



**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

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 3 Singaraja, Kabupaten Buleleng, di Singaraja menerangkan bahwa

Nama : Ni Nengah Resti Marhaeni
Nomor Induk Mahasiswa : 1612021118
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Universitas Pendidikan Ganesha

Memang benar nama tersebut di atas telah melaksanakan penelitian pada tanggal 12 Februari s/d 14 Februari 2020 di 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.

Singaraja, 14 Februari 2020
Kepala SMA Negeri 3 Singaraja

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Nomor : 518/UN48.7.1/DT/2020

12 Februari 2020

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMAN 3 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : NI NENGAH RESTI MARHAENI
NIM : 1612021118
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020

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

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

a.n. Dekan,
Wakil Dekan I,


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Tembusan:

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



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12 Februari 2020

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMAN 3 Singaraja
di Singaraja

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

Nama	: NI NENGAH RESTI MARHAENI
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Jenjang	: S1
Tahun Akademik	: 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.

a.n. Dekan,
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Tembusan:

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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.

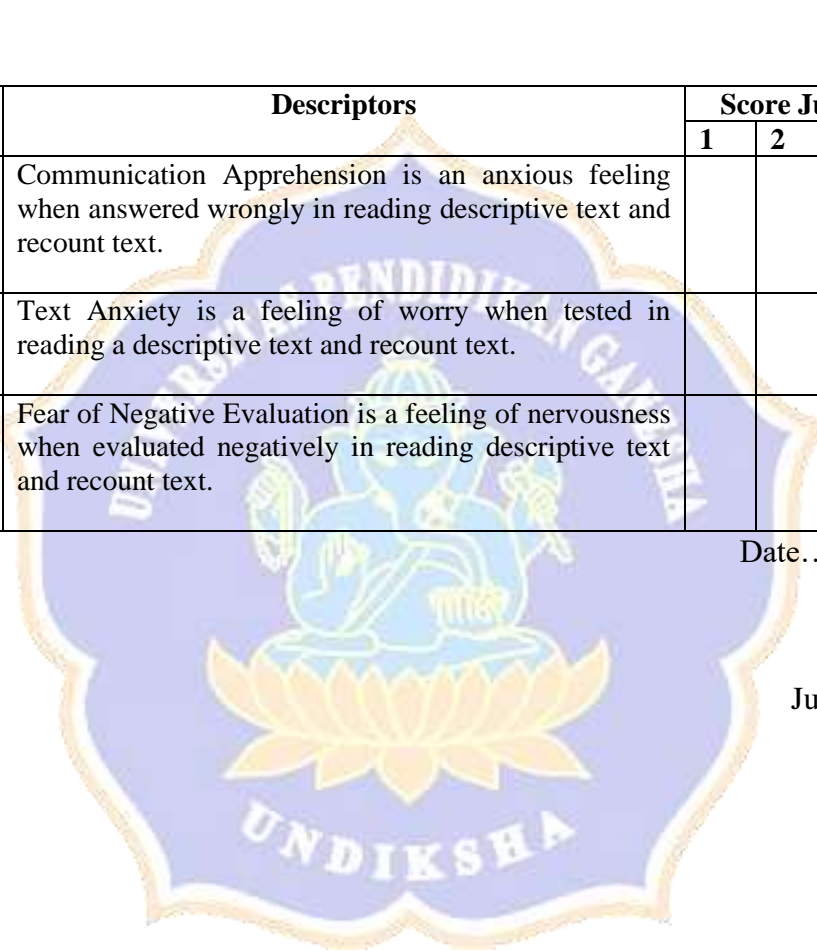
a. Reading Anxiety Scale's Content Validity

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 Judgement			
		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.				
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.				

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b. Reading Anxiety Scale's Reliability

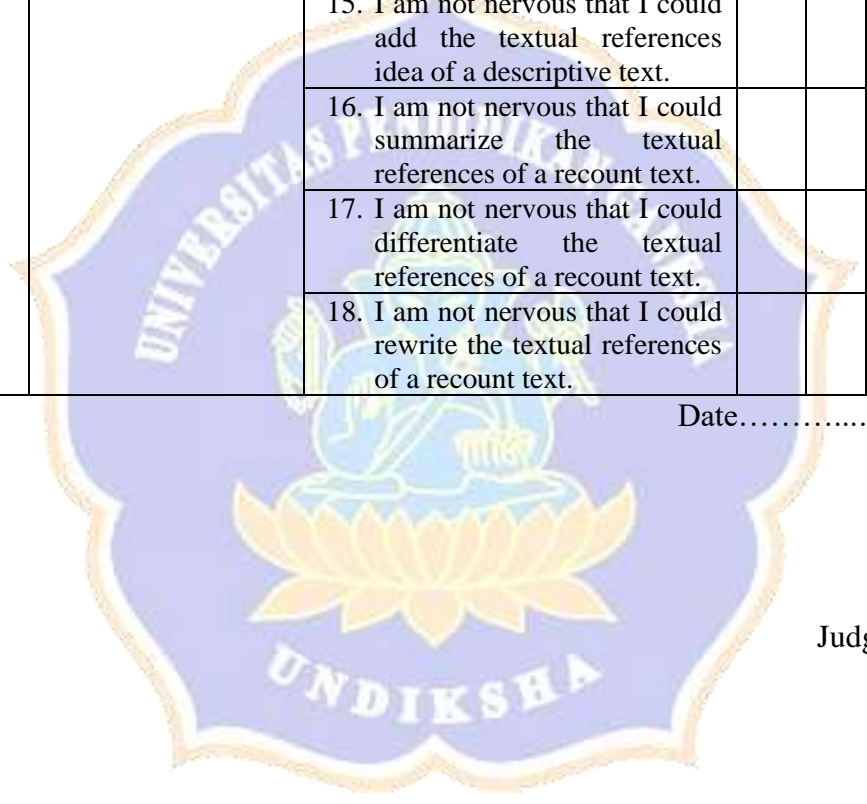
Hortwitz et. al (1986) proposed three indicators and description of reading anxiety. Please give your judgement or your agreement with the proposed indicators, description, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading anxiety scale** 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 Judgement			
			1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.	1. 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 add the main idea of a descriptive text.				
		4. 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.				
		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 text and recount text.	7. I am worry that I could not determine the specific information of a descriptive 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 Negative Evaluation	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.				

