

APPENDIX 1. READING ANXIETY SCALE VALIDATION

RESEARCH INSTRUMENT VALIDATION:

Introduction

The general objectives of the proposed research are to analyze the multiple relationships among reading anxiety, reading self-efficacy, and reading competency in the junior high school. This research specifically has objectives at: 1) Analyzing the eighth grade students' anxiety in the junior high school on the English descriptive and recount text, 2) Analyzing the eighth grade students' self-efficacy in the junior high school on the English descriptive and recount text, 3) Relating multiple relationships between students reading anxiety, students' self-efficacy and their reading competency in the junior high school on the English descriptive and recount text. In collecting the data, the instruments are validated. The students' reading anxiety, reading self-efficacy, and reading competency are validated theoretically on reliability and validity through expert judgments. The reading competency test is validated empirically for the item difficulty/facility (IF) and item discrimination (ID). The three instruments namely 1) Reading Anxiety Scale, 2) Self-Efficacy Scale, and 3) Reading Competency Test. those instruments will be validated on its, a) Content validity, that is the consistence between the indicators and its descriptors; b) Reliability, that is the consistency between the indicators, its descriptors and the items.

A. READING ANXIETY

a. Reading Anxiety Scale

Reading anxiety is indicated by three indicators namely: 1) communication apprehension is the communication done with other affected by anxiety or fear. Students' difficulty in reading affect to the way they communicate the meaning of the text, 2) test anxiety is a test to determine the students' level in the classroom. Students face fear of failure in facing the test. Students whose feel anxious in facing a test probably experience difficulty in the test, 3) fear of negative evaluation is a response and evaluation from others including situation evaluation and negative evaluations. It comes from teacher or environment surrounding the learners (Horwitz, 1986). The current study adapts FLRAS (Foreign Language Reading Anxiety Scale) developed by Saito et al, (1999). To ensure validity and reliability of the FLRAS, the scale will be judge by two expert judges.

a. Reading Anxiety Scale's Content Validity

Horwitz (1986) proposed three indicators in reading anxiety namely communication apprehension, anxiety test, fear of negative evaluation. Please give your judgment or your agreement with the proposed indicators and the descriptors by giving checklist sign in the column independently to ensure **the content validity of the reading anxiety scale** in the following column. **Note for the meaning score are: 1=strongly disagree; 2= disagree; 3= agree; 4= strongly agree.**

Indicators	Descriptors	Judgment:			
		1	2	3	4
communication apprehension	Communication Apprehension is a feeling of anxious when answering wrongly in reading descriptive and recount text				
test anxiety	Test Anxiety is a feeling of worry when tested in reading a descriptive and recount text				
fear of negative evaluation	Fear of Negative Evaluation is a feeling of nervous when evaluated negatively in reading a descriptive and recount text				

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b. Reading Anxiety Scale's Reliability

Horwitz (1986) proposed three indicators and descriptors of reading anxiety. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by giving checklist sign in the column **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1= strongly disagree; 2= disagree; 3= agree; 4= strongly agree.**

Indicators	Descriptors	Items	Score Judgment:			
			1	2	3	4
Communication apprehension	Communication Apprehension is a feeling of being anxious when answering wrongly in reading descriptive and recount text	I am anxious that I could not determine the main idea of a descriptive text.				
		I am anxious that I could not complete the main idea of a descriptive text.				
		I am anxious that I could not add the main idea of a descriptive text.				
		I am anxious that I could not summarize the main idea of a recount text.				
		I am anxious that I could not differentiate the main idea of a recount text.				
		I am anxious that I could not rewrite the main idea of a recount text.				
anxiety test	Test Anxiety is a feeling of worry when tested in reading a descriptive and recount text	I am worried that I could not determine the main idea of a descriptive text.				
		I am worried that I could not complete the specific ideas of a descriptive text.				
		I am worried that I could not add the specific ideas of a descriptive text.				
		I am worried that I could not summarize the specific ideas of a recount text.				

		I am worried that I could not differentiate the main ideas of a recount text.				
		I am worried that I could not rewrite the specific idea of a recount text.				
fear of negative evaluation	Fear of Negative Evaluation is a feeling of nervous when evaluated negatively in reading a descriptive and recount text	I am not nervous that I could determine the textual references of a descriptive text.				
		I am not nervous that I could complete the word meaning of a descriptive text.				
		I am not nervous that I could add the textual references idea of a descriptive text.				
		I am not nervous that I could summarize the textual references of a recount text.				
		I am not nervous that I could differentiate the word meaning of a recount text.				
		I am not nervous that I could rewrite the word meaning of a recount text.				

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APPENDIX 2. READING SELF-EFFICACY SCALE VALIDATION

B. READING SELF-EFFICACY

2) Reading Self-efficacy Scale

Bandura (1986) proposed four main sources in developing self-efficacy namely, 1) master experience. It is the judgment of students reading experiences that has been experienced by the students is important to students that it is evidence to support students' activity in the class, 2) vicarious experience is the observation of students reading experience to other students in related task. For example, when learners face an unfamiliar environment, it could raise or reduce their reading performance, 3) social persuasion is the feedback, judgments, and appraisals to student in which they are active in related task, 4) emotional arousal is the students' condition in which feeling anxiety, fatigue, and composure while doing the task. In collecting the data, scale is used. To ensure the reading self-efficacy validity and reliability, the scale will be judged by expert

a. Reading Self-efficacy Scale's Content Validity

Bandura (1997) proposed four indicators of reading self-efficacy namely mastery experience, vicarious experience, social persuasion, emotional arousal. Please give your judgment or your agreement with the proposed indicators and the descriptors by giving checklist sign in the column **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2= disagree; 3= agree; 4= strongly agree.**

Indicators	Descriptors	Judgment			
		1	2	3	4
Mastery Experience	It is a feeling of confident in reading descriptive and recount text				
Vicarious Experience	It is an experienced feeling in understanding the main idea and specific information in descriptive and recount text.				
Social Persuasion	It is a belief in ability to determine the textual reference of a descriptive and recount text				
Emotional Arousal	It is a feeling of excitement to determine the main idea of a descriptive and recount text				

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b. Reading Self-efficacy Scale's Reliability

Bandura (1986) proposed four indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy questionnaire** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3= agree; 4= strongly agree.**

Indicators	Descriptors	Items	Score Judgment:			
			1	2	3	4
mastery experience	It is a feeling of confident in reading descriptive and recount text	I am confident that I could determine the main idea of a descriptive text.				
		I am confident that I could complete the main idea of a descriptive text.				
		I am confident that I could add the main idea of a descriptive text.				
		I am pleased that I could summarize the main idea of a recount text.				
		I am pleased that I could differentiate the main idea of a recount text.				
		I am pleased that I could rewrite the main idea of a recount text.				

vicarious experience	It is an experienced feeling in understanding the main idea and specific information in descriptive and recount text.	I am experienced that I could determine the specific idea of a descriptive text.				
		I am experienced that I could complete the specific ideas of a descriptive text.				
		I am experienced that I could add the specific ideas of a descriptive text.				
		I am experienced that I could summarize the specific ideas of a recount text.				
		I am experienced that I could differentiate the specific ideas of a recount text.				
		I am experienced that I could rewrite the specific idea of a recount text.				
social persuasion	It is a belief in ability to determine the textual reference of a descriptive and recount text	I do not belief that I could determine the textual references of a descriptive text.				
		I do not belief that I could complete the textual references of a descriptive text.				
		I do not belief that I could add the textual references idea of a descriptive text.				
		I do not belief that I could summarize the textual references of a recount text.				

		I do not believe that I could differentiate the textual references of a recount text.				
		I do not believe that I could rewrite the textual references of a recount text.				
emotional arousal	It is a feeling of excitement to determine the main idea of a descriptive and recount text	I do not excited that I could determine word meaning of a descriptive text.				
		I do not excited that I could complete word meaning of a descriptive text.				
		I do not excited that I could add the word meaning of a descriptive text.				
		I do not excited that I could summarize the word meaning of a recount text.				
		I do not excited that I could differentiate the word meaning of a recount text.				
		I do not excited that I could rewrite the main word meaning of a recount text.				

