

*Appendix 1 Surat Keterangan Kepala Sekolah*

	<p>PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN PEMUDA DAN OLARAGA <b>SMP NEGERI 8 SINGARAJA</b> Alamat : Jalan I Gede Taman, Desa Kalibukbuk, Kec. Buleleng, Kab. Buleleng Website: <a href="http://smpn8singaraja.sch.id">http://smpn8singaraja.sch.id</a> Email: <a href="mailto:smpn8singaraja@gmail.com">smpn8singaraja@gmail.com</a></p>	
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**SURAT KETERANGAN**

Nomor://SMP N 8 SINGARAJA

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 8 Singaraja Kabupaten Buleleng di Singaraja menerangkan bahwa


Nama	: Made Ari Juli Handayani
Nomor Induk Mahasiswa	: 1612021086
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Universitas	: Universitas Pendidikan Ganesha

Memang benar nama tersebut di atas telah melaksanakan penelitian pada tanggal 12 Februari s/d 14 Februari 2020 di SMP Negeri 8 Singaraja, dengan judul penelitian "RELATIONSHIPS AMONG READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN THE JUNIOR HIGH SCHOOL"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mana mestinya


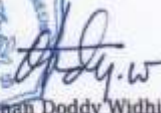
Kalibukbuk, 14Februari2020

Kepala SMP N 8 Singaraja



Ketut Arya, S.Pd., M.Pd.  
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## Appendix 2 Surat Permohonan Izin Observasi

	<b>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN</b> <b>UNIVERSITAS PENDIDIKAN GANESHA</b> <b>FAKULTAS BAHASA DAN SENI</b> Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id
<hr/>	
Nomor : 4612/UN48.7.1/DT/2019	3 Desember 2019
Perihal : <b>Permohonan Izin Observasi</b>	
Yth. Kepala SMP Negeri 8 Singaraja di Singaraja	
<p>Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:</p>	
Nama	: MADE ARI JULI HANDAYANI
NIM	: 1612021086
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
<p>untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.</p> <p>Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.</p>	
<p>an Dekan, Kepala Bagian Tata Usaha,</p>   <p>Nyoman Doddy Widhiastana, S.T.,M.M. NIP. 197305292001121001</p>	
<p>Tembusan:</p> <ol style="list-style-type: none"> <li>1. Dekan FBS Undiksha Singaraja</li> <li>2. Koorprodi. Pendidikan Bahasa Inggris</li> <li>3. Sub Bagian Pendidikan FBS</li> </ol>	

### Appendix 3 Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
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 Laman: fbs.undiksha.ac.id

Nomor : 514/UN48.7.1/DT/2020

12 Februari 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 8 Singaraja  
 di Singaraja

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

Nama	: MADE ARI JULI HANDAYANI
NIM	: 1612021086
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: RELATIONSHIP 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.

a.n. Dekan,  
 Wakil Dekan I,  


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

Tembusan:

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

## Appendix 4 Reading Interest Scale Validation

### Introduction

The general objectives of the proposed research are to analyze the relationships among the students' reading interest, reading self-efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri in Singaraja*. More specifically, the current research is aimed at: 1) analyzing the students' reading interest, reading self-efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri 8 Singaraja*, and 2) multiple relationships of reading interest and reading self-efficacy to the eight grade students' reading competency on the English recount texts in *Sekolah Menengah Pertama Negeri 8 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 content validity, that is the consistence between indicators and their descriptors; 1) content validity, 2) reliability the consistency between indicators, descriptors, and the items.

#### 1) Reading Interest Scale

Reading interest are indicated by six indicators, namely: 1) Previous Experience is an experience in determining the main idea of a descriptive text and recount text, 2) Self-Concept is a feeling of trusting in determining the specific information of a descriptive text and recount text, 3) Value is an assessment to determine the textual reference of a descriptive text and recount text, 4) Understandable Subject is understanding in determining the word meaning of a descriptive text and recount text, 5) The Level of Pressure Involvement is a feeling of readiness in determining the main idea of a descriptive text and recount text, And 6) The Complexity of Subject Material is a feeling of motivated to determine the specific information, of a descriptive text and recount text, (Crawley and Mountain, 1995). The current research adapts **Reading Interest**

**Scale (RIS)** based on the theory of Crawley and Mountain. In order to ensure reliability and validity, the instrument should be judged by experts prior to use in data collection.

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

Crawley and Mountain (1995) proposed six 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
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.				
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.				
Understandable Subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.				
The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.				
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.				

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### b) Reading Interest Scale's Reliability

Crawley and Mountain (1995) proposed six 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	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Previous experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts	1. I am experienced that I could determine the main idea of a descriptive text.				
			2. I am experienced that I could complete the main idea of a descriptive text.				
			3. I am experienced that I could add the main idea of a descriptive text.				
			4. I am experienced that I could summarize the main idea of a recount text.				
			5. I am experienced that I could differentiate the main idea of a recount text.				
			6. I am experienced that I could rewrite the main idea of a recount text.				
2	Self-concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.	7. I am trusted that I could determine the specific information of a descriptive text.				
			8. I am trusted that I could complete the specific information of a descriptive text.				
			9. I am trusted that I could add the specific information of a descriptive text.				
			10. I am trusted that I could summarize the specific information of a recount text.				
			11. I am trusted that I could differentiate the specific information of a recount text.				
			12. I am trusted that I could rewrite the specific information of a recount text.				
3	Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.	13. I am assessed that I could determine the textual references of a descriptive text.				
			14. I am assessed that I could complete the textual references of a descriptive text.				
			15. I am assessed that I could add				

			the textual references idea of a descriptive text.					
			16. I am assessed that I could summarize the textual references of a recount text.					
			17. I am assessed that I could differentiate the textual references of a recount text.					
			18. I am assessed that I could rewrite the textual references of a recount text.					
4	Understandable subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.	19. I am not understanding that I could determine the word meaning of a descriptive text.					
			20. I am not understanding that I could complete the word meaning of a descriptive text.					
			21. I am not understanding that I could add the word meaning of a descriptive text.					
			22. I am not understanding that I could summarize the word meaning of a recount text.					
			23. I am not understanding that I could differentiate the word meaning of a recount text.					
			24. I am not understanding that I could rewrite the word meaning of a recount text.					
5.	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.	25. I am not ready that I could determine the main idea of descriptive text.					
			26. I am not ready that I could complete the main idea of a descriptive text.					
			27. I am not ready that I could add the main idea of a descriptive text.					
			28. I am not ready that I could summarize the main idea of a recount text.					
			29. I am not ready that I could differentiate the main idea of a recount text.					
			30. I am not ready that I could rewrite the main idea of a recount text.					
6.	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.	31. I am not motivated that I could determine the specific information of descriptive text.					
			32. I am not motivated that I could complete the specific information of a descriptive text.					
			33. I am not motivated that I could add the specific information of a descriptive text.					
			34. I am not motivated that I could summarize the specific information of a recount text.					
			35. I am not readiness that I could differentiate the specific					

			information of a recount text.				
			36. I am not motivated that I could rewrite the specific information of a recount text.				

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## Appendix 5 Reading Self-Efficacy Scale Validation

### 2) Reading Self-Efficacy Scale

Reading Self-efficacy indicated by three items, namely: 1) initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text, 2) effort dimension is feeling of believing in determining the specific information of a descriptive text and recount text., and 3) persistence dimension is a feeling of confidence to determine the textual reference and word meaning, (Scherer, et al., 1982).; initiative dimension is an ability to start an assignment with full of spirit and determination. While, effort dimension is an ability to be able to read in good way. Persistence dimension is an ability to have a commitment or persistence in reading. The instrument used to measure reding self-efficacy is a scale. The scale is adapted from Scherbaum, Cohen and Kem (2006). To ensure the reading self-efficacy validity and reliability, 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.

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

Scherer, et al., (1982) proposed three indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **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	Judgement:			
		1 4	2	3	
Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.				
Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a descriptive text and recount text.				

Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning.				
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### b) Reading Self-Efficacy Scale's Reliability

Scherer, et al. (1982) proposed three indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 5=very relevant.**

No	Reading Self-Efficacy's Indicators	Descriptors	Reading Self-Efficacy Items	Score Judgment			
				1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.	1. I am trying that I could determine the main idea of a descriptive text.				
			2. I am trying that I could complete the main idea of a descriptive text.				
			3. I am trying that I could add the main idea of a descriptive text.				
			4. I am trying that I could summarize the main idea of a recount text.				
			5. I am trying that I could differentiate the main idea of a recount text.				
			6. I am trying that I could rewrite the main idea of a recount text.				
2	Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a descriptive text and recount text.	7. I am believed that I could determine the main idea of a descriptive text.				
			8. I am believed that I could complete the specific ideas of a descriptive text.				
			9. I am believed that I could add the specific ideas of a descriptive text.				
			10. I am believed that I could summarize the specific ideas of a recount text.				
			11. I am believed that I could differentiate the main ideas of a recount text.				
			12. I am believed that I could rewrite the specific idea of a recount text.				
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning.	13. I am not confident that I could determine the textual references of a descriptive text.				
			14. I am not confident that I could complete the textual references of a descriptive text.				
			15. I am not confident that I could add the textual references idea of a				

			descriptive text.				
			16. I am not confident that I could summarize the word meaning of a recount text.				
			17. I am not confident that I could differentiate the word meaning of a recount text.				
			18. I am not confident that I could rewrite the word meaning of a recount text.				

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## Appendix 6 Reading Competency Test Validation

### 3) READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013*). According to Latifa (2018), there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings referring to denotative meanings . To ensure the reading competency validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Agree** or **disagree** independently to ensure the content validity of the reading competency test in the following column.

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

Latifa (2018) proposed four indicators and descriptors of reading competency. To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **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
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,				
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.				
Textual Reference	Textual references are pronouns in reference to specific nouns in the text				
Word meanings	Word meanings referring to denotative meanings				

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## b) Reading Competency Test's Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing **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 4	2	3
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	1. <b>Determine the main idea</b> of the above text correctly. A. <b>J. F. Kennedy's personal characters</b> B. J. F. Kennedy's personal hobby in US politics C. J. F. Kennedy's first experience as a US president D. J. F. Kennedy's professional career in government			
		2. <b>Point out the main idea</b> of the above text correctly. A. J. F. Kennedy's professional career in government B. J. F. Kennedy's first experience as a US president C. J. F. Kennedy's personal hobby in US politics D. <b>J. F. Kennedy's personal characters</b>			
		3. <b>Complete the text's main idea</b> 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 artistic person B. He is an egocentric and loyal person C. <b>He is an egocentric and forceful person</b> D. He is a kind and a jealous person			
		4. <b>Supply the text's main idea</b> 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 a kind and a jealous person B. <b>He is an egocentric and forceful person</b> C. He is an egocentric and loyal person D. He is an egocentric and artistic person			
		5. <b>Add a paraphrase</b> to describe J. F. Kennedy's main character. A. <b>He is thinking of himself without regard for the others and assertive</b> B. He is thinking of himself without regard for the others' thoughts C. He is thinking of himself without regard for the others' feelings D. He is thinking of himself without regard for the others' desires			
		6. <b>Complete a paraphrase</b> 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' feelings C. He is thinking of himself without regard for the others' desires D. <b>He is thinking of himself without regard for the</b>			

		<p><b>others and assertive</b></p> <p>7. <b>Summarize</b> the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience            B. Michael Jackson's singing experience in college            C. Michael Jackson's book collection in library            D. <b>Michael Jackson's experience while in school</b></p> <p>8. <b>Add</b> the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience            B. <b>Michael Jackson's experience while in school</b>            C. Michael Jackson's book collection in library            D. Michael Jackson's singing experience in college</p> <p>9. <b>Differentiate</b> his major experience pointed out in the text.</p> <p>A. He was a self-learning person in career            B. He collected different books for singing            C. <b>He was an autodidact owning many books</b>            D. He was a self-taught person without ambition</p>				
		<p>10. <b>Choose</b> his major experience pointed out in the text.</p> <p>A. He was a self-learning person in career            B. He collected different books for singing            C. <b>He was an autodidact owning many books</b>            D. He was a self-taught person without ambition</p>				
		<p>11. <b>Re-write</b> 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. <b>Michael Jackson was learning by himself with many books</b>            B. Michael Jackson was diligent in teaching with many books            C. Michael Jackson was very pretty who owned many books            D. Michael Jackson was very happy in reading many books</p>				
		<p>12. <b>Form</b> 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 diligent in teaching with many books            B. <b>Michael Jackson was learning by himself with many books</b>            C. Michael Jackson was very happy in reading many books            D. Michael Jackson was very pretty who owned many books</p>				
Specific information	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>13. <b>Determine</b> 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. <b>It describes the kangaroo's physical characteristics</b>            B. It describes the kangaroo's bodily and balanced locomotion            C. It describes the kangaroo's physical ability to move around            D. It describes the kangaroo's muscular agility to balance in motion</p> <p>14. <b>Point out</b> 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 muscular agility to balance in motion            B. It describes the kangaroo's bodily and balanced locomotion            C. It describes the kangaroo's physical ability to move around            D. <b>It describes the kangaroo's physical characteristics</b></p> <p>15. <b>Complete</b> the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail</p>				

		.....”.				
		A. <b>Functions to keep it balanced while moving</b> B. Functions to keep it moving around quickly C. Functions to power it while moving around D. Functions to balance out the legs and feet				
		16. <b>Supply</b> the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail .....”.				
		A. Functions to keep it moving around quickly B. <b>Functions to keep it balanced while moving</b> C. Functions to balance out the legs and feet D. Functions to power it while moving around				
		17. Please, <b>add</b> a specific explanation about the kangaroo’s motion.				
		A. The kangaroo’s hind legs, feet, and tail manipulate its motion B. The kangaroo’s hind legs, feet, and tail push its balanced motion C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion D. <b>The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</b>				
		18. Please, <b>complete</b> a specific explanation about the kangaroo’s motion.				
		A. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion B. The kangaroo’s hind legs, feet, and tail manipulate its motion C. <b>The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</b> D. The kangaroo’s hind legs, feet, and tail push its balanced motion				
		19. <b>Summarize</b> the causes of a car accident.				
		A. The young motorists are often brutal in roads B. The roads are not well maintained by the pedestrians C. <b>The drivers speed excessively beyond rules</b> D. The cars are not repaired properly by the mechanics				
		20. <b>Add</b> the causes of a car accident.				
		A. The young motorists are often brutal in roads B. <b>The drivers speed excessively beyond rules</b> C. The cars are not repaired properly by the mechanics D. The roads are not well maintained by the pedestrians				
		21. <b>Differentiate</b> between good and drunk car drivers.				
		A. Drunk drivers drive under the situation of the streets or roads B. Good drivers understand that all road users have a responsibility C. Drunk drivers operate the vehicle in regular speed and responsibility D. <b>Good drivers understand and obey the law and rules of the road</b>				
		22. <b>Choose</b> between good and drunk car drivers.				
		A. Drunk drivers operate the vehicle in regular speed and responsibility B. <b>Good drivers understand and obey the law and rules of the road</b> C. Good drivers understand that all road users have a responsibility D. Drunk drivers drive under the situation of the streets or roads				
		23. <b>Re-write</b> the phrase runs as, “ <i>disturbances in certain parts of cars, such as brakes etc.</i> ”.				
		A. <b>The car’s parts may be repaired by a good mechanic</b> B. The car’s parts may be purchased to replace the old ones C. The car’s parts may be disturbed by the brake and				

