

PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA SMA NEGERI 3 SINGARAJA



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SURAT KETERANGAN PENELITIAN

Nomor: 43 / V-A/SMAN 3 SINGARAJA

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Memang benar nama tersebut di atas telah melaksanakan penelitian pada tanggal 12 Februari s/d 14 Februari 2020 di SMA Negeri 3 Singaraja, dengan judul penelitian "RELATIONSHIPS AMONG READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY IN THE SENIOR HIGH SCHOOL"

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya,

a. 14 Februari 2020

A Negeri 3 Singaraja

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12 Februari 2020

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Tahun Akademik

: 2019/2020

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

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

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- 1. Dekan FBS Undiksha Singaraja
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- 3. Sub Bagian Pendidikan FBS



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: 2019/2020

Judul

: Multiple Relationship Among Reading Anxiety, Reading Self-Efficacy and Reading Competency in The Senior High School

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

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APPENDIX 1: READING ANXIETY SCALE VALIDATION

RESEARCH INSTRUMENTS VALIDATION:

A. READING ANXIETY

Introduction

The general objectives of the proposed research are to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in SMAN 3 Singaraja. More specifically, the current research is objective at: 1) analyzing the students' reading anxiety, students' reading self-efficacy, and their reading competency in SMAN 3 Singaraja and 2) multiple relationships among reading anxiety and reading self-efficacy to the tenth grade students' reading competency on the English descriptive texts and English recount texts in SMAN 3 Singaraja. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, and 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 Anxiety 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, its descriptors and the items.

1) Reading Anxiety Scale

Reading anxiety is indicated by three indicators, namely: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation (Horwitz et. al, 1986). The communication apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text. The test anxiety is a feeling of worry when tested in reading a descriptive text and recount text. The fear of negative evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. The current research adapts Horwitz's in Saito et. al. scale namely **Foreign Language Reading Anxiety Scale (FLRAS).** In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Anxiety Scale's Content Validity

Horwitz et. al (1986) proposed three indicators and descriptors of reading anxiety. 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 anxiety scale** in the following column. **Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.**

Indicators	Descriptors	Score Judgemen			nent
		1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.				
Test Anxiety	Text Anxiety is a feeling of worry when tested in reading a descriptive text and recount text.		la.		
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.	N I	7		

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b. Reading Anxiety Scale's Reliability

Hortwitz et. al (1986) proposed three indicators and description of reading anxiety. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading anxiety scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items	Score Judgemen			nent
			1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling	I am anxious that I could not determine the main idea of a descriptive text.				
4	when answered wrongly in reading descriptive text and	2. I am anxious that I could not complete the main idea of a descriptive text.		7		
recount text.	recount text.	3. I am anxious that I could add the main idea of a descriptive text.		Î		
	\ \ \	4. I am anxious that I could summarize the main idea of a recount text.	7			
	5. I am anxious that I could differentiate the main idea of a recount text.					
	0	6. I am anxious that I could rewrite the main idea of a recount text.				
Test Anxiety	Test Anxiety is a feeling of worry when tested in reading a descriptive	7. I am worry that I could not determine the specific information of a descriptive text.				
	text and recount text.	8. I am worry that I could not complete the specific information of a descriptive text.				
		9. I am worry that I could not add the specific information of a descriptive text.				
		10. I am worry that I could not summarize the specific information of a recount text.				

			11. I am worry that I could not			
			differentiate the specific			
			information of a recount text.			
			12. I am worry that I could not			
			rewrite the specific			
			information of a recount text.			
Fear	of	Fear of Negative	13. I am not nervous that I could			
Negative		Evaluation is a	determine the textual			
Evaluation		feeling of	references of a descriptive			
		nervousness when	text.			
		evaluated negatively	14. I am not nervous that I could			
		in reading	complete the textual			
		descriptive text and	references of a descriptive			
		recount text.	text.			
			15. I am not nervous that I could			
		100	add the textual references			
			idea of a descriptive text.			
			16. I am not nervous that I could			
			summarize the textual			
			references of a recount text.	. 2		
			17. I am not nervous that I could	1		
		A ST	differentiate the textual	100	les.	
			references of a recount text.		1	
			18. I am not nervous that I could		18	
		5	rewrite the textual references		1	
			of a recount text.			

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APPENDIX 2: READING SELF-EFFICACY SCALE VALIDATION

B. READING SELF-EFFICACY

2) Reading Self-Efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce appropriate performance in reading, that can be influenced by four indicators, namely: 1) Mastery Experience, 2) Vicarious Experience, 3) Social Persuasion, 4) Emotional Arousal (Bandura, 1997). According to Bandura (1997), Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts. Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text. Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text. Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text. The scale is adapted from Bandura's theory (1997). In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading anxiety 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
Mastery Experiences	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.				
Vicarious Experiences	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.				

Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text.		
Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text.		

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b. Reading Self-Efficacy Scale's reliability

Bandura (1997) proposed four indicators and descriptions of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding 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 Anxiety Items	r <mark>e</mark> Ju	dgen	nent	
	76		1	2	3	4
Mastery Experience	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.	 I am confident that I could determine the main idea of a descriptive text. I am confident that I could complete the main idea of a descriptive text. I am confident that I could add the main idea of a descriptive text. I am pleased that I could summarize the main idea of a recount text. I am pleased that I could differentiate the main idea of a 				
		recount text.				

		6. I am pleased that I could rewrite
		the main idea of a recount text.
Vicarious	Vicarious	7. I am experienced that I could
experience	experience is an	determine the specific
	experience used to	information of a descriptive text.
	understand the main	8. I am experienced that I could
	idea and specific	complete the specific
	information in	information of a descriptive text.
	descriptive text and	9. I am experienced that I could add
	recount text.	the specific information of a
		descriptive text.
		10. I am experienced that I could
		summarize the specific
		information of a recount text.
		11. I am experienced that I could
		differentiate the specific
		information of a recount text.
		12. I am experienced that I could
	- AY	rewrite the specific information
g • 1	G 11D 1	of a recount text.
Social	Social Persuasion is	13. I do not believe that I could
Persuasion	a belief in ability to	determine the textual references
	determine the	of a descriptive text.
	textual references of	14. I do not believe that I could
	a descriptive text	complete the textual references
	and recount text.	of a descriptive text.
		15. I do not believe that I could add
		the textual references idea of a
		descriptive text.
	W. Committee	16. I do not believe that I could
		summarize the textual references
	1	of a recount text.
		17. I do not believe that I could
		differentiate the textual
		references of a recount text.
		18. I do not believe that I could
		rewrite the textual references of a
		recount text.
Emotional	Emotional Arousal	19. I am excited that I could
Arousal	is a feeling of	determine the word meaning of a
	excitement to	descriptive text.

determine the word	20. I am excited that I could complete		
meaning of a	the word meaning of a descriptive		
descriptive text and	text.		
recount text.	21. I am excited that I could add the		
	word meaning of a descriptive		
	text.		
	22. I am excited that I could		
	summarize the word meaning of a		
	recount text.		
	23. I am excited that I could		
	differentiate the word meaning of		
	a recount text.		
	24. I am excited that I could rewrite		
	the word meaning of a recount		
	text.		
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APPENDIX 3: READING COMPETENCY TEST VALIDATION

C. READING COMPETENCY TEST

3) Reading Competency Test

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

a) Blueprint of Reading Competency

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

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

b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing Agree or Disagree independently to ensure the content validity of the reading competency test in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

		Sco <mark>r</mark> e Judger			ent:
Indicators	Descriptors	1	2	3	4
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text.	1			
Specific ideas	Specific information is specific idea of the text to support the main idea that containing in the paragraph.				
Word meaning	Word meaning which mean word meanings referring to denotative meanings.				
Textual reference	Textual reference is pronouns in reference to specific nouns in the text.				

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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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.

				Jud	gemen	t
Indicators	Description	Items	1	2	3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	 Determine the main idea of the above text correctly. A. J. F. Kennedy's personal 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 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 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' desires D. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' feelings Summarize the general idea of the above text 				
		text.				

		A 36' 1 1 T 1 2
		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," <i>he</i>
		was pretty self-taught and owned more t <mark>han</mark>
	A Allen	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
	V	reading many books
	West of the second	D. Michael Jackson was learning by
	1 (1)	himself with many books
Specific	Specific ideas	7. Determine the specific information in the
Information	or	quote "The kangaroo has powerful hind legs
	information	and large feet, and a large muscular tail to
	are specific	keep it balanced while in motion".
	pieces of	A. It describes the kangaroo's physical
	information	characteristics
	containing in	B. It describes the kangaroo's physical
	the	ability to move around
	paragraph.	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
1		

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	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		
	10. Summarize the causes of a car accident.		
A Company	A. The drivers speed excessively beyond	ъ.	
	rules	77	
	B. The cars are not repaired properly by the	1.18	
	mechanics	18	
	C. The young motorists are often brutal in		
	roads		
	D. The roads are not well maintained by the	1	
Web and	pedestrians	A. C.	
	11. Differentiate between good and drunk car		
1	drivers.		
	A. Good drivers understand that all road		
	users have a responsibility		
W.	B. Good drivers understand and obey the		
3	law and rules of the road		
3	Contract of the Contract of th		
	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		
	replace the old olles		

		D. The car's parts may be disturbed by the
		brake and others
Textual	Textual	13. Conclude the pronouns expressed in the
References	references are	underlined words, " <u>Nocturnal animal</u> is a
	pronouns in	2016 <u>American neo-noir psychological</u>
	reference to	thriller film written, produced and directed
	specific	by <u>Tom Ford</u> based on the 1993 novel <u>Tony</u>
	nouns in the	and Susan by Austin Wright"
	text.	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
		" <u>Nocturnal animal</u> "!
		A. It refers to a hot-blood animal
	.000	B. It refers to a comedy movie
		C. It refers to a horror movie
		D. It refers to a criminal drama movie
	A Same	15. Re-write the sentence runs as, "a 2016
		American neo-noir psychological thriller
		film written, produced and directed by Tom
	5	Ford".
		A. Tom Ford wrote, produced, and
		directed a criminal drama movie in
	V	2016
		B. Tom Ford wrote, scripted, and launched
	1 (1)	a horror movie in 2016
	1.0	C. Tom Ford scripted, guided, and
	11/1	published a criminal drama movie in
		2016
		D. Tom Ford designed, published, and
	1	directed a criminal and horror movie in
		2016
		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
		and states

		17 01 10 1 0 1
		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
	A Company	offices
		D. The Indonesian Independence Day is
		celebrated in formal ways in schools and
	15	offices.
Word	Word	19. Determine the synonym of the underlined
Meanings	meanings	word in "If you are using <u>leaves</u> , put a
	referring to	teaspoon of tea per cup in your warm
	denotative	teapot".
	meanings.	A. An aromatic tea-leaves
	W.	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.
	100	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)
		(2)
		A. (1) to mix – (2) the taste
		A. (1) to mix – (2) the taste B. (1) to blend – (2) the mixture
		A. (1) to mix – (2) the taste

<u> </u>	
	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
	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. 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
No.	
	B. There are twenty Chinese in Mongolia were in seclusion
	A Company of the Comp
	C. There are twenty Chinese in Mongolia were in segregation
	D. There are twenty Chinese in Mongolia
	were in separation

Date	20	20
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APPENDIX 4: VALIDATION BY JUDGE 1

RESEARCH INSTRUMENTS VALIDATION:

Introduction

The general objectives of the proposed research are to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in SMAN 3 Singaraja. More specifically, the current research is objective at: 1) analyzing the students' reading anxiety, students' reading self-efficacy, and their reading competency in SMAN 3 Singaraja and 2) multiple relationships among reading anxiety and reading self-efficacy to the tenth grade students' reading competency on the English descriptive texts and English recount texts in SMAN 3 Singaraja. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, and 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 Anxiety 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, its descriptors and the items.

1) Reading Anxiety Scale

Reading anxiety is indicated by three indicators, namely: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation (Horwitz et. al, 1986). The communication apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text. The test anxiety is a feeling of worry when tested in reading a descriptive text and recount text. The fear of negative evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. The current research adapts Horwitz's in Saito et. al. scale namely Foreign Language Reading Anxiety Scale (FLRAS). In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Anxiety Scale's Content Validity

Horwitz et. al (1986) proposed three indicators and descriptors of reading anxiety. 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 anxiety 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	
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.		ASS		1	
Test Anxiety	Text Anxiety is a feeling of worry when tested in reading a descriptive text and recount text.				1	
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.	7	1			

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NP. 19821005 2006041005 M.D.

Judge I/Judge-H *)

b. Reading Anxiety Scale's Reliability

Hortwitz et. al (1986) proposed three indicators and description of reading anxiety. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading anxiety scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items	Score Judgement				
			1	2	3	4	
Communication Apprehension	Communication Apprehension is an anxious feeling	I am anxious that I could not determine the main idea of a descriptive text.	V.			1	
	when answered wrongly in reading descriptive text and	complete the main idea of a descriptive text.		1		5	
recount text.	I am anxious that I could add the main idea of a descriptive text.				5		
	Test Anxiety is a 7	I am anxious that I could summarize the main idea of a recount text.			3	1	
(#) (A		I am anxious that I could differentiate the main idea of a recount text.			1	1	
Test Anxiety		I am anxious that I could rewrite the main idea of a recount text.				7	
	feeling of worry when tested in reading a descriptive	7. I am worry that I could not determine the specific information of a descriptive text.			1		
text and recount text.	I am worry that I could not complete the specific information of a descriptive text.	1	1	1			
		I am worry that I could not add the specific information of a descriptive text.	+	1	7	1	
		I am worry that I could not summarize the specific information of a recount text. I am worry that I could not differentiate.		V	7	1	
		differentiate the specific information of a recount text.		V	1	1	

	12 I am warm that I could not	1	1	1	1
	12. I am worry that I could not rewrite the specific information of a recount text.				1
Fear of Negative Evaluation is a feeling of	I am not nervous that I could determine the textual references of a descriptive				/
evaluated negatively in reading descriptive text and recount text.	14. I am not nervous that I could complete the textual references of a descriptive text.				V
	15. I am not nervous that I could add the textual references idea of a descriptive text.				V
	16. I am not nervous that I could summarize the textual references of a recount text.	1	Sec.		
9	17. I am not nervous that I could differentiate the textual references of a recount text.	C.			$\sqrt{}$
	I am not nervous that I could rewrite the textual references of a recount text.	V			/
	Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. 14. I am not nervous that I could complete the textual references of a descriptive text. 15. I am not nervous that I could add the textual references idea of a descriptive text. 16. I am not nervous that I could summarize the textual references of a recount text. 17. I am not nervous that I could differentiate the textual references of a recount text. 18. I am not nervous that I could differentiate the textual references of a recount text.	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. 13. I am not nervous that I could determine the textual references of a descriptive text. 14. I am not nervous that I could complete the textual references of a descriptive text. 15. I am not nervous that I could add the textual references idea of a descriptive text. 16. I am not nervous that I could summarize the textual references of a recount text. 17. I am not nervous that I could differentiate the textual references of a recount text. 18. I am not nervous that I could rewrite the textual references of a recount text.	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. 14. I am not nervous that I could complete the textual references of a descriptive text. 15. I am not nervous that I could add the textual references idea of a descriptive text. 16. I am not nervous that I could summarize the textual references of a recount text. 17. I am not nervous that I could differentiate the textual references of a recount text. 18. I am not nervous that I could differentiate the textual references of a recount text. 18. I am not nervous that I could rewrite the textual references of a recount text.	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. 14. I am not nervous that I could complete the textual references of a descriptive text. 15. I am not nervous that I could add the textual references idea of a descriptive text. 16. I am not nervous that I could summarize the textual references of a recount text. 17. I am not nervous that I could differentiate the textual references of a recount text. 18. I am not nervous that I could rewrite the textual references of a recount text.