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APPENDIX 3. READING COMPETENCY TEST VALIDATION

C. READING COMPETENCY TEST

3) Reading Competency Test

Reading competency is a set of attitude, knowledge, and skills (Buku Panduan Guru Kurikulum 2013, 2013). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) main idea is a complete sentence with topic and illustrate the general idea of the text, 2) specific idea is specific information of the text to support the main idea that containing in the paragraph, 3) word meaning which mean word meanings referring to denotative meanings, 4) textual reference is pronouns in reference to specific nouns in the text. In order to ensure reliability and validity of the reading competency test, the test should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency Test

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

7	Descriptive text of a procedure	Word meaning	C4 (to determine)	19
			C4 (to determine)	20
			A4 (to complete)	21
			P3 (to add)	22
8	Recount text of an incidence	Word meaning	C6 (to conclude)	23
			A6 (to differentiate)	24
			P5 (to re-write)	25

b) Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, Please give your judgment or your agreement with the proposed indicators and the descriptors by giving checklist sign in the column **appropriate score** independently to ensure **the reliability of the reading anxiety scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2= disagree; 3= agree; 4= strongly agree.**

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

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c) Reading competency test's reliability

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

Indicators	Descriptors	Items	Judgment			
			1	2	4	5
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text,	<p>1. Determine the main idea of the above text correctly.</p> <p>A. J.F.Kennedy’s personal hobby in US politics</p> <p>B. J.F.Kennedy’s professional career in government</p> <p>C. J.F.Kennedy’s first experience as a US president</p> <p>D. J.F.Kennedy’s personal characters</p> <p>2. Complete the text’s main idea from this quote, “...he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world ”.</p> <p>A. He is an egocentric and loyal person</p> <p>B. He is anegocentric and artistic person</p> <p>C. He is anegocentric and forceful person</p> <p>D. He is a kind and a jealous person</p> <p>3. Add a paraphrase to describe J.F.Kennedy’s main character.</p> <p>A. He is thinking of himself without regard for the others’ thoughts</p> <p>B. He is thinking of himself without regard for the others and assertive</p> <p>C. He is thinking of himself without regard for the others’ desires</p> <p>D. He is thinking of himself without regard for the others’ feelings</p> <p>4. Summarize the general idea of the above text.</p> <p>A. Michael Jackson’s pop-singing experience</p> <p>B. Michael Jackson’s singing experience in college</p> <p>C. Michael Jackson’s experience while in school</p>				

		<p>D. Michael Jackson's book collection in library</p> <p>5. Differentiate his major experience pointed out in the text.</p> <p>A. He collected different books for singing</p> <p>B. He was a self-learning person in career</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p> <p>6. Re-write in a simple English the quote, "he was pretty self-taught and owned more than 10,000 books in his collection".</p> <p>A. Michael Jackson was very pretty who owned many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>			
Specific ideas	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>7. Determine the specific information in the quote "<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p> <p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's</p>			

		<p>strong tail”.</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p> <p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p> <p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p> <p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>			
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		<p>12. Re-write the phrase runs as, “<i>disturbances in certain parts of cars, such as brakes etc</i>”.</p> <p>A. The car’s parts may be repaired by a good mechanic</p> <p>B. The car’s parts may be recharged instantly for safe driving</p> <p>C. The car’s parts may be purchased to replace the old ones</p> <p>D. The car’s parts may be disturbed by the brake and others</p>				
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>13. Conclude the pronouns expressed in the underlined words, “<i>Nocturnal animal is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u></i>”</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p> <p>14. Clarify the reference of the underlined words”...<i>Nocturnal animal...</i>” !</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p> <p>15. Re-write the sentence runs as, “<i>a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford</i>”.</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p>				

		<p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p> <p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring countries and states</p> <p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p> <p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>			
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Word meaning	Word meanings referring to denotative meaning	<p>19. Determine the synonym of the underlined word in “<i>If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot</i>”.</p> <p>A. An aromatic tea-leaves B. A fragrant tea assortment C. An evergreen shrub D. A sweet smelling leave</p> <p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers B. to please the customers C. to enjoy the coffee more D. to give service to customers</p> <p>21. Complete the blanks with words in the sentence, “<i>allow it to ... (1) for between 2 and 5 minutes, depending on the (2)</i>”.</p> <p>A. (1) to mix – (2) the taste B. (1) to blend – (2) the mixture C. (1) to put – (2) the aroma D. (1) to soak – (2) the darkest</p> <p>22. Add the synonym of ‘<i>with freshly boiled water</i>’</p> <p>A. with hot boiled water B. with cool boiled water C. with first-hand boiled water D. with second-hand boiled water</p> <p>23. Conclude what happened in 2019 ?</p> <p>A. Many Chinese were killed in an outbreak</p>			

		<p>B. Many Mongolians were killed due to a disease</p> <p>C. Many Chinese were killed because of a rabbit disease</p> <p>D. Many Chinese were exiled due to the outbreak</p> <p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills</p> <p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p> <p>25. Rewrite the sentence runs as '<i>28 people in China's Inner Mongolia Province are now under quarantine</i>'.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				
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Date.....2020

Judge I/Judge II *)

APPENDIX 6. READING ANXIETY SCALE

READING ANXIETY SCALE

Petunjuk

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

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

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

Tanggal:2020

Nama:

UNDIKSHA

APPENDIX 7. READING ANXIETY SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Petunjuk

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

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

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

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

Tanggal:2020

Nama:



READING COMPETENCY TEST

Direction:

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

Text One: Descriptive Text of a Person.

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

Questions:

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

Text Two: Recount Text of a Person's Experience

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

Questions:

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

Text Three: Descriptive Text of an Animal

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

Questions:

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

- C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion
- D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion

Text Four: Recount Text of an Accident

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

Questions:

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

Text Five: Descriptive Text of a Film

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

Questions:

- 38. Conclude the pronouns expressed in the underlined words, "Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright"
 - A. Its-its-his-their-his
 - B. Itself-itself-himself-themselves-himself
 - C. Its-its-his-them-him
 - D. It-it-him-it-him

39. Clarify the reference of the underlined words”...Nocturnal animal...” !
- A. It refers to a hot-blood animal
 - B. It refers to a comedy movie
 - C. It refers to a horror movie
 - D. It refers to a criminal drama movie
40. Re-write the sentence runs as, “*a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford*”.
- A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016
 - B. Tom Ford wrote, scripted, and launched a horror movie in 2016
 - C. Tom Ford scripted, guided, and published a criminal drama movie in 2016
 - D. Tom Ford designed, published, and directed a criminal and horror movie in 2016

Text Six: Recount Text of Incidence

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

Questions:

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

Text Seven : Descriptive Text of Procedure

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

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

Questions:

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

Text Eight: Recount Text of Incidence

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

Questions:

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

-END OF TEST-



UNDIKSHA

	A	B	C	D
1				
2				
3				
4				
5				

	A	B	C	D
16				
17				
18				
19				
20				

	A	B	C	D
6				
7				
8				
9				
10				

	A	B	C	D
21				
22				
23				
24				
25				

	A	B	C	D
11				
12				
13				
14				
15				



APPENDIX 9. READING COMPETENCY TEST TRIAL OUT

N	ITEM NUMBER																																															Total
	0						1						2						3						4						5																	
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5						
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2						
Main idea						Specific information						Textual reference						Word meaning						Main idea						Specific information						Textual reference						Word meaning						
des			rec			des			rec			des			rec			des			rec			des			rec			des			rec			des			rec			des			rec			
1	0	1	0	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	40					
2	1	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	0	1	0	0	1	0	0	1	1	1	1	0	0	44					
3	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	1	1	1	0	1	42				
4	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	40					
5	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	0	28				
6	0	1	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	22					
7	1	0	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	32					
8	1	0	1	0	0	0	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	28				
9	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	34				
10	0	0	1	1	0	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	32			
11	1	1	0	1	0	0	0	1	0	1	1	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	38				
12	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	22			
13	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	20		
14	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	32		
15	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	28		
16	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	30		
17	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	26			
18	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	28		
19	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	24	
20	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	26
21	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	24
22	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	30
23	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	24	
24	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	20	
25	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	34	
26	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	36
27	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	16	