		<p>others</p> <p>D. The car's parts may be recharged instantly for safe driving</p> <p>24. <b>Form</b> 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 disturbed by the brake and others</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. <b>The car's parts may be repaired by a good mechanic</b></p> <p>D. The car's parts may be purchased to replace the old ones</p>				
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>25. <b>Conclude</b> the pronouns expressed in the underlined words, "<i>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</i>"</p> <p>A. Itself-itself-himself-themselves-himself</p> <p>B. Its-its-his-them-him</p> <p>C. Its-its-his-their-his</p> <p>D. <b>It-it-him-it-him</b></p> <p>26. <b>Clarify</b> the pronouns expressed in the underlined words, "<i>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</i>"</p> <p>A. <b>It-it-him-it-him</b></p> <p>B. Its-its-his-their-his</p> <p>C. Its-its-his-them-him</p> <p>D. Itself-itself-himself-themselves-himself</p> <p>27. <b>Clarify</b> the reference of the underlined words "<i>...Nocturnal animal...!</i>"</p> <p>A. <b>It refers to a criminal drama movie</b></p> <p>B. It refers to a hot-blood animal</p> <p>C. It refers to a comedy movie</p> <p>D. It refers to a horror movie</p> <p>28. <b>Conclude</b> the reference of the underlined words "<i>...Nocturnal animal...!</i>"</p> <p>A. It refers to a comedy movie</p> <p>B. It refers to a hot-blood animal</p> <p>C. It refers to a horror movie</p> <p>D. <b>It refers to a criminal drama movie</b></p>				
		<p>29. <b>Re-write</b> 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, scripted, and launched a horror movie in 2016</p> <p>B. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>C. <b>Tom Ford wrote, produced, and directed a criminal drama movie in 2016</b></p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				
		<p>30. <b>Form</b> 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 designed, published, and directed a criminal and horror movie in 2016</p> <p>B. <b>Tom Ford wrote, produced, and directed a criminal drama movie in 2016</b></p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford wrote, scripted, and launched a horror movie in 2016</p>				
		<p>31. It can <b>be concluded</b> that the Indonesian Independence was made possible by.....</p> <p>A. The pressure of political groups in Indonesia</p> <p>B. The pressure of radical youth groups in Indonesia</p> <p>C. <b>The surrender of the Japanese Emperor's army</b></p> <p>D. The supports from neighboring countries and states</p>				



		32. It can <b>be clarified</b> that the Indonesian Independence was made possible by..... A. <b>The surrender of the Japanese Emperor's army</b> B. The pressure of political groups in Indonesia C. The supports from neighboring countries and states D. The pressure of radical youth groups in Indonesia				
		33. <b>Clarify</b> that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of: A. The Japanese Emperor B. The United Nations Organization C. The neighboring states and nations D. <b>The state and nation of Indonesia</b>				
		34. <b>Conclude</b> that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of: A. The United Nations Organization B. The Japanese Emperor C. <b>The state and nation of Indonesia</b> D. The neighboring states and nations				
		35. <b>Re-write</b> the quote runs as " <i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i> ". A. The Indonesian Independence Day is celebrated formally by students and officials B. <b>The Indonesian Independence Day is celebrated with a flag ceremony</b> C. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesia Independence Day is commemorated formally in schools and offices				
		36. <b>Form</b> the quote runs as " <i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i> ". A. The Indonesian Independence Day is celebrated in formal ways in schools and offices B. The Indonesia Independence Day is commemorated formally in schools and offices C. The Indonesian Independence Day is celebrated formally by students and officials D. <b>The Indonesian Independence Day is celebrated with a flag ceremony</b>				
Word meaning	Word meanings referring to denotative meaning	37. <b>Determine</b> 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> ". A. <b>An evergreen shrub</b> B. An aromatic tea-leaves C. A sweet smelling leaves D. A fragrant tea assortment				
		38. <b>Point out</b> 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> ". A. An aromatic tea-leaves B. <b>An evergreen shrub</b> C. A fragrant tea assortment D. A sweet-smelling leaf				
		39. <b>Determine</b> the treat of a good small chocolate before or after the coffee. A. To impress the customers B. To please the customers C. To give service to customers D. <b>To enjoy the coffee more</b>				
		40. <b>Point out</b> the treat of a good small chocolate before or after the coffee. A. To please the customers B. To impress the customers C. <b>To enjoy the coffee more</b> D. To give service to customers				
		41. <b>Complete</b> the blanks with words in the sentence, " <i>allow it to ... (1) ..... for between 2 and 5 minutes, depending on the ..... (2) .....</i> ". A. (1) to blend – (2) the mixture				



		<p>B. (1) to mix – (2) the taste</p> <p>C. <b>(1) to soak – (2) the darkest</b></p> <p>D. (1) to put – (2) the aroma</p>				
		<p>42. <b>Supply</b> the blanks with words in the sentence, “allow it to ... (1) ..... for between 2 and 5 minutes, depending on the ..... (2) .....”.</p> <p>A. (1) to blend – (2) the mixture</p> <p>B. <b>(1) to soak – (2) the darkest</b></p> <p>C. (1) to put – (2) the aroma</p> <p>D. (1) to mix – (2) the taste</p>				
		<p>43. <b>Add</b> the synonym of ‘with freshly boiled water’</p> <p>A. with hot boiled water</p> <p>B. <b>with first-hand boiled water</b></p> <p>C. with cool boiled water</p> <p>D. with second-hand boiled water</p>				
		<p>44. <b>Complete</b> the synonym of ‘with freshly boiled water’</p> <p>A. <b>With first-hand boiled water</b></p> <p>B. With second-hand boiled water</p> <p>C. With cool boiled water</p> <p>D. With hot boiled water</p>				
		<p>45. <b>Conclude</b> what happened in 2019?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. <b>Many Chinese were exiled due to the outbreak</b></p> <p>C. Many Mongolians were killed due to a disease</p> <p>D. Many Chinese were killed because of a rabbit disease</p>				
		<p>46. <b>Clarify</b> 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. <b>Many Chinese were exiled due to the outbreak</b></p> <p>D. Many Chinese were killed because of a rabbit disease</p>				
		<p>47. <b>Differentiate</b> the meaning of a plague that spreads rapidly.</p> <p>A. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>B. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b></p> <p>C. A disease is an epidemic symptom that kills many people, animals, or plants</p> <p>D. A plague is a common disease that is not a threat to a human, animal, or plant</p>				
		<p>48. <b>Choose</b> the meaning of a plague that spreads rapidly.</p> <p>A. A disease is an epidemic symptom that kills many people, animals, or plants</p> <p>B. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>C. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>D. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b></p>				
		<p>49. <b>Re-write</b> the sentence runs as, ‘28 people in China’s Inner Mongolia Province are now under quarantine’.</p> <p>A. <b>There are twenty Chinese in Mongolia were in separation</b></p> <p>B. There are twenty Chinese in Mongolia were in segregation</p> <p>C. There are twenty Chinese in Mongolia were in detention</p> <p>D. There are twenty Chinese in Mongolia were in seclusion</p>				
		<p>50. <b>Form</b> 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 segregation</p> <p>C. There are twenty Chinese in Mongolia were in</p>				

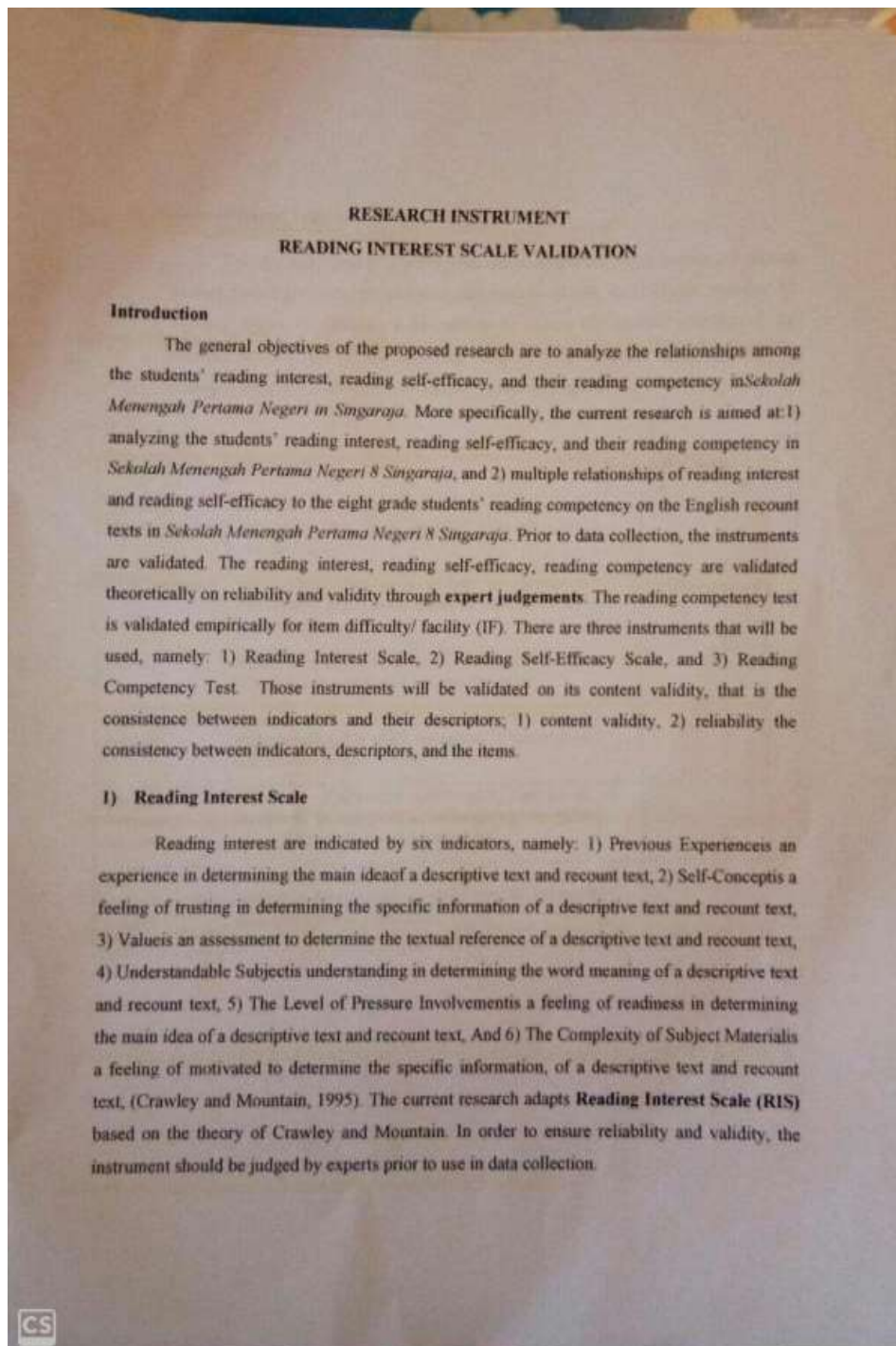
		seclusion D. <b>There are twenty Chinese in Mongolia were in separation</b>				
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Date: .....2020

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NIP.



## Appendix 7 Validation by Judge 1




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

Crawley and Mountain (1995) proposed six 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
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				✓
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.				✓
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.				✓
Understandable Subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.				✓
The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.				✓
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.		✓		

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### b) Reading Interest Scale's Reliability

Crawley and Mountain (1995) proposed six 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	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Previous experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts	1. I am experienced that I could determine the main idea of a descriptive text.				✓
			2. I am experienced that I could complete the main idea of a descriptive text.				✓
			3. I am experienced that I could add the main idea of a descriptive text.				✓
			4. I am experienced that I could summarize the main idea of a recount text.				✓
			5. I am experienced that I could differentiate the main idea of a recount text.				✓
			6. I am experienced that I could rewrite the main idea of a recount text.				✓
2	Self-concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and	7. I am trusted that I could determine the specific information of a descriptive text.				✓
			8. I am trusted that I could complete the specific information of a descriptive				✓




		recount texts.	text				
			9 I am trusted that I could add the specific information of a descriptive text.				✓
			10. I am trusted that I could summarize the specific information of a recount text.				✓
			11. I am trusted that I could differentiate the specific information of a recount text.				✓
			12 I am trusted that I could rewrite the specific information of a recount text.				✓
3	Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.	13. I am assessed that I could determine the textual references of a descriptive text.				✓
			14 I am assessed that I could complete the textual references of a descriptive text				✓
			15 I am assessed that I could add the textual references idea of a descriptive text.				✓
			16 I am assessed that I could summarize the textual references of a recount text.			✓	
			17. I am assessed that I could differentiate the textual references of a recount text.				✓
			18. I am assessed that I could rewrite the textual references of a recount text.			✓	
4	Understandable subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.	19. I am not understanding that I could determine the word meaning of a descriptive text.				✓
			20. I am not understanding that I could complete the word meaning of a descriptive text.				✓
			21. I am not understanding that I could add the word meaning of a descriptive text.				✓
			22. I am not understanding that I				

			could summarize the word meaning of a recount text.			✓
			23. I am not understanding that I could differentiate the word meaning of a recount text.			✓
			24. I am not understanding that I could rewrite the word meaning of a recount text.			✓
5.	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.	25. I am not ready that I could determine the main idea of descriptive text.			✓
			26. I am not ready that I could complete the main idea of a descriptive text.			✓
			27. I am not ready that I could add the main idea of a descriptive text.			✓
			28. I am not ready that I could summarize the main idea of a recount text.			✓
			29. I am not ready that I could differentiate the main idea of a recount text.			✓
			30. I am not ready that I could rewrite the main idea of a recount text.			✓
6.	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.	31. I am not motivated that I could determine the specific information of descriptive text.			✓
			32. I am not motivated that I could complete the specific information of a descriptive text.			✓
			33. I am not motivated that I could add the specific information of a descriptive text.			✓
			34. I am not motivated that I could summarize the specific information of a recount text.			✓
			35. I am not readiness that I could differentiate the specific information of a			✓

			recount text					
			36. I am not motivated that I could rewrite the specific information of a recount text.					✓

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## APPENDIX 2: READING SELF-EFFICACY SCALE VALIDATION

### 2) Reading Self-Efficacy Scale

Reading Self-efficacy indicated by three items, namely: 1) initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text, 2) effort dimension is feeling of believing in determining the specific information of a descriptive text and recount text., and 3) persistence dimension is a feeling of confidence to determine the textual reference and word meaning, (Scherer, et al., 1982); initiative dimension is an ability to start an assignment with full of spirit and determination. While, effort dimension is an ability to be able to read in good way. Persistence dimension is an ability to have a commitment or persistence in reading. The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Scherbaum, Cohen and Kem (2006). To ensure the reading self-efficacy validity and reliability, 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.

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

Scherer, et al.,(1982) proposed three indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **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	Judgement:			
		1	2	3	4
Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.				✓
Effort	Effort dimension: is feeling of believing in				✓

dimension	determining the specific information of a descriptive text and recount text.				
Persistence dimension	Persistence dimension is a feeling of confidence to determine the textual reference and word meaning.			✓	

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### b) Reading Self-Efficacy Scale's Reliability

Scherer, et al. (1982) proposed three indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 5=very relevant.

No	Reading Self-Efficacy's Indicators	Descriptors	Reading Self-Efficacy Items	Score Judgment			
				1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.	1. I am trying that I could determine the main idea of a descriptive text				✓
			2. I am trying that I could complete the main idea of a descriptive text.				✓
			3. I am trying that I could add the main idea of a descriptive text.				✓
			4. I am trying that I could summarize the main idea of a recount text.				✓
			5. I am trying that I could differentiate the main idea of a recount text.				✓
			6. I am trying that I could rewrite the main idea of a recount text.				✓
2	Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a descriptive text and recount text.	7. I am believed that I could determine the main idea of a descriptive text.				✓
			8. I am believed that I could complete the specific ideas of a descriptive text.				✓
			9. I am believed that I could add the specific ideas of a descriptive text.				✓
			10. I am believed that I could summarize the specific ideas.				✓

			of a recount text				
			11. I am believed that I could differentiate the main ideas of a recount text.				✓
			12. I am believed that I could rewrite the specific idea of a recount text.				✓
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning	13. I am not confident that I could determine the textual references of a descriptive text.				✓
			14. I am not confident that I could complete the textual references of a descriptive text.				✓
			15. I am not confident that I could add the textual references idea of a descriptive text.				✓
			16. I am not confident that I could summarize the word meaning of a recount text.			✓	
			17. I am not confident that I could differentiate the word meaning of a recount text.				✓
			18. I am not confident that I could rewrite the word meaning of a recount text.				✓

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### APPENDIX 3: READING COMPETENCY TEST VALIDATION

#### 3) READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013, 2013*). According to Latifa (2018), there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings referring to denotative meanings. To ensure the reading competency validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Agree** or **disagree** independently to ensure the content validity of the reading competency test in the following column.