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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.**

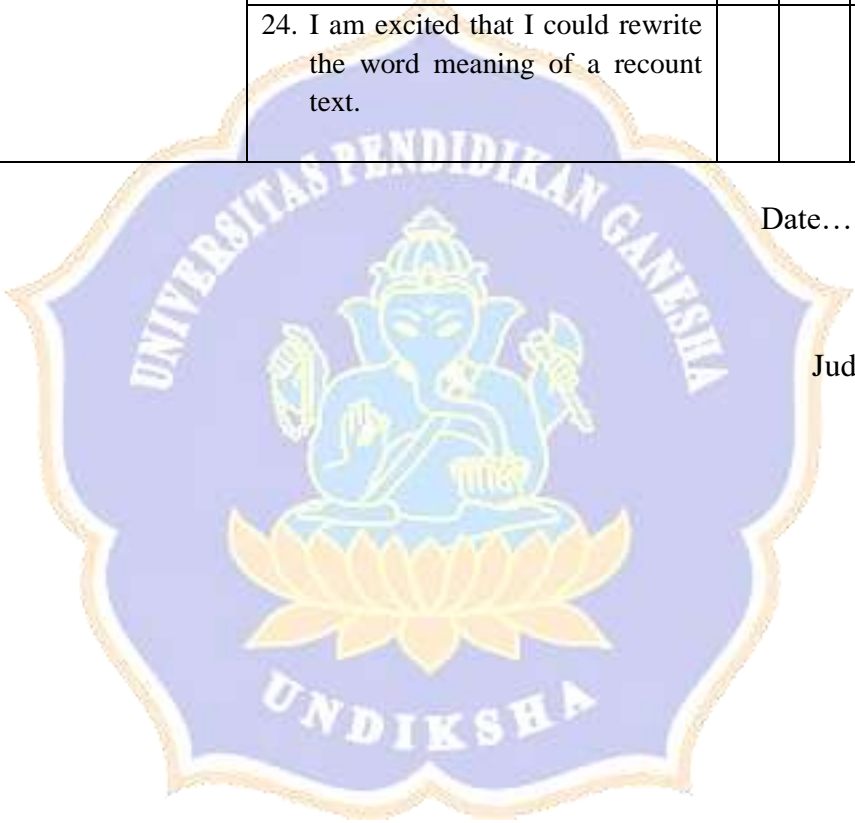
Indicators	Descriptors	Reading Anxiety Items	Score Judgement			
			1	2	3	4
Mastery Experience	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.	1. I am confident that I could determine the main idea of a descriptive text.				
		2. I am 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 pleased that I could summarize the main idea of a recount text.				
		5. I am pleased that I could differentiate the main idea of a recount text.				

		6. I am pleased that I could rewrite the main idea of a recount text.				
Vicarious experience	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.	7. I am experienced that I could determine the specific information of a descriptive text.				
		8. I am experienced that I could complete the specific information of a descriptive text.				
		9. I am experienced that I could add 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 rewrite the specific information of a recount text.				
Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and 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.				
Emotional Arousal	Emotional Arousal is a feeling of excitement to	19. I am excited that I could determine the word meaning of a descriptive text.				

determine the word meaning of a descriptive text and recount text.	20. I am excited that I could complete the word meaning of a descriptive 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 Number
1	Descriptive text of a person's character	Main idea	C4 (to determine)	1
			A4 (to complete)	2
			P3 (to add)	3
2	Recount text of a person's experience	Main idea	C5 (to summarize)	4
			A5 (to differentiate)	5
			P4 (to rewrite)	6
3	Descriptive text of an animal's physical appearance	Specific information	C4 (to determine)	7
			A4 (to complete)	8
			P3 (to add)	9
4	Recount text of an accident	Specific information	C5 (to summarize)	10
			A5 (to differentiate)	11
			P4 (to re-write)	12
5	Descriptive text of a movie	Textual reference	C6 (to conclude)	13
			A6 (to clarify)	14
			P5 (to re-write)	15
6	Recount text of an incidence	Textual reference	C6 (to conclude)	16
			A6 (to clarify)	17
			P5 (to rewrite)	18

7	Descriptive text of a procedure	Word meaning	C4 (to determine) 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.**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text.				
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.**

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

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

		<p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				
		<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p>				
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				
		<p>12. Re-write the phrase runs as, “<i>disturbances in certain parts of cars, such as brakes etc.</i>”</p> <p>A. The car’s parts may be repaired by a good mechanic</p> <p>B. The car’s parts may be recharged instantly for safe driving</p> <p>C. The car’s parts may be purchased to replace the old ones</p>				

		D. The car's parts may be disturbed by the brake and others				
Textual References	Textual references are pronouns in reference to specific nouns in the text.	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 and Susan</u> by <u>Austin Wright</u> " 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 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 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> ". 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 C. the surrender of the Japanese Emperor's army D. the supports from neighboring countries and states				

		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor B. The state and nation of Indonesia C. The neighboring states and nations D. The United Nations Organization</p>				
		<p>18. Re-write the quote runs as “<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>”.</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony B. The Indonesian Independence Day is celebrated formally by students and officials C. The Indonesia Independence Day is commemorated formally in schools and offices D. The Indonesian Independence Day is celebrated in formal ways in schools and offices.</p>				
<p>Word Meanings</p>	<p>Word meanings referring to denotative meanings.</p>	<p>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”.</p> <p>A. An aromatic tea-leaves B. A fragrant tea assortment C. An evergreen shrub D. A sweet-smelling leave</p>				
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers B. to please the customers C. to enjoy the coffee more D. to give service to customers</p>				
		<p>21. Complete the blanks with words in the sentence, “allow it to ... (1) for between 2 and 5 minutes, depending on the (2)”.</p> <p>A. (1) to mix – (2) the taste B. (1) to blend – (2) the mixture C. (1) to put – (2) the aroma D. (1) to soak – (2) the darkest</p>				

