Appendix 1 Surat Keterangan Kepala Sekolah

PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA SMP NEGERI 8 SINGARAJA

Alamat Jalan I Gede Taman, Desa Kalibukbuk. Kec. Buleleng. Kab. Bulele Website: http://smpn8singaraja.sch.id Email: smpn8singaraja@gmail.com

SURAT KETERANGAN

Namor://SMP N 8 SINGARAJA

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 8 Singaraja Kabuputen 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 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 SAIP N 8 Singaraja

Ketut Arya, 3 Pd., M.Pc

VIPT 196600 191990021003

Appendix 2 Surat Permohonan Izin Observasi



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (6362) 21541 Fax. (6362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 4612/UN48.7.1/DT/2019

3 Desember 2019

Perihal: Permohonan Izin Observasi

Yth. Kepala SMP Negeri 8 Singaraja

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi , 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

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

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

a.a. Dekan,

Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T., M.M.

NIP. 197305292001121001

Tembusan:

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

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 Telepon (0362) 21541 Fax. (0362) 27561 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

: 51

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, Wakii 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 selfefficacy, 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:			
	SC //AIII	1	2	3	4	
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts		1	-		
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.		l l			
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.		B			
Understandable Subject	Understandable subject, that is, an interest in understanding the word meanings in descriptive and recount texts.		a de la companya della companya della companya de la companya della companya dell			
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 same				
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.	y				

 NIP.

2020

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	_	Reading Interest Items		Score Judgment				
	Indicators	All sections and the section of the			2	3	4		
1	Previous experience	Previous experience, that is, an experience in determining the main	I am experienced that I could determine the main idea of a descriptive text.						
		ideas of descriptive and recount texts	I am experienced that I could complete the main idea of a descriptive text.	N.					
	8	-41	3. I am experienced that I could add the main idea of a descriptive text.	\	10	1			
3	3	ATE	4.I am experienced that I could summarize the main idea of a recount text.		Y	1			
	5	Value	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.	è					
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.						
	1	recount texts.	8.I am trusted that I could complete the specific information of a descriptive text.	1					
		OMDIK	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	13. I am assessed that I could determine the textual references of a descriptive text.						
		and recount texts.	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	TTdd1-1h:	TTo do not on dollar ordinat					
4	Understandable subject	Understandable subject,	19. I am not understanding that I				
		that is, an interest in	could determine the word				
		understanding the word	meaning of a descriptive text.				
		meanings in descriptive	20. I am not understanding that I				
		and recount texts.	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.				
	ألصيب	A CENTER OF	22. I am not understanding that I				
			could summarize the word				
		747 Se-1					
	JO	10 miles	meaning of a recount text.			<u> </u>	
			23. I am not understanding that I	1			
	A 1000		could differentiate the word		6.		
		-77/AV	meaning of a recount text.				
	A 1770	C-100	24. I am not understanding that I			1	į.
	1	100	could rewrite the word meaning			100	
	10 10 10	A 100 CO	of a recount text.		177		
5.	The Level of Pressure	The level of pressure	25. I am not ready that I could				
٥.	Involvement	involvement, that is, an	determine the main idea of				
	nivoivement	interest to be involved in	descriptive text.				
			•				
		determining the main	26. I am not ready that I could				
	ii. 1	ideas of descriptive and	complete the main idea of a				
	X ₁ . To a	recount texts.	descriptive text.			(
	7		27. I am not ready that I could add	- 9			
			the main idea of a descriptive	7	77		
	70	The second second second second	text.	177			
	200		28. I am not ready that I could				
			summarize the main idea of a)		
	7t.		recount text.				
	700		29. I am not ready that I could				
	100		differentiate the main idea of a	11			
	700	1		(
	7	150.77	recount text.			\vdash	
	311	C B B B B B C	30. I am not ready that I could				
	9) 1		rewrite the main idea of a				
			recount text.				
6.	The Complexity of	The complexity of	31. I am not motivated that I could				
	Subject Material	subject material, that is,	determine the specific				
		an interest in	information of descriptive text.				
		determining complex	32. I am not motivated that I could				
		specific ideas of	complete the specific				
		descriptive and recount	information of a descriptive				
l	i	texts.	text.				
			wat.	1		1	
		texts.	33 I am not motivated that I appld				
		texts.	33. I am not motivated that I could				
		teats.	add the specific information of a				
		icats.	add the specific information of a descriptive text.				
		icats.	add the specific information of a				
		icais.	add the specific information of a descriptive text.				
		icais.	add the specific information of a descriptive text. 34. I am not motivated that I could				
		icais.	add the specific information of a descriptive text. 34. I am not motivated that I could summarize the specific				
		icais.	add the specific information of a descriptive text. 34. I am not motivated that I could summarize the specific information of a recount text.				

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

Date:2020



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		Judge	emen	t:
		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	Persistence dimension: is a feeling of confidence to		
dimension	determine the textual reference and word meaning.		

Date:2020

NIP.



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	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	I am trying that I could determine the main idea of a descriptive text.	b.				
		recount text.	2.I am trying that I could complete the main idea of a descriptive text.	1	b.			
	8		3.I am trying that I could add the main idea of a descriptive text.		7	N		
	1 3		4.I am trying that I could summarize the main idea of a recount text.					
		V (b)	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.	y				
2	Effort dimension	Effort dimension: is feeling of believing in determining the specific information of a	7. I am believed that I could determine the main idea of a descriptive text.					
		descriptive text and recount text.	8.I am believed that I could complete the specific ideas of a descriptive text.	JA.				
	100	Day	9.I am believed that I could add the specific ideas of a descriptive text.	,				
	3/1	CADIKS	10.I am believed that I could summarize the specific ideas of a recount text.					
	100		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:2020



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:				
	The second secon	1	2	3	4		
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,	1					
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.						
	Textual references are pronouns in reference to specific nouns in the						
Textual Reference	text						
Word meanings	Word meanings referring to denotative meanings						

Date:	2020	

2020

NIP.

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	1	Judgeme	ent:
		All of mining the state of the	4		3
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	Determine the main idea of the above text correctly. A. J. F. Kennedy's personal characters 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			
MIN	NIN	 Point out the main idea of the above text correctly. J. F. Kennedy's professional career in government J. F. Kennedy's first experience as a US president J. F. Kennedy's personal hobby in US politics J. F. Kennedy's personal characters 		7	
		 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". He is an egocentric and artistic person He is an egocentric and loyal person 			
		C. He is an egocentric and forceful person D. He is a kind and a jealous person	r	200	
		4. 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".	1	200	
		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			
	1	D. He is an egocentric and artistic person5. Add a paraphrase to describe J. F. Kennedy's main			
		character. A. He is thinking of himself without regard for the others and assertive			
		He is thinking of himself without regard for the others' thoughts He is thinking of himself without regard for the			
		others' feelings D. He is thinking of himself without regard for the others' desires			
		 6. Complete a paraphrase to describe J. F. Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts. 			
		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' desiresD. He is thinking of himself without regard for the			

7. Summarize the general idea of the above text. A Michael Jackson's spop-nigning experience B Michael Jackson's spook collection in library D. Michael Jackson's coloc collection in library D. Michael Jackson's experience while in school R. Add the general idea of the above text. A Michael Jackson's experience while in school C. Michael Jackson's experience while in school C. Michael Jackson's spinging experience B. Michael Jackson's spinging experience in college D. Differentiate 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-learning person in career B. He collected different books for singing C. He was an autodidact owning many books D. 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-learning person in career B. He collected different books for singing C. He was an autodidact owning many books D. 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-learning person in career B. He collected different books for singing C. He was an autodidact owning many books D. He was a self-learning person without ambition 1. Re-write in a simple English the quote," he was pretty self-taught plackson was learning by himself with many books D. Michael Jackson was deligent in teaching with many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very pretty who owned many books D. Michael Jackson was very pretty who owned many books D. Mic		Ī	41
A. Michael Jackson's spinging experience in college C. Michael Jackson's shook collection in library D. Michael Jackson's experience while in school R. Add the general idea of the above text. A. Michael Jackson's experience while in school C. Michael Jackson's experience while in school C. Michael Jackson's spools collection in library D. Michael Jackson was national containing in library D. Michael Jackson was larning berson in career B. He collected different books for singing C. He was a self-learning person in career B. He collected different books for singing C. He was a self-learning person in career B. He collected different books for singing C. He was a self-learning person in career B. He collected different books for singing C. He was a self-learning person in career B. He collected different books for singing C. He was a self-learning person in career B. He collected different books for singing C. He was a self-learning person without ambition D. Michael Jackson was learning by himself with many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books D. Michael Jackson was very pretty who owned many books C. Michael Jackson was very pretty who owned many books D. Michael Jac			others and assertive 7. Summarize the general idea of the above text
B. Michael Jackson's singing experience while in school C. Michael Jackson's experience while in school B. Add the general idea of the above text. A. Michael Jackson's sepreince while in school C. Michael Jackson's sepreince while in school C. Michael Jackson's sepreince while in school C. Michael Jackson's sepreince pointed out in the text. A. He was a sell-learning person in career B. He collected different books for singing C. He was an autodidact owning many books D. He was a sell-learning person in career B. He collected different books for singing C. He was a sell-learning person in career B. He collected different books for singing C. He was a sell-learning person in career B. He collected different books for singing C. He was a sell-learning person in career B. He collected different books for singing C. He was a sell-dearning person in career B. He collected different books for singing C. He was a sell-dearning person in career B. He collected different books for singing C. He was a sell-dearning person in whote ambition 11. Re-write in a simple English the quote," he was pretty sell-faught and owned more than 10,000 books in his collection". A. Michael Jackson was diligent in teaching with many books B. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very pretty who owned many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very happy in reading many books D. Michael Jackson was very hap			
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around			
D. It describes the kangaroo's physical characteristics			The state of the s
5. Complete the blanks with appropriate information			
about the kangaroo, "The kangaroo's strong tail			

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D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion	
18. Please, complete a specific explanation about the kangaroo's motion.	
A. The kangaroo's hind legs, feet, and tail strengthen its balanced motion	
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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	THE
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	No.
pedestrians	
C. The drivers speed excessively beyond rules D. The cars are not repaired properly by the mechanics	H
20. Add the causes of a car accident.	2
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	
	+
21. Differentiate between good and drunk car drivers. 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. Good drivers understand and obey the law and	
rules of the road	
22. 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	
c. Good drivers understand that all road users have a	
responsibility D. Drunk drivers drive under the situation of the	
streets or roads 23. Re-write the phrase runs as, "disturbances in	++
certain parts of cars, such as brakes etc.". A. The car's parts may be repaired by a good	
mechanic B. The car's parts may be purchased to replace the old	
ones C. The car's parts may be disturbed by the brake and	

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		The car's parts may be disturbed by the brake and				
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		The car's parts may be purchased to replace the old				
		ones				
Textual Textual re	eferences 25.	Conclude the pronouns expressed in the underlined				
reference are prono		words, "Nocturnal animal is a 2016 American neo-				
		noir psychological thriller film written, produced				
nouns in t		and directed by Tom Ford based on the 1993 novel				
		Tony and Susan by Austin Wright"				
		Itself-itself-himself-themselves-himself Its-its-his-them-him				
		Its-its-his-their-his				
		It-it-him-it-him				
		W III III II IIII				
	26.	Clarify the pronouns expressed in the underlined				
100		words, "Nocturnal animal is a 2016 American neo-				
-3		noir psychological thriller film written, produced	6.		1	
		and directed by <u>Tom Ford</u> based on the 1993 novel	10		1	
A A A		Tony and Susan by Austin Wright"				
		It-it-him-it-him		1		
		Its-its <mark>-his-their-his</mark> Its-its <mark>-his-them-him</mark>		180		
		Itself-itself-himself-themselves-himself				
3/1		Clarify the reference of the underlined words"				
		Nocturnal animal"!		-77		
N. 1		It refers to a criminal drama movie				
	B.	It refers to a hot-blood animal				
		It refers to a comedy movie				
		It refers to a horror movie				
10.0		Conclude the reference of the underlined words"				
No. 1		<u>Nocturnal animal</u> "!		7 -		
		It refers to a comedy movie		.,	5	
		It refers to a horror movie	~	3		
100		It refers to a criminal drama movie				
<i>V</i> 1	29.	Re-write the sentence runs as, "a 2016 American				
		n <mark>eo-noir psychological thriller film written,</mark>		Ų.		
12.		produced and directed by Tom Ford".				
70		Tom Ford wrote, scripted, and launched a horror			1	
76		movie in 2016	37			
		Tom Ford scripted, guided, and published a criminal drama movie in 2016	N.			
7		Tom Ford wrote, produced, and directed a				
3//		criminal drama movie in 2016				
7		Tom Ford designed, published, and directed a			1	
		criminal and horror movie in 2016				
2500		Form the sentence runs as, "a 2016 American neo-			\neg	
		noir psychological thriller film written, produced			1	
		and directed by Tom Ford".				
		Tom Ford designed, published, and directed a				
		criminal and horror movie in 2016 Tom Ford wrote, produced, and directed a				
		criminal drama movie in 2016				
		Tom Ford scripted, guided, and published a				
		criminal drama movie in 2016				
		Tom Ford wrote, scripted, and launched a horror				
		movie in 2016				
		It can be concluded that the Indonesian	T		T	
		Independence was made possible by				
		The pressure of political groups in Indonesia		l	J	
	В.	The pressure of radical youth groups in Indonesia				
	В. С.					

