

APPENDIX A

Reading Anxiety Questionnaire

Name :

Class :

Students' Number :

Directions:

Statements 1 through 20 concern your feelings about reading English when completing extensive reading. Please mark the appropriate number on the line following each sentence to indicate whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. And then, give your first reaction to each statement and assign a response to each statement.

SD = Strongly Disagree

A = Agree

D = Disagree

SA = Strongly Agree

N = Neutral

No.	Statements	SD	D	N	A	SA
1.	You get upset when you are not sure whether you understand what you are reading in English.					
2.	When reading English, you often understand the words but still cannot understand what the author is saying.					
3.	When you are reading English, you get so confused so you cannot remember what you are reading.					
4.	You feel intimidated whenever you see a whole page of English in front of you.					
5.	You are nervous when you are reading a passage in English when you are not familiar with the topic.					
6.	You get upset whenever you encounter unknown grammar when reading English.					
7.	When reading English, you get nervous and confused when you do not understand every word.					

8.	It bothers you to encounter words you cannot pronounce while reading English.					
9.	You usually end up translating word by word when you are reading English.					
10.	By the time you get past the funny letters and symbols in English, it is hard to remember what you are reading about.					
11.	You are worried about all the new symbols you have to learn in order to read English.					
12.	You enjoy reading English.					
13.	You feel confident when you are reading in English.					
14.	Once you get used to it, reading English is not so difficult.					
15.	The hardest part of learning English is learning to read.					
16.	You would be happy just to learn to speak English rather than having to learn to read as well.					
17.	You do not mind reading to yourself, but you feel very uncomfortable when you have to read English aloud.					
18.	You are satisfied with the level of reading ability in English that you have achieved so far.					
19.	English culture and ideas seem very foreign to you.					
20.	You have to know so much about English history and culture in order to read English.					

Source: Saito, Y., Horwitz, E.K., & Garza, T. J. (1999). *Foreign Language Reading Anxiety*. Retrieved from <http://www.lengeicherry.com>.

Kuisisioner Kecemasan Membaca

Nama :
Kelas :
No. Absen :

Petunjuk:

Pernyataan 1 sampai 20 menunjukkan bagaimana perasaanmu tentang membaca bahasa inggris ketika kamu membaca secara ekstensif. Untuk setiap pernyataan, silahkan merespon apakah kamu (1) sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, (5) sangat setuju dengan mencontang nomor yang tersedia di garis di bawah ini pada setiap pernyataan. Tolong berikan reaksi pertamamu ke setiap pernyataan dan contang setiap jawaban untuk setiap pernyataannya

STS = Sangat Tidak Setuju

S = Setuju

TS = Tidak Setuju

SS = Sangat Setuju

N = Netral

No.	Pernyataan	STS	TS	N	S	SS
1.	Kamu kecewa ketika kamu tidak yakin apakah kamu mengerti apa yang sedang kamu baca di dalam bahasa inggris.					
2.	Ketika membaca dalam bahasa inggris, kamu sering mengerti katakatanya tetapi masih tidak mengerti maksud yang ingin pengarang sampaikan.					
3.	Ketika kamu membaca bahasa inggris, kamu kebingungan sehingga kamu tidak bisa mengingat apa yang kamu sedang baca.					
4.	Kamu merasa terintimidasi ketika kamu melihat sehalaman teks berbahasa inggris di depan mu.					
5.	Kamu gugup ketika kamu sedang membaca sebuah teks berbahasa Inggris ketika kamu tidak tahu banyak tentang topiknya					
6.	Kamu kecewa kapanpun kamu menjumpai tata bahasa yang tidak kamu mengerti ketika membaca teks					

	berbahasa inggris.					
7.	Ketika membaca bahasa inggris, kamu gugup dan bingung ketika kamu tidak mengerti setiap kata.					
8.	Kata-kata yang kamu tidak tahu pengucapannya ketika membaca teks berbahasa inggris membuatmu merasa terganggu.					
9.	Kamu biasanya mengartikan kata demi kata ketika kamu sedang membaca bahasa inggris.					
10.	Pada saat kamu membaca teks huruf-huruf dan simbol-simbol yang lucu di dalam bahasa inggris, sulit bagimu untuk mengingat apa yang kamu sedang baca.					
11.	Kamu khawatir tentang semua simbol-simbol baru yang kamu harus pelajari untuk membaca teks berbahasa inggris.					
12.	Kamu menikmati membaca di dalam bahasa inggris					
13.	Kamu merasa percaya diri ketika kamu sedang membaca di dalam bahasa inggris.					
14.	Jika kamu sudah terbiasa membaca teks berbahasa inggris, membaca teks itu tidak terlalu sulit bagimu.					
15.	Hal yang paling sulit dalam mempelajari bahasa inggris adalah mempelajari membaca.					
16.	Kamu lebih bahagia untuk belajar berbicara daripada belajar membaca dengan baik.					
17.	Kamu tidak berkeberatan jika membaca untuk dirimu sendiri, tetapi kamu merasa sangat tidak nyaman ketika kamu harus membaca dengan bersuara.					
18.	Kamu puas dengan tingkat kemampuan membaca berbahasa inggris yang telah kamu raih sejauh ini.					
19.	Budaya dan pemikiran bahasa inggris terasa sangat asing bagi mu.					
20.	Kamu harus tahu banyak tentang sejarah dan budaya bahasa inggris untuk membaca bahasa inggris.					

