

APPENDICES

Appendix 1. Surat Ijin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA PASCASARJANA

Jalan Udayana No. 11 Singaraja-Bali 81116Telepon : (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

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

NIP. 196212151988031002

Appendix 2. Surat Keterangan Kepala Sekolah



PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA SMA NEGERI 1 KUTA SELATAN



JL. KETUT JETUNG KUTUH KUTA SELATAN
TELP. (0361) 771737, Fax. (0361) 771737, E-mail: smansakutsel@gmail.com
NIS: 30.015.0 NPSN: 50101706 NSS: 30.1,2204,06,001

No : 070/124/SMAN1KUTSEL

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 prinsifnya 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 Kuta Selatan Negeri 1 Kuta Selatan

Dra Luh Made Sri Yuniati, M.P

NIP. 19670620 199802 2 004

Appendix 3. Reading Habit Rating Scale

READING HABIT RATING SCALE

- 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!

		Unders	tanding	Your			
	Statements]	Response			
		Yes	No	1	2	3	4
1.	Reading is something I do automatically.						
2.	Reading is something I do without						
	hesitation.)IDI>			i.		
3.	Reading is something I do without thinking.	Ž.	WOL				
4.	Reading is something before anything	26		50			7
	else.	1/8		1			<i>*</i>
5.	Reading is something I think very useful.	X	Ñ.	1			
6.	I read texts almost daily.	and a					
7.	I have read texts since long time.		1			No.	
8.	I spend 15 minutes to read texts.	TTY)					
9.	I spend 15 minutes to read texts taught in	\leftarrow	\leq		7//	,	
	school.				The state of the s		
10.	I read other texts aside from the school	KSB					
	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.						

READING INTEREST RATING SCALE

- 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	Und	Understanding		Your Response			
	Statements	Yes	No	P.1	2	3	4	
1.	I believe that I could	Mr.	۵	4	8			
	determine the main idea		54		V.			
	of a descriptive text.	T. B.	(00)7	de			7/	
2.	I believe t <mark>h</mark> at I could			18	7	7		
	complete t <mark>h</mark> e main idea	W [13				
	of a descri <mark>pt</mark> ive text.	1		2				
3.	I believe that I could	M	MAM	MY)	1		
	summarize th <mark>e</mark> main			4		7/		
	idea of a recount	41						
	text.	ON	DIKS	HA		and the second		
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.	. SP	ENDID	RA.	5		
10.	I am assessed that	L. W.	<u> </u>	14	0		
	I could complete		24		The same		
	the topic sentence	S 1	(32)7	de	9		7//
	of a descri <mark>p</mark> tive			18	-		
	text.	W.		1/3			
11.	I am assessed that		N Aute	4	A	y	
	I could summarize	M	MAM	TYY)		r
	the topic sentence		<i>SYYY</i>	4			
	of a recount text.	A .					
12.	I am assessed that I	N	DIKS	BE		Report of the second	
	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						
			1				

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	92	ENDID	RI.			
analogies of a	LIVO.	_	W	0.		
recount text.	,	2		V.		
17. I am not ready if I	5	(22)	da	9	4	
could dete <mark>rmine the</mark>			78			
main idea <mark>o</mark> f	1 P		10			
descriptive text.			2	Α.		
18. I am not ready if I could	MY	MAM	MY			
complete the <mark>m</mark> ain idea		<i>YYY</i>	4			
of a descriptive text.	-1					
19. I am not ready if I	N	DIKS	E P		State of the state	
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.	ASP	ENDID!	Ra.	4	



READING MOTIVATION RATING SCALE

- 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	Unders	tanding	-	Yo Resp	our oons	e
SPEN	Yes	No	1	2	3	4
1. I like reading because it is interesting.		WG.				
2. I often forget time when reading.		- V	4			
3. Reading is fun.	2/6					
4. I continue reading when I want to know	The state of the s	Ž	1			
more info <mark>r</mark> mation.		~				
5. I want to know more about something	Tings 5					
new.	YYY	99				
6. I tend to be engaged in reading something	44	<		7/	,	
new.						
7. I enjoy reading as it is fun.	WSH			A.		
8. I improve my knowl <mark>e</mark> dge 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.						