32. 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 33. Clarify 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. The state and nation of Indonesia 34. 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 Indonesian Independence Day by doing flag ceremonies in schools and offices". A. The Indonesian Independence Day is celebrated formally by students and officials B. The Indonesian Independence Day is celebrated with a flag ceremony C. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated with a flag ceremony C. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated with a flag ceremony C. The Indonesian Independence Day is celebrated by the Indonesian Independence Day is commemorated formally in schools and offices D. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated with a flag ceremony C. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day is celebrated in formal ways in schools and offices D. The Indonesian Independence Day by doing flag ceremonies in schools and offices A. The Indonesian Independence Day is celebrated in the Independence Day by doing flag ceremonies in schools and offices	
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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	
Word meaning Word meanings 37. Determine the synonym of the underlined word in	
referring to "If you are using leaves, put a teaspoon of tea per	
denotative meaning cup in your warm teapot".	
A. An evergreen shrub	
B. An aromatic tea-leaves	
C. A sweet smelling leaves	
D. A fragrant tea assortment	
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".	
A. An aromatic tea-leaves	
B. An evergreen shrub	
C. A fragrant tea assortment	
D. A sweet-smelling leaf	_
39. Determine the treat of a good small chocolate	
before or after the coffee.	
A. To impress the customers	
B. To please the customers	
C. To give service to customers	
D. To enjoy the coffee more	
40. 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	
41. Complete the blanks with words in the sentence,	
"allow it to (1) for between 2 and 5	
minutes, depending on the (2)	
A. (1) to blend – (2) the mixture	

T	D (1) to min (2) the toote
	B. (1) to $mix - (2)$ the taste
	C. (1) to soak – (2) the darkest
	D. (1) to put – (2) the aroma 42. Supply the blanks with words in the sentence,
	"allow it to (1) for between 2 and 5
	minutes, depending on the (2)".
	B. (1) to soak – (2) the darkest
	C. (1) to put – (2) the aroma
	D. (1) to mix $-$ (2) the taste
	43. Add the synonym of 'with freshly boiled water'
	A. with hot boiled water
	B. with first-hand boiled water
	C. with cool boiled water
	D. with second-hand boiled water
	44. 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
	45. Conclude what happened in 2019?
and the same of th	A. Many Chinese were killed in an outbreak
	B. Many Chinese were exiled due to the outbreak
	C. Many Mongolians were killed due to a disease
	D. Many Chinese were killed because of a rabbit
M	disease
A A	46. Clarify what happened in 2019?
9 1	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
7	D. Many Chinese were killed because of a rabbit
9).	disease
The second second	47. Differentiate the meaning of a plague that spreads
M. M	rapidly.
The state of the s	A. A disease is a disorder of structure or function in a
	human, animal, or plant
	B. A plague is a contagious bacterial disease that
	spreads rapidly and kills
	C. A disease is an epidemic symptom that kills many
- No. 1	people, animals, or plants
70	D. A plague is a common disease that is not a threat to
	a human, animal, or plant
1981	48. Choose the meaning of a plague that spreads
30 A	rapidly.
10	A. A disease is an epidemic symptom that kills many
10	people, animals, or plants
900	B. A plague is a common disease that is not a threat to
	a human, animal, or plant
.00	
	C. A disease is a disorder of structure or function in a human, animal, or plant
7	D. A plague is a contagious bacterial disease that
311	spreads rapidly and kills
9)	
	China's Inner Mongolia Province are now under
300	quarantine'.
	A. There are twenty Chinese in Mongolia were in
	separation D. Thore are truenty Chinese in Manaelia ware in
	B. There are twenty Chinese in Mongolia were in
	segregation
	C. There are twenty Chinese in Mongolia were in
	detention There are transfer Chinese in Manualia areas in
	D. There are twenty Chinese in Mongolia were in
	seclusion (20 L : Cl : L
	50. 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			

Date:2020



Appendix 7 Validation by Judge 1

RESEARCH INSTRUMENT 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 inSekolah 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 Experienceis an experience in determining the main idea of a descriptive text and recount text, 2) Self-Conceptis a feeling of trusting in determining the specific information of a descriptive text and recount text, 3) Valueis an assessment to determine the textual reference of a descriptive text and recount text, 4) Understandable Subjectis understanding in determining the word meaning of a descriptive text and recount text, 5) The Level of Pressure Involvements a feeling of readiness in determining the main idea of a descriptive text and recount text, And 6) The Complexity of Subject Materialis 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 Judgemen		
SHIP STATE		1	2.	3	-
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				1
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.				1
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.				V
Understandable Subject	Understandable subject, that is,an interest in understanding the word meanings in descriptive and recount texts.				V
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.		1		

Date: 3/91/2020

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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	5.	Sc	mer	ıt
	Indicators			1	2	3	4
1	Previous experience	Previous experience, that is, an experience in determining the main ideas of a complete the main idea of a descriptive text. 1. I am experienced that I could determine the main idea of a descriptive text.			1		
	determini main idea descriptiv		2.1 am experienced that I could complete the main idea of a descriptive text.				V
		descriptive and recount texts	3 I am experienced that I could add the main idea of a descriptive text.				V
			4 I amexperienced that I could summarize the main idea of a recount text.				~
			5. I amexperienced that I could differentiate the main idea of a recount text.				V
			I am experiencedthat I could rewrite the main idea of a recount text.				1
is, a feeling of interest in determining to specific ideas		7 I amtrusted that I could determine the specific information of a descriptive text				7	
	spe	specific ideas of descriptive and	8.1 am trusted that I could complete the specific information of a descriptive				1

		recount texts.	text.		
1			9 I amtrusted that I could add the specific information of a descriptive text.		V
-			10.I amtrusted that I could summarize the specific information of a recount text.		U
1	13.76		11. I am trusted that I could differentiate the specific information of a recount text.		V
			12 I amtrustedthat I could rewrite the specific information of a recount text.		V
3	Value	Value, that is, an interest in valuing the textual references in	13. I am assessed that I could determine the textual references of a descriptive text.		V
		descriptive and recount texts.	14 I am assessed that I could complete the textual references of a descriptive text		V
		LE .	15 I am assessed that I could add the textual references idea of a descriptive text.		J
			16.1 am assessed that I could summarize the textual references of a recount text.	J	
			17. I am assessed that I could differentiate the textual references of a recount text.		V
			18. I amassessed that I could rewrite the textual references of a recount text.	V	
4	Understandable subject	Understandable subject, that is,an interest in	19. I am notunderstanding that I could determine the word meaning of a descriptive text		V
		understanding the word meanings in	20. I am notunderstanding that I could complete the word meaning of a descriptive text.		V
		descriptive and recount texts.	21. I am notunderstanding that I could add the word meaning of a descriptive text.		V
		THE RESERVE TO	22. I am notunderstanding that I		

		FLORDING CO.	could summarize the word	T	1
			meaning of a recount text.		1
			23 I am notunderstanding that I could differentiate the word meaning of a recount text.		V
	Na les		24. I am notunderstandingthat I could rewrite the word meaning of a recount text.		1
5.	5. The Level of Pressure Involvement	The level of pressure involvement, that is,	25. I am not ready that I could determine the main idea of descriptive text.		V
		an interest to be involved in determining the	26 I am notready that I could complete the main idea of a descriptive text.		V
		main ideas of descriptive and	27. I am notready that I could add the main idea of a descriptive text.		V
		recount texts.	28. I am notready that I could summarize the main idea of a recount text.		J
			29 I am notready that I could differentiate the main idea of a recount text.		V
			30 I am notready that I could rewrite the main idea of a recount text.		V
6	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining	31 I am not motivated that I could determine the specific information of descriptive text.	V	
		complex specific ideas of descriptive and recount texts.	32. I am notmotivated that I could complete the specific information of a descriptive text.		V
			33. I am notmotivated that I could add the specific information of a descriptive text.		V
			34. I am not motivated that I could summarize the specific information of a recount text.		V
			35. I am notreadmess that I could differentiate the specific information of a		V

	recount text. 36. I am notmotivated that I	HH
	could rewrite the specific information of a recount text	
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APPENDIX 2: READING SELF-EFFICACYSCALE 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 selfefficacy. 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		Judgem		
		1	2	3	4
Initiative dimension	Institutive dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.			T	1
Effort	Effort dimension is feeling of believing in				1

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.		1
		Date	√n4/2020
		1	more
		Draw A-	Milling IN Et- Amatu TERIT ZOODI
		S. C. L. S.	

b) Reading Self-Efficacy Scale's Reliability

Scherer, et al. (1982) proposed three indicators and descriptors of reading selfefficacy. 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-	Reading Self- Descriptors Reading Self-Efficacy Items		Score Judgment				
	Efficacy's Indicators			1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main	I am trying that I could determine the main idea of a descriptive text.				U
		idea of a descriptive text and a recount text.	2.1 am trying that I could complete the main idea of a descriptive text.				L
			3 I am trying that I could add the main idea of a descriptive text.				1
			4.1 am trying that I could summarize the main idea of a recount text.				1
			5. I am trying that I could differentiate the main idea of a recount text.				V
			I am trying that I could rewrite the main idea of a recount text				J
2	Effort dimension	Effort dimension: is feeling of believing in determining the	I am believedthat I could determine the main idea of a descriptive text.				V
		specific information of a descriptive text and recount text	8 I am believedthat I could complete the specific ideas of a descriptive text.				V
			9.1 am believed that I could add the specific ideas of a descriptive text.				J
			10 I am believedthat I could summarize the specific ideas				J

		of a recount text.			-
		11. I am believed that I could differentiate the main ideas			U
		of a recount text. 12. I am believed that I could rewrite the specific idea of a			V
3 Persistence	Persistence dimension	recount text 13. I am not confident that I could determine the textual			
dimension	is a feeling of confidence to determine the textual reference and	references of a descriptive			
wordmeaning.	14.1 am not confident that I could complete the textual references of a descriptive			V	
		text. 15.1 am not confidentthat I could add the textual references idea of a			V
		descriptive text. 16.1 am not confidentthat 1 could summarize the word		V	-
		meaning of a recount text. 17. I am not confidentthat I			
		could differentiate the word meaning of a recount text. 18.1 am not confidentthat I			1
		could rewrite the word meaning of a recount text			V
			4	Syou.	My.

APPENDIX 3: READING COMPETENCY TEST VALIDATION

3) READING COMPETENCY TEST

Reading competency is a set of attitude, knowledge, and skills (Buku Panchum 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,				V
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.				V
Textual Reference	Textual references are pronouns in reference to specific nouns in the text				V

Word	Word meanings referring to denotative meanings		1
meanings			
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		(Amon	
		Dealer And the Bages	ani S
		NIP, (7)(108142800)	1350

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	J	Judgement:		
The state of the s	and the same	227	1	2	3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	Determine the main idea of the above text correctly A. J. F. Kennedy's personal characters 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				1
		2 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.				V
		3 Complete the text's main idea from this quote, " he created a world of his own, has 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. He is an egocentric and forceful person.				7

4 Supply the text's main idea from this quote, — he created a world of his own, but instead		V
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		
D He is an egocentric and artistic		
5 Adda paraphrase to describe J.F. Kennedy's main character A. He is thinking of himself without regard for the others and assertive		J
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'		
Complete a paraphrase to describe J.F. Kennedy's main	1	
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		
D. He is thinking of himself without regard for the others		
7 Summarize the general idea of the above text.		V
	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 5 Adda paraphrase to describe JF Kennedy's main character. A He is thinking of himself without regard for the others and assertive 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 Complete a paraphrase to describe JF 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' feelings C He is thinking of himself without regard for the others' desires D He is thinking of himself without regard for the others' desires D He is thinking of himself without regard for the others' desires	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 5 Adda paraphrase to describe J.F. Kennedy's main charactet A He is thinking of himself without regard for the others and assertive 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 c. 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' feelings C. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' desires

expenseous in college	
C Muhad Jackson's book collection in library	
D Michael Jackson's	
Experience while in school B. Add the general idea of the	
above sest	
A Michael Jackson's pop-anging experience	
B. Michael Jackson's	
experience while in school. C. Miclaid: Jackson's book	
collectors in library	
D Michael Jackson's ungrag experience in college	
Differentiate his major	
requestron parental and in the	100
A. He was a self-learning person	
It the collected different books	
for anging C. He was an autodidact	
owning many books	
D He was a self-raught person without ambitum	
11 Choose his major experience	100
permeted out in the text. A. He was a self-inarrang person.	
30 career	
B) He collected different backs for singing	
C He was an astedidact	
D. He was a self-taught purson	
without arelation	
(1. Me-write to a sample lingists	
the quote," he was presty self-angle and owned more	V.
than 10,000 hooks in his	
A. Michael Jackson was	
learning by binoulf with	
B. Michael Jackton was difigent	
in teaching with many books	1 74
C. Michael Jackson was very profty who owned many	
hooks	

		D. Michael Jackson was very	
		happy in reading many books 12 Form in a simple English the quote. he was pretty self-taught and mened 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.	V
Specific information	Specific ideas or information are specific pieces of information containing in the paragraph	13 Determine the specific information in the quote "The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion" A. It describes the kangaroo's physical characteristics B. It describes the kangaroo's 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 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	

