



APPENDICES

APPENDICES

Appendix 1. Surat Ijin Penelitian



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA
PASCASARJANA**

Jalan Udayana No. 11 Singaraja-Bali 81116 Telepon : (0362) 22570, Fax. : (0362) 25735
<http://pasca.undiksha.ac.id> – email : tu@pasca.undiksha.ac.id ; pps.undiksha@yahoo.com

Nomor : 165 /UN48.14/KM/DPS/2020

Lamp : -

Hal : Mohon Ijin Penelitian

Kepada


Yth. :

Dengan hormat, dalam rangka menunjang tugas perkuliahan mahasiswa semester akhir Pascasarjana Universitas Pendidikan Ganesha, kami mohon perkenan Bapak/Ibu untuk bisa menerima mahasiswa kami :

Nama : Kadek Indah Maha Putri
NIM : 1929081012
Program Studi : S2 Pendidikan Bahasa Inggris
Judul Proposal : Contribution of Reading Habits, Reading Interest, Reading Motivation and Reading Self-Efficacy towards Students' Reading Comprehension in Senior High School

Rekomendasi dan Izin Penelitian ini sangat penting bagi mahasiswa kami untuk mendapatkan data/informasi yang dibutuhkan pada sekolah/instansi yang Bapak/Ibu pimpin.

Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih

Denpasar, 23 Nopember 2020
Direktur

Prof. Dr. I Gusti Putu Suharta, M.Si.
NIP. 196212151988031002

Appendix 2. Surat Keterangan Kepala Sekolah



No : 070/124/SMANIKUTSEL
Lamp : -
Perihal: Izin Penelitian

Yth.Dekan Universitas Pendidikan Ganesha
di -
Singaraja

Dengan Hormat,

Menindaklanjuti surat dari Universitas Pendidikan Ganesha, Nomor.165/UN48.14/KM/DPS/2020, tanggal 2 Januari 2021, Prihal: Mohon Ijin Penelitian, pada prinsipnya kami mengizinkan mahasiswa di bawah ini:

Nama	: Kadek Indah Maha Putri
NIM	: 1929081012
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S2

Untuk melaksanakan Penelitian di SMA Negeri 1 Kuta Selatan, terhitung mulai tanggal 15 s.d 16 Januari 2021 .

Demikian Surat Keterangan ini dibuat untuk dapat dilaksanakan dengan sebaik-baiknya, atas kerjasamanya kami ucapkan terima kasih.

Kuta Selatan, 20 Januari 2021
Kepala SMA Negeri 1 Kuta Selatan

Dra. Luh Made Sri Yuniati, M.Pd
Pengantar Tk.1
NIP. 19670620 199802 2 004

Appendix 3. Reading Habit Rating Scale

READING HABIT RATING SCALE

Direction

1. Open your questionnaire link on laptop/PC
2. You will be monitored by the teacher through Zoom Meeting
3. Please, connect your Zoom account to Smartphone and put it landscape and face it on your right side
4. Answer the questions honestly
5. Work independently by yourself and do not consult with others
6. Please answer all questions without leaving even one question unanswered
7. You only have 30 minutes to complete the questionnaire
8. Good luck!

Statements	Understanding		Your Response			
	Yes	No	1	2	3	4
1. Reading is something I do automatically.						
2. Reading is something I do without hesitation.						
3. Reading is something I do without thinking.						
4. Reading is something before anything else.						
5. Reading is something I think very useful.						
6. I read texts almost daily.						
7. I have read texts since long time.						
8. I spend 15 minutes to read texts.						
9. I spend 15 minutes to read texts taught in school.						
10. I read other texts aside from the school texts.						
11. I feel uneasy when not reading.						
12. I feel not burdensome when reading.						
13. Reading is my habit.						
14. Reading is fun.						
15. Reading is useful for enriching knowledge.						

Appendix 4. Reading Interest Rating Scale

READING INTEREST RATING SCALE

Direction

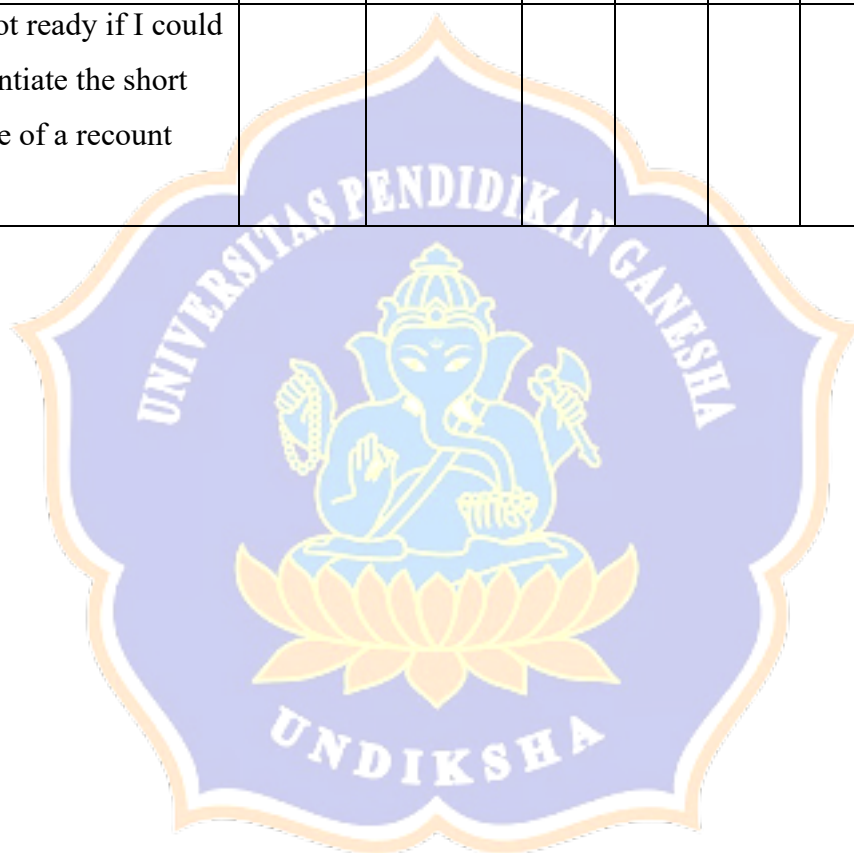
1. Open your questionnaire link on laptop/PC
2. You will be monitored by the teacher through Zoom Meeting
3. Please, connect your Zoom account to Smartphone and put it landscape and face it on your right side
4. Answer the questions honestly
5. Work independently by yourself and do not consult with others
6. Please answer all questions without leaving even one question unanswered
7. You only have 30 minutes to complete the questionnaire
8. Good luck!

Statements	Understanding		Your Response			
	Yes	No	1	2	3	4
1. I believe that I could determine the main idea of a descriptive text.						
2. I believe that I could complete the main idea of a descriptive text.						
3. I believe that I could summarize the main idea of a recount text.						
4. I believe that I could differentiate the main idea of a recount text.						
5. I am sure that I could determine the short passage of a descriptive text.						
6. I am sure that I could complete the short passage of a						

descriptive text.						
7. I am sure that I could summarize the short passage of a recount text.						
8. I am sure that I could differentiate the short passage of a recount text.						
9. I am assessed that I could determine the topic sentence of a descriptive text.						
10. I am assessed that I could complete the topic sentence of a descriptive text.						
11. I am assessed that I could summarize the topic sentence of a recount text.						
12. I am assessed that I could differentiate the topic sentence of a recount text.						
13. I do not understand that I could determine the vocabularies and analogies of a descriptive text.						
14. I do not understand that						

I could complete the vocabularies and analogies of a descriptive text.						
15. I do not understand that I could summarize the vocabularies and analogies of a recount text.						
16. I do not understand that I could differentiate the vocabularies and analogies of a recount text.						
17. I am not ready if I could determine the main idea of descriptive text.						
18. I am not ready if I could complete the main idea of a descriptive text.						
19. I am not ready if I could summarize the main idea of a recount text.						
20. I am not ready if I could differentiate the main idea of a recount text.						
21. I am not motivated that I could determine the short passage of						

descriptive text.						
22. I am not motivated that I could complete the short passage of a descriptive text.						
23. I am not motivated that I could summarize the short passage of a recount text.						
24. I am not ready if I could differentiate the short passage of a recount text.						



Appendix 5. Reading Motivation Rating Scale

READING MOTIVATION RATING SCALE

Direction

1. Open your questionnaire link on laptop/PC
2. You will be monitored by the teacher through Zoom Meeting
3. Please, connect your Zoom account to Smartphone and put it landscape and face it on your right side
4. Answer the questions honestly
5. Work independently by yourself and do not consult with others
6. Please answer all questions without leaving even one question unanswered
7. You only have 30 minutes to complete the questionnaire
8. Good luck!

