

APPENDIX A

Reading Self-Efficacy Questionnaire

Directions

1. Write your name, student number, and your semesters
2. Give your response for each statement below by giving (checklist) in the column
3. On this survey you will find a list of statements about reading. Please read each statement carefully and tick whether you:

SA Strongly Agree with the statement

A Agree with the statement

PA Partially about the statement

D Disagree with the statement

SD Strongly Disagree with the statement

Students' name :

Student number :

Semester :

No	Statement	SA	A	PA	D	SD
1.	I have an especial ability to progress in reading comprehension skills.					
2.	I am sure if I practice reading comprehension skills more, I will get better grades in reading lessons.					
3.	My classmates usually score better than me in reading skills.					

4.	Although it is difficult to practice reading and understanding a text in a class, I can use some skills to answer most of the questions.					
5.	I am one of the best language learners in the reading comprehension class.					
6.	In reading comprehension classes, whenever a teacher asks a question, however I am not sure of my answer, I answer it voluntarily.					
7.	I can concentrate on the text that I read.					
8.	I am not sure that my level of proficiency in reading skills will improve soon.					
9.	Compared to other language learners, I think my performance is better at understanding and summarizing text.					
10.	I can read a text fast and correctly.					
11.	I can guess the meaning of new words while reading.					
12.	I can read and understand the manual for home appliances and office equipment.					
13.	I can read a text for fun and entertainment.					
14.	I can understand the main idea of a text that I read.					
15.	I can motivate myself to improve my reading comprehension skills.					
16.	I can stay focused when I read a difficult text.					
17.	I am proficient in reading skills.					
18.	I am sure that I can use an English text to do things in real situation, such as finding a place through the English manual.					

19.	I can answer the questions related to the text correctly					
20.	I can do reading assignment on my own.					

APPENDIX B**Reading Comprehension Achievement Test**

Instructions:

- Fill your identity completely and correctly.
- Check and read the questions before answering.
- Put a cross (x) on the most appropriate answer
- Each correct answer will get two points and no points deducted for incorrect answer.

QUESTIONS 1 – 9 PREFER TO THE FOLLOWING PASSAGE.

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. *Line* (5) most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed historic (10) education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district (15) school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for inservice teacher (20) education, and lyceums for adult education. He was also instrumental in improving salaries for teacher and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual reports to the state of Massachusetts that he wrote during his tenure as secretary of education. Considered quite radical at the time, the (25) Massachusetts that reform later served as a model for the national's educational system. (30)

Mann's was formally recognized as the father of public education. During his lifetime, Horace Mann worked tirelessly to extend educational opportunities to agrarian families and the children of poor laborers. In one of (30) his last speeches he summed up his philosophy of education and life: "Be ashamed to die until you have won some victory for humanity." Surely, his own life was an example of the philosophy.

1. Which of the following titles would best express the main topic of the passage?
 - (A) The Father of American Public Education
 - (B) Philosophy of Education
 - (C) The Massachusetts State Board of Education
 - (D) Politics of Education Institutions
2. Why does the author mention Horace Mann's early life?
 - (A) As an example of the importance of an early education for success
 - (B) To make the biography more complete
 - (C) Because it served as the inspiration for his later work in education
 - (D) In tribute to the teachers who helped him succeed The oldest university in the world
3. The word "struggles" in line 8 could be replaced by....
 - (A) Valuable experiences
 - (B) Happy situations
 - (C) Influential people
 - (D) Difficult times
4. The word "there" in line 12 refers to....
 - (A) The Massachusetts legislature
 - (B) The state board of education

- (C) Mann's legal practice
(D) His political career
5. The word "mandatory" in line 16 is closest in meaning to...
- (A) Required
(B) Equal
(C) Excellent
(D) His political career
6. Which of the following statements would the author most probably agree?
- (A) Horace Mann's influence on American education was very great.
(B) A small but important influence on American education was exerted by Horace Mann.
(C) Few educators fully understood Horace Mann's influence on American education.
(D) The influence on American education by Horace Mann was not accepted or appreciated.
7. Horace Mann advocated all of the following EXCEPT....
- (A) A state board of education
(B) A district school system
(C) Classes for adults
(D) Graded elementary schools
8. The reforms that Horace Mann achieved....
- (A) Were not very radical for the time
(B) Were used only by the state of Massachusetts
(C) Were later adopted by the nation as a model
(D) Were enforced by the Massachusetts bar
9. Which of the following statements would Horace Mann most probably agree?
- (A) He Think in new ways.
(B) Help others.
(C) Study as much as possible.
(D) Work hard