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


Latifa (2018) proposed four indicators and descriptors of reading competency. To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **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
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,				✓
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.				✓
Textual Reference	Textual references are pronouns in reference to specific nouns in the text				✓



Word meanings	Word meanings referring to denotative meanings				✓
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### b) Reading Competency Test's Reliability

Latifa (2018) proposed four aspects or indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed aspects or indicators, descriptors, and the corresponding items by crossing 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
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	1. <b>Determine the main idea of the above text correctly</b> A. <b>J. F. Kennedy's personal characters</b> B. J. F. Kennedy's personal hobby in US politics C. J. F. Kennedy's first experience as a US president D. J. F. Kennedy's professional career in government				✓
		2. <b>Point out the main idea of the above text correctly</b> A. J. F. Kennedy's professional career in government B. J. F. Kennedy's first experience as a US president C. J. F. Kennedy's personal hobby in US politics D. <b>J. F. Kennedy's personal characters</b>				✓
		3. <b>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"</b> A. He is an egocentric and artistic person B. He is an egocentric and loyal person C. <b>He is an egocentric and forceful person</b>				✓



		D He is a kind and a jealous person				
		4 <b>Supply the text's main idea</b> 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 a kind and a jealous person				
		B <b>He is an egocentric and forceful person</b>				
		C He is an egocentric and loyal person				
		D He is an egocentric and artistic person				
		5 <b>Add a paraphrase</b> to describe J.F Kennedy's main character				✓
		A <b>He is thinking of himself without regard for the others and assertive</b>				
		B He is thinking of himself without regard for the others' thoughts				
		C He is thinking of himself without regard for the others' feelings				
		D He is thinking of himself without regard for the others' desires				
		6 <b>Complete a paraphrase</b> 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' feelings				
		C He is thinking of himself without regard for the others' desires				
		D <b>He is thinking of himself without regard for the others and assertive</b>				
		7 <b>Summarize</b> the general idea of the above text.				✓
		A Michael Jackson's pop-singing experience				
		B Michael Jackson's singing				

	<p>experience in college</p> <p>C. Michael Jackson's book collection in library</p> <p>D. Michael Jackson's experience while in school</p>				
	<p>8. Add the general idea of the above text</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's experience while in school</p> <p>C. Michael Jackson's book collection in library</p> <p>D. Michael Jackson's singing experience in college</p>				✓
	<p>9. Differentiate his major experience pointed out in the text</p> <p>A. He was a self-learning person in career</p> <p>B. He collected different books for singing</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
	<p>10. Choose his major experience pointed out in the text</p> <p>A. He was a self-learning person in career</p> <p>B. He collected different books for singing</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
	<p>11. Re-write in a simple English the quote, "he was pretty self-taught and owned more than 10,000 books in his collection"</p> <p>A. Michael Jackson was learning by himself with many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very pretty who owned many books</p>				✓

		<p><b>D.</b> Michael Jackson was very happy in reading many books</p>				
		<p>12 <b>Form</b> in a simple English the quote, " he was pretty self-taught and owned more than 10,000 books in his collection "</p> <p>A. Michael Jackson was diligent in teaching with many books</p> <p><b>B. Michael Jackson was learning by himself with many books</b></p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was very pretty who owned many books</p>				✓
Specific information	Specific ideas or information are specific pieces of information containing in the paragraph	<p>13 <b>Determine</b> 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 "</p> <p>A. <b>It describes the kangaroo's physical characteristics</b></p> <p>B. It describes the kangaroo's bodily and balanced locomotion</p> <p>C. It describes the kangaroo's physical ability to move around</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>14 <b>Point out</b> 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 "</p> <p>A. It describes the kangaroo's muscular agility to balance in motion</p> <p>B. It describes the kangaroo's bodily and balanced locomotion</p> <p>C. It describes the kangaroo's physical ability to move around</p> <p><b>D. It describes the kangaroo's</b></p>				✓

		physical characteristics				
		<p>5. Complete the blanks with appropriate information about the kangaroo. "The kangaroo's strong tail -"</p> <p>A Functions to keep it balanced while moving</p> <p>B Functions to keep it moving around quickly</p> <p>C Functions to power it while moving around</p> <p>D Functions to balance out the legs and feet</p>				✓
		<p>16. Supply 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 balance out the legs and feet</p> <p>D Functions to power it while moving around</p>				✓
		<p>17. Please, add a specific explanation about the kangaroo's motion</p> <p>A The kangaroo's hind legs, feet, and tail manipulate its motion</p> <p>B The kangaroo's hind legs, feet, and tail push its balanced 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>18. Please, complete a specific explanation about the kangaroo's motion.</p> <p>A The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>B The kangaroo's hind legs, feet, and tail manipulate its</p>				✓

		<p>motion</p> <p>C <b>The kangaroo's hind legs, feet, and tail coordinate its balanced motion</b></p> <p>D The kangaroo's hind legs, feet, and tail push its balanced motion</p>				
		<p>19 Summarize the causes of a car accident</p> <p>A The young motorists are often brutal in roads</p> <p>B The roads are not well maintained by the pedestrians</p> <p>C <b>The drivers speed excessively beyond rules</b></p> <p>D The cars are not repaired properly by the mechanics</p>				✓
		<p>20 Add the causes of a car accident</p> <p>A The young motorists are often brutal in roads</p> <p>B <b>The drivers speed excessively beyond rules</b></p> <p>C The cars are not repaired properly by the mechanics</p> <p>D The roads are not well maintained by the pedestrians</p>				✓
		<p>21 Differentiate between good and drunk car drivers</p> <p>A Drunk drivers drive under the situation of the streets or roads</p> <p>B Good drivers understand that all road users have a responsibility</p> <p>C Drunk drivers operate the vehicle in regular speed and responsibility</p> <p>D <b>Good drivers understand and obey the law and rules of the road</b></p>				✓
		<p>22 Choose between good and drunk car drivers</p> <p>A Drunk drivers operate the vehicle in regular speed and responsibility</p> <p>B <b>Good drivers understand</b></p>				✓



		<p><b>and obey the law and rules of the road</b></p> <p>C. Good drivers understand that all road users have a responsibility</p> <p>D. Drunk drivers drive under the situation of the streets or roads</p>				
		<p>23. <b>Re-write</b> the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc.</i>"</p> <p>A. <b>The car's parts may be repaired by a good mechanic</b></p> <p>B. The car's parts may be purchased to replace the old ones</p> <p>C. The car's parts may be disturbed by the brake and others</p> <p>D. The car's parts may be recharged instantly for safe driving</p>				✓
		<p>24. <b>Form</b> 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 disturbed by the brake and others</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. <b>The car's parts may be repaired by a good mechanic</b></p> <p>D. The car's parts may be purchased to replace the old ones</p>				✓
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>25. <b>Conclude</b> the pronouns expressed in the underlined words, "<i>Nocturnal animal 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>"</i></p> <p>A. Itself-itself-himself-themselves-himself</p>				✓

		<p>B Its-its-his-them-him  C Its-its-his-their-his  D It-it-him-it-him</p>				
		<p>26. Clarify 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. It-it-him-it-him  B Its-its-his-their-his  C Its-its-his-them-him  D Itself-itself-himself-themselves-himself</p>				✓
		<p>27. Clarify the reference of the underlined words"  ...<u>Nocturnal animal</u>..."</p> <p>A. It refers to a criminal drama movie  B. It refers to a hot-blood animal  C. It refers to a comedy movie  D. It refers to a horror movie</p>				✓
		<p>28. Conclude the reference of the underlined words"  ...<u>Nocturnal animal</u>..."</p> <p>A. It refers to a comedy movie  B. It refers to a hot-blood animal  C. It refers to a horror movie  D. It refers to a criminal drama movie</p>				✓
		<p>29. 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, scripted, and launched a horror movie in 2016  B. Tom Ford scripted, guided, and published a criminal drama movie in 2016  C. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p>				✓

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

		<p>the Indonesian Independence in the names of</p> <p>A The Japanese Emperor</p> <p>B The United Nations Organization</p> <p>C The neighboring states and nations</p> <p>D <b>The state and nation of Indonesia</b></p>				✓
		<p>34 <b>Conclude</b> that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of</p> <p>A The United Nations Organization</p> <p>B The Japanese Emperor</p> <p>C <b>The state and nation of Indonesia</b></p> <p>D The neighboring states and nations</p>				✓
		<p>35 <b>Re-write</b> 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 formally by students and officials</p> <p>B <b>The Indonesian Independence Day is celebrated with a flag ceremony</b></p> <p>C The Indonesian Independence Day is celebrated in formal ways in schools and offices</p> <p>D The Indonesia Independence Day is commemorated formally in schools and offices</p>				✓
		<p>36 <b>Form</b> 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</p>				✓




		<p>celebrated in formal ways in schools and offices</p> <p>B The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>C The Indonesian Independence Day is celebrated formally by students and officials</p> <p>D <b>The Indonesian Independence Day is celebrated with a flag ceremony</b></p>				
Word meaning	Word meanings referring to denotative meaning	<p>37. <b>Determine</b> the synonym of the underlined word in "If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot".</p> <p>A. <b>An evergreen shrub</b></p> <p>B. An aromatic tea-leaves</p> <p>C. A sweet smelling leaves</p> <p>D. A fragrant tea assortment</p>				✓
		<p>38. <b>Point out</b> the synonym of the underlined word in "If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot".</p> <p>A. An aromatic tea-leaves</p> <p>B. <b>An evergreen shrub</b></p> <p>C. A fragrant tea assortment</p> <p>D. A sweet-smelling leaf</p>				✓
		<p>39. <b>Determine</b> 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 give service to customers</p> <p>D. <b>To enjoy the coffee more</b></p>				✓
		<p>40. <b>Point out</b> the treat of a good small chocolate before or after the coffee.</p> <p>A. To please the customers</p> <p>B. To impress the customers</p> <p>C. <b>To enjoy the coffee more</b></p> <p>D. To give service to customers</p>				✓
		<p>41. <b>Complete</b> the blanks with words in the sentence, "allow it to (1) _____ for between 2 and 5 minutes,</p>				✓



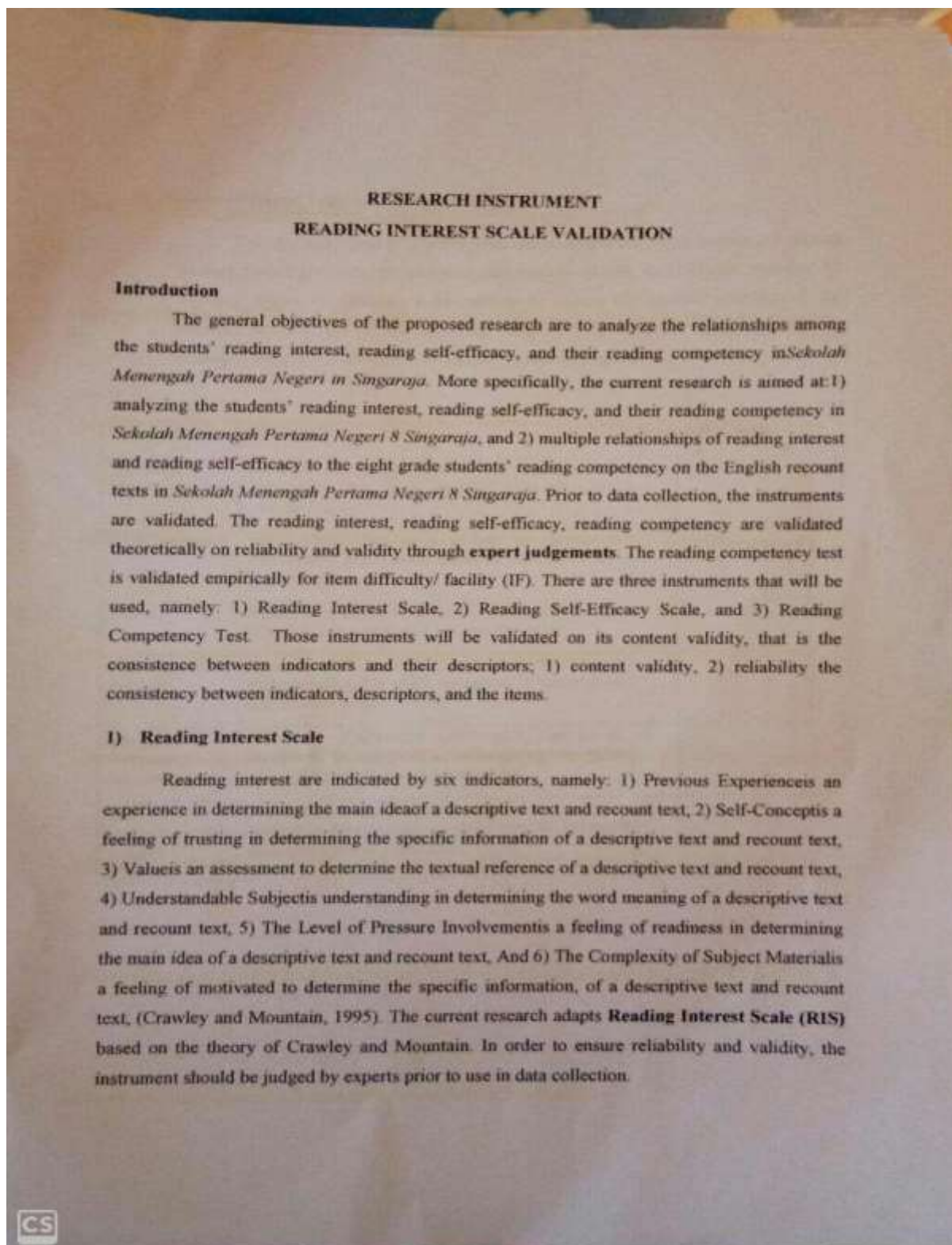
		<b>due to the outbreak</b> D. Many Chinese were killed because of a rabbit disease				
		47. <b>Differentiate</b> the meaning of a plague that spreads rapidly. A. A disease is a disorder of structure or function in a human, animal, or plant B. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b> C. A disease is an epidemic symptom that kills many people, animals, or plants D. A plague is a common disease that is not a threat to a human, animal, or plant				✓
		48. <b>Choose</b> the meaning of a plague that spreads rapidly. A. A disease is an epidemic symptom that kills many people, animals, or plants B. A plague is a common disease that is not a threat to a human, animal, or plant C. A disease is a disorder of structure or function in a human, animal, or plant D. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b>				✓
		49. <b>Re-write</b> the sentence runs as, '28 people in China's Inner Mongolia Province are now under quarantine.' A. <b>There are twenty Chinese in Mongolia were in separation</b> B. There are twenty Chinese in Mongolia were in segregation C. There are twenty Chinese in Mongolia were in detention D. There are twenty Chinese in Mongolia were in seclusion				✓
		50. <b>Form</b> 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 segregation				
		C. There are twenty Chinese in Mongolia were in seclusion				
		D. <b>There are twenty Chinese in Mongolia were in separation</b>				

Date: 3/10/2020

  
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## Appendix 8 Validation by Judge 2





Mountain, 1995). The current research adapts **Reading Interest Scale (RIS)** based on the theory of Crawley and Mountain. In order to ensure reliability and validity, the instrument should be judged by experts prior to use in data collection.

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

Crawley and Mountain (1995) proposed six 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
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				✓
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.				✓
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.				✓
Understandable Subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.				✓
The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.				✓
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.		✓		

Date: 16/08/2020



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### b) Reading Interest Scale's Reliability

Crawley and Mountain (1995) proposed six 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	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Previous experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts	1. I am experienced that I could determine the main idea of a descriptive text.				✓
			2. I am experienced that I could complete the main idea of a descriptive text.				✓
			3. I am experienced that I could add the main idea of a descriptive text.				✓
			4. I am experienced that I could summarize the main idea of a recount text.				✓
			5. I am experienced that I could differentiate the main idea of a recount text.				✓
			6. I am experienced that I could rewrite the main idea of a recount text.				✓
2	Self-concept	Self-concept, that is, a feeling of interest in determining the	7. I am trusted that I could determine the specific information of a descriptive text.				✓
			8. I am trusted that I could				✓



		specific ideas of descriptive and recount texts.	complete the specific information of a descriptive text.				✓
			9. I am trusted that I could add the specific information of a descriptive text.				✓
			10. I am trusted that I could summarize the specific information of a recount text.				✓
			11. I am trusted that I could differentiate the specific information of a recount text.				✓
			12. I am trusted that I could rewrite the specific information of a recount text.				✓
3	Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.	13. I am assessed that I could determine the textual references of a descriptive text.				✓
			14. I am assessed that I could complete the textual references of a descriptive text.				✓
			15. I am assessed that I could add the textual references idea of a descriptive text.				✓
			16. I am assessed that I could summarize the textual references of a recount text.				✓
			17. I am assessed that I could differentiate the textual references of a recount text.				✓
			18. I am assessed that I could rewrite the textual references of a recount text.				✓
4	Understandable subject	Understandable	19. I am not understanding that I				✓

		subject, that is, an interest in understanding the word meanings in descriptive and recount texts.	could determine the word meaning of a descriptive text.				
			20. I am not understanding that I could complete the word meaning of a descriptive text.				√
			21. I am not understanding that I could add the word meaning of a descriptive text.				√
			22. I am not understanding that I could summarize the word meaning of a recount text.				√
			23. I am not understanding that I could differentiate the word meaning of a recount text.				√
			24. I am not understanding that I could rewrite the word meaning of a recount text.				√
5.	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.	25. I am not ready that I could determine the main idea of descriptive text.				√
			26. I am not ready that I could complete the main idea of a descriptive text.				√
			27. I am not ready that I could add the main idea of a descriptive text.				√
			28. I am not ready that I could summarize the main idea of a recount text.				√
			29. I am not ready that I				√

			could differentiate the main idea of a recount text.					
			30. I am not ready that I could rewrite the main idea of a recount text.					✓
6.	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.	31. I am not motivated that I could determine the specific information of descriptive text.					✓
			32. I am not motivated that I could complete the specific information of a descriptive text.					✓
			33. I am not motivated that I could add the specific information of a descriptive text.					✓
			34. I am not motivated that I could summarize the specific information of a recount text.					✓
			35. I am not readiness that I could differentiate the specific information of a recount text.					✓
			36. I am not motivated that I could rewrite the specific information of a recount text.					✓

Date: 26/9/2020

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Indicators	Descriptors	Judgement:			
		1	2	3	4
Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.				✓
Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a descriptive text and recount text.				✓
Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning.		✓		

Date: 07/04/2020



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### b) Reading Self-Efficacy Scale's Reliability

Scherer, et al. (1982) proposed three indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 5=very relevant.