28	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	30							
29	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	0	1	52		
30	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	26
31	1	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	28		
32	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	0	1	0	32
	B=38, S=58		B=11, S=85		B=49, S=47		B=38, S=58		B=30, S=60		B=43, S=53		B=37, S=59		B=17, S=79		B=36, S=60		B=37, S=59		B=18, S=78		B=17, S=79		B=18, S=78		B=17, S=79		B=49, S=47		B=22, S=74		968													

No. items	Right items	IF	No. items	Right items	IF
1	9	0.36	26	16	0.64
2	15	0.60	27	8	0.32
3	15	0.60	28	13	0.52
4	4	0.16	29	14	0.56
5	2	0.08	30	16	0.64
6	5	0.20	31	8	0.32
7	15	0.60	32	8	0.32
8	20	0.80	33	5	0.20
9	20	0.60	34	5	0.20
10	21	0.84	35	8	0.32
11	11	0.44	36	4	0.16
12	8	0.32	37	5	0.20
13	2	0.08	38	8	0.32
14	10	0.40	39	6	0.24
15	17	0.72	40	5	0.20

16	8	0.32	41	8	0.32
17	21	0.84	42	8	0.32
18	13	0.52	43	3	0.12
19	4	0.16	44	3	0.12
20	18	0.68	45	13	0.52
21	10	0.40	46	5	0.20
22	5	0.20	47	14	0.56
23	2	0.08	48	11	0.44
24	13	0.52	49	4	0.16
25	2	0.08	50	5	0.20



APPENDIX 10. READING ANXIETY DATA

Kelas VIII B

No	Students	Communication Apprehension						T	Anxiety Test						T	Fear of Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	1	2	2	2	2	11	2	3	2	2	3	2	14	2	3	3	2	3	2	15	40
2	2	2	3	3	2	2	2	14	2	3	3	2	2	3	15	3	3	2	3	3	2	16	45
3	3	1	1	1	1	1	1	6	1	1	1	1	1	6	1	1	1	1	1	1	1	6	18
4	4	2	2	1	2	2	3	12	2	2	2	3	2	2	13	2	3	3	2	3	3	16	41
5	5	2	2	1	2	1	1	9	2	1	1	2	2	2	10	2	3	2	2	2	2	13	32
6	6	2	1	1	1	2	1	8	2	3	1	1	1	1	9	1	2	2	2	3	1	11	29
7	7	2	2	2	2	1	1	10	2	2	2	2	2	2	12	2	2	2	2	2	3	13	35
8	8	1	1	2	2	1	2	9	1	1	1	2	2	2	9	2	3	2	1	1	1	10	29
9.	9	1	1	2	2	2	2	10	1	2	1	2	1	2	9	2	3	2	2	2	2	13	32
10	10	2	2	3	3	2	2	14	2	3	3	3	2	2	15	3	3	3	4	3	3	19	48
11	11	3	2	2	2	3	2	14	3	3	2	3	3	2	16	4	4	3	3	3	3	20	50
12	12	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
13	13	2	2	3	3	3	3	16	3	3	2	3	3	3	17	3	3	3	2	2	2	15	48
14	14	2	2	1	1	2	2	10	2	2	2	1	2	2	11	2	2	3	2	2	2	13	34
15	15	2	1	1	1	1	2	8	2	2	2	1	1	1	9	1	1	2	2	2	2	10	27
16	16	2	2	2	3	2	2	13	3	3	2	3	2	3	16	3	3	3	4	3	3	19	48

17.	17	2	2	2	3	3	2	14	3	3	3	2	3	3	17	3	3	2	3	3	3	17	48
18	18	2	2	3	1	2	2	12	3	2	2	3	2	1	13	2	2	3	3	3	2	15	40
19.	19	2	2	1	1	2	2	10	2	2	3	3	1	1	12	2	2	3	2	2	2	13	35
20	20	2	2	3	3	2	2	14	2	3	3	3	3	2	16	2	3	3	3	3	3	17	47
21	21	2	2	3	3	3	3	16	4	3	3	2	2	2	16	2	3	3	3	3	3	17	49
22	22	2	2	3	3	2	2	14	2	2	3	3	3	2	15	2	3	3	3	2	3	15	44
23	23	3	2	2	2	1	2	12	2	2	2	2	3	2	13	2	2	3	2	2	2	13	38
24	24	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
25.	25	2	2	3	3	2	2	14	3	3	3	2	3	2	16	3	3	3	4	3	2	18	48
26	26	2	2	2	2	2	2	12	2	2	3	3	2	2	14	2	2	2	2	2	3	13	39
27	27	2	2	2	1	1	2	10	1	2	2	2	2	2	11	2	2	2	2	2	2	12	33
28	28	1	2	2	2	2	2	11	2	2	2	3	2	2	13	2	2	2	2	2	2	12	36
29	29	2	2	3	3	2	2	14	3	3	3	2	2	3	16	3	3	3	3	4	2	18	48
30	30	2	2	1	2	2	2	11	2	2	2	2	2	2	12	2	2	2	2	2	2	12	35
31	31	2	2	2	2	2	2	12	2	2	2	3	2	2	13	3	3	2	2	2	3	15	40
32	32	1	1	1	1	1	1	6	1	2	1	1	1	1	7	2	2	2	1	1	1	9	22
33	33	2	2	3	3	2	2	14	2	2	3	3	3	2	15	3	3	3	3	3	3	18	47
TOTAL		372							412							455							1239

Kelas VIII C

No	Students	Communication Apprehension						T	Anxiety Test						T	Fear of Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		

1	1	2	2	1	1	2	2	10	2	2	2	2	1	2	11	2	2	2	2	2	2	12	33
2	2	2	2	3	2	2	2	13	2	1	2	3	2	4	14	3	2	2	3	3	3	16	43
3	3	2	2	2	3	2	2	13	2	2	3	3	2	2	14	2	3	3	3	2	2	15	42
4	4	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
5	5	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
6	6	2	3	3	4	3	3	18	3	3	4	3	3	3	19	4	4	3	4	3	3	21	58
7	7	2	1	1	1	1	1	7	2	2	1	1	1	1	8	2	2	1	2	1	1	9	24
8	8	2	2	2	3	3	2	14	2	2	3	3	3	2	15	3	3	3	2	2	3	16	45
9	9	2	2	2	2	2	2	12	3	2	2	2	3	1	13	3	3	3	1	2	1	13	38
10	10	3	3	2	3	2	2	15	3	3	3	3	2	2	16	3	3	3	1	4	3	17	48
11	11	2	2	2	3	3	2	14	3	3	3	2	2	3	16	3	4	3	3	3	3	19	49
12	12	3	2	2	2	2	2	13	3	3	2	2	2	2	14	3	3	2	3	3	2	16	43
13	13	2	3	2	2	2	2	13	2	2	2	2	2	2	12	3	2	2	3	4	2	16	41
14	14	2	2	2	3	3	2	14	3	3	3	3	2	2	16	3	3	2	2	2	2	14	44
15	15	2	2	2	3	3	2	14	3	3	3	2	2	2	15	3	3	3	2	2	4	17	46
16	16	2	2	2	2	2	2	12	2	3	3	2	3	1	14	2	3	3	4	3	2	17	43
17	17	2	2	3	3	2	2	14	2	2	2	2	2	2	12	2	2	2	2	3	2	13	39
18	18	2	2	2	2	2	2	12	2	2	1	1	3	3	12	3	3	2	1	2	2	13	37
19	19	3	3	2	2	3	3	16	3	3	3	2	1	4	16	2	3	3	4	2	2	16	48
20	20	2	2	1	2	2	2	11	2	2	2	2	2	3	13	2	2	2	2	2	2	12	36
21	21	2	2	2	1	2	2	11	2	2	2	2	2	2	12	2	2	1	2	2	2	11	34

22	22	3	2	2	3	1	2	13	3	1	3	3	2	2	14	2	2	3	3	3	2	15	42
23	23	2	2	3	3	2	2	14	4	3	1	2	2	2	14	3	3	3	2	2	2	15	43
24	24	2	2	3	3	4	1	15	2	2	2	3	3	3	15	4	3	3	2	2	2	16	46
25	25	2	2	2	1	2	3	12	3	2	2	3	1	1	12	2	2	2	2	3	2	13	37
26	26	2	2	1	1	2	2	10	2	1	1	3	2	2	11	2	2	3	2	2	2	13	34
27	27	2	3	2	2	2	2	13	2	3	3	2	1	3	14	3	3	2	2	3	2	15	42
28	28	2	2	2	1	2	3	12	2	2	2	3	3	2	14	2	2	3	3	3	2	15	41
29	29	2	2	2	2	3	2	13	2	2	2	3	3	3	15	2	2	3	3	1	3	14	44
30	30	2	2	2	3	3	2	14	3	2	3	3	2	2	15	3	3	3	2	4	4	19	49
31	31	2	3	2	2	2	2	13	2	2	2	3	3	3	15	3	3	3	3	2	2	16	44
TOTAL		387							413							446							1147

