



APPENDICES



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 5 SINGARAJA

Alamat: Desa Penglatan. Kec. Buleleng. Kab. Buleleng
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SURAT KETERANGAN PENELITIAN

No. 242/816 a/TV/SMP N 5 SGR/2020

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 5 Singaraja Kabupaten Buleleng di Singaraja menerangkan bahwa

Nama : Ni Putu Udianingrum Setiawan
Nomor Induk Mahasiswa : 1612021107
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar nama tersebut di atas telah melaksanakan penelitian pada tanggal 13 Februari s/d 14 Februari 2020 di SMP Negeri 5 Singaraja, dengan judul penelitian "RELATIONSHIPS AMONG READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN THE JUNIOR SECONDARY SCHOOL"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya

Singaraja, 14 Februari 2020
Kepala SMP N 5 Singaraja



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Nomor : 4496/UN48.7.1/DT/2019

28 November 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 5 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	: NI PUTU UDIANINGRUM SETIAWAN
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Jenjang	: S1
Tahun Akademik	: 2019/2020

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

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

a.n. Dekan,
Wakil Dekan I,



Dewa Putu Ramendra
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Tembusan:

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



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12 Februari 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 5 Singaraja
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Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

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Tahun Akademik	: 2019/2020
Judul	: RELATIONSHIPS AMONG READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN THE JUNIOR SECONDARY SCHOOL

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APPENDIX 1: READING INTEREST SCALE VALIDATION

RESEARCH INSTRUMENTS VALIDATION

A. READING INTEREST

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 objective at: 1) analyzing the students' reading interest, reading self-efficacy, and their reading competency in Sekolah Menengah Pertama Negeri 5 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 English recount texts in Sekolah Menengah Pertama Negeri 5 Singaraja. Prior to data collection, the instruments are validated. The reading interest, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty / facility (IF). There are three instruments that will be used, namely 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) Content Validity, that is the consistence between indicators and their descriptors; b) Reliability, that is the consistency between the indicators, descriptors and the items

Reading Interest Scale

Reading interests are indicated by six indicators, namely: 1) pleasure, 2) focusing attention, 3) time use, 4) motivation, 5) emotional, 6) effort (Crow and Crow, 1956). Pleasure is a feeling of enjoyment in determining the main ideas of descriptive and recount texts. Focusing attention that is an interest to concentrate in determining the specific ideas of descriptive and recount texts. Time Use is an interest of involvement in determining the textual references in descriptive and recount texts. Motivation describes an interest to motivated in understanding the word meanings in descriptive and recount texts. Emotional is a feeling of excitement in determining the main ideas of descriptive and recount texts. Effort refers to an interest to strive in determining the complex specific ideas of descriptive and recount texts. The instrument that is used to measure reading interest is a scale adapted from Crow and Crow

(1956). In order to ensure reliability and validity of the Reading Interest Scale, the instrument's blue print should be judged by the experts in order to be used in data collection.

a) Reading Interest Scale's Content Validity

According to Crow and Crow (1956, p.17) as cited in Fadliyatis (2015, p. 14) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading interest scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.				
Focusing attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.				
Time use	Time Use is an interest of involvement in reading a descriptive text and a recount text.				
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.				
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.				
Effort	Effort is an interest to strive when reading a descriptive and a recount text.				

Date, 2020

Judge I/Judge II *)

b) Reading Interest Scale's Reliability

Crow and Crow (1956, p.17) 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.**

Indicators	Descriptors	Reading Interest Items	Score Judgement			
			1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				
		2. I am pleased that I could complete the main idea of a descriptive text.				
		3. I am pleased that I could add the main idea of a descriptive text.				
		4. I am pleased that I could summarize the main idea of a recount text.				
		5. I am pleased that I could differentiate the main idea of a recount text.				
		6. I am pleased that I could rewrite the main idea of a recount text.				
Focusing Attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.	7. I am concentrated when determining the specific information of a descriptive text.				
		8. I am concentrated when completing the specific information of a descriptive text.				
		9. I am focused on when adding the specific information of a descriptive text.				
		10. I am focused on summarizing the specific information of a recount text.				
		11. I am focused on when differentiating the specific information of a recount text.				
		12. I am focused on when rewriting the specific information of a recount text.				
Time Use	Time Use is an interest of involvement in reading a descriptive text and a recount text.	13. I am not frequently determining the textual references of a descriptive text.				
		14. I am not frequently completing the textual references of a descriptive text.				
		15. I am not frequently adding the textual references of a descriptive text.				
		16. I am rarely summarizing the textual references of a recount text.				
		17. I am rarely differentiating the textual references of a recount text.				

		18. I am rarely rewriting the textual references of a recount text.				
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.	19. I am not excited to determine the implicit meaning of a descriptive text.				
		20. I am not excited to complete the other meaning of a descriptive text.				
		21. I am not excited to add the other meaning of a descriptive text.				
		22. I am not excited to summarize the implicit meaning of a recount text.				
		23. I am not excited to differentiate the other meaning of the word in a recount text.				
		24. I am not excited to rewrite the word meaning in a recount text.				
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.	25. I am not enthusiasm in determining the main idea of a descriptive text				
		26. I am not enthusiasm when completing the main idea of a descriptive text				
		27. I am not enthusiastic about adding the main idea of a descriptive text.				
		28. I am not enthusiastic about summarizing the main idea in a recount text.				
		29. I am not enthusiasm when differentiating the main idea in a recount text				
		30. I am not enthusiastic about rewriting the main idea of a recount text.				
Effort	Effort is an interest to strive when reading a descriptive and a recount text.	31. I do not attempt in determining the textual references of a recount text.				
		32. I do not attempt in completing the textual references of a recount text.				
		33. I do not attempt in adding the textual references of a descriptive text.				
		34. I do not attempt when summarizing the textual references of a recount text.				
		35. I do not attempt when differentiating the textual references of a recount text.				
		36. I do not attempt when rewriting the textual references of a recount text.				

Date, 2020

Judge I/Judge II *)

APPENDIX 2: READING SELF-EFFICACY SCALE VALIDATION

B. READING SELF-EFFICACY

Reading Self-efficacy

Reading self-efficacy is the students' capabilities in doing certain activity. According to Olivares, Fidalgo, & Torrance, (2016) there are three indicators and descriptors of reading self-efficacy based on semantic processing. The indicators, namely: **1) decoding self-efficacy, 2) textual self-efficacy, and 3) situational self-efficacy.** *Decoding self-efficacy* concerned with a feeling of confidence toward the fluency of figuring out the main ideas of descriptive and recount texts, *Textual self-efficacy* is an ability of self-assessed to contextualize the specific ideas of descriptive and recount texts, and *Situational self-efficacy* is an ability in integrating the information from the text with prior knowledge to discover the relevant textual references in descriptive and recount texts.

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. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

1. Reading Self-Efficacy Scale's Content Validity

Indicators	Descriptors	Score Judgements			
		1	2	3	4
Decoding self-efficacy	Decoding Self-Efficacy is a feeling of confidence in figuring out the main idea when reading a descriptive text and a recount text.				
Textual self-efficacy	Textual Self-Efficacy is an ability of self-assessed to contextualize the specific ideas when reading a descriptive text and a recount text.				
Situation self-efficacy	Situational Self-Efficacy is an ability in integrating the information from the text when reading a descriptive and a recount text.				

Date, 2020

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2. Reading Self-Efficacy Scale's Reliability

Olivares, Fidalgo, & Torrance, (2016) proposed three indicators and descriptors of reading self-efficacy based on semantic processing. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

Indicators	Descriptors	Reading Self-Efficacy Items	Rating Scale			
			1	2	3	4
Decoding Self-Efficacy	Decoding Self-Efficacy is a feeling of confidents in figuring out the main idea when reading a descriptive text and a recount text.	1. I am confident that I could interpret when determining the main idea of a descriptive text.				
		2.. I am confident that I could interpret when completing the main idea of a descriptive text.				
		3. I am confident that I could interpret when adding the main idea of a descriptive text.				
		4. I am pleased that I could interpret when summarizing the main idea of a recount text.				
		5. I am pleased that I could interpret when differentiating the main idea of a recount text.				
		6. I am pleased that I could interpret when rewriting the main idea of a recount text.				
Textual Self-Efficacy	Textual Self-Efficacy is a feeling of ability to contextualize the main idea of a descriptive text and a recount text.	7. I am confident that I could contextualize when determining the specific information of a descriptive text.				
		8. I am confident that I could contextualize when completing the specific information of a descriptive text.				
		9. I am confident that I could contextualize when adding the specific information of a descriptive text.				
		10. I am pleased that I could contextualize to summarize the specific information of a recount text.				
		11. I am pleased that I could contextualize when differentiating the specific information of a recount text.				
		12. I am pleased that I could contextualize when rewriting the specific information of a recount text.				

Situational Self-Efficacy	Situational Self-Efficacy is a feeling of ability in situating a text to determine the text.	13. I am not confident that I could integrate when determining the textual references of a descriptive text.				
		14. I am not confident that I could integrate when completing the textual references of a descriptive text				
		15. I am not confident that I could integrate when adding the idea of the textual reference of a descriptive text.				
		16. I am not pleased that I could integrate when summarizing the other meaning of the word in a recount text.				
		17. I am not pleased that I could integrate when differentiating implicit meanings of a word in a recount text.				
		18. I am not pleased that I could integrate when rewriting the other meaning of a word in a recount text.				

Date, 2020

Judge I/Judge II *)



APPENDIX 3: READING COMPETENCY TEST VALIDATION

C. READING COMPETENCY TEST

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. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

1. Reading Competency Test's Content Validity

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. **Note the score meanings are: 1=very disagree; 2=disagree; 3=agree; 4=very agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Main Idea	The main idea has 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 of the text.				
Textual Reference	Textual references are pronouns in reference to specific nouns in the text.				
Word meanings	Word meanings referring to denotative meanings.				

Date, 2020

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2. 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	Score Judgement:			
			1	2	3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	1. Determine the main idea of the above text correctly. A. J. F. Kennedy's personal hobby in US politics B. J. F. Kennedy's professional career in government C. J. F. Kennedy's first experience as a US president D. J. F. Kennedy's personal characters				
		2. Complete the text's main idea from this quote, "... he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world". A. He is an egocentric and loyal person B. He is an egocentric and artistic person C. He is an egocentric and forceful person D. He is a kind and a jealous person				
		3. Add a paraphrase to describe J. F. Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts B. He is thinking of himself without regard for the others and assertive. C. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' feelings				
		4. Summarize the general idea of the above text.				

		<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 book</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 "The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				

		<p>8. Complete the blanks with appropriate information about the kangaroo, “The kangaroo’s strong tail”.</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				
		<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p>				
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p>				

		D. Drunk drivers operate the vehicle in regular speed and responsibility				
		12. Re-write the phrase runs as, “disturbances in certain parts of cars, such as brakes etc.”. A. The car’s parts may be repaired by a good mechanic B. The car’s parts may be recharged instantly for safe driving C. The car’s parts may be purchased to replace the old ones D. The car’s parts may be disturbed by the brake and others				
Textual reference	Textual references are pronouns in reference to specific nouns in the text	13. Conclude the pronouns expressed in the underlined words, “Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright” A. Its-its-his-their-his B. Itself-itself-himself-themselves-himself C. Its-its-his-them-him D. It-it-him-it-him				
		14. Clarify the reference of the underlined words” ...Nocturnal animal...”! A. It refers to a hot-blood animal B. It refers to a comedy movie C. It refers to a horror movie D. It refers to a criminal drama movie				
		15. Re-write the sentence runs as, “a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford”. A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016 B. Tom Ford wrote, scripted, and launched a horror movie in 2016				

		<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 "Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices".</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</p>				

		celebrated in formal ways in schools and offices				
Word meaning	Word meanings referring to denotative meaning	19. Determine the synonym of the underlined word in “If you are using leaves, put a teaspoon of tea per cup in your warm teapot”.				
		A. An aromatic tea-leaves B. A fragrant tea assortment C. An evergreen shrub D. A sweet smelling leave				
		20. Determine the treat of a good small chocolate before or after the coffee.				
		A. to impress the customers B. to please the customers C. to enjoy the coffee more D. to give service to customers				
		21. Complete the blanks with words in the sentence, “allow it to ... (1) for between 2 and 5 minutes, depending on the (2)”.				
		A. (1) to mix – (2) the taste B. to blend – (2) the mixture C. (1) to put – (2) the aroma D. (1) to soak – (2) the darkest				
22. Add the synonym of ‘with freshly boiled water’						
A. with hot boiled water B. with cool boiled water C. with first-hand boiled water D. with second-hand boiled water						
23. Conclude what happened in 2019?						
A. Many Chinese were killed in an outbreak B. Many Mongolians were killed due to a disease C. Many Chinese were killed because of a rabbit disease D. Many Chinese were exiled due to the outbreak						
24. Differentiate the meaning of a plague that spreads rapidly.						
A. A plague is a contagious bacterial disease that spreads rapidly and kills						

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

Date, 2020

Judge I/Judge II *)



APPENDIX 4: VALIDATION BY JUDGE

RESEARCH INSTRUMENTS 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 objective at: 1) analyzing the students' reading interest, reading self-efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri 5 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 English recount texts in *Sekolah Menengah Pertama Negeri 5 Singaraja*. Prior to data collection, the instruments are validated. The reading interest, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty / facility (IF). There are three instruments that will be used, namely 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) Content Validity, that is the consistence between indicators and their descriptors; b) Reliability, that is the consistency between the indicators, descriptors and the items