Statements	Understanding		Your Response			
	Yes	No	1	2	3	4
1. I like reading because it is interesting.						
2. I often forget time when reading.						
3. Reading is fun.						
4. I continue reading when I want to know more information.						
5. I want to know more about something new.						
6. I tend to be engaged in reading something new.						
7. I enjoy reading as it is fun.						
8. I improve my knowledge through reading.						
9. I derive pleasure from reading.						
10. I am motivated when reading.						
11. I am happy when I get knowledge through reading.						
12. Reading widens my horizons.						
13. Reading is very challenging.						
14. Reading needs efforts						
15. Reading is a way to enrich knowledge and skills.						



Appendix 6. Reading Self-efficacy Rating Scale

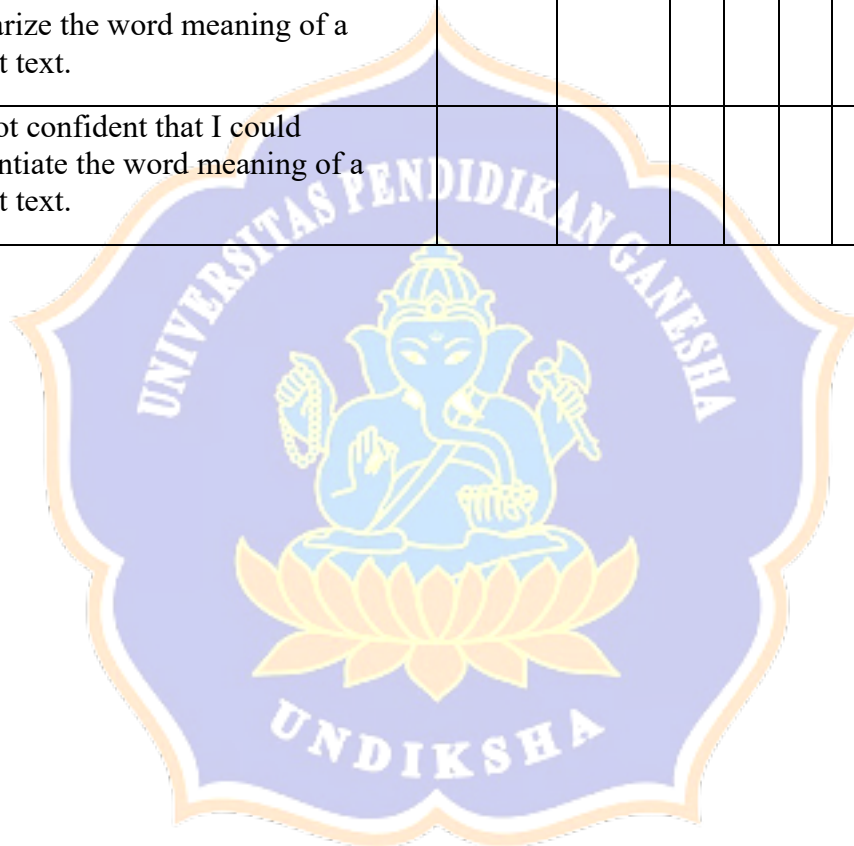
READING SELF-EFFICACY SCALE

Direction

1. Open your questionnaire link on laptop/PC
2. You will be monitored by the teacher through Zoom Meeting
3. Please, connect your Zoom account to Smartphone and put it landscape and face it on your right side
4. Answer the questions honestly
5. Work independently by yourself and do not consult with others
6. Please answer all questions without leaving even one question unanswered
7. You only have 30 minutes to complete the questionnaire
8. Good luck!

Statements	Understanding		Your Response			
	Yes	No	1	2	3	4
1. I am trying that I could determine the main idea of a descriptive text.						
2. I am trying that I could complete the main idea of a descriptive text.						
3. I am trying that I could add the main idea of a descriptive text.						
4. I am trying that I could summarize the main idea of a recount text.						
5. I am trying that I could differentiate the main idea of a recount text.						
6. I am believed that I could determine the main idea of a descriptive text.						
7. I am believed that I could complete the specific ideas of a descriptive text.						
8. I am believed that I could add the specific ideas of a descriptive text.						
9. I am believed that I could summarize the specific ideas of a recount text.						
10. I am believed that I could differentiate the main ideas of a recount text.						

11. I am not confident that I could determine the textual references of a descriptive text.						
12. I am not confident that I could complete the textual references of a descriptive text.						
13. I am not confident that I could add the textual references idea of a descriptive text.						
14. I am not confident that I could summarize the word meaning of a recount text.						
15. I am not confident that I could differentiate the word meaning of a recount text.						



Appendix 7. Reading Comprehension Test

READING COMPREHENSION 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 60 minutes to complete the test. Do not finish the test before the time allocated.
7. Please leave the test and the completed answer sheet on your desk. They will be collected altogether.
8. Good luck.

Text One : Descriptive Text of a Person.

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

Questions:

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

Text Two: Recount Text of a Person's Experience

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

Questions:

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

Text Three: Descriptive Text of an Animal

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

Questions:

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

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

Text Four: Recount Text of an Accident

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

Questions:

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

Text Five: Descriptive Text of a Film

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

Questions:

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

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

Text Six : Recount Text of Incidence

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

Questions:

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

Text Seven : Descriptive Text of Procedure

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

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

Questions:

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

Text Eight : Recount Text of Incidence

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

Questions:

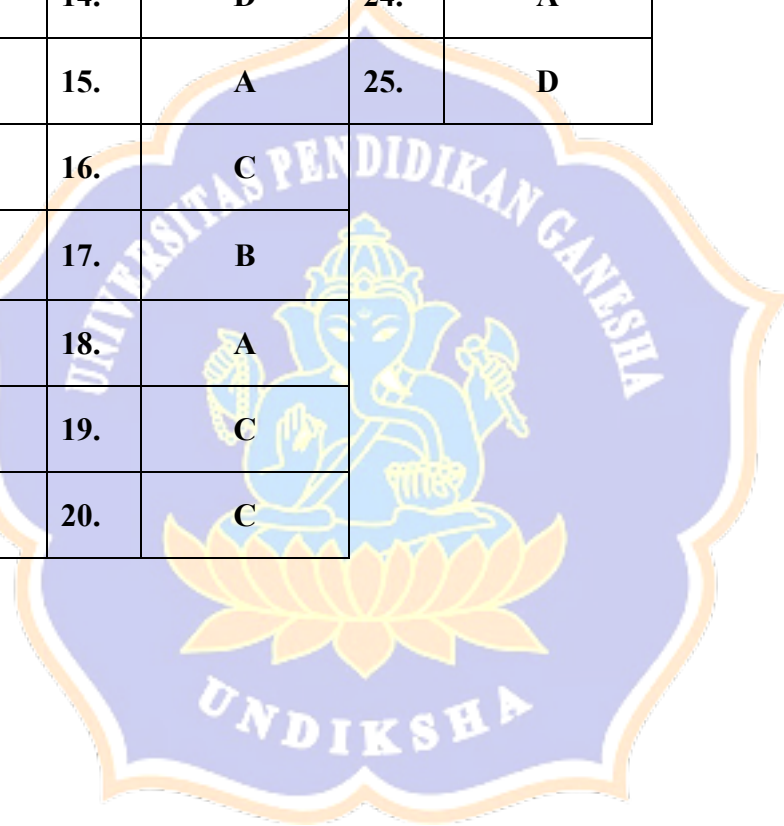
23. Conclude what happened in 2019 ?
- A. Many Chinese were killed in an outbreak
 - B. Many Mongolians were killed due to a disease
 - C. Many Chinese were killed because of a rabbit disease
 - D. Many Chinese were exiled due to the outbreak
24. Differentiate the meaning of a plague that spreads rapidly.

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



Appendix 8. Answer Key of Reading Comprehension Test

NO	KEY ANSWER	NO	KEY ANSWER	NO	KEY ANSWER
1.	D	11.	B	21.	D
2.	C	12.	A	22.	C
3.	B	13.	B	23.	D
4.	C	14.	D	24.	A
5.	C	15.	A	25.	D
6.	D	16.	C		
7.	A	17.	B		
8.	B	18.	A		
9.	D	19.	C		
10.	A	20.	C		



Appendix 9. Instrument Validation

Introduction

The general objectives of the proposed research are to analyze the relationships among the students' reading habit, reading interest, reading motivation, reading self-efficacy, and their reading comprehension in Senior High School. More specifically, the current research is aimed at: 1) analyzing the students' reading habit, reading interest, reading motivation, reading self-efficacy, and their reading comprehension in *Sekolah Menengah Atas Negeri 1 Kuta Selatan*, and 2) multiple contribution of reading habit, reading interest, reading motivation, and reading self-efficacy of the tenth-grade students' reading comprehension on the English descriptive and recount texts. Prior to data collection, the instruments are validated. The reading habit, reading interest, reading motivation, reading self-efficacy, and reading comprehension are validated theoretically on reliability and validity through **expert judgements**. The reading comprehension test is validated empirically for item difficulty/facility (IF). There are five instruments that will be used, namely: 1) Reading habit Scale, 2) Reading Interest Scale, 3) Reading Motivation Scale, 4) Reading Self-Efficacy Scale, and 5) Reading Comprehension Test. Those instruments will be validated on its content validity, which is the consistence among indicators and their descriptors; 1) content validity, 2) reliability the consistency between indicators, descriptors, and the items.