Kelas VIII F

No	Students	Communication Apprehension						T	Anxiety Test						T	Fear of Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	1	3	12	2	2	2	2	2	3	13	3	3	2	3	2	2	15	40
2	2	2	2	2	1	3	2	12	2	1	1	3	3	2	12	2	2	3	3	2	2	14	38
3	3	2	2	3	2	2	2	13	1	2	3	2	2	4	14	3	3	2	3	2	3	16	43
4	4	2	2	2	3	3	3	15	3	2	2	2	2	4	15	3	4	3	2	3	3	18	48
5	5	2	1	2	2	1	1	9	1	1	2	2	2	2	10	2	2	2	1	2	2	11	30
6	6	1	1	3	2	2	2	11	1	2	2	2	2	2	11	3	2	2	1	4	2	13	35
7	7	3	2	2	3	3	2	15	3	3	3	2	2	4	17	3	3	3	2	3	3	17	49

8	8	1	2	1	1	1	1	7	1	2	2	1	1	2	9	2	2	1	1	1	3	10	26
9	9	2	3	3	1	3	3	15	3	3	3	3	3	3	18	3	3	3	3	1	2	16	49
10	10	2	2	3	3	2	2	14	3	3	3	3	2	2	16	3	3	3	4	3	3	19	48
11	11	2	2	2	2	3	2	13	3	3	3	2	3	3	17	2	3	3	4	4	3	19	48
12	12	2	2	1	1	1	1	8	2	2	2	2	1	1	10	2	2	2	2	2	3	13	31
13	13	3	3	2	2	3	3	16	3	3	4	2	2	2	16	2	2	4	3	3	3	17	49
14	14	1	2	1	1	1	1	7	2	1	1	1	2	1	8	1	1	1	1	1	1	6	21
15	15	2	2	2	1	4	3	14	3	3	2	2	3	3	16	3	3	2	2	3	3	16	46
16	16	4	3	3	2	2	1	15	2	3	2	2	3	4	16	3	3	4	3	3	2	18	49
17	17	2	2	2	3	2	3	14	3	3	3	2	2	3	16	3	3	4	2	2	3	17	47
18	18	2	2	3	2	4	1	14	3	3	3	2	2	2	15	3	3	3	4	2	3	18	47
19	19	2	2	2	1	1	2	10	2	2	1	1	2	1	9	2	2	2	2	2	3	13	32
20	20	2	2	2	3	3	2	14	3	3	3	4	2	2	17	3	3	2	4	4	2	18	49
21	21.	2	2	2	3	3	2	14	3	2	3	3	2	2	15	3	3	2	2	4	4	18	47
22	22	2	2	4	2	2	2	14	2	2	3	2	4	4	17	3	3	4	3	2	3	18	49
23	23	2	2	3	3	2	2	14	2	3	3	2	3	2	15	2	3	3	3	2	4	17	46
24	24	2	1	1	2	2	4	12	2	2	2	2	3	2	13	2	2	2	3	3	3	15	40
25	25	1	2	1	2	1	1	8	1	1	2	1	1	3	9	1	1	2	2	3	2	11	28
26	26.	2	2	2	1	2	2	11	2	2	2	3	2	2	13	2	2	3	3	2	2	14	38
27	27.	2	2	2	1	1	1	9	1	1	1	3	3	3	11	2	2	2	3	2	1	12	32
28	28	1	2	2	2	2	2	11	2	2	2	1	1	3	11	2	2	1	1	2	2	10	33

29	29	2	2	2	2	2	2	12	2	2	2	1	3	2	12	2	2	2	2	1	4	13	37
30	30	2	2	2	3	3	3	15	3	3	3	2	2	3	16	3	3	3	3	1	4	17	48
31	31	3	2	3	2	3	2	15	2	2	3	3	3	4	17	3	3	3	3	2	3	17	49
TOTAL		383							424							466							1273



APPENDIX 11. READING SELF-EFFICACY DATA

Kelas VIII B

No	Students	A						T	B						T	C						T	D						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	2	1	1	2	10	2	2	1	1	1	1	8	1	1	1	1	1	3	8	1	1	1	1	1	2	7	33
2	2	2	2	1	1	1	3	10	2	2	1	1	1	1	8	1	1	1	2	2	2	9	2	1	1	1	1	1	7	35
3	3	2	2	2	3	3	3	15	3	3	2	2	1	2	13	2	2	1	2	3	3	13	2	2	2	1	2	2	11	62
4	4	2	2	1	1	2	2	10	2	2	1	1	2	1	9	2	1	1	1	1	2	8	2	2	2	1	1	1	9	36
5	5	2	2	2	2	2	2	12	2	2	2	2	1	1	10	1	2	2	2	2	2	11	2	2	1	1	1	1	8	41
6	6	2	2	2	2	1	2	11	2	1	1	2	2	2	10	2	2	2	1	1	2	10	2	2	1	1	1	2	9	40
7	7	2	2	1	2	2	1	10	2	2	1	1	1	2	9	2	2	2	1	1	1	9	1	1	1	1	2	2	8	36
8	8	2	3	3	2	2	2	14	2	2	3	2	1	3	13	2	2	2	2	1	1	10	2	2	2	2	2	2	12	49
9	9	2	2	2	2	2	2	12	2	2	2	1	2	2	11	2	2	2	1	2	2	11	2	1	2	1	3	2	11	45
10	10	2	3	1	1	1	1	9	1	1	2	2	1	2	9	2	2	1	1	1	1	8	1	1	1	2	2	2	9	35
11	11	2	3	3	1	1	1	11	2	2	1	1	2	1	9	2	2	1	1	2	2	10	2	2	1	1	1	1	8	38
12	12	3	3	2	2	3	2	15	2	2	3	1	2	2	12	2	2	2	2	2	3	13	2	2	3	3	1	2	13	63
13	13	2	2	3	1	1	1	10	2	2	1	1	1	2	9	2	2	1	1	1	2	9	2	1	1	1	1	1	7	35
14	14	2	3	3	1	3	1	13	1	2	2	2	2	3	12	2	2	2	2	2	2	12	2	2	2	2	2	2	12	49
15	15	1	2	2	2	1	3	11	1	1	1	2	2	2	9	2	2	1	1	1	1	8	1	2	2	3	2	2	12	40
16	16	2	2	2	1	2	2	11	2	1	1	1	2	1	8	2	2	1	2	1	1	9	2	2	2	1	1	2	10	38
17	17	2	2	1	3	1	1	11	2	2	1	1	2	1	9	2	2	1	1	2	1	9	1	1	1	1	2	1	7	36
18	18	1	2	2	1	2	2	10	2	2	2	1	1	2	10	1	1	2	1	2	1	8	2	2	1	1	1	2	9	37