QUESTIONS 10-19 PREFER TO THE FOLLOWING PASSAGE

Roman gladiators are intriguing figures in history. We get "gladiator" from the Latin word gladius, which means sword. Gladiators were professional combatants who originally performed, to the death, at

Line

(5) Etruscan funerals. The losers became armed attendants in the next world to the person whose funeral was being held.

In Rome, these exhibitions became very popular and increased in size from 3 pairs at the first known exhibition in 264 B.C. to 300 pairs in the middle of the first century B.C. These spectacles increased to as many as 100 pairs under the emperor Titus, while the emperor Trajan in 107 A.

(10) D. Had 5,000 pairs of gladiators for his triumph.

There were various classes of gladiators, distinguished by their arms or modes of fighting. The Samnites fought with the national weapons – a large oblong shield, a visor, a plumed helmet, and a short sword.

(15) Thracians had a small round shield, called a buckler, and a dagger curved like a scythe. They usually fought the Mirmillones, who were armed in Gallic fashion with helmet, sword, and shield. Similarly, a Retarius, or 75

net man, was often matched with a Secutor, or pursuer. The netman wore nothing but a short tunic or apron and tried to entangle the fully armed pursuer with the cast net he carried in his right hand. If successful, the

(20) netman dispatched the pursuer with a large, three pronged weapon called a trident, which the netman carried in his left. Other fought on horseback, and some carried a short sword in each hand. There were also gladiators who fought from chariots and others who tried to lasso their antagonists.

(25) Gladiators came from a variety of social classes. Though they were usually slaves and criminals, a ruined man of high social position might hire himself out as a gladiator. Emperor Domitian had unusual gladiators, dwarfs and women, and the half-mad emperor Commodus fought in the arena, where he won his bouts with the aid of his Praetorian Guard. (30)

(30) To a victorious gladiator, he was given branches of palm and sometimes money. If they survived a number of combats, they were often freed from gladiatorial service. However, many gladiators reentered after discharge. Some became politically important bodyguards to controversial politicians.

10. What is the main topic of the passage?
- (A) the life of Roman gladiators
 - (B) The emperors of Rome
 - (C) The weapons used in the Roman arena
 - (D) The social status of gladiators
- A star with a strong gravitational force
11. According to the passage, where did gladiators originally perform?
- (A) In Roman arenas
 - (B) At Thracian cities
 - (C) At Etruscan funerals
 - (D) In Trajan's triumph
12. According to the passage, when did the first known gladiatorial exhibition take place in Rome?
- (A) In 50 B.C.
 - (B) In 264 B.C.
 - (C) In 107 A.D.
 - (D) In 157 B.C.
13. Which of the words below is closest in meaning to the word "spectacles" as used in line 8?
- (A) Eyeglasses
 - (B) Displays
 - (C) Prospects
 - (D) Corpses
14. The word "they" in line 24 refers to which of the following?
- (A) amnites
 - (B) Gladiators
 - (C) Thracians
 - (D) Daggers
15. All of the following were used as weapons by gladiators EXCEPT?
- (A) A buckler
 - (B) A cast net
 - (C) A tunic
 - (D) A trident
16. Where would the following sentence fit best in the passage?
- In the 2000 film *Gladiator*, Joaquin Phoenix played the role of Commodus and fought Maximus, the gladiator.**
- (A) At the end of paragraph 1
 - (B) At the end of paragraph 2
 - (C) At the end of paragraph 3
 - (D) At the end of paragraph 4
17. Which word is closest in meaning to the word "antagonists" as used in line 23?
- (A) Enemies
 - (B) Injured soldiers
 - (C) Horsemen
 - (D) Fighters