READING SELF-EFFICACY SCALE

- 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]	Yo Resp	our oons	e
	PEN	Yes	No	1	2	3	4
1.	I am trying that I could determine the	3	WG.				
	main idea of a descriptive text.	D.	4	4			
2.	I am trying that I could complete the	2) 7 c		2		7/	
	main idea of a descriptive text.		8	5			
3.	I am trying that I could add the main		~~				
	idea of a descriptive text.	गाएँ					
4.	I am trying that I could summarize the	YTY	(Y)		1	The state of the s	
	main idea of a recount text.	444	<			,	
5.	I am trying that I could differentiate the						
	main idea of a recount text.	KSB	>				
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.	DIDIRAN



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.

DENDIDIR 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.)

Questions:

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

Text Two: Recount Text of a Person's Experience

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

Questions:

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

Text Three: Descriptive Text of an Animal

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

Questions:

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

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

Text Four: Recount Text of an Accident

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

Questions:

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

Text Five: Descriptive Text of a Film

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

Questions:

- 13. Conclude the pronouns expressed in the underlined words, "<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"... 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 <u>leaves</u>*, 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.	В	21.	D
2.	C	12.	A	22.	С
3.	В	13.	В	23.	D
4.	C	14.	D	24.	A
5.	C	15.	A	25.	D
6.	D	16.	CPEN	DID	KANGA
7.	A	17.	В		CAN
8.	В	18.	A)		
9.	D	19.	C III	Ä	1
10.	A	20.	C	YIII	



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**

To dia stance	Demoissan		Score Judgement:				
Indicators	Descriptors	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.

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

			5. Reading is something I think very useful.	
2	Frequency	Frequency is the repetition	6. I read texts almost every day.	
	of doing or the number of times daily or weekly the behavior is carried out.	number of times daily or weekly the behavior is	7. I have read texts since long time.	
			8. I spend 15 minutes to read texts.	
		carried out.	9. I spend 15 minutes to read texts taught in school.	
		TASPE	10. I read other texts aside from the school texts.	
3	Self-Identity	Self-identity is the expression	11. I feel uneasy when not reading.	7
	i i	of self in which reflecting the identity or personal style.	12. I feel not burdensome when reading.	
			13. Reading is my habits.	
	UNI	2	14. Reading is fun.	
		OND	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	dicators Descriptors	Items	J	Sco udge	ore ment:	
110.	indicators	Descriptors	Tems	1	2	3	4
1	Automaticity	Automaticity is unintentional or controllable	Reading is something I do automatically.				
	behavior and unconsciously starts it.	Reading is something I do without hesitation.					
		3. Reading is something I do without thinking.					
		AN RAITAS P.	4. Reading is something to do before anything else.				
			5. Reading is something I think very useful.				
2	Frequency	Frequency is the repetition	6. I read texts almost every day.				
		of doing or the number of times daily or	7. I have read texts since long time.				
		weekly the behavior is	8. I spend 15 minutes to read texts.				
	carried out.	9. I spend 15 minutes to read texts taught in school.					
		10. I read other texts aside from the school texts.					
3	Self-Identity	elf-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**