19	19	2	3	3	1	2	2	13	2	2	2	1	2	3	12	2	2	2	1	1	2	10	2	2	2	2	2	1	11	46
20	20	2	2	2	1	1	1	9	1	1	1	2	2	2	9	1	1	1	2	1	2	8	1	1	1	2	2	1	8	34
21	21	2	2	1	1	2	2	10	2	2	1	1	1	1	8	1	1	1	2	2	2	9	2	2	1	1	1	1	8	35
22	22	1	1	1	2	2	2	9	2	2	2	1	1	1	9	1	2	2	2	2	1	10	1	1	1	2	2	2	9	37
23	23	1	2	2	2	2	2	11	2	2	2	2	1	2	11	2	2	1	2	1	1	9	2	1	2	1	2	1	9	40
24	24	1	3	3	3	3	3	16	2	2	3	3	3	2	15	2	2	2	3	3	3	15	2	3	3	2	3	2	15	61
25	25	2	2	1	1	2	2	10	2	2	1	1	3	1	10	2	2	1	1	2	2	10	2	2	1	1	1	2	9	39
26	26	2	2	2	1	2	2	11	2	2	1	1	2	2	10	2	2	2	1	1	1	9	1	1	2	2	2	2	10	40
27	27	2	2	3	1	2	2	12	2	2	2	2	1	1	10	1	1	1	2	2	1	8	1	1	2	2	2	2	10	40
28	28	2	1	1	2	2	1	9	1	1	2	2	2	2	10	2	2	1	2	2	2	11	2	2	1	2	1	1	9	39
29	29	1	1	1	2	2	2	9	2	2	2	1	1	1	9	1	1	1	2	2	2	9	2	1	1	1	1	1	7	34
30	30	2	2	3	1	2	2	12	2	2	1	2	2	2	11	2	2	2	1	1	2	10	1	1	1	2	2	1	8	41
31	31	2	2	1	3	1	2	11	2	2	1	1	2	1	9	2	2	2	1	1	2	10	2	2	1	1	1	1	8	38
32	32	2	2	3	3	2	3	15	3	3	2	2	2	2	14	2	2	3	2	2	3	14	2	2	2	1	2	2	11	54
33	33	2	2	1	1	2	2	10	2	2	2	2	1	1	10	2	2	2	1	1	1	9	1	1	1	1	2	1	7	36
TOTAL		372							335							326							308							1341

Kelas VIII C

No	Students	A						T	B						T	C						T	D						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	2	1	1	2	10	2	1	1	1	2	2	9	2	1	1	1	1	1	7	2	1	1	1	1	1	7	33
2	2	2	2	2	2	1	1	10	1	1	1	2	2	2	9	2	2	1	1	1	1	8	1	2	1	1	1	1	7	35
3	3	2	4	2	3	3	3	17	2	2	3	3	3	3	16	3	3	2	3	2	2	15	2	2	2	2	3	3	14	62

4	4	3	2	1	1	1	2	10	2	2	2	1	1	2	10	2	2	2	1	1	1	9	1	2	1	1	1	1	7	36
5	5	2	2	1	2	3	3	13	2	2	2	1	1	2	10	2	2	2	1	1	1	9	1	2	2	2	1	1	9	41
6	6	1	2	2	2	1	2	10	2	2	1	1	2	2	10	2	1	1	2	2	2	10	2	2	1	1	2	2	10	40
7	7	2	2	1	2	2	1	10	2	2	2	1	1	1	9	1	1	2	2	1	2	9	2	2	1	1	1	1	8	36
8	8	2	2	2	3	2	2	13	3	3	2	2	2	1	13	2	2	2	1	3	2	12	2	2	2	1	2	2	11	49
9	9	2	2	2	3	3	2	14	3	3	2	2	2	2	14	2	2	2	3	2	2	13	2	2	2	3	3	2	14	45
10	10	3	1	1	1	1	2	9	2	2	1	1	1	2	9	1	1	1	2	2	2	9	2	2	1	1	1	1	8	35
11	11	1	1	2	2	3	2	11	3	2	1	1	1	2	10	2	2	1	1	1	1	8	1	1	1	1	2	3	9	38
12	12	3	2	3	3	3	3	17	3	3	3	2	2	2	15	2	2	2	2	2	1	11	2	2	1	1	2	2	10	63
13	13	2	2	1	1	1	2	9	1	2	2	1	1	1	8	1	1	1	2	2	1	8	1	1	1	2	2	1	8	35
14	14	1	2	2	2	3	3	13	2	2	3	3	2	1	13	2	2	3	1	2	2	12	2	2	3	1	1	2	11	49
15	15	2	2	2	2	1	1	10	1	1	2	2	2	2	10	2	2	2	1	1	2	10	2	2	1	1	2	2	10	40
16	16	2	2	1	2	2	1	10	2	2	1	1	1	2	9	2	2	2	1	1	1	10	2	1	2	1	2	1	9	38
17	17	1	1	1	2	2	2	9	2	1	2	1	1	2	9	2	2	1	1	1	2	9	2	2	2	1	1	1	9	36
18	18	2	1	1	2	2	2	10	2	2	2	1	1	1	9	1	1	1	1	2	2	8	1	1	2	2	2	2	10	37
19	19	2	2	2	3	1	2	12	2	2	2	2	3	1	12	2	2	2	3	1	1	11	2	2	2	2	2	1	11	46
20	20	2	2	2	1	1	1	9	1	1	1	2	2	2	9	2	2	1	1	1	1	8	1	1	1	1	2	2	8	34
21	21	2	2	2	2	1	1	10	1	1	1	2	2	2	9	2	2	2	1	1	1	9	1	1	1	1	1	2	7	35
22	22	1	2	2	2	2	1	10	1	1	2	2	1	3	10	1	1	2	2	1	2	9	1	2	1	2	1	1	8	37
23	23	1	2	1	2	2	2	10	2	2	2	2	1	1	10	2	2	2	1	1	2	10	1	1	2	2	2	2	10	40
24	24	2	3	3	3	3	3	17	3	3	3	2	2	3	16	3	3	3	2	2	3	16	2	2	2	3	2	1	12	61
25	25	2	2	2	1	1	2	10	1	1	2	2	2	2	10	2	2	2	1	1	2	10	1	1	1	2	2	2	9	39

26	26	2	2	2	3	1	2	12	2	2	3	1	1	2	11	2	2	1	1	1	2	9	2	2	1	1	1	1	8	40
27	27	2	3	2	2	1	3	13	2	2	1	1	2	2	10	2	2	2	1	1	1	9	1	1	2	1	1	2	8	40
28	28	2	2	2	1	2	2	11	2	2	2	1	1	2	10	1	1	2	2	2	2	10	2	2	1	1	1	1	8	39
29	29	1	1	2	2	2	2	10	2	2	1	1	1	1	8	1	1	1	2	2	1	8	2	2	1	1	1	1	7	34
30	30	1	1	2	2	3	3	12	2	2	1	2	2	2	11	1	2	1	2	2	2	10	2	2	1	1	1	1	8	41
31	31	2	2	2	1	2	2	11	2	2	2	1	1	2	10	2	2	1	1	2	1	9	2	2	1	1	1	1	8	38
TOTAL		351							328							305							283							1267

Kelas VIII F

No	Students	A						T	B						T	C						T	D						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	2	3	3	3	15	3	3	2	2	1	1	12	2	1	2	3	1	2	11	2	2	2	1	1	2	10	48
2	2	2	2	2	3	2	2	13	2	2	2	1	2	2	11	2	2	2	1	1	1	9	1	1	2	1	1	2	8	41
3	3	2	2	2	2	3	1	12	2	2	2	1	1	2	10	2	2	2	2	1	1	10	2	2	1	2	1	1	9	41
4	4	2	1	2	1	2	2	10	1	1	2	1	2	2	9	2	2	1	1	1	1	8	1	1	2	1	2	1	8	35
5	5	2	2	2	1	3	4	14	2	2	2	2	3	1	12	2	2	1	1	1	1	8	1	1	1	2	2	1	8	42
6	6	2	2	2	3	2	2	13	3	2	1	1	2	2	11	2	2	1	1	1	1	8	1	1	1	2	2	1	8	40
7	7	2	2	2	2	1	1	10	1	1	1	2	2	2	9	2	1	2	1	1	1	8	1	1	1	2	2	1	8	35
8	8	1	2	2	3	3	3	14	2	3	1	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	1	1	10	48
9	9	1	2	1	2	2	2	10	2	2	1	1	2	1	9	2	2	2	1	1	1	9	1	1	1	1	2	2	8	36
10	10	2	2	2	1	1	1	9	1	1	1	2	2	2	9	2	2	2	1	1	1	9	1	1	2	2	1	1	8	35
11	11	1	1	2	2	2	3	11	1	2	2	1	2	1	9	2	2	1	1	1	1	8	1	1	2	2	1	1	8	36
12	12	1	1	3	3	3	2	13	2	2	2	2	1	2	11	2	2	2	1	1	1	9	1	1	2	1	2	1	8	41