Referensi: Saito, Y., Horwitz, E.K., & Garza, T. J. (1999). *Foreign Language Reading Anxiety*. Retrieved from <http://www.lengeicherry.com>.

APPENDIX B

The Result of Reading Anxiety Questionnaire

No.	Sample	Total	Categories
1.	Student 1	56	Low
2.	Student 2	67	Medium
3.	Student 3	79	Medium
4.	Student 4	79	Medium
5.	Student 5	49	Low
6.	Student 6	90	High
7.	Student 7	83	High
8.	Student 8	62	Medium
9.	Student 9	88	High
10.	Student 10	71	Medium
11.	Student 11	57	Low
12.	Student 12	69	Medium
13.	Student 13	65	Medium
14.	Student 14	60	Low
15.	Student 15	49	Low
16.	Student 16	49	Low
17.	Student 17	60	Low
18.	Student 18	56	Low
19.	Student 19	79	Medium
20.	Student 20	48	Low
21.	Student 21	64	Medium
22.	Student 22	61	Medium
23.	Student 23	84	High
24.	Student 24	67	Medium
25.	Student 25	56	Low
26.	Student 26	68	Medium
27.	Student 27	65	Medium
28.	Student 28	54	Low
29.	Student 29	60	Low
30.	Student 30	60	Low
31.	Student 31	60	Low
32.	Student 32	60	Low
33.	Student 33	60	Low
34.	Student 34	91	High
35.	Student 35	90	High

36.	Student 36	84	High
37.	Student 37	60	Low
38.	Student 38	52	Low
39.	Student 39	61	Medium
40.	Student 40	65	Medium
41.	Student 4	67	Medium
42.	Student 42	67	Medium
43.	Student 43	70	Medium
44.	Student 44	65	Medium
45.	Student 45	71	Medium
46.	Student 46	72	Medium
47.	Student 47	70	Medium
48.	Student 48	71	Medium
49.	Student 49	57	Low
50.	Student 50	71	Medium
51.	Student 51	66	Medium
52.	Student 52	66	Medium
53.	Student 53	50	Low
54.	Student 54	76	Medium
55.	Student 55	84	High
56.	Student 56	75	Medium
57.	Student 57	53	Low
58.	Student 58	71	Medium
59.	Student 59	60	Low
60.	Student 60	60	Low
61.	Student 61	60	Low
62.	Student 62	66	Medium
63.	Student 63	87	High
64.	Student 64	69	Medium
65.	Student 65	78	Medium
66.	Student 66	52	Low
67.	Student 67	48	Low
68.	Student 68	74	Medium
69.	Student 69	89	High
70.	Student 70	79	Medium
71.	Student 71	60	Low
72.	Student 72	56	Low
73.	Student 73	74	Medium
74.	Student 74	63	Medium

75.	Student 75	66	Medium
76.	Student 76	68	Medium
77.	Student 77	59	Low
78.	Student 78	60	Low
79.	Student 79	71	Medium
80.	Student 80	71	Medium
81.	Student 81	61	Medium
82.	Student 82	53	Low
83.	Student 83	67	Medium
84.	Student 84	60	Low
85.	Student 85	60	Low
86.	Student 86	59	Low
87.	Student 87	70	Medium
88.	Student 88	53	Low

APPENDIX C
Reading Comprehension Test

XI GRADE READING COMPREHENSION TESTS

Subject: English

1. Do the test based on your own capability.
2. Read the text and cross the best answer (a, b, c, d, or e) on this paper.

One correct answer will get 2 point and for wrong answer will get 0 point.

The following dialogue is for number 1-6.