1) Reading habit Scale

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

a) Reading Habit Scale's Content Validity

Verplaken (2003) proposed three indicators and descriptors of reading habit. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **disagree** independently to ensure **the content validity of the reading interest scale** in the following column. **Note the score meanings are: 1= strongly disagree, 2=disagree, 3= agree; 4= strongly agree**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.				
Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.				
Self-identity	Self-identity is the expression of self in which reflecting the identity or personal style.				

b) Reading habit Scale's Reliability

Verplaken (2003) proposed three indicators and descriptors of reading habit. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No.	Indicators	Descriptors	Items	Score Judgement:			
				1	2	3	4
1	Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	1. Reading is something I do automatically.				
			2. Reading is something I do without hesitation.				
			3. Reading is something I do without thinking.				
			4. Reading is something to do before anything else.				

			5. Reading is something I think very useful.				
2	Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	6. I read texts almost every day.				
			7. I have read texts since long time.				
			8. I spend 15 minutes to read texts.				
			9. I spend 15 minutes to read texts taught in school.				
			10. I read other texts aside from the school texts.				
3	Self-Identity	Self-identity is the expression of self in which reflecting the identity or personal style.	11. I feel uneasy when not reading.				
			12. I feel not burdensome when reading.				
			13. Reading is my habits.				
			14. Reading is fun.				
			15. Reading is useful for enriching knowledge.				

c) Reading habit Scale's Readability

Verplaken (2003) proposed three indicators and descriptors of reading habit. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No.	Indicators	Descriptors	Items	Score Judgement:			
				1	2	3	4
1	Automaticity	Automaticity is unintentional or controllable behavior and unconsciously starts it.	1. Reading is something I do automatically.				
			2. Reading is something I do without hesitation.				
			3. Reading is something I do without thinking.				
			4. Reading is something to do before anything else.				
			5. Reading is something I think very useful.				
2	Frequency	Frequency is the repetition of doing or the number of times daily or weekly the behavior is carried out.	6. I read texts almost every day.				
			7. I have read texts since long time.				
			8. I spend 15 minutes to read texts.				
			9. I spend 15 minutes to read texts taught in school.				
			10. I read other texts aside from the school texts.				
3	Self-Identity	Self-identity is the expression of self in which reflecting the	11. I feel uneasy when not reading.				
			12. I feel not burdensome when reading.				

		identity or personal style.	13. Reading is my habits.				
			14. Reading is fun.				
			15. Reading is useful for enriching knowledge.				

2) Reading Interest Scale

Reading interest are indicated by six indicators, namely: 1) Previous Experience is an experience in determining the main idea of a descriptive text and recount text, 2) Self-Concept is a feeling of trusting in determining the short passage of a descriptive text and recount text, 3) Value is an assessment to determine the topic sentence of a descriptive text and recount text, 4) Understandable Subject is understanding in determining the vocabularies and analogies of a descriptive text and recount text, 5) The Level of Pressure Involvement is a feeling of ready in determining the main idea of a descriptive text and recount text, and 6) The Complexity of Subject Material is a feeling of motivated to determine the short passage, of a descriptive text and recount text, (Crawley and Mountain, 1995). The current research adapts **Reading Interest Scale (RIS)** based on the theory of Crawley and Mountain. In order to ensure reliability and validity, the instrument should be judged by experts prior to use in data collection.

a) Reading Interest Scale's Content Validity

Crawley and Mountain (1995) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **disagree** independently to ensure **the content validity of the reading interest scale** in the following column. **Note the score meanings are: 1= strongly disagree, 2=disagree, 3= agree; 4= strongly agree**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4

Previous Experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts				
Self-Concept	Self-concept, that is, a feeling of interest in determining the short passage of descriptive and recount texts.				
Value	Value, that is, an interest in valuing the topic sentence in descriptive and recount texts.				
Understandable Subject	Understandable subject, that is, an interest in understanding the vocabularies and analogies in descriptive and recount texts.				
The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.				
The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex short passage of descriptive and recount texts.				

b) Reading Interest Scale's Reliability

Crawley and Mountain (1995) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No	Reading Interest's Indicators	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Previous experience	Previous experience, that is, an	1. I believe that I could determine the main idea of a descriptive				

		experience in determining the main ideas of descriptive and recount texts	text.				
			2. I believe that I could complete the main idea of a descriptive text.				
			3. I believe that I could summarize the main idea of a recount text.				
			4. I believe that I could differentiate the main idea of a recount text.				
2	Self-concept	Self-concept, that is, a feeling of interest in determining the short passage of descriptive and recount texts.	5. I am sure that I could determine the short passage of a descriptive text.				
			6. I am sure that I could complete the short passage of a descriptive text.				
			7. I am sure that I could summarize the short passage of a recount text.				
			8. I am sure that I could differentiate the short passage of a recount text.				
3	Value	Value, that is, an interest in valuing the topic sentence in descriptive	9. I am assessed that I could determine the topic sentence of a descriptive text.				
			10. I am assessed that I				

		and recount texts.	could complete the topic sentence of a descriptive text.				
			11. I am assessed that I could summarize the topic sentence of a recount text.				
			12. I am assessed that I could differentiate the topic sentence of a recount text.				
4	Understandable subject	Understandable subject, that is, an interest in understanding the vocabularies and analogies in descriptive and recount texts.	13. I do not understand that I could determine the vocabularies and analogies of a descriptive text.				
			14. I do not understand that I could complete the vocabularies and analogies of a descriptive text.				
			15. I do not understand that I could summarize the vocabularies and analogies of a recount text.				
			16. I do not understand that I could differentiate the vocabularies and analogies of a recount text.				

5	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.	17. I am not ready if I could determine the main idea of descriptive text.				
			18. I am not ready if I could complete the main idea of a descriptive text.				
			19. I am not ready if I could summarize the main idea of a recount text.				
			20. I am not ready if I could differentiate the main idea of a recount text.				
6	The Complexity of Subject Material	The complexity of subject material, that is, an interest in determining complex short passage of descriptive and recount texts.	21. I am not motivated that I could determine the short passage of descriptive text.				
			22. I am not motivated that I could complete the short passage of a descriptive text.				
			23. I am not motivated that I could summarize the short passage of a recount text.				
			24. I am not ready if I could differentiate the short passage of a recount text.				

c) **Reading Interest Scale's Readability**

Crawley and Mountain (1995) proposed six indicators and descriptors of reading interest. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No	Reading Interest's Indicators	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Previous experience	Previous experience, that is, an experience in determining the main ideas of descriptive and recount texts	1. I believe that I could determine the main idea of a descriptive text.				
			2. I believe that I could complete the main idea of a descriptive text.				
			3. I believe that I could summarize the main idea of a recount text.				
			4. I believe that I could differentiate the main idea of a recount text.				
2	Self-concept	Self-concept, that is, a feeling of interest in determining the short passage of	5. I am sure that I could determine the short passage of a descriptive text.				
			6. I am sure that I could complete the short passage of a				

		descriptive and recount texts.	descriptive text.				
			7. I am sure that I could summarize the short passage of a recount text.				
			8. I am sure that I could differentiate the short passage of a recount text.				
3	Value	Value, that is, an interest in valuing the topic sentence in descriptive and recount texts.	9. I am assessed that I could determine the topic sentence of a descriptive text.				
			10. I am assessed that I could complete the topic sentence of a descriptive text.				
			11. I am assessed that I could summarize the topic sentence of a recount text.				
			12. I am assessed that I could differentiate the topic sentence of a recount text.				
4	Understandable subject	Understandable subject, that is, an interest in understanding the vocabularies	13. I do not understand that I could determine the vocabularies and analogies of a descriptive text.				
			14. I do not understand that I could complete				

		and analogies in descriptive and recount texts.	the vocabularies and analogies of a descriptive text.				
			15. I do not understand that I could summarize the vocabularies and analogies of a recount text.				
			16. I do not understand that I could differentiate the vocabularies and analogies of a recount text.				
5	The Level of Pressure Involvement	The level of pressure involvement, that is, an interest to be involved in determining the main ideas of descriptive and recount texts.	17. I am not ready if I could determine the main idea of descriptive text.				
			18. I am not ready if I could complete the main idea of a descriptive text.				
			19. I am not ready if I could summarize the main idea of a recount text.				
			20. I am not ready if I could differentiate the main idea of a recount text.				
6	The Complexity of Subject	The complexity of subject	21. I am not motivated that I could determine the short passage of				

Material	material, that is, an interest in determining complex short passage of descriptive and recount texts.	descriptive text.				
		22. I am not motivated that I could complete the short passage of a descriptive text.				
		23. I am not motivated that I could summarize the short passage of a recount text.				
		24. I am not ready if I could differentiate the short passage of a recount text.				