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Reading Self-Efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce opriate performance in reading, that can be influenced by four indicators, namely: 1) tery Experience, 2) Vicarious Experience, 3) Social Persuasion, 4) Emotional Arousal ndura, 1997). According to Bandura (1997), Mastery Experience is a feeling of confidence to ermine the main idea in reading descriptive and recount texts. Vicarious experience is an perience used to understand the main idea and specific information in descriptive text and count text. Social Persuasion is a belief in ability to determine the textual references of a scriptive text and recount text. Emotional Arousal is a feeling of excitement to determine the ord meaning of a descriptive text and recount text. The scale is adapted from Bandura's theory 1997). In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing Agree or Disagree independently to ensure the content validity of the reading anxiety scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

Indicators	Descriptors	S	core Ju	dgeme	nt
		_1	2	3	4
Mastery Experiences	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.				1
Vicarious Experiences	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.				1
Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text.				1

Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text.	/	2 2020
	Data	4 -	g_ = 2020.

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Judge I/Judge H*)

b. Reading Self-Efficacy Scale's reliability

Bandura (1997) proposed four indicators and descriptions of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding 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 Anxiety Items Score					Judgement			
	10/1		1	2	3	4			
Mastery Experience	Mastery Experience is a feeling of confidence to determine the main	l am confident that I could determine the main idea of a descriptive text.		7		1			
	idea in reading descriptive and recount texts.	I am confident that I could complete the main idea of a descriptive text.				1			
		 I am confident that I could add the main idea of a descriptive text. 			1	1			
		 I am pleased that I could summarize the main idea of a recount text. 	.5			1			
		 I am pleased that I could differentiate the main idea of a recount text. 				1			
		6. I am pleased that I could rewrite		-	-	1			

		Company toy				
Vicarious experience	Vicarious 7. experience is an	the main idea of a recount text. I am experienced that I could determine the specific				/
experience	experience used to understand the main 8. idea and specific	complete the specific				1
	information in descriptive text and 9 recount text.	information of a descriptive text. I am experienced that I could add the specific information of a descriptive text.				1
		io. I am experienced that I could summarize the specific information of a recount text.				/
		11. I am experienced that I could differentiate the specific information of a recount text.	1			
	3	12. I am experienced that I could rewrite the specific information of a recount text.	6			1
Social Persuasio	Social Persuasion is a belief in ability to determine the	13. I do not believe that I could determine the textual references of a descriptive text.		100		1
	textual references of a descriptive text and recount text.	14. I do not believe that I could complete the textual references of a descriptive text.		- A		1
		 I do not believe that I could add the textual references idea of a descriptive text. 				1
	7	16. I do not believe that I could summarize the textual references of a recount text.				1
		17. I do not believe that I could differentiate the textual references of a recount text.	Y			7
		18. I do not believe that I could rewrite the textual references of a recount text.		7	1	
Emotio Arousa		determine the word meaning of a descriptive text.				1
	meaning of a descriptive text and	complete the word meaning of a			1	

 recount text.	21. I am excited that I could add the word meaning of a descriptive	J
	22. 1 am excited that I could summarize the word meaning of	V
	a recount text. 23. 1 am excited that I could differentiate the word meaning of a recount text.	
	24. I am excited that I could rewrite the word meaning of a recount text.	
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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 reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency

No	Text Type	Reading Indicator	High order behavior	Item Numb er
1	Descriptive text of a person's character	Main idea	C4 (to determine) A4 (to complete) P3 (to add)	1 2 3
2	Recount text of a person's experience	Main idea	C5 (to summarize) A5 (to differentiate) P4 (to rewrite)	4 5 6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine) A4 (to complete) P3 (to add)	7 8 9
	Recount text of an accident	Specific information	C5 (to summarize) A5 (to differentiate) P4 (to re-write)	10 11 12
	Descriptive text of a movie	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to re-write)	13 14 15
	Recount text of an incidence	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to rewrite)	16 17 18
	Descriptive text of a procedure	Word meaning	C4 (to determine) C4 (to determine) A4 (to complete) P3 (to add)	19 20 21 22

8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25	

b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing Agree or Disagree independently to ensure the content validity of the reading competency test in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

	I LEVEL VI		Score Judgement:					
Indicators	Descriptors	1	2	3	4			
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text.				1			
Specific ideas	Specific information is specific idea of the text to support the main idea that containing in the paragraph.	A)		y de	1			
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	1			/			
Textual reference	Textual reference is pronouns in reference to specific nouns in the text.	9	1	389				

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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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.

	100000	DENDING		Judg	emen	t
Indicators	Description	Items	1	2	3	4
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	Determine the main idea of the above text correctly. A. J. F. Kennedy's personal 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			7	
		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 personal person 3. Add a personal person				7
		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			√	

	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	\ \J
	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	7
	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	1
information are specifi	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 pursual	V
	agility to balance in motion 8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail	V

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
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

in reference to specific nouns in the text. It is its his their-his B. Itself-itself-himself-themselves-himself C. Its-its-his-their-his B. Itself-itself-himself-themselves-himself C. Its-its-his-their-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 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 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	Textual Textual References references	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 13. Conclude the pronouns expressed in the underlined words, "Nocturnal animal is a	
words " Nocturnal animal"! A. It refers to a hot-blood animal B. It refers to a comedy movie C. It refers to a coriminal drama 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 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	to specific	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	1
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 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		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	V
A. the pressure of radical youth groups in Indonesia B. the pressure of political groups in Indonesia	Ma	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	J
Emperor's army D. the supports from neighboring		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	1

		countries and states				
		17. Clarify that Soekarno and Hatta stood up				
		proclaiming the Indonesian Independence in	Į			Ι.
		the names of:				1./
		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			1	
	1 1	celebrated with a flag ceremony			V	
		B. The Indonesian Independence Day is				1
		celebrated formally by students and				
	A STATE OF	officials				
		C. The Indonesia Independence Day is		1		
All I	AV	commemorated formally in schools and	1	. 1		
	1	offices		1-17		ĺ
		D. The Indonesian Independence Day is		1		
		celebrated in formal ways in schools		/		
Word		and offices.				
Meanings	Word	19. Determine the synonym of the underlined				
ivicanings	meanings	word in "If you are using leaves, put a				
N. W	referring to denotative	teaspoon of tea per cup in your warm	- 7	/		
The same		teapot".	10		/	
7	meanings.	A. An aromatic tea-leaves	1	- 1	√	
		B. A fragrant tea assortment	131		- 1	
1		C. An evergreen shrub				
		D. A sweet-smelling leave	1			
		20. Determine the treat of a good small				-
-		chocolate before or after the coffee.				
1		A. to impress the customers				
		B. to please the customers			\int	
		C. to enjoy the coffee more			٧	
		D. to give service to customers	- 1	- 1		ı
1		21. Complete the blanks with words in the		-		
-		sentence, "allow it to (1) for				
-	l	between 2 and 5 minutes, depending on the			.	
1		(2)			1	
1	- 1	A. (1) to mix – (2) the taste			•	
1		B. (1) to blend – (2) the mixture				
		C. (1) to put – (2) the aroma				1

	D. (1) to soak – (2) the darkest				
	22. Add the synonym of 'with freshly boiled				
	water'			,	-
	A. with hot boiled water			J	
	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				1
	B. Many Mongolians were killed due to a			1	,
	disease				J
	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		No. 1		
	spreads rapidly.		100		
100	A. A plague is a contagious bacterial	0			,
	disease that spreads rapidly and kills	A.		The same of	V
	B. A disease is a disorder of structure or	200			
12	function in a human, animal, or plant	Amo			
	C. A plague is a common disease that is not a threat to a human, animal, or plant	100			
	D. A disease is an epidemic symptom that				
	kills many people, animals, or plants				
	25. Rewrite the sentence runs as, '28 people in		-		
	China's Inner Mongolia Province are now		1	1	
	under quarantine'.		1		
1 (1	A. There are twenty Chinese in Mongolia				1
	were in detention		139		1
	B. There are twenty Chinese in Mongolia	1	1		
	were in seclusion	1/1			
	C. There are twenty Chinese in Mongolia	10			-
	were in segregation	I I'			
	D. There are twenty Chinese in	-100			
	Mongolia were in separation				

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APPENDIX 5: VALIDATION BY JUDGE 2

RESEARCH INSTRUMENTS VALIDATION:

Introduction

The general objectives of the proposed research are to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in SMAN 3 Singaraja. More specifically, the current research is objective at: 1) analyzing the students' reading anxiety, students' reading self-efficacy, and their reading competency in SMAN 3 Singaraja and 2) multiple relationships among reading anxiety and reading self-efficacy to the tenth grade students' reading competency on the English descriptive texts and English recount texts in SMAN 3 Singaraja. Prior to data collection, the instruments are validated. The reading anxiety, reading self-efficacy, and 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 Anxiety 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, its descriptors and the items.

1) Reading Anxiety Scale

Reading anxiety is indicated by three indicators, namely: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation (Horwitz et. al, 1986). The communication apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text. The test anxiety is a feeling of worry when tested in reading a descriptive text and recount text. The fear of negative evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text. The current research adapts Horwitz's in Saito et. al. scale namely Foreign Language Reading Anxiety Scale (FLRAS). In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Anxiety Scale's Content Validity

Horwitz et. al (1986) proposed three indicators and descriptors of reading anxiety. 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 anxiety scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

Indicators	Descriptors		ore Ju	dgem	ent
		1	2	3	4
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Test Anxiety	Text Anxiety is a feeling of worry when tested in reading a descriptive text and recount text.		37		V
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.				~

Date. 9.7.7....2020

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Judge I/Judge II *)

b. Reading Anxiety Scale's Reliability

Hortwitz et. al (1986) proposed three indicators and description of reading anxiety. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading anxiety scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items	Sec	re J	ıdgen	ient
		SENDING.	1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling	 I am anxious that I could not determine the main idea of a descriptive text. 		1		~
	when answered wrongly in reading descriptive text and	I am anxious that I could not complete the main idea of a descriptive text.	A		The same of	V
	recount text.	I am anxious that I could add the main idea of a descriptive text.	THE STATE OF			V
		I am anxious that I could summarize the main idea of a recount text.				~
		5. I am anxious that I could differentiate the main idea of a recount text.		5	A STATE OF THE PARTY OF THE PAR	~
	$\langle \ \rangle$	I am anxious that I could rewrite the main idea of a recount text.	9	V a	v	
Test Anxiety	Test Anxiety is a feeling of worry when tested in reading a descriptive	information of a descriptive text.			v	
	text and recount text.	complete the specific information of a descriptive text.	~		V	
		I am worry that I could not add the specific information of a descriptive text.			V	
		10. I am worry that I could not summarize the specific information of a recount text.			V	
		I. I am worry that I could not differentiate the specific information of a recount text.				V

		12. I am worry that I could not rewrite the specific			v
		information of a recount text.			
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when	13. I am not nervous that I could determine the textual references of a descriptive text.			V
	evaluated negatively in reading descriptive text and recount text.	14. I am not nervous that I could			V
		15. I am not nervous that I could add the textual references idea of a descriptive text.			~
		16. I am not nervous that I could summarize the textual references of a recount text.		No.	V
	1891	17. I am not nervous that I could differentiate the textual references of a recount text.			V
1		18. I am not nervous that I could rewrite the textual references of a recount text.	1		>

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b. Reading Anxiety Scale's Reliability

Hortwitz et. al (1986) proposed three indicators and description of reading anxiety. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding items by crossing appropriate score independently to ensure the reliability of the reading anxiety scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items		re J	ıdgen	ent
		SENDING.	1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling	 I am anxious that I could not determine the main idea of a descriptive text. 				~
	when answered wrongly in reading descriptive text and	I am anxious that I could not complete the main idea of a descriptive text.	A		The same	V
	recount text.	I am anxious that I could add the main idea of a descriptive text.	THE STATE OF THE S			~
		I am anxious that I could summarize the main idea of a recount text.				~
		5. I am anxious that I could differentiate the main idea of a recount text.		5	and the same	~
		6. I am anxious that I could rewrite the main idea of a recount text.		V a	v	
Test Anxiety	Test Anxiety is a feeling of worry when tested in reading a descriptive	information of a descriptive text.			v	
	text and recount text.	complete the specific information of a descriptive text.	~		V	
		I am worry that I could not add the specific information of a descriptive text.			~	
		In a worry that I could not summarize the specific information of a recount text.			V	
		I. I am worry that I could not differentiate the specific information of a recount text.				V

2) Reading Self-Efficacy Scale

Reading self-efficacy is as a person's beliefs that are related to their ability to produce appropriate performance in reading, that can be influenced by four indicators, namely: 1) Mastery Experience, 2) Vicarious Experience, 3) Social Persuasion, 4) Emotional Arousal (Bandura, 1997). According to Bandura (1997), Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts. Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text. Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text. Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text. The scale is adapted from Bandura's theory (1997). In order to ensure reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a. Reading Self-Efficacy Scale's Content Validity

Bandura (1997) proposed four indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators by crossing Agree or Disagree independently to ensure the content validity of the reading anxiety scale in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

Indicators	Descriptors		ore Ju	dgeme	nt
		1.6	2	3	4
Mastery Experiences	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.				,
Vicarious Experiences	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.				_
Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text.				v

Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and recount text.		v
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Judge I/Judge II *)

b. Reading Self-Efficacy Scale's reliability

Bandura (1997) proposed four indicators and descriptions of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding 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: I=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors Reading Anxiety Items		Sec	re Ju	dgen	nent
	N.E		1	2	3	4
Mastery Experience	Mastery Experience is a feeling of confidence to	1. I am confident that I could determine the main idea of a descriptive text.				V
	determine the main idea in reading descriptive and recount texts.	1 am confident that I could complete the main idea of a descriptive text.	,		Y	v
		1 am confident that I could add the main idea of a descriptive text.	The second			V
		1 am pleased that 1 could summarize the main idea of a recount text.	~			v
		5. I am pleased that I could differentiate the main idea of a recount text.				V
		6. I am pleased that I could rewrite				V

		the main idea of a recount text.				
Vicarious	Vicarious	7. I am experienced that I could				
experience	experience is an	determine the specific				1
	experience used to	information of a descriptive text.				
	understand the main	8. I am experienced that I could				
	idea and specific	complete the specific				1
	information in	information of a descriptive text.				
	descriptive text and	9. I am experienced that I could				
	recount text.	add the specific information of a	1			V
		descriptive text.				
		10. I am experienced that I could				
		summarize the specific				V
		information of a recount text.				
		11. I am experienced that I could				
		differentiate the specific	3			V
		information of a recount text.		1		
	1	12. I am experienced that I could		1		
		rewrite the specific information		0 10		V
		of a recount text.			13	
Social	Social Persuasion is	13. I do not believe that I could			18	
Persuasion	a belief in ability to	determine the textual references			1	\checkmark
	determine the	of a descriptive text.				
	textual references of a descriptive text	14. I do not believe that I could				
	and recount text.	complete the textual references				V
	and recount text.	of a descriptive text.		1/3	8	
	7/	15. I do not believe that I could add		15		
		the textual references idea of a				V
		descriptive text. 16. I do not believe that I could		1		
-		summarize the textual references	7	1		
	10.7	of a recount text.	10			V
		17. I do not believe that I could	7			
1		31.00	r I			
1 1	The same	references of a recount text.	4		V	
		18. I do not believe that I could				
		rewrite the textual references of				
		a recount text,				V
Emotional	Emotional Arousal	19. I am excited that I could				
Arousal	is a feeling of	determine the word meaning of a				
1	excitement to	descriptive text.				\checkmark
	determine the word	20 I am audi t				_
	meaning of a	complete the word meaning of a				
	descriptive text and	descriptive text.	- 1		v	

recount text.	 I am excited that I could add the word meaning of a descriptive text. 	1 1	J	
	22. I am excited that I could summarize the word meaning of a recount text.		v	
	23. I am excited that I could differentiate the word meaning of a recount text.		J	
	24. I am excited that I could rewrite the word meaning of a recount text.		V	

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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 reliability and validity, the instrument should be judged by experts prior to its use in data collection.

a) Blueprint of Reading Competency

No	Text Type	Reading Indicator	High order behavior	Item Numb er
1/	Descriptive text of a person's character	Main idea	C4 (to determine) A4 (to complete) P3 (to add)	1 2 3
2	Recount text of a person's experience	Main idea	C5 (to summarize) A5 (to differentiate) P4 (to rewrite)	4 5 6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine) A4 (to complete) P3 (to add)	7 8 9
4	Recount text of an accident	Specific information	C5 (to summarize) A5 (to differentiate) P4 (to re-write)	10 11 12
5	Descriptive text of a movie	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to re-write)	13 14 15
6	Recount text of an incidence	Textual reference	C6 (to conclude) A6 (to clarify) P5 (to rewrite)	16 17 18
7	Descriptive text of a procedure	Word meaning	C4 (to determine) C4 (to determine) A4 (to complete) P3 (to add)	19 20 21 22

8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25

b) Reading Competency Test's Content Validity

Buku Panduan Guru Kurikulum 2013 (2013) in Latifa (2018) proposed four indicators and descriptors of reading competency test. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing Agree or Disagree independently to ensure the content validity of the reading competency test in the following column. Note the score meanings are: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree.

1/1	Descriptors		23		ore Ju	dgeme	nt:
Indicators			2	3	1		
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text,				1		
Specific ideas	Specific information is specific idea of the text to support the main idea that containing in the paragraph.				V		
Word meaning	Word meaning which mean word meanings referring to denotative meanings.	4.4			V		
Textual reference	Textual reference is pronouns in reference to specific nouns in the text.)	and the		~		

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c) Reading Competency Test's Reliability

Buku Panduan Guru Kurikulum 2013 (2013) in 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.

			Judgement									
Indicators	Description	Items	1	2	3	4						
Main Idea	The main idea is a complete simple sentence which illustrates the general idea of a text.	Determine the main idea of the above text correctly. A. J. F. Kennedy's personal 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				J						
	In (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										
	1	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	T
		text. A. Michael Jackson's pop-singing experience B. Michael Jackson's singing experience in college	J
		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 " be	V
	TANIA TO	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	J
Specific Information	Specific ideas or information are specific pieces of information containing in the paragraph.	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 losses.	J
		balanced locomotion D. It describes the kangaroo's muscular agility to balance in motion Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail	~

	A. functions to keep it moving around	
	quickly Resolutions to keep it balanced while	
	B. functions to keep it balanced while	
	moving	
1	C. functions to power it while moving	
	around	
	D. functions to balance out the legs and	
	feet	
	Please, add a specific explanation about the	
	kangaroo's motion.	
	A. The kangaroo's hind legs, feet, and tail	
	push its balanced motion	J
	B. The kangaroo's fillid legs, feet, and tall	•
	manipulate its motion	
	C. The kangaroo's hind legs, feet, and tail	
	strengthen its balanced motion	
	D. The kangaroo's hind legs, feet, and	
All from	tail coordinate its balanced motion	
	10. Summarize the causes of a car accident.	, 5,
	A. The drivers speed excessively beyond	- 9
2	rules	J
	B. The cars are not repaired properly by the mechanics	- 5
	C. The young motorists are often brutal in	- 5
1 8 1	roads	1
	D. The roads are not well maintained by	V
	the pedestrians	- 2
	11. Differentiate between good and drunk car	-0
	drivers.	
100	A. Good drivers understand that all road	
	users have a responsibility	-4
	B. Good drivers understand and obey	y 200
W.	the law and rules of the road	Sitt
	C. Drunk drivers drive under the situation	1170
	of the streets or roads	ď
	D. Drunk drivers operate the vehicle in	Č
Ì	l regular speed and reenoneibitte.	- 6
	12. Re-write the phrase runs as, "disturbances	- 0
	The contain purity of core each as the	- (
	A. The car's parts may be repaired by a	U
		cat
	B. The car's parts may be recharged	19
	instantly for safe driving	4 6 1

Textual References	Textual references are pronouns in reference to specific nouns in the text.	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 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		J	
		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		J	
	A AMA	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	ASTA		ith CamScanner
		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		5	Scanned Wi

		countries and states				
		17. Clarify that Soekarno and Hatta stood up				T
	:	proclaiming the Indonesian Independence in				
		the names of:				
		A. The Japanese Emperor				1
1		B. The state and nation of Indonesia				
		 C. The neighboring states and nations 				
1		D. The United Nations Organization				
		18. Re-write the quote runs as "Formally,				
1		Indonesians usually celebrate the				
1		Independence Day by doing flag ceremonies				
		in schools and offices".		1		
1		A. The Indonesian Independence Day is				
		celebrated with a flag ceremony			J	
		B. The Indonesian Independence Day is		- 1		
		celebrated formally by students and				
		officials	No.		- 1	
		C. The Indonesia Independence Day is	10			
		commemorated formally in schools and		Q.,		
4		offices				
3.1		D. The Indonesian Independence Day is		118	- 1	
1		celebrated in formal ways in schools and offices.				
Word	Word					
Meanings	meanings	19. Determine the synonym of the underlined word in "If you are using leaves, put a			1	
	referring to	teaspoon of tea per cup in your warm	U	-	- 1	
	denotative	teapot".	1	1		
	meanings.	A. An aromatic tea-leaves	5		1	
	12.6	B. A fragrant tea assortment				
	1.0	C. An evergreen shrub	7.4			
	1	D. A sweet-smelling leave	139			
		20. Determine the treat of a good small	-	-	-	
	18	chocolate before or after the coffee			- 1	
		A. to impress the customers			, [
		B. to please the customers		- '	V	
		C. to enjoy the coffee more D. to give service to customers				
		21. Complete the blanks with words in the				
		The state of the s			+	
		I military dance it				
				1	/	
		A. (1) to mix – (2) the taste			- 1	
		B. (1) to blend – (2) the mixture C. (1) to put – (2) the aroma			1	

	D. (1) to soak – (2) the darkest				
	22. Add the synonym of 'with freshly boiled				1
	water'				
	A. with hot boiled water			١.	1
	B. with cool boiled water			V	
	C. with first-hand boiled water				
	D. with second-hand boiled water			1	1
	23. Conclude what happened in 2019?				
	A. Many Chinese were killed in an outbreak				
	B. Many Mongolians were killed due to a				
	disease		-	V	1
	C. Many Chinese were killed because of a			٠	1
	rabbit disease				
	D. Many Chinese were exiled due to the				
	outbreak	000			
	24. Differentiate the meaning of a plague that	1			
	spreads rapidly.	100	6		
At Allen	A. A plague is a contagious bacterial		The same		
	disease that spreads rapidly and kills		1	No.	
	B. A disease is a disorder of structure or				V
	function in a human, animal, or plant			<i>y</i>	v
	C. A plague is a common disease that is	100			
	not a threat to a human, animal, or plant				
	D. A disease is an epidemic symptom that				
N. V.	kills many people, animals, or plants		- 1/		
	25. Rewrite the sentence runs as, '28 people in China's Inner Mongolia Province are now				
7/	under quarantine'.		T		
	A. There are twenty Chinese in Mongolia		1 6		
1.1	were in detention		W		
	B. There are twenty Chinese in Mongolia	7			\vee
1	were in seclusion	11			
	C. There are twenty Chinese in Mongolia	1			
	were in segregation	V			
	D. There are twenty Chinese in		-		
1	Mongolia were in separation		- 1		

Date. 4 2020

Deux Ayo Agostini, S.Pd., M.S. NIP. 198108102009122002 Judge 1/Judge II *)

APPENDIX 6. READING ANXIETY SCALE

READING ANXIETY SCALE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School. More specifically, the current research is aimed at: 1) describing the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount texts in the Vocational High School. Prior to data collection, the instruments are validated. The scale uses Bahasa to avoid students' misunderstanding in every item.

Direction

- 1. Read the statements on your own reading anxiety.
- 2. Reading anxiety show 1) How anxious you are when answering reading texts, 2) How worried you are when reading test, and 3) How nervous you are when evaluated while reading.
- 3. This questionnaire has nothing to do with your achievement in school.
- 4. Please rate your reading anxiety as honestly as possible.
- 5. Rate each item by crossing the corresponding score as realistically as possible.
- 6. Each score relates to a meaning, score 1 = very irrelevant; 2= irrelevant; 4= relevant; 5=very relevant. Choose only one score that represent your real anxiety in reading.
- 7. Good luck.

T.		Sco	res:	
Items	1	2	4	5
I am anxious that I could not determine the main idea of a descriptive text.				

2. I am anxious that I could not complete the main idea of a descriptive text.				
3. I am anxious that I could not add the main idea of a descriptive text.				
4. I am anxious that I could not summarize the main idea of a recount text.				
5. I am anxious that I could not differentiate the main idea of a recount text.				
6. I am anxious that I could rewrite the main idea of a recount text.				
7. I am worry that I could not determine the specific ideas of a descriptive text.				
8. I am worry that I could not complete the specific ideas of a descriptive text.				
9. I am worry that I could not add the specific ideas of a descriptive text.				
10. I am worry that I could not summarize the specific ideas of a recount text.		1000	V	
11. I am worry that I could not differentiate the main ideas of a recount text.	II.			
12. I am worry that I could not rewrite the specific idea of a recount text.		7)		
13. I am not nervous that I could determine the textual references of a descriptive text.	1	The state of the s		
14. I am not nervous that I could complete the word meaning references of a descriptive text.		Special Control of the Control of th		
15. I am not nervous that I could add the textual references idea of a descriptive text.				
16. I am not nervous that I could summarize the textual references of a recount text.				
17. I am not nervous that I could differentiate the word meaning of a recount text.				
18. I am not nervous that I could rewrite the word meaning of a recount text.				

Date.....2020

APPENDIX 7. READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Introduction

The general objective of the proposed research is to analyze the relationships among the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School. More specifically, the current research is aimed at: 1) describing the students' reading anxiety, reading self-efficacy, and their reading competency in the Vocational High School, and 2) multiple relationships of reading anxiety and reading self-efficacy to the tenth-grade students' reading competency on the English descriptive texts and recount texts in the Vocational High School. Prior to data collection, the instruments are validated. The scale uses Bahasa to avoid students' misunderstanding in every item.

Direction

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

	Items			Sco	ores:	
		1		2	4	5
1.	I am confident that I could determine the main idea of a descriptive text.					
2.	I am confident that I could complete the main idea of a descriptive text.					
3.	I am confident that I could add the main idea of a descriptive text.					
4.	I am confident that I could summarize the main idea of a recount text.					
5.	I am confident that I could differentiate the main idea of a recount text.					
6.	I am confident that I could rewrite the main idea of a recount text.					
7.	I am experienced that I could determining the specific ideas of a descriptive text.			7	P.	
8.	I am experienced that I could complete the specific ideas of a descriptive text.	À				
9.	I am experienced that I could focus on add the specific ideas of a descriptive text.	Ä		7/		
10.	I am experienced that I could summarize the specific ideas of a recount text.	7				
11.	I am experienced that I could differentiate the specific ideas of a recount text.		A STATE OF THE PARTY OF THE PAR	ř		
12.	I am experienced that I could rewrite the specific ideas of a recount text.					
13.	I do not believe that I could determine the textual references of a descriptive text.					
14.	I do not believe that I could complete the textual references of a descriptive text.					
15.	I do not believe that I could add the textual references idea of a descriptive text.					
16.	I do not believe that I could summarize the textual references of a recount text.					

17. I do not believe that I could differentiate the textual references of a recount text.			
18. I do not believe that I could rewrite the textual references of a recount text.			
19. I am not excited that I could determine the word meaning of a descriptive text.			
20. I am not excited that I could complete the word meaning of a descriptive text.			
21. I am not excited that I could add the word meaning of a descriptive text.			
22. I am not excited that I could summarize the word meaning of a recount text.			
23. I am not excited that I could differentiate the word meaning of a recount text.			
24. I am not excited that I could rewrite the word meaning of a recount text.	E.	Sitz	

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.)