18. From the passage, it can be inferred that

- (A) Gladiators could become Emperor
- (B) Emperors enjoyed fighting gladiators
- (C) Gladiators sometimes gained their freedom
- (D) Emperors fought on horseback

19. Where could the following sentence best be added to the passage?

Some, in turn, because trainers of new gladiators

- (A) After the word “history” in paragraph 1
- (B) After the word “shield” in paragraph 3
- (C) After the word “classes” in paragraph 4
- (D) After the word “service” in paragraph 5

QUESTIONS 20-30 PREFER TO THE FOLLOWING PASSAGE

Scientists have experimented with a new procedure for alleviating the damage caused by strokes. Strokes are frequently caused by a blood clot lodging in the tree of arteries in the head, choking the flow of blood.

Line Some brain cells die as a direct result of the stroke, but others also die over
(5) several hours because the proteins spilling out of the first cells that die trigger a chemical chain reaction that kills the neighboring cells.

The current method of reducing the amount of damage is to give a clot dissolver, known as TPA, as soon as possible. But generally TPA is not given to the patient until he or she reaches the hospital, and it still does
(10) not immediately stop the damage.

The new technology, still in the research stage, involves chilling the area or the entire patient. It is already known that when an organ is cooled, damage is slowed. This is why sometimes a person who has fallen into an icy pond is not significantly harmed after being warmed up again.

(15) The biggest issue is the method of cooling. It is not feasible to chill the head alone. Doctors have chilled the entire body by wrapping the patient in cold materials, but extreme shivering was a problem.

The new idea is to cool the patient from the inside out. Several companies are studying the use of cold-tipped catheters, inserted into the

(20)

- artery in the groin and threaded up to the inferior vena cava, which is a large vein that supplies blood to the abdomen. The catheter is expected to cool the blood that flows over it, thus allowing cooler blood to reach the area of the stroke damage.
- (25)

It is not expected that the cooling will be substantial, but even a slight decrease in temperature is thought to be helpful. In effect, the patient is given a kind of forced hypothermia. And doctors believe it is important to keep the patient awake so that they can converse with the patient in order to ascertain mental condition. Studies continue to determine the most effective and least damaging means of cooling the patient in order to reduce this damage.

20. The word “*alleviating*” in the first sentence is closest in meaning to.....
- (A) Reducing
(B) Devastating
(C) Causing
(D) Increasing
21. According to the passage, the method of chilling from the inside out is being considered for all of the following reason EXCEPT.....
- (A) It is not possible to chill the head alone.
(B) Chilling from the inside out avoids shaking.
(C) Cold dissolves blood clots.
(D) Drugs are not helpful in stopping the chain reaction
22. According to the passage, what causes a stroke?
- (A) A blood clot sticking in an area of the brain
(B) Low blood flow
(C) Hot blood
(D) A patient choking on food
23. The word “shivering” in the last sentence of the third paragraph is closest in meaning to.....
- (A) Shaking
(B) Delirious
(C) Stick
(D) Dying
24. According to the passage, all of the following are true EXCEPT.....
- (A) Some cells die immediately when a person has a stroke, and others die later.
(B) Cells die only as a direct result of the stroke.

- (C) The protein from dead cells kills other cells.
- (D) Tpa is effective in removing blood clots.
25. What is the passage mainly about?
- (A) Causes and effects of strokes
- (B) New pharmaceutical methods for reducing stroke damage that are being researched
- (C) A new method of cooling the body to reduce stroke damage that is being researched
- (D) The dangers of cooling the body
26. The word "substantial" in the fifth paragraph is closest in meaning to.....
- (A) Considerable
- (B) Slight (
- (C) Unsubstantiated
- (D) Effective
27. In the passage, the author implies that.....
- (A) Lines The internal chilling process has not been proven yet.
- (B) Drug therapy properly addresses all the problems of stroke victims.
- (C) Chilling the head alone is viable.
- (D) Nothing is likely to reduce the chain reaction problem.
28. The author describes a person falling into cold water in order to.....
- (A) Evoke sympathy
- (B) Show that cooling a body does not necessarily harm it
- (C) Show how one who falls into cold water could also benefit from the internal chilling research
- (D) Describe the warming process.
29. The author implies that....
- (A) The catheter is moved all the way to the brain
- (B) artery in the leg connects directly to the brain
- (C) The artery in the leg connects to the vena cava.
- (D) The goal is to chill the brain directly with the catheter.
30. According to the passage, doctors prefer to keep the patient awake in order to.....
- (A) Monitor vital signs with equipment.
- (B) Watch the patient.
- (C) Talk to the patient.
- (D) Find out if the procedure is painful