3) Reading Motivation Scale

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

a) Reading Motivation Scale's Content Validity

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **disagree** independently to ensure **the content validity of the reading interest scale** in the following column. Note the score meanings are: **1= strongly disagree, 2=disagree, 3= agree; 4= strongly agree**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.				
Involvement	Involvement is an experiencing pleasure from reading.				
Challenge	Challenge is gaining satisfaction from deciphering complex ideas.				

b) Reading Motivation Scale's Reliability

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No	Reading Motivation' Indicators	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.	1. I like reading because it is interesting.				
			2. I often forget time when reading.				
			3. Reading is fun.				
			4. I continue reading when I want to know more information.				
			5. I want to know more about something				

			new.				
2	Involvement	Involvement is an experiencing pleasure from reading.	6. I tend to be engaged in reading something new.				
			7. I enjoy reading as it is fun.				
			8. I improve my knowledge through reading.				
			9. I derive pleasure from reading.				
			10. I am motivated when reading.				
3	Challenge	Challenge is gaining satisfaction from deciphering complex ideas.	11. I am happy when I get knowledge through reading.				
			12. Reading widens my horizons.				
			13. Reading is very challenging.				
			14. Reading needs efforts.				
			15. Reading is a way to enrich knowledge and skills.				

c) Reading Motivation Scale's Readability

Wang and Guthrie (2004) proposed three indicators and descriptors of reading motivation. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **appropriate score** independently to ensure **the reliability of the reading interest scale** in the following column. **Note the score meanings are: 1= very irrelevant; 2= irrelevant; 3= relevant; 4= very relevant.**

No	Reading Motivation' Indicators	Descriptors	Reading Interest Items	Score Judgment			
				1	2	3	4
1	Curiosity	Curiosity is an attitude of wanting something to read on specific topic due to interest.	1. I like reading because it is interesting.				
			2. I often forget time when reading.				
			3. Reading is fun.				
			4. I continue reading when I want to know more information.				
			5. I want to know more about something new.				
2	Involvement	Involvement is an experiencing pleasure from reading.	6. I tend to be engaged in reading something new.				
			7. I enjoy reading as it is fun.				
			8. I improve my knowledge through reading.				
			9. I derive pleasure from reading.				
			10. I am motivated when reading.				
3	Challenge	Challenge is gaining satisfaction from	11. I am happy when I get knowledge through reading.				
			12. Reading widens my horizons.				

		deciphering complex ideas.	13. Reading is very challenging.				
			14. Reading needs efforts.				
			15. Reading is a way to enrich knowledge and skills.				

4) Reading Self-Efficacy Scale

Reading Self-efficacy indicated by three items, namely: 1) initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text, 2) effort dimension is feeling of believing in determining the specific information of a descriptive text and recount text., and 3) persistence dimension is a feeling of confidence to determine the textual reference and word meaning, (Sherer and Adams, et al., 1983).; initiative dimension is an ability to start an assignment with full of spirit and determination. While, effort dimension is an ability to be able to read in good way. Persistence dimension is an ability to have a commitment or persistence in reading. The instrument used to measure reading self-efficacy is a scale. The scale is adapted from Scherbaum, Cohen and Kem (2006). To ensure the reading self-efficacy validity and reliability, please give your judgement or your agreement with the proposed indicators by crossing **Agree** or **Disagree** independently to ensure **the content validity of the reading self- efficacy scale** in the following column.

a. Reading Self-Efficacy Scale's Content Validity

Sherer and Adams, et al., (1983) proposed three indicators and descriptors of reading self-efficacy. Please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **Disagree** independently to ensure the content validity of the reading self- efficacy scale in the following column. **Note the score meanings are: 1= strongly disagree, 2=disagree, 3= agree; 4= strongly agree**

Indicators	Descriptors	Score Judgement			
		1	2	3	4
Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.				
Effort dimension	Effort dimension is feeling of believing in determining the topic sentence of a descriptive text and recount text.				
Persistence Dimension	Persistence dimension is a feeling of confidence to determine the short passage of a descriptive text and recount text.				

b. Reading Self-Efficacy Scale's Reliability

Sherer and Adams, et al. (1983) proposed three indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-efficacy scale** in the following column. **Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 5=very relevant.**

No	Reading Self-Efficacy's Indicators	Descriptors	Reading Self-Efficacy Items	Score Judgment			
				1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a	1. I am trying that I could determine the main idea of a descriptive text.				
			2. I am trying that I				

		descriptive text and a recount text.	could complete the main idea of a descriptive text.				
			3. I am trying that I could add the main idea of a descriptive text.				
			4. I am trying that I could summarize the main idea of a recount text.				
			5. I am trying that I could differentiate the main idea of a recount text.				
2	Effort dimension	Effort dimension: is feeling of believing in determining the topic sentence of a descriptive text and recount text.	6. I believe that I could determine the topic sentence of a descriptive text.				
			7. I believe that I could complete the topic sentence of a descriptive text.				
			8. I believe that I could add the topic sentence of a descriptive text.				
			9. I believe that I could summarize the topic sentence of a recount text.				
			10. I believe that I could differentiate				

			the topic sentence of a recount text.				
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the short passage of a descriptive text and recount text.	11. I am not confident that I could determine the short passage of a descriptive text.				
			12. I am not confident that I could complete the short passage of a descriptive text.				
			13. I am not confident that I could add the short passage of a descriptive text.				
			14. I am not confident that I could summarize the short passage of a recount text.				
			15. I am not confident that I could differentiate the short passage of a recount text.				

c. Reading Self-Efficacy Scale's Readability

Sherer and Adams, et al. (1983) proposed three indicators and descriptors of reading self-efficacy. Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing **the appropriate score** independently to ensure **the reliability of the reading self-**

efficacy scale in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 3=relevant; 5=very relevant.

No	Reading Self-Efficacy's Indicators	Descriptors	Reading Self-Efficacy Items	Score Judgment			
				1	2	3	4
1	Initiative dimension	Initiative dimension is a feeling of trying in determining the main idea of a descriptive text and a recount text.	1. I am trying that I could determine the main idea of a descriptive text.				
			2. I am trying that I could complete the main idea of a descriptive text.				
			3. I am trying that I could add the main idea of a descriptive text.				
			4. I am trying that I could summarize the main idea of a recount text.				
			5. I am trying that I could differentiate the main idea of a recount text.				
2	Effort dimension	Effort dimension: is feeling of believing in determining the topic sentence of a	6. I believe that I could determine the topic sentence of a descriptive text.				
			7. I believe that I could				

		descriptive text and recount text.	complete the topic sentence of a descriptive text.				
			8. I believe that I could add the topic sentence of a descriptive text.				
			9. I believe that I could summarize the topic sentence of a recount text.				
			10. I believe that I could differentiate the topic sentence of a recount text.				
3	Persistence dimension	Persistence dimension: is a feeling of confidence to determine the short passage of a descriptive text and recount text.	11. I am not confident that I could determine the short passage of a descriptive text.				
			12. I am not confident that I could complete the short passage of a descriptive text.				
			13. I am not confident that I could add the short passage of a descriptive text.				
			14. I am not confident that I could summarize the				

			short passage of a recount text.				
			15. I am not confident that I could differentiate the short passage of a recount text.				