		<p>22. Add the synonym of ‘<i>with freshly boiled water</i>’</p> <p>A. with hot boiled water</p> <p>B. with cool boiled water</p> <p>C. with first-hand boiled water</p> <p>D. with second-hand boiled water</p>				
		<p>23. Conclude what happened in 2019?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. Many Mongolians were killed due to a disease</p> <p>C. Many Chinese were killed because of a rabbit disease</p> <p>D. Many Chinese were exiled due to the outbreak</p>				
		<p>24. Differentiate the meaning of a plague that spreads rapidly.</p> <p>A. A plague is a contagious bacterial disease that spreads rapidly and kills</p> <p>B. A disease is a disorder of structure or function in a human, animal, or plant</p> <p>C. A plague is a common disease that is not a threat to a human, animal, or plant</p> <p>D. A disease is an epidemic symptom that kills many people, animals, or plants</p>				
		<p>25. Rewrite the sentence runs as, ‘<i>28 people in China’s Inner Mongolia Province are now under quarantine</i>’.</p> <p>A. There are twenty Chinese in Mongolia were in detention</p> <p>B. There are twenty Chinese in Mongolia were in seclusion</p> <p>C. There are twenty Chinese in Mongolia were in segregation</p> <p>D. There are twenty Chinese in Mongolia were in separation</p>				

Date.....2020

Judge I/Judge II *)

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.				✓
Test Anxiety	Text Anxiety is a feeling of worry when tested in reading a descriptive text and recount text.				✓
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.		✓		

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Judge I/Judge II *)

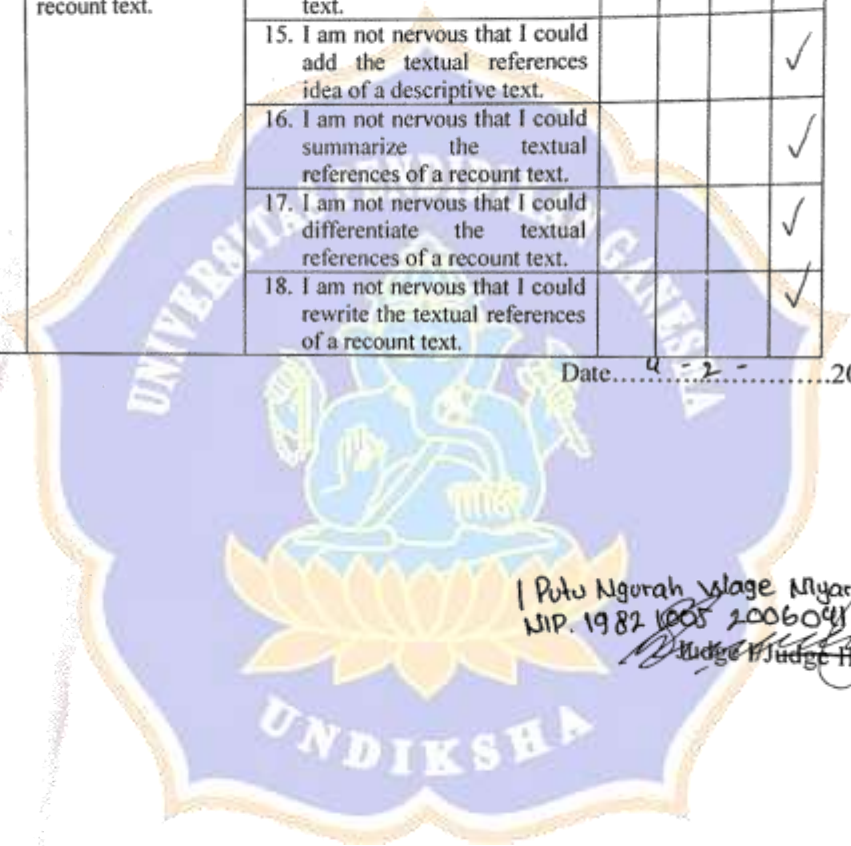
b. Reading Anxiety Scale's Reliability

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	Score Judgement			
			1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.	1. 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 add the main idea of a descriptive text.				✓
		4. 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.				✓
		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 text and recount text.	7. I am worry that I could not determine the specific information of a descriptive 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 Negative Evaluation	of 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.				✓

Date... 4 - 2 -2020



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 (Judge / Judge II*)

1) 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.

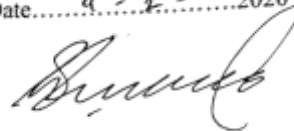
a. Reading Self-Efficacy Scale's Content Validity

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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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: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items	Score Judgement			
			1	2	3	4
Mastery Experience	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.	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 pleased that I could summarize the main idea of a recount text.				✓
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite				✓