No	Reading Self-Efficacy's Indicators	Descriptors	Reading Self-Efficacy Items	Score Judgment			
				1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.	1. I am trying that I could determine the main idea of a descriptive text.				✓
			2. I am trying that I could complete the main idea of a descriptive text.				✓
			3. I am trying that I could add the main idea of a descriptive text.				✓
			4. I am trying that I could summarize the main idea of a recount text.				✓
			5. I am trying that I could differentiate the main idea of a recount text.				✓
			6. I am trying that I could rewrite the main idea of a recount text.				✓
2	Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a descriptive text and recount text.	7. I am believed that I could determine the main idea of a descriptive text.				✓
			8. I am believed that I could complete the specific ideas of a descriptive text.				✓
			9. I am believed that I could add the specific ideas of a descriptive text.				✓
			10. I am believed that I could summarize the specific ideas				✓



			of a recount text.				
			11. I am believed that I could differentiate the main ideas of a recount text.				✓
			12. I am believed that I could rewrite the specific idea of a recount text.				✓
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning.	13. I am not confident that I could determine the textual references of a descriptive text.				✓
			14. I am not confident that I could complete the textual references of a descriptive text.				✓
			15. I am not confident that I could add the textual references idea of a descriptive text.				✓
			16. I am not confident that I could summarize the word meaning of a recount text.			✓	
			17. I am not confident that I could differentiate the word meaning of a recount text.				✓
			18. I am not confident that I could rewrite the word meaning of a recount text.				✓

Date 08/02/2020



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### APPENDIX 3: READING COMPETENCY TEST VALIDATION

#### 3) READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013, 2013*). According to Latifa (2018), there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings referring to denotative meanings. To ensure the reading competency validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Agree** or **disagree** independently to ensure the content validity of the reading competency test in the following column.

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

Latifa (2018) proposed four indicators and descriptors of reading competency. To ensure the reading competency validity and reliability, please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **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
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,				✓
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.				✓
Textual Reference	Textual references are pronouns in reference to specific nouns in the text				✓
Word meanings	Word meanings referring to denotative meanings				✓

Date: 03/02/2020

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

Indicators	Descriptors	Items	Judgement:			
			1 4	2	3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	1. <b>Determine the main idea</b> of the above text correctly. A. <b>J. F. Kennedy's personal characters</b> B. J. F. Kennedy's personal hobby in US politics C. J. F. Kennedy's first experience as a US president D. J. F. Kennedy's professional career in government				✓
		2. <b>Point out the main idea</b> of the above text correctly. A. J. F. Kennedy's professional career in government B. J. F. Kennedy's first experience as a US president C. J. F. Kennedy's personal hobby in US politics D. <b>J. F. Kennedy's personal characters</b>				✓
		3. <b>Complete the text's main idea</b> from this quote, "...he created a world of his own, but instead of squeezing oil palm, he squeezed people to create his own personal world". A. He is an egocentric and artistic person B. He is an egocentric and loyal person C. <b>He is an egocentric and</b>				✓

		<p><b>forceful person</b></p> <p>D. He is a kind and a jealous person</p>				
		<p>4. <b>Supply the text's main idea</b> 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>".</p> <p>A. He is a kind and a jealous person</p> <p>B. <b>He is an egocentric and forceful person</b></p> <p>C. He is an egocentric and loyal person</p> <p>D. He is an egocentric and artistic person</p>				✓
		<p>5. <b>Adda paraphrase</b> to describe J.F. Kennedy's main character.</p> <p>A. <b>He is thinking of himself without regard for the others and assertive</b></p> <p>B. He is thinking of himself without regard for the others' thoughts</p> <p>C. He is thinking of himself without regard for the others' feelings</p> <p>D. He is thinking of himself without regard for the others' desires</p>				✓
		<p>6. <b>Complete a paraphrase</b> to describe J.F. Kennedy's main character.</p> <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' feelings</p> <p>C. He is thinking of himself without regard for the others' desires</p> <p>D. <b>He is thinking of himself without regard for the others and assertive</b></p>				✓
		<p>7. <b>Summarize</b> 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 book collection in library</p> <p>D. <b>Michael Jackson's experience while in school</b></p>				
		<p>8. <b>Add</b> the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. <b>Michael Jackson's experience while in school</b></p> <p>C. Michael Jackson's book collection in library</p> <p>D. Michael Jackson's singing experience in college</p>				✓
		<p>9. <b>Differentiate</b> his major experience pointed out in the text.</p> <p>A. He was a self-learning person in career</p> <p>B. He collected different books for singing</p> <p>C. <b>He was an autodidact owning many books</b></p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>10. <b>Choose</b> his major experience pointed out in the text.</p> <p>A. He was a self-learning person in career</p> <p>B. He collected different books for singing</p> <p>C. <b>He was an autodidact owning many books</b></p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>11. <b>Re-write</b> 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. <b>Michael Jackson was learning by himself with many books</b></p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very pretty who owned many</p>				✓

		books D. Michael Jackson was very happy in reading many books				
		12. <b>Form</b> in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i> ". A. Michael Jackson was diligent in teaching with many books B. <b>Michael Jackson was learning by himself with many books</b> C. Michael Jackson was very happy in reading many books D. Michael Jackson was very pretty who owned many books				✓
Specific information	Specific ideas or information are specific pieces of information containing in the paragraph.	13. <b>Determine</b> the specific information in the quote " <i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i> ". A. <b>It describes the kangaroo's physical characteristics</b> B. It describes the kangaroo's bodily and balanced locomotion C. It describes the kangaroo's physical ability to move around D. It describes the kangaroo's muscular agility to balance in motion				✓
		14. <b>Point out</b> the specific information in the quote " <i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i> ". A. It describes the kangaroo's muscular agility to balance in motion B. It describes the kangaroo's bodily and balanced				✓

		locomotion			
		C. It describes the kangaroo's physical ability to move around			
		D. <b>It describes the kangaroo's physical characteristics</b>			
		15. <b>Complete</b> the blanks with appropriate information about the kangaroo. "The kangaroo's strong tail ..... "			✓
		A. <b>Functions to keep it balanced while moving</b>			
		B. Functions to keep it moving around quickly			
		C. Functions to power it while moving around			
		D. Functions to balance out the legs and feet			
		16. <b>Supply</b> the blanks with appropriate information about the kangaroo. "The kangaroo's strong tail ..... "			✓
		A. Functions to keep it moving around quickly			
		B. <b>Functions to keep it balanced while moving</b>			
		C. Functions to balance out the legs and feet			
		D. Functions to power it while moving around			
		17. Please, <b>add</b> a specific explanation about the kangaroo's motion.			✓
		A. The kangaroo's hind legs, feet, and tail manipulate its motion			
		B. The kangaroo's hind legs, feet, and tail push its balanced motion			
		C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion			
		D. <b>The kangaroo's hind legs, feet, and tail coordinate its balanced motion</b>			
		18. Please, <b>complete</b> a specific explanation about the			✓

		locomotion C. It describes the kangaroo's physical ability to move around D. <b>It describes the kangaroo's physical characteristics</b>			
		15. <b>Complete</b> the blanks with appropriate information about the kangaroo. "The kangaroo's strong tail ....." A. <b>Functions to keep it balanced while moving</b> B. Functions to keep it moving around quickly C. Functions to power it while moving around D. Functions to balance out the legs and feet			✓
		16. <b>Supply</b> the blanks with appropriate information about the kangaroo. "The kangaroo's strong tail ....." A. Functions to keep it moving around quickly B. <b>Functions to keep it balanced while moving</b> C. Functions to balance out the legs and feet D. Functions to power it while moving around			✓
		17. Please, <b>add</b> a specific explanation about the kangaroo's motion. A. The kangaroo's hind legs, feet, and tail manipulate its motion B. The kangaroo's hind legs, feet, and tail push its balanced motion C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion D. <b>The kangaroo's hind legs, feet, and tail coordinate its balanced motion</b>			✓
		18. Please, <b>complete</b> a specific explanation about the			✓



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



		<p>A. Drunk drivers operate the vehicle in regular speed and responsibility</p> <p>B. <b>Good drivers understand and obey the law and rules of the road</b></p> <p>C. Good drivers understand that all road users have a responsibility</p> <p>D. Drunk drivers drive under the situation of the streets or roads</p>				
		<p>23. <b>Re-write</b> the phrase runs as, "<i>disturbances in certain parts of cars, such as brakes etc.</i>"</p> <p>A. <b>The car's parts may be repaired by a good mechanic</b></p> <p>B. The car's parts may be purchased to replace the old ones</p> <p>C. The car's parts may be disturbed by the brake and others</p> <p>D. The car's parts may be recharged instantly for safe driving</p>				✓
		<p>24. <b>Form</b> 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 disturbed by the brake and others</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. <b>The car's parts may be repaired by a good mechanic</b></p> <p>D. The car's parts may be purchased to replace the old ones</p>				✓
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>25. <b>Conclude</b> 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</p>				✓

		<p><i>Tony and Susan by Austin Wright</i></p> <p>A. Itself-itself-himself-themselves-himself            B. Its-its-his-them-him            C. Its-its-his-their-his            D. <b>It-it-him-it-him</b></p>				
		<p>26. Clarify 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 by Austin Wright</u>"</p> <p>A. <b>It-it-him-it-him</b>            B. Its-its-his-their-his            C. Its-its-his-them-him            D. Itself-itself-himself-themselves-himself</p>				✓
		<p>27. Clarify the reference of the underlined words "<u>...Nocturnal animal...?</u>"</p> <p>A. <b>It refers to a criminal drama movie</b>            B. It refers to a hot-blood animal            C. It refers to a comedy movie            D. It refers to a horror movie</p>				✓
		<p>28. Conclude the reference of the underlined words "<u>...Nocturnal animal...?</u>"</p> <p>A. It refers to a comedy movie            B. It refers to a hot-blood animal            C. It refers to a horror movie            D. <b>It refers to a criminal drama movie</b></p>				✓
		<p>29. 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, scripted, and launched a horror movie in 2016            B. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p>				✓

		<p>C. <b>Tom Ford wrote, produced, and directed a criminal drama movie in 2016</b></p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				
		<p>30. <b>Form</b> the sentence runs as, "a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford".</p> <p>A. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p> <p>B. <b>Tom Ford wrote, produced, and directed a criminal drama movie in 2016</b></p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford wrote, scripted, and launched a horror movie in 2016</p>				✓
		<p>31. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. The pressure of political groups in Indonesia</p> <p>B. The pressure of radical youth groups in Indonesia</p> <p>C. <b>The surrender of the Japanese Emperor's army</b></p> <p>D. The supports from neighboring countries and states</p>				✓
		<p>32. It can be clarified that the Indonesian Independence was made possible by.....</p> <p>A. <b>The surrender of the Japanese Emperor's army</b></p> <p>B. The pressure of political groups in Indonesia</p> <p>C. The supports from neighboring countries and states</p> <p>D. The pressure of radical</p>				✓

		youth groups in Indonesia					
		33. <b>Clarify</b> that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of: A. The Japanese Emperor B. The United Nations Organization C. The neighboring states and nations D. <b>The state and nation of Indonesia</b>					✓
		34. <b>Conclude</b> that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of: A. The United Nations Organization B. The Japanese Emperor C. <b>The state and nation of Indonesia</b> D. The neighboring states and nations					✓
		35. <b>Re-write</b> the quote runs as " <i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i> ". A. The Indonesian Independence Day is celebrated formally by students and officials B. <b>The Indonesian Independence Day is celebrated with a flag ceremony</b> C. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesia Independence Day is commemorated formally in schools and offices					✓
		36. <b>Form</b> the quote runs as " <i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools</i> "					✓



		<p><i>and offices".</i></p> <p>A. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p> <p>B. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>C. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>D. The Indonesian Independence Day is celebrated with a flag ceremony</p>				
Word meaning	Word meanings referring to denotative meaning	<p>37. Determine the synonym of the underlined word in "If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot".</p> <p>A. An evergreen shrub</p> <p>B. An aromatic tea-leaves</p> <p>C. A sweet smelling leaves</p> <p>D. A fragrant tea assortment</p>				✓
		<p>38. Point out the synonym of the underlined word in "If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot".</p> <p>A. An aromatic tea-leaves</p> <p>B. An evergreen shrub</p> <p>C. A fragrant tea assortment</p> <p>D. A sweet-smelling leaf</p>				✓
		<p>39. 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 give service to customers</p> <p>D. To enjoy the coffee more</p>				✓
		<p>40. Point out the treat of a good small chocolate before or after the coffee.</p> <p>A. To please the customers</p> <p>B. To impress the customers</p> <p>C. To enjoy the coffee more</p> <p>D. To give service to customers</p>				✓
		41. Complete the blanks with				✓

		<p>words in the sentence, "allow it to ... (1) ... for between 2 and 5 minutes, depending on the ... (2) ...".</p> <p>A. (1) to blend – (2) the mixture</p> <p>B. (1) to mix – (2) the taste</p> <p>C. <b>(1) to soak – (2) the darkest</b></p> <p>D. (1) to put – (2) the aroma</p>				
		<p>42. <b>Supply</b> the blanks with words in the sentence, "allow it to ... (1) ... for between 2 and 5 minutes, depending on the ... (2) ...".</p> <p>A. (1) to blend – (2) the mixture</p> <p>B. <b>(1) to soak – (2) the darkest</b></p> <p>C. (1) to put – (2) the aroma</p> <p>D. (1) to mix – (2) the taste</p>				✓
		<p>43. <b>Add</b> the synonym of 'with freshly boiled water'</p> <p>A. with hot boiled water</p> <p>B. <b>with first-hand boiled water</b></p> <p>C. with cool boiled water</p> <p>D. with second-hand boiled water</p>				✓
		<p>44. <b>Complete</b> the synonym of 'with freshly boiled water'</p> <p>A. <b>With first-hand boiled water</b></p> <p>B. With second-hand boiled water</p> <p>C. With cool boiled water</p> <p>D. With hot boiled water</p>				✓
		<p>45. <b>Conclude</b> what happened in 2019?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. <b>Many Chinese were exiled due to the outbreak</b></p> <p>C. Many Mongolians were killed due to a disease</p> <p>D. Many Chinese were killed because of a rabbit disease</p>				✓
		<p>46. <b>Clarify</b> what happened in 2019?</p> <p>A. Many Chinese were killed</p>				✓

		<p>in an outbreak</p> <p>B. Many Mongolians were killed due to a disease</p> <p>C. <b>Many Chinese were exiled due to the outbreak</b></p> <p>D. Many Chinese were killed because of a rabbit disease</p>				✓
		<p>47. <b>Differentiate</b> the meaning of a plague that spreads rapidly.</p> <p>A. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>B. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b></p> <p>C. A disease is an epidemic symptom that kills many people, animals, or plants</p> <p>D. A plague is a common disease that is not a threat to a human, animal, or plant</p>				✓
		<p>48. <b>Choose</b> the meaning of a plague that spreads rapidly.</p> <p>A. A disease is an epidemic symptom that kills many people, animals, or plants</p> <p>B. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>C. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>D. <b>A plague is a contagious bacterial disease that spreads rapidly and kills</b></p>				✓
		<p>49. <b>Re-write</b> the sentence runs as, '28 people in China's Inner Mongolia Province are now under quarantine'.</p> <p>A. <b>There are twenty Chinese in Mongolia were in separation</b></p> <p>B. There are twenty Chinese in Mongolia were in segregation</p> <p>C. There are twenty Chinese in Mongolia were in detention</p> <p>D. There are twenty Chinese in Mongolia were in seclusion</p>				✓
		<p>50. <b>Form</b> the sentence runs as, '28 people in China's Inner</p>				✓

		<i>Mongolia Province are now under quarantine.</i>				
		A. There are twenty Chinese in Mongolia were in detention				
		B. There are twenty Chinese in Mongolia were in segregation				
		C. There are twenty Chinese in Mongolia were in seclusion				
		D. There are twenty Chinese in Mongolia were in separation				

Date: 07/04/2020



I. Maman Forti Anadi Saputra, S.Pd., M.Pd.  
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## Appendix 9 Reading Interest Scale

### READING INTEREST SCALE

#### Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading interest, reading self-efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri 8 Singaraja*. More specifically, the current research is aimed at: 1) describing the students' reading interest, reading efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri 8 Singaraja*., and 2) multiple relationships of reading interest and reading self-efficacy to the eighth grade students' reading competency on the English descriptive texts and recount texts in *Sekolah Menengah Pertama Negeri 8 Singaraja*. Prior to data collection, the instruments are validated.

