24931	.24650	.21708	.15907	.82666
	Range	10.00	11.00	10.00	10.00	37.00
	Variance	6.340	6.198	4.807	2.581	69.703

### DESCRIPTIVE OF READING SELF-EFFICACY BASED ON INDICATORS

Report						
Class		Progress	Observational Comparison	Social Feedback	Physiological States	Total
1.00	Mean	9.2500	9.9063	11.3750	12.1563	42.5625
	N	32	32	32	32	32
	Std. Deviation	2.07908	2.23404	2.02803	2.08078	7.74571
2.00	Mean	8.8485	9.3333	11.3636	12.1818	41.7273
	N	33	33	33	33	33
	Std. Deviation	1.98622	2.14573	2.51021	2.00709	8.04003
3.00	Mean	8.2162	9.0541	10.9459	11.7568	39.8919
	N	37	37	37	37	37
	Std. Deviation	1.98795	2.06755	2.19780	2.07372	7.51954
Total	Mean	8.7451	9.4118	11.2157	12.0196	41.3235
	N	102	102	102	102	102
	Std. Deviation	2.04255	2.15422	2.24105	2.04397	7.76787

## DESCRIPTIVE OF READING COMPETENCY BASED ON INDICATORS

Report						
Class		Main Idea	Specific Information	Textual References	Word Meaning	Total
1.00	Mean	6.5000	8.0000	14.8752	12.0000	41.2500
	N	128	128	128	128	128
	Std. Deviation	1.96748	2.032	2.91548	3.048	7.49624
	Std. Error of Mean	.3478	.3592	.5154	.5388	1.32516
	Range	4.00	8.00	8.00	12.00	28.00
	Variance	.968	1.032	2.124	2.324	56.194
2.00	Mean	6.7880	7.6364	14.3032	11.8788	40.3636
	N	132	132	132	132	132
	Std. Deviation	2.11776	1.83404	2.65148	2.73584	7.30504
	Std. Error of Mean	.36864	.31928	.46156	.47624	1.27164
	Range	8.00	8.00	12.00	12.00	32.00
	Variance	1.120	.840	1.756	1.872	53.364
3.00	Mean	5.946	1.7838	3.2432	2.7568	37.0811
	N	148	148	148	148	148
	Std. Deviation	2.42608	2.33528	3.04124	2.89144	8.67429
	Std. Error of Mean	.39884	.38392	.49996	.47536	1.42604
	Range	8.00	8.00	12.00	8.00	32.00
	Variance	1.472	1.364	2.312	2.092	75.243

Total	Mean	6.3920	7.5688	14.0000	11.6080	39.4510
	N	408	408	408	408	408
	Std. Deviation	2.1988	2.09908	2.96516	2.89812	8.02055
	Std. Error of Mean	.21772	.20784	.29360	.28696	.79415
	Range	12.00	8.00	12.00	12.00	36.00
	Variance	1.208	1.100	2.200	2.100	64.329

**Note:**

Class H = Class 1

Class I = Class 2

Class K = Class 3



**APPENDIX 17. CORRELATIONS OF READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Interest	44.9804	8.34881	102
Efficacy	41.3235	7.76787	102
Competency	39.4510	8.02055	102

<b>Correlations</b>				
		Interest	Efficacy	Competency
Interest	Pearson Correlation	1	.851**	.857**
	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	7039.961	5571.647	5798.902
	Covariance	69.703	55.165	57.415
	N	102	102	102
Efficacy	Pearson Correlation	.851**	1	.783**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and Cross-products	5571.647	6094.324	4930.118
	Covariance	55.165	60.340	48.813
	N	102	102	102
Competency	Pearson Correlation	.857**	.783**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and Cross-products	5798.902	4930.118	6497.255
	Covariance	57.415	48.813	64.329
	N	102	102	102
**. Correlation is significant at the 0.01 level (1-tailed).				