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	physical characteristics	
	5. Complete the blanks with	
	about the karigares. The	
	hat geens always too	
	A Functions to keep it balanced while miving	2
	B Function to keep it moving	
	arved quickly	
	C Functions to power it while	
	D Function to balance out the	
	legs and feet	
	10 Supply the blanks with:	
	appropriate information about the kangaron. The	
	kangarno's strong tail	
	· Parameter	
	A Functions to keep it moving around quickly	
	is Functions to keep it	
	balanced while moving	
	C. Functions to bilance out the legs and fret	
	D. Functions to power it while	
	moving around	
	17 Please, add a specific	
	explanation about the kangarise's motion	
	A The kangaroo's had legs,	
	feet, and tail manipulate in	
	H. The kangaroo's hand legs.	
	feet, and tail push as	
	halanced monor.	
	C The kangaroo's hind legs,	
	feet, and tail strengther as balanced motion	
3	D. The kangaroo's hind legs,	
	feet, and tail coordinate its	
	balanced motion	
	8 Piease, complete a specific	1
	explanation about the kungaroo's motion.	
	The kunguroo's hind legs.	
	feet, and tail strengthen its	
	balanced motion	
	The kangaroo's hind legs,	
	feet, and tail manipulate its	

motion	
I' The kaugaroo's hind legs,	
feet, and tail coordinate its balanced motion	
D. The kangaroo's hand legs.	
feet, and tail push the	
balanced memon. 10 Summarize the entires of a	
car accordent	\$6
A The young motories are	
B. The roads are not well	
manitained by the	
C The drivers speed	
excessively beyond roles	
D. The care are not repaired	
properly by the mechanics	
20 Add the causes of a car	
nocedatit	
A The young motorists are offern british in rough	
3) The drivers speed	
Excessively beyond rules U. The curs are not reputed.	
properly by the mechanics	
D The roads are not well	
mamazed by the pedestroms	
21 Differentiate between good	V
A Drunk drivers drive under the	
amution of the streets or	
TOMAS .	
B Good drivers understand that all road users have a	
responsibility	
C Drunk drivers operate the vehicle in regular speed and	
responsibility	
D Good drivers understand	
and obey the law and rules of the road	
22 Choose between good and	V
drunk car drivers.	V
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	
		23. Re-write the phrase runs as, "disturbances in certain parts of cars, such as brakes etc." A. The car's parts may be repaired by a good mechanic B. The car's parts may be purchased to replace the old ones	
		C The car's parts may be disturbed by the brake and others D The car's parts may be recharged instantly for safe driving	
		24 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	V
		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	
Fextual eference	Textual references are pronouns in reference to specific nouns in the text	25. Conclude the pronouns expressed in the underlined words, "Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright" A Itself-itself-himself-	V

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	C. Its-its-his-their-his	
	No. 10 to 10	
	D It-it-him-it-him	1 1 7
	26 Clarify the pronouns	
	expressed in the underlined	U
	words, "Nocturnal animal is.	1
	a 2016 American neo-nair	
	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	
	27 Clarify the reference of the	1
	underlined words"	1
4	Nocturnal animal"	
	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	
	28. Conclude the reference of the underlined words"	
	Nocturnal animal "1	
	A. It refers to a comedy movie	V
	B. It refers to a hot-blood	
	animal	
	C. It refers to a horror movie D. It refers to a criminal	
	drama movie	
	29 Re-write the sentence runs	
	as, "a 2016 American neo-	1
	noir psychological thriller	
	film written, produced and directed by Tom Ford".	
	A. Tom Ford wrote, scripted,	
	and launched a horror movie	
	in 2016	
	B Tom Ford scripted, guided,	
The second secon	and published a criminal	
	drama movie in 2016	
	C Tom Ford wrote, produced, and directed a criminal	
1		

	D Tom Ford designed,	
	published, and directed a	
	criminal and horror movie in	100
	2016	1
	30 Form the sentence runs as,	
	"a 2016 American neo-note psychological thriller film	
	written, produced and	
	directed by Tom Ford	
	A Tom Ford designed,	
	published, and directed a	
	criminal and horror movie in	1-1-
	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	
	31. It can be concluded that the	/
	Indonesian Independence	0
	was made possible	
	by	
	A. The pressure of political groups in Indonesia	
	B. The pressure of radical youth	
	groups in Indonesia	
	C. The surrender of the	
	Japanese Emperor's army	
	D. The supports from	
	neighboring countries and	1 7
	32 It can be clarified that the	1
	Indonesian Independence	1
	was made possible	
	by	
	A The surrender of the	
	Japanese Emperor's army	
	B The pressure of political groups in Indonesia	1-1-
All the second	C. The supports from	1 1 1 1
50 5/8 T - 5 X T	neighboring countries and	
	states	901
15 6 FT 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	D. The pressure of radical youth	
	groups in Indonesia	
	33. Clarify that Soekarno and	V
	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	V
D The state and nation of Indonesia	
34 Conclude that Sockarno and Hatta stood up proclaiming the Indonesian Independence in the names of A. The United Nationa	
Organization B The Japanese Emperor C The state and nation of Indonesia	
D. The neighboring states and nations	
35 Re-write the quote runs an "Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices"	
A The Indonesian Independence Day is celebrated formally by students and officials B The Indonesian	
Independence Day is celebrated with a flag ceremony	
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 Form the quote rum as "Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools	
A. The Indonesian Independence Day is	

		B	celebrated in formal ways in schools and offices The Indonesia Independence Day is commemorated formally in schools and offices The Indonesian Independence Day is celebrated formally by students and officials The Indonesian Independence Day is celebrated with a flag ceremony	
Word meaning	Word meanings referring to denotative meaning	37.	the underlined word in "If you are using leaves, put a teaspoon of tea per cup in your warm teapot"	V
			An evergreen shrub An aromatic ten-leaves A sweet smelling leaves A fragrant tea assortment	
		A.	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". An aromatic tea-leaves	U
		B. C. D.	An evergreen shrub A fragrant tea assortment A sweet-smelling leaf	
		39. A B	Determine the treat of a good small chocolate before or after the coffee. To impress the customers To please the customers	V
		C. D	To give service to customers To enjoy the coffee more Point out the treat of a good	
		A	small chocolate before or after the coffee. To please the customers	0
		B. C. D.	To impress the customers To enjoy the coffee more To give service to customers	
		41	Complete the blanks with words in the sentence, "allow it to (1) for between 2 and 5 minutes.	V

D Many Chinese were killed because of a rabbit disease 47 Differentiate the meaning of a plague that spreads rapidly. A disease is a disorder of structure or function in a human, animal, or plant 38. A plague is a contaglous bacterial disease that apreads rapidly and kills 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. Choose the meaning of a plague that spreads rapidly. 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 an animal or plant C A disease is a disorder of structure or function in a human, animal, or plant O A plague is a contaglous bacterial disease that spreads rapidly and kills 49. Re-write the sentence runs as, "28 people in China's Inner Mongolia Vere in segregation C There are twenty Chinese in Mongolia were in segregation C. There are twenty Chinese in Mongolia were in segregation C. There are twenty Chinese in Mongolia were in segregation C. There are twenty Chinese in Mongolia were in seclusion Jones Homes and the service of the control of the con		due to the outbreak	
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Appendix 8 Validation by Judge 2

RESEARCH INSTRUMENT 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 an experience in determining the main idea of a descriptive text and recount text, 2) Self-Conceptis a feeling of trusting in determining the specific information of a descriptive text and recount text, 3) Valueis an assessment to determine the textual reference of a descriptive text and recount text, 4) Understandable Subjectis understanding in determining the word meaning of a descriptive text and recount text, 5) The Level of Pressure Involvements a feeling of readiness in determining the main idea of a descriptive text and recount text, And 6) The Complexity of Subject Materialis 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.

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	Judg	emen	t
Indicators	Descriptors	1	2	3	4
Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				1
Self-Concept	Self-concept, that is, a feeling of interest in determining the specific ideas of descriptive and recount texts.			The same	1
Value	Value, that is, an interest in valuing the textual references in descriptive and recount texts.			(A)	1
Understandable Subject	Understandable subject, that is an interest in understanding the word meanings in descriptive and recount texts.			The state of	1
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.			1	J
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex specific ideas of descriptive and recount texts.		1		

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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	Interest's Indicators	Descriptors	Reading Interest Items	J. 1	Secondg 2	ment 3 4
1	Previous experience	Previous experience, that is, an experience in determining	I amexperienced that I could determine the main idea of a descriptive text.			
	the main ideas of descriptive and recount texts	2.1 am experienced that 1 could complete the main idea of a descriptive text.			V	
			3.1 am experienced that 1 could add the main idea of a descriptive text.			7
			4.I amexperienced that I could summarize the main idea of a recount text.			1
			 I amexperienced that I could differentiate the main idea of a recount text. 			1
			I am experiencedthat I could rewrite the main idea of a recount text.			V
	Self-concept	Self-concept, that is, a feeling of interest in determining the	7. I amtrusted that I could determine the specific information of a descriptive text.			1
1			8.1 am trusted that I could			1

		specific ideas of descriptive and recount texts.	complete the specific information of a descriptive text.	I	V
		recount texts.	9.I amtrusted that I could add the specific information of a descriptive text.		1
			10.1 amtrusted that I could summarize the specific information of a recount text.		V
			11. I am trusted that I could differentiate the specific information of a recount text.		1
			12.1 amtrustedthat I could rewrite the specific information of a recount text.		V
3	Value	Value, that is, an interest in valuing the textual	13. I am assessedthat I could determine the textual references of a descriptive text.	/	
		references in descriptive and recount texts.	14.1 am assessed that I could complete the textual references of a descriptive text.	1	
			15.1 am assessed that I could add the textual references idea of a descriptive text.		V
			16.1 am assessed that I could summarize the textual references of a recount text.		1
			17. I am assessed that I could differentiate the textual references of a recount text.		V
			18. I amassessed that I could rewrite the textual references of a recount text.		~
4	Understandable subject	Understandable	19. I am notunderstanding that I		V

		subject, that is,an interest in understanding	could determine the word meaning of a descriptive text.	
		the word meanings in descriptive and recount texts.	20. I am notunderstanding that I could complete the word meaning of a descriptive text.	V
			21. I am notunderstanding that I could add the word meaning of a descriptive text.	J
			22. I am notunderstanding that I could summarize the word meaning of a recount text.	V
			23. I am notunderstanding that I could differentiate the word meaning of a recount text.	
			24. I am notunderstandingthat I could rewrite the word meaning of a recount text.	J
5.	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to	25. I am not ready that I could determine the main idea of descriptive text.	V
		be involved in determining the main ideas of	26. I am notready that I could complete the main idea of a descriptive text.	
		descriptive and recount texts.	27. I am notready that I could add the main idea of a descriptive text.	
			28. I am notready that I could summarize the main idea of a recount text.	1
			29. I am notready that I	1

			could differentiate the main idea of a recount	F	
			30. I am notready that I could rewrite the main idea of a recount text.		1
6.	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining	31. I am not motivated that I could determine the specific information of descriptive text.		J
		complex specific ideas of descriptive and recount texts.	32. I am notmotivated that I could complete the specific information of a descriptive text.		1
			33. I am notmotivated that I could add the specific information of a descriptive text.		1
			34. I am not motivated that I could summarize the specific information of a recount text.		V
			35. I am notreadiness that I could differentiate the specific information of a recount text.		V
			36. I am notmotivated that I could rewrite the specific information of a recount text.		1

Date: 1/4/2020

Indicators	Descriptors		ludgem	ent:	
		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.				V
Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and word meaning.		1		

Date: 0/4/2020

HM LIZ. ONLY I LAH FROM ROMANT

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-	Descriptors	Reading Self-Efficacy Items	Sc	ore J	udgn	ient
	Efficacy's Indicators			1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main	1.1 am trying that I could determine the main idea of a descriptive text.				V
		idea of a descriptive text and a recount text.	2.1 am trying that I could complete the main idea of a descriptive text.				V
			am trying that I could add the main idea of a descriptive text.				/
			I am trying that I could summarize the main idea of a recount text.				1
			5. I am trying that I could differentiate the main idea of a recount text.				V
			I am trying that I could rewrite the main idea of a recount text.				J
2	Effort dimension	Effort dimension: is feeling of believing in determining the	I am believedthat I could determine the main idea of a descriptive text.				1
		specific information of a descriptive text and recount text.	8.I am believedthat I could complete the specific ideas of a descriptive text.				/
			9.1 am believed that I could add the specific ideas of a descriptive text.				V
			10.I am believedthat I could summarize the specific ideas		B		V

	1 1		of a recount text.		
			11. I am believed that I could differentiate the main ideas of a recount text.		V
			12. I am believed that I could rewrite the specific idea of a recount text.		٧
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the textual reference and	13. I am not confident that I could determine the textual references of a descriptive text.		V
		wordmeaning.	14.I am not confident that I could complete the textual references of a descriptive text.		V
			15.1 am not confidentthat I could add the textual references idea of a descriptive text.		V
			16.I am not confidentthat I could summarize the word meaning of a recount text.	V	
			17. I am not confidentthat I could differentiate the word meaning of a recount text.		V
			18. I am not confidentthat I could rewrite the word meaning of a recount text.		V

Date: (8/45/2020

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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	1	Score J	udgemen 3	t: 4
Main	The main idea is a complete simple sentence which illustrates the general idea of a text,				V
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.				1
Textual Reference	Textual references are pronouns in reference to specific nouns in the text				U
Word meanings	Word meanings referring to denotative meanings				V

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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	100	Judgeme	
			4	2 3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	Determine the main idea of the above text correctly. A. J. F. Kennedy's personal characters 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			7
		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			1
		3. Complete the text's main idea from this quote, "he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world". A. He is an egocentric and artistic person B. He is an egocentric and loyal person C. He is an egocentric and	THE SECTION		V

forceful person D. He is a kind and a jealous	
person	
4. Supply the text's main idea from this quote, "he created a world of his own, hut instead of squeezing oil paint, he squeezed people to create his own personal world".	J
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	
Adda paraphrase to describe J.F.Kennedy's main character.	V
A. He is thinking of himself without regard for the others and assertive	
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. Complete a paraphrase to describe J.F.Kennedy's main character. A. He is thinking of himself	J
without regard for the others' thoughts B. He is thinking of himself	
without regard for the others'	
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	
7. Summarize the general idea of the above text. A. Michael Jackson's popsinging experience	1