1) Reading Interest Scale

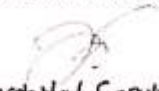
Reading interests are indicated by six indicators, namely: 1) pleasure, 2) focusing attention, 3) time use, 4) motivation, 5) emotional, 6) effort (Crow and Crow, 1956). Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text. Focusing Attention is concentration or attention on the main idea, specific ideas, textual reference, and word meanings when reading a descriptive text and a recount text. Time Use is the time used in reading a descriptive text and a recount text. Motivation is a feeling of motivated in determining the main idea, specific ideas, textual reference, and word meanings when reading a descriptive text and a recount text. Emotion is a feeling of excitement in reading a descriptive text and a recount text. Effort is a power to find the main idea, specific ideas, textual reference, and word meanings when reading a descriptive and a recount text. The instrument that is used to measure reading interest is a scale adapted from Crow and Crow (1956). In order to ensure reliability and validity of the Reading Interest Scale, the instrument's blue print should be judged by the experts in order to be used in data collection.

a) Reading Interest Scale's Content Validity

According to Crow and Crow (1956, p.17) as cited in Fadliyatis (2015, p. 14) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure the content validity of the reading interest scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.				✓
Focusing attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.				✓
Time use	Time Use is an interest of involvement in reading a descriptive text and a recount text.				✓
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.				✓
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.				✓
Effort	Effort is an interest to strive when reading a descriptive and a recount text.			✓	

Date, 03/07/2020


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b) Reading Interest Scale's Reliability

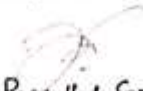
Crow and Crow (1956, p.17) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.**

Indicators	Descriptors	Reading Interest Items	Score Judgement			
			1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				✓
		2. I am pleased that I could complete the main idea of a descriptive text.				✓
		3. I am pleased that I could add the main idea of a descriptive text.				✓
		4. I am pleased that I could summarize the main idea of a recount text.				✓
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite the main idea of a recount text.				✓
Focusing Attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.	7. I am concentrated when determining the specific information of a descriptive text.				✓
		8. I am concentrated when completing the specific information of a descriptive text.				✓
		9. I am focused on when adding the specific information of a descriptive text.				✓
		10. I am focused on summarizing the specific information of a recount text.				✓
		11. I am focused on when differentiating the specific information of a recount text.				✓
		12. I am focused on when rewriting the specific information of a recount text.				✓
Time Use	Time Use is an interest of involvement in reading a	13. I am not frequently determining the textual references of a descriptive text.			✓	
		14. I am not frequently completing the textual references of a descriptive text.			✓	

	descriptive text and a recount text.	15. I am not frequently adding the textual references of a descriptive text.			✓
		16. I am rarely summarizing the textual references of a recount text.			✓
		17. I am rarely differentiating the textual references of a recount text.			✓
		18. I am rarely rewriting the textual references of a recount text.			✓
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.	19. I am not excited to determine the implicit meaning of a descriptive text.			✓
		20. I am not excited to complete the other meaning of a descriptive text.			✓
		21. I am not excited to add the other meaning of a descriptive text.			✓
		22. I am not excited to summarize the implicit meaning of a recount text.			✓
		23. I am not excited to differentiate the other meaning of the word in a recount text.			✓
		24. I am not excited to rewrite the word meaning in a recount text.			✓
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.	25. I am not enthusiasm in determining the main idea of a descriptive text			✓
		26. I am not enthusiasm when completing the main idea of a descriptive text			✓
		27. I am not enthusiastic about adding the main idea of a descriptive text.			✓
		28. I am not enthusiastic about summarizing the main idea in a recount text.			✓
		29. I am not enthusiasm when differentiating the main idea in a recount text			✓
		30. I am not enthusiastic about rewriting the main idea of a recount text.			✓
Effort	Effort is an interest to strive when reading a descriptive and a recount text.	31. I do not attempt in determining the textual references of a recount text.			✓
		32. I do not attempt in completing the textual references of a recount text.			✓
		33. I do not attempt in adding the textual references of a descriptive text.			✓
		34. I do not attempt when summarizing the textual references of a recount text.			✓
		35. I do not attempt when differentiating the textual references of a recount text.			✓

		36. I do not attempt when rewriting the textual references of a recount text.				
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Date, 03/02/ 2020


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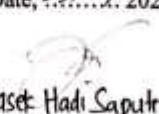
2) Reading Self-efficacy Scale

Reading self-efficacy is the students' capabilities in doing certain activity. According to Olivares, Fidalgo, & Torrance, (2016) there are three indicators and descriptors of reading self-efficacy based on semantic processing. The indicators, namely: **1) decoding self-efficacy**, **2) textual self-efficacy**, and **3) situational self-efficacy**. *Decoding self-efficacy* concerned with a feeling of confidents in figuring out the main idea when reading a descriptive text and a recount text, *textual self-efficacy* is a feeling of ability to contextualize the main idea of a descriptive text and a recount text, and, *situational self-efficacy* is a feeling of ability in situating a text to determine the text. 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. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

a) Reading Self-Efficacy Scale's Content Validity

Indicators	Descriptors	Score Judgements			
		1	2	3	4
Decoding self-efficacy	Decoding Self-Efficacy is a feeling of confidence in figuring out the main idea when reading a descriptive text and a recount text.				✓
Textual self-efficacy	Textual Self-Efficacy is an ability of self-assessed to contextualize the specific ideas when reading a descriptive text and a recount text.				✓
Situation self-efficacy	Situational Self-Efficacy an ability in integrating the information from the text when reading a descriptive and a recount text.				✓

Date, 03/02/2020


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b) Reading Self-Efficacy Scale's Reliability

Olivares, Fidalgo, & Torrance, (2016) proposed three indicators and descriptors of reading self-efficacy based on semantic processing. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Self-Efficacy Items	Rating Scale			
			1	2	3	4
Decoding Self-Efficacy	Decoding Self-Efficacy is a feeling of confidens in figuring out the main idea when reading a descriptive text and a recount text.	1. I am confident that I could interpret when determining the main idea of a descriptive text.				✓
		2.. I am confident that I could interpret when completing the main idea of a descriptive text.				✓
		3. I am confident that I could interpret when adding the main idea of a descriptive text.				✓
		4. I am pleased that I could interpret when summarizing the main idea of a recount text.				✓
		5. I am pleased that I could interpret when differentiating the main idea of a recount text.				✓
		6. I am pleased that I could interpret when rewriting the main idea of a recount text.				✓
Textual Self-Efficacy	Textual Self-Efficacy is a feeling of ability to contextualize the main idea of a descriptive text and a recount text.	7. I am confident that I could contextualize when determining the specific information of a descriptive text.				✓
		8. I am confident that I could contextualize when completing the specific information of a descriptive text.				✓
		9. I am confident that I could contextualize when adding the specific information of a descriptive text.				✓
		10. I am pleased that I could contextualize to summarize the specific information of a recount text.				✓
		11. I am pleased that I could contextualize when differentiating the specific information of a recount text.			✓	

		12. I am pleased that I could contextualize when rewriting the specific information of a recount text.			✓
Situational Self-Efficacy	Situational Self-Efficacy is a feeling of ability in situating a text to determine the text.	13. I am not confident that I could integrate when determining the textual references of a descriptive text.			✓
		14. I am not confident that I could integrate when completing the textual references of a descriptive text			✓
		15. I am not confident that I could integrate when adding the idea of the textual reference of a descriptive text.			✓
		16. I am not pleased that I could integrate when summarizing the other meaning of the word in a recount text.			✓
		17. I am not pleased that I could integrate when differentiating implicit meanings of a word in a recount text.			✓
		18. I am not pleased that I could integrate when rewriting the other meaning of a word in a recount text.			✓

Date, 03/02/2020


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3) Reading Competency Test


Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) 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. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

a) Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, please give your 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. **Note the score meanings are: 1=very disagree; 2=disagree; 3=agree; 4=very agree.**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Main Idea	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 of the text.				✓
Textual Reference	Textual references are pronouns in reference to specific nouns in the text.				✓
Word meanings	Word meanings referring to denotative or any implicational and psychological word/phrases.				✓

Date 02/02/2020


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b) Reading Competency Test's Reliability

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

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

		<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 book</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 "The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail".</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				✓

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

		<p>12. Re-write the phrase runs as, "disturbances in certain parts of cars, such as brakes etc."</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p> <p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				✓
Textual reference	Textual references are pronouns in reference to specific nouns in the text	<p>13. Conclude the pronouns expressed in the underlined words, "Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright"</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" ...Nocturnal animal..."</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				✓
		<p>15. Re-write the sentence runs as, "a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford".</p>				✓


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

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

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

		C. There are twenty Chinese in Mongolia were in segregation D. There are twenty Chinese in Mongolia were in separation				
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Date, 03/04/2020


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APPENDIX 5: VALIDATION BY JUDGE

RESEARCH INSTRUMENTS 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 objective at: 1) analyzing the students' reading interest, reading self-efficacy, and their reading competency in *Sekolah Menengah Pertama Negeri 5 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 English recount texts in *Sekolah Menengah Pertama Negeri 5 Singaraja*. Prior to data collection, the instruments are validated. The reading interest, reading self-efficacy, reading competency are validated theoretically on reliability and validity through **expert judgements**. The reading competency test is validated empirically for item difficulty / facility (IF). There are three instruments that will be used, namely 1) Reading Interest Scale, 2) Reading Self-Efficacy Scale, and 3) Reading Competency Test. Those instruments will be validated on its a) Content Validity, that is the consistence between indicators and their descriptors; b) Reliability, that is the consistency between the indicators, descriptors and the items

1) Reading Interest Scale


Reading interests are indicated by six indicators, namely: 1) pleasure, 2) focusing attention, 3) time use, 4) motivation, 5) emotional, 6) effort (Crow and Crow, 1956). Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text. Focusing Attention is concentration or attention on the main idea, specific ideas, textual reference, and word meanings when reading a descriptive text and a recount text. Time Use is the time used in reading a descriptive text and a recount text. Motivation is a feeling of motivated in determining the main idea, specific ideas, textual reference, and word meanings when reading a descriptive text and a recount text. Emotion is a feeling of excitement in reading a descriptive text and a recount text. Effort is a power to find the main idea, specific ideas, textual reference, and word meanings when reading a descriptive and a recount text. The instrument that is used to measure reading interest is a scale adapted from Crow and Crow (1956). In order to ensure reliability and validity of the Reading Interest Scale, the instrument's blue print should be judged by the experts in order to be used in data collection.

a) Reading Interest Scale's Content Validity

According to Crow and Crow (1956, p.17) as cited in Fadliyatis (2015, p. 14) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure the content validity of the reading interest scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.				✓
Focusing attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.				✓
Time use	Time Use is an interest of involvement in reading a descriptive text and a recount text.				✓
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.				✓
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.				✓
Effort	Effort is an interest to strive when reading a descriptive and a recount text.		✓		

Date, 03-02-2020


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b) Reading Interest Scale's Reliability

Crow and Crow (1956, p.17) 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.**

Indicators	Descriptors	Reading Interest Items	Score Judgement			
			1	2	3	4
Pleasure	Pleasure is a feeling of enjoyment in reading a descriptive text and a recount text.	1. I am pleased that I could determine the main idea of a descriptive text.				✓
		2. I am pleased that I could complete the main idea of a descriptive text.				✓
		3. I am pleased that I could add the main idea of a descriptive text.				✓
		4. I am pleased that I could summarize the main idea of a recount text.				✓
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite the main idea of a recount text.				✓
Focusing Attention	Focusing Attention is an interest to concentrate in reading a descriptive text and a recount text.	7. I am concentrated when determining the specific information of a descriptive text.				✓
		8. I am concentrated when completing the specific information of a descriptive text.				✓
		9. I am focused on when adding the specific information of a descriptive text.				✓
		10. I am focused on summarizing the specific information of a recount text.				✓
		11. I am focused on when differentiating the specific information of a recount text.				✓
		12. I am focused on when rewriting the specific information of a recount text.				✓
Time Use	Time Use is an interest of involvement in reading a	13. I am not frequently determining the textual references of a descriptive text.				✓
		14. I am not frequently completing the textual references of a descriptive text.			✓	

	descriptive text and a recount text.	15. I am not frequently adding the textual references of a descriptive text.			✓
		16. I am rarely summarizing the textual references of a recount text.			✓
		17. I am rarely differentiating the textual references of a recount text.			✓
		18. I am rarely rewriting the textual references of a recount text.			✓
Motivation	Motivation an interest to motivated in reading a descriptive text and a recount text.	19. I am not excited to determine the implicit meaning of a descriptive text.			✓
		20. I am not excited to complete the other meaning of a descriptive text.			✓
		21. I am not excited to add the other meaning of a descriptive text.			✓
		22. I am not excited to summarize the implicit meaning of a recount text.			✓
		23. I am not excited to differentiate the other meaning of the word in a recount text.			✓
		24. I am not excited to rewrite the word meaning in a recount text.			✓
Emotion	Emotion is a feeling of excitement in reading a descriptive text and a recount text.	25. I am not enthusiasm in determining the main idea of a descriptive text			✓
		26. I am not enthusiasm when completing the main idea of a descriptive text			✓
		27. I am not enthusiastic about adding the main idea of a descriptive text.			✓
		28. I am not enthusiastic about summarizing the main idea in a recount text.			✓
		29. I am not enthusiasm when differentiating the main idea in a recount text			✓
		30. I am not enthusiastic about rewriting the main idea of a recount text.			✓
Effort	Effort is an interest to strive when reading a descriptive and a recount text.	31. I do not attempt in determining the textual references of a recount text.			✓
		32. I do not attempt in completing the textual references of a recount text.			✓
		33. I do not attempt in adding the textual references of a descriptive text.			✓
		34. I do not attempt when summarizing the textual references of a recount text.			✓
		35. I do not attempt when differentiating the textual references of a recount text.			✓

		36. I do not attempt when rewriting the textual references of a recount text.					✓
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Date, 03 - 2 - 2020



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2) Reading Self-efficacy Scale