**APPENDIX 18. REGRESSION OF READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Competency	39.4510	8.02055	102
Interest	44.9804	8.34881	102
Efficacy	41.3235	7.76787	102

<b>Correlations</b>				
		Competency	Interest	Efficacy
Pearson Correlation	Competency	1.000	.857	.783
	Interest	.857	1.000	.851
	Efficacy	.783	.851	1.000
Sig. (1-tailed)	Competency	.	.000	.000
	Interest	.000	.	.000
	Efficacy	.000	.000	.
N	Competency	102	102	102
	Interest	102	102	102
	Efficacy	102	102	102



Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.864 <sup>a</sup>	.746	.741	4.08463	.746	145.213	2	99	.000	1.880
a. Predictors: (Constant), Efficacy, Interest										
b. Dependent Variable: Competency										



## APPENDIX 19. SHEET OF READING INTEREST SCALE

### READING INTEREST SCALE

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan dalam membaca, 2) keinginan untuk membaca, 3) kesadaran dalam membaca, and 4) fokus saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah minat membaca anda dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓			✓		
2. Saya senang bahwa saya dapat melengkapi ide pokok pada teks deskripsi.	✓		✓			
3. Saya senang bahwa saya dapat menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya senang bahwa saya dapat meringkas ide pokok pada teks recount.	✓			✓		
5. Saya senang bahwa saya dapat membedakan ide pokok pada teks recount.	✓			✓		
6. Saya senang bahwa saya dapat menulis kembali ide pokok pada teks recount.	✓			✓		
7. Saya bersedia untuk menentukan informasi khusus pada teks deskripsi.	✓			✓		
8. Saya bersedia untuk melengkapi informasi khusus pada teks deskripsi.	✓			✓		
9. Saya bersedia untuk menambahkan informasi khusus pada teks deskripsi.	✓			✓		
10. Saya bersedia untuk meringkas informasi khusus pada teks recount.	✓			✓		

11. Saya bersedia untuk membedakan informasi khusus pada teks recount.	✓		✓			
12. Saya bersedia untuk menuliskan kembali informasi khusus pada teks recount.	✓		✓			
13. Saya sadar akan kemampuan saya untuk menentukan kata rujukan pada teks deskripsi.	✓			✓		
14. Saya sadar akan kemampuan saya untuk melengkapi kata rujukan pada teks deskripsi.	✓			✓		
15. Saya tidak sadar akan kemampuan saya untuk menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak sadar akan kemampuan saya untuk meringkas kata rujukan pada teks recount.	✓		✓			
17. Saya tidak sadar akan kemampuan saya untuk membedakan kata rujukan pada teks recount.	✓		✓			
18. Saya tidak sadar akan kemampuan saya untuk menulis kembali kata rujukan pada teks recount.	✓			✓		
19. Saya fokus untuk menentukan arti kata pada teks deskripsi.	✓				✓	
20. Saya fokus untuk melengkapi arti kata pada teks deskripsi.	✓			✓		
21. Saya tidak fokus untuk menambahkan arti kata pada teks deskripsi.	✓			✓		
22. Saya tidak fokus untuk meringkas arti kata pada teks recount.	✓			✓		
23. Saya tidak fokus untuk membedakan arti kata pada teks recount.	✓			✓		
24. Saya tidak fokus untuk menuliskan kembali arti kata pada teks recount.	✓			✓		

Kamis, 13-02-2020

Name: Aila padina  
VIII H

## READING INTEREST SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan dalam membaca, 2) keinginan untuk membaca, 3) kesadaran dalam membaca, and 4) fokus saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah minat membaca anda dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓				✓	
2. Saya senang bahwa saya dapat melengkapi ide pokok pada teks deskripsi.	✓				✓	
3. Saya senang bahwa saya dapat menambahkan ide pokok pada teks deskripsi.	✓				✓	
4. Saya senang bahwa saya dapat meringkas ide pokok pada teks recount.		✓		✓		
5. Saya senang bahwa saya dapat membedakan ide pokok pada teks recount.	✓			✓		
6. Saya senang bahwa saya dapat menulis kembali ide pokok pada teks recount.	✓				✓	
7. Saya bersedia untuk menentukan informasi khusus pada teks deskripsi.	✓				✓	
8. Saya bersedia untuk melengkapi informasi khusus pada teks deskripsi.	✓				✓	
9. Saya bersedia untuk menambahkan informasi khusus pada teks deskripsi.	✓				✓	
10. Saya bersedia untuk meringkas informasi khusus pada teks recount.	✓			✓		