- 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.
 - E. He is thinking of himself without regard for the others' thoughts
 - F. He is thinking of himself without regard for the others and assertive.
 - G. He is thinking of himself without regard for the others' desires
 - H. 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.
 - E. Michael Jackson's pop-singing experience
 - F. Michael Jackson's singing experience in college
 - G. Michael Jackson's experience while in school
 - H. Michael Jackson's book collection in library
- 5. Differentiate his major experience pointed out in the text.
 - E. He collected different books for singing
 - F. He was a self-learning person in career
 - G. He was an autodidact owning many books
 - H. 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".
 - E. Michael Jackson was very pretty who owned many books
 - F. Michael Jackson was diligent in teaching with many books
 - G. Michael Jackson was very happy in reading many books
 - H. 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".
 - E. It describes the kangaroo's physical characteristics
 - F. It describes the kangaroo's physical ability to move around
 - G. It describes the kangaroo's bodily and balanced locomotion
 - H. 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".
 - E. functions to keep it moving around quickly
 - F. functions to keep it balanced while moving
 - G. functions to power it while moving around
 - H. functions to balance out the legs and feet
- 9. Please, add a specific explanation about the kangaroo's motion.
 - E. The kangaroo's hind legs, feet, and tail push its balanced motion
 - F. The kangaroo's hind legs, feet, and tail manipulate its motion
 - G. The kangaroo's hind legs, feet, and tail strengthen its balanced motion
 - H. 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)

- 10. Summarize the causes of a car accident.
 - E. The drivers speed excessively beyond rules
 - F. The cars are not repaired properly by the mechanics
 - G. The young motorists are often brutal in roads
 - H. The roads are not well maintained by the pedestrians
- 11. Differentiate between good and drunk car drivers.
 - E. Good drivers understand that all road users have a responsibility
 - F. Good drivers understand and obey the law and rules of the road
 - G. Drunk drivers drive under the situation of the streets or roads
 - H. 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".
 - E. The car's parts may be repaired by a good mechanic
 - F. The car's parts may be recharged instantly for safe driving

- G. The car's parts may be purchased to replace the old ones
- H. 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, "<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony</u> and <u>Susan by Austin Wright</u>"
 - E. Its-its-his-their-his
 - F. Itself-itself-himself-themselves-himself
 - G. Its-its-his-them-him
 - H. It-it-him-it-him
- 14. Clarify the reference of the underlined words"... Nocturnal animal..."!
 - E. It refers to a hot-blood animal
 - F. It refers to a comedy movie
 - G. It refers to a horror movie
 - H. 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".
 - E. Tom Ford wrote, produced, and directed a criminal drama movie in 2016
 - F. Tom Ford wrote, scripted, and launched a horror movie in 2016
 - G. Tom Ford scripted, guided, and published a criminal drama movie in 2016
 - H. 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)

- 16. It can be concluded that the Indonesian Independence was made possible by......
 - E. the pressure of radical youth groups in Indonesia

- F. the pressure of political groups in Indonesia
- G. the surrender of the Japanese Emperor's army
- H. the supports from neighboring countries and states
- 17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:
 - E. The Japanese Emperor
 - F. The state and nation of Indonesia
 - G. The neighboring states and nations
 - H. 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".
 - E. The Indonesian Independence Day is celebrated with a flag ceremony
 - F. The Indonesian Independence Day is celebrated formally by students and officials
 - G. The Indonesia Independence Day is commemorated formally in schools and offices
 - H. 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).

- 19. Determine the synonym of the underlined word in " If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot".
 - E. An aromatic tea-leaves
 - F. A fragrant tea assortment
 - G. An evergreen shrub
 - H. A sweet smelling leave
- 20. Determine the treat of a good small chocolate before or after the coffee.
 - E. to impress the customers
 - F. to please the customers
 - G. to enjoy the coffee more
 - H. 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).......".
 - E. (1) to mix (2) the taste

- F. (1) to blend -(2) the mixture
- G. (1) to put -(2) the aroma
- H. (1) to soak (2) the darkest
- 22. Add the synonym of 'with freshly boiled water'
 - E. with hot boiled water
 - F. with cool boiled water
 - G. with first-hand boiled water
 - H. 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?
 - E. Many Chinese were killed in an outbreak
 - F. Many Mongolians were killed due to a disease
 - G. Many Chinese were killed because of a rabbit disease
 - H. Many Chinese were exiled due to the outbreak
- 24. Differentiate the meaning of a plague that spreads rapidly.
 - E. A plague is a contagious bacterial disease that spreads rapidly and kills
 - F. A disease is a disorder of structure or function in a human, animal, or plant
 - G. A plague is a common disease that is not a threat to a human, animal, or plant
 - H. 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'.
 - E. There are twenty-eight Chinese in Mongolia were in detention
 - F. There are twenty-eight Chinese in Mongolia were in seclusion
 - G. There are twenty-eight Chinese in Mongolia were in segregation
 - H. There are twenty-eight Chinese in Mongolia were in separation

-END OF TEST-

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APPENDIX 10. READING ANXIETY DATA

Kelas X IBB 2

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21	21	1	1	1	2	2	2	9	3	3	3	4	4	4	21	3	3	3	2	2	2	15	45
22	22	1	2	2	2	2	2	11	2	1	1	2	2	2	10	1	2	2	2	2	2	11	33
23	23	1	2	1	2	1	2	9	1	1	2	2	2	2	10	4	4	4	4	4	4	24	43
24	24	2	1	2	1	2	1	9	2	3	2	3	2	3	15	4	4	4	4	4	4	24	48
25	25	1	1	1	1	1	1	6	3	3	3	3	3	3	18	2	2	1	1	1	1	8	26
26	26	2	2	2	1	1	1	9	2	1	3	2	2	3	13	3	3	3	3	3	3	18	40

27	27	1	2	2	2	2	2	11	1	2	1	2	2	2	10	3	3	3	4	4	4	21	37
28	28	1	2	1	2	2	2	10	1	2	2	2	2	2	11	4	4	4	4	3	31	22	38
29	29	1	1	1	1	1	1	6	1	1	1	1	1	1	6	1	1	1	1	1	1	6	18
30	30	2	1	2	2	2	1	10	2	2	2	1	2	2	11	4	4	4	4	4	4	24	40
31	31	2	2	2	2	2	2	12	3	2	2	2	2	2	13	4	4	4	4	4	4	24	44
32	32	2	1	2	2	2	2	11	1	1	2	2	2	2	10	3	3	3	3	3	3	18	34
33	33	2	2	2	2	1	2	11	3	2	2	2	2	2	13	4	4	4	4	4	4	24	43
34	34	2	1	1	2	2	2	10	2	2	1	1	2	2	10	4	4	4	4	4	4	24	44
35	35	2	2	2	1	2	2	11	1	1	2	2	2	2	10	3	3	3	3	3	3	18	34
-	ΓΟΤΑL						-	367	-	T. 18	1177	15		1/2	434							603	1404

Kelas X MIPA 3

			-			• 72	-3			100			350		17-		17	,	N.T	4.			
No	Students				nicat		3//			Т	est A	nxie	t v	1	æ			r or				TE.	TOTAL T
			Aj		<mark>ne</mark> nsi			T	110						T			Evalu	iatioi			T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	1	1	2	10	1	1	2	2	2	2	10	4	4	3	3	3	3	20	40
2	2	2	2	2	2	2	2	12	1	2	2	2	2	2	11	4	4	4	4	4	4	24	34
3	3	1	2	1	2	2	2	10	3	3	3	3	2	2	16	3	3	3	3	4	4	20	46
4	4	1	1	2	2	2	2	10	2	2	3	3	3	3	16	4	3	3	3	3	3	19	45
5	5	2	1	1	1	1	1	7	1	2	1	2	2	2	10	1	2	1	2	2	2	10	27
6	6	1	1	2	2	2	2	10	1	2	2	2	2	2	11	4	4	3	3	3	3	20	41
7	7	3	3	3	3	2	2	16	2	2	2	2	2	2	12	3	4	4	4	4	4	23	51
8	8	2	1	1	1	1	1	7	117	2	1	2	2	2	10	1	2	2	2	2	2	11	28
9	9	2	2	2	2	2	1 -	11	1	2	2	2	2	-1	10	3	2	3	2	3	3	16	32
10	10	2	2	3	2	2	2	13	3	2	3	2	3	3	16	4	3	3	3	3	3	19	48
11	11	3	3	3	3	2	2	16	2	2	2	2	2	2	12	3	4	4	4	4	4	23	51
12	12	2	2	2	2	2	3	13	2	2	1	1	2	2	10	3	3	3	3	3	3	18	36
13	13	1	1	2	1	1	1	7	1	2	1	2	1	2	9	1	1	2	2	2	2	10	26
14	14	1	2	2	2	2	1	10	2	2	2	2	2	2	12	3	3	3	3	4	4	20	42
15	15	2	2	2	2	2	2	12	1	2	1	2	2	2	10	2	2	2	3	2	2	13	35
16	16	1	2	1	2	2	2	10	1	2	2	2	2	2	11	3	4	4	4	4	4	23	43

17	17	2	2	2	2	1	1	10	2	2	3	3	3	3	16	3	4	3	4	4	4	22	48
18	18	1	1	2	2	2	2	10	2	2	1	1	2	2	10	3	4	4	3	4	4	22	42
19	19	2	3	2	2	2	2	13	2	3	2	3	3	3	16	3	3	3	3	3	3	18	47
20	20	2	2	2	2	2	2	12	2	2	1	2	2	2	11	4	4	4	4	4	4	24	34
21	21	1	2	2	1	2	2	10	1	2	1	2	2	3	11	4	4	3	3	3	3	20	40
22	22	2	2	2	2	2	2	12	2	2	_2	2	2	2	12	3	3	3	3	3	3	18	37
23	23	3	2	2	2	2	2	13	2	2	2	2	2	2	12	3	3	3	3	3	3	18	38
24	24	1	1	2	2	2	2	10	1	2	2	2	2	2	11	3	4	3	4	4	4	22	43
25	25	2	2	2	1	1	2	10	2	2	1	2	2	2	11	4	4	4	4	4	3	23	44
26	26	1	2	1	2	1	2	9	1	2	1	2	2	2	10	2	2	2	3	3	3	15	34
27	27	1	2	2	2	2	<u></u>	10	2	2	2	2	2	2	12	4	4	4	4	4	4	24	46
28	28	1	2	1	2	2	2	10	2	2	2	3	3	3	15	3	3	3	2	2	2	15	40
29	29	2	3	2	2	2	2	13	2	3	2	2	2	2	13	4	4	4	4	4	4	24	50
30	30	2	2	2	2	2	2	12	3	2	3	2	2	2	14	4	4	4	4	4	4	24	50
31	31	1	2	1	2	1	2	9	1	1	2	2	2	2	10	3	3	, 3	3	4	4	20	39
32	32	3	2	3	3	3	3	17	3	3	3	3	4	4	20	4	3	4	3	3	3	20	47
33	33	1	1	1	2	2	2	9	1	2	1	2	2	2	10	2	3	2	3	2	2	14	33
34	34	1	2	2	1	2	2	10	3	3	4	3	3	3	19	3	3	3	3	4	4	20	49
35	35	1	2	2	2	2	2	11	3	3	3	3	2	2	16	4	4	3	3	3	3	20	47
]	ΓΟΤΑL							387	IE	17/3	/	100			435							711	1433

Kelas X IPS 2

No	Students				nicat iensi		V	Т	N	Т	'est A	nxie	ty		Т			r or l Evalu				Т	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	2	2	12	2	2	3	3	3	2	15	3	3	3	3	4	4	20	48
2	2	2	2	1	1	1	1	8	3	2	2	2	2	2	13	3	3	3	3	2	2	16	37
3	3	2	2	2	1	1	1	9	3	3	3	3	3	3	18	3	3	3	4	4	4	21	48
4	4	1	2	2	2	2	2	11	2	1	1	2	2	2	10	4	4	3	3	3	3	20	41
5	5	2	3	3	3	3	3	17	3	3	3	2	2	2	15	3	3	3	3	3	3	18	50
6	6	2	1	1	2	2	2	10	3	3	2	2	2	2	14	2	3	2	3	3	3	16	40
7	7	2	1	1	1	1	1	7	1	1	2	2	1	2	9	1	2	2	2	2	2	11	27

8	8	2	2	3	3	3	3	16	2	3	3	3	3	3	17	3	3	3	3	3	3	18	51
9	9	2	3	2	3	2	3	15	3	2	3	3	2	3	16	3	4	3	3	3	3	19	50
10	10	2	2	2	2	2	1	11	2	3	3	2	2	2	14	3	3	3	3	4	4	20	45
11	11	2	1	2	1	2	2	10	3	2	2	2	2	2	13	2	3	2	3	3	3	16	39
12	12	1	2	1	2	2	2	10	3	3	2	2	2	2	14	4	4	3	3	3	3	20	44
13	13	2	1	1	1	1	1	7	1	1	_1	2	2	2	9	2	2	2	2	2	3	13	29
14	14	2	2	1	2	2	2	11	2	2	2	3	2	2	13	4	3	4	3	3	3	20	44
15	15	2	2	2	2	2	2	12	3	2	2	2	2	2	13	4	4	4	4	4	4	24	49
16	16	1	1	2	2	2	2	10	2	2	1	2	2	2	11	2	3	2	3	3	3	16	37
17	17	3	2	2	2	2	2	13	3	4	3	3	3	3	19	4	4	4	4	4	4	24	56
18	18	2	2	3	2	2	2	13	2	3	3	3	3	3	17	3	3	3	3	3	2	17	47
19	19	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	3	3	3	3	16	40
20	20	2	2	2	1	1	1	9	2	3	2	2	2	3	14	4	4	3	3	3	3	20	43
21	21	2	2	2	2	3	3	14	2	3	2	3	2	3	15	3	3	4	4	3	3	20	49
22	22	1	2	1	2	2	2	10	2	3	2	2	2	2	13	2	2	, 3	2	2	2	13	36
23	23	3	3	2	2	2	2	14	2	2	2	2	2	3	14	3	4	4	3	3	3	20	47
24	24	2	3	3	2	2	2	14	2	3	3	2	2	2	14	2	3	2	2	2	2	13	41
25	25	2	2	2	3	3	3	15	3	3	3	3	2	2	16	3	3	3	3	3	4	19	50
26	26	2	2	2	2	2	2	12	2	2	2	2	2	2	12	2	2	2	2	3	3	14	38
27	27	2	2	2	1	1	1	9	2	1	1	1	1	2	8	1	2	1	2	2	2	10	27
28	28	3	2	2	2	2	2	13	3	3	3	3	- 3	3	18	2	2	2	2	2	2	12	43
29	29	3	3	2	2	2	2	14	2	2	2	2	2	2	12	4	3	3	3	3	3	19	45
30	30	3	2	3	2	3	2	15	2	2	2	2	2	2	12	3	3	4	3	3	3	19	46
31	31	1	1	1	2	2	2	9	-1	2	1	2	1	2	9	3	2	2	2	2	2	13	31
32	32	2	3	3	3	3	3	17	_1	2	1	2	2	2	10	3	4	4	3	3	3	20	47
33	33	3	3	3	2	2	2	15	2	2	2	2	3	3	14	4	4	3	3	3	3	20	49
34	34	1	1	1	2	2	2	9	1	1	2	2	2	2	10	2	2	2	2	2	3	13	32
35	35	2	3	2	2	2	2	13	2	3	2	3	2	3	15	4	4	3	3	3	3	20	48
Г	OTAL						100	416							468							610	1494