As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these-illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

1. What type of the text above?
 - a. Narrative.
 - b. Report.
 - c. Analytical.
 - d. Explanation.
 - e. Description.
 - a. Resolution.
 - b. Reiteration.
 - c. Conclusion.
 - d. Recommendation.
 - e. Twist.
2. What one of the diseases caused by pollution?
 - a. HIV/AIDS.
 - b. Bronchitis.
 - c. Liver.
 - d. Fever.
 - e. Cholera.
3. What tense is mostly used in the text?
 - a. Past tense.
 - b. Simple present tense.
 - c. Simple perfect tense.
 - d. Present continuous tense.
 - e. Past continuous tense.
4. We usually call the last paragraph as....
5. What is the purpose of the text?
 - a. To persuade reader about the Cars Should Be Banned in The City.
 - b. To explain the characteristics the Cars Should Be Banned in The City.
 - c. To inform readers about Cars Should Be Banned in The City.
 - d. To describe Cars Should Be Banned in The City.
 - e. To entertain readers about Cars Should Be Banned in The City.
6. What the title text above?
 - a. Cars should be banned in the city.
 - b. Cars cause pollution.
 - c. Car giant killer street.

- d. Car facilitates transportation.
- e. Cars cause noise of the city.

Read the following text to answer questions number 7 to 8.

In Australia there are three levels of governments, the federal government, state governments and local governments. All these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense. Similarly, the state governments look after the middle-sized things. For example, they look after law and order, preventing things like vandalism in school. Finally, local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease. Thus, for the reason above, we can conclude that the three levels of the government are necessary.

- | | |
|--|---|
| <p>7. What kind of text is this?</p> <ul style="list-style-type: none"> a. Analytical Exposition. b. Report. c. Hortatory Exposition. d. Explanation Text. e. Descriptive text. | <p>8. The litter management is the responsibility of....</p> <ul style="list-style-type: none"> a. All governments. b. Australia. c. Federal government. d. State government. e. Local government. |
|--|---|

Read the following text to answer questions number 9 to 11.

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones must be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

- | | |
|---|---|
| <p>9. Which of the following is not directly affected by pesticides used?</p> <ul style="list-style-type: none"> a. Plants. b. Ecology. c. Animals. d. Environment. e. Human Beings. | <ul style="list-style-type: none"> a. Killing fish and bees. b. Increasing crops productivity. c. Creating balanced ecosystem. d. Causing the pests to become inactive. e. Helping reduce pollutants in the environment. |
| <p>10. One of the disadvantages of using chemical pesticides is....</p> | <p>11. Secondly, pests can gradually become resistant to pesticides (Paragraph 3).</p> |

The word “**resistant**” in the sentence above means....

- a. Weak.
- b. Fragile.

- c. Damage.
- d. Unaffected.
- e. Unbalanced.

The following text is for number 12 to 15.

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course, when it is used for food preservative, it will be very dangerous to human’s body.

The second reason is that there is no tight control from the government. This condition makes the people’s health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen’s bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

12. Why is formalin dangerous for human’s body?

- a. It is not food preservatives.
- b. It is a disinfectant for human beings.
- c. It is used to preserve biological specimens.
- d. It is 10% solution of formaldehyde in water.
- e. It is controlled flighty from the government.

13. The main idea of paragraph two is....

- a. The human’s bodies will be harmful after consuming the formalin.
- b. The government has not controlled the use of formalin firmly.
- c. The weak control of using formalin is not threatening the human.
- d. The human’s bodies will be harmful after consuming the formalin.
- e. The use of formalin is known all over the regions.

14. Based on the facts above, the writer suggests that?

- a. People must avoid consuming formalin in their food.
- b. The use of formaldehyde is necessary to control the food.
- c. People should add 100% solution of formaldehyde in water.
- d. The food preservative is required to make the food delicious.
- e. Food seller is supposed to pour formalin for vegetables and food products.

15. What is the generic structure of the text?

- a. Arguments-Recommendation-Thesis.
- b. Thesis-Argument-Recommendation.
- c. Thesis-Argument-Reiteration.
- d. Thesis-Supporting Points-Contrasting Points-Reiteration.
- e. Reiteration-Arguments-Thesis.

Read the following text to answer questions number 16 to 17.

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible.

It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from the other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

16. The text gives us information about....
- a. The ways to minimize global warning.
 - b. The ways to increase global warning.
 - c. The effects of global warning.
 - d. The importance of consuming local groceries.
 - e. The importance of knowing global warning.
17. "We are helping **reduce** the amount of global warming" (Paragraph 2)
The "**reduce**" word can be replaced by....
- a. Increase.
 - b. Decrease.
 - c. Improve.
 - d. Add.
 - e. Maximize.