11. Saya bersedia untuk membedakan informasi khusus pada teks recount.	✓			✓	≠	
12. Saya bersedia untuk menuliskan kembali informasi khusus pada teks recount.	✓			✓		
13. Saya sadar akan kemampuan saya untuk menentukan kata rujukan pada teks deskripsi.		✓			✓	
14. Saya sadar akan kemampuan saya untuk melengkapi kata rujukan pada teks deskripsi.	✓				✓	
15. Saya tidak sadar akan kemampuan saya untuk menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak sadar akan kemampuan saya untuk meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak sadar akan kemampuan saya untuk membedakan kata rujukan pada teks recount.	✓				✓	
18. Saya tidak sadar akan kemampuan saya untuk menulis kembali kata rujukan pada teks recount.	✓				✓	
19. Saya fokus untuk menentukan arti kata pada teks deskripsi.	✓				✓	
20. Saya fokus untuk melengkapi arti kata pada teks deskripsi.	✓				✓	
21. Saya tidak fokus untuk menambahkan arti kata pada teks deskripsi.	✓			✓		
22. Saya tidak fokus untuk meringkas arti kata pada teks recount.	✓			✓	✓	
23. Saya tidak fokus untuk membedakan arti kata pada teks recount.	✓			✓		
24. Saya tidak fokus untuk menuliskan kembali arti kata pada teks recount.	✓				✓	

Kamis, 13 - 2 2020

Name : Kadek Gede Saptar Adi  
VIII H

## READING INTEREST SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan dalam membaca, 2) keinginan untuk membaca, 3) kesadaran dalam membaca, and 4) fokus saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah minat membaca anda dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓				✓	
2. Saya senang bahwa saya dapat melengkapi ide pokok pada teks deskripsi.	✓			✓		
3. Saya senang bahwa saya dapat menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya senang bahwa saya dapat meringkas ide pokok pada teks recount.	✓			✓		
5. Saya senang bahwa saya dapat membedakan ide pokok pada teks recount.	✓			✓		
6. Saya senang bahwa saya dapat menulis kembali ide pokok pada teks recount.	✓			✓		
7. Saya bersedia untuk menentukan informasi khusus pada teks deskripsi.	✓			✓		
8. Saya bersedia untuk melengkapi informasi khusus pada teks deskripsi.	✓			✓		
9. Saya bersedia untuk menambahkan informasi khusus pada teks deskripsi.	✓			✓		
10. Saya bersedia untuk meringkas informasi khusus pada teks recount.	✓			✓		

11. Saya bersedia untuk membedakan informasi khusus pada teks recount.	✓				✓	
12. Saya bersedia untuk menuliskan kembali informasi khusus pada teks recount.	✓			✓		
13. Saya sadar akan kemampuan saya untuk menentukan kata rujukan pada teks deskripsi.	✓				✓	
14. Saya sadar akan kemampuan saya untuk melengkapi kata rujukan pada teks deskripsi.	✓			✓		
15. Saya tidak sadar akan kemampuan saya untuk menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak sadar akan kemampuan saya untuk meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak sadar akan kemampuan saya untuk membedakan kata rujukan pada teks recount.	✓				✓	
18. Saya tidak sadar akan kemampuan saya untuk menulis kembali kata rujukan pada teks recount.	✓				✓	
19. Saya fokus untuk menentukan arti kata pada teks deskripsi.	✓				✓	
20. Saya fokus untuk melengkapi arti kata pada teks deskripsi.	✓				✓	
21. Saya tidak fokus untuk menambahkan arti kata pada teks deskripsi.	✓				✓	
22. Saya tidak fokus untuk meringkas arti kata pada teks recount.	✓			✓		
23. Saya tidak fokus untuk membedakan arti kata pada teks recount.	✓			✓		
24. Saya tidak fokus untuk menuliskan kembali arti kata pada teks recount.	✓			✓		

Kamis, 13 - 02 - 2020

Name: Dara Rahmawati  
VIII 1

## READING INTEREST SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan dalam membaca, 2) keinginan untuk membaca, 3) kesadaran dalam membaca, and 4) fokus saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah minat membaca anda dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓		✓			
2. Saya senang bahwa saya dapat melengkapi ide pokok pada teks deskripsi.	✓			✓		
3. Saya senang bahwa saya dapat menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya senang bahwa saya dapat meringkas ide pokok pada teks recount.	✓			✓		
5. Saya senang bahwa saya dapat membedakan ide pokok pada teks recount.	✓			✓		
6. Saya senang bahwa saya dapat menulis kembali ide pokok pada teks recount.	✓			✓		
7. Saya bersedia untuk menentukan informasi khusus pada teks deskripsi.	✓			✓		
8. Saya bersedia untuk melengkapi informasi khusus pada teks deskripsi.	✓			✓		
9. Saya bersedia untuk menambahkan informasi khusus pada teks deskripsi.	✓			✓		
10. Saya bersedia untuk meringkas informasi khusus pada teks recount.	✓			✓		



