

DAFTAR PUSTAKA

- Bakkaloğlu, S., & Pilten, G. (2023). Examining the Relationship Between Reading Motivation and Reading Comprehension Self-Efficacy Perception. *International Journal of Psychology and Educational Studies*, 10(1), 144–158. <https://doi.org/10.52380/ijpes.2023.10.1.909>
- Brooks, G., Clenton, J., & Fraser, S. (2023). Exploring the importance of vocabulary for English as an Additional Language learners' reading comprehension. *EAL Research for the Classroom: Practical and Pedagogical Implications*, 11(3), 35–58. <https://doi.org/10.4324/9781003274889-5>
- Burns, M. K., Duke, N. K., & Cartwright, K. B. (2023). Evaluating Components of the Active View of Reading as Intervention Targets: Implications for Social Justice. *School Psychology*, 38(1), 30–41. <https://doi.org/10.1037/spq0000519>
- Callan, G. L., DaVia Rubenstein, L., Barton, T., & Halterman, A. (2022). Enhancing motivation by developing cyclical self-regulated learning skills. *Theory into Practice*, 61(1), 62–74. <https://doi.org/10.1080/00405841.2021.1932153>
- Cho, E., Ju, U., Kim, E. H., Lee, M., Lee, G., & Compton, D. L. (2023). Relations Among Motivation, Executive Functions, and Reading Comprehension: Do They Differ for Students With and Without Reading Difficulties? *Scientific Studies of Reading*, 27(4), 289–310. <https://doi.org/10.1080/10888438.2022.2127357>
- Cleary, T. J., Slemp, J., Reddy, L. A., Alperin, A., Lui, A., Austin, A., & Cedar, T. (2021). Characteristics and Uses of SRL Microanalysis across Diverse Contexts, Tasks, and Populations: A Systematic Review. *School Psychology Review*, 52(2), 159–179. <https://doi.org/10.1080/2372966X.2020.1862627>
- Clinton-Lisell, V., Taylor, T., Carlson, S. E., Davison, M. L., & Seipel, B. (2022). Performance on Reading Comprehension Assessments and College Achievement: A Meta-Analysis. *Journal of College Reading and Learning*, 52(3), 191–211. <https://doi.org/10.1080/10790195.2022.2062626>
- Cubillos, M., & Troncoso, R. (2025). The Evolving Relationship Between Reading Motivation and Achievement: A Longitudinal Study. *Education Sciences*, 15(10), 1–11. <https://doi.org/10.3390/educsci15101274>
- Dimitropoulou, P., Filippatou, D., Gkoutzourela, S., Griva, A., Pachiti, I., & Michaelides, M. (2025). The Synergy of School Climate, Motivation, and Academic Emotions: A Predictive Model for Learning Strategies and Reading Comprehension. *Behavioral Sciences*, 15(4), 1–30. <https://doi.org/10.3390/bs15040503>
- Dong, Y., Tang, Y., Chow, B. W. Y., Wang, W., & Dong, W. Y. (2020). Contribution of Vocabulary Knowledge to Reading Comprehension Among

- Chinese Students: A Meta-Analysis. *Frontiers in Psychology*, 11(October). <https://doi.org/10.3389/fpsyg.2020.525369>
- Duke, N. K., & Cartwright, K. B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science of Reading Comprehension Instruction. *Reading Teacher*, 74(6), 663–672. <https://doi.org/10.1002/trtr.1993>
- Esleta, L. L., Onquit, I. O., Balitaon, A. G., & Aguila, A. R. V. (2024). Reading Ability and Academic Achievement. *The Asian Conference on Education & International Development 2024 Official Conference Proceedings*, 897–904. <https://doi.org/10.22492/issn.2189-101x.2024.71>
- Fauzi, I., Saman, T. N., Zannah, N., Octaviani, S., & Winey, B. G. (2022). The Relationship Between Students' Reading Motivation and the Success to Comprehend the English Texts. *Journal of English Teaching and Learning Issues*, 5(1), 31. <https://doi.org/10.21043/jetli.v5i1.14959>
- Febriyanti, L. N. (2022). *Indonesian EFL University Students Motivation in Learning English; A Small-Scale Survey*. Universitas Islam Indonesia.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and Researching Reading* (3rd Editio). Routledge.
- Hansford, N., Garforth, K., McGlynn, S., & King, J. (2026). Reading comprehension: a meta-analysis comparing standardized and non-standardized assessment results. *Discover Education*, 5(1). <https://doi.org/10.1007/s44217-026-01140-6>
- Held, T., & Meje, M. (2024). Students' motivational trajectories in vocational education: Effects of a self-regulated learning environment. *Heliyon*, 10(8), e29526. <https://doi.org/10.1016/j.heliyon.2024.e29526>
- Howard, J. L., Bureau, J., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student Motivation and Associated Outcomes: A Meta-Analysis From Self-Determination Theory. *Perspectives on Psychological Science*, 16(6), 1300–1323. <https://doi.org/10.1177/1745691620966789>
- Hutabarat, M. N., & Syafar, A. (2021). Correlation Between Vocabulary Mastery and Reading Comprehension Achievement (a Case Tudy). *E-Journal of ELTS (English Language Teaching Society)*, 9(2), 109–119. <https://doi.org/10.22487/elts.v9i2.1867>
- Jeon, E. H., & Yamashita, J. (2022). L2 reading comprehension and its correlates: An updated meta-analysis. In E. H. Jeon & Y. In'nami (Eds.), *Understanding*