#### Direction

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

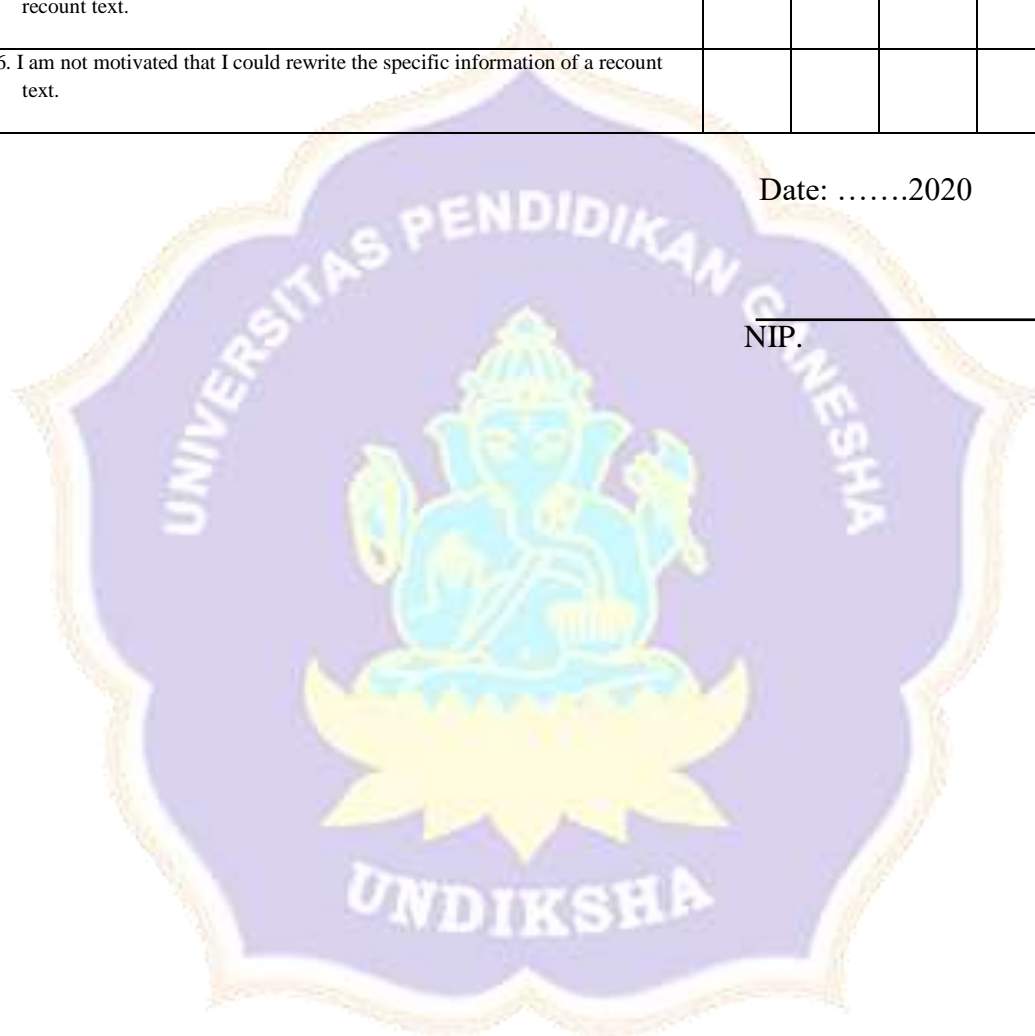
Items	How do you rate yourself?			
	1	2	3	4
1. I am experienced that I could determine the main idea of a descriptive text.				
2. I am experienced that I could complete the main idea of a descriptive text.				
3. I am experienced that I could add the main idea of a descriptive text.				
4. I am experienced that I could summarize the main idea of a recount text.				

5.	I am experienced that I could differentiate the main idea of a recount text.				
6.	I am experienced that I could rewrite the main idea of a recount text.				
7.	I am trusted that I could determine the specific information of a descriptive text.				
8.	I am trusted that I could complete the specific information of a descriptive text.				
9.	I am trusted that I could add the specific information of a descriptive text.				
10.	I am trusted that I could summarize the specific information of a recount text.				
11.	I am trusted that I could differentiate the specific information of a recount text.				
12.	I am trusted that I could rewrite the specific information of a recount text.				
13.	I am assessed that I could determine the textual references of a descriptive text.				
14.	I am assessed that I could complete the textual references of a descriptive text.				
15.	I am assessed that I could add the textual references idea of a descriptive text.				
16.	I am assessed that I could summarize the textual references of a recount text.				
17.	I am assessed that I could differentiate the textual references of a recount text.				
18.	I am assessed that I could rewrite the textual references of a recount text.				
19.	I am not understanding that I could determine the word meaning of a descriptive text.				
20.	I am not understanding that I could complete the word meaning of a descriptive text.				
21.	I am not understanding that I could add the word meaning of a descriptive text.				
22.	I am not understanding that I could summarize the word meaning of a recount text.				
23.	I am not understanding that I could differentiate the word meaning of a recount text.				
24.	I am not understanding that I could rewrite the word meaning of a recount text.				
25.	I am not ready that I could determine the main idea of descriptive text.				
26.	I am not ready that I could complete the main idea of a descriptive text.				
27.	I am not ready that I could add the main idea of a descriptive text.				
28.	I am not ready that I could summarize the main idea of a recount text.				
29.	I am not ready that I could differentiate the main idea of a recount text.				
30.	I am not ready that I could rewrite the main idea of a recount text.				

31. I am not motivated that I could determine the specific information of descriptive text.				
32. I am not motivated that I could complete the specific information of a descriptive text.				
33. I am not motivated that I could add the specific information of a descriptive text.				
34. I am not motivated that I could summarize the specific information of a recount text.				
35. I am not motivated that I could differentiate the specific information of a recount text.				
36. I am not motivated that I could rewrite the specific information of a recount text.				

Date: .....2020

NIP. \_\_\_\_\_



## Appendix 10 Reading Self-Efficacy Scale

### READING SELF-EFFICACY SCALE

#### Introduction

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

#### Direction

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

Items	How confidence you are to read?			
	1	2	3	4
1. I am trying that I could determine the main idea of a descriptive text.				



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

Date.....2020

## Appendix 11 Reading Competency Test

### READING COMPETENCY TEST

#### Direction:

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

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

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

#### Questions:

1. **Point out the main idea** of the above text correctly.
  - A. J. F. Kennedy's professional career in government
  - B. J. F. Kennedy's first experience as a US president
  - C. J. F. Kennedy's personal hobby in US politics
  - D. J. F. Kennedy's personal characters**
  
2. **Supply 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 a kind and a jealous person

- B. **He is an egocentric and forceful person**
  - C. He is an egocentric and loyal person
  - D. He is an egocentric and artistic person
3. **Complete 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' feelings
  - C. He is thinking of himself without regard for the others' desires
  - D. **He is thinking of himself without regard for the others and assertive**

### 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. **Add** the general idea of the above text.
- A. Michael Jackson's pop-singing experience
  - B. Michael Jackson's experience while in school**
  - C. Michael Jackson's book collection in library
  - D. Michael Jackson's singing experience in college
5. **Choose** his major experience pointed out in the text.
- A. He was a self-learning person in career
  - B. He collected different books for singing
  - C. He was an autodidact owning many books**
  - D. He was a self-taught person without ambition
6. **Form** 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 diligent in teaching with many books
  - B. Michael Jackson was learning by himself with many books**
  - C. Michael Jackson was very happy in reading many books

D. Michael Jackson was very pretty who owned 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. **Point out** 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 muscular agility to balance in motion
  - B. It describes the kangaroo’s bodily and balanced locomotion
  - C. It describes the kangaroo’s physical ability to move around
  - D. It describes the kangaroo’s physical characteristics**
  
8. **Supply** 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 balance out the legs and feet
  - D. Functions to power it while moving around
  
9. Please, **complete** a specific explanation about the kangaroo’s motion.
  - A. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion
  - B. The kangaroo’s hind legs, feet, and tail manipulate its motion
  - C. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion**
  - D. The kangaroo’s hind legs, feet, and tail push its balanced motion



#### Text Four: Recount Text of an Accident

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

#### Questions:

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

#### 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. **Clarify** 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. **It-it-him-it-him**  
 B. Its-its-his-their-his  
 C. Its-its-his-them-him  
 D. Itself-itself-himself-themselves-himself
14. **Conclude** the reference of the underlined words” ...Nocturnal animal...”!
- A. It refers to a comedy movie  
 B. It refers to a hot-blood animal  
 C. It refers to a horror movie  
 D. **It refers to a criminal drama movie**
15. **Form** the sentence runs as, “a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford”.
- A. Tom Ford designed, published, and directed a criminal and horror movie in 2016  
 B. **Tom Ford wrote, produced, and directed a criminal drama movie in 2016**  
 C. Tom Ford scripted, guided, and published a criminal drama movie in 2016  
 D. Tom Ford wrote, scripted, and launched a 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 clarified** that the Indonesian Independence was made possible by.....
- A. **The surrender of the Japanese Emperor's army**
  - B. The pressure of political groups in Indonesia
  - C. The supports from neighboring countries and states
  - D. The pressure of radical youth groups in Indonesia
17. **Conclude** that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:
- A. The United Nations Organization
  - B. The Japanese Emperor
  - C. **The state and nation of Indonesia**
  - D. The neighboring states and nations
18. **Form** 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 in formal ways in schools and offices
  - B. The Indonesia Independence Day is commemorated formally in schools and offices
  - C. The Indonesian Independence Day is celebrated formally by students and officials
  - D. **The Indonesian Independence Day is celebrated with a flag ceremony**

**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. **Point out** 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. An evergreen shrub**  
 C. A fragrant tea assortment  
 D. A sweet smelling leaves
20. **Point out** the treat of a good small chocolate before or after the coffee.
- A. To please the customers  
 B. To impress the customers  
**C. To enjoy the coffee more**  
 D. To give service to customers
21. **Supply** the blanks with words in the sentence, “allow it to ... (1) ..... for between 2 and 5 minutes, depending on the ..... (2) .....”.
- A. (1) to blend – (2) the mixture  
**B. (1) to soak – (2) the darkest**  
 C. (1) to put – (2) the aroma  
 D. (1) to mix – (2) the taste
22. **Complete** the synonym of ‘with freshly boiled water’
- A. **With first-hand boiled water**  
 B. With second-hand boiled water  
 C. With cool boiled water  
 D. With hot boiled water  
 E.

**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. **Clarify** 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 exiled due to the outbreak**
  - D. Many Chinese were killed because of a rabbit disease
24. **Choose** the meaning of a plague that spreads rapidly.
- A. A disease is an epidemic symptom that kills many people, animals, or plants
  - B. A plague is a common disease that is not a threat to a human, animal, or plant
  - C. A disease is a disorder of structure or function in a human, animal, or plant
  - D. A plague is a contagious bacterial disease that spreads rapidly and kills**
25. **Form** 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 segregation
  - C. There are twenty Chinese in Mongolia were in seclusion
  - D. There are twenty Chinese in Mongolia were in separation**

**NAMA:****KELAS:**

## Lembar Jawaban

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

	A	B	C	D
16.				
17.				
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20.				

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26.				
27.				
28.				
29.				
30.				







No. items	Right items	IF
1.	10	0.40
2.	18	0.72
3.	12	0.48
4.	4	0.16
5.	10	0.40
6.	10	0.40
7.	4	0.16
8.	6	0.24
9.	8	0.32
10.	6	0.24
11.	7	0.28
12.	12	0.48
13.	10	0.40
14.	6	0.24
15.	13	0.52
16.	11	0.44
17.	11	0.44
18.	4	0.16
19.	9	0.36
20.	11	0.44
21.	10	0.40
22.	12	0.48
23.	11	0.44
24.	6	0.24
25.	7	0.28
26.	9	0.36
27.	12	0.48
28.	13	0.52
29.	15	0.60
30.	12	0.48
31.	13	0.52
32.	11	0.44
33.	10	0.40
34.	10	0.40
35.	11	0.44
36.	18	0.72
37.	15	0.60
38.	10	0.40
39.	4	0.16
40.	9	0.36
41.	11	0.44
42.	10	0.40
43.	5	0.20
44.	9	0.36
45.	12	0.48
46.	8	0.32
47.	8	0.32
48.	9	0.36
49.	8	0.32
50.	12	0.48



Appendix 13 Reading Interest Data

N o	Stud ents	Previous Experience						Self-Concept						Value						Understandable Subject						The Level of Pressure Involvement						The Complexity of Subject Material						T										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36											
1	A	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	1	1	4	1	1	1	1	1	1	6	3	1	3	1	1	3	1	1	1	1	1	6	5				
2	B	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	1	1	4	1	1	1	1	1	1	6	3	1	3	1	1	3	1	1	1	1	1	6	5				
3	C	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	2	1	1	1	3	1	1	1	1	2	1	7	1	1	2	1	1	1	1	7	1	2	2	3	1	1	1	4		
4	D	2	1	1	1	1	2	8	1	1	2	1	1	1	7	3	3	3	2	1	1	1	3	1	1	2	1	1	1	7	2	1	2	3	3	2	1	3	2	3	3	2	2	1	5			
5	E	1	1	2	1	1	1	7	1	1	1	1	1	1	6	3	3	3	1	1	1	1	0	1	1	1	1	1	1	6	3	2	1	2	1	1	1	1	0	3	2	3	3	1	1	1	5	
6	F	3	3	3	3	1	1	4	1	1	1	1	1	1	6	3	3	3	3	1	1	1	4	1	1	2	1	1	1	7	2	1	1	2	1	1	1	8	3	2	2	3	2	2	1	6		
7	G	1	1	1	1	1	1	6	2	1	1	1	1	1	7	3	3	1	2	1	1	1	1	1	1	1	1	1	6	2	2	1	2	1	1	1	9	3	2	3	1	1	1	9	4			
8	H	1	1	1	1	1	1	6	1	1	2	1	1	1	7	3	3	2	1	1	1	1	1	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	3	1	1	9	4				
9	I	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	0	1	1	2	2	1	2	1	9	1	1	2	1	1	1	7	3	2	2	3	1	1	1	5		
10	J	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	2	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	1	3	1	9	4				
11	K	2	2	2	2	2	2	2	2	2	2	2	1	1	1	3	3	1	1	1	1	0	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	5				
12	L	1	2	3	1	1	1	9	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	2	1	1	2	1	1	0	2	1	2	2	1	2	1	4			
13	M	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	3	1	1	2	1	1	1	1	6	1	1	1	1	1	1	6	3	2	2	3	1	1	1	1	5				
14	N	1	3	1	1	1	1	8	1	1	1	1	1	1	6	3	3	1	1	1	1	1	0	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	1	3	1	9	4				
15	O	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	1	1	1	2	1	1	1	1	6	1	1	1	1	1	1	6	3	1	3	3	3	1	1	1	5				
16	P	1	1	1	1	1	1	6	1	1	1	1	3	1	8	1	1	1	1	1	1	6	1	2	2	1	1	1	8	3	2	1	2	1	1	1	0	1	1	1	1	1	6	3				
17	Q	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	0	0	4	1	1	1	1	1	0	0	4	1	1	1	1	1	1	6	3			
18	R	1	1	2	1	1	1	7	1	1	2	1	1	1	7	1	1	1	2	1	1	7	1	2	2	3	1	1	1	2	1	2	3	3	2	1	3	3	2	1	2	1	3	3	1	1	1	5
19	S	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	3	1	1	1	1	0	1	1	1	1	1	1	2	7	2	1	3	3	3	1	1	1	4	
20	T	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	2	2	1	1	1	8	3	2	1	2	1	1	1	0	3	2	3	1	1	1	9	4			
21	U	1	1	1	1	1	1	6	1	1	1	1	3	1	8	3	3	1	1	3	3	4	1	1	1	1	1	6	3	2	2	1	2	1	1	1	1	2	2	2	3	2	2	1	5			
22	V	3	1	1	1	1	1	8	1	1	1	1	1	3	8	3	3	1	1	3	1	2	1	1	1	1	6	1	2	2	2	1	1	1	9	2	3	2	3	1	1	1	1	5				
23	W	3	1	1	1	1	1	8	3	1	1	1	1	1	8	3	3	1	3	1	3	4	1	1	1	1	1	6	2	1	1	3	3	3	1	3	2	3	3	1	3	1	1	6	5			
24	X	1	1	1	3	3	1	1	1	1	2	1	1	1	7	1	3	3	2	1	1	1	1	1	1	1	1	6	2	2	2	2	1	1	1	0	2	1	3	3	1	1	1	5				
25	Y	3	1	1	1	1	1	8	3	1	1	1	1	1	8	3	3	3	3	1	1	1	1	1	1	1	1	6	3	2	1	1	2	1	1	2	1	2	1	2	3	3	2	1	5			