Reading self-efficacy is the students' capabilities in doing certain activity. According to Olivares, Fidalgo, & Torrance, (2016) there are three indicators and descriptors of reading self-efficacy based on semantic processing. The indicators, namely: **1) decoding self-efficacy**, **2) textual self-efficacy**, and **3) situational self-efficacy**. *Decoding self-efficacy* concerned with a feeling of confidents in figuring out the main idea when reading a descriptive text and a recount text, *textual self-efficacy* is a feeling of ability to contextualize the main idea of a descriptive text and a recount text, and, *situational self-efficacy* is a feeling of ability in situating a text to determine the text. 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. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree;4=strongly agree.**

a) Reading Self-Efficacy Scale's Content Validity

Indicators	Descriptors	Score Judgements			
		1	2	3	4
Decoding self-efficacy	Decoding Self-Efficacy is a feeling of confidence in figuring out the main idea when reading a descriptive text and a recount text.				✓
Textual self-efficacy	Textual Self-Efficacy is an ability of self-assessed to contextualize the specific ideas when reading a descriptive text and a recount text.		✓		
Situation self-efficacy	Situational Self-Efficacy an ability in integrating the information from the text when reading a descriptive and a recount text.				✓

Date, 03.02.2020


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b) Reading Self-Efficacy Scale's Reliability

Olivares, Fidalgo, & Torrance, (2016) proposed three indicators and descriptors of reading self-efficacy based on semantic processing. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the appropriate score independently to ensure the reliability of the reading self-efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Self-Efficacy Items	Rating Scale			
			1	2	3	4
Decoding Self-Efficacy	Decoding Self-Efficacy is a feeling of confidents in figuring out the main idea when reading a descriptive text and a recount text.	1. I am confident that I could interpret when determining the main idea of a descriptive text.				✓
		2.. I am confident that I could interpret when completing the main idea of a descriptive text.				✓
		3. I am confident that I could interpret when adding the main idea of a descriptive text.				✓
		4. I am pleased that I could interpret when summarizing the main idea of a recount text.				✓
		5. I am pleased that I could interpret when differentiating the main idea of a recount text.				✓
		6. I am pleased that I could interpret when rewriting the main idea of a recount text.				✓
Textual Self-Efficacy	Textual Self-Efficacy is a feeling of ability to contextualize the main idea of a descriptive text and a recount text.	7. I am confident that I could contextualize when determining the specific information of a descriptive text.				✓
		8. I am confident that I could contextualize when completing the specific information of a descriptive text.				✓
		9. I am confident that I could contextualize when adding the specific information of a descriptive text.				✓
		10. I am pleased that I could contextualize to summarize the specific information of a recount text.			✓	
		11. I am pleased that I could contextualize when differentiating the specific information of a recount text.			✓	

		12. I am pleased that I could contextualize when rewriting the specific information of a recount text.				✓
Situational Self-Efficacy	Situational Self-Efficacy is a feeling of ability in situating a text to determine the text.	13. I am not confident that I could integrate when determining the textual references of a descriptive text.				✓
		14. I am not confident that I could integrate when completing the textual references of a descriptive text				✓
		15. I am not confident that I could integrate when adding the idea of the textual reference of a descriptive text.				✓
		16. I am not pleased that I could integrate when summarizing the other meaning of the word in a recount text.				✓
		17. I am not pleased that I could integrate when differentiating implicit meanings of a word in a recount text.				✓
		18. I am not pleased that I could integrate when rewriting the other meaning of a word in a recount text.				✓

Date, 02-02-2020


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3) Reading Competency Test

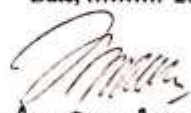
Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific 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. In order to ensure the validity and reliability, the instruments should be judged by experts prior to its use in data collection.

a) Reading Competency Test's Content Validity

To ensure the reading competency validity and reliability, please give your 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. Note the score meanings are: 1=very disagree; 2=disagree; 3=agree; 4=very agree.

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Main Idea	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 of the text.				✓
Textual Reference	Textual references are pronouns in reference to specific nouns in the text.				✓
Word meanings	Word meanings referring to denotative or any implicational and psychological word/phrases.				✓

Date, 03 - 02 - 2020


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b) Reading Competency Test's Reliability

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

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

		D. He is a kind and a jealous person				
		3. Add a paraphrase to describe J. F. Kennedy's main character. A. He is thinking of himself without regard for the others' thoughts B. He is thinking of himself without regard for the others and assertive. C. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' feelings				✓
		4. Summarize the general idea of the above text. A. Michael Jackson's pop-singing experience B. Michael Jackson's singing experience in college C. Michael Jackson's experience while in school D. Michael Jackson's book collection in library				✓
		5. Differentiate his major experience pointed out in the text. A. He collected different books for singing B. He was a self-learning person in career C. He was an autodidact owning many books D. He was a self-taught person without ambition				✓
		6. Re-write in a simple English the quote," he was pretty self-taught and owned more				

		<p>than 10,000 books in his collection".</p> <p>A. Michael Jackson was very pretty who owned many book</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 "The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail".</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p>				✓

		D. functions to balance out the legs and feet				
		<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>				✓

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

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



		<p>18. Re-write the quote runs as "Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>				✓
Word meaning	Word meanings referring to denotative or any implicational and psychological word/phrases.	<p>19. Determine the synonym of the underlined word in "If you are using leaves, put a teaspoon of tea per cup in your warm teapot".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet-smelling leave</p>				✓
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p> <p>D. to give service to customers</p>				✓
		<p>21. Complete the blanks with words in the sentence, "allow it to ... (1) for between 2 and 5 minutes,</p>				✓

		<p>depending on the (2)</p> <p>A. (1) to mix – (2) the taste B. 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 'with freshly boiled water'</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 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</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 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</p>				✓
		<p>25. Rewrite the sentence runs as, '28 people in China's Inner Mongolia Province are now under quarantine'.</p>				

		<p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>					✓
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Date, 03-02-2020



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APPENDIX 6: READING INTEREST SCALE

READING INTEREST SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda saat membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan saat membaca, 2) fokus saat membaca, 3) bagaimana Anda mengatur waktu saat membaca, 4) motivasi saat membaca, 5) antusias saat membaca 6) upaya saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide utama dari teks deskriptif.						
2. Saya senang bahwa saya dapat menyelesaikan gagasan utama dari teks deskriptif.						
3. Saya senang bahwa saya dapat menambahkan ide utama dari teks deskriptif.						
4. Saya senang bahwa saya dapat merangkum ide utama dari teks recount						
5. Saya senang bahwa saya dapat membedakan ide utama dari teks recount.						
6. Saya senang bahwa saya bisa menulis ulang ide utama dari teks recount.						
7. Saya berkonsentrasi ketika menentukan informasi spesifik dari teks deskriptif.						
8. Saya berkonsentrasi ketika menyelesaikan informasi spesifik dari teks deskriptif.						
9. Saya fokus ketika menambahkan informasi spesifik dari teks deskriptif.						
10. Saya fokus merangkum informasi spesifik dari teks recount.						
11. Saya fokus ketika membedakan informasi spesifik dari teks recount.						
12. Saya fokus ketika menulis ulang informasi spesifik dari teks recount.						

13. Saya tidak sering menentukan referensi tekstual dari teks deskriptif.						
14. Saya tidak sering melengkapi referensi tekstual dari teks deskriptif						
15. Saya tidak sering menambahkan referensi tekstual dari teks deskriptif.						
16. Saya jarang merangkum referensi tekstual dari teks recount.						
17. Saya jarang membedakan referensi tekstual dari teks recount.						
18. Saya jarang menulis ulang referensi tekstual dari teks recount.						
19. Saya tidak bersemangat menentukan arti tersirat dari teks deskriptif.						
20. Saya tidak bersemangat untuk melengkapi makna lain dari teks deskriptif.						
21. Saya tidak bersemangat menambahkan arti lain dari teks deskriptif.						
22. Saya tidak bersemangat merangkum arti tersirat dari teks recount.						
23. Saya tidak bersemangat membedakan arti kata yang lain dalam teks recount.						
24. Saya tidak bersemangat menulis ulang arti kata dalam teks recount.						
25. Saya tidak antusias menentukan ide utama teks deskriptif						
26. Saya tidak antusias ketika menyelesaikan ide utama dari teks deskriptif						
27. Saya tidak antusias menambahkan ide utama dari teks deskriptif						
28. Saya tidak antusias merangkum ide utama dalam teks recount						
29. Saya tidak antusias ketika membedakan ide utama dalam teks recount						
30. Saya tidak antusias menulis ulang gagasan utama teks recount.						
31. Saya tidak berusaha menentukan referensi tekstual dari teks recount.						
32. Saya tidak berusaha menyelesaikan referensi tekstual dari teks recount.						
33. Saya tidak berusaha ketika menambahkan referensi tekstual dari teks deskriptif						
34. Saya tidak mencoba ketika meringkas referensi tekstual dari teks recount.						
35. Saya tidak berusaha membedakan referensi teks dari teks recount						
36. Saya tidak berusaha ketika menulis ulang referensi tekstual dari teks recount.						

Date, 2020

Name:

APPENDIX 7: READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Petunjuk

8. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda saat membaca teks deskriptif dan teks recount.
9. Skala ini menunjukkan 1) bagaimana Anda mengetahui ide utama ketika membaca teks deskriptif dan teks recount, 2) bagaimana Anda mengontekstualisasikan ide utama teks deskriptif dan teks recount, dan 3) bagaimana Anda menempatkan suatu teks bacaan saat membaca teks deskriptif dan teks recount.
10. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
11. Nilailah minat membaca anda sejujur-jujurnya.
12. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
13. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
14. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bisa menafsirkan ketika menentukan ide utama teks deskriptif.						
2. Saya yakin bahwa saya bisa menafsirkan ketika menyelesaikan ide utama dari teks deskriptif.						
3. Saya yakin bahwa saya bisa menafsirkan ketika menambahkan ide utama dari teks deskriptif.						
4. Saya senang bahwa saya dapat menafsirkan ketika meringkas ide utama dari teks recount.						
5. Saya senang bahwa saya dapat menafsirkan ketika membedakan ide utama dari teks recount.						
6. Saya senang bahwa saya bisa menafsirkan ketika menulis ulang gagasan utama teks recount.						

7. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menentukan informasi spesifik dari teks deskriptif.						
8. Saya yakin bahwa saya dapat mengontekstualisasikan ketika melengkapi informasi spesifik dari teks deskriptif.						
9. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menambahkan informasi spesifik dari teks deskriptif.						
10. Saya senang bahwa saya dapat mengontekstualisasikan untuk merangkum informasi spesifik dari teks recount.						
11. Saya senang bahwa saya dapat mengontekstualisasikan ketika membedakan informasi spesifik dari teks recount.						
12. Saya senang bahwa saya dapat mengontekstualisasikan ketika menulis ulang informasi spesifik dari teks recount.						
13. Saya tidak yakin dapat mengintegrasikan ketika menentukan referensi tekstual dari teks deskriptif.						
14. Saya tidak yakin bisa mengintegrasikan ketika melengkapi referensi tekstual dari teks deskriptif.						
15. Saya tidak yakin bisa mengintegrasikan ketika menambahkan ide referensi tekstual dari teks deskriptif.						
16. Saya tidak senang bahwa saya dapat mengintegrasikan ketika meringkas arti lain dari kata tersebut dalam teks recount.						
17. Saya tidak senang bahwa saya dapat mengintegrasikan ketika membedakan makna tersirat dari sebuah kata dalam teks recount.						
18. Saya tidak senang bahwa saya dapat mengintegrasikan ketika menulis ulang arti kata lain dalam teks recount.						

Date, 2020

Name:

APPENDIX 8: READING COMPETENCY TEST

READING COMPETENCY TEST

Direction:

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

Text One : Descriptive Text of a Person.

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

Questions:

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

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

Text Two: Recount Text of a Person's Experience

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

Questions:

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

Text Three: Descriptive Text of an Animal

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

Questions:

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

Text Four: Recount Text of an Accident

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

Questions:

10. Summarize the causes of a car accident.
 - A. The drivers speed excessively beyond rules
 - B. The cars are not repaired properly by the mechanics
 - C. The young motorists are often brutal in roads
 - D. The roads are not well maintained by the pedestrians
11. Differentiate between good and drunk car drivers.
 - A. Good drivers understand that all road users have a responsibility

- B. Good drivers understand and obey the law and rules of the road
 - C. Drunk drivers drive under the situation of the streets or roads
 - D. Drunk drivers operate the vehicle in regular speed and responsibility
12. Re-write the phrase runs as, “*disturbances in certain parts of cars, such as brakes etc*”.
- A. The car’s parts may be repaired by a good mechanic
 - B. The car’s parts may be recharged instantly for safe driving
 - C. The car’s parts may be purchased to replace the old ones
 - D. The car’s parts may be disturbed by the brake and others

Text Five: Descriptive Text of a Film

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

Questions:

13. Conclude the pronouns expressed in the underlined words, “Nocturnal animal is a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright”
- A. Its-its-his-their-his
 - B. Itself-itself-himself-themselves-himself
 - C. Its-its-his-them-him
 - D. It-it-him-it-him
14. Clarify the reference of the underlined words” ...Nocturnal animal...”!
- A. It refers to a hot-blood animal
 - B. It refers to a comedy movie
 - C. It refers to a horror movie
 - D. It refers to a criminal drama movie
15. Re-write the sentence runs as , “a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford”.
- A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016
 - B. Tom Ford wrote, scripted, and launched a horror movie in 2016
 - C. Tom Ford scripted, guided, and published a criminal drama movie in 2016
 - D. Tom Ford designed, published, and directed a criminal and horror movie in 2016

Text Six : Recount Text of Incidence

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

Questions:

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

Text Seven : Descriptive Text of Procedure

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

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

Questions:

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

Text Eight : Recount Text of Incidence

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

Questions:

23. Conclude what happened in 2019?
- A. Many Chinese were killed in an outbreak
 - B. Many Mongolians were killed due to a disease
 - C. Many Chinese were killed because of a rabbit disease

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



Name:

Number:

Class:

NO	A	B	C	D
1.				
2.				
3.				
4.				
5.				

NO	A	B	C	D
16.				
17.				
18.				
19.				
20.				

6.				
7.				
8.				
9.				
10.				