APPENDIX 11. READING SELF-EFFICACY DATA

Kelas X IBB 2

N o	Student s			Mas xpe					Vi	icar	ious	s Exp	perie	nce		F	Perso	nal l	Persu	ıasio	n]	Emo	tiona	ıl Ar	ousa	l		ТОТА
	5	1	2	3	4	5	6	T	7	8	9	1	1	1 2	T	1 3	1 4	1 5	1 6	1 7	1 8	T	1 9	2 0	2	2 2	2 3	2 4	Т	L
1	1	1	2	1	2	2	2	10	1	1	1	1	1	1	6	2	2	1	1	1	1	8	1	1	1	1	2	2	8	32
2	2	1	2	2	2	2	2	11	2	1	1	1	1	1	7	2	2	1	1	2	2	10	1	2	1	2	1	1	8	39
3	3	3	2	2	2	2	2	13	1	2	1	2	2	2	10	1	1	2	2	2	2	10	2	2	2	2	1	1	10	45
4	4	3	3	2	2	2	2	14	2	2	1/	1	2	2	10	2	2	2	2	2	1	11	1	1	2	2	2	2	10	49
5	5	1	1	2	2	2	2	10	2	2	2	2	1	1	10	1	2	2	1	2	2	10	1	2	1	2	2	2	10	40
6	6	1	1	1	1	2	2	8	1	2	1	1	1	1	7	1	1_	1	2	2	2	9	1	1	1	1	1	1	6	30
7	7	2	2	2	3	3	3	15	1	1	2	2	2	2	10	1	2	2	2	2	2	11	2	- 3	2	2	2	2	13	49
8	8	1	2	2	2	2	2	11	1	2	1	2	2	2	10	1	2	2	2	2	2	11	2	3	2	2	2	2	13	45
9	9	2	2	1	2	2	2	11	1	1	1	2	1	1	7	1	2	2	2	2	1	10	1	2	2	1	2	2	10	38
10	10	2	2	2	1	2	2	11	1	2	1	1	1	1	7	2	2	1	1	1	1	8	1	1	1	1	2	2	8	34
11	11	2	2	2	2	2	2	12	1	1	2	2	1	1	8	1	2	1	1	1	1	7	2	2	1	1	1	1	8	35
12	12	1	2	1	2	1	1	8	1	1	1	1	1	1	6	1	2	2	1	1	1	8	1	2	1	2	1	1	8	31
13	13	1	2	2	1	1	1	8	1	1	1	1	2	1	7	1	2	1	2	1	1	8	F 1	2	2	1	1	1	8	33
14	14	3	3	2	2	2	2	14	2	2	2	2	2	2	12	1	2	2	2	2	2	11	2	2	2	2	3	3	14	51
15	15	1	2	2	2	2	2	11	1	2	1	2	1	2	9	1	2	1	2	2	2	10	2	2	2	2	1	1	10	40
16	16	1	2	1	2	2	2	10	2	1	1	1	1	1	7	1	2	2	2	1	1	10	1	1	2	2	2	2	10	37
17	17	2	2	2	3	3	2	14	2	2	2	2	2	2	12	1	2	2	2	2	2	11	3	2	2	2	2	2	13	50
18	18	2	2	1	1	2	2	10	2	1	1	1	1	1	7	1	1	2	2	1	1.	8	1	1	2	2	1	1	8	33
19	19	2	2	2	2	2	1	11	3	4	3	3	3	3	19	1	2	1	2	2	2	10	1	1	2	2	2	2	10	50
20	20	1	1	2	2	2	2	10	1	2	1	1	- 1	1	7	1	2	2	2	1	2	10	1	1	1	2	2	2	9	36
21	21	2	1	2	1	2	2	10	1	2	2	1	1	1	8	-1	2	1	2	2	2	10	1	2	1	2	1	2	9	37
22	22	2	2	3	3	2	2	14	2	2	2	2	2	2	12	2	2	2	2	2	1	11	1	2	2	2	2	2	11	48
23	23	2	2	1	1	2	2	10	1	1	2	1	1	1	7	2	2	1	1	1	1	8	1	2	1	2	1	2	9	34
24	24	1	2	1	1	1	1	7	1	2	1	1	1	1	7	1	1	1	1	2	1	7	2	1	1	1	1	1	7	28
25	25	3	3	3	3	3	3	18	4	3	3	3	3	3	19	1	2	1	2	2	2	10	1	2	1	2	2	2	10	57
26	26	2	2	3	2	2	2	13	1	1	2	2	2	2	10	2	2	2	1	1	1	9	1	1	1	2	2	2	9	42

27	27	2	1	2	1	2	2	10	1	1	1	1	1	2	7	1	1	2	2	2	2	10	2	2	2	1	1	2	10	37
28	28	1	1	2	2	2	2	10	1	2	1	1	1	1	7	1	1	1	1	1	2	7	1	2	1	1	1	1	7	31
29	29	3	3	3	3	3	3	18	4	3	3	3	3	3	19	1	2	2	2	2	2	11	1	1	2	2	2	2	10	58
30	30	2	2	1	2	2	2	11	2	1	1	1	1	1	7	2	2	1	1	2	2	10	2	2	2	2	1	1	10	38
31	31	2	2	1	1	1	1	8	1	2	1	1	1	1	7	1	1	1	1	1	2	7	2	1	1	1	1	1	7	29
32	32	2	2	1	2	2	2	11	3	3	3	3	3	3	18	1	1	2	2	2	2	10	2	2	2	2	1	1	10	49
33	33	1	2	1	2	2	2	10	1	2	1	1	1	1	7	4	1	2	2	2	2	10	1	1	2	2	2	1	9	36
34	34	2	3	3	3	3	3	18	2	2	2	3	3	3	15	2	2	1	2	2	2	11	1	1	2	2	2	2	10	54
35	35	1	2	1	2	2	2	10	2	2	3	2	3	2	14	2	1	1	1	_1	1	7	2	1	1	1	1	1	7	38
Γ	OTAL							40							34	CVS.	577	200)	- 19	18	Man	32							32	1400
								0			1				2	11	10	M.	Buch		The same	9							9	

Kelas X IPA 3

N	Student			Mas					Vi	car	ious	s Exp	perie	nce		I	Perso	nal l	Persu	ıasio	n		1	Emo	tiona	ıl Ar	ousa	l		ТОТА
0	S	1	2	3	4	5	6	T	7	8	9	1	1	1 2	T	1 3	1 4	1 5	1 6	1 7	1 8	T	1 9	2	2	2 2	2 3	2 4	T	L
1	1	1	1	2	2	2	2	10	1	1	2	2	2	2	10	1	2	2	2	2	1	10	2	2	2	1	1	1	9	39
2	2	1	1	2	2	2	2	10	1	2	1	2	1	2	9	2	1	2	1	1	1	8	1	2	1	2	1	2	9	36
3	3	2	2	1	1	2	2	10	2	1	1	1	1	1	7	2	2	2	1	1	1	9	2	1	1	1	1	1	7	33
4	4	2	2	1	2	2	2	11	1	1	1	2	2	2	9	1	1	1	1	1	2	7	1	1	2	1	1	1	7	34
5	5	3	3	3	3	3	3	18	2	2	2	3	3	3	15	2	1	2	1	2	2	10	1	1	2	2	2	2	10	53
6	6	1	2	1	2	2	2	10	2	3	2	3	2	3	15	1	2	1	1	1	1	7	2	2	1	1	1	1	8	40
7	7	1	2	1	2	1	1	8	1	1	1	1	1	1	6	_1_	2	1	1	1	1	7	1	1	1	1	1	2	7	28
8	8	3	3	3	3	3	3	18	3	3	2	2	3	2	15	2	2	2	3	3	3	15	2	2	1	1	2	2	10	58
9	9	2	1	2	2	2	2	11	1	2	2	2	2	1	10	1	1	1	1	2	1	7	1	2	1	2	2	2	10	38
10	10	1	1	1	2	2	2	9	1	2	1	2	1	2	9	1	1	1	2	1	1	7	1	2	1	1	1	1	7	30
11	11	2	2	2	2	2	2	12	1	1	2	2	2	2	10	2	2	2	2	1	1	10	1	1	1	2	1	1	7	35
12	12	2	2	2	2	2	2	12	1	2	2	2	2	2	11	1	2	1	2	2	2	10	1	2	1	2	2	2	10	45
13	13	2	3	2	3	2	3	15	2	2	3	3	2	2	14	2	2	1	1	2	2	10	3	2	3	3	3	3	17	56
14	14	2	2	1	1	2	2	10	1	2	1	2	1	2	9	1	1	2	2	2	2	10	2	2	1	1	1	1	8	37

15	15	2	2	2	2	3	3	14	1	2	1	1	1	1	7	2	1	1	2	2	2	10	2	1	2	1	1	1	8	39
16	16	2	2	2	2	2	1	11	2	2	1	1	1	1	8	1	1	1	1	2	2	8	1	1	2	2	1	1	8	35
17	17	1	2	1	2	1	2	9	1	2	1	1	1	1	7	1	1	2	1	1	1	7	2	1	1	1	1	1	7	30
18	18	1	1	1	2	2	2	9	2	2	2	2	1	1	10	1	1	1	2	1	1	7	3	2	2	2	2	2	13	39
19	19	2	2	1	1	2	2	10	1	1	2	1	1	1	7	2	2	2	1	1	1	9	1	2	1	2	2	2	10	36
20	20	1	1	1	2	2	2	9	2	1	1	1	1	1	7	1	2	2	2	2	1	10	2	3	2	2	2	2	13	39
21	21	2	2	2	2	2	2	12	1	2	2	2	2	2	11	2	2	1	1	1	1	8	1	1	1	2	1	1	7	38
22	22	2	3	2	2	2	2	13	1	1	1	2	2	2	9	2	1	1	1	1	2	8	2	1	2	1	1	1	8	34
23	23	2	2	2	2	1	1	10	2	1	1	1	1	1	7	1	1	1	2	2	2	9	1	2	1	2	1	1	8	34
24	24	2	2	2	1	2	2	11	1	2	1	1	_1	1	7	_1	2	_1	2	1	2	9	1	1	1	1	2	2	8	35
25	25	1	2	2	2	2	1	10	1	2	1,	1	1	1	7	1	1	1	2	2	2	9	1	1	2	2	2	2	10	37
26	26	2	3	3	3	3	3	17	3	2	2	2	2	2	13	1	2	2	2	2	2	11	2	2	2	1	1	2	10	51
27	27	1	1	2	2	2	2	10	1	1	1	1	2	2	8	1	1	1	2	2	2	9	1	1	2	2	1	1	8	35
28	28	1	2	1	2	2	2	10	10	1	1	2	2	2	9	1	-1	2	2	1	1	8	1	1	1	1	1	1	6	32
29	29	1	2	2	2	2	2	11	1	2	1	1	1	1	7	1	1	1	2	2	2	9	1	2	2	1	1	1	8	35
30	30	1	1	1	2	2	1	8	1	1	2	H	1	1	7	2	1	1	1	1	1	7	2	1	1	1	1	1	7	30
31	31	1	1	2	2	2	2	10	2	2	2	2	2	1	11	2	2	2	2	1	1	10	1	1	1	2	2	2	9	40
32	32	1	1	2	2	2	2	10	2	1	1	1	1	1	7	1	1	1	2	2	2	9	2	2	2	1	1	1	9	36
33	33	3	3	3	3	3	3	18	2	2	1	1	2	2	10	1	2	1	2	1	2	9	1	1	2	2	1	1	8	45
34	34	2	3	2	3	2	3	15	1	1	1	2	1	1	7	1	1	1	2	2	2	9	1	1	2	1	1	2	8	39
35	35	1	2	2	2	2	2	11	1	1	2	2	2	2	10	1	1	2	2	1	1	9	1	2	1	1	2	1	8	38
T	OTAL							40							32					4		31							30	1339
								2		1	V			7	5	- 1			- (1			1							7	

DIKSH

Kelas X IPS 2

N o	Student s			Mas		•			Vi	car	ious	S Exp	perie	nce		I	Perso	nal I	Persi	iasio	n]	Emo	tiona	l Ar	ousa	l	-	ТОТА
		1	2	3	4	5	6	T	7	8	9	1 0	1	1 2	T	1 3	1 4	1 5	1 6	1 7	1 8	T	1 9	2 0	2	2 2	2 3	2 4	T	L
1	1	2	2	1	1	1	1	8	1	1	1	1	2	2	8	1	2	1	1	1	1	7	1	1	1	1	1	1	6	29
2	2	1	1	1	1	2	2	8	1	2	1	1	1	1	7	1	1	2	2	1	1	8	1	2	1	1	1	1	7	30
3	3	2	2	2	3	3	3	15	1	2	2	2	2	2	11	1	2	2	2	2	1	10	1	2	1	2	1	2	9	45
4	4	2	2	1	3	3	2	14	2	1	1	1	1	1	7	1	1	1	2	2	2	9	1	1	1	1	2	2	8	38
5	5	1	1	2	2	1	1	8	1	1	1	A P	1	2	7	2	111	1	1	1	1	7	1	1	1	1	1	1	6	28
6	6	1	1	2	2	2	2	10	2	2	2	2	1	2	11	1	1	2	2	2	2	10	1	1	2	2	1	2	9	40
7	7	2	3	3	3	3	3	17	3	2	2	2	2	2	13	2	1	2	2	2	2	11	3	3	3	3	4	4	20	61
8	8	1	1	1	2	2	2	9	1	1	1	1	2	1	7	1	17	1	2	2	1	8	1	1	1	1	1	2	7	31
9	9	1	1	1	2	2	1	8	1	1	1	2	1	1	7	1	1	2	2	1	1	8	2	1	1	1	1	1	7	30
10	10	3	2	2	2	2	2	13	2	2	2	1	1	1	9	2	1	1	1	1	1	7	2	2	1	1	1	1	8	37
11	11	3	3	2	2	2	2	14	1	1	2	2	1	2	9	1	1	2	1	1	1	7	1	2	1	2	1	1	8	38
12	12	2	2	2	2	2	2	12	1	1	2	2	2	1	9	1	2	1	1	1	1	7	1	2	1	1	2	1	8	36
13	13	3	3	3	3	3	3	18	2	2	2	3	3	3	15	3	2	2	2	2	2	13	1	2	1	2	1	2	9	55
14	14	1	2	2	2	2	1	10	1	2	1	1	1	1	7	1	1	1/	2	2	2	9	1	1	1	1	2	2	8	34
15	15	1	1	1	1	1	2	7	1	1	2	2	1	1	8	2	1	1	1	1	1	7	1	2	2	1	1	1	8	30
16	16	3	3	3	3	3	3	18	1	2	2	2	2	2	11	1	2	1	2	2	2	10	1	1	2	2	2	1	9	48
17	17	1	1	2	2	1	1	8	1	1	1	1	2	1	7	1	1	1	2	2	2	9	1	2	1	2	1	1	8	32
18	18	3	3	2	2	2	2	14	2	2	1	1	1	1	8	1	1	2	2	1	2	9	1	1	1	2	1	2	8	39
19	19	3	2	2	2	2	2	13	2	1	1	1	1	2	8	1	2	1	2	1	2	9	1	1	1	2	2	1	8	38
20	20	3	3	3	3	3	3	18	1	2	2	2	2	2	11	1	1	2	2	2	2	10	2	2	1	1	1	2	9	48
21	21	1	1	2	2	1	2	9	1	1	2	1	-1	2	8	1	2	1	2	-1	2	9	2	1	2	1	1	1	8	34
22	22	3	3	3	3	3	2	17	2	2	2	2	2	-1_{\odot}	11	1,	2	2	2	1	2	10	2	1	2	1	2	1	9	47
23	23	1	1	1	1	1	1	6	1	1	2	2	1	1	8	1	2	1	1	1	1	7	1	1	1	1	1	1	6	27
24	24	1	1	2	2	1	2	9	1	1	1	2	2	2	9	1	1	2	1	1	1	7	1	1	2	2	1	1	8	33
25	25	3	2	2	2	2	2	13	2	1	1	1	1	2	8	2	1	2	1	2	1	9	2	1	1	2	1	1	8	38
26	26	3	3	3	3	3	3	18	2	2	2	2	2	2	12	2	2	2	2	1	1	10	1	2	1	2	1	2	9	49
27	27	2	3	3	3	3	4	18	2	3	2	3	2	3	15	2	2	2	2	2	2	12	3	2	3	2	2	2	14	59