5 2 6	Z	1	1	1	1	1	1	6	3	1	1	1	1	1	8	3	1	1	3	1	1	1	4	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	2	2	3	1	3	9
2 7	AA	1	1	1	1	1	1	6	1	3	1	1	1	3	1	0	3	3	1	1	1	1	1	1	1	1	1	6	1	1	2	1	1	1	1	7	2	2	1	1	1	1	8	4	
2 8	BB	1	1	1	1	1	3	8	1	2	1	1	1	1	7	3	3	3	1	1	1	1	2	1	1	1	6	1	1	1	1	2	1	7	1	2	1	1	2	1	8	4			
2 9	CC	3	2	1	1	1	1	9	1	1	1	1	1	2	7	3	3	1	3	3	1	1	4	1	1	1	6	3	2	1	1	2	1	1	2	1	1	2	3	2	2	1	5		
3 0	DD	1	1	1	1	1	1	6	1	1	1	1	1	3	8	3	3	3	3	3	3	1	3	1	1	6	2	1	2	1	1	2	1	1	2	1	3	3	2	1	1	5			
3 1	EE	3	1	1	3	3	1	3	3	3	3	3	1	1	4	1	1	1	1	1	1	1	6	2	2	2	1	1	1	9	2	2	1	1	3	3	1	3	2	2	3	2	1	6	
3 2	FF	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	3	3	3	1	1	2	1	1	6	3	2	1	2	1	1	1	1	1	3	2	3	1	1	1	9			
3 3	GG	1	1	1	2	1	1	7	3	2	3	1	3	1	1	1	1	3	3	3	1	1	3	1	1	6	2	1	1	2	1	1	8	1	2	2	1	1	2	9	5				
3 4	HH	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	2	3	3	1	1	1	1	1	6	2	1	2	2	2	1	1	2	1	3	1	1	1	9	5					
KELAS A																														0	7	2	1	2	2	3	1	3	9						

N o	Stud ents	Previous Experience						Self-Concept						Value						Understandable Subject						The Level of Pressure Involvement						The Complexity of Subject Material						T			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
1	II		1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	1	1	1	1	2	1	1	1	1	1	1	1	1	7	2	2	2	1	1	1	9	4
2	JJ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	3	3	1	1	1	1	2	1	1	1	1	1	1	1	8	3	2	2	1	1	1	1	4	
3	KK	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	1	3	3	3	1	4	1	1	1	1	1	1	1	8	2	2	2	2	1	1	1	5		
4	LL	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	3	1	2	1	1	1	1	1	1	7	2	2	2	1	1	1	1	9			
5	MM	1	1	1	3	1	1	8	1	1	1	1	1	1	6	3	3	3	1	1	1	1	2	1	1	1	1	1	6	1	1	1	2	2	1	8	1	1	1	8	
6	NN	3	2	1	1	1	1	9	1	1	1	1	1	1	6	3	3	3	3	1	1	1	4	1	1	1	1	1	6	1	2	2	3	1	1	1	1	5			
7	OO	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	2	1	1	1	1	1	8	3	2	2	2	1	1	1	9				
8	PP	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	0	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	4	
9	QQ	1	1	1	1	1	1	6	2	3	2	1	1	1	1	1	1	1	3	3	3	2	0	1	1	1	1	1	6	2	1	1	1	1	1	7	1	2	1	7	
10	RR	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	1	6	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	6	
11	SS	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	0	1	1	1	1	2	1	7	1	1	2	2	1	1	8	3	2	2	
12	TT	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	3	3	1	2	1	1	1	1	1	6	1	2	1	1	1	1	7	2	2	3	1	1	1

13	UU	1	1	1	3	1	1	8	1	1	1	1	1	1	6	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	2	2	1	8	1	1	1	2	1	1	8	4
14	VV	1	1	1	1	1	1	6	1	3	1	1	1	2	9	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	2	2	1	1	1	1	8	4
15	WW	1	1	1	1	1	1	6	1	1	1	1	1	2	7	3	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	2	2	1	1	1	1	8	4	
16	XX	3	1	1	1	1	1	8	3	3	3	1	1	1	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	1	2	2	1	9	3	1	3	3	1	1	1	6	2	
17	YY	1	1	1	1	1	1	6	1	3	1	1	1	1	8	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	2	1	1	1	1	7	1	2	1	1	1	1	7	4		
18	ZZ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	2	1	1	1	7	2	2	2	2	2	2	1	4		
19	AAA	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	2	2	1	1	1	1	8	2	2	2	2	1	1	1	4		
20	BBB	3	1	1	1	1	1	8	1	1	1	1	1	1	6	3	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	2	3	1	1	2	1	1	2	3	1	1	1	1	0	6	5		
21	CCC	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	3	2	2	3	1	2	1	4			
22	DDD	1	2	1	1	1	1	7	1	1	2	1	1	1	7	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	2	1	2	1	1	8	2	2	1	1	1	1	8	4			
23	EEE	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	2	1	1	1	2	8	4			
24	FFF	1	1	1	1	1	1	6	1	1	1	1	1	2	7	1	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	2	9	2	1	3	3	1	1	1	5			
25	GGG	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	3	2	1	2	1	1	1	3	2	3	2	1	1	1	5			
26	HHH	1	1	2	1	1	1	7	1	1	1	1	1	1	6	3	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	2	1	3	2	1	1	3	3	1	1	5			
27	III	1	1	1	1	1	1	7	2	1	1	1	1	1	7	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	2	9	2	1	3	3	3	1	1	5				
28	JJJ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	3	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	2	9	3	1	2	3	3	2	1	5				
29	KKK	1	1	1	1	2	1	7	1	1	1	1	1	1	6	3	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	2	9	3	2	1	3	3	1	1	5				
30	LLL	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	2	1	1	1	7	4				
31	MMM	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	7	1	2	2	1	1	1	8	2	1	2	3	3	3	1	5				
32	NNN	1	1	1	3	3	1	1	1	1	1	1	1	1	7	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	6	2	1	2	1	1	1	8	2	1	3	3	1	1	1	5				
33	OOO	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	1	1	1	0	0	4	1	1	1	1	0	0	4	3	2			

KELAS B





No	Students	Previous Experience						Self-Concept						Value						Understandable Subject						The Level of Pressure Involvement						The Complexity of Subject Material						T										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36											
1	PPP	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	1	1	1	1	2	1	1	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	3	1	1	9	4	8
2	QQQ	3	1	1	1	1	1	8	1	1	1	1	1	1	6	3	3	3	3	1	1	1	1	4	1	1	1	1	1	1	1	6	1	2	2	1	1	1	8	2	1	2	2	3	3	1	5	5
3	RRR	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	1	3	3	1	1	1	0	2	2	2	2	2	2	2	1	2	2	1	2	1	1	9	1	1	2	1	1	1	7	5	2
4	SSS	1	1	1	1	1	1	7	3	1	1	1	1	1	8	1	1	3	3	1	1	1	1	0	1	1	1	1	1	1	1	6	1	2	1	2	1	1	8	3	2	3	1	1	1	9	4	8
5	TTT	2	1	2	1	1	1	8	1	1	1	1	1	1	6	3	1	3	2	3	1	1	1	3	1	1	1	1	1	1	1	6	2	1	2	2	1	1	9	2	1	3	3	1	1	1	5	3
6	UUU	1	1	1	1	1	1	6	1	2	2	1	1	1	8	3	3	1	3	1	1	1	1	2	1	1	1	1	1	1	1	6	2	1	3	3	2	2	1	2	1	3	3	2	1	1	5	7
7	VVV	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	1	2	1	1	1	1	1	1	1	6	1	2	1	1	1	1	7	2	2	2	3	1	1	1	4	8
8	WW W	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	6	2	1	1	2	1	1	8	2	2	1	1	1	1	8	4	4
9	XXX	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	1	3	3	3	1	1	4	1	1	1	1	1	1	1	6	1	2	2	1	1	1	8	2	2	2	2	1	2	1	5	1
10	YYY	1	1	1	1	1	1	7	1	2	1	1	1	2	8	3	3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	2	1	1	1	1	8	4	6
11	ZZZ	1	1	1	1	1	1	6	2	1	2	1	1	1	8	3	3	3	1	1	1	1	1	2	1	1	1	1	1	1	1	6	2	1	2	1	1	2	9	2	1	3	3	3	1	1	5	4
12	AAA A	1	1	1	1	1	1	6	2	3	1	1	1	1	9	3	3	1	1	1	3	1	1	2	1	1	1	1	1	1	1	6	3	2	1	1	2	1	1	2	1	2	3	3	2	1	5	3
13	BBBB	3	1	1	1	1	1	8	1	1	1	1	1	1	6	3	1	2	1	1	1	9	1	0	2	2	2	2	1	1	1	1	2	2	2	2	1	1	1	1	1	2	1	1	1	7	5	0
14	CCCC	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	6	1	2	1	2	1	1	8	3	2	2	1	1	1	1	4	6
15	DDD D	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	3	3	1	1	1	1	0	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	2	1	1	1	7	4	2
16	EEEE	2	1	1	1	1	1	7	1	1	1	1	1	1	6	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	2	1	1	1	1	7	1	2	1	1	1	1	7	4	4
17	FFFF	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	2	2	1	1	1	1	0	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	2	1	1	1	7	4	2
18	GGG G	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	3	1	1	3	1	1	2	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	6
19	HHH H	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	1	3	1	1	1	0	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	4	0
20	III	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	3	1	1	3	1	1	2	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	6
21	JJJ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	6	2	1	2	2	1	2	1	2	1	3	3	1	1	1	4	9
22	KKK K	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	6	1	2	1	2	1	1	8	3	2	3	1	1	1	9	4	6
23	LLLL	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	1	1	1	1	1	2	1	1	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	3	1	1	9	4	8
24	MMM	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	3	1	1	1	1	1	1	8	1	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	2	1	1	1	1	8	4	4



### Appendix 14 Reading Self-Efficacy Data

No	Students	Initiative Dimension						Effort Dimension						Persistence Dimension						TOTAL			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
1	A	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
2	B	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
3	C	2	2	2	3	3	3	15	1	2	2	2	2	1	10	2	2	2	1	1	1	8	34
4	D	2	2	2	3	3	3	15	3	3	3	3	3	3	18	4	3	3	3	3	1	17	50
5	E	1	1	1	2	2	2	9	2	2	2	3	3	3	15	2	2	2	2	2	2	12	36
6	F	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	3	19	56
7	G	1	2	2	2	2	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	12	34
8	H	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
9	I	1	2	2	3	3	1	12	3	3	3	3	3	3	18	2	2	2	2	2	2	12	36
10	J	1	2	2	2	2	1	10	1	1	1	1	3	3	10	2	2	2	2	1	1	10	30
11	K	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
12	L	1	2	2	2	2	1	10	2	2	2	3	3	3	15	2	2	2	2	1	1	10	35
13	M	1	2	2	3	3	1	12	3	3	3	3	3	3	18	2	2	2	2	2	2	12	42
14	N	1	2	2	2	2	1	10	1	1	1	1	3	3	10	2	2	2	2	1	1	10	24
15	O	1	2	2	2	2	1	10	2	2	2	2	2	2	12	2	2	2	2	2	2	12	25
16	P	1	2	2	2	2	1	10	1	1	1	1	3	3	10	2	2	2	2	1	1	10	24
17	Q	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	2	1	8	24
18	R	2	2	3	3	3	3	16	3	3	3	3	3	3	18	2	2	2	3	3	3	15	26
19	S	1	1	1	1	1	1	6	3	3	3	3	3	3	18	1	1	1	1	1	1	6	21
20	T	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	2	2	12	24
21	U	3	3	3	3	3	3	18	1	1	1	2	3	2	10	2	2	2	2	2	2	12	26
22	V	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	26
23	W	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	2	12	29
24	X	1	2	2	3	3	3	14	1	1	3	3	3	3	14	2	2	2	3	3	3	15	26

25	Y	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	1	13	28
26	Z	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	24
27	AA	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	24
28	BB	1	2	2	2	2	1	10	2	2	2	2	2	2	12	2	2	2	2	1	1	10	26
29	CC	3	3	1	1	1	1	10	1	1	1	3	3	3	12	2	2	2	2	2	2	12	28
30	DD	1	2	3	3	3	3	15	3	3	3	3	3	3	18	2	2	2	2	2	2	12	45
31	EE	3	3	3	4	3	3	19	3	3	3	3	4	4	20	4	3	3	3	3	3	19	30
32	FF	1	1	1	1	1	1	6	1	1	1	4	3	3	13	2	2	2	2	1	1	10	29
33	GG	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	42
34	HH	1	1	1	2	2	2	9	2	2	2	3	3	3	15	2	2	2	2	2	2	12	32
<b>KELAS A</b>																							

No	Students	Initiative Dimension						Effort Dimension						Persistence Dimension						TOTAL			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
1	II	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	30
2	JJ	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
3	KK	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	2	12	44
4	LL	2	2	2	2	1	1	10	2	2	2	2	1	1	10	2	2	2	2	1	1	10	30
5	MM	2	2	2	2	1	1	10	2	2	2	2	1	1	10	2	2	2	2	3	1	12	32
6	NN	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	3	19	56
7	OO	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	1	13	46
8	PP	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
9	QQ	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
10	RR	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	2	2	1	1	10	22



11	SS	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
12	TT	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	2	12	44
13	UU	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	3	19	56
14	VV	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
15	WW	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	30
16	XX	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	4	20	57
17	YY	2	2	2	2	1	1	10	2	2	2	2	1	1	10	2	2	2	2	3	1	12	32
18	ZZ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	2	2	1	1	10	22
19	AAA	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
20	BBB	2	2	2	3	3	3	15	3	3	3	3	3	3	18	4	3	3	3	3	1	17	50
21	CCC	2	2	2	2	2	2	12	2	2	2	2	2	2	12	1	2	1	2	2	2	10	34
22	DDD	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
23	EEE	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
24	FFF	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
25	GGG	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
26	HHH	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
27	III	3	3	3	3	3	3	18	3	2	2	2	2	2	13	2	2	2	2	2	2	12	43
28	JJJ	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
29	KKK	2	2	2	2	2	2	12	2	2	2	2	2	2	12	1	2	1	2	4	4	10	38
30	LLL	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
31	MMM	3	3	3	3	3	3	18	1	1	2	2	3	3	12	2	2	2	2	2	2	12	42
32	NNN	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	4	4	14	46
33	OOO	1	1	1	1	1	1	6	1	1	1	1	3	3	10	2	2	2	2	2	2	12	28
<b>TOTAL</b>																							
<b>KELAS B</b>																							





25	NNNN	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	2	2	2	2	12	24
26	OOOO	1	1	1	1	1	1	6	1	1	2	1	1	1	6	2	2	2	2	1	1	10	22
27	PPPP	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	2	2	8	20
28	QQQQ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	3	3	1	10	22
29	RRRR	2	2	2	2	2	2	12	2	2	2	2	2	2	12	1	2	1	2	2	2	10	34
30	SSSS	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	2	1	1	2	2	10	36
31	TTTT	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	1	1	2	2	10	22
32	UUUU	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	2	2	12	26
33	VVVV	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	4	14	46
34	WWWW	1	1	1	1	1	1	6	1	1	1	3	3	1	10	2	2	2	2	2	2	12	28
<b>TOTAL</b>																							
<b>KELAS D</b>																							