5) Reading Comprehension Test

Reading comprehension is the process of understanding the information through reading (Tarchi, 2017). In addition, Latifa and Manan (2018) purposed four indicators of reading comprehension, namely: 1) the main idea that is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas are detailed pieces of information containing in the paragraphs to support the main idea, 3) textual references are pronouns in reference to specific nouns in the descriptive and recount texts, and 4) word meanings are the phrases' meanings. To ensure the reading comprehension validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by choosing **Agree** or **disagree** independently to ensure the content validity of the reading comprehension test in the following column.

a. Reading Comprehension Test's Content Validity

Based on Latifa and Manan (2018) there are four indicators of reading comprehension, namely: 1) main idea, 2) specific ideas, 3) textual references, and 4) word meanings. To ensure the reading comprehension validity and reliability, please give your judgment or your agreement with the proposed indicators by crossing **Agree** and **Disagree** independently to ensure the content validity of the reading self-efficacy scale in the following column. **Note the score meanings are: 1= strongly disagree, 2=disagree, 3= agree; 4= strongly agree**

Indicators	Descriptors	Score Judgement:			
		1	2	3	4
Main idea	Main idea is a complete simple sentence which illustrates the general idea of a text				
Specific idea	Specific ideas are detailed pieces of information containing in the paragraphs to support the main idea				
Textual references	Textual references are pronouns in reference to specific nouns in the descriptive and recount texts				

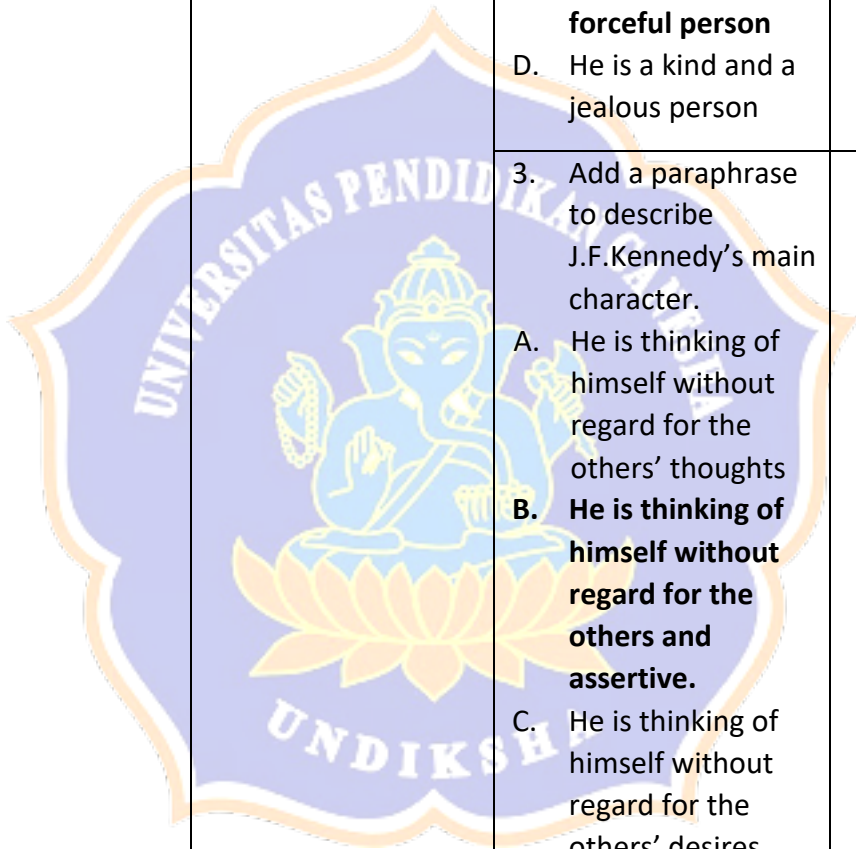
Word meanings	Word meanings are the phrases' meanings				
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b. Reading Comprehension Test's Reliability

Latifa and Manan (2018) proposed five indicators and descriptors of reading comprehension 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.**

No	Reading Comprehension Indicators	Reading Descriptors	Reading Comprehension Items	Score Judgment			
				1	2	3	4
1	Main idea	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				

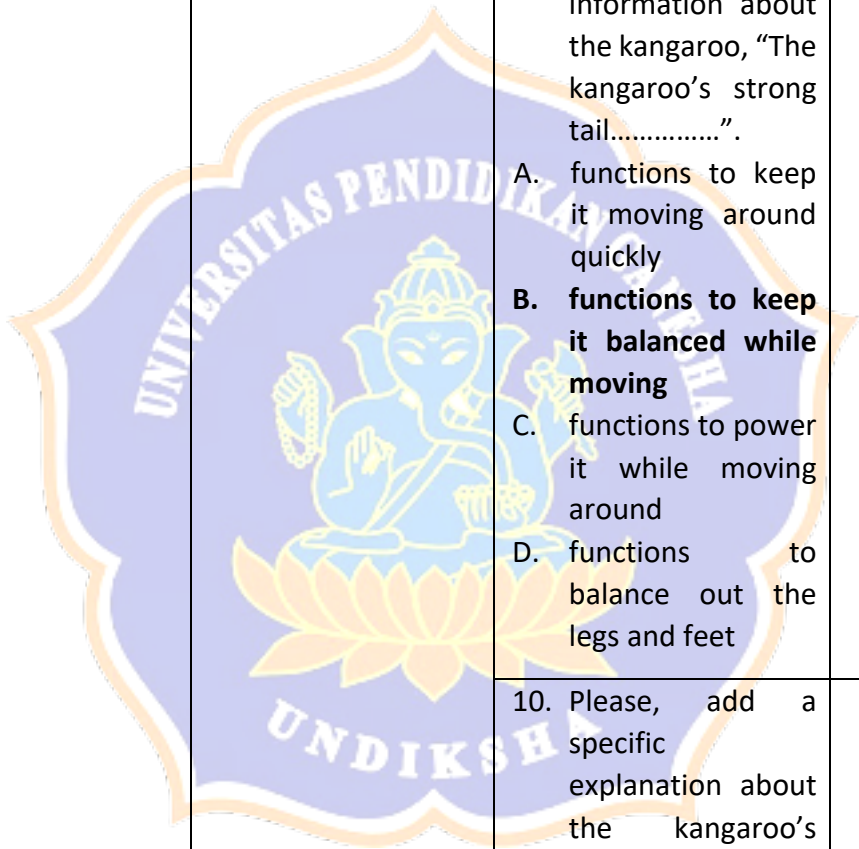
			<p><i>squeezing oil paint, he squeezed people to create his own personal world”.</i></p> <p>A. He is an egocentric and loyal person</p> <p>B. He is an egocentric and artistic person</p> <p>C. He is an egocentric and forceful person</p> <p>D. He is a kind and a jealous person</p>				
			<p>3. Add a paraphrase 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>				



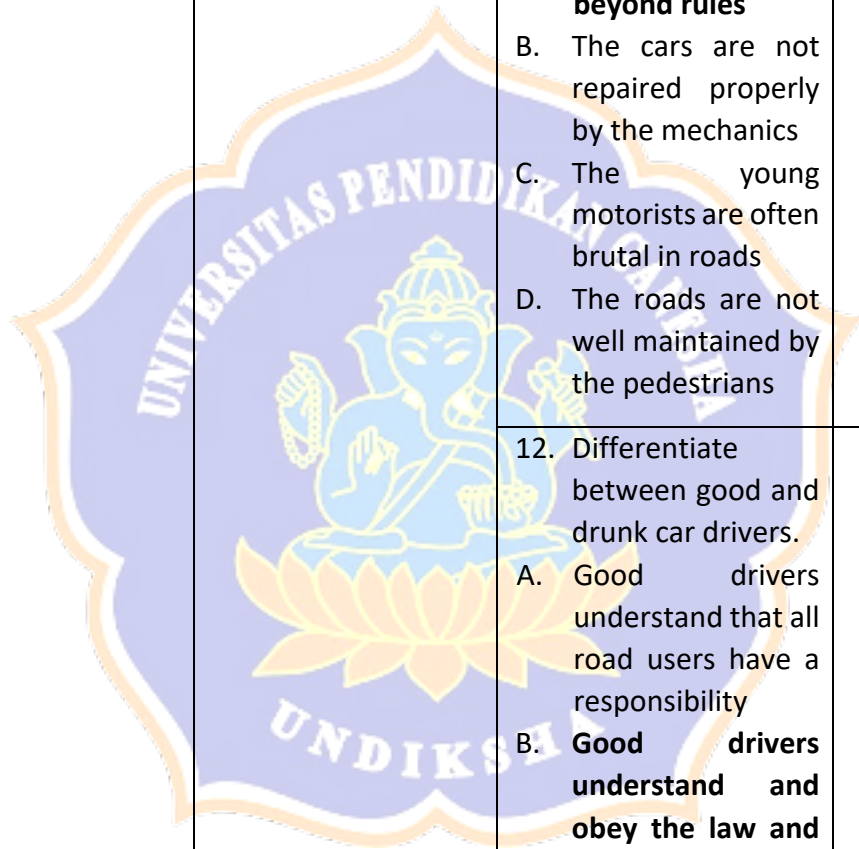
			<p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>			
			<p>5. Conclude what happened in 2019?</p> <p>A. Many Chinese were killed in an outbreak</p> <p>B. Many Mongolians were killed due 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>			
2	Specific idea	Specific ideas are detailed pieces of information containing in the paragraphs to support the main idea	<p>6. 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>7. 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>				
			<p>8. 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>				