13	13	1	2	1	2	2	1	9	1	1	2	2	2	1	9	1	1	1	1	2	2	8	1	1	1	2	1	1	7	33
14	14	1	3	2	2	3	3	14	3	2	2	2	2	1	12	2	2	2	1	1	1	9	2	1	1	2	1	1	8	43
15	15	2	2	2	1	2	2	11	2	2	1	1	2	1	9	1	1	2	1	1	2	8	1	1	1	2	2	1	8	36
16	16	2	2	2	1	1	1	9	1	2	2	1	2	1	9	2	2	2	1	1	1	9	1	1	1	2	2	1	8	35
17	17	1	1	2	1	2	2	9	1	1	1	2	2	1	8	1	2	2	1	1	1	8	1	1	2	2	1	1	8	33
18	18	1	1	2	2	2	2	10	2	2	1	2	1	1	9	1	1	1	2	2	2	9	2	2	1	1	1	1	8	36
19	19	1	1	2	3	3	3	13	1	1	2	2	2	2	10	2	2	1	1	2	2	10	2	2	2	1	1	1	9	42
20	20	1	1	2	2	3	1	10	2	2	1	2	1	1	9	1	1	1	2	1	2	8	2	1	1	1	1	1	7	34
21	21	1	1	2	3	2	2	11	2	2	2	1	1	1	9	1	1	1	2	2	1	8	1	1	2	2	1	1	8	36
22	22	1	2	1	2	2	2	10	2	2	2	1	1	1	9	1	1	1	2	2	2	9	1	1	2	1	1	1	8	36
23	23	2	2	1	2	1	1	9	2	2	1	2	1	1	9	1	1	1	2	2	1	8	1	1	1	2	1	2	8	34
24	24	2	1	2	2	2	2	11	2	2	1	2	1	2	10	1	1	2	2	1	2	9	2	1	1	1	1	1	7	37
25	25	1	1	2	3	3	3	13	3	2	2	2	1	2	12	2	2	2	1	2	2	11	2	2	2	2	1	1	10	46
26	26	2	2	1	2	2	2	11	2	2	2	1	1	2	10	2	2	1	1	1	2	9	2	2	1	1	1	1	8	38
27	27	1	1	3	3	3	3	14	2	2	2	2	2	2	12	2	2	1	2	1	1	9	1	1	1	1	2	2	8	43
28	28	2	2	2	3	3	2	14	2	2	3	2	1	1	11	1	1	1	2	2	2	9	2	2	1	1	1	1	8	42
29	29	1	1	1	2	2	3	10	2	2	2	1	1	2	10	2	2	2	1	1	1	9	1	1	1	2	2	2	9	38
30	30	2	2	1	2	1	1	9	1	1	1	2	2	2	9	2	2	2	1	1	1	9	1	1	1	2	2	1	8	35
31	31	1	1	2	2	2	2	10	2	2	2	1	1	1	9	1	1	1	2	2	2	9	2	2	1	1	1	1	8	36
OTAL		351							309							277							254					1191		

UNDIKSHA

APPENDIX 12. READING COMPETENCY DATA

KELAS VIII B

N	ITEM NUMBER																									TOTAL
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	
	Main idea					Specific information					Textual reference					Word meaning										
	Des		Rec			Des		Rec			Des		Rec			Des		Rec								
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	24
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	20
3	0	1	0	1	0	0	0	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	60
4	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	1	0	24
5	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	1	36
6	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	1	1	0	1	0	32
7	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	1	1	0	32
8	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	1	0	1	0	0	32
9	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	0	1	1	1	1	0	36
10	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	20
11	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	0	1	28
12	1	0	0	0	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	60
13	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	24
14	0	0	1	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	0	36
15	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	1	28
16	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	28
17	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	20
18	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	28
19	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	1	1	36
20	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	24
21	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	20
22	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	24
23	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	32
24	1	0	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	60
25	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	28

26	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	1	0	32
27	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	36	
28	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	32	
29	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	20	
30	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	32	
31	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	1	1	0	0	28	
32	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	40	
33	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	24	
	28			14			18			23			29			26			61			60			1036		

KELAS VIII C

N	ITEM NUMBER																									TOTAL	
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2		
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5		
	Main idea					Specific information					Textual reference					Word meaning											
	des		rec			des		rec			des		rec			des		rec									
1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	36	
2	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	24	
3	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	28		
4	0	0	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	60	
5	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	60	
6	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	24	
7	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	0	1	1	40	
8	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	1	0	0	0	28	
9	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	1	0	28	
10	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	28	
11	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	28	
12	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	24
13	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	0	1	28	
14	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	24	
15	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	1	1	28	
16	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	1	24	
17	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	1	28	

18	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	28
19	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	20
20	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	0	1	40
21	1	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	40
22	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	24	
23	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	1	0	24
24	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	24
25	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	28
26	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	44
27	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	24
28	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	1	28
29	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	24
30	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	20
31	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	24
	26 (4)			16 (4)			18 (4)			20 (4)			22 (4)			25 (4)			56 (4)			51 (4)			932	

KELAS VIII F

N	ITEM NUMBER																									TOTAL
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	
	Main idea					Specific information					Textual reference					Word meaning										
	des		rec			des		rec			des		rec			des		rec								
1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	28
2	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	28
3	0	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	1	1	32
4	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	20
5	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	1	1	32
6	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	1	0	28
7	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	20
8	1	0	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1	40
9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	1	20	
10	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	20	
11	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	20

12	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	32			
13	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	20		
14	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	0	1	40	
15	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	20	
16	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	20	
17	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	20
18	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	20	
19	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	1	1	0	0	1	0	1	0	1	1	40	
20	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	20	
21	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	20	
22	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	20		
23	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	20	
24	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	24	
25	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	1	40	
26	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	28	
27	1	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	1	0	0	32	
28	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	1	1	32	
29	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	24	
30	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	20	
31	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	20
	21 (4)			10 (4)			11 (4)			19 (4)			20 (4)			20 (4)			50 (4)			48 (4)			800		

APPENDIX 13. DATA RECAPITULATION

VIII B						
No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	40	H	33	L	24	L
2	45	H	35	L	20	L
3	18	L	62	H	60	H
4	41	H	36	L	24	L
5	32	H	41	L	36	L
6	29	H	40	L	32	L
7	35	H	36	L	32	L
8	29	M	49	M	32	L
9	32	H	45	L	36	L
10	48	H	35	L	20	L
11	50	H	38	L	28	L
12	18	L	63	H	60	H
13	48	H	35	L	24	L
14	34	H	49	M	36	L
15	27	M	40	L	28	L
16	48	H	38	L	28	L
17	48	H	36	L	20	L
18	40	H	37	L	28	L
19	35	H	46	L	36	L
20	47	H	34	L	24	L
21	49	H	35	L	20	L
22	44	H	37	L	24	L
23	38	H	40	L	32	L
24	18	L	61	H	60	H
25	48	H	39	L	28	L
26	39	H	40	L	32	L
27	33	H	40	L	36	L
28	36	H	39	L	32	L
29	48	H	34	L	20	L
30	35	H	41	L	32	L
31	40	H	38	L	28	L
32	22	M	54	M	40	M
33	47	H	36	L	24	L

VIII C						
No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	33	H	33	L	36	L
2	43	H	35	L	24	L
3	42	H	62	H	28	L
4	18	L	36	L	60	H

5	18	L	41	L	60	H
6	58	H	40	L	24	L
7	24	M	36	L	40	M
8	45	H	49	M	28	L
9	38	H	45	L	28	L
10	48	H	35	L	28	L
11	49	H	38	L	28	L
12	43	H	63	H	24	L
13	41	H	35	L	28	L
14	44	H	49	M	24	L
15	46	H	40	L	28	L
16	43	H	38	L	24	L
17	39	H	36	L	28	L
18	37	H	37	L	28	L
19	48	H	46	L	20	L
20	36	H	34	L	40	M
21	34	H	35	L	40	M
22	42	H	37	L	24	L
23	43	H	40	L	24	L
24	46	H	61	H	24	L
25	37	H	39	L	28	L
26	34	H	40	L	44	M
27	42	H	40	L	24	L
28	41	H	39	L	28	L
29	44	H	34	L	24	L
30	49	H	41	L	20	L
31	44	H	38	L	24	L