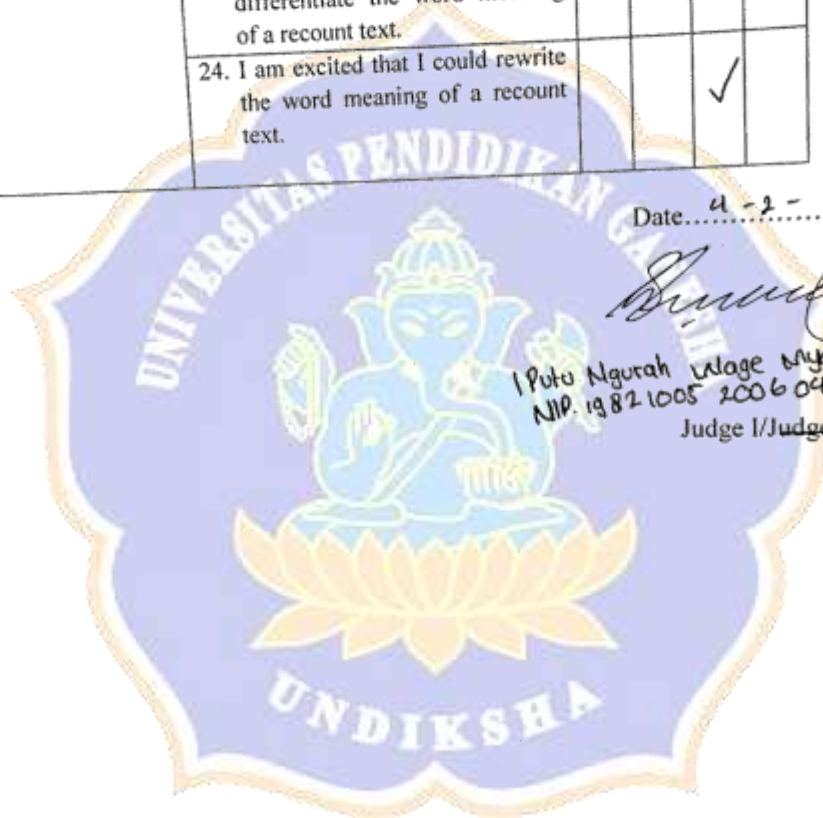
Vicarious experience	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.	the main idea of a recount text.							
		7. I am experienced that I could determine the specific information of a descriptive text.							✓
		8. I am experienced that I could complete the specific information of a descriptive text.							✓
		9. I am experienced that I could add 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.							✓
Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and recount text.	12. I am experienced that I could rewrite the specific information 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.							✓
Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and	18. I do not believe that I could rewrite the textual references of a recount text.						✓	
		19. I am excited that I could determine the word meaning of a descriptive text.							✓
		20. I am excited that I could complete the word meaning of a descriptive 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.			✓	

Date... 4 - 2 - 2020

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3) Reading Competency Test

Reading competency is a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013*). According to Latifa (2018) there are four aspects or indicators in reading competency, namely: 1) the main idea is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas or information are specific pieces of information containing in the paragraph, 3) textual references are pronouns in reference to specific nouns in the text, and 4) the 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 Number
1	Descriptive text of a person's character	Main idea	C4 (to determine)	1
			A4 (to complete)	2
			P3 (to add)	3
2	Recount text of a person's experience	Main idea	C5 (to summarize)	4
			A5 (to differentiate)	5
			P4 (to rewrite)	6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine)	7
			A4 (to complete)	8
			P3 (to add)	9
4	Recount text of an accident	Specific information	C5 (to summarize)	10
			A5 (to differentiate)	11
			P4 (to re-write)	12
5	Descriptive text of a movie	Textual reference	C6 (to conclude)	13
			A6 (to clarify)	14
			P5 (to re-write)	15
6	Recount text of an incidence	Textual reference	C6 (to conclude)	16
			A6 (to clarify)	17
			P5 (to rewrite)	18
7	Descriptive text of a procedure	Word meaning	C4 (to determine)	19
			C4 (to determine)	20
			A4 (to complete)	21
			P3 (to add)	22

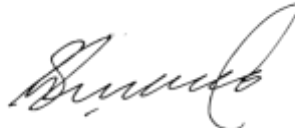
8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25

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.

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text.				✓
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.		✓		

Date. 8 2020


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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.

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

		<p>4. Summarize the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>				✓
		<p>5. Differentiate his major experience pointed out in the text.</p> <p>A. He collected different books for singing</p> <p>B. He was a self-learning person in career</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>6. Re-write in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i>".</p> <p>A. Michael Jackson was very pretty who owned many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				✓
Specific Information	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>7. Determine the specific information in the quote "<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail</p>				✓


		<p>.....”</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				
		<p>9. Please, add a specific explanation about the kangaroo’s motion.</p> <p>A. The kangaroo’s hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo’s hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo’s hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo’s hind legs, feet, and tail coordinate its balanced motion</p>				✓
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				✓
		<p>12. Re-write the phrase runs as, “<i>disturbances in certain parts of cars, such as brakes etc.</i>”</p> <p>A. The car’s parts may be repaired by a good mechanic</p> <p>B. The car’s parts may be recharged instantly for safe driving</p>				✓

		<p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				
Textual References	Textual references are pronouns in reference to specific nouns in the text.	<p>13. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal is a 2016 American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u> based on the 1993 novel <u>Tony and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>				✓
		<p>14. Clarify the reference of the underlined words "...<u>Nocturnal animal</u>..."!</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				✓
		<p>15. Re-write the sentence runs as, "a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford".</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				✓
		<p>16. It can be concluded that the Indonesian Independence was made possible by...</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring</p>				✓

		countries and states				
		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				✓
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices.</p>				✓
Word Meanings	Word meanings referring to denotative meanings.	<p>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".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet-smelling leave</p>				✓
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p> <p>D. to give service to customers</p>				✓
		<p>21. Complete the blanks with words in the sentence, "allow it to ... (1) for between 2 and 5 minutes, depending on the (2)".</p> <p>A. (1) to mix – (2) the taste</p> <p>B. (1) to blend – (2) the mixture</p> <p>C. (1) to put – (2) the aroma</p>				✓

		D. (1) to soak – (2) the darkest				
		22. Add the synonym of 'with freshly boiled water'				✓
		A. with hot boiled water				
		B. with cool boiled water				
		C. with first-hand boiled water				
		D. with second-hand boiled water				
		23. Conclude what happened in 2019?				✓
		A. Many Chinese were killed in an outbreak				
		B. Many Mongolians were killed due to a disease				
		C. Many Chinese were killed because of a rabbit disease				
		D. Many Chinese were exiled due to the outbreak				
		24. Differentiate the meaning of a plague that spreads rapidly.				✓
		A. A plague is a contagious bacterial disease that spreads rapidly and kills				
		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				
		B. There are twenty Chinese in Mongolia were in seclusion				
		C. There are twenty Chinese in Mongolia were in segregation				
		D. There are twenty Chinese in Mongolia were in separation				

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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	Score Judgement			
		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.				✓
Fear of Negative Evaluation	Fear of Negative Evaluation is a feeling of nervousness when evaluated negatively in reading descriptive text and recount text.				✓

Date: 4.2.2020

[Signature]
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 NIP. 198108142009122002

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	Score Judgement			
			1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.	1. 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 add the main idea of a descriptive text.				✓
		4. 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.				✓
		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 text and recount text.	7. I am worry that I could not determine the specific information of a descriptive 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 Negative Evaluation	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.				✓

Date.....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	Score Judgement			
			1	2	3	4
Communication Apprehension	Communication Apprehension is an anxious feeling when answered wrongly in reading descriptive text and recount text.	1. 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 add the main idea of a descriptive text.				✓
		4. 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.				✓
		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 text and recount text.	7. I am worry that I could not determine the specific information of a descriptive 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.				✓

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Date... 4 - 1 2020

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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: 1=very irrelevant; 2=irrelevant; 3=relevant; 4=very relevant.