	D	Sco	re Ju	dgem	ent:
Indicators	Descriptors	1	2	3	4

Previous	Previous experience, that is, an experience in			
Experience	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	Understandable subject, that is, an interest in			
Subject	understanding the vocabularies and analogies			
	in descriptive and recount texts.			
The Level of	The level of pressure involvement, that is, an			
Pressure	interest to be involved in determining the	6		
Involvement	main ideas of descriptive and recount texts.			
The Complexity of	The complexity of subject material, that is, an			
Subject Material	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	Descriptors	Reading Interest Items	Scor	re Ju	ıdgme	ent
110	Indicators	Descriptors		1	2	3	4
1	Previous	Previous	1. I believe that I could				
	experience	experience,	determine the main				
		that is, an	idea of a descriptive				

		experience in determining the main ideas of descriptive and recount texts	3.	complete the main idea of a descriptive text. I believe that I could summarize 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.		I am sure that I could determine the short passage of a descriptive text. I am sure that I could complete the short passage of a descriptive text. I am sure that I could summarize the short passage of a recount text. 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. I am assessed that I		

		and recount		could complete the			
		texts.		topic sentence of a			
		texis.		_			
				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	Understandab	Understandabl	13.	I do not understand			
	le subject	e subject, that)ID	that I could determine			
		is, an interest		the vocabularies and			
	Á	in 544	\mathscr{D}	analogies of a	ic-		
		understanding		descriptive text.	1		
		the	14.	I do not understand			
		vocabularies	南	that I could complete			
		and analogies	IIII	the vocabularies and			
		in descriptive	S	analogies of a			
		and recount	"	descriptive text.			
		texts.	15.	I do not understand			
		UN	13.	that I could summarize			
		ADI		the vocabularies and			
				analogies of a recount			
				text.			
			16	I do not understand			
			10.				
				that I could			
				differentiate the			
				vocabularies and			
				analogies of a recount			
				text.			

5	The Level of	The level of	17.	I am not ready if I			
	Pressure	pressure		could determine the			
	Involvement	involvement,		main idea of			
		that is, an		descriptive text.			
		interest to be	18.	I am not ready if I			
		involved in		could complete the			
		determining		main idea of a			
		the main ideas		descriptive text.			
		of descriptive	19.	I am not ready if I			
		and recount		could summarize the			
		texts.		main idea of a recount			
				text.			
		PEN	20.	I am not ready if I			
		STIAN &	5	could differentiate the			
	A	54	M.	main idea of a recount			
	N S	a Te	(ء	text.			
6	T <mark>h</mark> e	The	21.	I am not motivated			
	C <mark>o</mark> mplexity	complexity of	5	that I could determine			
	of Subject	subject	YUL	the short passage of			
	Material	material, that	40	descriptive text.			
		is, an interest	22.	I am not motivated			
		in determining		that I could complete			
		complex short	K S	the short passage of a			
		passage of		descriptive text.			
		descriptive and	23.	I am not motivated			
		recount texts.		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.			
	I .				<u> </u>	I	

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	Descriptors	Reading Interest Items	Sco	re Ju	ıdgm	ent
110	Indicators	Descriptors	Reading Interest Items	1	2	3	4
1	Previous	Previous	1. I believe that I could				
	experience	experience,	determine the main				
		that is, an	idea of a descriptive	-			
	1 5	experience in	text.	1			
	5	determining	2. I believe that I could				
		the main ideas	complete the main				
		of descriptive	idea of a descriptive				
	77	and recount	text.				
		texts	3. I believe that I could				
			summarize the main				
		NDI	idea of a recount text.				
			4. I believe that I could				
			differentiate the main				
			idea of a recount text.				
2	Self-concept	Self-concept,	5. I am sure that I could				
		that is, a	determine the short				
		feeling of	passage of a				
		interest in	descriptive text.				
		determining	6. I am sure that I could				
		the short	complete the short				
		passage of	passage of a				

		descriptive and		descriptive text.		
		recount texts.				
			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,	9.	I am assessed that I		
		an interest in		could determine the		
		valuing the)ID	topic sentence of a		
		topic sentence		descriptive text.		
	À	in descriptive	10.	I am assessed that I		
	N S	and recount		could complete the		
		texts.	Y	topic sentence of a		
				descriptive text.		
			11.	I am assessed that I		
		WW.		could summarize the		
				topic sentence of a		
			4	recount text.		
		NDI	12.	I am assessed that I		
				could differentiate the		
				topic sentence of a		
				recount text.		
4	Understandab	Understandabl	13.	I do not understand		
	le subject	e subject, that		that I could determine		
		is, an interest		the vocabularies and		
		in		analogies of a		
		understanding		descriptive text.		
		the	14.	I do not understand		
		vocabularies		that I could complete		