The following text is for number 18 to 23.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America, and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

18. What type of the text is used by the writer?
- a. Narrative.
 - b. Report.
 - c. Anecdote.
 - d. Comparative.

- e. News item.
19. To tell the plot, the writers use....
- A rhetorical question and an exclamation.
 - Time sequences.
 - Contrastive evidences.
 - Past tense.
 - Concessive conjunctions.
20. Why Snow White ran away to the woods?
- Her parents passed away.
 - Her uncle was angry with her.
 - Her uncle and aunt would go to America.
 - Snow White was happy to run away.
 - Snow White liked playing in the woods.
21. Where did Snow White live after she ran away to the woods?
- She lived in the cave.
 - She lived in the lion nest.
 - She lived everywhere in the woods.
 - She lived in the dwarfs' cottage
- e. She lived on the street.
22. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- Because she loved them very much.
 - As a result of forcing attitude from them.
 - Because her parents were dead.
 - Because she was afraid of the dwarfs.
 - Because she ran away from a monster.
23. The organization of the text above is....
- Abstract, orientation, crisis, incident, coda.
 - Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion.
 - Orientation, major complication, resolution, complication, resolution, complication, major complication.
 - Description, background events, sources.
 - Orientation, event, event, event.

Read the following text to answer questions number 24 to 31.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark". Let my son, Ah Tim go with you though the forest."

So, Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was

because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

24. What separated between one village to another a long time ago in the New Territories?
- Another village.
 - Mountains.
 - Forests.
 - Hills.
 - Towers and logs.
25. Who was Ah Tim?
- The young woman's brother.
 - The young woman's son.
 - The young woman's brother and nephew.
 - The young woman's brother's son.
 - One of the men who fetched a stick.
26. Who walked in front when they were in the forest?
- Ah Tim.
 - The woman.
 - The woman's son.
 - Her brother's nephew.
 - The baby and his mother.
27. How could the wolves catch Ah Tim?
- He was afraid.
 - He was stumbled by a stone.
 - He ran slowly.
 - The woman cried.
 - The wolves were good runners.
28. The woman gave her son to the wolves because....
29. What did the villagers bring sticks for?
- For the weapon to beat the wolves.
 - To bring the woman's nephew.
 - For the firewood.
 - For play.
 - For building a house for the woman.
30. "All men in the village **fetch** thick stick ". The word "**fetch**" has a similar meaning to.
- Received.
 - Caught.
 - Got.
 - Hit.
 - Lifted.
31. From the passage we learn that the villages were....
- Located in one huge area.
 - Situated in a large district.
 - Separated by untamed jungles.
 - Wild and unsafe.
 - Dark and very dangerous.

Read the following text to answer questions number 32 to 34.

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the

wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So, a nice fairy took her to the Kahyangan.

32. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan.
 - She didn't want Raden Prabu to marry the princess.
 - She wanted Teja Nirmala to forget about her wedding.
 - She didn't want the prince of Blambangan marry the princess.
 - She didn't want the prince of Blambangan feel love with her.
33. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Segara will have married with Raden Begawan.
 - Sang Prabu will not hold strength competition.
 - Raden Begawan will not die.
 - Teja Nirmala will stay in the Kahyangan.
 - Wicked Fairy will not take Raden Begawan's life.
34. So, a nice fairy took **"her"** to the Kahyangan. (Paragraph 2). The word **"her"** in the sentence refers to....
- The wicked fairy.
 - The nice fairy.
 - Princess Nirmala.
 - Prince Teja.
 - The prince of Blambangan.

Read the following text to answer questions number 35 to 41.

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small-tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact, the trunk serves the elephant as a long Am and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

35. The text tells us about....
- The Elephant's peculiar feature.
 - Useful servant.
 - Strange looking animal.
 - An elephant.
 - elephant looks very clumsy.
 - Its clumsiness.
 - Its thick legs.
 - Its large body.
 - Its long nose.
 - Its large ears.
36. The third paragraph is mainly about the fact that....
- Elephants are strong.
 - Elephants can lift logs.
 - Elephants are servants.
 - Elephant is very useful.
 - Elephant must be trained.
37. The most distinguishing characteristic of an elephant is....
38. Which of the following is NOT part of the elephant described in the first paragraph?
- It looks strange.
 - It is heavy.
 - It is wild.
 - It has a trunk.
 - It has a small tail.
39. The elephant draws up water by its trunk and can squirt **"it"** all over its

body like a shower bath (Paragraph 2).

The word “it” refers to....

- a. A shower baths.
- b. Elephant’s body.
- c. A shower.
- d. Water.
- e. Elephant’s trunk.

40. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT....

- a. To eat.
- b. To push.

c. To drink.

d. To carry things.

e. To squirt water over the body.

41. “The trunk is the elephant’s “peculiar” feature (Paragraph 2)”. The word “peculiar” close in meaning to....

- a. Large.
- b. Strange.
- c. Tough.
- d. Smooth.
- e. King.

Read the following text to answer questions number 42 to 47.