Indicators	Descriptors	Reading Anxiety Items	Score Judgement			
			1	2	3	4
Mastery Experience	Mastery Experience is a feeling of confidence to determine the main idea in reading descriptive and recount texts.	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 pleased that I could summarize the main idea of a recount text.				✓
		5. I am pleased that I could differentiate the main idea of a recount text.				✓
		6. I am pleased that I could rewrite				✓

		the main idea of a recount text.				
Vicarious experience	Vicarious experience is an experience used to understand the main idea and specific information in descriptive text and recount text.	7. I am experienced that I could determine the specific information of a descriptive text.				✓
		8. I am experienced that I could complete the specific information of a descriptive text.				✓
		9. I am experienced that I could add 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 rewrite the specific information of a recount text.				✓
Social Persuasion	Social Persuasion is a belief in ability to determine the textual references of a descriptive text and 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.				✓
Emotional Arousal	Emotional Arousal is a feeling of excitement to determine the word meaning of a descriptive text and	19. I am excited that I could determine the word meaning of a descriptive text.				✓
		20. I am excited that I could complete the word meaning of a descriptive 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.			✓	

Date. 4. 2. 2020



[Signature]
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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 Number
1	Descriptive text of a person's character	Main idea	C4 (to determine)	1
			A4 (to complete)	2
			P3 (to add)	3
2	Recount text of a person's experience	Main idea	C5 (to summarize)	4
			A5 (to differentiate)	5
			P4 (to rewrite)	6
3	Descriptive text of a animal's physical appearance	Specific information	C4 (to determine)	7
			A4 (to complete)	8
			P3 (to add)	9
4	Recount text of an accident	Specific information	C5 (to summarize)	10
			A5 (to differentiate)	11
			P4 (to re-write)	12
5	Descriptive text of a movie	Textual reference	C6 (to conclude)	13
			A6 (to clarify)	14
			P5 (to re-write)	15
6	Recount text of an incidence	Textual reference	C6 (to conclude)	16
			A6 (to clarify)	17
			P5 (to rewrite)	18
7	Descriptive text of a procedure	Word meaning	C4 (to determine)	19
			C4 (to determine)	20
			A4 (to complete)	21
			P3 (to add)	22

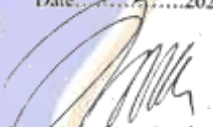
8	Recount text of an incidence	Word meaning	C6 (to conclude) A6 (to differentiate) P5 (to re-write)	23 24 25

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.

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main	Main idea is a complete sentence with topic and illustrate the general idea of the text.				✓
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.				✓

Date: 9/2/2020


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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.

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

		<p>4. Summarize the general idea of the above text.</p> <p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>				✓
		<p>5. Differentiate his major experience pointed out in the text.</p> <p>A. He collected different books for singing</p> <p>B. He was a self-learning person in career</p> <p>C. He was an autodidact owning many books</p> <p>D. He was a self-taught person without ambition</p>				✓
		<p>6. Re-write in a simple English the quote, " <i>he was pretty self-taught and owned more than 10,000 books in his collection</i>".</p> <p>A. Michael Jackson was very pretty who owned many books</p> <p>B. Michael Jackson was diligent in teaching with many books</p> <p>C. Michael Jackson was very happy in reading many books</p> <p>D. Michael Jackson was learning by himself with many books</p>				✓
Specific Information	Specific ideas or information are specific pieces of information containing in the paragraph.	<p>7. Determine the specific information in the quote "<i>The kangaroo has powerful hind legs and large feet, and a large muscular tail to keep it balanced while in motion</i>".</p> <p>A. It describes the kangaroo's physical characteristics</p> <p>B. It describes the kangaroo's physical ability to move around</p> <p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				✓
		<p>8. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's _____ strong _____ tail"</p>				✓

		<p>.....”</p> <p>A. functions to keep it moving around quickly</p> <p>B. functions to keep it balanced while moving</p> <p>C. functions to power it while moving around</p> <p>D. functions to balance out the legs and feet</p>				
		<p>9. Please, add a specific explanation about the kangaroo's motion.</p> <p>A. The kangaroo's hind legs, feet, and tail push its balanced motion</p> <p>B. The kangaroo's hind legs, feet, and tail manipulate its motion</p> <p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				✓
		<p>10. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired properly by the mechanics</p> <p>C. The young motorists are often brutal in roads</p> <p>D. The roads are not well maintained by the pedestrians</p>				✓
		<p>11. Differentiate between good and drunk car drivers.</p> <p>A. Good drivers understand that all road users have a responsibility</p> <p>B. Good drivers understand and obey the law and rules of the road</p> <p>C. Drunk drivers drive under the situation of the streets or roads</p> <p>D. Drunk drivers operate the vehicle in regular speed and responsibility</p>				
		<p>12. Re-write the phrase runs as, “disturbances in certain parts of cars, such as brakes etc.”</p> <p>A. The car's parts may be repaired by a good mechanic</p> <p>B. The car's parts may be recharged instantly for safe driving</p>				