		and analogies		the vocabularies and		
		in descriptive		analogies of a		
		and recount		descriptive text.		
		texts.	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		
		. C PEN)ID	analogies of a recount		
		ATTAD.		text.		
5	The Level of	The level of	17.	I am not ready if I		
	Pressure	pressure	s)*	could determine the		
	In <mark>v</mark> olvement	involvement,	Ø	main idea of		
		that is, an	A	descriptive text.		
		interest to be	18.	I am not ready if I		
		involved in	40	could complete the		
		determining	44	main idea of a		
		the main ideas		descriptive text.		
		of descriptive	19.	I am not ready if I		
		and recount		could summarize the		
		texts.		main idea of a recount		
				text.		
			20.	I am not ready if I		
				could differentiate the		
				main idea of a recount		
				text.		
6	The	The	21.	I am not motivated		
	Complexity	complexity of		that I could determine		
	of Subject	subject		the short passage of		

Material	material, that	descriptive text.
	is, an interest in determining complex short passage of descriptive and recount texts.	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.
	TASPENI	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					
Indicators			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.

N	Reading Motivation' Indicators	Descriptors	Reading Interest Items	Score			
				Judgment			
0				1	2	3	4
1	Curiosity	Curiosity is an	1. I like reading				
		attitude of	because it is				
		wanting	interesting.				
		something to	2. I often forget time				
		read on	when reading.				
		specific topic	3. Reading is fun.				
		due to interest.					
			4. I continue reading				
			when I want to know				
			more information.				
			5. I want to know more about something				

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

N o	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.	 I like reading because it is interesting. I often forget time when reading. Reading is fun. I continue reading when I want to know more information. I want to know more 					
			about something new.	7	Ç.			
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. 					
3	Challenge	Challenge is gaining satisfaction from	 10. I am motivated when reading. 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 reding 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**

			Score					
Indicators	Descriptors		Judgement					
			2	3	4			
Initiative	Initiative dimension is a feeling of trying							
dimension	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	Persistence dimension is a feeling of							
Dimension	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 Descriptors Indicators	Reading Self-Efficacy Items		Score Judgment				
			Items	1	2	3	4	
1	Initiative	Initiative	1. I am trying that I					
	dimension	dimension is a	could determine the					
		feeling of trying in	main idea of a					
		determining the	descriptive text.					
		main idea of a	2. I am trying that I					

	1		
		descriptive text	could complete the
		and a recount text.	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
		O PENDIA	could differentiate
		TAD	the main idea of a
			recount text.
2	Effort	Effort dimension:	6. I believe that I could
	dimension	is feeling of	determine the topic
		believing in	sentence of a
		determining the	descriptive text.
		topic sentence of a	7. I believe that I could
		descriptive text	complete the topic
		and recount text.	sentence of a
			descriptive text.
	1	ONDIK	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	Persistence	11.	I am not confident		
	dimension	dimension: is a		that I could		
		feeling of confidence		determine the		
		to determine the		short passage of a		
		short passage of a		descriptive text.		
		descriptive text and	12.	I am not confident		
		recount text.		that I could		
				complete the short		
				passage of a		
				descriptive text.		
		OIDNES .	13.	I am not confident		
		ATTAO A	-	that I could add		
				the short passage		
	N S		72	of a descriptive		
	S		48	text.		
			14.	I am not confident		
				that I could		
		WWW.		summarize the		
			4	short passage of a		
			5	recount text.		
		ONDIKS	15.	I am not confident		
	1			that I could		
				differentiate the		
				short passage of a		
				recount text.		
<u> </u>						

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.