	B. Michael Jackson's singing	
	experience in college C. Michael Jackson's book	
	collection in library	
	D Michael Jackson's	
	experience while in school	
	8. Add the general idea of the	
	above text.	V
	A Michael Jackson's pop-	N. I. V.
	B Michael Jackson's	
	experience while in school	
	C. Michael Jackson's book	
	collection in library	
	D. Michael Jackson's singing	10 1 1 1 1
1 1	experience in college	
	9 Differentiate his major	
	experience pointed out in the text	
1	A. He was a self-learning person	V
	in career	
	B. He collected different books	
	for singing	
	C He was an autodidact	
	D. He was a self-taught person	
	without ambition	
	10 Choose his major	1
	experience pointed out in	V
	the text.	
	A. He was a self-learning	
	B He collected different	A PART OF THE PART
	books for singing	
	C. He was an autodidact	
	owning many books	FIFTH
Marie de la companya della companya	D. He was a self-taught person	1 1 1 1 1 1 1
	without ambition	
	11 Re-write in a simple	
	English the quote," he was	V
	pretty self-taught and	
	owned more than 10,000	
	books in his collection".	
	A. Michael Jackson was	
Marie Tolle	learning by himself with	
	many books B. Michael Jackson was	
	diligent in teaching with	
	many books	
THE REAL PROPERTY.	C. Michael Jackson was very	
	pretty who owned many	

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		D.	books Michael Jackson was very happy in reading many books	
		12.	Form in a simple English the quote," he was pretty self-taught and owned more than 10,000 books in his	
			collection". Michael Jackson was diligent in teaching with many books	V
		В.	Michael Jackson was learning by himself with many books Michael Jackson was very happy in reading many	
		D.	books Michael Jackson was very pretty who owned many books	
Specific information	Specific ideas or information are specific pieces of information	13.	Determine the specific information in the quote "The kangaroo has powerful hind legs and	
	containing in the paragraph.		large feet, and a large muscular tail to keep it balanced while in motion".	
		A. B.	kangaroo's physical characteristics It describes the kangaroo's	
		C.	bodily and balanced locomotion It describes the kangaroo's physical ability to move	
		D.	around It describes the kangaroo's muscular agility to balance in motion	
		14.	Point out the specific information in the quote "The kangaran has powerful hind legs and large feet, and a large muscular tail to keep it	J
			balanced while in motion". It describes the kangaroo's muscular agility to balance in motion	
		В.	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	
5. Complete the blanks with	
appropriate information	
about the kangaroo, "The	
kangaroo's strong tail	1
The state of the s	V
A Functions to keep it	
balanced while moving	
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	
 Supply the blanks with 	
appropriate information	19
about the kangaroo, "The	1
kangaroo's strong tail	01
A. Functions to keep it	
moving around quickly	
B. Functions to keep it	
balanced while moving C. Functions to balance out	
C. Functions to balance out the legs and feet	
D. Functions to power it	
while moving around	
17. Please, add a specific	- 4
explanation about the	V
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	71
balanced motion	1 1
C. The kangaroo's hind legs,	
feet, and tail strengthen its	
D. The kangaroo's hind legs,	
D. The kangaroo's hind legs, feet, and tail coordinate	
its balanced motion	1
18. Please, complete a specific	
explanation about the	

locomotion C. It describes the kangaroo's physical ability to move around D. It describes the kangaroo's physical characteristics	
5. Complete the blanks with	
appropriate information about the kangaroo, "The kangaroo's strong tail	/
A Functions to keep it balanced while moving	
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. Supply the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail	1
A. Functions to keep it	
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	
Please, add a specific explanation about the kangaroo's motion. A. The kangaroo's hind legs,	V
feet, and fail manipulate its	
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. The kangaroo's hind legs, feet, and tail coordinate its balanced motion	
18. Please, complete a specific explanation about the	V

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	
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. The drivers speed excessively beyond rules D. The cars are not repaired properly by the mechanics	V
20. 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	1
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. Good drivers understand and obey the law and rules of the road.	

		A.	Drunk drivers operate the	11	
			vehicle in regular speed and responsibility		
		В.	Good drivers understand and obey the law and rules of the road		
		C.	Good drivers understand that all road users have a		
		D.	responsibility Drunk drivers drive under the situation of the streets or roads		
		23.	Re-write the phrase runs as, "disturbances in certain parts of cars, such as brakes etc."		1
		Α.	The car's parts may be repaired by a good mechanic		
		В	The car's parts may be purchased to replace the old ones		
		C.	The car's parts may be disturbed by the brake and others		
		D,	The car's parts may be recharged instantly for safe driving		
		24.	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		
		В.	The car's parts may be recharged instantly for safe driving		
		C.	The car's parts may be repaired by a good mechanic		
		D.			
Textual reference	Textual references are pronouns in reference to specific nouns in	25.	Conclude the pronouns expressed in the underlined words, "Nocturnal animal is a 2016 American neo-noir psychological thriller		J
	the text		film written, produced and directed by Tom Ford based on the 1993 navel		

Tany and Susan by Austin Wright A. Itself-itself-himself- themselves-himself B. Its-its-his-them-him C. Its-its-his-their-his D. It-it-him-it-him	
26. Clarify the pronouns expressed in the underlined words, "Nocturnal animal is a 2016 American neonour 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	J
C. Its-its-his-them-him D. Itself-itself-himself- themselves-himself 27. Clarify the reference of the underlined words"	
drama movie B. It refers to a hot-blood animal C. It refers to a comedy movie D. It refers to a horror movie 28. Conclude the reference of	
the underlined words"	1
29. Re-write the sentence runs as, "a 2016 American neo- noir psychological thriller film written, produced and directed by Tom Ford". A. Tom Ford wrote, scripted, and launched a horror movie in 2016	J
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	
	D. Tom Ford designed, published, and directed a	
	criminal and horror movie in 2016	
	30. Form the sentence runs as, "a 2016 American neo-noir psychological thriller film	
	written, produced and	
200 200	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	
	D. Tom Ford wrote, scripted,	
	and launched a horror movie in 2016	
The state of	31. It can be concluded that the Indonesian Independence was made	
	A. The pressure of political groups in Indonesia	
	B. The pressure of radical youth groups in Indonesia	
	C. The surrender of the	
	Japanese Emperor's army D. The supports from neighboring countries and	
	32. It can be clarified that the	
	Indonesian Independence was made possible	
THE RESERVE	A. The surrender of the	
Out of the last	Japanese Emperor's army B. The pressure of political	
	groups in Indonesia	
The state of the s	C The supports from neighboring countries and	
	states	
THE RESERVE TO SERVE THE PARTY OF THE PARTY	D. The pressure of radical	

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

			and officer	
		A:	The Indonesian	
			Independence Day is	
			celebrated in formal ways	
		in schools and offices		
		21	The Indonesia	
		100	Independence Day is	
			commemorated formally in	
			schools and offices	
		100	The Indonesian	
			Independence Day is	
			celebrated formally by	
			students and officials	
		15:		
			Independence Day is	
			celebrated with a flag	
mrcod.	William Control	2.4	ceremony	
Word	Word meanings	97	TO THE OWN THE WAY TO SHE WAS A STATE OF THE)
meaning	referring to		the underlined word in "If	V
	denotative		you are using <u>leaves</u> , put a	
	meaning		teaspoon of tea per cup in	
			уоше жагт пеарыг	
		A.	An evergreen shrub	
		B	An aromatic tea-leaves	
		C	A sweet smelling leaves	
		D.	A fragrant tea assortment	
		38	Point out the synonym of	
			the underlined word in "If	
			you are wing leaves, put a	1 1/
			traspoon of tea per cup in	V
			sour warm teapot".	
		SA	An aromatic tea-leaves	
		B	An evergreen shrub	
		C	A fragrant tea assortment	
		D.	A sweet-smelling leaf	
		39.		
		2/2/	good small chocolate	
			before or after the coffee.	
		A.	To impress the customers	V
		B	To please the customers	F Ps
		C	To give service to	
		-	customers	
		n	AND AND ADDRESS OF THE PARTY OF	
		D.	To enjoy the coffee more Point out the treat of a	
		W.		
			good small chocolate	V
			before or after the coffee.	
		A	To please the customers	
		B	To impress the customers	
		C.	To enjoy the coffee more	
		Ð,	To give service to	
			customers	1
		41	Complete the blanks with	V

	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 mix – (2) the taste	
	C. (1) to soak – (2) the	
	D. (1) to put—(2) the aroma	
	42. Supplythe blanks with	
	words in the sentence,	V
	"allow it to (1)	,
1	for between 2 and 5	
	minutes, depending on the	
1	(2)	
	A. (1) to blend – (2) the	
	mixture	
	B. (1) to soak - (2) the	
1	darkest	
-	C. (1) to put – (2) the aroma	
	D. (1) to mix – (2) the taste	
	43. Add the synonym of 'with freshly boiled water'	
	A. with hot boiled water	/
	B with first-hand boiled	V
	water	
	C. with cool boiled water	
	D. with second-hand boiled	
	water	
	44. Completethe synonym of	
	'with freshly hoiled water'	1
	A. With first-hand boiled	
	B. With second-hand boiled	1 1
	B. With second-hand boiled water	
	C. With cool boiled water	
	D. With hot boiled water	
	45. Conclude what happened	
	in 2019?	
	A. Many Chinese were killed	V
	in an outbreak	
	B. Many Chinese were exiled	
	due to the outbreak	
	C. Many Mongolians were	
ALL RESERVE	killed due to a disease	
STEELS OF THE PARTY OF THE PART	D. Many Chinese were killed	
	because of a rabbit disease	-
THE REAL PROPERTY.	46. Clarify what happened in	1
	20197	

	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	
	47 Differentiate the meaning	
	of a plague that spreads	
	rapidly.	
	A. A disease is a disorder of	
	structure or function in a	10
	human, animal, or plant	V
	B. A plague is a contagious	
	bacterial disease that	
	spreads rapidly and kills	
	C. A disease is an epidemic	- 1
	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. Choose the meaning of a	
	plague that spreads rapidly.	
	A. A disease is an epidemic	
	symptom that kills many	V
	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	
	49. Re-write the sentence runs	
	as, '28 people in China's	
	Inner Mongolia Province	
	are now under quarantine".	V
DESCRIPTION OF THE PARTY OF THE	A. There are twenty Chinese	THE PERMIT
200	in Mongolia were in	
Charles and the same of the sa	separation	
	B. There are twenty Chinese in	
	Mongolia were in	
	segregation	- E
	C. There are twenty Chinese in	EN CONTRACTOR
	Mongolia were in detention	
	D. There are twenty Chinese in	
	Mongolia were in seclusion	
THE RESERVE THE PERSON NAMED IN	50. Form the sentence runs as.	V
	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 seclusion D. There are twenty Chinese in Mongolia were in separation
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Appendix 9 Reading Interest Scale

Introduction

READING INTEREST SCALE

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. ONDIKSHA
- 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.	Š.			
11.	I am trusted that I could differentiate the specific information of a recount text.	Sales Control			
12.	I am trusted that I could rewrite the specific information of a recount text.	ů,		100	
13.	I am assessed that I could determine the textual references of a descriptive text.		4	13	
14.	I am assessed that I could complete the textual references of a descriptive text.		11		1
15.	I am assessed that I could add the textual references idea of a descriptive text.		1	4 /	No.
16.	I am assessed that I could summarize the textual references of a recount text.		100	1	H
17. I	am assessed that I could differentiate the textual references of a recount text.				
	am assessed that I could rewrite the textual references of a recount text.			100	N/
19. I	am not understanding that I could determine the word meaning of a descriptive text.	4			K
	am not understanding that I could complete the word meaning of a lescriptive text.	Z			
	am not understanding that I could add the word meaning of a descriptive ext.	<u> </u>	1	1	
t	am not understanding that I could summarize the word meaning of a recount ext.	ļ	18	A.C.	
	I am not understanding that I could differentiate the word meaning of a ecount text.		Z		
	am not understanding that I could rewrite the word meaning of a recount ext.		745		
25. I	am not ready that I could determine the main idea of descriptive text.				
	am not ready that I could complete the main idea of a descriptive text.				
	am not ready that I could add the main idea of a descriptive text.				
	am not ready that I could summarize the main idea of a recount text.				
	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.			
Alle.			
36. I am not motivated that I could rewrite the specific information of a recount			
text.			
	1		



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				Н	ow confid rea	•	u are to	
				1	2	3	4	
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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.	1	ý		
10.	I am believed that I could summarize the specific ideas of a recount text.	- 5	72		
11.	I am believed that I could differentiate the main ideas of a recount text.		ac		1
12.	I am believed that I could rewrite the specific idea of a recount text.	Ø.	16	Ž.	N.
13.	I am not confident that I could determine the textual references of a descriptive text.	~		V	N. Contraction of the Contractio
14.	I am not confident that I could complete the textual references of a descriptive text.	Y)		T.	7
15.	I am not confident t that I could add the textual references idea of a descriptive text.	\langle		7	
16.	I am not confident that I could summarize the word meaning of a recount text.	1	y	A STATE OF THE PARTY OF THE PAR	
17.	I am not confident that I could differentiate the word meaning of a recount text.		Y &		
18.	I am not confident that I could rewrite the word meaning of a recount text.		- 443		

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.)