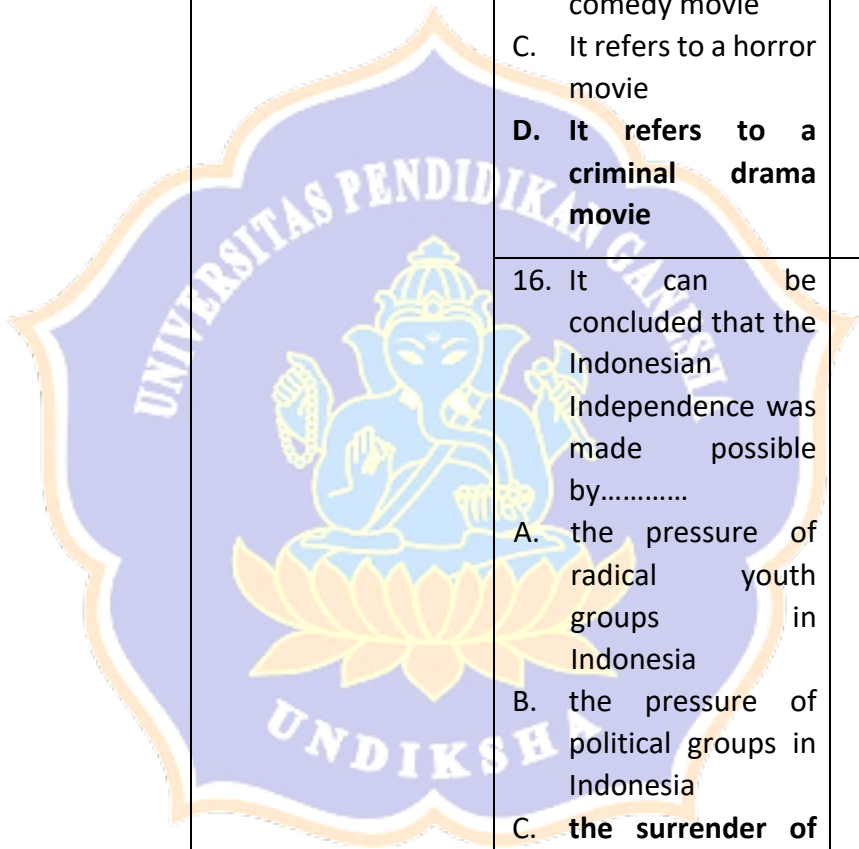
			<p>C. It describes the kangaroo's bodily and balanced locomotion</p> <p>D. It describes the kangaroo's muscular agility to balance in motion</p>				
			<p>9. Complete the blanks with appropriate information about the kangaroo, "The kangaroo's strong tail.....".</p> <p>A. functions to keep it moving around 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>10. 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</p>				



			<p>tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				
			<p>11. 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>12. 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>				

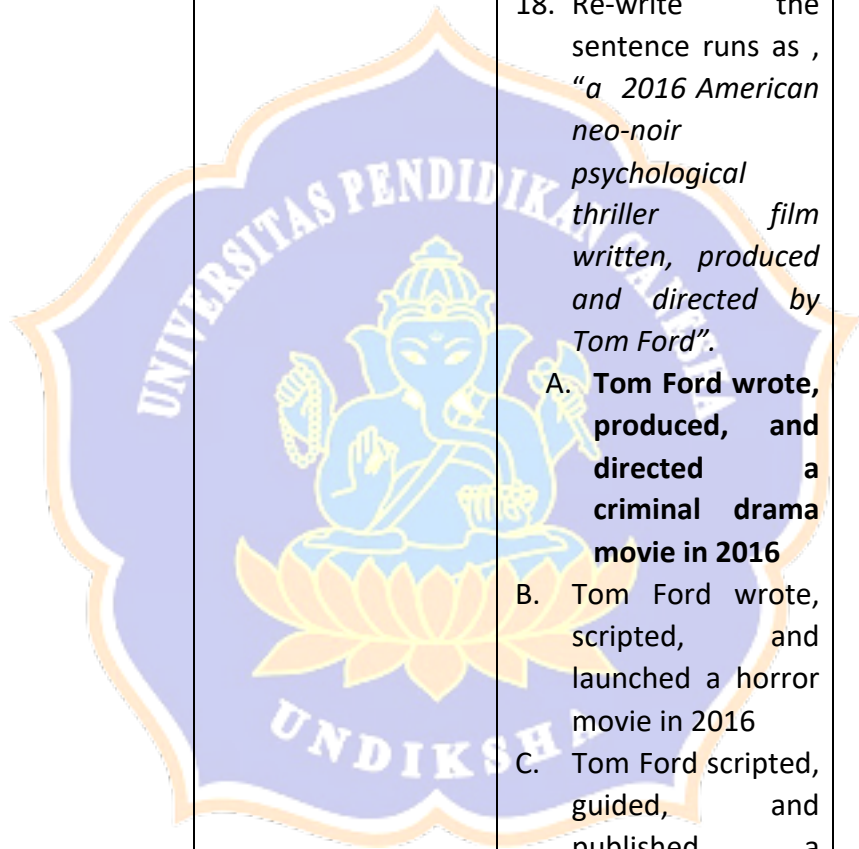


			<p>13. Re-write the phrase runs as, “<i>disturbances in certain parts of cars, such as brakes etc</i>”.</p> <p>A. The car’s parts may be repaired by a good mechanic</p> <p>B. The car’s parts may be recharged instantly for safe driving</p> <p>C. The car’s parts may be purchased to replace the old ones</p> <p>D. The car’s parts may be disturbed by the brake and others</p>				
3	Textual references	Textual references are pronouns in reference to specific nouns in the descriptive and recount texts	<p>14. Conclude the pronouns expressed in the underlined words, “<u>Nocturnal animal</u> is a 2016 <u>American neo-noir psychological thriller</u> film 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>				

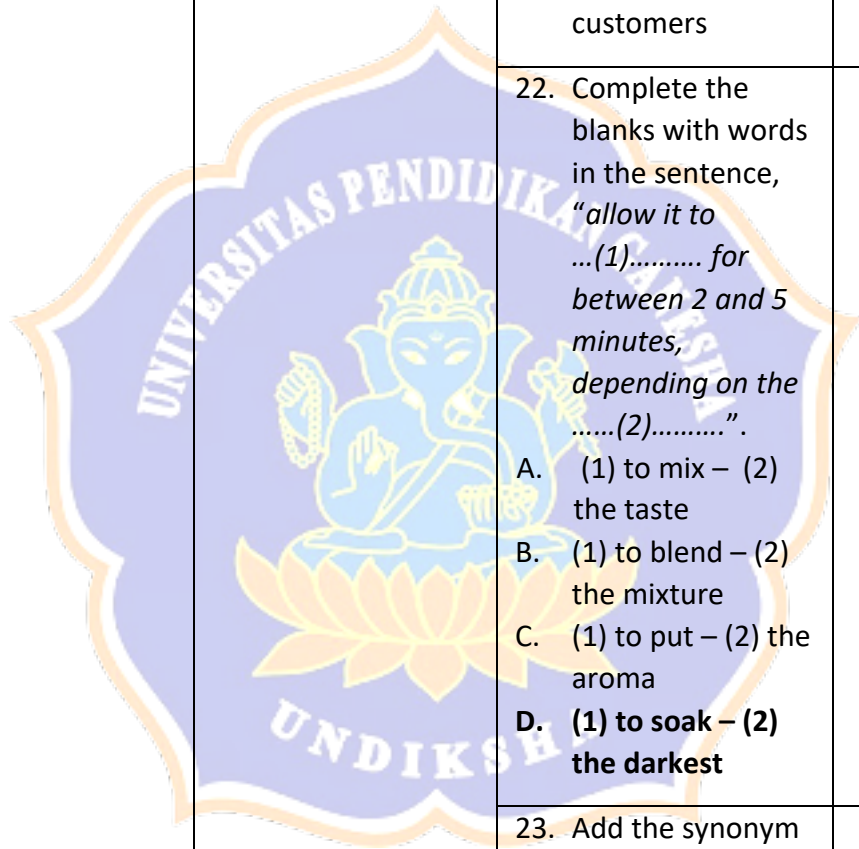


			<p>C. Its-its-his-them-him</p> <p>D. It-it-him-it-him</p>				
			<p>15. Clarify the reference of the underlined words”...<i>Nocturnal animal</i>...” !</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				
			<p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor’s army</p> <p>D. the supports from neighboring countries and states</p>				
			<p>17. Clarify that Soekarno and Hatta stood up proclaiming the Indonesian</p>				