21.				
22.				
23.				
24.				
25.				

11.				
12.				
13.				
14.				
15.				



No. items	Right items	IF
1.	19	0.76
2.	20	0.80
3.	20	0.80
4.	18	0.72
5.	19	0.76
6.	16	0.64
7.	18	0.72
8.	19	0.76
9.	17	0.68
10.	16	0.64
11.	20	0.80
12.	16	0.64
13.	17	0.68
14.	14	0.56
15.	14	0.56
16.	15	0.60
17.	16	0.64
18.	15	0.60
19.	20	0.80
20.	18	0.72
21.	16	0.64
22.	17	0.68
23.	16	0.64
24.	17	0.68
25.	15	0.60
No. items	Right items	IF
26.	18	0.72
27.	21	0.84
28.	16	0.64
29.	21	0.84
30.	24	0.96
31.	19	0.76
32.	16	0.64
33.	18	0.72
34.	18	0.72
35.	17	0.68
36.	21	0.84

37.	19	0.76
38.	18	0.72
39.	17	0.68
40.	19	0.76
41.	18	0.72
42.	16	0.64
43.	20	0.80
44.	19	0.76
45.	20	0.80
46.	19	0.76
47.	23	0.92
48.	18	0.72
49.	21	0.84
50.	16	0.64



APPENDIX 10. READING INTEREST DATA

READING INTEREST'S READABILITY

Kelas VIII A

No	Students	Pleasure						T	Focusing Attention						T	Time Use						T	Motivation						T	Emotional						T	Effort						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		25	26	27	28	29	30		31	32	33	34	35	36			
1	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	1	1	1	1	1	1	8	40
2	2	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	1	8	1	1	2	2	2	1	9	1	2	2	2	2	1	10	1	1	2	2	3	3	12	52	
3	3	1	1	1	1	1	1	6	2	1	1	1	1	1	8	2	1	1	1	1	2	8	2	1	1	1	1	1	8	1	2	2	2	1	1	9	1	2	2	2	3	3	13	52	
4	4	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	1	1	2	1	8	1	1	2	2	2	2	10	2	2	1	1	1	2	9	2	2	1	1	3	3	12	54	
5	5	1	1	1	1	1	2	7	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	2	2	2	1	9	1	1	1	2	2	2	9	2	3	1	1	2	3	12	51	
6	6	1	1	1	2	1	1	7	1	2	2	1	1	1	8	1	1	2	2	2	2	10	2	1	1	2	2	1	9	1	2	2	2	2	1	10	2	3	3	3	3	4	18	62	
7	7	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	1	1	1	2	7	1	1	1	1	1	2	7	1	1	1	2	1	2	8	3	3	2	2	2	2	14	49	
8	8	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	2	8	2	1	1	1	1	2	8	2	2	2	1	1	1	9	2	2	1	1	3	3	12	50	
9	9	2	2	1	1	1	1	8	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	2	1	1	1	7	1	2	2	2	2	1	10	1	2	2	2	3	3	13	51	
10	10	1	1	1	1	1	1	6	1	1	1	2	2	1	8	1	1	1	1	1	2	7	1	1	1	1	2	1	7	1	2	2	2	2	2	11	3	3	2	2	2	1	13	52	
11	11	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	2	2	2	2	10	42	
12	12	1	1	1	1	1	1	6	1	1	1	1	1	2	7	1	1	2	1	1	2	8	2	2	1	1	1	1	8	1	1	2	2	2	1	9	2	2	3	1	3	1	12	50	
13	13	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	2	2	1	1	8	1	1	1	2	2	2	9	1	2	2	2	2	1	10	1	1	2	2	3	3	12	51	
14	14	1	2	1	1	1	1	7	1	1	1	1	2	2	8	1	1	2	1	1	2	8	1	1	2	1	1	1	7	1	1	1	1	1	1	6	3	3	2	2	2	2	14	50	
15	15	1	1	2	1	1	1	7	1	1	1	1	1	1	6	2	1	2	1	1	1	8	2	2	2	1	1	1	9	1	1	2	2	2	1	9	1	2	2	4	1	4	14	53	
16	16	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	2	2	2	2	10	2	2	2	3	3	3	15	49	
17	17	1	1	1	1	2	1	7	2	1	1	1	1	1	7	1	1	2	2	2	1	9	1	1	2	1	1	2	8	2	2	1	1	2	1	9	1	2	2	3	3	2	14	54	
18	18	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	1	1	2	2	1	1	8	1	1	2	2	2	2	10	2	2	1	1	3	3	12	53	

19	1	1	1	1	1	1	2	7	1	2	1	1	1	1	7	1	2	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	2	2	3	3	1	4	50				
20	2	1	1	1	1	2	1	8	1	1	1	1	2	1	7	1	1	2	1	1	1	7	1	1	2	1	1	2	8	2	2	2	1	2	2	1	1	3	2	4	4	1	5	56					
21	2	1	1	1	1	1	1	7	1	1	1	1	1	1	6	1	1	2	1	1	1	7	2	1	1	1	1	1	7	2	1	1	2	1	1	8	1	1	1	1	2	2	8	43					
22	1	1	1	1	1	1	2	7	1	1	1	2	1	1	7	1	1	1	1	1	2	7	1	1	1	2	2	1	8	1	1	2	2	2	1	9	1	2	2	2	2	2	1	1	49				
23	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	2	1	1	1	1	1	7	1	1	1	2	2	2	9	40					
24	1	1	1	1	1	1	2	7	2	1	1	1	1	1	7	2	2	1	1	1	1	8	1	1	2	1	1	2	8	2	2	2	1	1	1	9	1	2	2	2	3	3	1	3	52				
25	2	1	1	1	1	1	1	7	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	2	2	2	1	2	1	1	0	46				
26	1	1	2	1	1	1	2	8	1	1	2	1	1	2	8	2	2	2	1	1	1	9	1	1	2	2	2	2	1	0	1	2	2	2	2	2	1	1	3	3	1	2	58						
27	2	1	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	2	1	1	8	1	1	2	2	2	2	9	1	2	2	4	1	4	1	4	52				
28	1	1	2	2	2	1	1	9	2	2	2	1	1	1	9	2	2	1	1	2	2	1	0	2	2	2	2	2	1	1	1	2	2	4	4	1	5	4	3	3	3	3	2	1	8	72			
29	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	2	1	1	1	7	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	2	2	2	2	1	0	42				
30	1	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	1	1	1	2	9	2	1	1	1	1	2	8	2	2	2	2	1	1	1	0	2	2	1	1	3	3	1	2	53			
31	1	1	2	1	1	1	1	7	1	1	1	1	2	2	8	2	1	1	1	1	1	7	1	2	1	1	1	2	8	2	1	1	2	2	1	9	1	1	2	2	3	3	1	2	51				
32	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	2	2	1	1	8	1	1	2	2	2	1	9	1	1	2	2	2	1	9	45					
TOTAL								2						2											2						2															3	9	4	162
							6								3							2						4																	2		7		

Kelas VIII C

No	Students	Pleasure					T	Focusing Attention					T	Time Use					T	Motivation					T	Emotional					T	Effort					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	25		26	27	28	29	30			31	32	33	34	35	36		
1	1	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	1	1	1	2	2	8	2	2	2	1	1	1	9	1	1	2	2	2	1	9	2	2	1	1	3	3	1	2	52
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3	3	1	1	1	1	1	1	6	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	1	1	2	2	1	0	42		
4	4	1	1	1	1	1	1	6	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	1	1	1	1	8	2	2	2	1	1	1	9		42		

5	5	1	1	1	1	1	1	6	1	1	1	2	1	1	7	1	1	1	1	2	2	8	2	1	1	1	2	2	9	2	2	2	1	1	2	1	0	2	2	2	3	2	2	1	3	53	
6	6	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	2	2	2	1	1	1	0	1	3	1	2	3	3	1	3	50	
7	7	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	2	1	1	3	3	1	2	2	3	3	2	2	1	2	1	3	52
8	8	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	1	1	1	3	3	3	1	1	3	3	2	2	1	2	1	3	54	
9	9	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	2	2	1	1	2	2	8	2	2	1	1	2	2	1	0	3	2	1	3	3	3	1	5	56	
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11	11	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	1	2	2	2	9	2	2	2	2	2	1	1	1	2	2	1	3	3	3	1	4	54	
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13	13	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	1	1	1	2	8	2	2	1	1	1	1	8	1	1	2	2	2	2	1	0	1	1	1	2	3	3	1	1	52	
14	14	1	1	2	1	1	1	7	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	2	2	8	2	2	1	1	2	2	1	0	2	1	1	3	3	3	1	3	50	
15	15	1	1	1	1	2	1	7	1	1	1	1	1	2	7	2	2	1	1	1	1	8	2	2	2	1	1	1	9	1	1	1	2	3	3	1	1	3	4	4	2	2	1	1	6	58	
16	16	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	1	1	1	2	3	1	0	42		
17	17	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	1	1	2	1	1	8	2	2	1	1	1	1	8	2	2	1	2	1	2	1	0	1	3	3	3	3	3	1	6	56	
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19	19	2	1	1	1	1	1	7	1	1	1	2	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	2	2	2	2	1	1	1	0	3	2	1	2	3	4	1	4	54	
20	20	2	1	1	1	1	2	8	2	1	2	1	1	1	8	1	1	1	1	2	2	8	1	2	2	2	1	1	9	2	1	2	2	1	2	1	0	3	2	1	3	3	3	1	4	57	
21	21	2	1	2	1	1	1	8	1	1	2	1	2	1	8	1	1	1	1	2	2	8	1	1	1	2	2	1	8	1	1	1	1	2	3	9	3	3	1	1	3	3	1	4	55		
22	22	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	2	1	1	1	8	2	1	1	1	2	2	9	4	4	3	2	2	1	1	6	53			
23	23	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	1	7	1	1	1	1	2	2	8	2	2	1	1	3	3	1	2	48		
24	24	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	3	9	3	3	3	3	3	1	1	6	53		
25	25	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	2	2	1	1	1	0	1	3	1	2	3	3	1	3	52	
26	26	1	1	1	1	2	2	8	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	2	2	2	9	1	2	3	3	3	3	1	5	53		
27	27	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	2	7	2	2	1	1	2	3	1	1	42		

28	1	1	1	1	1	2	7	2	2	1	1	1	1	8	1	1	1	2	2	1	1	8	1	1	2	2	1	1	2	3	1	3	2	1	1	2	3	1	54		
29	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	1	6	1	1	1	1	1	1	7	2	2	1	1	2	2	1	1	2	2	1	42
30	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	2	1	1	1	1	1	8	1	1	1	1	1	2	7	2	1	1	1	1	1	1	2	2	8	42	
31	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	2	1	1	1	1	1	1	1	41	
TOTAL							206							213									226																		393

Kelas VIII E

No	Students	Pleasure					T	Focusing Attention					T	Time Use					T	Motivation					T	Emotional					T	Effort					TOTAL									
		1	2	3	4	5		6	7	8	9	10		11	12	1	1	1		1	1	1	1	1		1	1	1	1	2		2	2	2	2	2		2	2	2	2	2	3	3	3	3
1	1	2	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	1	1	1	1	8	2	2	2	1	1	1	9	4	4	1	1	2	2	1	4	53		
2	2	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	2	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	40			
3	3	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	1	2	7	2	2	1	1	1	1	8	2	1	1	2	2	2	1	2	3	3	2	2	2	1	4	52		
4	4	2	1	1	1	1	7	1	1	1	1	1	2	7	2	2	1	1	1	1	8	1	1	1	1	2	2	8	2	1	2	2	1	1	9	3	3	2	2	1	2	1	3	52		
5	5	1	1	1	1	1	7	2	2	1	1	1	1	8	1	1	1	1	1	2	7	2	2	1	1	1	1	8	2	2	1	1	1	1	8	2	1	2	1	3	3	1	2	50		
6	6	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	2	2	1	1	1	9	4	3	3	3	3	2	1	8	53		
7	7	2	1	1	2	1	8	2	1	1	1	2	2	9	2	1	1	2	2	2	1	0	1	1	2	1	3	3	1	1	4	4	1	1	2	2	1	4	3	3	3	3	3	1	8	70
8	8	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	2	2	1	1	8	1	1	1	2	2	2	9	2	1	1	2	2	2	1	0	3	3	2	3	2	1	1	4	55	
9	9	2	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	2	1	2	2	1	9	3	2	2	2	2	2	1	3	50		
10	10	2	1	1	1	1	7	2	1	1	1	1	1	7	1	1	2	1	2	1	8	2	1	2	1	1	1	8	2	2	2	2	1	1	1	0	1	2	1	2	3	3	1	2	52	
11	11	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	2	1	2	8	2	1	2	2	2	1	1	0	1	1	2	2	2	2	1	0	1	3	1	3	3	3	1	4	55
12	12	2	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	1	1	1	2	8	2	2	1	2	2	1	1	0	2	1	2	1	3	3	1	2	52	
13	13	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	2	7	1	1	1	1	1	2	7	2	2	1	1	2	2	1	0	42		
14	14	1	1	1	1	1	7	2	1	1	1	1	1	7	2	2	1	1	1	1	8	1	1	1	1	2	2	8	2	1	1	1	2	2	9	2	2	2	2	2	2	1	2	51		
15	15	2	1	1	1	1	7	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	3	1	1	1	1	9	1	1	3	3	2	2	1	2	50		