Ouestions:

- 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)

Ouestions:

- 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).

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)

- 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).

- 19. **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".
 - 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
- - 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)

- 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

UNDIKSHA

NAMA:

KELAS:

Lembar Jawaban

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Appendix 12 Reading Competency Test Trial Out

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3 2	1	0	1	1	0	0	0	0	0	0	0) (0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	30
3	0	0	()	0	0	0	0	1	0	0) (0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	1	1	0	0	0	1	1	1	0	0	0	0	1	1	32
3	0	0	()	1	1	1	0	0	1	1	(0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	38
KE	LAS	S C		_								-			4			ľ	h				_	_																1			4										



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	0.32
JU.	12	0.48



Appendix 13 Reading Interest Data

N	Stud	l ,	Provi	ous E	vner	ience					Self-0	Conce	ant		1			v	lue	ف	1			Under	etand	lable 9	Subje	et		<u> </u>		Level					Т	The Co			f Subj	ect	\top	T
0	ents	1	2	3	4	5	6		7	8		1	1	1		1	1	1	1	1	1		1	2	2			2		2	2	Involv 2	emen 2	t 2	3		3	3	Ma 3	terial 3	3	3	┿	Т
												0	1	2		3	4	5	6	7	8		9	0	1	2 2	3	4		5	6	7	8	9	0		1	3 2	3	4	3 5	6	Ļ	Ļ
1	A	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	4	1	1	1	1	1	1	6	3	1	3	1	1	3	1 2	1	1	1	1	1	1	6	5
2	В	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	1 4	1	1	1	1	1	1	6	3	1	3	1	1	3	1 2	1	1	1	1	1	1	6	5 0
3	С	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	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	3	2	3	3	2	2	1 5	6
5	Е	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 0	3	2	3	3	1	1	1 2	5 2
6	F	3	3	3	3	1	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	8	3	2	2	3	2	2	1 4	6 2
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	9	3	2	3	1	1	1	9	4 8
8	Н	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 8
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	2	2	1	2	1	9	1	1	2	1	1	1	7	3	2	2	3	1	1	1 2	5
1	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	1	6	1	2	2	1	2	1	9	1	2	1	1	3	1	9	4 8
1	K	2	2	2	2	2	2	1 2	2	2	2	2	1	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
1 2	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	2	1	2	2	1	2	1 0	4 8
1 3	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	1	1	6	1	1	1	1	1	1	6	3	2	2	3	1	1	1 2	5 2
1 4	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	1	6	1	2	2	1	2	1	9	1	2	1	1	3	1	9	4 8
1 5	0	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	1	1	6	1	1	1	1	1	1	6	3	1	3	3	3	1	1 4	5
1 6	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	1	1	1	1	1	1	6	3
1 7	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	0	0	4	1	1	1	1	1	1	6	3 2
1 8	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 0	2	1	2	3	3	2	1 3	2	1	3	3	1	1	1	5
1 9	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	2	7	2	1	3	3	3	1	1 3	4
2	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
2	U	1	1	1	1	1	1	6	1	1	1	1	3	1	8	3	3	1	1	3	3	1 4	1	1	1	1	1	1	6	3	2	2	1	2	1	1	2	2	2	3	2	2	1 3	5 8
2 2	V	3	1	1	1	1	1	8	1	1	1	1	1	3	8	3	3	1	1	3	1	1 2	1	1	1	1	1	1	6	1	2	2	2	1	1	9	2	3	2	3	1	1	1 2	5
2 3	W	3	1	1	1	1	1	8	3	1	1	1	1	1	8	3	3	1	3	1	3	1 4	1	1	1	1	1	1	6	2	1	1	3	3	3	1 3	3	2	3	3	1	3	1 5	6
2 4	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	1	6	2	2	2	2	1	1	1 0	2	1	3	3	1	1	1	5
2	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	1	6	3	2	1	1	2	1	1	2	1	2	3	3	2	1	5

5																						4														0							3	9
6	Z	1	1	1	1	1	1	6	3	1	1	1	1	1	8	3	1	1	3	1	1	1	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	2	2	3	1	1	4 8
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 0	1	1	1	1	1	1	6	1	1	2	1	1	1	7	2	2	1	1	1	1	8	4 7
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	1	1	1	6	1	1	1	1	2	1	7	1	2	1	1	2	1	8	4 8
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	1	1	1	6	3	2	1	1	2	1	1 0	2	1	2	3	2	2	1 2	5 8
3	DD	1	1	1	1	1	1	6	1	1	1	1	1	3	8	3	3	3	3	3	3	1 8	1	1	1	1	1	1	6	2	1	2	1	1	2	1 3	2	1	3	3	2	1	1 2	5 6
3	EE	3	1	1	3	3	1	1 3	3	3	3	3	1	1	1 4	1	1	1	1	1	1	6	2	2	2	1	1	1	9	2	2	1	1	3	3	1 2	3	2	2	3	2	2	1 4	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	1	1	1	1	6	3	2	1	2	1	1	1 0	3	2	3	1	1	1	9	4 6
3	GG	1	1	1	2	1	1	7	3	2	3	1	3	1	1 3	1	1	3	3	3	1	1 2	1	1	1	1	1	1	6	2	1	1	2	1	1	8	1	2	2	1	1	2	9	5 5
3 4	НН	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	2	3	3	1	1	1	1	1	1	1	11.	1	6	2	1	2	2	2	1	1 0	2	1	3	1	1	1	9	5 0
KEL	AS A																																											

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N o	Stud ents		Prev	ious	Expe	rienc	e				Se	elf-C	once	pt					V	alue	3				U	nders	tanda	able S	ubjec	t				Level o Involv					1	he Co	omple: Ma	xity of terial	Subj	ect		т
		1	2	3	4	5	6		7	' 8	8	9	1 0	1	1 2		1 3	1 4	1 5	1 6	1 7	1 8			1	2	2	2 2	2 3	2 4		2 5	6	2 7	2 8	2 9	3		3	3 2	3	3 4	3 5	3 6		1
1	II		1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	3	3	1	3	1	1	1 2		1	1	1	1	1	1	6	2	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	1	6	1	3	3	3	1	1	1 2		1	1	1	1	1	1	6	2	1	1	2	1	1	8	3	2	2	1	1	1	1 0	4 8
3	KK	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	1	3	1	3	3	3	1		1	1	1	1	1	1	6	1	1	2	2	1	1	8	2	2	2	2	1	1	1 0	5
4	LL	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	3	3	1	1	1	3	1 2		1	1	1	1	1	1	6	1	2	1	1	1	1	7	2	2	2	1	1	1	9	4
5	MM	1	1	1	3	1	1	8	1	. 1	1	1	1	1	1	6	3	3	3	1	1	1	1 2		1	1	1	1	1	1	6	1	1	1	2	2	1	8	1	1	1	2	1	1	8	4 8
6	NN	3	2	1	1	1	1	9	1	. 1	1	1	1	1	1	6	3	3	3	3	1	1	1		1	1	1	1	1	1	6	1	2	2	3	1	1	1 0	2	1	2	1	1	2	1 3	5 8
7	00	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	3	3	3	1	1	1	1 2		1	2	2	1	1	1	8	3	2	2	2	1	1	1	3	2	3	1	1	1	9	5 2
8	PP	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	3	3	1	1	1	1	1	,	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	2	3	9	4 3
9	QQ	1	1	1	1	1	1	6	2	: 3	3	2	1	1	1	1 0	1	1	1	3	3	3	1 2		1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	2	1	1	1	1	7	4 8
1 0	RR	1	1	1	1	1	1	6	1	. 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	1	1	6	1	1	1	1	1	1	6	3
1 1	SS	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	3	3	1	1	1	1	1	-	1	1	1	1	2	-1	7	1	1	2	2	1	1	8	3	2	2	2	1	1	1	4 8
1 2	TT	1	1	1	1	1	1	6	1	. 1	1	1	1	1	1	6	1	1	3	3	3	1	1 2	!	1	1	1	1	1	1	6	1	2	1	1	1	1	7	2	2	3	1	1	1	1	4 6

1 3	UU	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	1	6	1	1	1	2	2	1	8	1	1	1	2	1	1	8	4 8
1 4	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	6	1	1	1	2	1	1	7	2	2	1	1	1	1	8	4 6
1 5	WW	1	1	1	1	1	1	6	1	1	1	1	1	2	7	3	3	1	1	3	1	1 2	1	1	1	1	1	1	6	1	1	1	2	1	1	7	2	2	1	1	1	1	8	4 6
1 6	XX	3	1	1	1	1	1	8	3	3	3	1	1	1	1 2	3	3	3	1	1	1	1 2	1	1	1	1	1	1	6	2	1	1	2	2	1	9	3	1	3	3	1	1	1 5	6 2
1 7	YY	1	1	1	1	1	1	6	1	3	1	1	1	1	8	3	3	1	1	1	1	1 0	1	1	1	1	1	1	6	1	2	1	1	1	1	7	1	2	1	1	1	1	7	4
1 8	ZZ	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	1	6	1	1	2	1	1	1	7	2	2	2	2	2	2	1 2	4 8
1 9	AAA	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	1	6	2	2	1	1	1	1	8	2	2	2	2	1	1	1 0	4 6
2	BBB	3	1	1	1	1	1	8	1	1	1	1	1	1	6	3	1	3	3	3	1	1 4	1	1	1	1	1	1	6	2	3	1	1	2	1	1 0	2	1	2	3	1	1	1 0	5 4
2	CCC	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	3	3	1	1 0	1	1	1	1	1	1	6	1	1	1	2	1	1	7	3	2	2	3	1	2	1 3	4 8
2 2	DDD	1	2	1	1	1	1	7	1	1	2	1	1	1	7	1	1	3	3	1	1	1 0	1	1	1	1	1	1	6	1	2	1	2	1	1	8	2	2	1	1	1	1	8	4 6
2 3	EEE	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	3	3	1	1 2	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	2	1	1	1	2	8	4
2 4	FFF	1	1	1	1	1	1	6	1	_1	1	1	1	2	7	1	1	3	3	3	1	1 2	1	1	1	1	1	1	6	2	1	2	1	1	2	9	2	1	3	3	1	1	1	5 1
2 5	GGG	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	1	6	3	2	1	2	1	1	1 0	3	2	3	2	1	1	1 2	5 2
6	ННН	1	1	2	1	1	1	7	1	1	1	1	1	1	6	3	1	3	3	1	1	1 2	1	1	1	1	1	1	6	2	1	2	1	1	2	1 3	2	1	1	3	3	1	1	5 5
2 7	III	1	1	1	1	1	1	7	2	1	1	1	1	1	7	1	3	3	3	1	1	1 2	1	1	1	1	1	1	6	2	1	2	1	1	2	9	2	1	3	3	3	1	1 3	5 4
2 8	JJJ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	1	3	3	1	1 4	1	1	1	1	1	1	6	2	1	2	1	1	2	9	3	1	2	3	3	2	1 4	5 5
2 9	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	6	2	1	2	1	1	2	9	3	2	1	3	3	1	1 3	5 2
3	LLL	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3	3	3	3	1	1	1 4	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	2	1	1	1	7	4 6
3	MM M	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	2	1	7	1	2	2	1	1	1	8	2	1	2	3	3	3	1 4	5 3
3 2	NNN	1	1	1	3	3	1	1	1	1	1	1	1	1	7	1	3	3	3	1	1	1 2	1	1	1	1	1	1	6	2	1	2	1	1	1	8	2	1	3	3	1	1	1	5 4
3	000	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	1	1	6	1	1	1	1	0	0	4	1	1	1	1	0	0	4	3 2
KEI	LAS B																																											