**Appendix 15 Reading Competency Data**

N	Students' Name	ITEM NUMBER																				TOTAL					
		0	0	0	0	0	0	0	0	0	1	1	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	A	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	48		
2	B	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	44		
3	C	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	32		
4	D	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	52		
5	E	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	40		
6	F	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	40		
7	G	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	32		
8	H	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	1	1	0	28		
9	I	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	36		
10	J	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	0	32		
11	K	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	0	32		
12	L	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	32		
13	M	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	40		
14	N	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	32		
15	O	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	1	36		
16	P	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	46		
17	Q	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	0	24		
18	R	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	0	40		
19	S	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	1	28		
20	T	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	32		
21	U	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	1	1	44		



22	V	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	1	36
23	W	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	48
24	X	0	0	0	1	1	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	44	
25	Y	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	52
26	Z	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	1	32
27	AA	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	32
28	BB	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	1	1	0	0	1	0	0	40
29	CC	1	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	1	1	1	1	0	0	1	48
30	DD	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	54
31	EE	1	0	0	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	60
32	FF	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	0	1	0	28	
33	GG	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	48
34	HH	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	42
		KELAS A																									
35	II	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	32
36	JJ	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	0	32
37	KK	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	48
38	LL	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	32
39	MM	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1	0	1	0	0	32
40	NN	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	48
41	OO	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	48
42	PP	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	40
43	QQ	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	46
44	RR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	0	0	1	28
45	SS	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	0	44
46	TT	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	48
47	UU	1	0	0	1	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	48
48	VV	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	0	44
49	WW	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	0	28
50	XX	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	1	1	52

51	YY	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26				
52	ZZ	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28		
53	AAA	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24		
54	BBB	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	50		
55	CCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32		
56	DDD	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	32		
57	EEE	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28		
58	FFF	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	48	
59	GGG	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	48		
60	HHH	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	44	
61	III	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	44		
62	JJJ	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	32		
63	KKK	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	40		
64	LLL	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	32		
65	MMM	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	46		
66	NNN	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	44	
67	OOO	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	32	
KELAS B																																												
68	PPP	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	32		
69	QQQ	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46
70	RRR	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
71	SSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	32	
72	TTT	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	40	
73	UUU	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	42	
74	VVV	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
75	WWW	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34
76	XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	36
77	YYY	0	0	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	32
78	ZZZ	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	46
79	AAAA	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	48	

80	BBBB	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	40
81	CCCC	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	36
82	DDDD	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0	24
83	EEEE	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	32
84	FFFF	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	0	1	0	28	
85	GGGG	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	20
86	HHHH	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	40	
87	IIII	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	0	0	0	0	20	
88	JJJJ	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	38	
89	KKKK	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	1	0	0	1	0	0	24	
90	LLLL	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	1	1	1	0	32	
91	MMMM	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	20	
92	NNNN	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	0	1	0	32	
93	OOOO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	1	1	0	24	
94	PPPP	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	20	
95	QQQQ	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	0	32	
96	RRRR	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	46	
97	SSSS	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	0	38	
98	TTTT	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	0	0	0	32	
99	UUUU	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	0	0	1	0	0	40	
100	VVVV	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	44	
101	WWWW	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	0	0	28	

KELAS D



## Appendix 16 Data Recapitulation

No	Name Codes	Class	Reading Interest Scores	Reading Self-Efficacy Scores	Reading Competency Scores
1	A	I	50	48	48
2	B	I	50	40	44
3	C	I	49	34	32
4	D	I	63	50	52
5	E	I	52	36	40
6	F	I	62	56	40
7	G	I	48	34	32
8	H	I	48	36	28
9	I	I	50	42	36
10	J	I	48	30	32
11	K	I	50	48	32
12	L	I	48	35	32
13	M	I	52	42	40
14	N	I	48	30	32
15	O	I	56	34	36
16	P	I	34	30	46
17	Q	I	32	20	24
18	R	I	55	49	40
19	S	I	46	30	28
20	T	I	46	32	32
21	U	I	58	40	44
22	V	I	55	40	36
23	W	I	64	44	48
24	X	I	55	43	44
25	Y	I	59	46	52
26	Z	I	48	30	32
27	AA	I	47	30	32
28	BB	I	48	32	40
29	CC	I	58	34	48
30	DD	I	56	45	54
31	EE	I	66	58	60
32	FF	I	46	29	28
33	GG	I	55	48	48
34	HH	I	50	36	42
35	II	II	46	30	32
36	JJ	II	48	36	32
37	KK	II	50	44	48
38	LL	II	46	30	32
39	MM	II	48	32	32
40	NN	II	58	56	48



41	OO	II	52	46	48
42	PP	II	43	36	40
43	QQ	II	48	36	46
44	RR	II	36	22	28
45	SS	II	48	36	44
46	TT	II	46	44	48
47	UU	II	48	56	48
48	VV	II	46	40	44
49	WW	II	46	30	28
50	XX	II	62	57	52
51	YY	II	44	32	26
52	ZZ	II	48	22	28
53	AAA	II	46	24	24
54	BBB	II	54	50	50
55	CCC	II	48	34	32
56	DDD	II	46	24	32
57	EEE	II	44	24	28
58	FFF	II	51	40	48
59	GGG	II	52	48	48
60	HHH	II	55	40	44
61	III	II	54	43	44
62	JJJ	II	55	24	32
63	KKK	II	52	38	40
64	LLL	II	46	24	32
65	MMM	II	53	42	46
66	NNN	II	54	46	44
67	OOO	II	32	28	32
68	PPP	III	48	30	32
69	QQQ	III	55	42	46
70	RRR	III	52	46	38
71	SSS	III	48	36	32
72	TTT	III	53	46	40
73	UUU	III	57	46	42
74	VVV	III	48	22	28
75	WWW	III	44	28	34
76	XXX	III	51	48	36
77	YYY	III	46	26	32
78	ZZZ	III	54	36	46
79	AAAA	III	56	42	48
80	BBBB	III	50	48	40
81	CCCC	III	46	40	36
82	DDDD	III	42	30	24
83	EEEE	III	44	36	32
84	FFFF	III	42	23	28
85	GGGG	III	36	20	20

86	HHHH	III	40	38	40
87	IIII	III	36	18	20
88	JJJJ	III	49	48	38
89	KKKK	III	46	22	24
90	LLLL	III	48	36	32
91	MMMM	III	40	18	20
92	NNNN	III	44	24	32
93	OOOO	III	42	22	24
94	PPPP	III	40	20	20
95	QQQQ	III	44	22	32
96	RRRR	III	48	34	46
97	SSSS	III	52	36	38
98	TTTT	III	44	22	32
99	UUUU	III	42	26	40
100	VVVV	III	50	46	44
101	WWWW	III	46	28	28



### Appendix 17 Descriptive Of Reading Interest, Reading Self-Efficacy And Reading Competency

#### Descriptive Statistics

	Mean	Std. Deviation	N
Interest	48.91	6.46	101
Efficacy	35.94	9.90	101
Competency	37.02	9.07	101

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Interest	101	34.00	36.00	66.00	48.91	0.64	6.46	41.82
Self-Efficacy	101	30.00	18.00	58.00	35.94	0.98	9.90	98.11
Competency	101	21.00	20.00	60.00	37.02	0.90	9.07	82.28
Valid N (listwise)	101							

**Appendix 18 Descriptive Statistics of Reading Interest Based on Class**

Descriptive						
Reading Interest Score						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
VIII A	34	51.52	7.26	1.24	36	66
VIII B	33	48.63	5.76	1.00	18	62
VIII D	34	46.55	5.37	5.37	20	60
Total	101	48.91	6.46	0.643	20	66



**Appendix 19 Descriptive Statistics of Reading Self-Efficacy Based on Class**

Descriptive						
Reading Self-Efficacy Score						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
VIII A	34	38.55	8.60	1.47	21	56
VIII B	33	36.78	10.22	1.77	20	57
VIII D	34	32.50	10.09	1.73	18	30
Total	101	35.94	9.90	0.985	18	57





*Appendix 20 Descriptive Statistics of Reading Competency Based Class*

Descriptive						
Reading Competency Score						
	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
VIII A	34	39.29	8.80	1.51	24	66
VIII B	33	38.84	8.73	1.52	24	58
VIII D	34	33.00	8.51	1.46	20	60
Total	101	37.02	9.07	0.902	20	60



## Appendix 21 Indicators of Reading Interest, Reading Self-Efficacy, And Reading Competency Based on Classes

### 1. CLASS A

#### a) Reading Interest

Statistics						
	Previous Experience	Self-Concept	Value	Understandable Subject	Level of Pressure	The Complexity of Subject Material
Mean	7.44	7.32	10.97	6.55	9.23	10.41
Std. Error of Mean	0.35623	0.32899	0.51620	0.22016	0.40067	0.46465
Std. Deviation	2.07717	1.91834	3.00994	1.28373	2.33626	2.70933
Variance	4.315	3.680	9.060	1.648	5.458	7.340
Range	8	8	12	6	9	9

#### b) Reading Self-Efficacy

Statistics			
	Initiative Dimension	Effort Dimension	Persistence Dimension
Mean	11.61	14.67	12.23
Std. Error of Mean	0.66087	0.62154	0.49608
Std. Deviation	3.85349	3.62417	2.89261
Variance	14.849	13.135	8.367
Range	13	14	13

c) **Reading Competency**

<b>Statistics</b>				
	Main Idea	Specific Information	Textual Reference	Word Meaning
Mean	0.4118	0.4118	4.05	4.85
Std. Error of Mean	0.12749	0.11264	0.18375	0.18467
Std. Deviation	0.74336	0.65679	1.07142	1.07682
Variance	0.553	0.431	1.148	1.160
Range	3	2	4	4

2. **CLASS B**

a) **Reading Interest**

<b>Statistics</b>						
	Previous Experience	Self-Concept	Value	Understandable Subject	Level of Pressure	The Complexity of Subject Material
Mean	6.57	6.60	11.48	6.1212	7.9697	9.93
Std. Error of Mean	0.17959	0.23411	0.32602	0.7227	0.29026	0.44793
Std. Deviation	1.03169	1.34488	1.87285	0.41515	1.66742	2.57317
Variance	1.064	1.809	3.508	0.172	2.780	6.621
Range	4	6	8	2	9	11

## b) Reading Self-Efficacy

Statistics			
	Initiative Dimension	Effort Dimension	Persistence Dimension
Mean	11.27	12.75	12.63
Std. Error of Mean	0.76904	0.76997	0.50718
Std. Deviation	4.41781	4.42317	2.91353
Variance	19.517	19.564	8.489
Range	13	12	10

## c) Reading Competency

Statistics				
	Main Idea	Specific Information	Textual Reference	Word Meaning
Mean	0.60	0.30	4.57	4.1818
Std. Error of Mean	0.13720	0.11082	0.19957	0.24016
Std. Deviation	0.78817	0.63663	1.14647	1.37964
Variance	0.621	0.405	1.314	1.903
Range	3	3	4	6

### 3. CLASS D

#### a) Reading Interest

Statistics						
	Previous Experience	Self-Concept	Value	Understandable Subject	Level of Pressure	The Complexity of Subject Material
Mean	6.41	6.41	10.88	6.29	8.08	8.82
Std. Error of Mean	0.12029	0.14697	0.24533	0.20910	0.29964	0.36920
Std. Deviation	0.70141	0.85697	1.43051	1.21927	1.74716	2.15281
Variance	0.492	0.734	2.046	1.487	3.053	4.635
Range	2	3	6	6	7	7

#### b) Reading Self-Efficacy

Statistics			
	Initiative Dimension	Effort Dimension	Persistence Dimension
Mean	9.61	10.67	11.29
Std. Error of Mean	0.74458	0.79964	0.43984
Std. Deviation	4.34159	4.66269	2.56467
Variance	18.849	21.741	6.578
Range	12	12	9



## c) Reading Competency

<b>Statistics</b>				
	Main Idea	Specific Information	Textual Reference	Word Meaning
Mean	0.2941	0.2353	3.9118	3.55
Std. Error of Mean	0.08985	0.09496	0.19516	0.22016
Std. Deviation	0.52394	0.55371	1.13798	1.28373
Variance	0.275	0.307	1.295	1.648
Range	2	2	4	4

### Appendix 22 Correlation of Reading Interest, Reading Self-Efficacy, And Reading Competency

Descriptive Statistics			
	Mean	Std. Deviation	N
Interest	48.91	6.46	101
Self-Efficacy	35.94	9.90	101
Competency	37.02	9.07	101

Correlations					
		Interest	Self-Efficacy	competency	
Interest	Pearson Correlation	1	.731**	.700**	
	Sig. (1-tailed)		.000	.000	
	N	101	101	101	
Self-Efficacy	Pearson Correlation	.731**	1	.821**	
	Sig. (1-tailed)	.000		.000	
	N	101	101	101	
competency	Pearson Correlation	.700**	.821**	1	
	Sig. (1-tailed)	.000	.000		
	N	101	101	101	
**. Correlation is significant at the 0.01 level (1-tailed).					

### Appendix 23 Regression of Reading Interest, Reading Self-Efficacy, And Reading Competency

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Interest	48.91	6.46	101
Self-Efficacy	35.94	9.90	101
Competency	37.02	9.07	101

<b>Correlations</b>				
		competen cy	Interest	Self- Efficacy
Pearson Correlation	competency	1.000	.700	.821
	Interest	.700	1.000	.731
	Self- Efficacy	.821	.731	1.000
Sig. (1-tailed)	competency	.	.000	.000
	Interest	.000	.	.000
	Self- Efficacy	.000	.000	.
N	competency	101	101	101
	Interest	101	101	101
	Self- Efficacy	101	101	101

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.840 <sub>a</sub>	.705	.699	4.20440	.705	117.069	2	98	.000
a. Predictors: (Constant), self-efficacy, interest									



## Appendix 24 Sheet of Reading Interest Scale


12  
Pl. nguruh

### Reading Interest Scale

**Petunjuk**

1. Bacalah pernyataan-pernyataan berikut berdasarkan ketertarikan anda membaca.
2. Skala ini menunjukkan seberapa 1) berpengalaman anda dalam menjawab test, 2) seberapa percaya anda terhadap diri sendiri dalam menjawab test, 3) Seberapa penilaian anda terhadap diri sendiri, 4) Seberapa paham anda terhadap menjawab sebuah test, 5) Seberapa tingkat kesulitan anda dalam menjawab test, 6) Seberapa kesiapan anda dalam menjawab sebuah test.
3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
4. Silakan menilai ketertarikan anda sejujur-jujurnya.
5. Nilai setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan senyap mungkin.
6. Setiap butir skala akan memiliki arti sebagai berikut, nilai 1= sangat tidak relevan, 2= tidak relevan, 3= relevan, 4= sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan anda			
	Ya	Tidak	1	2	3	4
1. Saya berpengalaman dalam menentukan ide pokok pada teks deskripsi.	✓				✓	
2. Saya berpengalaman dalam melengkapi ide pokok pada teks deskripsi.	✓					✓
3. Saya berpengalaman dalam menambahkan ide pokok pada teks deskripsi.	✓				✓	
4. Saya berpengalaman dalam meringkas ide pokok dalam teks recount.	✓				✓	
5. Saya berpengalaman dalam membedakan ide pokok dalam teks recount.	✓				✓	
6. Saya berpengalaman dalam menulis kembali ide pokok dalam teks recount.	✓					✓


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		1	2	3	4
7. Saya percaya bahwa saya dapat menentukan informasi khusus pada teks deskripsi.	✓			✓	
8. Saya percaya bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓			✓	
9. Saya percaya bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓				✓
0. Saya percaya bahwa saya dapat meringkas informasi khusus pada teks deskripsi.	✓				✓
1. Saya percaya bahwa saya dapat membedakan informasi khusus pada teks deskripsi.	✓			✓	
2. Saya percaya bahwa saya dapat menulis kembali informasi khusus pada teks deskripsi.	✓			✓	
3. Saya menilai bahwa saya dapat menentukan kata rujukan pada teks deskripsi.	✓			✓	
4. Saya menilai bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.	✓			✓	
5. Saya menilai bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	✓			✓	
6. Saya menilai bahwa saya dapat meringkas kata rujukan pada teks recount.	✓		✓		
7. Saya menilai bahwa saya dapat membedakan kata rujukan pada teks recount.	✓			✓	
8. Saya menilai bahwa saya dapat menulis kembali kata rujukan pada teks recount.	✓			✓	
9. Saya tidak paham dalam menentukan arti kata pada teks deskripsi.	✓			✓	
0. Saya tidak paham dalam melengkapi arti kata pada teks deskripsi.	✓			✓	
1. Saya tidak paham dalam menambahkan arti kata pada teks deskripsi.	✓			✓	
2. Saya tidak paham dalam meringkas arti kata pada teks recount.	✓				✓
3. Saya tidak paham dalam membedakan arti kata pada teks recount.	✓			✓	
4. Saya tidak paham dalam menulis kembali arti kata pada teks recount.	✓			✓	
5. Saya tidak siap dalam menentukan ide pokok pada teks deskripsi.	✓		✓		
6. Saya tidak siap dalam melengkapi ide pokok pada teks deskripsi.	✓	✓			
7. Saya tidak siap dalam menambahkan ide pokok pada teks deskripsi.	✓		✓	✓	