16	1	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	1	1	1	1	1	7	2	1	1	1	2	2	9	2	1	1	1	2	2	9	4	4	1	1	2	2	14	52
17	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	2	2	1	1	2	2	10	40
18	2	1	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	1	1	1	1	7	1	1	1	1	1	6	1	2	1	2	3	3	12	1	1	2	2	3	3	12	52	
19	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	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	36	
20	1	1	1	1	1	1	1	6	1	1	1	1	2	2	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	2	1	2	2	10	4	4	3	3	2	2	14	52
21	1	1	1	1	1	1	2	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	2	1	1	1	1	8	2	2	1	1	1	1	8	2	2	1	1	3	3	12	49
22	1	1	2	2	1	1	1	8	2	2	2	1	1	1	9	1	2	1	2	2	1	9	1	1	1	1	1	1	6	1	1	2	2	1	1	8	2	1	2	1	3	3	12	52
23	1	1	1	1	1	1	2	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	1	2	1	3	3	12	3	2	1	2	3	3	14	55
24	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	6	1	1	1	1	1	2	8	2	1	1	2	2	2	10	42	
25	1	1	1	1	2	2	2	8	1	1	1	1	1	2	7	2	2	1	1	1	1	8	1	1	1	1	2	7	2	2	2	1	2	1	10	3	3	2	2	2	1	13	53	
26	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	2	1	7	1	1	2	2	1	1	8	1	2	1	2	3	3	12	46
27	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	2	7	2	1	1	1	1	1	7	1	2	1	2	2	2	10	42
28	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	2	2	8	2	1	1	2	2	2	10	3	3	3	3	2	2	16	52
29	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	1	1	1	2	2	8	2	2	2	2	1	1	10	43
30	1	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	1	1	1	1	8	1	1	1	1	1	6	1	1	2	2	2	1	9	1	2	3	2	3	3	14	50	
31	1	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	1	1	1	1	1	7	1	2	2	2	2	1	10	2	1	1	1	3	3	11	2	3	3	2	3	2	15	55
TOTAL								204							212							223						237							282								390	1548

APPENDIX 11. READING SELF-EFFICACY DATA

READING SELF-EFFICACY

Kelas VIII A

No	Students	Decoding Efficacy						T	Textual Self-Efficacy						T	Situational Self-Efficacy						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	1	1	1	1	1	1	6	1	1	1	3	2	1	9	1	1	1	1	3	2	9	24
2	2	2	2	2	2	2	2	12	2	3	2	2	3	2	14	3	4	3	3	3	3	19	45
3	3	3	3	2	1	1	1	11	2	2	3	2	2	2	13	4	4	3	3	4	4	22	46
4	4	3	3	2	2	1	1	12	2	3	3	2	3	2	15	2	2	3	3	4	4	18	45
5	5	3	2	2	2	2	2	13	2	3	3	2	3	3	16	3	3	2	2	3	4	17	46
6	6	3	3	2	2	4	4	18	3	3	2	2	4	4	18	4	4	3	4	4	3	22	58
7	7	3	3	2	2	1	2	13	2	2	2	2	2	3	13	4	4	3	3	3	3	20	46
8	8	3	3	2	1	1	2	12	3	3	2	3	2	3	16	3	3	3	3	4	4	20	48
9	9	2	2	2	1	1	2	10	3	3	2	2	2	2	14	4	4	3	2	2	1	16	40
10	10	1	1	2	2	3	3	12	3	3	2	3	3	2	16	2	2	3	3	4	4	18	46
11	11	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	2	1	1	2	10	23
12	12	3	3	3	2	2	2	15	2	2	3	3	3	3	16	3	3	2	2	4	4	18	49
13	13	3	3	2	2	1	1	12	3	2	3	2	3	2	15	4	3	3	3	3	3	19	46
14	14	3	2	1	2	2	2	12	3	3	2	2	2	2	14	4	4	3	3	3	3	20	45
15	15	1	1	1	1	2	2	8	2	3	3	2	3	2	15	3	3	4	3	3	3	19	42
16	16	3	3	2	2	2	1	13	2	2	2	2	2	2	12	1	3	3	2	2	4	15	40
17	17	2	2	1	1	2	2	10	3	3	3	2	2	2	15	4	4	3	3	3	3	20	45
18	18	3	2	2	2	1	1	11	3	3	2	2	2	3	15	4	4	3	2	2	1	16	42
19	19	3	3	2	1	1	1	11	3	3	2	2	2	2	14	4	4	3	3	3	4	21	46
20	20	3	2	2	1	1	1	10	2	2	2	2	3	3	14	3	3	3	3	3	3	18	42
21	21	1	1	1	1	1	1	6	1	1	1	1	2	2	8	1	1	1	1	3	3	10	24
22	22	3	2	1	1	3	3	13	2	3	3	2	3	2	15	4	4	4	3	2	1	18	46
23	23	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	3	1	3	2	11	23
24	24	3	2	1	1	2	3	12	3	3	2	2	2	2	14	3	3	3	3	4	4	20	46

25	25	1	1	1	2	2	2	9	3	3	2	2	1	2	13	3	3	2	2	2	2	14	36
26	26	3	3	2	2	1	1	12	4	4	3	3	3	3	19	3	3	3	3	3	2	17	48
27	27	2	3	3	2	2	1	13	3	3	2	2	2	2	14	4	4	3	3	3	1	18	45
28	28	2	2	3	3	4	4	18	3	3	3	3	4	4	20	3	3	4	4	3	3	20	58
29	29	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	1	2	2	2	2	10	24
30	30	3	3	2	2	1	1	12	3	3	2	2	2	2	14	4	4	3	3	3	3	20	46
31	31	3	3	1	2	2	2	13	2	3	2	2	3	2	14	2	2	3	3	4	4	18	45
32	32	2	2	1	1	1	1	8	1	1	2	3	3	3	13	3	3	3	4	3	3	19	40
TOTAL								356							438							552	1345

Kelas VIII C

No	Students	Decoding Self-Efficacy						T	Textual Self-Efficacy						T	Situational Self-Efficacy						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	3	3	3	3	2	1	15							18	43
2	2	3	2	2	2	2	1	12	3	3	3	2	1	2	14	3	4	3	3	3	4	20	46
3	3	1	1	1	1	1	1	6	1	1	2	2	2	1	9	1	1	2	2	2	1	9	24
4	4	1	1	1	2	2	1	8	1	2	2	2	1	1	9	2	2	2	2	2	1	11	28
5	5	1	2	2	2	1	4	12	4	3	3	3	3	2	17	4	3	3	3	3	3	19	48
6	6	1	2	1	2	3	3	12	4	4	3	3	2	2	14	3	4	3	3	3	3	19	45
7	7	3	3	2	2	2	1	13	2	3	3	2	3	2	15	2	2	3	3	3	4	17	45
8	8	2	2	2	2	2	2	12	3	3	2	2	2	2	14	3	3	3	3	4	4	20	46
9	9	2	2	1	1	2	2	10	3	2	2	3	2	3	15	4	4	3	3	3	3	20	45
10	10	1	1	1	1	1	1	6	2	1	2	1	1	1	8	1	1	1	2	2	2	9	23
11	11	2	2	2	2	2	1	11	3	2	3	2	2	2	14	4	4	3	3	3	3	20	45
12	12	3	3	3	3	2	2	16	3	3	3	3	3	3	18	4	4	4	4	4	4	24	58
13	13	2	2	2	2	2	2	12	2	2	3	3	3	3	16	4	3	3	3	2	2	18	46
14	14	1	3	1	2	3	1	11	3	3	3	3	2	2	16	4	3	3	3	2	2	18	45
15	15	1	3	1	2	3	1	11	4	4	2	2	2	1	15	4	4	4	4	2	2	20	46
16	16	2	1	1	1	1	1	7	1	1	2	2	1	1	8	2	2	1	1	2	2	10	25

17	17	2	2	2	2	2	2	12	3	3	3	3	2	2	16	3	3	4	2	3	3	18	46
18	18	1	1	2	2	2	1	9	1	2	2	2	1	4	12	3	3	2	2	2	1	13	34
19	19	1	1	1	2	3	3	11	3	2	3	3	3	3	17	3	3	4	2	3	3	18	46
20	20	1	1	2	2	2	1	9	4	3	3	3	2	2	17	3	3	4	3	3	3	19	45
21	21	2	2	2	2	2	2	12	4	4	3	3	2	2	18	4	4	3	3	3	2	18	45
22	22	3	3	2	2	2	2	14	3	3	3	2	2	2	15	4	3	3	3	3	2	17	46
23	23	2	2	2	2	1	1	10	3	3	3	2	2	2	15	3	3	3	3	4	4	20	45
24	24	2	1	1	2	2	2	10	2	2	3	3	3	4	17	4	3	3	3	3	2	18	45
25	25	3	3	1	1	2	2	12	3	3	3	3	2	2	16	4	3	3	3	3	2	18	46
26	26	2	1	2	1	2	2	10	3	2	2	3	3	2	15	4	3	3	3	2	3	18	43
27	27	2	1	1	1	1	1	7	1	1	2	2	1	1	8	2	2	1	1	1	2	9	24
28	28	2	2	2	1	1	2	10	4	3	3	3	2	2	18	4	4	3	3	2	2	18	46
29	29	1	1	1	1	1	1	6	1	1	1	1	1	1	6	2	3	2	2	2	1	12	24
30	30	1	1	1	1	1	1	6	1	1	1	1	1	2	7	2	2	2	1	1	2	10	23
31	31	1	1	1	1	1	2	7	2	1	1	1	1	2	8	2	2	2	1	1	2	9	24
TOTAL								314							422							507	1240

Kelas VIII E

No	Students	Decoding Self-Efficacy						T	Textual Self-Efficacy						T	Situational Self-Efficacy						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	3	3	2	2	1	1	12	3	3	3	3	3	1	16	3	3	3	3	3	3	18	46
2	2	1	1	1	1	1	1	6	2	1	1	1	2	2	9	2	1	1	1	2	2	9	24
3	3	3	3	2	2	1	1	12	3	3	3	3	2	2	16	3	3	3	3	3	2	17	45
4	4	4	4	2	1	1	2	14	4	3	3	1	1	2	14	3	3	3	3	2	4	18	46
5	5	3	3	2	2	1	1	12	3	3	2	3	2	2	15	4	3	3	2	2	2	19	46
6	6	1	2	2	1	1	1	9	4	4	1	1	3	3	16	3	3	3	3	2	2	17	42
7	7	3	3	2	3	3	2	16	4	4	4	4	3	3	22	4	4	3	3	3	3	20	58
8	8	2	2	1	1	1	1	8	3	3	2	3	3	2	16	4	4	3	3	2	2	18	42
9	9	4	4	1	1	2	2	12	3	3	2	3	2	2	15	4	4	3	3	2	2	18	45

10	10	2	1	1	2	2	2	10	3	3	2	2	3	3	16	4	4	2	3	3	4	20	46
11	11	1	1	2	1	2	3	10	3	3	3	3	3	2	16	3	4	3	3	3	3	19	45
12	12	1	2	1	2	2	2	10	2	1	1	2	2	2	10	4	4	4	4	4	2	22	42
13	13	1	1	1	1	1	1	6	2	1	1	2	1	2	9	2	1	1	2	1	2	9	24
14	14	2	1	1	1	1	1	7	3	2	3	3	3	3	17	3	3	3	3	3	3	18	42
15	15	3	3	2	2	1	1	12	3	3	3	3	2	2	16	4	4	3	3	2	2	18	46
16	16	3	3	1	1	1	1	10	3	2	2	2	2	2	13	3	4	3	3	3	3	19	42
17	17	1	1	1	1	1	1	6	1	1	1	2	2	2	9	2	3	1	1	1	1	9	24
18	18	3	3	2	1	1	1	11	3	3	2	2	1	2	13	4	4	3	3	2	2	18	42
19	19	1	1	1	1	1	1	6	1	1	1	2	2	2	9	1	1	1	2	2	2	9	24
20	20	1	1	1	1	1	2	7	2	2	3	2	3	2	14	4	4	4	3	3	3	21	42
21	21	2	1	1	3	3	2	12	4	4	3	1	1	2	15	4	4	3	3	2	2	18	45
22	22	1	1	1	1	1	2	7	2	2	3	3	3	4	17	4	4	3	3	2	2	18	42
23	23	2	1	1	2	2	2	10	2	2	3	2	3	2	14	4	3	3	3	2	2	16	40
24	24	2	1	1	1	1	1	7	1	1	2	1	1	1	7	2	1	1	2	2	2	10	24
25	25	2	1	1	1	3	3	11	3	2	2	2	2	2	13	3	4	3	3	3	2	18	42
26	26	2	1	1	1	2	2	9	3	3	2	2	2	1	13	3	3	2	2	2	2	14	36
27	27	1	1	1	2	1	1	7	1	1	2	1	1	1	7	2	1	1	2	2	2	10	24
28	28	1	2	2	1	1	1	8	4	4	1	1	3	3	16	3	3	3	3	2	4	18	42
29	29	2	1	1	1	1	1	7	2	1	1	1	1	1	7	2	1	1	2	2	2	10	24
30	30	1	3	3	2	2	1	12	4	4	3	1	1	2	15	3	4	3	3	3	2	18	45
31	31	3	2	2	2	2	2	13	4	4	3	2	2	1	16	4	3	3	3	2	2	17	46
TOTAL								299							421							503	1223



APPENDIX 12. READING COMPETENCY DATA

No	ITEM NUMBER																								Total	
	0	0	0	0	0	0	0	0	0	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	1	0	0	0	1	0	1	0	1	1	1	1	0	0	0	0	0	1	28
2	0	0	1	1	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	0	0	0	1	0	1	40
3	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	0	0	0	0	1	44
4	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	1	0	36
5	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	36
6	0	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	56
7	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	0	40
8	0	1	0	0	1	0	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	44
9	0	0	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	40
10	1	0	1	1	0	0	0	1	0	0	1	0	1	0	1	1	1	0	0	1	0	0	0	0	1	44
11	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	0	0	28
12	0	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	0	1	44
13	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	32
14	1	0	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	1	40
15	0	0	1	0	0	1	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	0	0	1	0	44
16	1	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	0	0	0	1	0	36
17	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	48
18	1	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	0	40
19	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	36
20	1	0	1	1	0	1	1	1	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0	1	52
21	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	0	1	28
22	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	36
23	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	28
24	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	1	0	0	0	1	0	0	1	40
25	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	1	0	32
26	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	1	1	0	0	0	1	36