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N	Stude		Previ	ious F	хреі	ience	,				Self	-Conc	ept					Val	lue	اوي	ť	H		τ	Inder	stand	able S	ubjec	t					of Pro			l		The C	omple		Subje	ect	Τ	\top
0	nts	1			4	5	6		7	8			1	1 2		1		1 5	1	1 7	1 8		1		2	2	2	2 3	2 4		2 5	6	2 7	2 8	2 9	3		3	3 2		3 4	3 5	3 6		T
1	PPP	1	1	1	1	1	1	6	1	1	1	1	1	1		_	_	1	3	1	1	1 2	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	. (5 3	3	3	3	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 3	5
3	RRR	1	1	2	1	1	1	7	1	1	1	1	1	- 1	(5 1	1	1	3	3	1	1 0	2	2	2	2	2	2	2	1 2	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	3 1	1	3	3	1	1	1 0	1	1	1	1	1	Ī	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	(5 3	1	3	2	3	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
6	UUU	1	1	1	1	1	1	6	1	2	2	1	1	1	8	3 3	3	1	3	1	1	1 2	1	1	1	1	1	1	1	6	2	1	3	3	2	2	1 3	2	1	3	3	2	1	1 2	5 7
7	VVV	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	3	3	1	1	1	1 2		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	(5 3	3	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	(5 1	3	1	3	3	3	1 4		1	1	1	1	1	1	6	1	2	2	1	1	1	8	2	2	2	2	1	2	1	5 1
1 0	YYY	1	1	1	1	1	1	7	1	2	1	1	1	2	. 8	3	3	1	1	1	1	1 0		1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	2	1	1	1	1	8	4
1	ZZZ	1	1	1	1	1	1	6	2	1	2	1	1	1	8	3	3	3	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 3	5 4
1 2	AAA A	1	1	1	1	1	1	6	2	3	1	1	1	1	ý) 3	3	1	1	1	3	1 2		1	1	1	1	1	1	6	3	2	1	1	2	1	1	2	1	2	3	3	2	1 3	5
1 3	BBBB	3	1	1	1	1	1	8	1	1	1	1	1	1	(5 3	1	2	1	1	1	9	2	2	2	2	2	1	1	1 0	2	2	2	2	1	1	1 0	1	1	2	1	1	1	7	5
1 4	CCCC	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	3	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 0	4
1 5	DDD D	1	1	2	1	1	1	7	1	1	1	1	1	1	(5 1	1	3	3	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
1 6	EEEE	2	1	1	1	1	1	7	1	1	1	1	1	1	(5 3	3	2	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
1 7	FFFF	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	3	2	2	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
1 8	GGG G	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	3	3	1	1	3	1 2		1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3 6
1 9	HHH H	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	1	3	1	3	1	1 0		1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	4
2 0	IIII	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	3	3	1	1	3	1 2		1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	3 6
2 1	JJJJ	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	3	1	1	1	1	1 0	1	1	1	1	1	- 1	1	6	2	1	2	2	1	2	1 0	2	1	3	3	1	1	1	4 9
2 2	KKK K	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	3	1	2	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
2 3	LLLL	1	1	1	1	1	1	6	1	1	1	1	1	1	- (5 3	3	3	1	1	1	1 2	3	1	1	1	1	_1	1	6	- 1	2	2	1	2	1	9	1	2	1	3	1	1	9	4 8
2	MMM	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	3	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	M																																												0
2 5	NNN N	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	3	1	1	3	3	1	1 2	1	1	1	1	1	1	6	1	2	1	1	1	1	7	1	2	1	1	1	1	7	4 4
2 6	000	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1		1	3	2	1	1	9	1	1	1	1	1	1	6	2	1	1	2	1	1	8	1	1	2	1	1	1	7	4 2
2 7	PPPP	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	;	3	1	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	4 0
2 8	QQQ Q	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3	96	1	3	1	1	1	1 0	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	2	2	2	1	1	9	4 4
2 9	RRRR	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 1	Ú	3	2	1	2	1	1 0	1	1	1	1	1	1	6	1	2	2	1	2	1	9	1	2	1	3	3	1	1	4 8
3	SSSS	1	3	1	1	1	1	8	1	1	1	1	1	1	(5 3		1	2	1	2	1	1 0	1	1	1	1	1	1	6	1	2	3	3	3	1	1 3	3	2	1	1	1	1	9	5 2
3	TTTT	1	1	1	1	1	1	6	3	1	1	1	1	1	8	3 3	3	3	1	1	1	1	1 0	1	1	1	1	1	1	6	1	2	1	1	1	1	7	1	2	1	1	1	1	7	4 4
3 2	UUU U	1	1	1	1	1	1	6	1	1	2	1	1	1	1	7 3		3	1	1	1	1	1 0	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	4 2
3	VVV V	1	1	1	2	1	1	7	1	1	1	1	1	1	(5 3	3	3	3	1	2	1	1 3	1	1	1	1	1	1	6	1	2	2	2	1	1	9	2	1	2	1	1	2	9	5
3 4	WW WW	1	1	1	1	1	1	6	1	1	1	1	1	1	(5 3		3	1	1	1	1	1 0	1	1	1	1	1	1	6	1	2	1	2	1	1	8	2	2	3	1	1	1	1 0	4
KE	LAS D								- 4	-																					4.1.7		•		- 11				•				•		\neg



Appendix 14 Reading Self-Efficacy Data

No	Students	Initia	tive Di	mension	n				Effor	t Dimens	ion				٤,		I	Persistence	e Dimensi	on			TOTAL
		1	2	3	4	5	6	d	7	8	9	10	11	12	1.15	13	14	15	16	17	18		1
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	В	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
3	С	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	Е	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	Н	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	0	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	Т	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	НН	1	1	1	2	2	2	9	2	2	2	3	3	3	15	2	2	2	2	2	2	12	32
KELAS A		•		•															•		•	•	•

No	Students	Initiative Dimension							Effor	t Dimens	ion			1			P	ersistence	Dimensi	on			TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12	91	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	00	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

KELAS B	1	1	<u> </u>	<u> </u>	<u> </u>	774.0													<u> </u>	<u> </u>	1		
TOTAL						1							4.1					,					
33	000	1	1	1	1	1	1	6	1	1	1	1	3	3	10	2	2	2	2	2	2	12	28
32	NNN	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	4	14	46
31	MMM	3	3	3	3	3	3	18	1	1	2	2	3	3	12	2	2	2	2	2	2	12	42
30	LLL	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
28	111	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
27	III	3	3	3	3	3	3	18	3	2	2	2	2	2	13	2	2	2	2	2	2	12	43
26	ННН	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
24	FFF	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
23	EEE	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
22	DDD	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
21	CCC	2	2	2	2	2	2	12	2	2	2	2	2	2	12	1	2	1	2	2	2	10	34
20	BBB	2	2	2	3	3	3	15	3	3	3	3	3	3	18	4	3	3	3	3	1	17	50
19	AAA	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	2	2	1	1	10	24
18	ZZ	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	2	2	1	1	10	22
17	YY	2	2	2	2	1	1	10	2	2	2	2	1	1	10	2	2	2	2	3	1	12	32
16	XX	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	4	20	57
15	WW	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	30
14	VV	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
13	UU	3	3	3	4	3	3	19	3	3	3	3	3	3	18	4	3	3	3	3	3	19	56
12	TT	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	2	12	44
11	SS	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36

UNDIKSHA

No	Students	T											-										
		Initi	ative D	imensio	n				Effo	rt Dimens	sion				6			Persistenc	e Dimens	ion			TOTAL
		1	2	3	4	5	6	- 2	7	8	9	10	11	12	92	13	14	15	16	17	18		1
1	PPP	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	30
2	QQQ	3	3	3	3	3	3	18	1	1	2	2	3	3	12	2	2	2	2	2	2	12	42
3	RRR	3	3	3	3	3	3	18	1	2	2	3	3	3	14	2	2	2	2	2	2	12	46
4	SSS	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
5	TTT	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	4	14	46
6	UUU	1	2	2	3	3	3	14	3	3	3	3	3	3	18	2	2	2	2	2	4	14	46
7	VVV	1	1	1	1	1	1	6	1	1	2	1	1	1	6	2	2	2	2	1	1	10	22
8	www	1	1	1 7	1	1	1	6	1	2	2	3	3	3	14	2	2	1	1	1	1	8	28
9	XXX	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
10	YYY	1	1	1	1	1	3	8	1	3	1	1	1	1	8	2	2	2	2	1	1	10	26
11	ZZZ	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
12	AAAA	3	3	3	3	3	3	18	1	1	2	2	3	3	12	2	2	2	2	2	2	12	42
13	BBBB	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
14	CCCC	1	2	2	2	2	1	10	3	3	3	3	3	3	18	2	2	2	2	2	2	12	40
15	DDDD	1	1	1	1	1	1	6	1	1	3	3	3	3	14	2	2	2	2	1	1	10	30
16	EEEE	2	2	2	2	2	2	12	1	1	1	2	2	2	9	2	2	2	3	3	3	15	36
17	FFFF	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	2	2	2	1	1	10	23
18	GGGG	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	2	2	8	20
19	нннн	2	2	2	2	2	2	12	2	2	2	2	2	2	12	1	2	1	2	4	4	10	38
20	IIII	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
21	1111	2	2	2	3	3	3	15	3	3	3	3	3	3	18	2	2	2	3	3	3	15	48
22	KKKK	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	1	1	2	2	10	22
23	LLLL	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	2	2	2	2	12	36
24	MMMM	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18

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	0000	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
TOTAL	·										1	MI	Ġ,			SA		Paul					
KELAS I	D	•	•																130-	•	•	•	•



Appendix 15 Reading Competency Data

											d	ITI	EM	NU	MB]	ER						ki,					TOTAL
N	Students' Name	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0	1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	2	2 2	2 3	2 4	2 5	
N	Students Name		N	Iain	ide	a		Sp	ecif	ic in	fori	nati	ion	Γ	ext	ual	refe	reno	e		W	ord	me	ani	ng	•	
		de	S		re	c	j	de	S		re	c		de	S		re	c		de	S			re	c		
1	A	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	48
2	В	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	. 1	0	1	1	1	1	1	1	0	44
3	С	0	0	0_	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	0	32
4	D	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	52
5	Е	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	1	40
6	F	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	40
7	G	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	0	32
8	Н	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	0	1	1	0	0	28
9	I	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	1	0	36
10	J	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	0	0	32
11	K	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	0	0	1	32
12	L	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	0	1	32
13	M	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	0	40
14	N	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	1	32
15	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	36
16	P	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	46
17	Q	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	0	0	24
18	R	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	40
19	S	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	0	1	0	28
20	T	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	0	32
21	U	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1	0	1	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	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	1	1	1	0	0	0	0	1	1	0	1	1	0	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	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	00	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		Γ	T .					T _	T _										T _						T .	I .	1 -	
53 AAA 0 <t>0 0 0 0</t>	51	YY	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	26
54 BBB			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	
55		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	
56 DDD	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	50
57	55	CCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	1	32
58 FFF 0 1 0	56	DDD	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	1	0	1	0	0	32
Signature Sign	57	EEE	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	28
60 HHHH	58	FFF	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	48
61 III	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	48
62 JJJ	60	ННН	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	44
63 KKK	61	III	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	1	1	0	44
64 LLL 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	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	0	0	32
65 MMM	63	KKK	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	1	1	1	40
66 NNN	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	0	32
67 OOO	65	MMM	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	46
68 PPP 0	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	0	1	44
68 PPP	67	000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	0	1	0	1	0	1	32
69 QQQ		KELAS	В																									
70 RRR	68	PPP	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	1	0	1	0	1	32
71 SSS	69	QQQ	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	46
72 TTT	70	RRR	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	0	0	38
73 UUU 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	71	SSS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	0	32
74 VVV 0 1 1 1 0 0 1 0 0 0 0 0 28 75 WWW 0<	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	1	40
75 WWW 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	73	UUU	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	42
76 XXX 0	74	VVV	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	0	0	28
77 YYY 0 0 0 0 0 0 1 0 0 0 0 1 0 0 0 0 0 1 0 0 0 0 1 0 0 0 1 1 0 0 0 0 1 1 0 0 0 0 1 1 0 0 0 0 0 1 1 0 0 0 0 0 1 1 0 0 0 0 0 0 1 1 0	75	WWW	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	0	0	34
78 ZZZ 0 0 0 0 0 1 0 1 0 1 0 0 0 0 1 1 0 1 0	76	XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	1	0	1	1	1	36
	77	YYY	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	32
79 AAAA 0 0 0 0 0 0 1 1 0 0 0 0 0 1 1 1 1	78	ZZZ	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	1	1	1	1	0	1	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	0	1	48

80	BBBB	1	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	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	24
83	EEEE	1	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	20
86	НННН	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	0000	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																									

UNDIKSHA

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	В	I	50	40	44	
3	С	I	49	34	32	
4	D	I	63	50	52	
5	Е	I	52	36	40	
6	F	I	62	56	40	
7	G	L	48	34	32	
8	Н	I	48	36	28	
9	I	I	50	42	36	
10	J	I I	48	30	32	
11	K	I	50	48	32	
12	L	A. I	48	35	32	
13	M	I	52	42	40	
14	N	I	48	30	32	
15	0	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	=	48	36	32	
37	KK	II	50	44	48	
38	LL	11	46	30	32	
39	MM	II	48	32	32	
40	NN	II	58	56	48	

41 42	00	II	52	46	48
	חת				
	PP	II	43	36	40
43	QQ	=	48	36	46
44	RR	II	36	22	28
45	SS	ll l	48	36	44
46	TT	ll l	46	44	48
47	UU	ll l	48	56	48
48	VV		46	40	44
49	WW	ll l	46	30	28
50	XX	ll l	62	57	52
51	YY	II	44	32	26
52	ZZ	هين ا	48	22	28
53	AAA	A II	46	24	24
54	BBB	// /1	54	50	50
55	CCC	II.	48	34	32
56	DDD		46	24	32
57	EEE	W.II	44	24	28
58	FFF) II	51	40	48
59	GGG	П	52	48	48
60	ННН	II	55	40	44
61	III	II S	54	43	44
62	JJJ	11	55	24	32
63	KKK	II	52	38	40
64	LLL	II V	46	24	32
65	MMM	II	53	42	46
66	NNN		54	46	44
67	000	II	32	28	32
68	PPP	III	48	30	32
69	QQQ	Ш	55	42	46
70	RRR	/III	52	46	38
71	SSS	III	48	36	32
72	TTT	10/	53	46	40
73	UUU	III -	57	46	42
74	VVV	III	48	22	28
75	WWW	- UI	44	28	34
76	XXX	III	51	48	36
77 78	YYY ZZZ	III	46 54	26	32 46
78	AAAA	III	56 56	36 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
	GGGG	III	36	20	20

86	НННН	III	40	38	40
87	IIII	Ш	36	18	20
88	JJJJ	Ш	49	48	38
89	KKKK	Ш	46	22	24
90	LLLL	Ш	48	36	32
91	MMMM	Ш	40	18	20
92	NNNN	Ш	44	24	32
93	0000	Ш	42	22	24
94	PPPP	Ш	40	20	20
95	QQQQ	III	44	22	32
96	RRRR	III	48	34	46
97	SSSS	Ш	52	36	38
98	TTTT	III	44	22	32
99	UUUU	J. III	42	26	40
100	VVVV	/ //	50	46	44
101	WWWW	A III	46	28	28