11. Saya bersedia untuk membedakan informasi khusus pada teks recount.	✓			✓		
12. Saya bersedia untuk menuliskan kembali informasi khusus pada teks recount.	✓			✓		
13. Saya sadar akan kemampuan saya untuk menentukan kata rujukan pada teks deskripsi.	✓				✓	
14. Saya sadar akan kemampuan saya untuk melengkapi kata rujukan pada teks deskripsi.	✓		✓			
15. Saya tidak sadar akan kemampuan saya untuk menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak sadar akan kemampuan saya untuk meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak sadar akan kemampuan saya untuk membedakan kata rujukan pada teks recount.	✓			✓		
18. Saya tidak sadar akan kemampuan saya untuk menulis kembali kata rujukan pada teks recount.		✓		✓		
19. Saya fokus untuk menentukan arti kata pada teks deskripsi.	✓				✓	
20. Saya fokus untuk melengkapi arti kata pada teks deskripsi.	✓				✓	
21. Saya tidak fokus untuk menambahkan arti kata pada teks deskripsi.	✓			✓		
22. Saya tidak fokus untuk meringkas arti kata pada teks recount.	✓			✓		
23. Saya tidak fokus untuk membedakan arti kata pada teks recount.	✓			✓		
24. Saya tidak fokus untuk menuliskan kembali arti kata pada teks recount.	✓			✓		

Jumat...14 - 02 2020

Name: Putu Nguroh Aditya  
VIII K

## APPENDIX 20. SHEET OF READING SELF-EFFICACY SCALE

### READING SELF-EFFICACY SCALE

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kepercayaan diri untuk maju, 2) cara mengekspresikan suatu pertimbangan dengan cermat, 3) kepercayaan diri saat mendapat masukan saat membaca, dan 4) kondisi mental saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah rasa percaya diri anda dalam membaca dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bahwa saya dapat memiliki kemajuan untuk menentukan ide pokok pada teks deskripsi.	✓		✓			
2. Saya yakin bahwa saya dapat memiliki kemajuan untuk melengkapi ide pokok pada teks deskripsi.	✓		✓			
3. Saya yakin bahwa saya dapat memiliki kemajuan untuk menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk meringkas ide pokok pada teks recount.	✓		✓			
5. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk membedakan ide pokok pada teks recount.	✓			✓		
6. Saya merasa puas bahwa saya memiliki kemajuan untuk menuliskan kembali ide pokok pada teks recount.	✓			✓		

7. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menentukan informasi khusus pada teks deskripsi.	✓		✓		
8. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam melengkapi informasi khusus pada teks deskripsi.	✓		✓		
9. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menambahkan informasi khusus pada teks deskripsi.	✓		✓		
10. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat meringkas informasi khusus pada teks recount.	✓		✓		
11. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat membedakan informasi khusus pada teks recount.	✓		✓		
12. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat menuliskan kembali informasi khusus pada teks recount.	✓		✓		
13. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menentukan kata rujukan pada teks deskripsi.	✓			✓	
14. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat melengkapi kata rujukan pada teks deskripsi.	✓			✓	
15. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menambahkan kata rujukan pada teks deskripsi.	✓			✓	
16. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat meringkas kata rujukan pada teks recount.	✓		✓		
17. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat membedakan kata rujukan pada teks recount.	✓		✓		
18. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat menuliskan kembali kata rujukan pada teks recount.	✓		✓		
19. Saya tidak positif secara mental bahwa saya dapat menentukan arti kata dari teks deskripsi.		✓		✓	

20. Saya tidak yakin secara mental bahwa saya dapat melengkapi arti kata dari teks deskripsi.		✓		✓	
21. Saya tidak yakin secara mental bahwa saya dapat menambahkan arti kata dari teks deskripsi.		✓		✓	
22. Saya tidak yakin secara mental bahwa saya dapat meringkas arti kata dari teks recount.	✓			✓	
23. Saya tidak puas secara mental bahwa saya dapat membedakan arti kata dari teks recount.	✓		✓		
24. Saya tidak puas secara mental bahwa saya dapat menuliskan kembali arti kata dari teks recount.	✓		<del>✓</del>	✓	