27	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	44		
28	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	1	0	60		
29	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	28		
30	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	40		
31	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	0	0	0	44		
32	0	0	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	32		
Kelas 8A																										
	S = 64 B = 32			S = 65 B = 31			S = 61 B = 35			S = 62 B = 34			S = 41 B = 55			S = 50 B = 46			S = 85 B = 43			S = 58 B = 38				
1	1	0	0	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	36
2	0	0	1	0	0	0	1	1	0	1	0	0	1	1	1	1	1	1	0	0	0	0	1	0	0	44
3	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	28
4	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	28
5	0	1	0	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	1	36
6	1	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	0	1	48
7	0	0	1	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	40
8	1	1	0	1	0	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	48
9	1	0	1	1	0	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	40
10	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	0	0	1	0	0	28
11	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	0	1	0	1	0	36
12	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	60
13	0	0	0	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	0	1	0	44
14	1	0	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	1	40
15	0	0	1	0	0	1	0	0	0	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	36
16	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	28
17	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	1	44
18	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	1	1	0	32
19	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	36
20	1	0	1	0	1	0	0	1	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	1	0	48
21	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	1	1	0	1	0	1	0	0	1	40
22	0	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	48
23	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	36
24	0	0	1	0	1	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	40
25	0	1	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	36

26	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	1	1	1	1	0	1	0	0	40				
27	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	28			
28	1	1	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	44		
29	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	28		
30	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	24			
31	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	0	0	0	28			
Kelas 8C																												
	S = 62 B = 31			S = 63 B = 30			S = 59 B = 34			S = 61 B = 32			S = 44 B = 49			S = 51 B = 42			S = 83 B = 41			S = 60 B = 33						
1	0	1	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	44			
2	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	20			
3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	36	
4	0	1	0	0	1	1	0	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	0	0	0	1	44	
5	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	40	
6	1	0	1	1	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	0	1	1	0	0	48		
7	0	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	56	
8	0	1	1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	36	
9	0	1	0	0	0	1	0	1	0	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	40		
10	0	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	36
11	1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	1	0	1	0	40	
12	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	0	0	36	
13	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	1	0	1	28	
14	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	40	
15	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	1	0	1	44	
16	1	0	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	1	44	
17	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	28	
18	1	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	44	
19	1	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	24	
20	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	36	
21	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	40
22	1	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	0	0	0	1	0	1	0	40	
23	1	0	1	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	44	
24	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	20	
25	1	0	1	0	1	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	0	36	

26	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	32		
27	0	0	0	0	0	1	0	0	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	28	
28	1	0	0	1	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	0	36
29	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	20	
30	0	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	36
31	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	0	1	0	0	1	0	1	0	0	40
Kelas 8E																									
	S = 64 B = 29	S = 67 B = 26	S = 62 B = 31	S = 63 B = 30	S = 43 B = 50	S = 50 B = 43	S = 79 B = 45	S = 62 B = 31																	



APPENDIX 13. DATA RECAPITULATION

No	Names	Class	Reading Interest	Reading Self-Efficacy	Reading Competency
1.	A	I	40	24	28
2.	B	I	52	45	40
3.	C	I	52	46	44
4.	D	I	54	45	36
5.	E	I	51	46	36
6.	F	I	62	58	56
7.	G	I	49	46	40
8.	H	I	50	48	44
9.	I	I	51	40	40
10.	J	I	52	46	44
11.	K	I	42	23	28
12.	L	I	50	49	44
13.	M	I	51	46	32
14.	N	I	50	45	40
15.	O	I	53	42	44
16.	P	I	49	40	36
17.	Q	I	54	45	48
18.	R	I	53	42	40
19.	S	I	50	46	36
20.	T	I	56	42	52
21.	U	I	43	24	28
22.	V	I	49	46	36
23.	W	I	40	23	28
24.	X	I	52	46	40
25.	Y	I	46	36	32
26.	Z	I	58	48	36
27.	AA	I	52	45	44
28.	BB	I	72	58	60
29.	CC	I	42	24	28
30.	DD	I	53	46	40
31.	EE	I	51	45	44
32.	FF	I	45	40	32
33.	GG	II	52	43	36
34.	HH	II	48	46	44
35.	II	II	42	24	28
36.	JJ	II	42	28	28
37.	KK	II	53	48	36
38.	LL	II	50	45	48
39.	MM	II	52	45	40
40.	NN	II	54	46	48

41.	OO	II	56	45	40
42.	PP	II	42	23	28
43.	QQ	II	54	45	36
44.	RR	II	70	58	60
45.	SS	II	52	46	44
46.	TT	II	50	45	40
47.	UU	II	58	46	36
48.	VV	II	42	25	28
49.	WW	II	56	46	44
50.	XX	II	45	34	32
51.	YY	II	54	46	36
52.	ZZ	II	57	45	48
53.	AAA	II	55	45	40
54.	BBB	II	53	46	48
55.	CCC	II	48	45	36
56.	DDD	II	53	45	40
57.	EEE	II	52	46	36
58.	FFF	II	53	43	40
59.	GGG	II	42	24	28
60.	HHH	II	54	46	44
61.	III	II	42	24	28
62.	JJJ	II	42	23	24
63.	KKK	II	41	24	28
64.	LLL	III	53	46	44
65.	MMM	III	40	24	20
66.	NNN	III	52	45	36
67.	OOO	III	52	46	44
68.	PPP	III	50	46	40
69.	QQQ	III	53	42	48
70.	RRR	III	70	58	56
71.	SSS	III	55	42	36
72.	TTT	III	50	45	40
73.	UUU	III	52	46	36
74.	VVV	III	55	45	40
75.	WWW	III	52	42	36
76.	XXX	III	42	24	28
77.	YYY	III	51	42	40
78.	ZZZ	III	50	46	44
79.	AAAA	III	52	42	44
80.	BBBB	III	40	24	28
81.	CCCC	III	52	42	44
82.	DDDD	III	36	24	24
83.	EEEE	III	52	42	36
84.	FFFF	III	49	45	40
85.	GGGG	III	52	42	40

86.	HHHH	III	55	40	44
87.	IIII	III	42	24	20
88.	JJJJ	III	53	42	36
89.	KKKK	III	46	36	32
90.	LLLL	III	42	24	28
91.	MMMM	III	52	42	36
92.	NNNN	III	43	24	20
93.	OOOO	III	50	45	36
94.	PPPP	III	55	46	40



APPENDIX 14. DESCRIPTIVS OF READING INTEREST, READING SELF-EFFICACY AND READING COMPETENCY

Descriptive Statistics			
	Mean	Std. Deviation	N
Interest	50.3830	6.32814	94
Efficacy	40.5106	9.36448	94
Competency	37.9149	8.18556	94

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Interest	94	36.00	36.00	72.00	50.3830	.65270	6.32814	40.045
Efficacy	94	35.00	23.00	58.00	40.5106	.96587	9.36448	87.693
Competency	94	40.00	20.00	60.00	37.9149	.84428	8.18556	67.003
Valid N (listwise)	94							

APPENDIX 15. DESCRIPTIVES OF READING INTEREST BASED ON CLASSES

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
classI	32	32.00	40.00	72.00	50.7500	1.10625	6.25790	39.161
classII	31	29.00	41.00	70.00	50.4516	1.17395	6.53625	42.723
classIII	31	34.00	36.00	70.00	49.9355	1.14435	6.37148	40.596
Valid (listwise)	N 31							



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

Descriptive Statistics								
Reading Self-Efficacy Score								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
classI	32	35.00	23.00	58.00	42.0313	1.61050	9.11038	82.999
classII	31	35.00	23.00	58.00	40.0000	1.78464	9.93646	98.733
classIII	31	34.00	24.00	58.00	39.4516	1.64077	9.13542	83.456
Valid (listwise)	N 31							



APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

Descriptive Statistics								
Reading Competency Score								
	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
classI	32	32.00	28.00	60.00	39.2500	1.40778	7.96363	63.419
classII	31	36.00	24.00	60.00	37.8065	1.47044	8.18706	67.028
classIII	31	36.00	20.00	56.00	36.6452	1.51944	8.45990	71.570
Valid (listwise)	N 31							



APPENDIX 18. INDICATORS OF READING INTEREST, READING SELF EFFICACY, AND READING COMPETENCY BASED ON CLASSES

A. CLASS A

Statistics														
Class		Pleasure	Focusing Attention	Time Use	Motivation	Emotional	Effort	Decoding SE	Textual SE	Situational SE	Main Idea	Specific Idea	Textual Reference	Word Meaning
I	Mean	6.7500	6.9688	7.5625	7.9375	9.1250	12.4063	11.1250	13.6875	17.2500	7.7500	8.6250	12.6250	10.0000
	Std. Error of Mean	.13470	.15865	.18479	.20546	.29013	.42088	.53835	.57403	.64446	.64602	.67464	.57106	.59568
	Std. Deviation	.76200	.89747	1.04534	1.16224	1.64120	2.38083	3.04536	3.24721	3.64559	3.65443	3.81635	3.23040	3.36969
	Variance	.581	.805	1.093	1.351	2.694	5.668	9.274	10.544	13.290	13.355	14.565	10.435	11.355
	Range	3.00	3.00	4.00	5.00	9.00	10.00	12.00	14.00	13.00	16.00	16.00	12.00	12.00

B. CLASS C

Statistics														
Class		Pleasure	Focusing Attention	Time Use	Motivation	Emotional	Effort	Decoding SE	Textual SE	Situational SE	Main Idea	Specific Idea	Textual Reference	Word Meaning
II	Mean	6.6452	6.8710	7.2903	7.7419	9.2258	12.6774	10.1290	13.6129	16.3548	7.8710	8.5161	11.7419	9.5484
	Std. Error of Mean	.12741	.14474	.16844	.19102	.31008	.43598	.45612	.66668	.76418	.70595	.80305	.94467	.66046
	Std. Deviation	.70938	.80589	.93785	1.06357	1.72645	2.42744	2.53958	3.71194	4.25479	3.93058	4.47117	5.25971	3.67731
	Variance	.503	.649	.880	1.131	2.981	5.892	6.449	13.778	18.103	15.449	19.991	27.665	13.523
	Range	2.00	3.00	4.00	5.00	7.00	10.00	10.00	12.00	15.00	16.00	16.00	20.00	12.00

C. CLASS E

Statistics														
Class		Pleasure	Focusing Attention	Time Use	Motivation	Emotional	Effort	Decoding SE	Textual SE	Situational SE	Main Idea	Specific Idea	Textual Reference	Word Meaning
III	Mean	6.5806	6.8387	7.1935	7.6452	9.0968	12.5806	9.6452	13.5806	16.2258	7.0968	8.0000	11.8710	9.8065
	Std. Error of Mean	.12070	.14735	.17609	.22504	.31231	.45620	.48092	.64220	.71649	.63475	.85005	.89891	.73823
	Std. Deviation	.67202	.82044	.98045	1.25295	1.73887	2.54000	2.67767	3.57560	3.98923	3.53417	4.73286	5.00494	4.11031
	Variance	.452	.673	.961	1.570	3.024	6.452	7.170	12.785	15.914	12.490	22.400	25.049	16.895
	Range	2.00	3.00	4.00	5.00	8.00	12.00	10.00	15.00	13.00	12.00	20.00	20.00	16.00

D. THREE CLASSES

Statistics														
Class		Pleasure	Focusing Attention	Time Use	Motivation	Emotional	Effort	Decoding SE	Textual SE	Situational SE	Main Idea	Specific Idea	Textual Reference	Word Meaning
Total	Mean	6.6596	6.8936	7.3511	7.7766	9.1489	12.5532	10.3085	13.6277	16.6170	7.5745	8.3830	12.0851	9.7872
	Std. Error of Mean	.07341	.08619	.10226	.11925	.17375	.25020	.28938	.35857	.40758	.38010	.44488	.46856	.38081
	Std. Deviation	.71170	.83561	.99144	1.15614	1.68458	2.42574	2.80563	3.47645	3.95161	3.68516	4.31329	4.54289	3.69211
	Variance	.507	.698	.983	1.337	2.838	5.884	7.872	12.086	15.615	13.580	18.604	20.638	13.632
	Range	3.00	3.00	4.00	5.00	9.00	12.00	12.00	16.00	15.00	16.00	20.00	20.00	16.00

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

Descriptive Statistics			
	Mean	Std. Deviation	N
Interest	50.3830	6.32814	94
Efficacy	40.5106	9.36448	94
Competency	37.9149	8.18556	94

Correlations				
		Interest	Efficacy	Competency
Interest	Pearson Correlation	1	.879**	.852**
	Sig. (2-tailed)		.000	.000
	N	94	94	94
Efficacy	Pearson Correlation	.879**	1	.845**
	Sig. (2-tailed)	.000		.000
	N	94	94	94
Competency	Pearson Correlation	.852**	.845**	1
	Sig. (2-tailed)	.000	.000	
	N	94	94	94
**. Correlation is significant at the 0.01 level (2-tailed).				