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

Descriptive Statistics

16	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. Deviat						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	Q ₁	-			1 11			

Appendix 18 Descriptive Statistics of Reading Interest Based on Class

Descriptive										
	Reading Interest Score									
	N Mean Std. Deviation Std. Error Minimum Maxim									
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

	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

	Statistics						
	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

	N.			
	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

		17 /	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

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

70.1	C	orrelations		1,14
	M	Interest	Self-Efficacy	competency
Interest	Pearson Correlation	1	.731**	.700***
33.	Sig. (1-tailed)		.000	.000
1	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	W W
	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

A Property of the Property of	Descriptiv	ve Statistics	
5.6	Mean	Std.	N
A STATE OF THE PARTY OF THE PAR	SEN	Deviation	Detailer
Interest	48.91	6.46	101
Self-Efficacy	35.94	9.90	101
Competency	37.02	9.07	101

2	Corre	elations		4 1
		competen	Interest	Self-
		cy		Efficacy
Pearson	competency	1.000	.700	.821
Correlation	Interest	.700	1.000	.731
	Self-	.821	.731	1.000
	Efficacy			175
Sig. (1-tailed)	competency		.000	.000
* \	Interest	.000		.000
1	Self-	.000	.000	1
The second second	Efficacy	1		100
N	competency	101	101	101
3	Interest	101	101	101
	Self-	101	101	101
-	Efficacy	A		

				Model	Summary				
Mod	R	R	Adjuste	Std. Error of	N	Change S	Statistics	S	
el		Squar	d R	the Estimate	R Square	F	df1	df	Sig. F
		e	Square		Change	Change		2	Change
1	.840	.705	.699	4.20440	.705	117.069	2	98	.000
	a		The same	MEN	11/2000				
a. Pred	ictors: (Constant).	self-efficacy	, interest	white I was	- 03			



Appendix 24 Sheet of Reading Interest Scale

						12
				1	pt 1	12 ngur
Reading Interest Scale						
Petunjuk						
2 . Landworken kete	ctarika	n anda n	nemba	Cal		
					nebera	pa
the state of the s	rate or a					
diri sendiri, 4) Seberapa paham anda terrasaap kesiapa kesulitan anda dalam menjawah test, 6) Seberapa kesiapa	an and	dalam	menja	wab seb	suah te	St.
kesulitan anda dalam menjawah test, 07 Sebesarian 3. Skala ini tidak ada hubungannya dengan nilai anda di sel	kolah.					
to the standard against Hitting a						
Silakan menilai ketertarikan anda sejujur-jujurnya. Nilaian setiap butir dengan memberikan tanda centang (√) pad	a kolom	yang	tersedi	a deng	an
CONTROL CONTRO						
senyata mungkin.	laii 1=	sangat (idak re	levan,	2= tid	iak
to to the above enemitiki arti sebagai berikut, ni	laii 1=	sangat (idak re	levan,	2= tid	iak
 Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihiah salah sati 	laii 1=	sangat (idak re	levan,	2= tid	iak
 Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. 	laii 1=	sangat (idak re	levan,	2= tid	iak
 6. Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihiah salah sati benar. 7. Semoga beruntung. 	laii 1≃ u jawal	sangat (idak re kolon	levan,	2= tid diangg	ak ap
 Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. 	laii 1≃ u jawal	sangat (idak re kolon Ta	elevan, i yang (2= tid diangg	ak ap
Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. Semoga beruntung. Pernyataan L Saya berpengalaman dalam menentukan ide pokok pada teks	laii 1= u jawal	sangat (oan puda haman	idak re kolon Ta	elevan, i yang (2= tid diangg	ak
Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. Semoga beruntung. Pernyataan 1. Saya berpengalaman dalam menentukan ide pokok pada teks deskripsi. 2. Saya berpengalaman dalam melengkapi ide pokok pada teks deskripsi.	laii 1= u jawal	sangat (oan puda haman	idak re kolon Ta	elevan, i yang (2= tid diangg n anda 3	ak
Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. Semoga beruntung. Pernyataan 1. Saya berpengalaman dalam menentukan ide pokok pada teks deskripsi. 2. Saya berpengalaman dalam melengkapi ide pokok pada teks deskripsi.	laii 1= u jawal	sangat (oan puda haman	idak re kolon Ta	elevan, i yang (2= tid diangg n anda 3	ak
Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. Semoga beruntung. Pernyataan 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.	Pema	sangat (oan puda haman	idak re kolon Ta	elevan, i yang (2= tid diangg n anda 3	ak
Setiap butir skala akan memiliki arti sebagai berikut, ni relevan, 3= relevan, 4= sangat relevan. Pilihlah salah sati benar. Semoga beruntung. Pernyataan 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 menambahkan ide pokok dalam teks	Pema	sangat (oan puda haman	idak re kolon Ta	elevan, i yang (2= tid diangg n anda 3	ak

				2	1	4
	Saya percaya bahwa saya dapat menentukan informasi khusus pada teks deskripsi.	1		1	1	
1,	Saya percaya bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	/			V	
);	Saya percaya bahwa saya dapat menambahkan informasi khusua pada teks deskripsi.	/				~
).	Saya percaya bahwa saya dapat meringkas informasi khusus pada teks deskripsi.	V				~
i.	Saya percaya bahwa saya dapat membedakan informasi khusus pada teks deskripsi.	/			/	
2.	Saya percaya bahwa saya dapat menulis kembali informasi khusus pada teks deskripsi.	1			V	
3.	deskripsi.	/			1	
4.	Saya menilai bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.	V			1	
5.	Saya menilai bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	1			1	
	Saya menilai bahwa saya dapat meringkas kata rujukan pada teks recount.	V				
7-	Saya menilai bahwa saya dapat membedakan kata rujukan pada teks recount.	V			/	
	Saya menilai bahwa saya dapat menulis kembali kata rujukan pada teks recount.	V		8	1	
	Saya tidak paham dalam menentukan arti kata pada teks deskripsi.	V			1	
0.	Saya tidak paham dalam melengkap arti kata pada teks deskripsi.	~			1	
	Saya tidak paham dalam menambahkan arti kata pada teka deskripsi.	~			V	
	Saya tidak paham dalam meringkas arti kata pada teks recount.	~				V
3.	Saya tidak paham dalam membedakan arti kata pada teks recount.	/			/	
	Saya tidak paham dalam menulis kembali arti kata pada teks recount.	1			1	
5.	Saya tidak siap dalam menentukan ide pokok pada teks deskripsi.	1		1		
6,	Saya tidak siap dalam melengkapi ide pokok pada teks deskripsi.	1	V	Y		
7	Saya tidak siap dalam menambahkan ide pokok pada teks deskripsi	2000		1		

				2	3	el
Saya tidak siap dalam meringkas ide pokok pada b	eks recount.	1			1	700
. Saya tidak siap dalam membedakan ide pokok pad	la teka recount	1			1	
). Saya tidak siap dalam menulis kembali ide pokok	pada teks recount.	1			-	V
 Saya tidak termotivasi bahwa saya dapat menentii khusus pada teks deskripsi. 	kan informasi	1			/	
 Saya tidak termotivasa bahwa saya dapat melengk khusus pada teka deskripsi. 	api informasi	/			/	
 Saya tidak termotivan bahwa saya dapat menamb khusus pada teks deskripa. 		/	18	V	1	
Saya tidak termotivasi bahwa saya dapat meringk khusus pada teks recount.	as informasi	1			1	
5. Saya tidak termotivasi bahwa saya dapat memban	dingkan informasi	1				
khusus pada teks recount.	3	/			V	
khusus pada teks recount. 6. Saya tidak termotivasi bahwa saya dapat menulis khusus pada teks recount.	kembali informasi				V	1
6. Saya tidak termotivasi bahwa saya dapat menulis	kembali informasi				~	1
6. Saya tidak termotivasi bahwa saya dapat menulis	kembali informasi				~	7
6. Saya tidak termotivasi bahwa saya dapat menulis	kembali informasi				V	7
6. Saya tidak termotivasi bahwa saya dapat menulis	kembali informasi				V	
6. Saya tidak termotivasi bahwa saya dapat menulis	kembali informasi				V	

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.
- Nilaian setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan senyata mungkin.
- 6. Setiap butir skala akan memiliki arti sebagai berikut, nilaii 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	Pemi	haman	To	inggap	an and	1
		Ya	Tidak	1	2	3	4
1.	Saya berpengalaman dalam menentukan ide pokok pada teks deskripst.	V					~
2	Saya berpengalaman dalam melengkapi ide pokok pada teks deskripsi.	V					~
3.	Saya berpengalaman dalam menambahkan ide pokok pada teks deskripsi.	V				1	
4.	Saya berpengalaman dalam meringkas ide pokok dalam teks recount.	~					1
5.	Saya berpengalaman dalam membedakan ide pokok dalam teks recount.	V				1	
6.	Saya berpengalaman dalam menulis kembali ide pokok dalam teks recount.	V			100	1	

			1 %		2	
Neja perceja bahwa saya dapat mesamakan informas Uhoros podo teks deskepat	1					V
Norse percurya badona supa dapat reclongkapi sellermani klussos pado teks diskrapat.	1				1	
 Saya percaya balwa saya dapat manambahkan informus khoros pada teko deskripsi. 	5				1	
 Saya percaya bahwa saya dapat meringkas informasi khuma pada teka deskripai. 	1					1
1. Neja percaya bahwa saya dapat membedakan selerasan khanas	V					V
pede nice destripe.	V				V	
 Saya percaya bahwa saya dapat menuha kembah informasi khawa pada teka deskripa; 	1					1
 Sepa memilisi bahwa neya dapat memeninkan kata rajukan pada teka deskripsi. 	1				1	
 Saya monika baltwa saya dapat melengkapi kata rujukan pada teks deskripat. 	V				1	
 Saya memilia bahwa saya dapat menumbahkan kata rujukan pada teka deskripsi. 	V				•	5
 Saya menilai haliwa saya dapat meringkas kata rujukan pada teks recount. 	1					1
 Saya menihi babwa saya dapat membedakan kata rajukan pada teka rescent. 	V				V	4
 Saya memilai bahwa saya dapat memilis kerabali kata rapakan pada teka recount. 	V				V	
9. Saya tidak pahum dalam mementukan arti kata pada teks deskripu.	1			V		
Saya tidak paham dalam melengkap arti kata pada teka deskripsi.	V		1	Ť		
1. Saya tidak paham dalam menambahkan arti kata pada teks deskripsi.	V		-	V	-	-
2. Saya tidak paham dalam meringkas arti kata pada teks recount.	1			V		
3. Saya tidak paham dalam membedakan arti kata pada teka recount.	V		V			
 Sayn tidak paham dalam stenulis kembali arti kata pada teks recount. 	V			V		
 Sayu tidak siap dalam mementukan ide pokok pada teka deskripsi. 	V			V	-	
6. Saya tidak siap dalam melengkapi ide pokok pada teks deskripsi.	V	-		1	-	
7. Saya tidak siap dalam menambahkan ide pokok pada teks deskripsi	V	-	-	Y	-	

South Ridals along A I		1.2	1,7
Saya tidak stap dalam meningkas ide pokok pada teks recount		V	
t. Saya tidak map dalam membedakan ide pokok pada teks reco		1	
 Saya tidak siap dalam menulis kembali ide pokok pada teks n 	I V	V	
 Saya tidak termotivasi bahwa saya dapat menentukan informi khusus pada teks deskripsi. 	asi V	1	
 Saya tidak termotivasi bahwa saya dapat melengkapi informa khunus pada teks deskripsi. 	usi V	V	
 Saya tidak termotivasi bahwa saya dapat menambahkan infor khusus pada teka deskripsi. 	roasi	V	
Sayn tidak termotivani bahwa saya dapat meringkas informas khusus pada teka recount.	si (1	
Saya tidak termotivasi bahwa saya daput membandingkan ini khusus pada teks recount.	formasi	V	
Saya tidak termotivasi bahwa saya dapat menulis kembali ini khusus pada teks recount.	formasi	V	
	formasi		
	formasi		