28	28	2	2	2	1	1	1	9	1	1	2	2	1	1	8	2	2	1	2	1	1	9	2	1	2	1	1	1	8	34
29	29	1	1	2	2	2	1	9	1	2	2	2	2	1	10	1	1	2	2	1	2	9	1	2	2	1	1	1	8	36
30	30	1	1	1	2	2	2	9	1	1	1	2	2	1	8	1	1	1	1	2	1	7	1	1	1	1	1	1	6	30
31	31	2	3	3	3	3	2	16	2	2	2	2	2	2	12	2	2	2	3	3	3	10	2	2	1	1	2	1	9	47
32	32	3	2	2	2	2	2	13	2	1	1	2	1	1	8	1	2	1	2	1	2	9	2	1	2	1	2	1	9	39
33	33	1	1	1	1	1	2	7	2	1	1	1	1	1	7	1	2	1	2	1	2	9	2	1	2	1	1	1	8	31
34	34	2	2	2	2	3	3	14	3	2	2	2	2	2	13	2	2	2	1	2	2	11	2	1	1	1	1	1	7	45
35	35	2	2	1	1	1	1	8	1	1	1	2	1	1	7	2	1	120	2	1	2	9	1	1	2	2	1	1	8	32
T	OTAL							41					4		32							31							29	
								7				-	1		4	CVA	0.00		-9	No.	No.	2							5	1348



APPENDIX 12. READING COMPETENCY DATA

N												ITEM	NUN	1BER	R											
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	Total
			Mair	idea				Spec	ific in		ation			Tex	ktual 1		ence				Wor	d mea	aning			
	des		1	rec	1		des	1		rec	1		des	À		rec	1		des	1		1	rec	1		
1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	0	5 (20)
2	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	0	7 (28)
3	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	1	1	1	1	0	9 (36)
4	0	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	0	0	1	0	0	10 (40)
5	1	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	8 (32)
6	0	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	0	0	1	1	0	0	8 (32)
7	1	0	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	1	1	0	11 (44)
8	0	0	0	0	0	0	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	1	0	0	8 (32)
9	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	5 (20)
10	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	6 (24)
11	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	7 (28)
12	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	6 (24)
13	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	1	0	0	0	1	0	7 (28)
14	0	0	0	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	1	8 (32)
15	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	1	0	0	1	0	0	0	0	0	1	8 (32)
16	1	0	0	0	0	0	0	1 /	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	7 (28)
17	0	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	13 (52)
18	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	6 (24)
19	0	0	0	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	12 (48)
20	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	0	8 (32)
21	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	8 (32)
22	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	0	0	0	1	9 (36)
23	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	6 (24)
24	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	5 (20)
25	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	0	10 (40)
26	0	1	0	1	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	8 (32)
27	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	7 (28)

28 0 0 0 0 0 1 0 1 0 1 0 0 0 0 0 0 1 1 0 0 0 0 0 0 0 1 1 0 0 1 1 0 0 1 1 0 0 0 1 0 0 0 1 0 6 (24) 30 0 0 0 0 0 0 0 0 1 0 0 0 1 1 0 0 0 0 0																											
30	28	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	6 (24)
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	29	1	1	0	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	15 (60)
32	30	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	6 (24)
33 0 0 1 0 0 0 1 0 0 0	31	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	5 (20)
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	32	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	1	1	0	0	0	1	1	0	1	0	10 (40)
S	33	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	6 (24)
B=19	34	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	7 (28)
S = 86	35	0	0	0	0	0	0	0	1	1	0	1	0	1		1	1	1	0	0	1	1	0	0	1	0	11 (44)
No		B=1	9		B=1	4		B=4	5		B=2	7.7		B=4	7		B=3	9		B=4	5		·L	B=4	0	L	278(1112)
1			6		S=9	1		S=6	0		S=7	8		S=5	8		S=6	6		S=9:	5			S=6	5		
2	X IB	B 2																									
3	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	9 (36)
4 1 0 0 0 1 0 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0 0 0 1 0	2	0	0	0	0	0	0	0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	8 (32)
5 0 1 0 1 0 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0 0 1 1 1 0 0 0 1 1 1 0 0 1 1 1 0	3	0	0	0	1	0	0	1	0	0	0	0	0	1.	0	0	1	0	0	0	1	0	0	0	0	1	6 (24)
6 0 1 0 0 0 1 0 0 1 0 0 1 0	4	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	7 (28)
7 0 0 0 1 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0	5	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	0	0	1	1	13 (52)
8 0 0 1 1 0 0 1 1 0 1 1 0 1 1 0 0 1 1 0 1 1 0 0 1 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 0 1 0 0 0 0 1 0 0 0 0 1 0 0 0 0 1 0 0 0 1 0 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 0 1 0	6	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	0	0	9 (36)
9 0 1 0 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0	7	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	5 (20)
10	8	0	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	14 (56)
11 0 0 0 0 0 1 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0	9	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	8 (32)
12 1 0 0 0 0 1 0 1 0 1 0 1 0 1 0 1 0 0 1 0 0 0 1 0 0 0 1 1 0 1 0 0 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0	10	0	0	0	0	0	0	0	Ì	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	5 (20)
13 1 1 0 1 0 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	11	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	8 (32)
14 0 0 0 1 0 0 1 0 0 1 0 0 0 1 0	12	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	0	1	8 (32)
15 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0	13	1	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	15 (60)
16 0 0 1 0 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0	14	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	6 (24)
17 0 0 0 1 0	15	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	8 (32)
18 0 1 0 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 1 0 0 0 0 1 0 0 0 0 0 1 0 0 0 0 0 0 1 0	16	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	6 (24)
19 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	17	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	5 (20)
20 0 1 0 0 1 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 0 0 1 0 0 0 0 0 0 0 1 0	18	0	1	0	0	0	0	1	1	0	0	1	0	11 00	1	0	0	1	0	0	1	0	0	1	0	0	9 (36)
21 0 0 1 0 1 0 0 0 1 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 </td <td>19</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>8 (32)</td>	19	0	0	1	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	0	0	1	0	0	1	0	8 (32)
22 0 1 0 0 1 0 0 1 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 0 1 0 0 7 (28)	20	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	9 (36)
	21	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0	8 (32)
23 0 0 0 0 0 1 0 0 1 0 0 1 0 0 1 0 0 0 0	22	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	7 (28)
	23	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	6 (24)

24	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	6 (24)
25	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	7 (28)
26	0	0	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	0	0	1	1	0	1	0	0	10 (40)
27	0	1	0	0	0	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	8 (32)
28	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	5 (20)
29	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	1	0	6 (24)
30	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	5 (20)
31	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	-1	0	0	0	1	0	0	0	1	0	8 (32)
32	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	0	7 (28)
33	0	0	1	1	0	0	0	0	1	1	0	0	0	100	0	1	0	0	1	1	0	0	0	0	1	9 (36)
34	0	0	0	0	0	0	1	1	0	0	0	1	0	1//	1	0	0	1	0	0	0	1	0	1	0	8 (32)
35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1//	0	0	0	1	1	0	1	0	0	5 (20)
	B=2			B=2			B=3		A	B=2			B=5			B=3		W.	B=4				B=3			271(1084)
	S=8			S=8:	5		S=6'	7.6	1	S=8	0		S=5	5		S=6	6	9	S=9	8			S=6'	7		
XM	IPA 3				0	0		0	0	0	0			0	0	0	0	0	0	W - 1/27					0	
1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	5 (20)
2	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	8 (32)
3	0	0	0	0	1	0	0	1	0	0	0	-1	1	0	1	0	0	1	0	0	0	0	0	1	0	7 (28)
4	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	6 (24)
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	5 (20)
6	1	0	0	0	0	0	1	1	0	1	0	0	1	1	0	1	0	0	1	0	0	0	0	1	0	8 (32)
7	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	15 (60)
8	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	6 (24)
9	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	5 (20)
10	1	0	0	0	0	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	1	0	8 (32)
11	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	6 (24)
12	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	6 (24)
13	1	0	0	0	1	0	1	1	0	0	1	1	1	0	1 -	0	1	1	0	0	1	1	0	1	1	14 (56)
14	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	6 (24)
15	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	5 (20)
16	0	0	0	0	0	0	0	1	1	1	0	0		1	1	1	0	0	0	1	0	0	1	0	0	8 (32)
17	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	7 (28)
18	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	9 (36)
					0												0									

20	1	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	1	9 (36)
21	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	8 (32)
22	0	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	0	1	0	0	1	9 (36)
23	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	8 (32)
24	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	6 (24)
25	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	6 (24)
26	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	9 (36)
27	1	0	0	0	1	0	1	0	1	1	1	0	1	1	1	-1	1	0	1	1	0	0	1	1	0	15 (60)
28	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	6 (24)
29	1	0	0	0	0	0	0	0	1	1	0	1	0	100	1	0	10_	0	0	0	0	1	0	1	0	8 (32)
30	0	0	1	0	0	1	1	0	0	0	0	0	1/1	0	0	1	0	0	0	1	0	0	1	0	0	5 (20)
31	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	1	0	0	0	1	10 (40)
32	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	8 (32)
33	0	0	0	0	0	1	0	1	0	0	0	0	0	1_	0	0	1	0	0	1	0	0	1	0	0	6 (24)
34	0	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	0	0	1	9 (36)
35	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	0	5 (20)
	B=2	0		B=1	6		B=4	5	-	B=2	6	6 12	B=5	0		B=3	8		B=4	1			B=3	9		269(1076)
	S=8:	5		S=8	9		S=60)		S=7	9	3 9	S=5:	5		S=6'	7		S=9	9			S=6	6		
Y ID	g 2																									

X IPS 2



APPENDIX 13. DATA RECAPITULATION

			X IBB2			
No.	Reading Anxiety		Reading Self- Efficacy		Reading Competency	
1	30	M	32	L	20	L
2	55	Н	39	L	28	L
3	46	Н	45	L	36	L
4	31	M	49	M	40	L
5	47	Н	40	L	32	L
6	49	Н	30	L	32	L
7	23	L	49	M	44	M
8	46	Н	45	L	32	L
9	40	Н	38	L	20	L
10	50	H /	34	L	24	L
11	29	M	35	L	28	L
12	46	Н	31	L	24	L
13	45	Н	33	L	28	L
14	32	Н	51	M	32	L
15	44	Н	40	L	32	L
16	50	Н	37	L	28	L
17	20	L	50	M	52	Н
18	49	Н	33	L	24	L
19	22	L	50	M	48	M
20	43	Н	36	L	32	L
21	45	Н	37	L	32	L
22	33	Н	48	M	36	L
23	43	Н	34	L	24	L
24	48	Н	28	L	20	L
25	26	M	57	Н	40	L
26	40	Н	42	L	32	L
27	37	Н	37	L	28	L
28	38	Н	31	L	24	L
29	18	L	58	Н	60	Н
30	40	Н	38	L	24	L
31	44	Н	29	L	20	L
32	34	Н	49	M	40	L
33	43	Н	36	L	24	L
34	44	Н	54	M	28	L
35	34	Н	50	M	44	M
	1364	_	1425		1112	

			X MIPA 3			
No.	Reading Anxiety		Reading Self- Efficacy		Reading Competency	
1	40	Н	39	L	36	L
2	34	Н	36	L	32	L
3	46	Н	33	L	24	L
4	45	Н	34	L	28	L
5	27	M	53	M	52	Н
6	41	Н	40	L	36	L
7	51	Н	28	L	20	L
8	28	M	58	Н	56	Н
9	32	Н	38	L	32	L
10	48	Н	30	L	20	L
11	51	Н	35	L	32	L
12	36	Н	45	L	44	M
13	24	L	56	Н	60	Н
14	42	Н	37	L	24	L
15	35	Н	39	L	32	L
16	43	Н	35	L	24	L
17	48	Н	30	L	20	L
18	42	Н	39	L	36	L
19	47	Н	36	L	32	L
20	34	Н	39	L	36	L
21	40	Н	38	L	32	L
22	52	Н	34	L	28	L
23	38	Н	34	L	24	L
24	43	Н	35	L	24	L
25	44	Н	37	L	28	L
26	34	Н	51	M	40	L
27	46	Н	35	L	32	L
28	40	Н	32	L	20	L
29	50	Н	35	L	24	L
30	50	Н	30	L	20	L
31	39	Н	40	L	32	L
32	47	Н	36	L	28	L
33	33	Н	45	L	36	L
34	49	Н	40	L	32	L
35	47	Н	38	L	20	L
	1448		1340		1096	

			X IPS 2			
No.	Reading Anxiety		Reading Self- Efficacy		Reading Competency	
1	48	Н	30	L	20	L
2	37	Н	30	L	32	L
3	48	Н	35	L	28	L
4	41	Н	32	L	24	L
5	50	Н	28	L	20	L
6	40	Н	35	L	32	L
7	27	M	60	Н	60	Н
8	51	Н	31	L	24	L
9	50	Н	30	L	20	L
10	45	Н	35	L	32	L
11	39	H	38	L	24	L
12	44	Н	36	L	24	L
13	29	M	55	Н	56	Н
14	44	Н	34	L	24	L
15	49	Н	30	L	20	L
16	37	Н	38	L	32	L
17	56	Н	32	L	28	L
18	47	Н	39	L	36	L
19	40	Н	38	L	32	L
20	43	Н	40	L	3 6	L
21	49	Н	34	L	32	L
22	36	Н	37	L	36	L
23	47	Н	27	L	32	L
24	41	Н	33	L	24	L
25	50	Н	38	L	24	L
26	38	Н	39	L	36	L
27	27	M	59	Н	60	Н
28	43	Н	34	L	24	L
29	45	Н	36	L	32	L
30	46	Н	30	L	20	L
31	31	M	47	M	40	L
32	47	Н	39	L	32	L
33	49	Н	31	L	24	L
34	32	Н	45	L	36	L
35	48	Н	32	L	20	L
	149		1287		1076	

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

Descriptive Statistics						
Mean Std. Deviation N						
Anxiety	41.00	8.15	105			
Self-Efficacy	39.59	7.93	105			
Competency	31.27	9.87	105			