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

Descriptive Statistics			
	Mean	Std. Deviation	N
Competency	37.9149	8.18556	94
Interest	50.3830	6.32824	94
Efficacy	40.5106	9.36448	94

Correlations				
		Competency	Interest	Efficacy
Pearson Correlation	Competency	1.000	.852	.845
	Interest	.852	1.000	.879
	Efficacy	.845	.879	1.000
Sig. (1-tailed)	Competency	.	.000	.000
	Interest	.000	.	.000
	Efficacy	.000	.000	.
N	Competency	94	94	94
	Interest	94	94	94
	Efficacy	94	94	94

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.875 _a	.766	.761	4.00066	.766	149.165	2	91	.000	

a. Predictors: (Constant), Efficacy, Interest

APPENDIX 21. SHEET OF READING INTEREST SCALE

READING INTEREST SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda saat membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan saat membaca, 2) fokus saat membaca, 3) bagaimana Anda mengatur waktu saat membaca, 4) motivasi saat membaca, 5) antusias saat membaca 6) upaya saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide utama dari teks deskriptif.	✓			✓		
2. Saya senang bahwa saya dapat menyelesaikan gagasan utama dari teks deskriptif.	✓		✓			
3. Saya senang bahwa saya dapat menambahkan ide utama dari teks deskriptif.	✓		✓			
4. Saya senang bahwa saya dapat merangkum ide utama dari teks recount	✓		✓			
5. Saya senang bahwa saya dapat membedakan ide utama dari teks recount.	✓		✓			
6. Saya senang bahwa saya bisa menulis ulang ide utama dari teks recount.	✓		✓			
7. Saya berkonsentrasi ketika menentukan informasi spesifik dari teks deskriptif.	✓		✓			
8. Saya berkonsentrasi ketika menyelesaikan informasi spesifik dari teks deskriptif.	✓		✓			
9. Saya fokus ketika menambahkan informasi spesifik dari teks deskriptif.	✓		✓			
10. Saya fokus merangkum informasi spesifik dari teks recount.	✓		✓			
11. Saya fokus ketika membedakan informasi spesifik dari teks recount.	✓		✓			

12. Saya fokus ketika menulis ulang informasi spesifik dari teks recount.	✓			✓	
13. Saya tidak sering menentukan referensi tekstual dari teks deskriptif.	✓			✓	
14. Saya tidak sering melengkapi referensi tekstual dari teks deskriptif	✓			✓	
15. Saya tidak sering menambahkan referensi tekstual dari teks deskriptif.	✓		✓		
16. Saya jarang merangkum referensi tekstual dari teks recount.	✓		✓		
17. Saya jarang membedakan referensi tekstual dari teks recount.	✓		✓		
18. Saya jarang menulis ulang referensi tekstual dari teks recount.	✓		✓		
19. Saya tidak bersemangat menentukan arti tersirat dari teks deskriptif.	✓		✓		
20. Saya tidak bersemangat untuk melengkapi makna lain dari teks deskriptif.	✓		✓		
21. Saya tidak bersemangat menambahkan arti lain dari teks deskriptif.	✓		✓		
22. Saya tidak bersemangat merangkum arti tersirat dari teks recount.	✓		✓		
23. Saya tidak bersemangat membedakan arti kata yang lain dalam teks recount.	✓		✓		
24. Saya tidak bersemangat menulis ulang arti kata dalam teks recount.	✓		✓		
25. Saya tidak antusias menentukan ide utama teks deskriptif	✓		✓		
26. Saya tidak antusias ketika menyelesaikan ide utama dari teks deskriptif	✓		✓		
27. Saya tidak antusias menambahkan ide utama dari teks deskriptif	✓		✓		
28. Saya tidak antusias merangkum ide utama dalam teks recount	✓		✓		
29. Saya tidak antusias ketika membedakan ide utama dalam teks recount	✓		✓		
30. Saya tidak antusias menulis ulang gagasan utama teks recount.	✓		✓		
31. Saya tidak berusaha menentukan referensi tekstual dari teks recount.	✓			✓	
32. Saya tidak berusaha menyelesaikan referensi tekstual dari teks recount.	✓			✓	
33. Saya tidak berusaha ketika menambahkan referensi tekstual dari teks deskriptif	✓		✓		
34. Saya tidak mencoba ketika meringkas referensi tekstual dari teks recount.	✓		✓		
35. Saya tidak berusaha membedakan referensi teks dari teks recount	✓		✓		
36. Saya tidak berusaha ketika menulis ulang referensi tekstual dari teks recount.	✓		✓		

Date, 13.12.2020

Name:
Kadek Adelia Sri Rahayu

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda saat membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan saat membaca, 2) fokus saat membaca, 3) bagaimana Anda mengatur waktu saat membaca, 4) motivasi saat membaca, 5) antusias saat membaca, 6) upaya saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide utama dari teks deskriptif.	✓			✓		
2. Saya senang bahwa saya dapat menyelesaikan gagasan utama dari teks deskriptif.	✓			✓		
3. Saya senang bahwa saya dapat menambahkan ide utama dari teks deskriptif.	✓		✓			
4. Saya senang bahwa saya dapat merangkum ide utama dari teks recount.	✓		✓			
5. Saya senang bahwa saya dapat membedakan ide utama dari teks recount.	✓		✓			
6. Saya senang bahwa saya bisa menulis ulang ide utama dari teks recount.	✓		✓			
7. Saya berkonsentrasi ketika menentukan informasi spesifik dari teks deskriptif.	✓			✓		
8. Saya berkonsentrasi ketika menyelesaikan informasi spesifik dari teks deskriptif.	✓			✓		
9. Saya fokus ketika menambahkan informasi spesifik dari teks deskriptif.	✓			✓		
10. Saya fokus merangkum informasi spesifik dari teks recount.	✓			✓		
11. Saya fokus ketika membedakan informasi spesifik dari teks recount.	✓			✓		

12. Saya tidak sering menulis ulang gagasan utama teks recount.	✓		✓		
13. Saya tidak sering menentukan referensi tekstual dari teks deskriptif.	✓			✓	
14. Saya tidak sering melengkapi referensi tekstual dari teks deskriptif.	✓			✓	
15. Saya tidak sering menambahkan referensi tekstual dari teks deskriptif.	✓			✓	
16. Saya jarang merangkum referensi tekstual dari teks recount.	✓		✓		
17. Saya jarang membedakan referensi tekstual dari teks recount.	✓		✓		
18. Saya jarang menulis ulang referensi tekstual dari teks recount.	✓			✓	
19. Saya tidak bersemangat menentukan arti tersirat dari teks deskriptif.	✓			✓	
20. Saya tidak bersemangat untuk melengkapi makna lain dari teks deskriptif.	✓			✓	
21. Saya tidak bersemangat menambahkan arti lain dari teks deskriptif.	✓			✓	
22. Saya tidak bersemangat merangkum arti tersirat dari teks recount.	✓			✓	
23. Saya tidak bersemangat membedakan arti kata yang lain dalam teks recount.	✓			✓	
24. Saya tidak bersemangat menulis ulang arti kata dalam teks recount.	✓		✓		
25. Saya tidak antusias menentukan ide utama teks deskriptif.	✓				✓
26. Saya tidak antusias ketika menyelesaikan ide utama dari teks deskriptif.	✓		✓		
27. Saya tidak antusias menambahkan ide utama dari teks deskriptif.	✓		✓		
28. Saya tidak antusias merangkum ide utama dalam teks recount.	✓				✓
29. Saya tidak antusias ketika membedakan ide utama dalam teks recount.	✓				✓
30. Saya tidak antusias menulis ulang gagasan utama teks recount.	✓				✓
31. Saya tidak berusaha menentukan referensi tekstual dari teks recount.	✓				✓
32. Saya tidak berusaha menyelesaikan referensi tekstual dari teks recount.	✓				✓
33. Saya tidak berusaha ketika menambahkan referensi tekstual dari teks deskriptif.	✓				✓
34. Saya tidak mencoba ketika meringkas referensi tekstual dari teks recount.	✓				✓
35. Saya tidak berusaha membedakan referensi teks dari teks recount.	✓				✓
36. Saya tidak berusaha ketika menulis ulang referensi tekstual dari teks recount.	✓				✓

Date: 14-3-2020

Name:
Ketut Ardiana

NDIKSA



Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda saat membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan saat membaca, 2) fokus saat membaca, 3) bagaimana Anda mengatur waktu saat membaca, 4) motivasi saat membaca, 5) antusias saat membaca 6) upaya saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide utama dari teks deskriptif.	√		r			
2. Saya senang bahwa saya dapat menyelesaikan gagasan utama dari teks deskriptif.	√		r			
3. Saya senang bahwa saya dapat menambahkan ide utama dari teks deskriptif.	r		r			
4. Saya senang bahwa saya dapat merangkum ide utama dari teks recount.	r			r		
5. Saya senang bahwa saya dapat membedakan ide utama dari teks recount.	r		r			
6. Saya senang bahwa saya bisa menulis ulang ide utama dari teks recount.	r		r			
7. Saya berkonsentrasi ketika menentukan informasi spesifik dari teks deskriptif.	√		r			
8. Saya berkonsentrasi ketika menyelesaikan informasi spesifik dari teks deskriptif.	r			r		
9. Saya fokus ketika menambahkan informasi spesifik dari teks deskriptif.	r			r		
10. Saya fokus merangkum informasi spesifik dari teks recount.	r		r			
11. Saya fokus ketika membedakan informasi spesifik dari teks recount.	√		r			

12. Saya jarang menulis ulang gagasan dari sumber yang saya baca deskriptif.	✓		✓		
13. Saya tidak sering menentukan referensi tekstual dari teks deskriptif.	✓		✓		
14. Saya tidak sering melengkapi referensi tekstual dari teks deskriptif.	✓		✓		
15. Saya tidak sering menambahkan referensi tekstual dari teks deskriptif.	✓			✓	
16. Saya jarang merangkum referensi tekstual dari teks recount.	✓			✓	
17. Saya jarang membedakan referensi tekstual dari teks recount.	✓			✓	
18. Saya jarang menulis ulang referensi tekstual dari teks recount.	✓			✓	
19. Saya tidak bersemangat menentukan arti tersirat dari teks deskriptif.	✓			✓	
20. Saya tidak bersemangat untuk melengkapi makna lain dari teks deskriptif.	✓		✓		
21. Saya tidak bersemangat menambahkan arti lain dari teks deskriptif.	✓		✓		
22. Saya tidak bersemangat merangkum arti tersirat dari teks recount.	✓			✓	
23. Saya tidak bersemangat membalikan arti kata yang lain dalam teks recount.	✓			✓	
24. Saya tidak bersemangat menulis ulang arti kata dalam teks recount.	✓		✓		
25. Saya tidak antusias menentukan ide utama teks deskriptif.	✓		✓		
26. Saya tidak antusias ketika menyelesaikan ide utama dari teks deskriptif.	✓			✓	
27. Saya tidak antusias menambahkan ide utama dari teks deskriptif.	✓			✓	
28. Saya tidak antusias merangkum ide utama dalam teks recount.	✓			✓	
29. Saya tidak antusias ketika membedakan ide utama dalam teks recount.	✓			✓	
30. Saya tidak antusias menulis ulang gagasan utama teks recount.	✓		✓		
31. Saya tidak berusaha menentukan referensi tekstual dari teks recount.	✓			✓	
32. Saya tidak berusaha menyelesaikan referensi tekstual dari teks recount.	✓				✓
33. Saya tidak berusaha ketika menambahkan referensi tekstual dari teks deskriptif.	✓				✓
34. Saya tidak mencoba ketika meringkas referensi tekstual dari teks recount.	✓				✓
35. Saya tidak berusaha membedakan referensi teks dari teks recount.	✓				✓
36. Saya tidak berusaha ketika menulis ulang referensi tekstual dari teks recount.	✓				✓

Date: 14.02.2020

Name: Gst Ayu Riris K



Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan minat anda saat membaca teks deskripsi dan teks recount.
2. Skala ini menunjukkan 1) kesenangan saat membaca, 2) fokus saat membaca, 3) bagaimana Anda mengatur waktu saat membaca, 4) motivasi saat membaca, 5) antusias saat membaca, 6) upaya saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya senang bahwa saya dapat menentukan ide utama dari teks deskriptif.	✓		✓			
2. Saya senang bahwa saya dapat menyelesaikan gagasan utama dari teks deskriptif.	✓		✓			
3. Saya senang bahwa saya dapat menambahkan ide utama dari teks deskriptif.	✓			✓		
4. Saya senang bahwa saya dapat merangkum ide utama dari teks recount.	✓			✓		
5. Saya senang bahwa saya dapat membedakan ide utama dari teks recount.	✓			✓		
6. Saya senang bahwa saya bisa menulis ulang ide utama dari teks recount.	✓		✓			
7. Saya berkonsentrasi ketika menentukan informasi spesifik dari teks deskriptif.	✓			✓		
8. Saya berkonsentrasi ketika menyelesaikan informasi spesifik dari teks deskriptif.	✓			✓		
9. Saya fokus ketika menambahkan informasi spesifik dari teks deskriptif.	✓			✓		
10. Saya fokus merangkum informasi spesifik dari teks recount.	✓		✓			
11. Saya fokus ketika membedakan informasi spesifik dari teks recount.	✓		✓			

12. Saya tidak tertarik membaca ulang referensi tertulis dari teks recount.	✓		✓		
13. Saya tidak sering menentukan referensi tekstual dari teks deskriptif.	✓			✓	
14. Saya tidak sering melengkapi referensi tekstual dari teks deskriptif.	✓			✓	
15. Saya tidak sering menambahkan referensi tekstual dari teks deskriptif.	✓		✓		
16. Saya jarang merangkum referensi tekstual dari teks recount.	✓		✓		
17. Saya jarang membedakan referensi tekstual dari teks recount.	✓			✓	
18. Saya jarang menulis ulang referensi tekstual dari teks recount.	✓			✓	
19. Saya tidak bersemangat menentukan arti tersirat dari teks deskriptif.	✓			✓	
20. Saya tidak bersemangat untuk melengkapi makna lain dari teks deskriptif.	✓			✓	
21. Saya tidak bersemangat menambahkan arti lain dari teks deskriptif.	✓			✓	
22. Saya tidak bersemangat merangkum arti tersirat dari teks recount.	✓			✓	
23. Saya tidak bersemangat membedakan arti kata yang lain dalam teks recount.	✓			✓	
24. Saya tidak bersemangat menulis ulang arti kata dalam teks recount.	✓		✓		
25. Saya tidak antusias menentukan ide utama teks deskriptif.	✓		✓		
26. Saya tidak antusias ketika menyelesaikan ide utama dari teks deskriptif.	✓			✓	
27. Saya tidak antusias menambahkan ide utama dari teks deskriptif.	✓			✓	
28. Saya tidak antusias merangkum ide utama dalam teks recount.	✓			✓	
29. Saya tidak antusias ketika membedakan ide utama dalam teks recount.	✓				✓
30. Saya tidak antusias menulis ulang gagasan utama teks recount.	✓				✓
31. Saya tidak berusaha menentukan referensi tekstual dari teks recount.	✓				✓
32. Saya tidak berusaha menyelesaikan referensi tekstual dari teks recount.	✓			✓	
33. Saya tidak berusaha ketika menambahkan referensi tekstual dari teks deskriptif.	✓			✓	
34. Saya tidak mencoba ketika meringkas referensi tekstual dari teks recount.	✓			✓	
35. Saya tidak berusaha membedakan referensi teks dari teks recount.	✓			✓	
36. Saya tidak berusaha ketika menulis ulang referensi tekstual dari teks recount.	✓		✓		