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		<p>C. The car's parts may be purchased to replace the old ones</p> <p>D. The car's parts may be disturbed by the brake and others</p>				
Textual References	Textual references are pronouns in reference to specific nouns in the text.	<p>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 and Susan</u> by <u>Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-themselves-himself</p> <p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>				✓
		<p>14. Clarify the reference of the underlined words "...<u>Nocturnal animal</u>..."!</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				✓
		<p>15. Re-write the sentence runs as, "a 2016 <u>American neo-noir psychological thriller film</u> written, produced and directed by <u>Tom Ford</u>".</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				✓
		<p>16. It can be concluded that the Indonesian Independence was made possible by...</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring</p>				✓

		countries and states				
		<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				✓
		<p>18. Re-write the quote runs as "<i>Formally, Indonesians usually celebrate the Independence Day by doing flag ceremonies in schools and offices</i>".</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices.</p>				✓
Word Meanings	Word meanings referring to denotative meanings.	<p>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".</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p> <p>D. A sweet-smelling leave</p>				✓
		<p>20. Determine the treat of a good small chocolate before or after the coffee.</p> <p>A. to impress the customers</p> <p>B. to please the customers</p> <p>C. to enjoy the coffee more</p> <p>D. to give service to customers</p>				✓
		<p>21. Complete the blanks with words in the sentence, "allow it to ... (1) for between 2 and 5 minutes, depending on the (2)".</p> <p>A. (1) to mix – (2) the taste</p> <p>B. (1) to blend – (2) the mixture</p> <p>C. (1) to put – (2) the aroma</p>				✓

		D. (1) to soak – (2) the darkest				
		22. Add the synonym of 'with freshly boiled water' A. with hot boiled water B. with cool boiled water C. with first-hand boiled water D. with second-hand boiled water			✓	
		23. Conclude what happened in 2019? A. Many Chinese were killed in an outbreak B. Many Mongolians were killed due to a disease C. Many Chinese were killed because of a rabbit disease D. Many Chinese were exiled due to the outbreak			✓	
		24. Differentiate the meaning of a plague that spreads rapidly. A. A plague is a contagious bacterial disease that spreads rapidly and kills 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 B. There are twenty Chinese in Mongolia were in seclusion C. There are twenty Chinese in Mongolia were in segregation D. There are twenty Chinese in Mongolia were in separation			✓	

Date. 4-2-2020

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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.

Items	Scores:			
	1	2	4	5
1. 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.				
11. I am worry that I could not differentiate the main ideas of a recount text.				
12. I am worry that I could not rewrite the specific idea of a 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 word meaning 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 word meaning of a recount text.				
18. I am not nervous that I could rewrite the word meaning of a recount text.				

Date.....2020

Name:

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

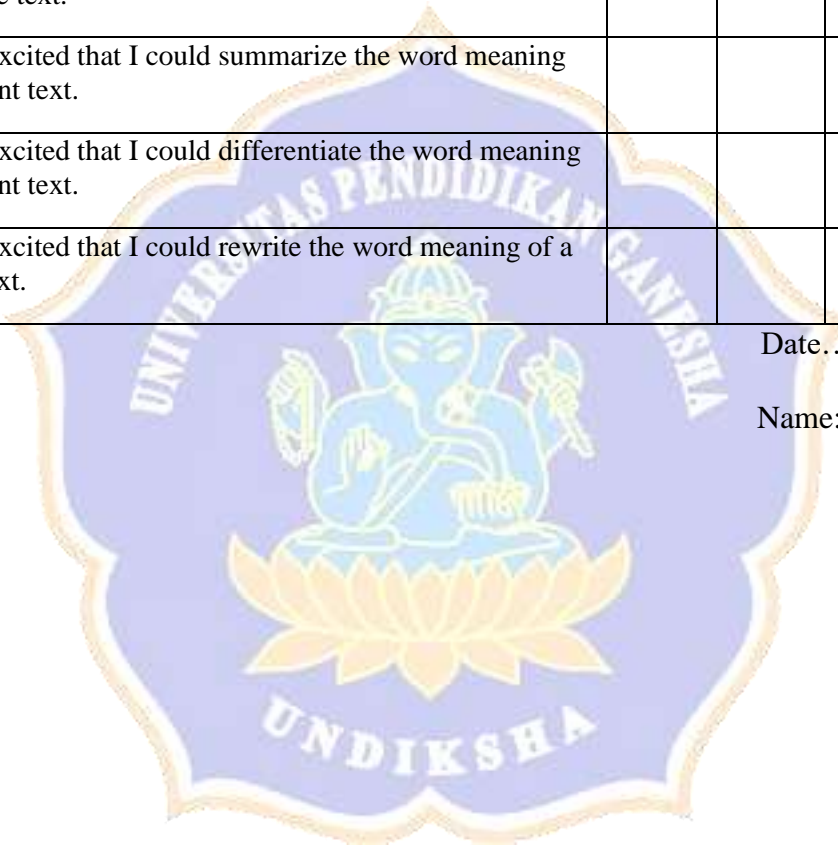
1. Read the statements on your own reading self-efficacy.
2. Reading self-efficacy show 1) How confident you are with your reading skills, 2) How experienced you are in reading, 3) How much do you believe when reading, and 4) How excited you are to read.
3. This questionnaire has nothing to do with your 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	Scores:			
	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.				
8. I am experienced that I could complete the specific ideas of a descriptive text.				
9. I am experienced that I could focus on add the specific ideas of a descriptive text.				
10. I am experienced that I could summarize the specific ideas of a recount text.				
11. I am experienced that I could differentiate the specific ideas of a recount text.				
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.				

Date.....2020

Name:



APPENDIX 8. READING COMPETENCY TEST

READING COMPETENCY TEST

Direction

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

Text One : Descriptive Text of a Person.

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

Questions:

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

3. Add a paraphrase to describe J.F.Kennedy's main character.
 - 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>)

Questions:

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, "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"
 - 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>)

Questions:

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>).

Questions:

19. Determine the synonym of the underlined word in "*If you are using leaves, put a teaspoon of tea per cup in your warm teapot*".
- 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-

Nama :

Kelas :

Lembar Jawaban

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

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

6.				
7.				
8.				
9.				
10.				

21.				
22.				
23.				
24.				
25.				

11.				
12.				
13.				
14.				
15.				

26.				
27.				
28.				
29.				
30.				