Descriptive Statistics								
	N Range Minimum Maximum Mean		ean	Std. Deviation	Variance			
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Anxiety	105	38.00	18.00	56.00	41.00	0.795	8.155	66.510
Self-Efficacy	105	33.00	27.00	60.00	38.59	0.774	7.934	62.956
Competency	105	40.00	40.00	60.00	31.27	0.963	9.872	97.471
Valid N (listwise)	105	1.0		WELLER	3	8		

APPENDIX 15. DESCRIPTIVES OF READING ANXIETY BASED ON CLASSES

			Descriptive						
					Reading Anxie	ety Score			
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum	
XA	35	38.97	9.53	1.61	37.00	90.85	18.00	55.00	
XB	35	41.37	7.26	1.22	26.00	52.71	26	52.00	
XC	35	42.68	7.25	1.22	29.00	52.57	27	56.00	
Total	105	41.00	8.15	0.79	38.00	66.51	18.00	56.00	

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

			Descriptive						
				R	eading Self-Eff	icacy Score	11		
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum	
XA	35	40.71	8.44	1.42	30.00	71.38	28.00	58.00	
XB	35	38.28	7.04	1.19	30.00	49.68	28.00	58.00	
XC	35	36.77	7.95	1.34	33.00	63.35	27.00	60.00	
Total	105	38.59	7.93	0.77	33.00	62.95	2 7.00	60.00	

APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

			Descriptive						
				R	eading Self-Effi	icacy Score			
	N	Mean	Std. Deviation	Std. Error	Range	Variance	Minimum	Maximum	
XA	35	31.77	9.50	1.60	40.00	90.29	20.00	60.00	
XB	35	31.31	9.50	1.67	40.00	98.33	20.00	60.00	
XC	35	30.74	10.43	1.76	40.00	108.43	20.00	60.00	
Total	105	31.27	9.87	0.96	40.00	97.47	20.00	20.00	

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

A. CLASS X A

		Statistic	NA.					
	Reading Anxiety							
		Communication	Test	Fear or Negative				
		Apprehension	Anxiety	Evaluation				
N.I.	Valid	35	35	35				
N	Missing	0	0	0				
Mean		10.28	12.37	17.45				
Std. Erro	r of Mean	0.479	0.714	1.002				
Std. Devi	ation	2.834	4.229	5.932				
Variance		8.034	17.887	35.197				
Range		12	15	20				

			Statistics					
Reading Self-Efficacy								
		Mastery	Vicarious	Personal	Emotional			
		Experience	Experience	Persuasion	Arousal			
N.I.	Valid	35	35	35	35			
N	Missing	0	0	0	0			
Mean		11.42	10.08	9.40	9.40			
Std. E	rror of Mean	0.471	0.680	0.236	0.312			
Std. D	Deviation	2.789	4.024	1.397	1. <mark>8</mark> 50			
Variar	nce	7.782	16.198	1.953	3.424			
Range	е	11	13	4	8			
				(6)				

	Statistics								
	Reading Competency								
		Main Idea	Specific Information	Textual Reference	Word Meaning				
N.I.	Valid	35	35	35	35				
N	Missing	0	0	0	0				
Mean	1	3.88	8.00	10.11	9.94				
Std. E	Error of Mean	0.531	0.591	0.719	0.663				
Std. [Deviation	3.141	3.497	4.254	3.925				
Variance		9.869	12.235	18.104	15.408				
Rang	e	12	16	22	12				

A. CLASS X B

		Statistic						
	Reading Anxiety							
		Communication	Test	Fear or Negative				
		Apprehension	Anxiety	Evaluation				
	Valid	35	35	35				
N	Missing	0	0	0				
Mean		10.71	12.40	19.42				
Std. Error	of Mean	0.367	0.488	0.735				
Std. Devia	ition	2.177	2.892	4.354				
Variance		4.739	8.365	18.958				
Range		10	11	16				

	Statistics								
	Reading Self-Efficacy								
		Mastery	Vicarious	Personal	<u>Emotion</u> al				
		Experience	Expe <mark>rience</mark>	Persuasion	Arousal				
N.	Valid	35	35	35	3 <mark>5</mark>				
N	Missing	0	0	0	0				
Mean		11.48	9.28	8.88	8.77				
Std. Er	ror of Mean	0.475	0.433	0.268	0.359				
Std. Deviation		2.811	2.561	1.586	2.129				
Variance		7.904	6.563	2.516	4.534				
Range		10	9	8	11				

	Statistics							
		Read	ding Competency	У				
		Main Idea	Specific Information	Textual Reference	Word Meaning			
	Valid	35	35	<u> </u>	35			
N	Missing	0	0	0	0			
Mean		4.57	7.20	10.17	9.14			
Std. Er	ror of Mean	0.571	0.711	0.473	0.581			
Std. Deviation		3.238	4.206	2.802	3.439			
Variance		10.487	17.694	7.852	11.832			
Range		12	16	8	16			

A. CLASS X C

		Statistic Statistic	Y R						
Reading Anxiety									
		Commun <mark>ication</mark>	Test	Fear or Negative					
		Apprehension	Anxiety	Evaluation					
NI NI	Valid	35	35	35					
N	Missing	0	0	0					
Mean		11.68	13.37	17.62					
Std. Error	of Mean	0.482	0.469	0.678					
Std. Deviation		2.857	2.776	4.015					
Variance		8.163	7.711	16.123					
Range		10	11	19					

			Statistics		
		Read	ding Self-Efficac	У	
		Mastery	Vicarious	Personal	Emotional
		Experience	Experience	Persuasion	Arousal
NI	Valid	35	35	<u>35</u>	35
N	Missing	0	0	0	0
Mean		11.91	9.31	8.88	8.65
Std. E	rror of Mean	0.660	0.415	0.245	0.441
Std. D	eviation	3.906	2.458	1.450	2.611
Varian	ce	15.257	6.045	2.104	6.820
Range		12	8	5	14
			N. Comment	7世代	8
			S & 1	18070	2 /

			Statistics		
		Read	ding Competency		
		Main Idea	Specific Information	Textual Reference	Word Meaning
NI NI	Valid	35	35	35	35
N	Missing	0	0	0	0
Mean		3.88	8.22	10.05	9.14
Std. E	rror of Mean	0.645	0.768	0.528	0.481
Std. D	eviation	3.817	4.544	3.124	2.840
Variar	nce	14.575	20.652	9.761	8.067
Range	9	16	20	16	12

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

	Descriptive Statistics							
Mean Std. Deviation N								
Anxiety	41.00	8.15	105					
Self-Efficacy	38.59	7.93	105					
Competency	31.27	9.87	105					

	Co	rrelations	1	
	SITAS I	Anxiety	Self- Efficacy	Competency
Anxiety	Pearson Correlation	\mathcal{L}_{2} 1	737**	727**
1	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	6916.990	-4962.590	-6091.276
4	Covariance	66.510	-47.717	-58.570
	N	105	105	105
Self-Efficacy	Pearson Correlation	737 ^{**}	1	.862**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and	-4962.590	6547.390	7024.876
	Cross-products	TWEN!		
	Covariance	-47.717	<mark>62</mark> .956	67.547
	N	105	105	105
Competency	Pearson Correlation	727**	.862**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and Cross-products	-6091.276	7024.876	10136.990
	Covariance	-58.570	67.547	97.471
	N	105	105	105
**. Correlation i	s significant at the 0.01 le	vel (1-tailed).		



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

Descriptive Statistics								
	Mean	Std.	N					
	- AND THE PERSON NAMED IN COLUMN TO PARTY.	Deviation						
Anxiety	41.00	8.15	105					
Self-Efficacy	38.59	7.93	105					
Competency	31.27	9.87	105					

7	Corr	rela <mark>ti</mark> ons	19	
	(J)	Anxiety	Self- Efficacy	Competency
Anxiety	Pearson Correlation	1	727**	862 ^{**}
	Sig. (1-tailed)	ALKA	.000	.000
	Sum of Squares and	6916.990	-4962.590	-6091.276
	Cross-products			
	Covariance	66.510	-47 <mark>.7</mark> 17	-58.570
	N	105	105	105
Self-Efficacy	Pearson Correlation	737**	1	.862**
	Sig. (1-tailed)	.000		.000
	Sum of Squares and	-4962.590	6547.390	7024.876
	Cross-products			

	Covariance	-47.717	62.956	67.547
	N	105	105	105
Competency	Pearson Correlation	727**	.862**	1
	Sig. (1-tailed)	.000	.000	
	Sum of Squares and	-6091.276	7024.876	10136.990
	Cross-products			
	Covariance	-58.570	67.547	97.471
	N	105	105	105
**. Correlation is	s sig <mark>ni</mark> ficant at the 0.01 leve	el (1-tailed).	6	
		AN,	1 V	
			100	1

				Mod	el Summary					
Model	R	R Square	Adjusted	Std. Error		Chang	ge Stati <mark>st</mark> i	cs		Durbin-
			R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Watson
1	.873ª	.762	.757	4.86432	.762	163.207	2	102	.000	1.720

APPENDIX 21. SHEET OF READING ANXIETY SCALE

READING ANXIETY SCALE

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

	Pernyataan		nggap	an A	nda	Pema	haman
	Pernyataan	1	2	3	4	Ya	Tidak
1.	Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.		1			1	
2.	Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif.	V	U		j	J	3.71
3.	Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.		1			J	
4,	Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.	1				1	
5.	Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.		1			V	
6.	Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.		1			~	

Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.			/		1		
Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.	-,	1			V		
Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.		√			1		
Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.		V			/		
Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.	1)]	V	6		V		
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.	\sum_{i}	\			✓	7	
 Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif. 		>			V		
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.			~		/		
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		~			1		
 Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount. 			V	المحما	V		
 Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount. 			V		/		
 Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 		22.0	√		V		
						2020 Insyah	

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

N. C. A. S. C.	Tanggapan Anda				Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidak	
Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.	1	À			1		
Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif.		1			1		
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 	1			I/	1	, we	
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 		1			V		
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 	1	/			~		
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 	1	V	1		1		

Saya khawatir ketika saya tidak bisa menentukan informasi khusus pada teks deskriptif.		1			1	a maj ga makan papan na S	
Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.	-		/		/		
Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif.		V			\		
Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.	li,	/	100		/		
Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.		/	C		>		
Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.	7	/	-	A.	/		
Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.		/	4		~		
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.		J	Ć		1		
 Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif. 	J				1		
 Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount. 		1		× ×	1		
 Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount. 		/	,		V		
 Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 		1			1		
				iggal:	Sari	220	J 20

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

		Tar	nggap	an Ar	ıda	Pemahaman		
Pernyataan	1	1	2	3	4	Ya	Tidak	
Saya cemas ketika saya tidak bis menentukan ide pokok pada tel deskriptif.	sa ks	V	>			J		
 Saya cemas ketika saya tidak bi melengkapi ide poko pada teks deskripti 			J			J		
 Saya cemas ketika saya tidak bi menambahkan ide pokok pada te deskriptif. 	sa ks	Part of the second	/			J		
meringkas ide pokok pada teks recount.			V		- 1, -7,72	J		
 Saya cemas ketika saya tidak b membedakan ide pokok pada te recount. 			V			J		
 Saya cemas ketika saya tidak bisa menu kembali ide pokek pada teks recount. 	ilis		V			J		

	-			-	-	THE RESERVE AND PERSONS ASSESSED.
Saya khawatir ketika saya tidak bisa	1			-		1
menentukan informasi khusus pada teks	1				V	
deskriptif.						
Saya khawatir ketika saya tidak bisa						
melengkapi informasi khusus pada teks	-	V		-	J	
deskriptif.						
Saya khawatir ketika saya tidak bisa	1					
menambahkan informasi khusus pada teks		U			1	
deskriptif.						
). Saya khawatir ketika saya tidak bisa		1				
meringkas informasi khusus pada teks		V			1	
recount.	100			1/2	Silver,	
l. Saya khawatir ketika saya tidak bisa		11			1	
membedakan informasi khusus pada teks		V	100	R	V	
recount.	1)-				1	1
2. Saya khawatir ketika saya tidak bisa						
menulis kembali informasi khusus pada		V			V	
teks recount.	1		8			
 Saya tidak gugup ketika saya bisa 			A)			
menentukan kata rujukan pada teks	mit			V	V	- 17
deskriptif.	300					
 Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif. 				V	V	1
Saya tidak gugup ketika saya bisa						
menambahkan arti kata pada teks			1	1	1	y
deskriptif.				V	V	
6. Saya tidak gugup ketika saya bisa	6	1			100	
meringkas kata rujukan pada teks recount.	1			V	J	
17. Saya tidak gugup ketika saya bisa						
membedakan arti kata pada teks recount.				٧	J	
membedakan arti kata pada teks recount.	-			1	1	
Saya tidak gugup ketika saya bisa menulis			- 1			

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

	Pernyataan	Ta	nggaj	pan A	Pemahaman			
	Ternyanan	1	2	3	4	Ya	Tidak	
1.	Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.	(1) (7)	1	3		1		
2.	Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif.		1			1		
3.	Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.	1	\			1		
4.	Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount.		V	-	23 - 24 23 - 24 24 - 24 24 - 24	V		
5.	Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount.		/			/		
6.	Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount.	1	#			1		

. Saya khawatir ketika saya tidak bisa		T	T	T	T	1	7	
menentukan informasi khusus pada teks deskriptif.	1				1			
 Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif. 		J			J			
 Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 		J			1			
 Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount. 		J		-	J			
 Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount. 	1	J	G		1			
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.	1	1			1	1		
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.	M.		1		1			
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.		1		17 2 11	1			
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.	7	#	J		J			
 Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount. 		/			J			
17, Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.			V	7.	J			
Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount.			V		V			
				1. 1.	unilla	∴2020 ni		

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

	Tangga		pan Ai	nda	a Pemahan		
Pernyataan	1	2	3	4	Ya	Tidak	
Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.			٨		/		
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 		/	<u>a.</u>			V .	
3. Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif.	100	1			٧		
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount. 		V			V		
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 	1	V			\		
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 	V				V		

. Saya khawatir ketika saya tidak bisa	T			and the second		100 m
menentukan informasi khusus pada teks deskriptif.			√.) v	1	
8. Saya khawatir ketika saya tidak bisa melengkapi informasi khusus pada teks deskriptif.			1		J	
 Saya khawatir ketika saya tidak bisa menambahkan informasi khusus pada teks deskriptif. 			1		J	
10. Saya khawatir ketika saya tidak bisa meringkas informasi khusus pada teks recount.	(D	D)	/	4	1	
11. Saya khawatir ketika saya tidak bisa membedakan informasi khusus pada teks recount.	A)) (4	>	1	
12. Saya khawatir ketika saya tidak bisa menulis kembali informasi khusus pada teks recount.				1	✓	
13. Saya tidak gugup ketika saya bisa menentukan kata rujukan pada teks deskriptif.				>	1	
14. Saya tidak gugup ketika saya bisa melengkapi arti kata pada teks deskriptif.	Ų	1	THE ST	~	J	
15. Saya tidak gugup ketika saya bisa menambahkan arti kata pada teks deskriptif.		\$	-	1	J	
 Saya tidak gugup ketika saya bisa meringkas kata rujukan pada teks recount. 				1	J	
17. Saya tidak gugup ketika saya bisa membedakan arti kata pada teks recount.				1	1	
 Saya tidak gugup ketika saya bisa menulis kembali arti kata pada teks recount. 			30	1	✓	