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

42. According to the text, the kangaroo....

- a. Can grow as tall as a man.
- b. Can run faster than a car.
- c. Can walk as soon as it is born.
- d. Can jump over a 3 metres high fence.
- e. Can live in a pouch during its life.

c. Body pouch.

d. Short front legs.

e. Strong back legs.

43. are used for sitting up and for jumping.

- a. Long tails.
- b. Short legs.

44. We know from the text that kangaroo....

- a. Is smaller in size to human.
- b. Is an omnivorous animal.
- c. Has habitat in Tasmania.
- d. Can be called Wallaby in New Guinea.
- e. Has another name called Wallaby

Read the following text to answer questions number 54 to 57.

Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is a heavy substance, it is sometimes found loose on bottom of rivers. The gold is found together with sand and rocks, and must be separated from them. It is simple to search for this type of gold. It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern process for removing gold from rocks. Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful, rare, and useful.

45. The best title of the text above is....
- Gold.
 - Type of Gold.
 - Previous Metal.
 - Rare Ornaments.
 - Removing Gold from Rocks.
46. The following are associated with gold, EXCEPT....
- Useful.
 - Precious.
 - Beautiful.
 - Expensive.
 - Unnecessary.
47. The text above is mainly intended to about gold.
- Discuss.
 - Classify.
 - Describe.
 - Elaborate.
 - Document.

Read the following text to answer questions number 48 to 50.

Jasmine is a native flower to some tropical areas in South Asia, Africa, and Australia. In India, some varieties of Jasmine are used for religious purposes.

The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night-time moods.

The planting of Jasmine is started by putting some cuttings in 3-inch pots within 4 weeks. After the roots grow, they are put into 6-inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

48. When does Jasmine release the most fragrance?
- In the morning.
 - In the evening.
 - In the afternoon.
 - At dawn.
 - In the night.
49. What is the main idea of the last paragraph?
- Jasmine is grown worldwide.
 - Jasmine has various benefits.
 - Jasmine can cause headache.
 - There are some varieties of Jasmine.
 - There is a vitamin of Jasmine
50. " ... it is often **associated** with ...", The word "**associated**" in is closest in meaning to....
- Attached.
 - Connected.
 - Compared.
 - Propagated.
 - Called.

Source:

<http://englishadmin.com/2018/11/50-contoh-soal-analytical-exposition-dan-jawaban.html>

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

<https://englishadmin.com/2018/12/53-contoh-soal-report-text-dan-jawabannya.html>

ANSWER KEYS

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

APPENDIX D
The Result of Reading Comprehension Test

No.	Sample	Score	Categories
1.	Student 1	30	Poor
2.	Student 2	14	Very Poor
3.	Student 3	18	Very Poor
4.	Student 4	28	Poor
5.	Student 5	30	Poor
6.	Student 6	20	Very Poor
7.	Student 7	30	Poor
8.	Student 8	18	Very Poor
9.	Student 9	20	Very Poor
10.	Student 10	22	Poor
11.	Student 11	10	Very Poor
12.	Student 12	16	Very Poor
13.	Student 13	24	Poor
14.	Student 14	26	Poor
15.	Student 15	18	Very Poor
16.	Student 16	20	Very Poor
17.	Student 17	18	Very Poor
18.	Student 18	22	Poor
19.	Student 19	26	Poor
20.	Student 20	22	Poor
21.	Student 21	20	Very Poor
22.	Student 22	24	Poor
23.	Student 23	18	Very Poor
24.	Student 24	20	Very Poor
25.	Student 25	16	Very Poor
26.	Student 26	24	Poor
27.	Student 27	20	Very Poor
28.	Student 28	24	Poor
29.	Student 29	14	Very Poor
30.	Student 30	28	Poor
31.	Student 31	22	Poor
32.	Student 32	30	Poor
33.	Student 33	18	Very Poor
34.	Student 34	20	Very Poor
35.	Student 35	34	Poor

36.	Student 36	24	Poor
37.	Student 37	32	Poor
38.	Student 38	22	Poor
39.	Student 39	22	Poor
40.	Student 40	16	Very Poor
41.	Student 4	16	Very Poor
42.	Student 42	24	Poor
43.	Student 43	26	Poor
44.	Student 44	22	Poor
45.	Student 45	20	Very Poor
46.	Student 46	36	Poor
47.	Student 47	34	Poor
48.	Student 48	22	Poor
49.	Student 49	14	Very Poor
50.	Student 50	30	Poor
51.	Student 51	18	Very Poor
52.	Student 52	24	Poor
53.	Student 53	24	Poor
54.	Student 54	32	Poor
55.	Student 55	18	Very Poor
56.	Student 56	24	Poor
57.	Student 57	30	Poor
58.	Student 58	22	Poor
59.	Student 59	14	Very Poor
60.	Student 60	26	Poor
61.	Student 61	12	Very Poor
62.	Student 62	16	Very Poor
63.	Student 63	38	Poor
64.	Student 64	20	Very Poor
65.	Student 65	34	Poor
66.	Student 66	34	Poor
67.	Student 67	28	Poor
68.	Student 68	28	Poor
69.	Student 69	24	Poor
70.	Student 70	18	Very Poor
71.	Student 71	32	Poor
72.	Student 72	28	Poor
73.	Student 73	14	Very Poor
74.	Student 74	28	Poor