Kamis, 13-02-2020

Name : Aila pendina  
VIII H

## READING SELF-EFFICACY SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kepercayaan diri untuk maju, 2) cara mengekspresikan suatu pertimbangan dengan cermat, 3) kepercayaan diri saat mendapat masukan saat membaca, dan 4) kondisi mental saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah rasa percaya diri anda dalam membaca dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bahwa saya dapat memiliki kemajuan untuk menentukan ide pokok pada teks deskripsi.	✓			✓		
2. Saya yakin bahwa saya dapat memiliki kemajuan untuk melengkapi ide pokok pada teks deskripsi.	✓			✓		
3. Saya yakin bahwa saya dapat memiliki kemajuan untuk menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk meringkas ide pokok pada teks recount.	✓			✓		
5. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk membedakan ide pokok pada teks recount.	✓			✓		
6. Saya merasa puas bahwa saya memiliki kemajuan untuk menuliskan kembali ide pokok pada teks recount.	✓			✓		

7. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menentukan informasi khusus pada teks deskripsi.	✓			✓		
8. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam melengkapi informasi khusus pada teks deskripsi.	✓				✓	
9. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menambahkan informasi khusus pada teks deskripsi.	✓			✓		
10. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat meringkas informasi khusus pada teks recount.	✓			✓		
11. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat membedakan informasi khusus pada teks recount.	✓			✓		
12. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat menuliskan kembali informasi khusus pada teks recount.	✓			✓		
13. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menentukan kata rujukan pada teks deskripsi.	✓			✓		
14. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat melengkapi kata rujukan pada teks deskripsi.	✓			✓		
15. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menambahkan kata rujukan pada teks deskripsi.	✓				✓	
16. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat membedakan kata rujukan pada teks recount.	✓				✓	
18. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat menuliskan kembali kata rujukan pada teks recount.	✓			✓		
19. Saya tidak positif secara mental bahwa saya dapat menentukan arti kata dari teks deskripsi.	✓			✓		

20. Saya tidak yakin secara mental bahwa saya dapat melengkapi arti kata dari teks deskripsi.	✓			✓		
21. Saya tidak yakin secara mental bahwa saya dapat menambahkan arti kata dari teks deskripsi.		✓		✓		
22. Saya tidak yakin secara mental bahwa saya dapat meringkas arti kata dari teks recount.		✓			✓	
23. Saya tidak puas secara mental bahwa saya dapat membedakan arti kata dari teks recount.	✓				✓	
24. Saya tidak puas secara mental bahwa saya dapat menuliskan kembali arti kata dari teks recount.	✓			✓		

Kanis, 13 - 2 2020

Name : Kadet Gede Sapta Adi  
VIII H



## READING SELF-EFFICACY SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kepercayaan diri untuk maju, 2) cara mengekspresikan suatu pertimbangan dengan cermat, 3) kepercayaan diri saat mendapat masukan saat membaca, dan 4) kondisi mental saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah rasa percaya diri anda dalam membaca dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bahwa saya dapat memiliki kemajuan untuk menentukan ide pokok pada teks deskripsi.	✓			✓		
2. Saya yakin bahwa saya dapat memiliki kemajuan untuk melengkapi ide pokok pada teks deskripsi.	✓			✓		
3. Saya yakin bahwa saya dapat memiliki kemajuan untuk menambahkan ide pokok pada teks deskripsi.	✓			✓		
4. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk meringkas ide pokok pada teks recount.	✓			✓		
5. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk membedakan ide pokok pada teks recount.	✓			✓		
6. Saya merasa puas bahwa saya memiliki kemajuan untuk menuliskan kembali ide pokok pada teks recount.	✓			✓		



7. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menentukan informasi khusus pada teks deskripsi.	✓			✓		
8. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam melengkapi informasi khusus pada teks deskripsi.	✓			✓		
9. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menambahkan informasi khusus pada teks deskripsi.	✓				✓	
10. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat meringkas informasi khusus pada teks recount.	✓			✓		
11. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat membedakan informasi khusus pada teks recount.	✓			✓		
12. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat menuliskan kembali informasi khusus pada teks recount.	✓			✓		
13. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menentukan kata rujukan pada teks deskripsi.	✓			✓		
14. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat melengkapi kata rujukan pada teks deskripsi.	✓		✓			
15. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menambahkan kata rujukan pada teks deskripsi.	✓				✓	
16. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat membedakan kata rujukan pada teks recount.	✓				✓	
18. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat menuliskan kembali kata rujukan pada teks recount.	✓			✓		
19. Saya tidak positif secara mental bahwa saya dapat menentukan arti kata dari teks deskripsi.	✓			✓		