	Reading Self-		Reading Self-Efficacy			Score	
No	Efficacy's	Descriptors	Items		<u> </u>	gme	
	Indicators				2	3	4
1	Initiative	Initiative	1. I am trying that I				
	dimension	dimension is a	could determine				
		feeling of trying in	the main idea of				
		determining the	a descriptive				
		main idea of a	text.				
		descriptive text	2. I am trying that I				
		and a recount text.	could complete the				
			main idea of a				
			descriptive text.				
	1 8		3. I am trying that I				
	7		could add the main				
			idea of a descriptive				
			text.				
	7/	CON WAS	4. I am trying that I				
			could summarize				
		17.	the main idea of a				
		WDIK:	recount text.				
			5. I am trying that I				
			could differentiate				
			the main idea of a				
			recount text.				
2	Effort	Effort dimension:	6. I believe that I could				
	dimension	is feeling of	determine the topic				
		believing in	sentence of a				
		determining the	descriptive text.				
		topic sentence of a	7. I believe that I could				

			1
		descriptive text	complete the topic
		and recount text.	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
		_ CPENDID	could differentiate
		ATTAO A	the topic sentence
			of a recount text.
3	Persistence	Persistence	11. I am not confident
	dimension	dimension: is a	that I could
		feeling of confidence	determine the
		to determine the	short passage of a
		sh <mark>ort passage of a</mark>	descriptive text.
		descriptive text and	12. I am not confident
		recount text.	that I could
		ONDIKS	complete the short
	1		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	Specific ideas are detailed pieces of information							
idea	containing in the paragraphs to support the main							
	idea							
Textual	Textual references are pronouns in reference to							
references	specific nouns in the descriptive and recount texts							

Word	Word meanings are the phrases' meanings		
meanings			

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	Descriptors	Judgment
	Indicators		Comprehension Items 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

ONDIK ONDIK	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' desires D. He is thinking of himself without regard for the others' desires D. He is thinking of himself without regard for the others' desires
	regard for the others' feelings 4. Summarize the
	general idea of the above text. A. Michael Jackson's pop-singing experience

B. Michael Jackson's singing experience in college C. Michael Jackson's experience while in school D. Michael Jackson's book collection in library 5. Conclude what happened in				_	5 A		
in college C. Michael Jackson's experience while in school D. Michael Jackson's book collection in library 5. Conclude what				В.	Michael Jackson's		
C. Michael Jackson's experience while in school D. Michael Jackson's book collection in library 5. Conclude what							
experience while in school D. Michael Jackson's book collection in library 5. Conclude what					_		
in school D. Michael Jackson's book collection in library 5. Conclude what				C.			
D. Michael Jackson's book collection in library 5. Conclude what							
book collection in library 5. Conclude what							
library 5. Conclude what				D.			
5. Conclude what					book collection in		
					library		
happened in				5.	Conclude what		
					happened in		
2019?			<u> </u>		2019?		
A. Many Chinese				Α.	Many Chinese		
were killed in an					were killed in an		
outbreak					outbreak		
B. Many Mongolians			OFNDIA	В.	Many Mongolians		
were killed due to			WAS LEWDIN	11			
a disease			411		a disease		
C. Many Chinese				C.	Many Chinese		
were killed		N A			were killed	1	
because of a				/ €	because of a	Ÿ	
rabbit disease					rabbit disease		
D. Many Chinese				D.	Many Chinese		
were exiled due to			() // 11	物)	•		
the outbreak					the outbreak		
2 Specific idea Specific ideas are 6. Differentiate his	2	Specific idea	Specific ideas are	6.	Differentiate his		
	-	Specific radii		·			
detailed pieces of pointed out in the			detailed pieces of				
information text.			information	. a			
containing in the A. He collected		1	containing in the	Δ			
				7 \.			
paragraphs to different books for singing			paragraphs to				
support the main B. He was a self-			support the main	B			
idea learning person in			idea	0.			
career							
C. He was an				C			
autodidact owning				<u> </u>			
many books					=		
D. He was a self-				ח	=		
taught person				J.			
without ambition					= .		
without ambition	ĺ				Without ambition		