No. items	Right items	IF
1.	10	0.20
2.	20	0.88
3.	23	0.64
4.	7	0.48
5.	8	0.28
6.	12	0.52
7.	10	0.48
8.	16	0.28
9.	12	0.72
10.	7	0.48
11.	9	0.40
12.	6	0.88
13.	11	0.40
14.	12	0.40
15.	17	0.48
16.	14	0.28
17.	14	0.32
18.	8	0.40
19.	5	0.20
20.	5	0.24
21.	7	0.20
22.	9	0.20
23.	7	0.24
24.	9	0.32
25.	13	0.20

No. items	Right items	IF
26.	5	0.40
27.	22	0.80
28.	16	0.92
29.	12	0.28
30.	7	0.32
31.	13	0.48
32.	12	0.40
33.	7	0.64
34.	18	0.48
35.	12	0.28
36.	10	0.36
37.	22	0.24
38.	10	0.44
39.	10	0.48
40.	12	0.68
41.	7	0.56
42.	8	0.56
43.	10	0.32
44.	5	0.20
45.	6	0.20
46.	5	0.28
47.	5	0.36
48.	6	0.28
49.	8	0.36
50.	5	0.25

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
TOTAL								367							434							603	1404

Kelas X MIPA 3

No	Students	Communication Apprehension						T	Test Anxiety						T	Fear or Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	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	1	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	1	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
TOTAL								387							435							711	1433

Kelas X IPS 2

No	Students	Communication Apprehension						T	Test Anxiety						T	Fear or Negative Evaluation						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		
1	1	2	2	2	2	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
TOTAL								416							468							610	1494

APPENDIX 11. READING SELF-EFFICACY DATA

Kelas X IBB 2

No	Students	Mastery Experience						T	Vicarious Experience						T	Personal Persuasion						T	Emotional Arousal						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	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	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	1	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
TOTAL								40							34							32							32	1400
								0							2							9							9	

Kelas X IPA 3

N o	Student s	Mastery Experience						T	Vicarious Experience						T	Personal Persuasion						T	Emotional Arousal						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	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	1	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	1	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
TOTAL								40 2							32 5							31 1							30 7	1339



Kelas X IPS 2

No	Students	Mastery Experience						T	Vicarious Experience						T	Personal Persuasion						T	Emotional Arousal						T	TOTAL
		1	2	3	4	5	6		7	8	9	10	11	12		13	14	15	16	17	18		19	20	21	22	23	24		
1	1	2	2	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	1	1	2	7	2	1	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	1	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	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	1	2	1	2	9	1	1	2	2	1	1	8	32
TOTAL								41 7							32 4							31 2							29 5	1348



APPENDIX 12. READING COMPETENCY DATA

N	ITEM NUMBER																									Total	
	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2		
	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5		
	Main idea					Specific information					Textual reference					Word meaning											
	des		rec			des		rec			des		rec			des		rec									
1	0	0	0	0	0	0	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	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	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	1	0	1	0	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	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	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	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	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	0	1	5 (20)
10	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	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	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	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	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	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	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	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	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	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	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	0	8 (32)
21	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	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	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	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	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	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	0	1	8 (32)
27	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	7 (28)

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)		
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)		
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)		
31	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	5 (20)	
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)		
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)		
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)		
35	0	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	11 (44)		
	B=19 S=86		B=14 S=91		B=45 S=60		B=27 S=78		B=47 S=58		B=39 S=66		B=45 S=95		B=40 S=65		278(1112)											
X IBB 2																												
1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	1	1	0	9 (36)	
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	0	8 (32)	
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	0	1	6 (24)	
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	0	7 (28)	
5	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	1	1	13 (52)	
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	0	9 (36)	
7	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	5 (20)	
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	1	14 (56)	
9	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	8 (32)	
10	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	5 (20)	
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	0	8 (32)	
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	0	0	1	8 (32)
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	1	15 (60)	
14	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	6 (24)	
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	0	8 (32)	
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	0	6 (24)	
17	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	5 (20)	
18	0	1	0	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	9 (36)	
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	0	8 (32)	
20	0	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	9 (36)	
21	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0	8 (32)	
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	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	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	1	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	0	1	1	0	1	0	5 (20)	
	B=20 S=85		B=20 S=85		B=38 S=67		B=25 S=80		B=50 S=55		B=39 S=66		B=42 S=98		B=38 S=67										271(1084)		
X MIPA 3																											
1	1	0	0	1	0	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	0	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	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	0	6 (24)
5	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	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	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	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	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	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	0	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	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	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	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	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	0	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)	
19	0	1	0	0	0	0	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	8 (32)

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	1	1	0	1	0	0	0	0	1	0	1	0	8 (32)	
30	0	0	1	0	0	1	1	0	0	0	0	0	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	0	1	0	1	5 (20)	
	B=20 S=85			B=16 S=89			B=45 S=60			B=26 S=79			B=50 S=55			B=38 S=67			B=41 S=99			B=39 S=66			269(1076)		
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	H	39	L	28	L
3	46	H	45	L	36	L
4	31	M	49	M	40	L
5	47	H	40	L	32	L
6	49	H	30	L	32	L
7	23	L	49	M	44	M
8	46	H	45	L	32	L
9	40	H	38	L	20	L
10	50	H	34	L	24	L
11	29	M	35	L	28	L
12	46	H	31	L	24	L
13	45	H	33	L	28	L
14	32	H	51	M	32	L
15	44	H	40	L	32	L
16	50	H	37	L	28	L
17	20	L	50	M	52	H
18	49	H	33	L	24	L
19	22	L	50	M	48	M
20	43	H	36	L	32	L
21	45	H	37	L	32	L
22	33	H	48	M	36	L
23	43	H	34	L	24	L
24	48	H	28	L	20	L
25	26	M	57	H	40	L
26	40	H	42	L	32	L
27	37	H	37	L	28	L
28	38	H	31	L	24	L
29	18	L	58	H	60	H
30	40	H	38	L	24	L
31	44	H	29	L	20	L
32	34	H	49	M	40	L
33	43	H	36	L	24	L
34	44	H	54	M	28	L
35	34	H	50	M	44	M
	1364		1425		1112	

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

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

APPENDIX 15. DESCRIPTIVES OF READING ANXIETY BASED ON CLASSES

		Descriptive						
		Reading Anxiety 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						
		Reading Self-Efficacy Score						
	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	27.00	60.00