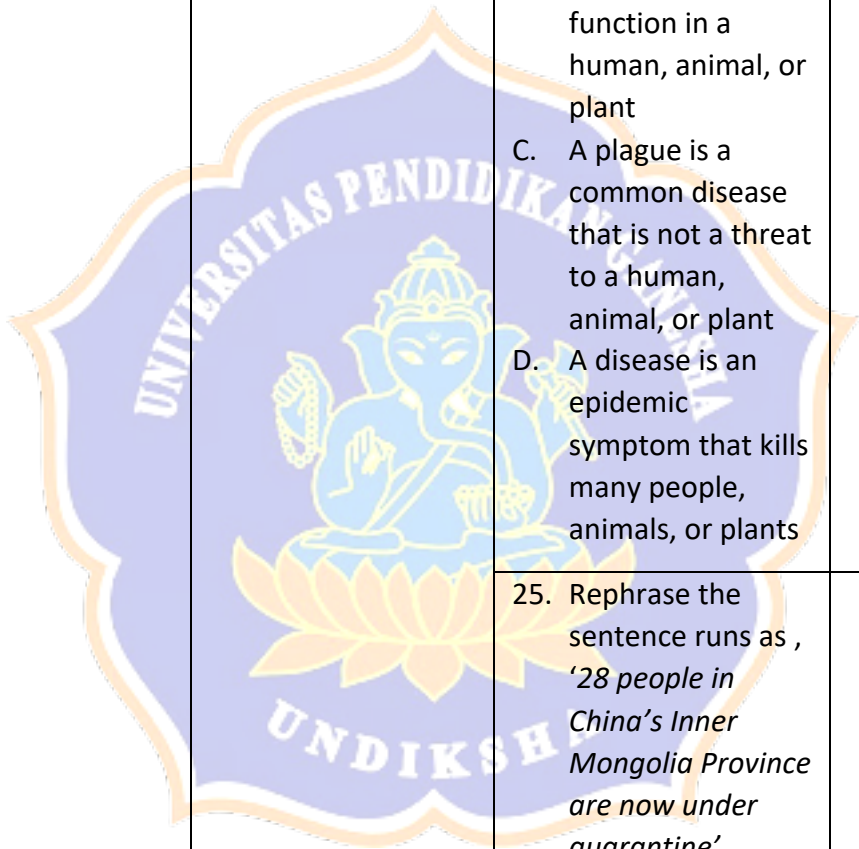
			<p>Independence in the names of:</p> <p>A. The Japanese Emperor</p> <p>B. The state and nation of Indonesia</p> <p>C. The neighboring states and nations</p> <p>D. The United Nations Organization</p>				
			<p>18. Re-write the sentence runs as , <i>"a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford"</i>.</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>				
			<p>19. Re-write the quote runs as <i>"Formally, Indonesians</i></p>				



			<p>usually celebrate the Independence Day by doing flag ceremonies in schools and offices”.</p> <p>A. The Indonesian Independence Day is celebrated with a flag ceremony</p> <p>B. The Indonesian Independence Day is celebrated formally by students and officials</p> <p>C. The Indonesia Independence Day is commemorated formally in schools and offices</p> <p>D. The Indonesian Independence Day is celebrated in formal ways in schools and offices</p>			
4	Word meanings	Word meanings are the phrases’ meanings	<p>20. 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 leaf</p>			



			<p>21. 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>22. Complete the blanks with words in the sentence, "allow it to ...<i>(1)</i>..... for between 2 and 5 minutes, depending on the<i>(2)</i>.....".</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> <p>D. (1) to soak – (2) the darkest</p>				
			<p>23. Add the synonym of 'with freshly boiled water'</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>				



			Mongolia were in segregation D. There are twenty Chinese in Mongolia were in separation				
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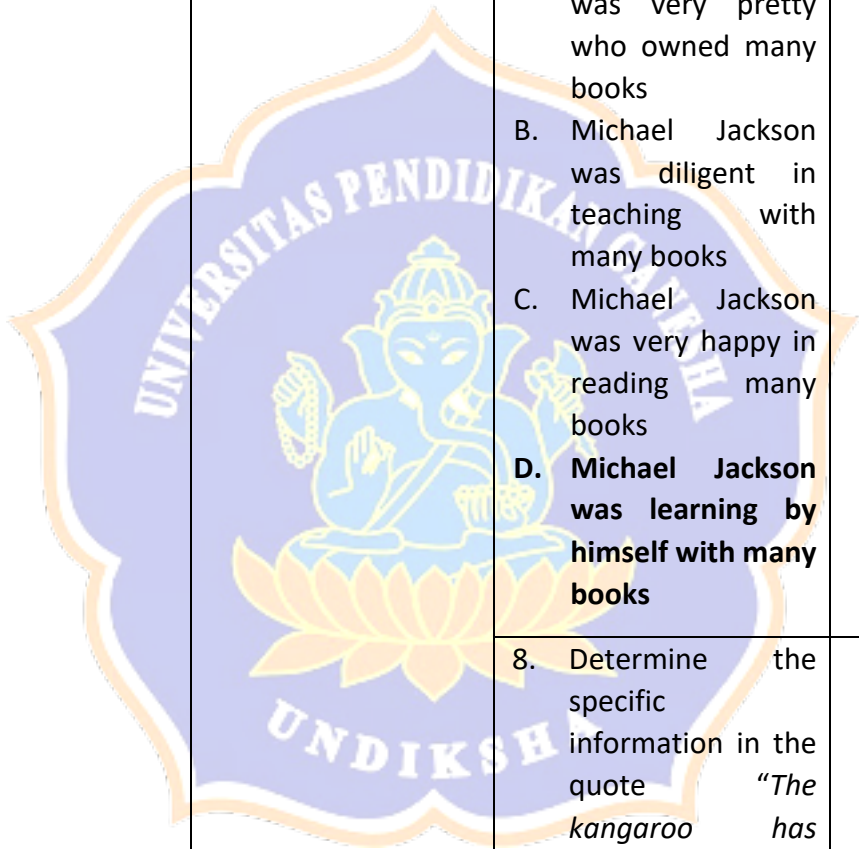
c. Reading Comprehension Test's Readability

Latifa and Manan (2018) proposed five indicators and descriptors of reading comprehension 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.**

No	Reading Comprehension Indicators	Descriptors	Reading Comprehension Items	Score Judgment			
				1	2	3	4
1	Main idea	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,				

			<p><i>"... he created a world of his own, but instead of squeezing oil paint, he squeezed people to create his own personal world".</i></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>				

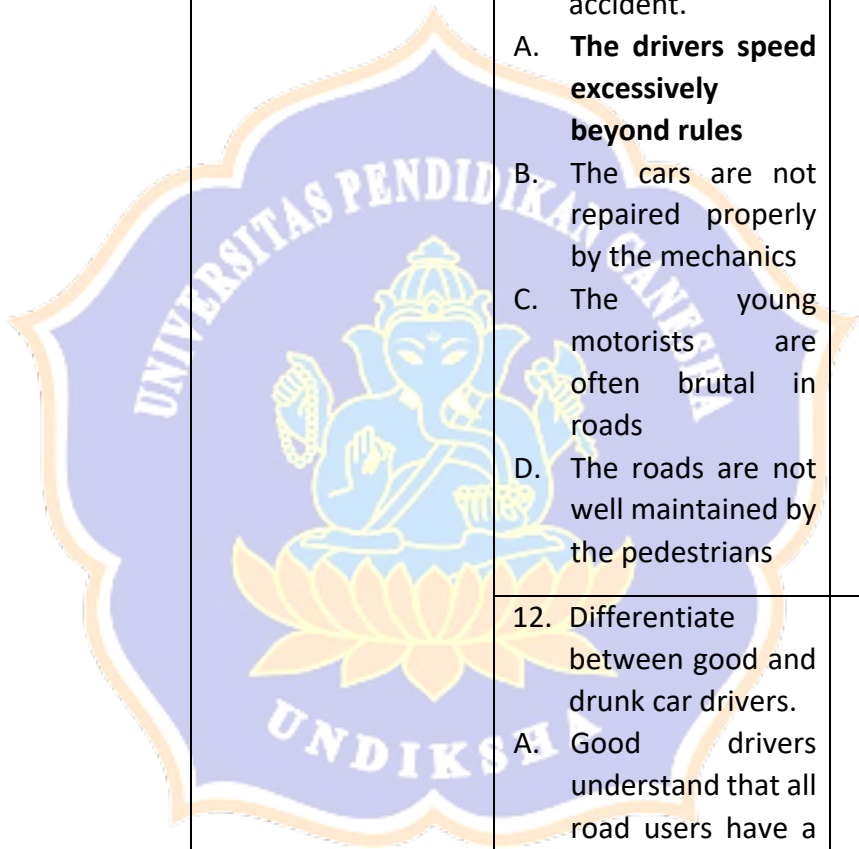
			<p>A. Michael Jackson's pop-singing experience</p> <p>B. Michael Jackson's singing experience in college</p> <p>C. Michael Jackson's experience while in school</p> <p>D. Michael Jackson's book collection in library</p>			
			<p>5. Conclude what happened in 2019?</p> <p>A. Many Chinese were killed in 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>			
2	Specific idea	<p>Specific ideas are detailed pieces of information containing in the paragraphs to support the main idea</p>	<p>6. 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>7. 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>				
			<p>8. 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</p>				