	7 Daniel - 1-	
	7. Re-write in a	
	simple English the	
	quote," <i>he was</i>	
	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	
TUNKE		
MASIERIOIE	was very happy in	
	reading many	
	books	
	D. Michael Jackson	
	was learning by	
	himself with many	
	books	
	3. Determine the	
	specific	
	information in the	
	quote "The	
	kangaroo	
	powerful hind legs	
ADIKS	and large feet, and	
	a large muscular	
	tail to keep it	
	balanced while in	
	motion".	
	A. It describes the	
	kangaroo's	
	physical	
	characteristics	
	3. It describes the	
	kangaroo's	
l l	=	
	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
AND PENDIN	9. 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
ND IK	10. 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 11. Summarize the causes of a car
A ARITAS PENDIA	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
NDIK S	the pedestrians 12. 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

	T	T	1		, ,	 <u> </u>	
			13.	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			
			В.	The car's parts may			
				be recharged			
				instantly for safe			
				driving			
			C.	<u> </u>			
				be purchased to			
		- C PENDIA	10	replace the old			
		TAD	٠.	ones			
			D.	The car's parts may			
		544	Ο.	be disturbed by			
			7	the brake and	A CONTRACTOR OF THE PARTY OF TH		
			4	others			
				others			
3	Textua <mark>l</mark>	Textual references	14.	Conclude the			
	references	are pronouns in	1	pronouns			
				expressed in the			
		reference to specific	<i>y</i>	underlined wo <mark>r</mark> ds,			
		nouns in the		" <u>Nocturnal ani<mark>m</mark>al</u>			
		descriptive and		is a 2016 <u>American</u>			
		Dr.		neo-noir			
	N.	recount texts		<u>psychological</u>			
				thriller film			
	195-			written, produced			
				and directed by			
				<u>Tom Ford</u> based on			
				the 1993 novel			
				Tony and Susan by			
				Austin Wright"			
			A.	Its-its-his-their-his			
			В.	Itself-itself-			
				himself-			
				themselves-			
				himself			

	C. Its-its-his-them-
	him
	D. It-it-him-it-him
	15. Clarify the
	reference of the
	underlined
	words" <u>Nocturnal</u>
	animal"!
	A. It refers to a hot-
	blood animal
	B. It refers to a
	comedy movie
	C. It refers to a horror
	D. It refers to a
TNDI	D. It refers to a criminal drama
- CARUNIT	movie
ATTAC	movie
SP JAD	16. It can be
AY deal	concluded that the
	Indonesian
	Independence was
	made possible
1 / 1	by
	A. the pressure of
	radical youth
	groups
	Indonesia B. the pressure of
UN	B. the pressure of political groups in
., DIK	Indonesia
	C. the surrender of
	the Japanese
	Emperor's army
	D. the supports from
	neighboring
	countries and
	states
	17 Clarify, that
	17. Clarify that
	Soekarno and
	Hatta stood up
	proclaiming the Indonesian
	indonesian

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 19. Re-write the quote runs as "Formally,		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
runs as "Formally	AND IK	"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 19. Re-write the quote

				usually celebrate			
				the Independence			
				Day by doing flag			
				ceremonies in			
				schools and			
				offices".			
			Α.	The Indonesian			
			7.	Independence Day			
				is celebrated with			
				a flag ceremony			
			В.	The Indonesian			
			D.	Independence Day			
		<u> </u>		is celebrated			
				formally by			
				students and			
				officials			
		OENDIA	C.				
		TABILITIES	٠ų,	Independence Day			
				is commemorated			
		3 54447					
	W 8		7	formally in schools and offices	No. of the last		
			D.	The Indonesian			
			0.				
			1. 1	Independence Day is celebrated in			
			3	formal ways in			
				schools and offices			
		CLLLA LA LA LA		schools and offices			
4	Word meanings	Word meanings are	20.	Determine the		Ī	
		the phrases' meanings		synonym of the			
		T O Av	-	underlined word			
		"ADIK	خلا	in "If you <mark>a</mark> re using			
				<u>leaves</u> , p <mark>u</mark> t a			
				teaspoon of tea			
				per cup in your			
				warm teapot".			
			A.	An aromatic tea-			
				leaves			
			В.	A fragrant tea			
				assortment			
			C.	An evergreen			
				shrub			
			D.	A sweet-smelling			
				leaf			
<u></u>							