VIII F

No.	Reading Anxiety		Reading Self-Efficacy		Reading Competency	
1	40	H	48	M	28	L
2	38	H	41	L	28	L
3	43	H	41	L	32	L
4	48	H	35	L	20	L
5	30	M	42	L	32	L
6	35	H	40	L	28	L
7	49	H	35	L	20	L
8	26	M	48	M	40	M
9	49	H	36	L	20	L
10	48	H	35	L	20	L
11	48	H	36	L	20	L
12	31	M	41	L	32	L
13	49	H	33	L	20	L
14	21	M	43	L	40	M
15	46	H	36	L	20	L
16	49	H	35	L	20	L

17	47	H	33	L	20	L
18	47	H	36	L	20	L
19	32	H	42	L	40	M
20	49	H	34	L	20	L
21	47	H	36	L	20	L
22	49	H	36	L	20	L
23	46	H	34	L	20	L
24	40	H	37	L	24	L
25	28	M	46	L	42	M
26	38	H	38	L	28	L
27	32	H	43	L	32	L
28	33	H	42	L	32	L
29	37	H	38	L	24	L
30	48	H	35	L	20	L
31	49	H	36	L	20	L



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

Descriptive Statistics			
	Mean	Std. Deviation	N
anxiety	39.6000	8.95069	95
efficacy	40.2316	6.43702	95
competency	29.1579	9.67813	95

APPENDIX 15 DESCRIPTIVES OF READING ANXIETY BASED ON CLASSES

Report

class		anxiety
1.00	Mean	37.6061
	Range	32.00
	Std. Deviation	9.70161
	Variance	94.121
	Std. Error of Mean	1.68883
	Minimum	18.00
	Maximum	50.00
	Sum	1241.00
	First	40.00
	Last	47.00
	Median	39.0000
2.00	Mean	40.2903
	Range	40.00
	Std. Deviation	8.54476
	Variance	73.013
	Std. Error of Mean	1.53468
	Minimum	18.00
	Maximum	58.00
	Sum	1249.00
	First	33.00
	Last	44.00
	Median	42.0000
3.00	Mean	41.0323
	Range	28.00

Std. Deviation	8.40430
Variance	70.632
Std. Error of Mean	1.50946
Minimum	21.00
Maximum	49.00
Sum	1272.00
First	40.00
Last	49.00
Median	46.0000
Total	
Mean	39.6000
Range	40.00
Std. Deviation	8.95069
Variance	80.115
Std. Error of Mean	.91832
Minimum	18.00
Maximum	58.00
Sum	3762.00
First	40.00
Last	49.00
Median	41.0000

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

		Report
class		efficacy
1.00	Mean	41.2727
	Range	30.00
	Std. Deviation	8.17493
	Variance	66.830
	Std. Error of Mean	1.42307
	Minimum	33.00
	Maximum	63.00
	Sum	1362.00
	First	33.00
	Last	36.00
	Median	39.0000
2.00	Mean	40.9355

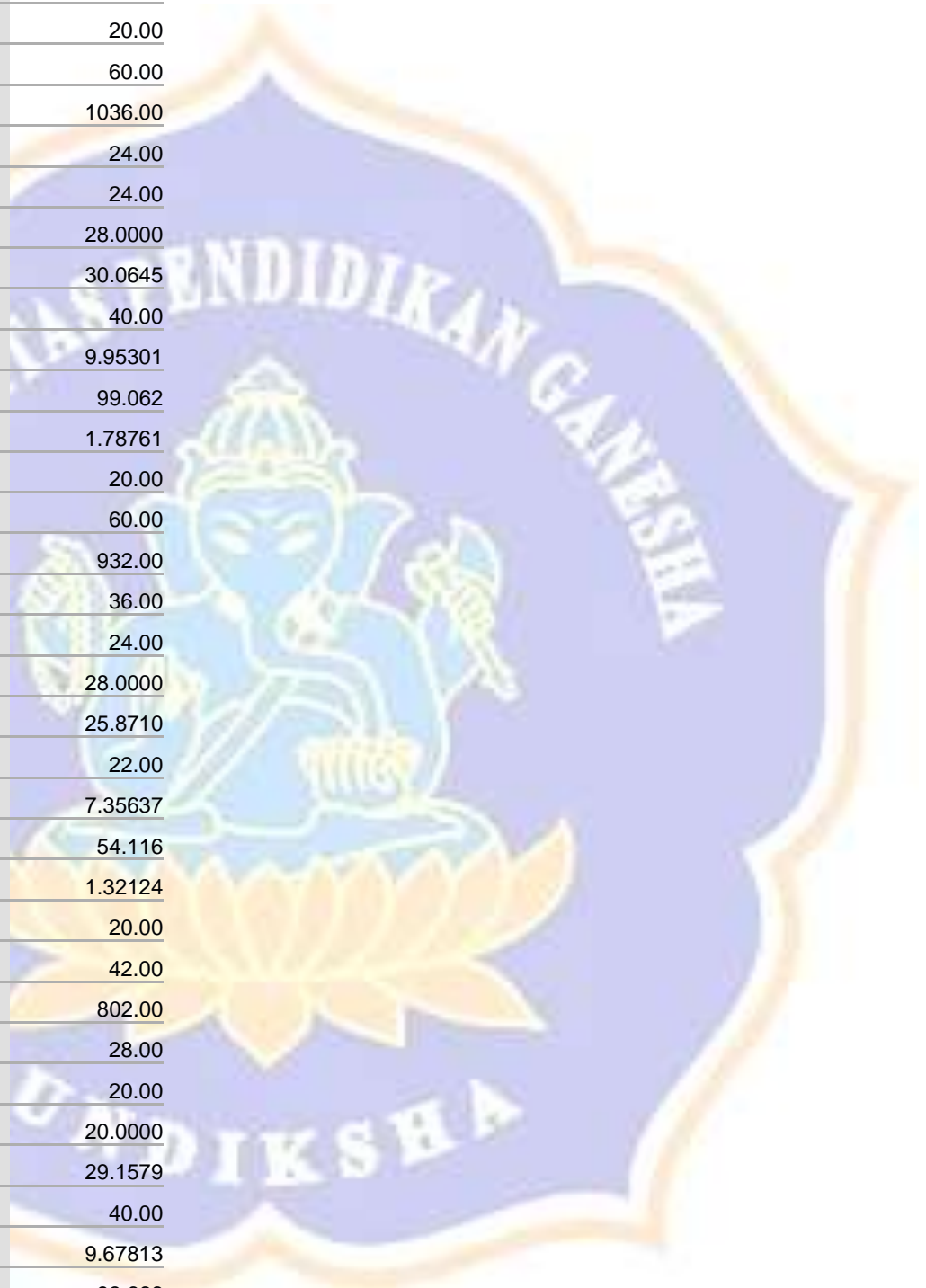
	Range	24.00
	Std. Deviation	5.94382
	Variance	35.329
	Std. Error of Mean	1.06754
	Minimum	34.00
	Maximum	58.00
	Sum	1269.00
	First	41.00
	Last	37.00
	Median	39.0000
3.00	Mean	38.4194
	Range	15.00
	Std. Deviation	4.25656
	Variance	18.118
	Std. Error of Mean	.76450
	Minimum	33.00
	Maximum	48.00
	Sum	1191.00
	First	48.00
	Last	36.00
	Median	36.0000
Total	Mean	40.2316
	Range	30.00
	Std. Deviation	6.43702
	Variance	41.435
	Std. Error of Mean	.66042
	Minimum	33.00
	Maximum	63.00
	Sum	3822.00
	First	33.00
	Last	36.00
	Median	39.0000

APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

Report

class	anxiety	efficacy	competency
1.00	Mean	31.3939	

	Range	40.00
	Std. Deviation	10.72946
	Variance	115.121
	Std. Error of Mean	1.86776
	Minimum	20.00
	Maximum	60.00
	Sum	1036.00
	First	24.00
	Last	24.00
	Median	28.0000
2.00	Mean	30.0645
	Range	40.00
	Std. Deviation	9.95301
	Variance	99.062
	Std. Error of Mean	1.78761
	Minimum	20.00
	Maximum	60.00
	Sum	932.00
	First	36.00
	Last	24.00
	Median	28.0000
3.00	Mean	25.8710
	Range	22.00
	Std. Deviation	7.35637
	Variance	54.116
	Std. Error of Mean	1.32124
	Minimum	20.00
	Maximum	42.00
	Sum	802.00
	First	28.00
	Last	20.00
	Median	20.0000
Total	Mean	29.1579
	Range	40.00
	Std. Deviation	9.67813
	Variance	93.666
	Std. Error of Mean	.99296
	Minimum	20.00