APPENDIX 17. DESCRIPTIVES OF READING COMPETENCY BASED ON CLASSES

		Descriptive						
		Reading Self-Efficacy 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		
		Reading Anxiety		
		Communication Apprehension	Test Anxiety	Fear or Negative Evaluation
N	Valid	35	35	35
	Missing	0	0	0
Mean		10.28	12.37	17.45
Std. Error of Mean		0.479	0.714	1.002
Std. Deviation		2.834	4.229	5.932
Variance		8.034	17.887	35.197
Range		12	15	20

Statistics					
Reading Self-Efficacy					
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		11.42	10.08	9.40	9.40
Std. Error of Mean		0.471	0.680	0.236	0.312
Std. Deviation		2.789	4.024	1.397	1.850
Variance		7.782	16.198	1.953	3.424
Range		11	13	4	8

Statistics					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		3.88	8.00	10.11	9.94
Std. 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
Range		12	16	22	12

A. CLASS X B

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

Statistics					
Reading Self-Efficacy					
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		11.48	9.28	8.88	8.77
Std. Error 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					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		4.57	7.20	10.17	9.14
Std. Error 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				
Reading Anxiety				
		Communication Apprehension	Test Anxiety	Fear or Negative Evaluation
N	Valid	35	35	35
	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					
Reading Self-Efficacy					
		Mastery Experience	Vicarious Experience	Personal Persuasion	Emotional Arousal
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		11.91	9.31	8.88	8.65
Std. Error of Mean		0.660	0.415	0.245	0.441
Std. Deviation		3.906	2.458	1.450	2.611
Variance		15.257	6.045	2.104	6.820
Range		12	8	5	14

Statistics					
Reading Competency					
		Main Idea	Specific Information	Textual Reference	Word Meaning
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		3.88	8.22	10.05	9.14
Std. Error of Mean		0.645	0.768	0.528	0.481
Std. Deviation		3.817	4.544	3.124	2.840
Variance		14.575	20.652	9.761	8.067
Range		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

Correlations				
		Anxiety	Self-Efficacy	Competency
Anxiety	Pearson Correlation	1	-.737**	-.727**
	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	6916.990	-4962.590	-6091.276
	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 Cross-products	-4962.590	6547.390	7024.876
	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 Cross-products	-6091.276	7024.876	10136.990
	Covariance	-58.570	67.547	97.471
	N	105	105	105

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



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

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

Correlations				
		Anxiety	Self-Efficacy	Competency
Anxiety	Pearson Correlation	1	-.727**	-.862**
	Sig. (1-tailed)		.000	.000
	Sum of Squares and Cross-products	6916.990	-4962.590	-6091.276
	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 Cross-products	-4962.590	6547.390	7024.876

	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 Cross-products	-6091.276	7024.876	10136.990
	Covariance	-58.570	67.547	97.471
	N	105	105	105
**. Correlation is significant at the 0.01 level (1-tailed).				

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.873 ^a	.762	.757	4.86432	.762	163.207	2	102	.000	1.720
a. Predictors: (Constant), Anxiety, Self-Efficacy										

APPENDIX 21. SHEET OF READING ANXIETY SCALE

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: .../.../...2020

Nama: Pebriansyah

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: ...¹⁴...⁹...2020

Nama: Sari Utami

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: 2020

Nama: *Judrayani*

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: .../.../...2020

Nama: *Sumillani*

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: .../.../...2020

Nama: *Aht Kusumer*

READING ANXIETY SCALE

Petunjuk

1. Bacalah pernyataan-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 3) seberapa gugupnya Anda ketika dievaluasi saat membaca.
3. Skala ini tidak ada hubungannya dengan nilai Anda di sekolah
4. Nilailah kegelisahan membaca Anda sejujur mungkin,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan se jelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

Tanggal: ...14...2...2020

Nama: **OLTA NOVITA D.**

APPENDIX 22. SHEET OF READING SELF-EFFICACY SCALE

READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: 19.2.2020

Nama: Octa Naura D

27
X1882



READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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,
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelasa mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: ...3...2...2020

Nama: *Alit Kusuma*



READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: 4-2-2020

Nama: Sumilani



READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: ... 2020

Nama: Jedyani



READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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,
5. Nilailah setiap butir dengan memberikan tanda centang (✓) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: ...19...4...2020

Nama: Sari Udami



READING SELF-EFFICACY SCALE

Petunjuk

1. Bacalah pernyataan-pernyataan berikut berdasarkan keyakinan membaca anda sendiri.
2. 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.
5. Nilailah setiap butir dengan memberikan tanda centang (√) pada kolom yang tersedia dengan sejelas mungkin
6. Setiap butir skala memiliki arti sebagai berikut, 1= sangat tidak relevan, 2= tidak relevan, 3=relevan, 4=sangat relevan. Pilihlah salah satu jawaban pada kolom yang dianggap benar.
7. Semoga beruntung

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

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

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

Tanggal: 11/12/2020

Nama: Pebriansyah



APPENDIX 23. SHEET OF READING COMPETENCY TEST

Nama : Istikomah
 Kelas : X IPS 2 (47)

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Lembar Jawaban

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

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

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

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

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

Nama : Sari Utami
Kelas : X IPS 2 (22)

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Lembar Jawaban

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

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

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

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

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

Nama : Indrayani
Kelas : X MIPA 3 (02)

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Lembar Jawaban

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

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

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

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

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

Nama : Samsilani
Kelas : X MIPA 3 (09)

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Lembar Jawaban

	A	B	C	D
1.	X			
2.			X	
3.	X			
4.		X		
5.			X	
6.		X		
7.				X
8.			X	
9.		X		
10.				X
11.		X		
12.			X	
13.				X
14.		X		
15.	X			
16.	X		X	
17.	X			
18.	X			
19.			X	
20.		X		
21.		X		
22.	X			
23.				X
24.			X	
25.		X	X	

Nama : Poo Kana At Kusuma

Kelas : XTBB (2)

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Lembar Jawaban

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

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

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

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

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

APPENDIX 24. DOCUMENTATION