	21. 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
AND IKS	customers 22. 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
	23. 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

	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
o PENDII	common disease
TAD	that is not a threat
	to a human,
	animal, or plant
5 6 763	D. A disease is an
	epidemic
	symptom that kills
	many people,
The state of the s	animals, or plants
	difficulty of plants
	25. Rephrase the
	sentence runs <mark>as</mark> ,
	'28 people in
ON-	China's Inn <mark>er</mark>
, DIK	Mongolia <mark> Province </mark>
	are now <mark>u</mark> nder
	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 There are twenty		
	D.	Chinese in Mongolia were in separation		

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	Descriptors	Reading Judgment
	Ind <mark>i</mark> cators		Comprehension Items 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
			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
TANDE	ego <mark>c</mark> entric and
SARUNIT	forceful person
ALTA A	D. He is a kind a <mark>nd</mark> a
4 32 5 (10)	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
ADIK	regard for the
	others and
	assertive.
	C. He is thinking of
	himself without
	regard for the
	others' desires
	D. He is thinking of
	himself without
	regard for the
	others' feelings
	4. Summarize the
	general idea of the
	above text.

			A. B. C.	Michael Jackson's pop-singing experience Michael Jackson's singing experience in college Michael Jackson's experience while in school Michael Jackson's book collection in		
	DIANA	ASTITAS PENDIA	5. A. B.	were killed in an outbreak Many Mongolians were killed due to a disease Many Chinese were killed because of a rabbit disease Many Chinese were exiled due		
2	Specific idea	Specific ideas are detailed pieces of information containing in the paragraphs to support the main idea	6. A. B.	major experience pointed out in the text.		

	D. He was a self-taught person without ambition 7. 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
SPENDIA	was very pretty who owned many books B. Michael Jackson was diligent in teaching with
AND LABORATION OF THE PARTY OF	many books C. Michael Jackson was very happy in reading many books
	D. Michael Jackson was learning by himself with many books 8. Determine the
DADIKE	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
	9. Complete the
2	blanks with
	appropriate
	information about
	the kangaroo, "The
T NDL	kangaroo's strong
N S A FUNIT	tail".
all la	A. functions to keep
	it moving around
A A A	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
NDIK	
	10. 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

			1		
	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			
		Dalanceu motion			
	11.	Summarize the			
		causes of a car			
		accident.			
	A.	The drivers speed			
	Λ.	excessively			
		-			
	_	beyond rules			
TIUNIA	В.	The cars are not			
TAO		repaired properly			
		by the mechanics			
	C.	The young			
	7.1	motorists are	1		
	7 42	often brutal in	,		
		roads			
V7 (V)	D.	The roads are not			
The state of the s	製り	well maintained by			
		the pedestrians			
	\mathcal{M}				
	12.	Differentiate			
		between good and			
		drunk car drivers.			
ADIV	A.	Good drivers			
211		understand that all			
		road users have a			
		responsibility			
	В.	Good drivers			
	ъ.	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			
		-0- 2-		ı	