			<p>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>9. 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>10. 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>				

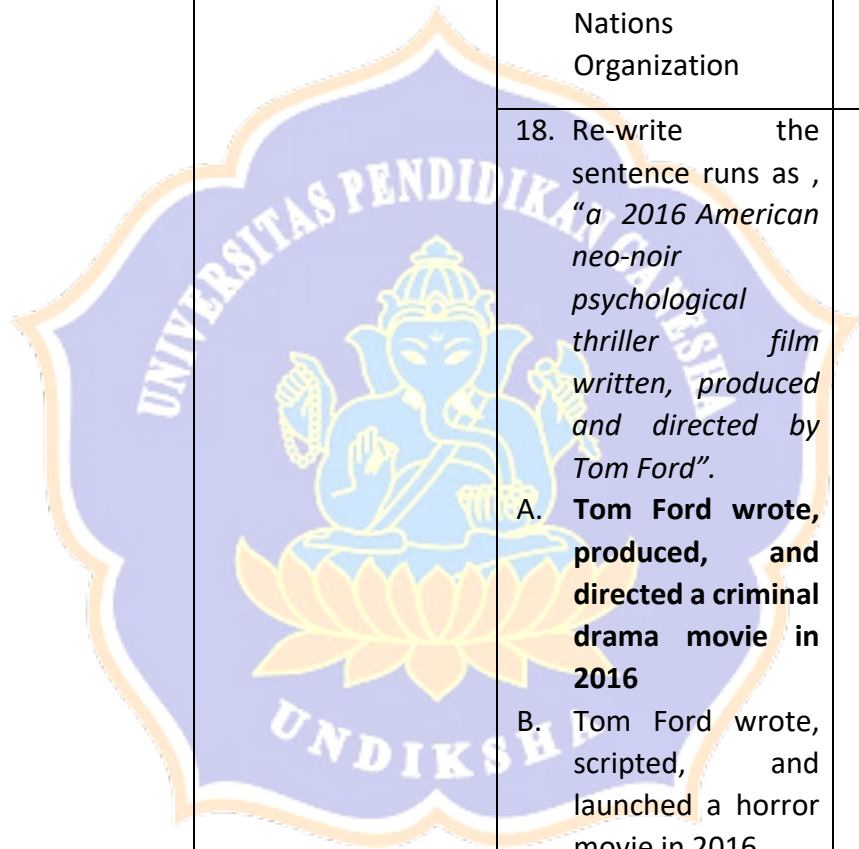
			<p>C. The kangaroo's hind legs, feet, and tail strengthen its balanced motion</p> <p>D. The kangaroo's hind legs, feet, and tail coordinate its balanced motion</p>				
			<p>11. Summarize the causes of a car accident.</p> <p>A. The drivers speed excessively beyond rules</p> <p>B. The cars are not repaired 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>12. 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</p>				



			<p>speed and responsibility</p> <p>13. 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>				
3	Textual references	Textual references are pronouns in reference to specific nouns in the descriptive and recount texts	<p>14. Conclude the pronouns expressed in the underlined words, "<u>Nocturnal animal is a 2016 American neo-noir psychological thriller</u> _____ <u>film written, produced and directed by Tom Ford based on the 1993 novel Tony and Susan by Austin Wright</u>"</p> <p>A. Its-its-his-their-his</p> <p>B. Itself-itself-himself-</p>				

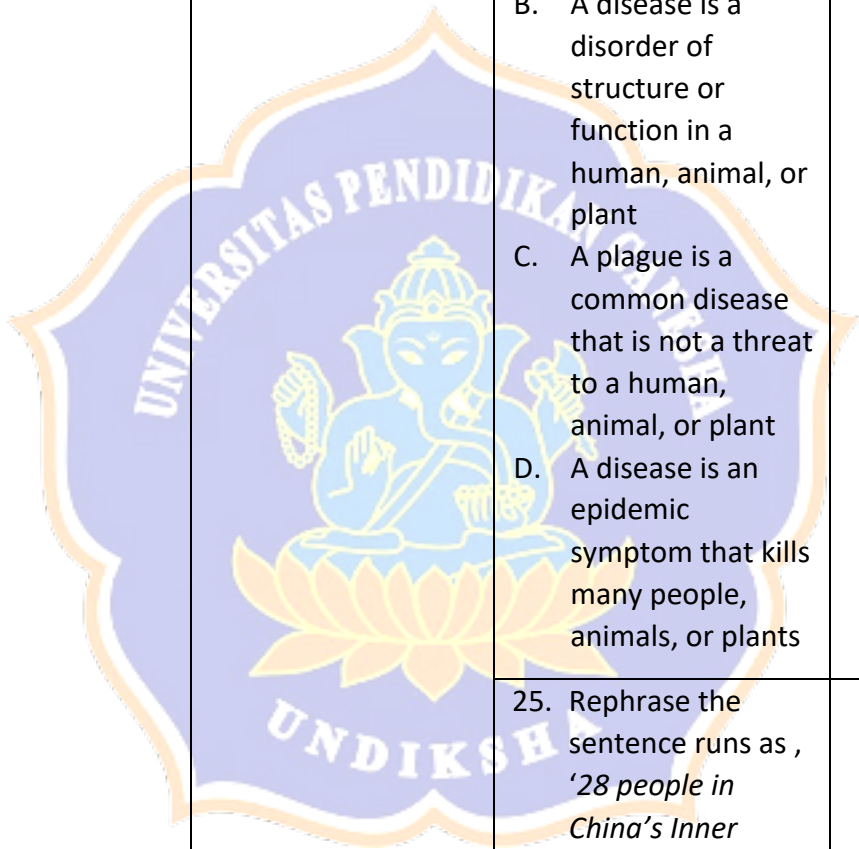
			<p>themselves- himself</p> <p>C. Its-its-his-them- him</p> <p>D. It-it-him-it-him</p>				
			<p>15. Clarify the reference of the underlined words" ...<u>Nocturnal animal</u>..." !</p> <p>A. It refers to a hot-blood animal</p> <p>B. It refers to a comedy movie</p> <p>C. It refers to a horror movie</p> <p>D. It refers to a criminal drama movie</p>				
			<p>16. It can be concluded that the Indonesian Independence was made possible by.....</p> <p>A. the pressure of radical youth groups in Indonesia</p> <p>B. the pressure of political groups in Indonesia</p> <p>C. the surrender of the Japanese Emperor's army</p> <p>D. the supports from neighboring countries and states</p>				
			<p>17. Clarify that Soekarno and Hatta stood up</p>				

			<p>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 sentence runs as , <i>"a 2016 American neo-noir psychological thriller film written, produced and directed by Tom Ford"</i>.</p> <p>A. Tom Ford wrote, produced, and directed a criminal drama movie in 2016</p> <p>B. Tom Ford wrote, scripted, and launched a horror movie in 2016</p> <p>C. Tom Ford scripted, guided, and published a criminal drama movie in 2016</p> <p>D. Tom Ford designed, published, and directed a criminal and horror movie in 2016</p>			



			<p>19. 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>			
4	Word meanings	Word meanings are the phrases' meanings	<p>20. Determine the synonym of the underlined word in <i>“If you are using <u>leaves</u>, put a teaspoon of tea per cup in your warm teapot”</i>.</p> <p>A. An aromatic tea-leaves</p> <p>B. A fragrant tea assortment</p> <p>C. An evergreen shrub</p>			

			D. A sweet-smelling leaf				
			<p>21. 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>22. 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> <p>D. (1) to soak – (2) the darkest</p>				
			<p>23. Add the synonym of 'with freshly boiled water'</p> <p>A. with hot boiled water</p> <p>B. with cool boiled water</p> <p>C. with first-hand boiled water</p>				



			D. with second-hand boiled water				
			<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. Rephrase 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>				

			C. There are twenty Chinese in Mongolia were in segregation				
			D. There are twenty Chinese in Mongolia were in separation				