QUESTIONS 31-40 PREFER TO THE FOLLOWING PASSAGE

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Line
(5)

Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

(10) Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the post-divorce healing process can begin more rapidly.

31. What does the passage mainly discuss?
- (A) Traditional grounds for divorce
(B) Who is at fault in a divorce
(C) Why no-fault divorces are becoming more common
(D) The various reasons for divorces
32. The word "spouse" in line 2 is closest in meaning to a....
- (A) Judge
(B) Problem
(C) Divorce decree
(D) Marriage partner
33. According to the passage, no-fault divorces.....
- (A) Are on the increase
(B) Are the traditional form of divorce
(C) Are less popular than they used to be
(D) Were granted more in the past
34. It is implied in the passage that.....
- (A) There recently has been a decrease in no-fault divorces
(B) Not all divorces today are no-fault divorces
(C) A no-fault divorce is not as equitable as a fault divorce
(D) People recover more slowly from a no-fault divorce

35. The word “proponents” in line 5 is closest in meaning to which of the following?
- (A) Advocates
 - (B) Recipients
 - (C) Authorities
 - (D) Enemies
36. The passage states that a public trial to prove the fault of one spouse can....
- (A) Be satisfying to the wronged spouse
 - (B) Lead to a shorter divorce process
 - (C) Reduce negative feelings
 - (D) Be a harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
- (A) Rarely is only one marriage partner to blame for a divorce.
 - (B) A no-fault divorce generally costs less in legal fees.
 - (C) Finding fault in a divorce increases negative feelings.
 - (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word “present” in line 12 could most easily be replaced by....
- (A) Existing
 - (B) Giving
 - (C) Introducing
 - (D) Resulting
39. The word “settlement” in line 13 is closest in meaning to....
- (A) Development
 - (B) Serenity
 - (C) Discussion
 - (D) Agreement
40. The tone of this passage is....
- (A) Emotional
 - (B) Enthusiastic
 - (C) Expository
 - (D) Reactionar

Questions 41-50 Prefer to the Following Passage

Bees, classified into over 10,000 species, are insects found in almost every part of the world except the northernmost and southernmost regions. One commonly known species is the honeybee, the only bee that produces honey and wax. Humans use the wax in making candles, lipsticks, and other products, and they use the honey as a food.

While gathering the nectar and pollen with which they make honey, bees are simultaneously helping to fertilize the flowers on which they land.

- Many fruits and vegetables would not survive if bees did not carry the pollen from blossom to blossom. Bees live in a structured environment (10) and social structure within a hive, which is a nest with storage space for the honey. The different types of bees each perform a unique function. The worker bee carries nectar to the hive in a special stomach called a honey stomach. Other workers make bees wax and shape it into a honeycomb, which is a waterproof mass of six-sided compartments, or cells. The queen (15) lays eggs in complicated cells. As the workers build more cells, the queen lays more eggs.

- All workers, like the queen, are female, but the workers are smaller than the queen. The male honeybees are called drones; they do not work and cannot sting. They are developed from unfertilized eggs, and their only (20) job is to impregnate a queen. The queen must be fertilized in order to lay worker eggs. During the season when less honey is available and the drone is of no further use, the workers block the drones from eating the honey so that they will starve to death.

41. Which of the following is the best title

for this reading?