20. Saya tidak yakin secara mental bahwa saya dapat melengkapi arti kata dari teks deskripsi.		✓		✓		
21. Saya tidak yakin secara mental bahwa saya dapat menambahkan arti kata dari teks deskripsi.		✓		✓		
22. Saya tidak yakin secara mental bahwa saya dapat meringkas arti kata dari teks recount.		✓			✓	
23. Saya tidak puas secara mental bahwa saya dapat membedakan arti kata dari teks recount.	✓				✓	
24. Saya tidak puas secara mental bahwa saya dapat menuliskan kembali arti kata dari teks recount.	✓			✓		

Kamis, 13-02-2020

Name: Dara Rahmawati  
VIII D

## READING SELF-EFFICACY SCALE

### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda dalam membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kepercayaan diri untuk maju, 2) cara mengekspresikan suatu pertimbangan dengan cermat, 3) kepercayaan diri saat mendapat masukan saat membaca, dan 4) kondisi mental saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai disekolah.
4. Nilailah rasa percaya diri anda dalam membaca dengan sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1= sangat tidak setuju; 2= tidak setuju; 3= setuju; 4= sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bahwa saya dapat memiliki kemajuan untuk menentukan ide pokok pada teks deskripsi.	✓		✓			
2. Saya yakin bahwa saya dapat memiliki kemajuan untuk melengkapi ide pokok pada teks deskripsi.	✓			✓		
3. Saya yakin bahwa saya dapat memiliki kemajuan untuk menambahkan ide pokok pada teks deskripsi.	✓		✓			
4. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk meringkas ide pokok pada teks recount.		✓		✓		
5. Saya merasa puas bahwa saya dapat memiliki kemajuan untuk membedakan ide pokok pada teks recount.	✓			✓		
6. Saya merasa puas bahwa saya memiliki kemajuan untuk menuliskan kembali ide pokok pada teks recount.	✓		✓			

7. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menentukan informasi khusus pada teks deskripsi.	✓		✓			
8. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam melengkapi informasi khusus pada teks deskripsi.	✓			✓		
9. Saya yakin bahwa saya melakukan pertimbangan dengan cermat dalam menambahkan informasi khusus pada teks deskripsi.	✓			✓		
10. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat meringkas informasi khusus pada teks recount.	✓		✓			
11. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat membedakan informasi khusus pada teks recount.	✓			✓		
12. Saya merasa puas bahwa saya dapat melakukan pertimbangan dengan cermat saat menuliskan kembali informasi khusus pada teks recount.	✓		✓			
13. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menentukan kata rujukan pada teks deskripsi.	✓		✓			
14. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat melengkapi kata rujukan pada teks deskripsi.	✓		✓			
15. Saya tidak yakin bahwa saya bisa mendapatkan masukan saat menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat meringkas kata rujukan pada teks recount.	✓			✓		
17. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat membedakan kata rujukan pada teks recount.	✓			✓		
18. Saya tidak merasa puas bahwa saya bisa mendapatkan masukan saat menuliskan kembali kata rujukan pada teks recount.	✓			✓		
19. Saya tidak positif secara mental bahwa saya dapat menentukan arti kata dari teks deskripsi.	✓			✓		

20. Saya tidak yakin secara mental bahwa saya dapat melengkapi arti kata dari teks deskripsi.	✓			✓		
21. Saya tidak yakin secara mental bahwa saya dapat menambahkan arti kata dari teks deskripsi.	✓		✓			
22. Saya tidak yakin secara mental bahwa saya dapat meringkas arti kata dari teks recount.		✓			✓	
23. Saya tidak puas secara mental bahwa saya dapat membedakan arti kata dari teks recount.	✓				✓	
24. Saya tidak puas secara mental bahwa saya dapat menuliskan kembali arti kata dari teks recount.	✓			✓		