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

RALING S	Tai	iggap	an Ar	da	Pemahaman		
Pernyataan	1	2	3	4	Ya	Tidak	
Saya cemas ketika saya tidak bisa menentukan ide pokok pada teks deskriptif.	\ \			A al	/		
 Saya cemas ketika saya tidak bisa melengkapi ide poko pada teks deskriptif. 		1			1		
 Saya cemas ketika saya tidak bisa menambahkan ide pokok pada teks deskriptif. 		~			~		
 Saya cemas ketika saya tidak bisa meringkas ide pokok pada teks recount, 		1			1		
 Saya cemas ketika saya tidak bisa membedakan ide pokok pada teks recount. 	100	\ \			V		
 Saya cemas ketika saya tidak bisa menulis kembali ide pokok pada teks recount. 		V			V		

						_
7. Saya khawatir ketika saya tidak bisa	,		,		1	
menentukan informasi khusus pada teks	√				1	, ,
deskriptif.					10	
8. Saya khawatir ketika saya tidak bisa			1 *		,	
melengkapi informasi khusus pada teks		\checkmark			. √	
deskriptif.		,				
9. Saya khawatir ketika saya tidak bisa	,				,	
menambahkan informasi khusus pada teks	\checkmark				√	
deskriptif.		Electron 1				
10. Saya khawatir ketika saya tidak bisa						
meringkas informasi khusus pada teks	111	\vee	D.	bear.	1	
recount.	S.L.	4			100	
11. Saya khawatir ketika saya tidak bisa		1	16	J.,		
membedakan informasi khusus pada teks		٧		1	1	The same
recount.	5	J.S.		1		
12. Saya khawatir ketika saya tidak bisa	VA.	1				
menulis kembali informasi khusus pada		Q.			~	
teks recount.		V	9			
13. Saya tidak gugup ketika saya bisa	100	1			./	
menentukan kata rujukan pada teks		3	1		V	A STATE OF THE PARTY OF THE PAR
deskriptif. 14. Saya tidak gugup ketika saya bisa						
melengkapi arti kata pada teks deskriptif.			/		1	1
15. Saya tidak gugup ketika saya bisa						V -
menambahkan arti kata pada teks			,		1	
deskriptif.		3	~	7	V	1 2 1
16. Saya tidak gugup ketika saya bisa					7	
meringkas kata rujukan pada teks recount.		1,575		V	V	.
17. Saya tidak gugup ketika saya bisa	-	1	-	1	,	
membedakan arti kata pada teks recount.				٧.	V	
18. Saya tidak gugup ketika saya bisa menulis	1		70 %	./	1	1 7 7 2
kembali arti kata pada teks recount.				V .		
	1	<u></u>				ليسيا

Tanggal: ...4....2020

Nama: OUTH NOVER D.

APPENDIX 22. SHEET OF READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

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

- 19	- Carallanda Alaman	Tar	iggal	oan /	Pemahaman		
	Pernyataan	1	2	3	4	Ya	Tidak
	Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.		1			V	X V
	Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif.	1				/	
	Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif.		1		4. 4	V	
4.	Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.	1	31			V	100
5.	Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount.		1			1	
6.	Saya percaya diri ketika saya bis	1	1		8	J	

menulis kembali ide pokok pada teks					,	
recount.	1			+ p *		
Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	√		- '		J	
Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.	√				√	
Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	J				/	
). Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	>	D)	t _d		J	
Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	Á	~		C.	1	
Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount	~	Į			1	
Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	~	IIII			\	
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif		1			1	
 Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif 	1	~			J	
 Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount 		~	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		J	
 Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount 		~			1	
 Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount 	. 4 20 11	~			J	
19. Saya antusias ketika saya bisa menentukan erti kata pada teks deskriptif		1			V	

 Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif 		/			J	
 Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif 	٧				V	
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount	V				J	
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount	4.4	J	,		J	41)
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount		1		4	1	

Tanggal: .14. - 1. - ... 2020

Nama: Otto Nevilla O

- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- Kegelisahan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
- 3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
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 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
- 7. Semoga beruntung

Pernyataan	Ta	ngga	pan ,	Anda	a Pemahama		
Ternyatani -	1	2	3	4	Ya	Tidak	
Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	1		(V		
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 		J			1		
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 		1			V		
Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		1		- 3	V	· · · · · · · · · · · · · · · · · · ·	
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount, 		1			V		
6. Saya percaya diri ketika saya bisa	-	J		7.000	~	et Madikat kanada an	

			-			T	
menulis kembali ide pokok pada teks recount.	, .						
7 Saya berpengalaman ketika menentukan		J					
informasi khusus pada teks deskriptif.		-	-			1	
 Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif. 		V			-	-	
9. Saya berpengalaman ketika menambahkan informasi khusus pada	1						
teks deskriptif.				-	-	+	- 121
Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	1						
Saya berpengalaman ketika membedakan informasi khusus pada teks recount.		V					
12. Saya berpengalaman ketika menulis kembali informasi khusus pada tek recount	5		1				
13. Saya tidak percaya ketika saya bis menentukan kata rujukan pada tek deskriptif		1					
14. Saya tidak percaya ketika saya bi melengkapi kata rujukan pada te deskriptif	ks		\ \				
15. Saya tidak percaya ketika saya b menambahkan kata rujukan pada te deksriptif	:KS	1					
16. Saya tida percaya ketika saya t meringkas kata rujukan pada teks reco	nt		1			97. 394	
17. Saya tidak percaya ketika saya membedakan kata rujukan pada recount	oisa teks		V				
18. Saya tidak percaya ketika saya menulis kembali kata rujukan pada recount	bisa teks	1					
19. Saya antusias ketika saya menentukan arti kata pada teks deskr	bisa		1				

20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif	V				
21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif		√			
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount		V			
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount	J				1.0
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	1	1	C		

- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- Kegelisahan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
- 3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
- 4. Nilailah keyakinan membaca Anda sejujur mungkin,
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- 7. Semoga beruntung

Pernyataan	Tai	ngga	pan .	Anda	Pema	haman
Ternyalani Araba A	1	2	3	4	Ya	Tidak
Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.		1	1		1	
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 	V				J	
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 		1			/	
Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		V			V	
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount. 		1			√	
6. Saya percaya diri ketika saya bisa	- 1	V			/	

menulis kembali ide pokok pada teks recount.							
. Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif.	/				1		
. Saya berpengalaman ketika melengkapi informasi khusus pada teks deskriptif.		√			1		
Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	A	V			V	And the second s	
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.		1			1		
Saya berpengalaman ketika membedakan informasi khusus pada teks recount.		1	R.	7	V		
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		/			1		
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	V	<u> </u>	8		7		
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	1				1		
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	V				1		
 Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount 	V		i		1		
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount		1			1		
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	1 1				7		
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif	1	ale for			1		

 Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif 		1		/	
21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif	√			1	
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount		1		1	
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		V		/	
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	M	V	0	$\sqrt{}$	-

Petunjuk

- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- Kegelisahan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
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 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.

7. Semoga beruntung

P. N.	Ta	ngga	pan .	Anda	Pema	haman
Pernyataan	1	2	3	4	Ya	Tidak
Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	1	À	j		J	
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 					V	
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 	1500	J			7	
Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		V			V	
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount. 	1	J			V	
6. Saya percaya diri ketika saya bisa	1	V			V	

menulis kembali ide pokok pada teks						
Tage 1	V.			. 3		
recount.	-		-	-		-
Saya berpengalaman ketika menentukan		d			V	
informasi khusus pada teks deskriptif.	~					
B. Saya berpengalaman ketika melengkapi	1			-	V	
informasi khusus pada teks deskriptif.	-					
9. Saya berpengalaman ketika		V			. 1	
menambahkan informasi khusus pada						
teks deskriptif.		À				
10. Saya berpengalaman ketika meringkas	V		300	- Marie	V	
informasi khusus pada teks recount.		-				
11. Saya berpengalaman ketika membedakan	-17	V	100	7	V	San.
informasi khusus pada teks recount.	19		111	110	15	1
12. Saya berpengalaman ketika menulis	1	4	2		16.	
kembali informasi khusus pada teks	ij	(de	₹,	-	1	
recount	S	8		2		70
13. Saya tidak percaya ketika saya bisa	M	./		4	,	1
menentukan kata rujukan pada teks	als	~	-		V	146
deskriptif 14. Sava tidak percaya ketika saya bisa	160	78		7311	lef	
	V		B.U.L	MY.	1	
melengkapi kata rujukan pada teks deskriptif	V/V	TV.	17	12.17		
15. Saya tidak percaya ketika saya bisa			-			
menambahkan kata rujukan pada teks		V	1		11	17
deksriptif				-		
16. Saya tida percaya ketika saya bisa	27	16	1	1		100
meringkas kata rujukan pada teks recount	V	100		نبدا	V	
17. Saya tidak percaya ketika saya bisa	-					-
membedakan kata rujukan pada teks	V		2		V	
recount	100					
18. Saya tidak percaya ketika saya bisa		147	10.00		1 2	
menulis kembali kata rujukan pada teks	1				V	
recount	1				g er	
19. Saya antusias ketika saya bisa	1	0.7		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	
m menentukan art Rapupa datek erjeski pur	٧.	1	1	1	V	

					A DESCRIPTION OF THE PARTY NAMED IN
 Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif 		J		J	
21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif	V			ď	
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount		V		√	
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount	V	4		√	
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount		~	1		v a

Nama: Jedroyan:



- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
- Kegelisahan membaca menunjukkan 1) Seberapa percaya diri Anda dengan kemampuan membaca anda, 2) seberapa berpengalaman Anda dalam membaca, 3) seberapa percayakah anda saat membaca, dan 4) seberapa antusias Anda untuk membaca.
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- Semoga beruntung

Pernyataan	Tai	ngga	pan .	Anda	Pema	ha <mark>m</mark> an
rernyataan	1	2	3	4	Ya	Tidak
Saya percaya diri ketika saya bisa menentukan ide pokok pada teks deskriptif.	V	1	2		1	7
 Saya percaya diri ketika saya bisa melengkapi ide pokok pada teks deskriptif. 		J	N.		V	
 Saya percaya diri ketika saya bisa menambahkan ide pokok pada teks deskriptif. 		1			√	
Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.	÷	J		7	√	
 Saya percaya diri ketika saya bisa membedakan ide pokok pada teks recount. 		J			1	
6. Saya percaya diri ketika saya bisa		V			1	

menulis kembali ide pokok pada teks				:		
recount.	+	-	-		1	
Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif. V					√ 	3
8. Saya berpengalaman ketika melengkapi	/				$\sqrt{}$	
informasi khusus pada teks deskriptif. 9. Saya berpengalaman ketika		-				
9. Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.		1			1	
10. Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	n	/		1	1	
11. Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	5.	V		4	~	
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount	1	Ş			J	
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	V		o.		/	
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif		1	Ś		1	
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif	V	1	N.		V	
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	V		100		1	
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	√				1	
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	J				1	
 Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif 	/				1	

					-	grand of the second or the second or the second
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif		/	् अ 1. हि		/	
21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif	\				/	
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount	/				√	
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount		/			/	
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	1			i.	√	2020



- Bacalah pernayatan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
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- 7. Semoga beruntung

	(場) (1) (1) (2) (2) (2)	Tai	ngga	pan A	Anda	Pemal	haman
	Pernyataan	1	2	3	4	Ya	Tidak
1.	Saya percaya diri ketika saya bisa menentukan ide pokok pada teks			1		1	All I
	deskriptif.			V			
2.	Saya percaya diri ketika saya bisa			1		1 37	
	melengkapi ide pokok pada teks deskriptif.		70	~		J	
3.	Saya percaya diri ketika saya bisa	- 4	-			,	
	menambahkan ide pokok pada teks deskriptif.		1			٧	
4.	Saya percaya diri ketika saya bisa meringkas ide pokok pada teks recount.		1			1	
5.	Saya percaya diri ketika saya bisa membedakan ide pokok pada teks					J	
	recount.		1		1 3 6		
6.	Saya percaya diri ketika saya bisa		V	1	17.	V	

menulis kembali ide pokok pada teks			-		1.	
recount.		;			1000	
 Saya berpengalaman ketika menentukan informasi khusus pada teks deskriptif. 	V				1	
Saya berpengalaman ketika melengkapi	-	-		-	1	+
informasi khusus pada teks deskriptif.	√				✓	
Saya berpengalaman ketika menambahkan informasi khusus pada teks deskriptif.	-	V			J	
Saya berpengalaman ketika meringkas informasi khusus pada teks recount.	ويون	/		, ,	V	
Saya berpengalaman ketika membedakan informasi khusus pada teks recount.	1		1		√	
12. Saya berpengalaman ketika menulis kembali informasi khusus pada teks recount		\	Ŷ,		1	
13. Saya tidak percaya ketika saya bisa menentukan kata rujukan pada teks deskriptif	1			E	1	
14. Saya tidak percaya ketika saya bisa melengkapi kata rujukan pada teks deskriptif	1	N	A	d	1	
15. Saya tidak percaya ketika saya bisa menambahkan kata rujukan pada teks deksriptif		1			1	
16. Saya tida percaya ketika saya bisa meringkas kata rujukan pada teks recount	V	À	2 1		1	
17. Saya tidak percaya ketika saya bisa membedakan kata rujukan pada teks recount	1				1	
18. Saya tidak percaya ketika saya bisa menulis kembali kata rujukan pada teks recount	V				1	
19. Saya antusias ketika saya bisa menentukan arti kata pada teks deskriptif	√		7.5		1	

						The same of the sa
20. Saya antusias ketika saya bisa melengkapi arti kata pada teks deskriptif		√			/	
21. Saya antusias ketika saya bisa menambahkan arti kata pada teks deskriptif	V				J	
22. Saya antusias ketika saya bisa meringkas arti kata pada teks recount		1			✓	- 1
23. Saya antusias ketika saya bisa membedakan arti kata pada teks recount	1	12		V.	√	-
24. Saya antusias ketika saya bisa menulis kembali arti kata pada teks recount	1		1		V	

Tanggal: 141-..2.-...2020 Nama: Rebriansyah

APPENDIX 23. SHEET OF READING COMPETENCY TEST

Nama : Tearranyah Kelas : x 1932 (41) 26

j.	energia de la como	Manager Comment of the sec		27 8	
		Α	В	C	D
	1,	A	×	255	13.5
	2.	1	and the law works, man	×	
	3.		×		
	4.		-	×	SV T
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Nama : San Olami Kelas : x 1952 (22)



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APPENDIX 24. DOCUMENTATION