_	T					
				speed and		
				responsibility		
			4.2	B. O. O.		
			13.	Re-write the		
				phrase runs as,		
				"disturbances in		
				certain parts of		
				cars, such as		
				brakes etc".		
			Α.	The car's parts		
				may be repaired		
				by a good		
				mechanic		
			р			
			В.	•		
				may be recharged		
				instantly for safe		
		II CN # PENDII	IP	driving		
		TAD	C.	The car's parts		
		A		may be purchased		
		544		to replace the old		
				ones		
			D.	The car's parts	, i	
			8	may be disturbed		
			1 /	by the brake and		
		() // (11	動)	others		
			4	others		
3	Textual	Textual references	14.	Conclude the		
	references	are pronouns in	//	pronouns		
	Tereffices		J	expressed in the		
		reference to specific	7	underlined words,		
		nouns in the	· G	"Nocturnal animal		
	1			is a 2016 American		
		descriptive and		neo-noir		
		recount texts				
				psychological		
				thriller film		
				written, produced		
				and directed by		
				<u>Tom Ford</u> based on		
				the 1993 novel		
				Tony and Susan by		
				Austin Wright"		
			Α.	Its-its-his-their-his		
			В.	Itself-itself-		
				himself-		

themselves- himself C. Its-its-his-them- him D. It-it-him-it-him 15. 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 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
C. Its-its-his-them-him D. It-it-him-it-him 15. Clarify the reference of the underlined words"Nocturnal animal"! A. It refers to a hot-blood animal B. It refers to a horror movie C. It refers to a horror movie D. It refers to a criminal drama movie 16. It can be concluded that the Indonesian Independence was made possible by
D. It-it-him-it-him 15. 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 16. It can be concluded that the Indonesian Independence was made possible by
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reference of the underlined words"Nocturnal animal"! A. It refers to a hotblood animal B. It refers to a comedy movie C. It refers to a horror movie D. It refers to a criminal drama movie 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
D. the supports from neighboring countries and

	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
TADIK PENDI	18. 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

	T		10	Re-write the quote			
			19.				
				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			
			В.	The Indonesian			
				Independence Day			
				is celebrated			
		- CPENDII	IP	formally by			
		TAD	ď	students			
				officials			
			C.	The Indonesia			
			72	Independence Day	1		
			48	is commemorated			
				formally in schools			
				and offices			
		The state of the s	D.	The Indonesian			
			Ь.				
		CLLA A A A A A A A A A A A A		Independence Day			
				is celebrated in			
			4	formal ways in			
		Dr.	_	schools and offices			
4	Word meanings	Word meanings are	20.	Determine the			
		the phrases' meanings		synonym of the			
	is.	the phrases meanings		underlined word			
				in "If you are using			
				<u>leaves</u> , put a			
				teaspoon of tea			
				per cup in your			
				warm teapot".			
			Α.	An aromatic tea-			
			,	leaves			
			В.	A fragrant tea			
			٥.	assortment			
			_				
			C.	An evergreen			
				shrub			

DADIKS PENDING	D. A sweet-smelling leaf 21. 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 22. 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 23. Add the synonym
	23. Add the synonym of 'with freshly boiled water' A. with hot boiled water B. with cool boiled water C. with first-hand boiled water

					\neg
	D.	with second-hand			
		boiled water			
	24	Differentiate the			\exists
		meaning of a			
		plague that			
		spreads rapidly.			
		A plague is a			
	Λ.	contagious			
		bacterial disease			
		that spreads			
		rapidly and kills			
	В.	A disease is a			
	Б.	disorder of			
		structure or function in a			
	100				
- C SEUNIT	IR	human, animal, or			
TAU		plant			
	C.	A plague is a			
		common disease	1		
	1d	that is not a threat	1		
	47	to a human,			
	W	animal, or plant			
	D.	A disease is an			
	2	epidemic			
		symptom that kills			
	I/L	many people,			
	V	animals, or plants			
	25.	Rephrase the			
DNDIKS		sentence runs as ,			
1011.5		'28 peop <mark>le</mark> in			
		China's Inner			
		Mongolia Province			
		are now under			
		quarantine'.			
		There are twenty			
		Chinese in			
		Mongolia were in			
		detention			
	В.	There are twenty			
		Chinese in			
		Mongolia were in			
		seclusion			
		3001011			

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