- (A) The Many Species of Bees
- (B) The Useless Drone
- (C) The Honeybee – its Characteristics and Usefulness
- (D) Making Honey

43. The word “which” in the fourth sentence refers to

- (A) Fertilizer
- (B) Flowers
- (C) Honey
- (D) Bees

42. The word “species” in the first sentence is closest in meaning to.....

- (A) Mates
- (B) Varies
- (C) Killers
- (D) Enemies

44. The word “simultaneously” in the fourth sentence is closest in meaning to....

- (A) Stubbornly
- (B) Concurrently
- (C) Skillfully

- (D) Diligently
45. According to the passage, a "hive" is
- (A) A type of honey
(B) A nest
(C) A type of bee
(D) A storage space
46. According to the passage, the drone.....
- (A) Collects less honey than workers
(B) Mates with the queen and has no other purpose
(C) Comes from eggs fertilized by other drones
(D) Can be male or female
47. The author implies that
- (A) Bees are unnecessary in the food chain
(B) Drones are completely dispensable
(C) The queen can be a worker
(D) Drones are never females
48. According to the passage, honey is carried to the hive in a honey stomach by the.....
- (A) Queens
(B) Drones
(C) Males
(D) Workers
49. In what way does the reading imply that bees are useful in nature?
- (A) They pollinate fruit and vegetable plants
(B) They make marvelous creations from wax
(C) They kill the dangerous drones
(D) They create storage spaces
50. All of the following are characteristic of a honeycomb EXCEPT.....
- (A) It contains hexagonal sections
(B) It is made of honey
(C) It is made of wax
(D) It is impermeable

Answer Keys

1. (A)	20. (A)	39. (D)
2. (C)	21. (C)	40. (D)
3. (D)	22. (A)	41. (B)
4. (A)	23. (A)	42. (B)
5. (A)	24. (B)	43. (B)
6. (A)	25. (C)	44. (B)
7. (B)	26. (A)	45. (B)
8. (C)	27. (A)	46. (B)
9. (B)	28. (B)	47. (D)
10. (A)	29. (C)	48. (D)
11. (C)	30. (C)	49. (A)
12. (B)	31. (B)	50. (B)
13. (B)	32. (D)	
14. (C)	33. (C)	
15. (C)	34. (D)	
16. (D)	35. (A)	
17. (A)	36. (D)	
18. (C)	37. (C)	
19. (D)	38. (A)	

APPENDIX C
The Score of Reading Self-Efficacy

No	Sample	Score of each sources reading self-efficacy				total	categories
		Mastery Experience	Vicarious Experience	Verbal Persuasion	Physiological and Emotional States		
1.	S-1	30	30	14	7	81	high
2.	S-2	28	27	10	6	71	Medium
3.	S-3	25	21	9	6	61	Low
4.	S-4	32	29	10	8	79	High
5.	S-5	30	31	10	10	81	High
6.	S-6	29	27	9	9	74	Medium
7.	S-7	25	23	9	7	64	Low
8.	S-8	31	28	10	8	77	Medium
9.	S-9	33	31	12	10	86	High
10.	S-10	32	25	14	7	78	Medium
11.	S-11	21	22	7	8	58	Low
12.	S-12	32	27	11	8	78	Medium
13.	S-13	30	29	11	8	78	Medium
14.	S-14	24	21	9	6	60	Low
15.	S-15	31	27	11	9	78	Medium
16.	S-16	32	28	11	8	79	High
17.	S-17	25	24	11	10	70	Medium

18.	S-18	33	28	12	7	80	High
19.	S-19	32	28	10	8	78	Medium
20.	S-20	34	28	12	8	82	High
21.	S-21	32	31	12	9	84	High
22.	S-22	30	24	10	7	71	Medium
23.	S-23	31	28	11	7	77	Medium
24.	S-24	30	28	9	8	75	Medium
25.	S-25	25	23	11	6	65	Low
26.	S-26	24	21	9	6	60	Low
27.	S-27	37	30	10	10	87	High
28.	S-28	40	35	15	10	100	very high
29.	S-29	31	31	11	8	81	High
30.	S-30	24	27	11	8	70	Medium
31.	S-31	29	28	12	10	79	High
32.	S-32	24	21	11	6	62	Low
33.	S-33	31	29	12	8	80	High
34.	S-34	24	21	13	9	67	Low
35.	S-35	37	29	8	10	84	High
36.	S-36	38	30	8	9	85	High
37.	S-37	27	26	8	9	70	Medium
38.	S-38	25	22	8	6	61	Low
39.	S-39	30	26	12	10	78	Medium
40.	S-40	40	35	15	10	100	very high
41.	S-41	28	23	9	8	68	Medium