Appendix 25 Sheet of Reading Self-Efficacy Scale

						ng
					Pf	My
Reading Self-Efficac	y Scale					
Petunjuk						
Bacalah pernyataan-pernyataan berikut berdasarkan	kenercay	a diri and	a micro	haca.		
2. Skila ini menunjukkan seberapa 1) minatif anda (falan me	пораси. 2	sehe	rana v	nkin :	anda
terhadap diri sendiri dalam menjawah test. 3) Seben						
dalam menjawah test.	7000					
3. Skala ini tidak ada hubungannya dengan nilai anda i	fi sekolah					
4. Səlakan menilai kepercayasın diri anda sejujur-jujuri						
5. Nilaian setiap butir dengan memberikan tanda centa	mg (v) pa	alia kolom	yang	tersed	ia der	gan
scriyata mungkin.						
6. Setrap hutir skala akan memiliki arti sebagai beriku			1. 6		(4)	
relevan, 3= relevan, 4= sangat relevan, Pilihlah salah bersar.	satu jaw	aban pada	kolon	yang	diang	gap.
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah	satu jaw	aban pada	kolon	yang	diang	sap.
relevan, 3= relevan, 4= sangat relevan, Pilihlah salah benar,	Pemah			yang		
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah benar. 7. Semoga beruntung.						
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah benar. 7. Semoga beruntung.	Pemahi	imas	Tar	r <u>ec</u> apa	n and	128
relevan, 3= relevan, 4= sangat relevan. Pilihiah salah benar. 7. Semoga beruntung. Pernyataan 1. Saya mencoba umuk dapat menentukan ide	Pemahi	imas	Tar	r <u>ec</u> apa	n and	128
relevan, 3= relevan, 4= sangat relevan. Pilihiah salah beriar. 7. Semoga beruntung. Pernyataan 1. Saya mencoba untuk dapat menentukan ide pokok pada teka deskripu. 2. Saya mencoba untuk dapat melengkapi ide	Pemahi	imas	Tar	r <u>ec</u> apa	n and	128
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah benar. 7. Semoga beruntung. Pernyataan 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	Pemahi	imas	Tar	r <u>ec</u> apa	n and	128
Pernyataan 1. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripu. 2. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripu. 3. Saya mencoba untuk dapat melengkapi ide pokok pada teks deskripu. 4. Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripu. 4. Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripu.	Pemahi Ya	imas	Tar	r <u>ec</u> apa	n and	128
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah beriar. 7. Semoga beruntung. Pernyataan 1. Saya mencoba untuk dapat menentukan ide pokok pada teka deskripsi. 2. Saya mencoba untuk dapat melengkapi ide pokok pada teka deskripsi. 3. Saya mencoba untuk dapat menambahkan ide pokok pada teka deskripsi. 4. Saya mencoba untuk dapat meringkas ide pokok pada teka recount. 5. Saya mencoba untuk dapat membedakan ide	Pemahi Ya	imas	Tar	r <u>ec</u> apa	n and	128
relevan, 3= relevan, 4= sangat relevan. Pilihlah salah beriar. 7. Semoga beruntung. Pernyataan 1. Saya mencoba untuk dapat menentukan ide pokok pada teks deskripsi. 2. Saya mencoba untuk dapat menambahkan 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 membedakan ide pokok pada teks recount.	Pemahi Ya	imas	Tar	r <u>ec</u> apa	n and	128

 Saya yakin bahwa saya dapat menenakan ide pokok pada seks deskripu. 	1		V
Saya yakin bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.	1		V
Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripsi.	1		V
 Saya yakin bahwa saya dapot meringkas informasi khumus pada teks recount. 	V		V
 Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount. 	1		Y
Saya yakin bahwa saya dapat menulis kembeli informasi khusus pada teka recount.	~	П	V
Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teks deskripsi.	~	V	
 Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi. 	1	~	
 Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teka deskripsi. 	V	V	
16. Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount	~	V	
 Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount. 	~	~	
 Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount. 	V	V	

Amelia

Reading Self-Efficacy Scale

Petunjuk

- 1. Bacalah pernyataan-pernyataan berikut berdasarkan kepercaya 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.
- 3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
- 4. Silakan menilai kepercayaan diri anda sejujur-jujurnya.
- Nilaian setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan senyata mungkin.
- 6. Setiap butir skala akan memiliki arti sebagai berikut, nilaii 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	Pemaha	man	Tai	nggapa	n and	a
		Ya	Tidak	1	2	3	4
1.	Saya mencoba untuk dapat menentukan ide pokok pada teks deskripsi.	/					V
2.	Saya mencoba untuk dapat melengkapi ide pokok pada teks deskripsi.	V					V
3.	Saya mencoba untuk dapat menambahkan ide pokok pada teks deskripsi.	V					V
4.	Saya mencoba untuk dapat meringkas ide pokok pada teks recount.	V					J
5.	Saya mencoba untuk dapat membedakan ide pokok pada teks recount.	V					J
6.	Saya mencoba untuk dapat menulis kembali ide pokok pada teks recount.	V					J

 Saya yakın bahwa saya dapat menentukan ide pokok pada teks deskripsi. 	5				V
 Saya yakin bahwa saya dapat melengkapt informasi khusus pada teks deskripsi. 	4				/
 Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripai. 	1				V
10. Saya yakin bahwa saya dapat meringkas informasi khusus pada teks recount.	J				V
Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount.	V				V
Saya yakin bahwa saya dapat menulis kembali informasi khusus pada teks recount.	1				V
Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teka deskripsi.		1	V		
14. Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi.		1	J		
Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teks deskripsi.	A	1	V		
16. Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount		1	V		
Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount.		7	V		
18. Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount.		J	1		

AYU !

Reading Self-Efficacy Scale

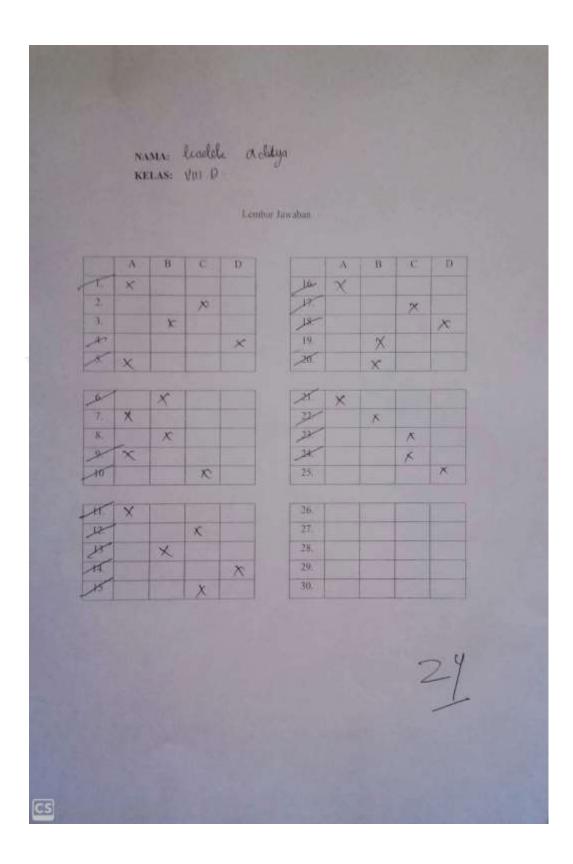
Petunjuk

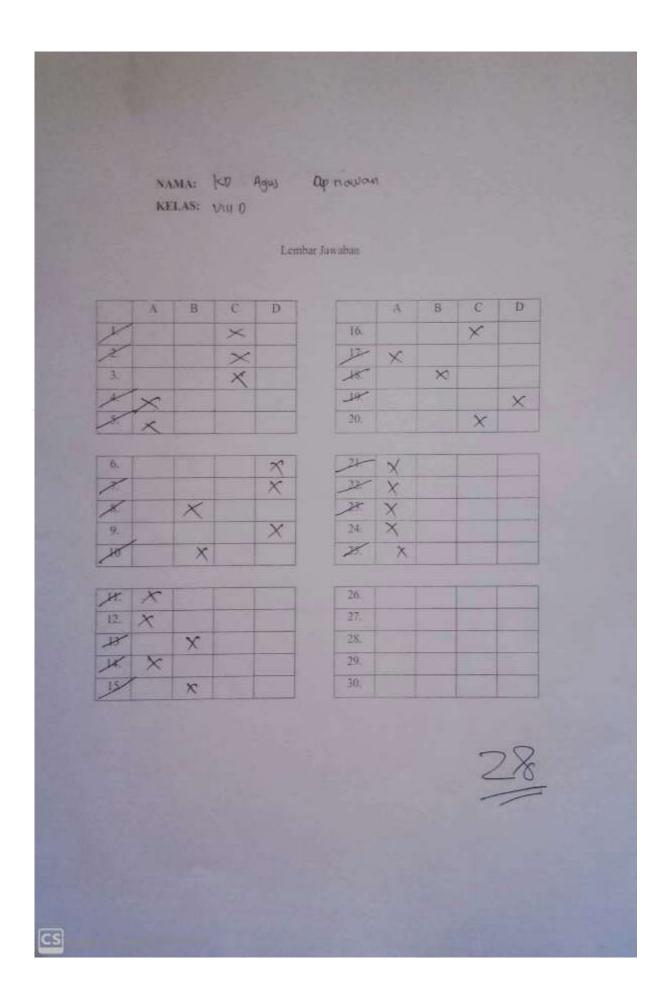
- 1. Bacalah pernyataan-pernyataan berikut berdasarkan kepercaya diri anda membaca.
- Skala ini menunjukkan seberapa 1) inisiatif anda dalam membaca, 2) seberapa yakin anda terhadap diri sendiri dalam menjawab test, 3) Seberapa percaya diri anda terhadap diri sendiri dalam menjawab test.
- 3. Skala ini tidak ada hubungannya dengan nilai anda di sekolah.
- 4. Silakan menilai kepercayaan diri anda sejujur-jujurnya.
- Nilaian setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan senyata mungkin.
- 6. Setiap butir skala akan memiliki arti sebagai berikut, nilaii 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	T	an	ggap	an an	da	Pemal	aman
	1		2	3	4	Ya	Tidak
Saya mencoba untu pokok pada teks de	ik dapat menentukan ide eskripsi.				V	V	THE REAL PROPERTY.
Saya mencoba untu pokok pada teks de	ak dapat melengkapi ide eskripsi.				V	V	
Saya mencoba untu pokok pada teks de	uk dapat menambahkan ide eskripsi.				V	V	
Saya mencoba untu pokok pada teks re	ik dapat meringkas ide count.				V	V	
Saya mencoba un pokok pada teks re-	tuk dapat membedakan ide count.				V	V	
Saya mencoba untu pokok pada teks re-	uk dapat menulis kembali ide count.	1			V	V	

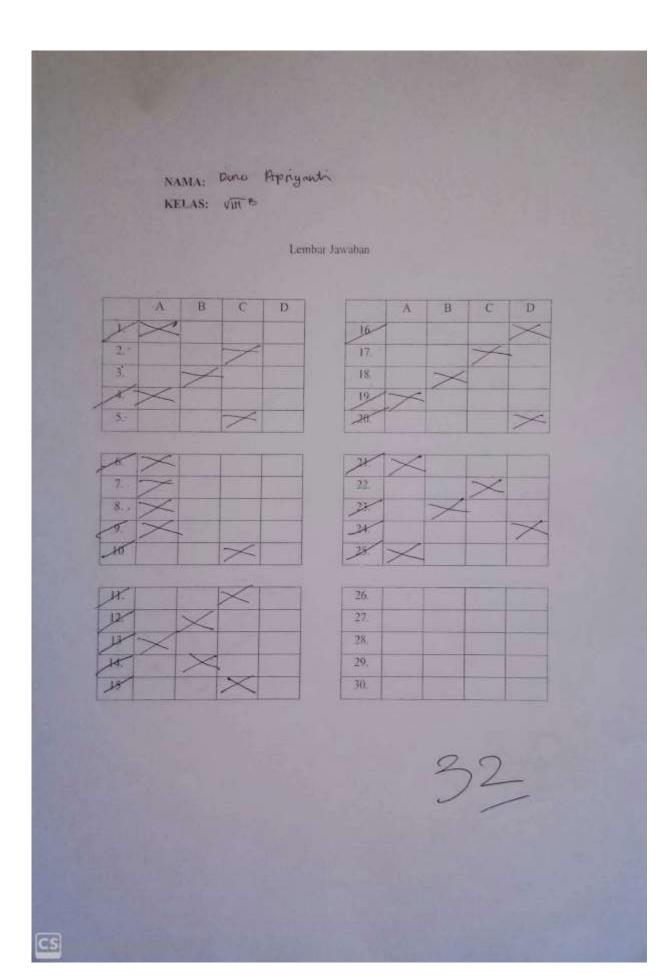
 Saya yakin bahwa saya dapat menentukan ide pokok pada teks deskripsi. 		V	V
Saya yakin bahwa saya dapat melengkapi informasi khusus pada teks deskripsi.		V	V
 Saya yakin bahwa saya dapat menambahkan informasi khusus pada teks deskripsi. 		V	V
 Saya yakin bahwa saya dapat meringkas informasi khusus pada teks recount. 		V	V
 Saya yakin bahwa saya dapat membedakan ide pokok pada teks recount. 		V	V
 Saya yakin bahwa saya dapat menulis kembali informasi khusus pada teks recount. 		V	V
 Saya tidak percaya diri bahwa saya dapat menentukan kata rujukan pada teks deskripsi. 	V		V
 Saya tidak percaya diri bahwa saya dapat melengkapi kata rujukan pada teks deskripsi. 	V		V
 Saya tidak percaya diri bahwa saya dapat menambahkan kata rujukan pada teks deskripsi. 	V		0
Saya tidak percaya diri bahwa saya dapat meringkas arti kata pada teks recount	V		V
 Saya tidak percaya diri bahwa saya dapat membedakan arti kata pada teks recount. 	V		0
 Saya tidak percaya diri bahwa saya dapat menulis kembali arti kata pada teks recount. 	V		V

Appendix 26 Sheet of Reading Competency Test









1		33	0				A				
7-00	×					1	X	-			
K	8							><			
-	X								V		
1		-25.	×			30				× 1	
1			X							X	
	X						×				
8	X			300				~	\sim		
			0	×							
100											
DE				X							
12.	×										
15	X					2%					
14	X										
+12				X							
	1 - x = 1 1 2 x	W XX	1 X X X X X X X X X X X X X X X X X X X	1 × × × × × × × × × × × × × × × × × × ×	1 X X X X X X X X X X X X X X X X X X X						

	A	В	C	D		A	В	C	D
1.	X				16		X.		
1		K			17.			×	
1	. 10				18.			×	
4.				×	-19.	X			×
5.			×				-		101
15:		×			21.				K
7.	х	-	-		22-	×			
8.	×				-25.		×		
9.				×	24		70		
10			×		25			X	
11				X	26.				
12.	X				27.				
13	X		-		28.				
14:			X		30.				
15	×		L		-00				

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 dam 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".