Jumat, 14 - 02 ..... 2020

Name : Putu Ngurah Aditya  
VIII K



**APPENDIX 21. SHEET OF READING COMPETENCY TEST**

Name : *Aila pradiya*

No : *1*

Class : *VIII A*

**36**

**ANSWER SHEET**

No	A	B	C	D
<del>1</del>		X		
<del>2</del>	X			
<del>3</del>				X
<del>4</del>			X	
<del>5</del>		X		

No	A	B	C	D
<del>16</del>		X		
<del>17</del>		X		
<del>18</del>			X	
<del>19</del>			X	
<del>20</del>				X

No	A	B	C	D
<del>6</del>	X			
<del>7</del>	X			
<del>8</del>				X
<del>9</del>		X		
<del>10</del>	X			

No	A	B	C	D
<del>21</del>				X
<del>22</del>		X		
<del>23</del>	X			
<del>24</del>			X	
<del>25</del>				X

No	A	B	C	D
<del>11</del>	X			
<del>12</del>			X	
<del>13</del>		X		
<del>14</del>				X
<del>15</del>	X			

**b = 9**

Name : Kadek Bede Sapta Adi

No : 13

Class : VIII H

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ANSWER SHEET

No	A	B	C	D
<del>1</del>			X	
<del>2</del>		X		
3		X		
<del>4</del>				X
5			X	

No	A	B	C	D
16			X	
<del>17</del>				X
18	X			
19			X	
20			X	

No	A	B	C	D
<del>6</del>	X			
<del>7</del>	X			
<del>8</del>			X	
<del>9</del>		X		
10	X			

No	A	B	C	D
<del>21</del>	X			
<del>22</del>		X		
<del>23</del>	X			
24	X			
25				X

No	A	B	C	D
11		X		
<del>12</del>		X		
13				X
14				X
15	X			

B = 14

Name : Dara Rahmawati

No : 3

Class : VIII I

48

ANSWER SHEET

No	A	B	C	D
<del>1</del>		X		
<del>2</del>		X		
3		X		
<del>4</del>	X			
<del>5</del>	X			

No	A	<del>B</del>	C	D
<del>16</del>		X		
17		X		
18	X			
<del>19</del>				X
<del>20</del>				X

No	A	B	C	D
6				X
<del>7</del>		X		
<del>8</del>	X			
9				X
<del>10</del>		X		

No	A	B	C	D
21				X
22			X	
<del>23</del>		X		
24	X			
25				X

No	A	B	C	D
<del>11</del>	X			
12	X			
<del>13</del>		X		
14				X
15	X			

B = 12





Name : Putu Ngurah Aditya

No : 30

Class : VIII K

44

ANSWER SHEET

No	A	B	C	D
1				X
<del>2</del>		X		
<del>3</del>	X			
4			X	
<del>5</del>				X

No	A	B	C	D
<del>16</del>		X		
17		X		
<del>18</del>		X		
19			X	
20			X	

No	A	B	C	D
<del>6</del>	X			
7	X			
<del>8</del>			X	
9	X			
<del>10</del>		X		

No	A	B	C	D
<del>21</del>	X			
<del>22</del>	X			
23				X
<del>24</del>		X		
<del>25</del>			X	

No	A	B	C	D
11		X		
<del>12</del>		X		
13				X
14				X
15	X			

B = 11

## APPENDIX 22. DOCUMENTATION



## RIWAYAT HIDUP



Putu Mira lahir di Singaraja pada tanggal 18 September 1998. Penulis merupakan anak pertama dari pasangan Made Mariada dan Ni Ketut Sari. Penulis berkebangsaan Indonesia dan memeluk agama Hindu. Saat ini, penulis beralamat di Jalan Pulau Irian, Desa Penglatan, Singaraja, Bali.

Penulis menyelesaikan pendidikan di TK IV Saraswati Denpasar pada tahun 2004, kemudian penulis melanjutkan sekolah dasar di SD Saraswati VI Denpasar dan lulus pada tahun 2010. Pada tahun 2013, penulis menamatkan pendidikan di SMP Negeri 3 Mengwi. Pada tahun 2016, penulis menuntaskan pendidikan di SMA Negeri 2 Mengwi dan melanjutkan studi S1 di Universitas Pendidikan Ganesha dengan mengambil Jurusan Bahasa Asing/Pendidikan Bahasa Inggris. Pada pertengahan tahun 2020, penulis menyelesaikan tugas akhir berupa skripsi yang berjudul *“Reading Interest, Reading Self-Efficacy, and Reading Competency in the Junior High School”*.

UNDIKSHA