75.	Student 75	30	Poor
76.	Student 76	20	Very Poor
77.	Student 77	30	Poor
78.	Student 78	18	Very Poor
79.	Student 79	20	Very Poor
80.	Student 80	20	Very Poor
81.	Student 81	20	Very Poor
82.	Student 82	24	Poor
83.	Student 83	24	Poor
84.	Student 84	16	Very Poor
85.	Student 85	26	Poor
86.	Student 86	20	Very Poor
87.	Student 87	34	Poor
88.	Student 88	36	Poor

APPENDIX E
The Result of Validity Reading Test

No.	Questions Item	R-table	Pearson Correlation	Result
1.	Item 1	0,287	0,422	Valid
2.	Item 2	0,287	0,386	Valid
3.	Item 3	0,287	0,630	Valid
4.	Item 4	0,287	0,511	Valid
5.	Item 5	0,287	0,551	Valid
6.	Item 6	0,287	0,172	Invalid
7.	Item 7	0,287	0,523	Valid
8.	Item 8	0,287	0,400	Valid
9.	Item 9	0,287	0,048	Invalid
10.	Item 10	0,287	0,672	Valid
11.	Item 11	0,287	0,584	Valid
12.	Item 12	0,287	0,118	Invalid
13.	Item 13	0,287	0,474	Valid
14.	Item 14	0,287	0,487	Valid
15.	Item 15	0,287	0,646	Valid
16.	Item 16	0,287	0,392	Valid
17.	Item 17	0,287	0,565	Valid
18.	Item 18	0,287	0,492	Valid
19.	Item 19	0,287	0,351	Valid
20.	Item 20	0,287	0,179	Invalid
21.	Item 21	0,287	0,551	Valid
22.	Item 22	0,287	0,466	Valid
23.	Item 23	0,287	0,545	Valid
24.	Item 24	0,287	0,381	Valid
25.	Item 25	0,287	0,271	Invalid
26.	Item 26	0,287	0,462	Valid
27.	Item 27	0,287	0,557	Valid
28.	Item 28	0,287	0,048	Invalid
29.	Item 29	0,287	0,616	Valid
30.	Item 30	0,287	0,480	Valid
31.	Item 31	0,287	0,356	Valid
32.	Item 32	0,287	0,315	Valid
33.	Item 33	0,287	0,320	Valid
34.	Item 34	0,287	0,320	Valid
35.	Item 35	0,287	0,503	Valid
36.	Item 36	0,287	0,543	Valid
37.	Item 37	0,287	0,366	Valid
38.	Item 38	0,287	0,118	Invalid
39.	Item 39	0,287	0,428	Valid
40.	Item 40	0,287	0,461	Valid

41.	Item 41	0,287	0,523	Valid
42.	Item 42	0,287	0,067	Invalid
43.	Item 43	0,287	0,320	Valid
44.	Item 44	0,287	0,352	Valid
45.	Item 45	0,287	0,360	Valid
46.	Item 46	0,287	0,584	Valid
47.	Item 47	0,287	0,375	Valid
48.	Item 48	0,287	0,503	Valid
49.	Item 49	0,287	0,430	Valid
50.	Item 50	0,287	0,149	Invalid
51.	Item 51	0,287	0,412	Valid
52.	Item 52	0,287	0,462	Valid
53.	Item 53	0,287	0,469	Valid
54.	Item 54	0,287	0,625	Valid
55.	Item 55	0,287	0,360	Valid
56.	Item 56	0,287	0,481	Valid
57.	Item 57	0,287	0,130	Invalid
58.	Item 58	0,287	0,452	Valid
59.	Item 59	0,287	0,419	Valid
60.	Item 60	0,287	0,437	Valid

APPENDIX F
The Result of Reliability Reading Test

Reliability Statistics

Cronbach's Alpha	N of Items
.904	60

APPENDIX G
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Anxiety	88	48	91	66.06	10.739
Valid N (listwise)	88				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Comprehension	88	10	38	23.27	6.231
Valid N (listwise)	88				