	1	2	3	4
8. Saya tidak siap dalam meringkas ide pokok pada teks recount.	✓			✓
9. Saya tidak siap dalam membedakan ide pokok pada teks recount	✓			✓
10. Saya tidak siap dalam menulis kembali ide pokok pada teks recount.	✓			✓
1. Saya tidak termotivasi bahwa saya dapat menentukan informasi khusus pada teks deskripsi.	✓			✓
2. Saya tidak termotivasi bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓			✓
3. Saya tidak termotivasi bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓			✓
4. Saya tidak termotivasi bahwa saya dapat meringkas informasi khusus pada teks recount.	✓			✓
5. Saya tidak termotivasi bahwa saya dapat membandingkan informasi khusus pada teks recount.	✓			✓
6. Saya tidak termotivasi bahwa saya dapat menulis kembali informasi khusus pada teks recount.	✓			✓

11.  
Shinta

### Reading Interest Scale

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan ketertarikan anda membaca.
2. Skala ini menunjukkan seberapa 1) berpengalaman anda dalam menjawab test, 2) seberapa percaya anda terhadap diri sendiri dalam menjawab test, 3) Seberapa penilaian anda terhadap diri sendiri, 4) Seberapa paham anda terhadap menjawab sebuah test, 5) Seberapa tingkat kesulitan anda dalam menjawab test, 6) Seberapa kesiapan anda dalam menjawab sebuah test.
3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
4. Silakan menilai ketertarikan anda sejujur-jujurnya.
5. Nilai setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan nyata mungkin.
6. Setiap butir skala akan memiliki arti sebagai berikut, nilai 1= sangat tidak relevan, 2= tidak relevan, 3= relevan, 4= sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan anda			
	Ya	Tidak	1	2	3	4
1. Saya berpengalaman dalam menentukan ide pokok pada teks deskripsi.	✓					✓
2. Saya berpengalaman dalam melengkapi ide pokok pada teks deskripsi.	✓					✓
3. Saya berpengalaman dalam menambahkan ide pokok pada teks deskripsi.	✓				✓	
4. Saya berpengalaman dalam meringkas ide pokok dalam teks recount.	✓					✓
5. Saya berpengalaman dalam membedakan ide pokok dalam teks recount.	✓				✓	
6. Saya berpengalaman dalam menulis kembali ide pokok dalam teks recount.	✓				✓	

7. Saya percaya bahwa saya dapat menentukan informasi khusus pada teks deskripsi.	✓				✓
8. Saya percaya bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓			✓	
9. Saya percaya bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓			✓	
0. Saya percaya bahwa saya dapat meringkas informasi khusus pada teks deskripsi.	✓				✓
1. Saya percaya bahwa saya dapat membedakan informasi khusus pada teks deskripsi.	✓			✓	
2. Saya percaya bahwa saya dapat menulis kembali informasi khusus pada teks deskripsi.	✓				✓
3. Saya menilai bahwa saya dapat menentukan kata rujukan pada teks deskripsi.	✓			✓	
4. Saya menilai bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.	✓			✓	
5. Saya menilai bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	✓				✓
6. Saya menilai bahwa saya dapat meringkas kata rujukan pada teks recount.	✓				✓
7. Saya menilai bahwa saya dapat membedakan kata rujukan pada teks recount.	✓			✓	
8. Saya menilai bahwa saya dapat menulis kembali kata rujukan pada teks recount.	✓			✓	
9. Saya tidak paham dalam menentukan arti kata pada teks deskripsi.	✓			✓	
0. Saya tidak paham dalam melengkapi arti kata pada teks deskripsi.	✓		✓		
1. Saya tidak paham dalam menambahkan arti kata pada teks deskripsi.	✓			✓	
2. Saya tidak paham dalam meringkas arti kata pada teks recount.	✓			✓	
3. Saya tidak paham dalam membedakan arti kata pada teks recount.	✓		✓		
4. Saya tidak paham dalam menulis kembali arti kata pada teks recount.	✓			✓	
5. Saya tidak siap dalam menentukan ide pokok pada teks deskripsi.	✓			✓	
6. Saya tidak siap dalam melengkapi ide pokok pada teks deskripsi.	✓			✓	
7. Saya tidak siap dalam menambahkan ide pokok pada teks deskripsi.	✓			✓	

	1	2	3	4
8. Saya tidak siap dalam meringkas ide pokok pada teks recount.	✓		✓	
9. Saya tidak siap dalam membedakan ide pokok pada teks recount.	✓		✓	
10. Saya tidak siap dalam menulis kembali ide pokok pada teks recount.	✓		✓	
1. Saya tidak termotivasi bahwa saya dapat menentukan informasi khusus pada teks deskripsi.	✓		✓	
2. Saya tidak termotivasi bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓		✓	
3. Saya tidak termotivasi bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓		✓	
4. Saya tidak termotivasi bahwa saya dapat meringkas informasi khusus pada teks recount.	✓		✓	
5. Saya tidak termotivasi bahwa saya dapat membandingkan informasi khusus pada teks recount.	✓		✓	
6. Saya tidak termotivasi bahwa saya dapat menulis kembali informasi khusus pada teks recount.	✓		✓	



## Appendix 25 Sheet of Reading Self-Efficacy Scale

12  
Pl. Agurab

**Reading Self-Efficacy Scale**

**Petunjuk**

- Bacalah pernyataan-pernyataan berikut berdasarkan kepercayaan diri anda membaca.
- Skala ini menunjukkan seberapa 1) inisiatif anda dalam membaca, 2) seberapa yakin anda terhadap diri sendiri dalam menjawab test, 3) Seberapa percaya diri anda terhadap diri sendiri dalam menjawab test.
- Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
- Silakan menilai kepercayaan diri anda sejujur-jujurnya.
- Nilai setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan senyata mungkin.
- Setiap butir skala akan memiliki arti sebagai berikut, nilai 1= sangat tidak relevan, 2= tidak relevan, 3= relevan, 4= sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
- Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan anda			
	Ya	Tidak	1	2	3	4
1. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripsi.	✓					✓
2. Saya mencoba untuk dapat melengkapi ide pokok pada teks deskripsi.	✓					✓
3. Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripsi.	✓					✓
4. Saya mencoba untuk dapat meringkas ide pokok pada teks recount.	✓					✓
5. Saya mencoba untuk dapat membedakan ide pokok pada teks recount.	✓					✓
6. Saya mencoba untuk dapat menulis kembali ide pokok pada teks recount.	✓					✓

Dipindai dengan CamScanner

7. Saya yakin bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓					✓
8. Saya yakin bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓					✓
9. Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓					✓
10. Saya yakin bahwa saya dapat meringkas informasi khusus pada teks recount.	✓					✓
11. Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount.	✓					✓
12. Saya yakin bahwa saya dapat menulis kembali informasi khusus pada teks recount.	✓					✓
13. Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teks deskripsi.	✓			✓		
14. Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.	✓			✓		
15. Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	✓			✓		
16. Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount.	✓			✓		
17. Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount.	✓			✓		
18. Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount.	✓			✓		

16.  
Amelia

## Reading Self-Efficacy Scale

## Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kepercayaan diri anda membaca.
2. Skala ini menunjukkan seberapa 1) inisiatif anda dalam membaca, 2) seberapa yakin anda terhadap diri sendiri dalam menjawab test, 3) Seberapa percaya diri anda terhadap diri sendiri dalam menjawab test.
3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
4. Silakan menilai kepercayaan diri anda sejujur-jujurnya.
5. Nilai setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan senyata mungkin.
6. Setiap butir skala akan memiliki arti sebagai berikut, nilai 1= sangat tidak relevan, 2= tidak relevan, 3= relevan, 4= sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan anda			
	Ya	Tidak	1	2	3	4
1. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripsi.	✓					✓
2. Saya mencoba untuk dapat melengkapi ide pokok pada teks deskripsi.	✓					✓
3. Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripsi.	✓					✓
4. Saya mencoba untuk dapat meringkas ide pokok pada teks recount.	✓					✓
5. Saya mencoba untuk dapat membedakan ide pokok pada teks recount.	✓					✓
6. Saya mencoba untuk dapat menulis kembali ide pokok pada teks recount.	✓					✓

7. Saya yakin bahwa saya dapat menentukan ide pokok pada teks deskripsi.	✓					✓
8. Saya yakin bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	✓					✓
9. Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	✓					✓
10. Saya yakin bahwa saya dapat meringkas informasi khusus pada teks recount.	✓					✓
11. Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount.	✓					✓
12. Saya yakin bahwa saya dapat menulis kembali informasi khusus pada teks recount.	✓					✓
13. Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teks deskripsi.		✓	✓			
14. Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.		✓	✓			
15. Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.		✓	✓			
16. Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount.		✓	✓			
17. Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount.		✓	✓			
18. Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount.		✓	✓			

AMU 5

### Reading Self-Efficacy Scale

#### Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan kepercayaan diri anda membaca.
2. Skala ini menunjukkan seberapa 1) inisiatif anda dalam membaca, 2) seberapa yakin anda terhadap diri sendiri dalam menjawab test, 3) Seberapa percaya diri anda terhadap diri sendiri dalam menjawab test.
3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
4. Silakan menilai kepercayaan diri anda sejujur-jujurnya.
5. Nilaiian setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan senyata mungkin.
6. Setiap butir skala akan memiliki arti sebagai berikut, nilai 1= sangat tidak relevan, 2= tidak relevan, 3= relevan, 4= sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Tanggapan anda				Pemahaman	
	1	2	3	4	Ya	Tidak
1. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripsi.				✓	✓	
2. Saya mencoba untuk dapat melengkapi ide pokok pada teks deskripsi.				✓	✓	
3. Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripsi.				✓	✓	
4. Saya mencoba untuk dapat meringkas ide pokok pada teks recount.				✓	✓	
5. Saya mencoba untuk dapat membedakan ide pokok pada teks recount.				✓	✓	
6. Saya mencoba untuk dapat menulis kembali ide pokok pada teks recount.				✓	✓	



7. Saya yakin bahwa saya dapat menentukan ide pokok pada teks deskripsi.				✓	✓	
8. Saya yakin bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.				✓	✓	
9. Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.				✓	✓	
10. Saya yakin bahwa saya dapat meringkas informasi khusus pada teks recount.				✓	✓	
11. Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount.				✓	✓	
12. Saya yakin bahwa saya dapat menulis kembali informasi khusus pada teks recount.				✓	✓	
13. Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teks deskripsi.	✓					✓
14. Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.	✓					✓
15. Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	✓					✓
16. Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount	✓					✓
17. Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount.	✓					✓
18. Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount.	✓					✓

## Appendix 26 Sheet of Reading Competency Test

NAMA: *Leadele Achya*  
 KELAS: *VIII D*

Lembar Jawaban

	A	B	C	D
<del>1</del>	X			
2			X	
3		X		
<del>4</del>				X
<del>5</del>	X			

	A	B	C	D
<del>16</del>	X			
<del>17</del>			X	
<del>18</del>				X
19		X		
<del>20</del>		X		

<del>6</del>		X		
7	X			
8		X		
<del>9</del>	X			
<del>10</del>			X	

<del>21</del>	X			
<del>22</del>		X		
<del>23</del>			X	
<del>24</del>			X	
25				X

<del>11</del>	X			
<del>12</del>			X	
<del>13</del>		X		
<del>14</del>				X
<del>15</del>			X	

26				
27				
28				
29				
30				

*24*

NAMA: KD Agus Apriawan

KELAS: VII D

Lembar Jawaban

	A	B	C	D
<del>1</del>			X	
<del>2</del>			X	
3			X	
<del>4</del>	X			
<del>5</del>	X			

	A	B	C	D
16			X	
<del>17</del>	X			
<del>18</del>		X		
<del>19</del>				X
20			X	

6				X
<del>7</del>				X
<del>8</del>		X		
9				X
<del>10</del>		X		

<del>21</del>	X			
<del>22</del>	X			
<del>23</del>	X			
24	X			
<del>25</del>	X			

<del>11</del>	X			
12	X			
<del>13</del>		X		
<del>14</del>	X			
<del>15</del>		X		

26				
27				
28				
29				
30				

28

NAMA: NI LINA KURNIAWAN W.  
 KELAS: VIII D

## Lembar Jawaban

	A	B	C	D
<del>1.</del>	<del>/</del>			
<del>2.</del>		<del>/</del>		
<del>3.</del>		<del>X</del>		
<del>4.</del>				<del>X</del>
<del>5.</del>	<del>X</del>			

	A	B	C	D
<del>16.</del>		<del>X</del>		
<del>17.</del>				<del>X</del>
<del>18.</del>			<del>X</del>	
<del>19.</del>	<del>X</del>			
<del>20.</del>				<del>X</del>

<del>6.</del>	<del>X</del>			
<del>7.</del>	<del>X</del>			
<del>8.</del>	<del>X</del>			
<del>9.</del>		<del>X</del>		
<del>10.</del>			<del>X</del>	

<del>21.</del>				<del>X</del>
<del>22.</del>			<del>X</del>	
<del>23.</del>		<del>X</del>		
<del>24.</del>		<del>X</del>		
<del>25.</del>	<del>X</del>			

<del>11.</del>				<del>X</del>
<del>12.</del>			<del>X</del>	
<del>13.</del>			<del>X</del>	
<del>14.</del>	<del>X</del>			
<del>15.</del>		<del>X</del>		

<del>26.</del>				
<del>27.</del>				
<del>28.</del>				
<del>29.</del>				
<del>30.</del>				

20  
/

NAMA: Denu Apriyanti  
 KELAS: VIII B

## Lembar Jawaban

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

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

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

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

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

26.				
27.				
28.				
29.				
30.				

32



NAMA: ~~Indah Anggraeni Pratiwi~~

KELAS: VIII B

Lamban Jawablah

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

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

6			X	
7	X			
8	X			
9				X
10			X	

21				X
22	X			
23			X	
24		X		
25			X	

11				X
12	X			
13	X			
14	X			
15				X

26				
27				
28				
29				
30				

$$9 \times 4 = 36$$

NAMA: Dea Ayu Puspita San  
 KELAS: VIII<sup>A</sup>

Lembar Jawaban

	A	B	C	D
<del>1.</del>	X			
<del>2.</del>		X		
<del>3.</del>	X			
<del>4.</del>				X
5.			X	

	A	B	C	D
<del>16.</del>		X		
<del>17.</del>			X	
<del>18.</del>			X	
<del>19.</del>	X			
<del>20.</del>				X

<del>6.</del>		X		
7.	X			
8.	X			
9.				X
<del>10.</del>			X	

21.				X
<del>22.</del>	X			
<del>23.</del>		X		
<del>24.</del>		X		
<del>25.</del>			X	

<del>11.</del>				X
12.	X			
<del>13.</del>	X			
<del>14.</del>			X	
15.	X			

26.				
27.				
28.				
29.				
30.				

$$7 \times 4 = \underline{\underline{28}}$$

Appendix 27 Documentation



## RIWAYAT HIDUP



Made Ari Juli Handayani lahir di Kalibukbuk pada tanggal 19 Juli 1998. Penulis merupakan anak kedua dari pasangan Ketut Wijana dan Ketut Seponi. Penulis berkebangsaan Indonesia dan memeluk agama Hindu. Saat ini, penulis beralamat di Desa Kalibukbuk, Lovinna, Kecamatan Buleleng, Bali.

Penulis merupakan alumni dari SD N 2 Kalibukbuk pada tahun 2010, kemudian penulis melanjutkan sekolah menengah di SMP N 2 Singaraja dan lulus pada tahun 2013. Pada tahun 2016, penulis menamatkan diri di SMA N 4 Singaraja dan kemudian melanjutkan studi S1 di Universitas Pendidikan Ganesha dengan mengambil jurusan Bahasa Asing yaitu Pendidikan Bahasa Inggris. Pada tahun 2020, penulis menyelesaikan tugas akhir berupa skripsi yang berjudul “Correlation Among Reading Interest, Reading Self-Efficacy, and Reading Competency In The Junior High School”.