Maximum	60.00
Sum	2770.00
First	24.00
Last	20.00
Median	28.0000

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

1. ANXIETY

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
CA * class	95	100.0%	0	0.0%	95	100.0%
TA * class	95	100.0%	0	0.0%	95	100.0%
FEAR * class	95	100.0%	0	0.0%	95	100.0%

Report

class		CA	TA	FEAR
1.00	Mean	11.2727	12.4848	13.7879
	Range	10.00	11.00	14.00
	Std. Deviation	2.89690	3.36453	3.74798
	Variance	8.392	11.320	14.047
	Std. Error of Mean	.50429	.58569	.65244
	Minimum	6.00	6.00	6.00
	Maximum	16.00	17.00	20.00
	Sum	372.00	412.00	455.00
	First	11.00	14.00	15.00
	Last	14.00	15.00	18.00
	Median	12.0000	13.0000	13.0000
2.00	Mean	12.4839	13.3226	14.3871
	Range	12.00	13.00	15.00
	Std. Deviation	2.61879	2.80935	3.31338
	Variance	6.858	7.892	10.978
	Std. Error of Mean	.47035	.50457	.59510
	Minimum	6.00	6.00	6.00

	Maximum	18.00	19.00	21.00
	Sum	387.00	413.00	446.00
	First	10.00	11.00	12.00
	Last	13.00	15.00	16.00
	Median	13.0000	14.0000	15.0000
3.00	Mean	12.3548	13.6774	15.0323
	Range	9.00	10.00	13.00
	Std. Deviation	2.62740	2.98203	3.17788
	Variance	6.903	8.892	10.099
	Std. Error of Mean	.47189	.53559	.57076
	Minimum	7.00	8.00	6.00
	Maximum	16.00	18.00	19.00
	Sum	383.00	424.00	466.00
	First	12.00	13.00	15.00
	Last	15.00	17.00	17.00
	Median	13.0000	15.0000	16.0000
Total	Mean	12.0211	13.1474	14.3895
	Range	12.00	13.00	15.00
	Std. Deviation	2.74823	3.07692	3.43107
	Variance	7.553	9.467	11.772
	Std. Error of Mean	.28196	.31568	.35202
	Minimum	6.00	6.00	6.00
	Maximum	18.00	19.00	21.00
	Sum	1142.00	1249.00	1367.00
	First	11.00	14.00	15.00
	Last	15.00	17.00	17.00
	Median	13.0000	14.0000	15.0000

2. SELF-EFFICACY

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
ME * CLASS	95	100.0%	0	0.0%	95	100.0%
VE * CLASS	95	100.0%	0	0.0%	95	100.0%
SP * CLASS	95	100.0%	0	0.0%	95	100.0%

EA * CLASS	95	100.0%	0	0.0%	95	100.0%
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Report

CLASS		ME	VE	SP	EA
1.00	Mean	11.2727	10.1515	9.8788	9.3333
	Range	7.00	7.00	7.00	8.00
	Std. Deviation	1.94089	1.76991	1.79857	1.97906
	Variance	3.767	3.133	3.235	3.917
	Std. Error of Mean	.33787	.30810	.31309	.34451
	Minimum	9.00	8.00	8.00	7.00
	Maximum	16.00	15.00	15.00	15.00
	Sum	372.00	335.00	326.00	308.00
	First	10.00	8.00	8.00	7.00
	Last	10.00	10.00	9.00	7.00
	Median	11.0000	10.0000	9.0000	9.0000
2.00	Mean	11.3548	10.5806	9.8387	9.1290
	Range	8.00	8.00	9.00	7.00
	Std. Deviation	2.31730	2.18745	2.01820	1.87513
	Variance	5.370	4.785	4.073	3.516
	Std. Error of Mean	.41620	.39288	.36248	.33678
	Minimum	9.00	8.00	7.00	7.00
	Maximum	17.00	16.00	16.00	14.00
	Sum	352.00	328.00	305.00	283.00
	First	10.00	9.00	7.00	7.00
	Last	11.00	10.00	9.00	8.00
	Median	10.0000	10.0000	9.0000	9.0000
3.00	Mean	11.3226	9.9677	8.9355	8.1935
	Range	6.00	4.00	4.00	3.00
	Std. Deviation	1.92158	1.25124	.99785	.74919
	Variance	3.692	1.566	.996	.561
	Std. Error of Mean	.34513	.22473	.17922	.13456
	Minimum	9.00	8.00	8.00	7.00
	Maximum	15.00	12.00	12.00	10.00
	Sum	351.00	309.00	277.00	254.00
	First	15.00	12.00	11.00	10.00
	Last	10.00	9.00	9.00	8.00
	Median	11.0000	9.0000	9.0000	8.0000

Total	Mean	11.3158	10.2316	9.5579	8.8947
	Range	8.00	8.00	9.00	8.00
	Std. Deviation	2.04348	1.77724	1.70553	1.69777
	Variance	4.176	3.159	2.909	2.882
	Std. Error of Mean	.20966	.18234	.17498	.17419
	Minimum	9.00	8.00	7.00	7.00
	Maximum	17.00	16.00	16.00	15.00
	Sum	1075.00	972.00	908.00	845.00
	First	10.00	8.00	8.00	7.00
	Last	10.00	9.00	9.00	8.00
	Median	11.0000	10.0000	9.0000	8.0000

3. READING COMPETENCY

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
MI	95	12.00	.00	12.00	4.8000	.25113	2.44775	5.991
SD	95	13.00	.00	13.00	4.6000	.30794	3.00142	9.009
TR	95	20.00	.00	20.00	5.9368	.35345	3.44504	11.868
WM	95	28.00	.00	28.00	13.7263	.49600	4.83437	23.371
Valid N (listwise)	95							

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
MI	33	12.00	.00	12.00	5.0909	.53009	3.04512	9.273
SD	33	13.00	.00	13.00	5.1212	.62121	3.56859	12.735
TR	33	20.00	.00	20.00	6.5455	.71389	4.10100	16.818
WM	33	24.00	.00	24.00	14.4242	.81537	4.68395	21.939
Valid N (listwise)	33							

Descriptive Statistics

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
MI	31	8.00	4.00	12.00	5.4194	.39561	2.20264	4.852
SD	31	12.00	.00	12.00	4.9032	.51505	2.86769	8.224
TR	31	16.00	.00	16.00	5.8065	.58184	3.23954	10.495
WM	31	20.00	8.00	28.00	13.9355	.99670	5.54939	30.796
Valid N (listwise)	31							

Descriptive Statistics								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
MI	31	8.00	.00	8.00	3.8710	.29235	1.62772	2.649
SD	31	8.00	.00	8.00	3.7419	.41210	2.29445	5.265
TR	31	12.00	.00	12.00	5.4194	.50964	2.83754	8.052
WM	31	16.00	8.00	24.00	12.7742	.75164	4.18497	17.514
Valid N (listwise)	31							

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

Descriptive Statistics			
	Mean	Std. Deviation	N
anxiety	39.6000	8.95069	95
efficacy	40.2316	6.43702	95
competency	29.1579	9.67813	95

Correlations

		anxiety	efficacy	competency
anxiety	Pearson Correlation	1	-.779**	-.876**
	Sig. (1-tailed)		.000	.000

	Sum of Squares and Cross-products	7530.800	-4221.200	-7136.000
	Covariance	80.115	-44.906	-75.915
	N	95	95	95
efficacy	Pearson Correlation	-.779**	1	.876**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and Cross-products	-4221.200	3894.905	5130.526
	Covariance	-44.906	41.435	54.580
	N	95	95	95
competency	Pearson Correlation	-.876**	.876**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and Cross-products	-7136.000	5130.526	8804.632
	Covariance	-75.915	54.580	93.666
	N	95	95	95

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

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

Descriptive Statistics

	Mean	Std. Deviation	N
competency	29.1579	9.67813	95
anxiety	39.6000	8.95069	95
efficacy	40.2632	7.13578	95

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F	df1	df2		
1	.882 ^a	.778	.773	4.60915	.778	161.224	2	92	.000	1.696

a. Predictors: (Constant), efficacy, anxiety

b. Dependent Variable: competency

APPENDIX 24. Documentation