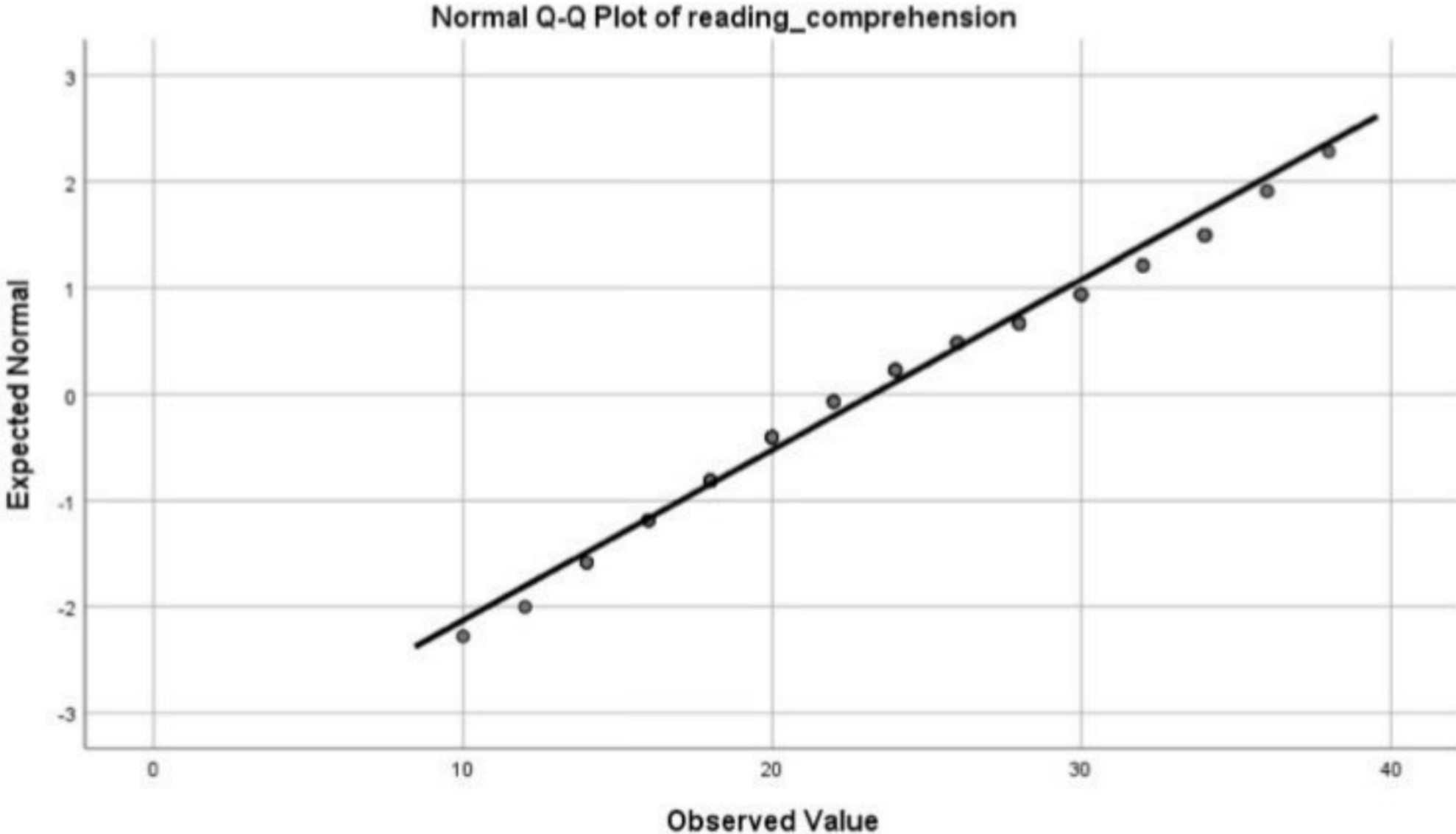
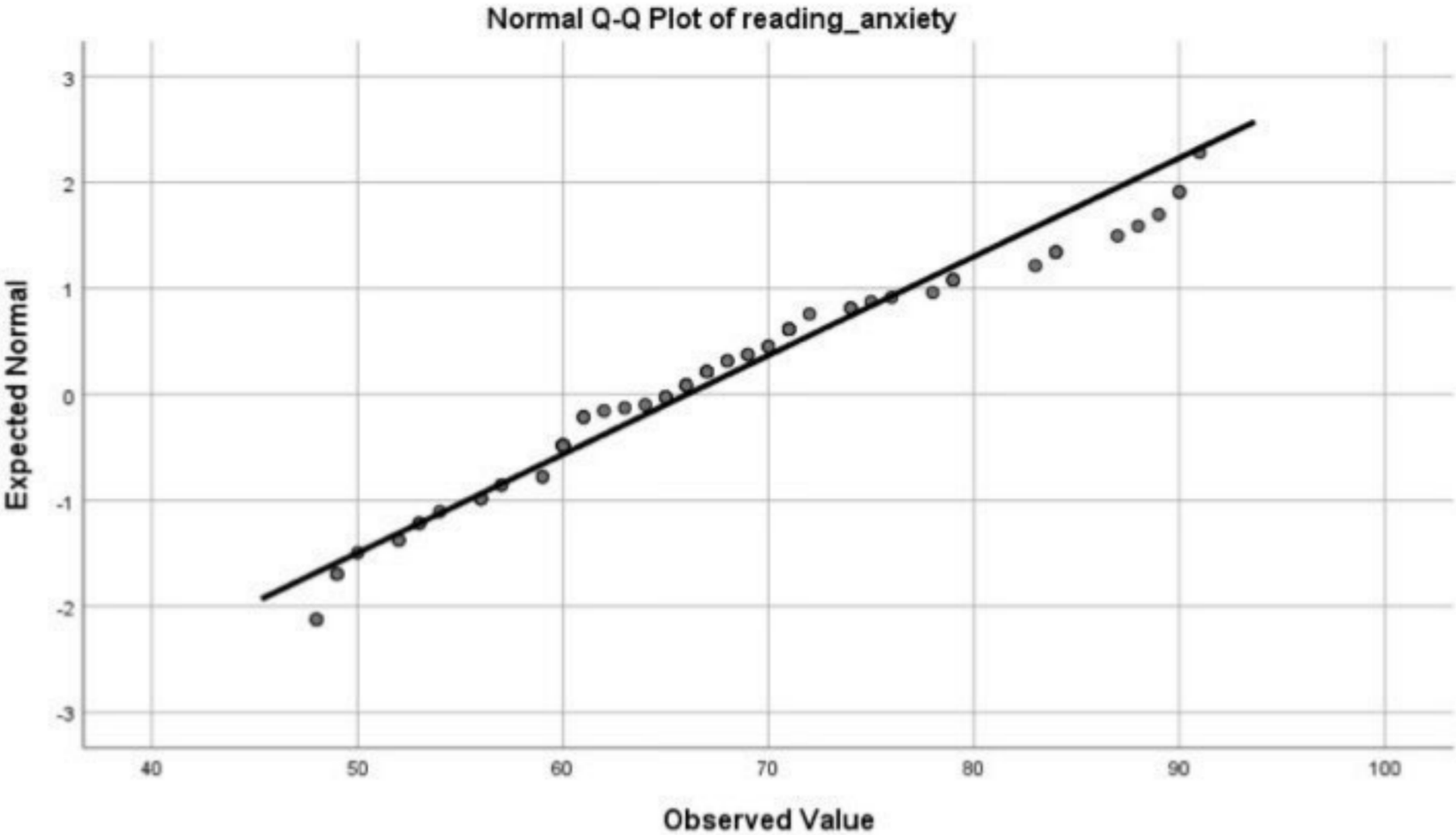
APPENDIX H
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading anxiety	Reading_com prehension
N		88	88
Normal Parameters ^{a,b}	Mean	66.06	23.27
	Std. Deviation	10.739	6.231
	Most Extreme Differences		
	Absolute	.113	.121
	Positive	.113	.121
	Negative	-.059	-.076
Test Statistic		.113	.121
Asymp. Sig. (2-tailed)		.007 ^c	.003 ^c
Exact Sig. (2-tailed)		.196	.141
Point Probability		.000	.000

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

APPENDIX I
Q-Q Plots of each Reading Anxiety and Reading Comprehension



APPENDIX J
Linearity Test

ANOVA Table

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Reading_comprehension	Between	(Combined)	1611.759	33	48.841	1.494	.094
* Reading_anxiety	Groups	Linearity	13.472	1	13.472	.412	.524
		Deviation from Linearity	1598.288	32	49.946	1.528	.084
	Within Groups		1765.695	54	32.698		
	Total		3377.455	87			

APPENDIX K
Correlational Analysis

Correlations

		Reading_anxiety	Reading_comprehension
Reading_anxiety	Pearson Correlation	1	.063
	Sig. (2-tailed)		.559
	N	88	88
Reading_comprehension	Pearson Correlation	.063	1
	Sig. (2-tailed)	.559	
	N	88	88

DOCUMENTATIONS



XI. IPS 1, Collecting the Data.



XI. MIPA 1, Collecting the Data.



XI. MIPA 2, Collecting the Data.



XI. MIPA 3, Try Out.