42.	S-42	12	11	6	2	31	very low
43.	S-43	31	27	9	8	75	Medium
44.	S-44	29	25	12	10	76	Medium
45.	S-45	24	22	10	7	63	Low
46.	S-46	23	21	11	6	61	Low
47.	S-47	33	28	12	8	81	High
48.	S-48	32	24	12	9	77	Medium
49.	S-49	28	25	9	7	69	Medium
50.	S-50	30	26	11	8	75	Medium
51.	S-51	17	16	6	4	43	very low
52.	S-52	28	22	14	10	74	Medium
53.	S-53	29	25	13	9	76	Medium
54.	S-54	27	25	8	9	69	Medium
55.	S-55	32	32	11	10	85	High
56.	S-56	27	22	8	7	64	Low
57.	S-57	27	23	10	8	68	Medium
58.	S-48	30	25	12	7	74	Medium
59.	S-49	35	31	10	10	86	High
60.	S-60	25	23	13	8	69	Medium
61.	S-61	39	34	13	10	96	very high
62.	S-62	36	28	13	10	87	High
63.	S-63	39	35	14	10	98	very high
64.	S-64	34	30	10	10	84	High
65.	S-65	25	23	11	10	69	Medium

66.	S-66	20	19	9	6	54	very low
67.	S-67	34	24	11	9	78	Medium
68.	S-68	28	24	10	7	69	Medium
69.	S-69	25	24	10	6	65	Low
70.	S-70	36	32	13	10	91	very high
71.	S-71	27	23	12	8	70	Medium
72.	S-72	33	29	10	10	82	high
73.	S-73	31	27	11	9	78	Medium
74.	S-74	30	23	8	7	68	Medium
75.	S-75	30	28	9	9	76	Medium
76.	S-76	39	32	11	10	92	very high
77.	S-77	34	32	11	9	86	high
78.	S-78	25	22	9	7	63	low
79.	S-79	29	26	11	8	74	Medium
80.	S-80	24	21	9	6	60	low
81.	S-81	24	21	9	6	60	low
82.	S-82	27	22	11	6	66	low
83.	S-83	23	20	6	5	54	very low
84.	S-84	28	23	9	6	66	low
85.	S-85	26	29	11	6	72	Medium
86.	S-86	27	24	10	9	70	Medium
87.	S-87	29	23	10	6	68	Medium
88.	S-88	27	25	12	9	73	Medium
89.	S-89	28	26	9	8	71	Medium

90.	S-90	24	26	8	8	66	low
91.	S-91	28	29	11	9	77	Medium
92.	S-92	24	21	9	6	60	low
93.	S-93	35	32	12	10	89	high
94.	S-94	28	24	12	8	72	Medium
95.	S-95	30	24	12	7	73	Medium
96.	S-96	31	26	13	8	78	Medium
97.	S-97	28	22	11	9	70	Medium
98.	S-98	32	28	13	8	81	high
99.	S-99	24	21	10	6	61	low
100.	S-100	40	33	13	10	96	very high
101.	S-101	33	32	13	10	88	high
102.	S-102	26	22	10	7	65	low
103.	S-103	32	28	11	7	78	Medium
104.	S-104	30	25	11	6	72	Medium
105.	S-104	22	19	9	6	56	very low
106.	S-106	28	23	10	7	68	Medium
107.	S-107	24	25	11	5	65	low
108.	S-108	28	20	9	6	63	low
109.	S-109	24	21	9	6	60	low
110.	S-110	29	23	11	4	67	low
111.	S-111	29	24	11	6	70	very high
112.	S-112	34	33	13	10	90	very low
113.	S-113	26	22	8	7	63	low