Date, 14-2-2020

Name:
Puku Pancali Utari



APPENDIX 22. SHEET OF READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda saat membaca teks deskriptif dan teks recount.
2. Skala ini menunjukkan 1) bagaimana Anda mengetahui ide utama ketika membaca teks deskriptif dan teks recount, 2) bagaimana Anda mengontekstualisasikan ide utama teks deskriptif dan teks recount, dan 3) bagaimana Anda menempatkan suatu teks bacaan saat membaca teks deskriptif dan teks recount.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bisa menafsirkan ketika menentukan ide utama teks deskriptif.	✓					✓
2. Saya yakin bahwa saya bisa menafsirkan ketika menyelesaikan ide utama dari teks deskriptif.	✓					✓
3. Saya yakin bahwa saya bisa menafsirkan ketika menambahkan ide utama dari teks deskriptif.	✓			✓		
4. Saya senang bahwa saya dapat menafsirkan ketika meringkas ide utama dari teks recount.	✓		✓			
5. Saya senang bahwa saya dapat menafsirkan ketika membedakan ide utama dari teks recount.	✓		✓			
6. Saya senang bahwa saya bisa menafsirkan ketika menulis ulang gagasan utama teks recount.	✓			✓		
7. Saya yakin bahwa saya dapat mengontekstualisasikan ketika	✓					✓

menentukan informasi spesifik dari teks deskriptif.						
8. Saya yakin bahwa saya dapat mengontekstualisasikan ketika melengkapi informasi spesifik dari teks deskriptif.	✓					✓
9. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menambahkan informasi spesifik dari teks deskriptif.	✓					✓
10. Saya senang bahwa saya dapat mengontekstualisasikan untuk merangkum informasi spesifik dari teks recount.	✓			✓		
11. Saya senang bahwa saya dapat mengontekstualisasikan ketika membedakan informasi spesifik dari teks recount.	✓			✓		
12. Saya senang bahwa saya dapat mengontekstualisasikan ketika menulis ulang informasi spesifik dari teks recount.	✓			✓		
13. Saya tidak yakin dapat mengintegrasikan ketika menentukan referensi tekstual dari teks deskriptif.	✓					✓
14. Saya tidak yakin bisa mengintegrasikan ketika melengkapi referensi tekstual dari teks deskriptif.	✓					✓
15. Saya tidak yakin bisa mengintegrasikan ketika menambahkan ide referensi tekstual dari teks deskriptif.	✓					✓
16. Saya tidak senang bahwa saya dapat mengintegrasikan ketika meringkas arti lain dari kata tersebut dalam teks recount.	✓					✓
17. Saya tidak senang bahwa saya dapat mengintegrasikan ketika membedakan makna tersirat dari sebuah kata dalam teks recount.	✓				✓	
18. Saya tidak senang bahwa saya dapat mengintegrasikan ketika menulis ulang arti kata lain dalam teks recount.	✓					✓

Date, 13.02.2020

Name:
Kadek Adelia Sri Rahayu

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda saat membaca teks deskriptif dan teks recount.
2. Skala ini menunjukkan 1) bagaimana Anda mengetahui ide utama ketika membaca teks deskriptif dan teks recount, 2) bagaimana Anda mengontekstualisasikan ide utama teks deskriptif dan teks recount, dan 3) bagaimana Anda menempatkan suatu teks bacaan saat membaca teks deskriptif dan teks recount.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (✓) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut. 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bisa menafsirkan ketika menentukan ide utama teks deskriptif.	✓				✓	
2. Saya yakin bahwa saya bisa menafsirkan ketika menyelesaikan ide utama dari teks deskriptif.	✓				✓	
3. Saya yakin bahwa saya bisa menafsirkan ketika menambahkan ide utama dari teks deskriptif.	✓				✓	
4. Saya senang bahwa saya dapat menafsirkan ketika meringkas ide utama dari teks recount.	✓				✓	
5. Saya senang bahwa saya dapat menafsirkan ketika membedakan ide utama dari teks recount.	✓			✓		
6. Saya senang bahwa saya bisa menafsirkan ketika menulis ulang gagasan utama teks recount.	✓			✓		
7. Saya yakin bahwa saya dapat mengontekstualisasikan ketika	✓				✓	



menentukan informasi spesifik dari teks deskriptif.	✓						
8. Saya yakin bahwa saya dapat mengontekstualisasikan ketika melengkapi informasi spesifik dari teks deskriptif.	✓					✓	
9. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menambahkan informasi spesifik dari teks deskriptif.	✓					✓	
10. Saya senang bahwa saya dapat mengontekstualisasikan untuk merangkum informasi spesifik dari teks recount.	✓					✓	
11. Saya senang bahwa saya dapat mengontekstualisasikan ketika membedakan informasi spesifik dari teks recount.	✓					✓	
12. Saya senang bahwa saya dapat mengontekstualisasikan ketika menulis ulang informasi spesifik dari teks recount.	✓					✓	
13. Saya tidak yakin dapat mengintegrasikan ketika menentukan referensi tekstual dari teks deskriptif.	✓						✓
14. Saya tidak yakin bisa mengintegrasikan ketika melengkapi referensi tekstual dari teks deskriptif.	✓						✓
15. Saya tidak yakin bisa mengintegrasikan ketika menambahkan ide referensi tekstual dari teks deskriptif.	✓						✓
16. Saya tidak senang bahwa saya dapat mengintegrasikan ketika meringkas arti lain dari kata tersebut dalam teks recount.	✓						✓
17. Saya tidak senang bahwa saya dapat mengintegrasikan ketika membedakan makna tersirat dari sebuah kata dalam teks recount.	✓						✓
18. Saya tidak senang bahwa saya dapat mengintegrasikan ketika menulis ulang arti kata lain dalam teks recount.	✓						✓

Date, 19-2-2020

Name:
Ketut Ardiandiana

NDIKSHA

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda saat membaca teks deskriptif dan teks recount.
2. Skala ini menunjukkan 1) bagaimana Anda mengetahui ide utama ketika membaca teks deskriptif dan teks recount, 2) bagaimana Anda mengontekstualisasikan ide utama teks deskriptif dan teks recount, dan 3) bagaimana Anda menempatkan suatu teks bacaan saat membaca teks deskriptif dan teks recount.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bisa menafsirkan ketika menentukan ide utama teks deskriptif.	√				√	
2. Saya yakin bahwa saya bisa menafsirkan ketika menyelesaikan ide utama dari teks deskriptif.	√				√	
3. Saya yakin bahwa saya bisa menafsirkan ketika menambahkan ide utama dari teks deskriptif.	√			√		
4. Saya senang bahwa saya dapat menafsirkan ketika meringkas ide utama dari teks recount.	√			√		
5. Saya senang bahwa saya dapat menafsirkan ketika membedakan ide utama dari teks recount.	√					√
6. Saya senang bahwa saya bisa menafsirkan ketika menulis ulang gagasan utama teks recount.	√					√
7. Saya yakin bahwa saya dapat mengontekstualisasikan ketika	√				√	

menentukan informasi spesifik dari teks deskriptif.	✓					
8. Saya yakin bahwa saya dapat mengontekstualisasikan ketika melengkapi informasi spesifik dari teks deskriptif.	✓				✓	
9. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menambahkan informasi spesifik dari teks deskriptif.	✓			✓		
10. Saya senang bahwa saya dapat mengontekstualisasikan untuk merangkum informasi spesifik dari teks recount.	✓			✓		
11. Saya senang bahwa saya dapat mengontekstualisasikan ketika membedakan informasi spesifik dari teks recount.	✓					✓
12. Saya senang bahwa saya dapat mengontekstualisasikan ketika menulis ulang informasi spesifik dari teks recount.	✓					✓
13. Saya tidak yakin dapat mengintegrasikan ketika menentukan referensi tekstual dari teks deskriptif.	✓					✓
14. Saya tidak yakin bisa mengintegrasikan ketika melengkapi referensi tekstual dari teks deskriptif.	✓					✓
15. Saya tidak yakin bisa mengintegrasikan ketika menambahkan ide referensi tekstual dari teks deskriptif.	✓				✓	
16. Saya tidak senang bahwa saya dapat mengintegrasikan ketika meringkas arti lain dari kata tersebut dalam teks recount.	✓					✓
17. Saya tidak senang bahwa saya dapat mengintegrasikan ketika membedakan makna tersirat dari sebuah kata dalam teks recount.	✓					✓
18. Saya tidak senang bahwa saya dapat mengintegrasikan ketika menulis ulang arti kata lain dalam teks recount.	✓				✓	

Date, 14-2-2020

Name: Est Ayu Riris K

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan rasa percaya diri anda saat membaca teks deskriptif dan teks recount.
2. Skala ini menunjukkan 1) bagaimana Anda mengetahui ide utama ketika membaca teks deskriptif dan teks recount, 2) bagaimana Anda mengontekstualisasikan ide utama teks deskriptif dan teks recount, dan 3) bagaimana Anda menempatkan suatu teks bacaan saat membaca teks deskriptif dan teks recount.
3. Skala ini tidak ada hubungannya dengan nilai hasil belajar Anda di sekolah.
4. Nilailah minat membaca anda sejujur-jujurnya.
5. Nilailah setiap butir pernyataan dengan memberikan tanda (√) pada kolom yang tersedia.
6. Setiap nilai memiliki arti sebagai berikut, 1 = sangat tidak setuju; 2 = tidak setuju; 3 = setuju; 4 = sangat setuju. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung.

Pernyataan	Pemahaman		Tanggapan Anda			
	Ya	Tidak	1	2	3	4
1. Saya yakin bisa menafsirkan ketika menentukan ide utama teks deskriptif.	✓			✓		
2. Saya yakin bahwa saya bisa menafsirkan ketika menyelesaikan ide utama dari teks deskriptif.	✓			✓		
3. Saya yakin bahwa saya bisa menafsirkan ketika menambahkan ide utama dari teks deskriptif.	✓				✓	
4. Saya senang bahwa saya dapat menafsirkan ketika meringkas ide utama dari teks recount.	✓				✓	
5. Saya senang bahwa saya dapat menafsirkan ketika membedakan ide utama dari teks recount.	✓					✓
6. Saya senang bahwa saya bisa menafsirkan ketika menulis ulang gagasan utama teks recount.	✓					✓
7. Saya yakin bahwa saya dapat mengontekstualisasikan ketika	✓				✓	

menentukan informasi spesifik dari teks deskriptif.	✓					
8. Saya yakin bahwa saya dapat mengontekstualisasikan ketika melengkapi informasi spesifik dari teks deskriptif.	✓				✓	
9. Saya yakin bahwa saya dapat mengontekstualisasikan ketika menambahkan informasi spesifik dari teks deskriptif.	✓				✓	
10. Saya senang bahwa saya dapat mengontekstualisasikan untuk merangkum informasi spesifik dari teks recount.	✓				✓	
11. Saya senang bahwa saya dapat mengontekstualisasikan ketika membedakan informasi spesifik dari teks recount.	✓					✓
12. Saya senang bahwa saya dapat mengontekstualisasikan ketika menulis ulang informasi spesifik dari teks recount.	✓					✓
13. Saya tidak yakin dapat mengintegrasikan ketika menentukan referensi tekstual dari teks deskriptif.	✓				✓	
14. Saya tidak yakin bisa mengintegrasikan ketika melengkapi referensi tekstual dari teks deskriptif.	✓				✓	
15. Saya tidak yakin bisa mengintegrasikan ketika menambahkan ide referensi tekstual dari teks deskriptif.	✓					✓
16. Saya tidak senang bahwa saya dapat mengintegrasikan ketika meringkas arti lain dari kata tersebut dalam teks recount.	✓					✓
17. Saya tidak senang bahwa saya dapat mengintegrasikan ketika membedakan makna tersirat dari sebuah kata dalam teks recount.	✓				✓	
18. Saya tidak senang bahwa saya dapat mengintegrasikan ketika menulis ulang arti kata lain dalam teks recount.	✓				✓	

Date, 19-2-2020

Name:
Putu Pantai Litari

APPENDIX 23. SHEET OF READING COMPETENCY TEST

Name : Kadek Adelia Sri Rahayu

Number : 4

Class : VIII^e

44

NO	A	B	C	D
1.			X	.
2.			X	
3.		.		X
4.	X		.	
5.			X	

NO	A	B	C	D
16.			.	X
17.		X		
18.	X			
19.			X	
20.			.	X

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

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

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

Name : Retut Ardiana

Number : 12

Class : VIII C

60

NO	A	B	C	D
1.	X			.
2.			X	
3.		X		
4.			X	
5.	X		.	

NO	A	B	C	D
16.			X	
17.		X		
18.	.	X		
19.	X		.	
20.			X	

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

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

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

Gst Ayu Riris Kamini

Number: 6

Class: VIII^A

56

NO	A	B	C	D
1.			X	
2.			X	
3.		X		
4.				X
5.			X	

NO	A	B	C	D
16.	X			
17.		X		
18.	X			
19.		X		
20.			X	

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

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

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

60

Putu Pancali Utari

Number : 28

Class : VIII A

NO	A	B	C	D
1.	X			.
2.			X	
3.		X		
4.			X	
5.				X

NO	A	B	C	D
16.			.	X
17.		X		
18.	.			X
19.			X	
20.			.	X

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

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

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

APPENDIX 24. DOCUMENTATION