114.	S-114	31	23	9	8	71	low
115.	S-115	27	18	7	5	57	very low
116.	S-116	31	28	11	9	79	Medium
117.	S-117	25	22	10	7	64	very low
118.	S-118	32	28	11	9	80	Medium
119.	S-119	23	17	10	7	57	very low
120.	S-120	26	23	7	7	63	very low
121.	S-121	26	20	9	8	63	very low
122.	S-122	29	25	12	7	73	low
123.	S-123	30	29	12	9	80	High
124.		24	23	11	9	67	very low

APPENDIX D

The score of Students Reading Comprehension Achievement

No	Sample	Score	Categories
1.	S-1	20	Very Poor
2.	S-2	14	Very Poor
3.	S-3	28	Poor
4.	S-4	24	Poor
5.	S-5	28	Poor
6.	S-6	8	Very Poor
7.	S-7	14	Very Poor
8.	S-8	32	Poor
9.	S-9	28	Poor
10.	S-10	20	Very Poor
11.	S-11	26	Poor
12.	S-12	26	Poor
13.	S-13	32	Poor
14.	S-14	20	Very Poor
15.	S-15	26	Poor
16.	S-16	18	Very Poor
17.	S-17	18	Very Poor
18.	S-18	32	Poor
19.	S-19	42	Average
20.	S-20	26	Poor
21.	S-21	22	Poor
22.	S-22	36	Poor
23.	S-23	16	Very Poor
24.	S-24	34	Poor
25.	S-25	22	Poor
26.	S-26	14	Very Poor
27.	S-27	18	Very Poor
28.	S-28	34	Poor
29.	S-29	24	Poor
30.	S-30	32	Poor
31.	S-31	18	Very Poor
32.	S-32	28	Poor
33.	S-33	30	Poor
34.	S-34	48	Average
35.	S-35	36	Poor
36.	S-36	24	Poor
37.	S-37	22	Poor
38.	S-38	30	Poor
39.	S-39	24	Poor
40.	S-40	26	Poor

41.	S-41	20	Very Poor
42.	S-42	24	Poor
43.	S-43	22	Poor
44.	S-44	28	Poor
45.	S-45	28	Poor
46.	S-46	30	Poor
47.	S-47	30	Poor
48.	S-48	30	Poor
49.	S-49	22	Poor
50.	S-50	28	Poor
51.	S-51	22	Poor
52.	S-52	32	Poor
53.	S-53	30	Poor
54.	S-54	28	Poor
55.	S-55	18	Very Poor
56.	S-56	30	Poor
57.	S-57	16	Very Poor
58.	S-48	32	Poor
59.	S-49	28	Poor
60.	S-60	32	Poor
61.	S-61	22	Poor
62.	S-62	26	Poor
63.	S-63	30	Poor
64.	S-64	22	Poor
65.	S-65	20	Very Poor
66.	S-66	30	Poor
67.	S-67	26	Poor
68.	S-68	30	Poor
69.	S-69	30	Poor
70.	S-70	26	Poor
71.	S-71	18	Very Poor
72.	S-72	18	Very Poor
73.	S-73	14	Very Poor
74.	S-74	22	Poor
75.	S-75	24	Poor
76.	S-76	34	Poor
77.	S-77	26	Poor
78.	S-78	26	Poor
79.	S-79	26	Poor
80.	S-80	32	Poor
81.	S-81	22	Poor
82.	S-82	32	Poor
83.	S-83	20	Very Poor
84.	S-84	36	Poor

85.	S-85	28	Poor
86.	S-86	28	Poor
87.	S-87	26	Poor
88.	S-88	18	Very Poor
89.	S-89	22	Poor
90.	S-90	18	Very Poor
91.	S-91	22	Poor
92.	S-92	20	Very Poor
93.	S-93	18	Very Poor
94.	S-94	28	Poor
95.	S-95	26	Poor
96.	S-96	30	Poor
97.	S-97	18	Very Poor
98.	S-98	34	Poor
99.	S-99	20	Very Poor
100.	S-100	36	Poor
101.	S-101	30	Poor
102.	S-102	24	Poor
103.	S-103	26	Poor
104.	S-104	26	Poor
105.	S-104	28	Poor
106.	S-106	20	Very Poor
107.	S-107	22	Poor
108.	S-108	16	Very Poor
109.	S-109	20	Very Poor
110.	S-110	32	Poor
111.	S-111	28	Poor
112.	S-112	26	Poor
113.	S-113	20	Very Poor
114.	S-114	28	Poor
115.	S-115	42	Average
116.	S-116	20	Very Poor
117.	S-117	20	Very Poor
118.	S-118	20	Very Poor
119.	S-119	24	Poor
120.	S-120	22	Poor
121.	S-121	26	Poor
122.	S-122	16	Very Poor
123.	S-123	26	Poor
124.	S-124	28	Poor

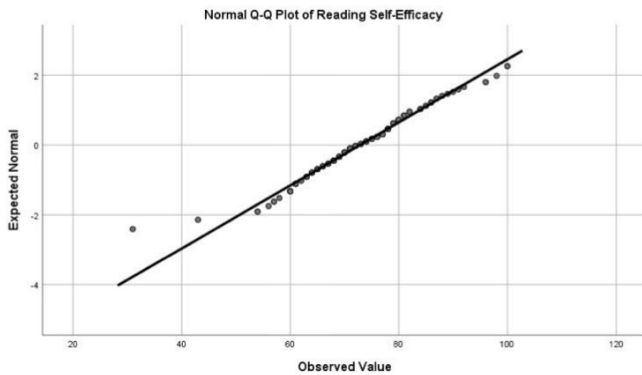
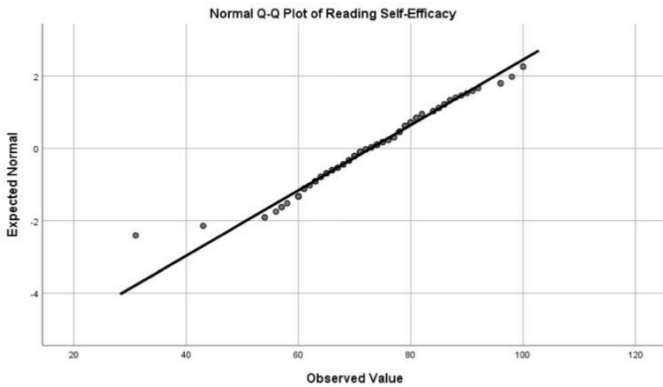
APPENDIX E
Descriptive Statistics

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Reading Self-Efficacy	124	31	100	72.86	11.075
Reading Comprehension Achievement	124	8	48	25.35	6.373
Valid N (listwise)	124				

APPENDIX F
Normality Test

One-Sample Kolmogorov-Smirnov Test		Reading Self- Efficacy	Reading Comprehensi on Achievement
N		124	124
Normal Parameters ^{a,b}	Mean	72.86	25.35
	Std. Deviation	11.075	6.373
	Most Extreme Differences		
	Absolute	.058	.089
	Positive	.054	.088
	Negative	-.058	-.089
Test Statistic		.058	.089
Exact Sig. (2-tailed)		.772	.267
Point Probability		.000	.000
<p>a. Test distribution is Normal.</p> <p>b. Calculated from data.</p> <p>c. Lilliefors Significance Correction.</p> <p>d. This is a lower bound of the true significance.</p>			

APPENDIX G
Q-Q Plots of Reading Self-Efficacy and Reading Comprehension
Achievement



APPENDIX H

Linearity Test

ANOVA Table			Sum of		Mean		
			Squares	df	Square	F	Sig.
Reading Self-Efficacy *	Between Groups	(Combined)	2466.024	14	176.145	1.521	.115
		Linearity	140.226	1	140.226	1.211	.274
Reading Comprehension Achievement	Within Groups	Deviation from Linearity	2325.798	13	178.908	1.545	.113
Total			15086.669	123			

APPENDIX I
Correlational Analysis

Correlations		Reading Self- Efficacy	Reading Comprehension Achievement
Reading Self-Efficacy	Pearson Correlation	1	.096
	Sig. (2-tailed)		.287
	N	124	124
Reading Comprehension Achievement	Pearson Correlation	.096	1
	Sig. (2-tailed)	.287	
	N	124	124