- L2 Proficiency. Theoretical and meta-analytic investigations* (Vol. 21, Issue 7, pp. 1–4). John Benjamins Publishing Company. <https://doi.org/10.22323/2.21070703>
- Kemendikdasmen, Badan Standar Kurikulum dan Pendidikan, P. A. P. (2025). *No Title*. Hasil TKA 2025, Rata-Rata Nilai Per Pelajaran Provinsi Bengkulu. <https://tka.kemendikdasmen.go.id/hasiltka/>
- Kim, Y. S. G. (2020). Toward Integrative Reading Science: The Direct and Indirect Effects Model of Reading. *Journal of Learning Disabilities*, 53(6), 469–491. <https://doi.org/10.1177/0022219420908239>
- Krismadayanti, A., & Zainil, Y. (2022). The Level Of The Students' Reading Comprehension Analyzed By Using Barrett Taxonomy. *Journal of Cultura and Lingua*, 3(1), 39–48. <https://doi.org/10.37301/culingua.v3i1.110>
- Kusumastuti, S. Y., Nurhayati, Aekram, F., Rahayu, D. H., & Hartini. (2024). *Metode Penelitian Kuantitatif, Panduan Lengkap Penulisan Untuk Karya Ilmiah Terbaik* (Sepriano & Efitra (eds.)). PT Sonpedia Publishing Indonesia.
- Li, H., & Gan, Z. (2022). Reading motivation, self-regulated reading strategies and English vocabulary knowledge: Which most predicted students' English reading comprehension? *Frontiers in Psychology*, 13(December), 1–15. <https://doi.org/10.3389/fpsyg.2022.1041870>
- Ma, L., & Zhao, Z. (2025). Reading motivation and reading comprehension achievement among English majors in China: A descriptive correlational study. *Heliyon*, 11(3), e42427. <https://doi.org/10.1016/j.heliyon.2025.e42427>
- Mihret, G., & Joshi, J. (2025). The Relationship between Students' Reading Skill and Academic Achievement: A Comprehensive Investigation. *International Journal of Research Publication and Reviews*, 6(2), 2171–2181. <https://doi.org/10.55248/gengpi.6.0225.0913>
- Mohammadi, R. R., Saeidi, M., & Ahangari, S. (2020). Self-regulated learning instruction and the relationships among self-regulation, reading comprehension and reading problem solving: PLS-SEM approach. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1746105>
- Mujani, S., Sofyan, A., & Fahriany, F. (2022). Relationship Among Reading Interest, Grammar Knowledge, and Reading Comprehension of Narrative Text. *Jurnal Basis*, 9(2), 313–324. <https://doi.org/10.33884/basisupb.v9i2.6374>
- Nation, I. S. P. (2022). *Learning Vocabulary in Another Language*. Cambridge University Press. <https://doi.org/10.1017/9781009093873>
- OECD. (2022). *PISA 2022 Results Indonesia*. <https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/06/pisa>

-2022-results-volume-iii-country-
notes_72b418f8/indonesia_cf276198/a7090b49-en.pdf

- Ofayani, D. (2024). The Correlation between Vocabulary Mastery and Reading Comprehension among High School Students. *JEDLISH: Journal of Education and English Language Teaching*, 4(2), 104–109. <https://doi.org/10.61664/jedlish.v4i2.193>
- Peraturan Menteri Pendidikan Dasar Dan Menengah Republik Indonesia Nomor 9 Tahun 2025 Tentang Tes Kemampuan Akademik, Pub. L. No. 9, 2 306 (2025). <https://pusmendik.kemdikbud.go.id/konten/peraturan-menteri-pendidikan-dasar-dan-menengah-republik-indonesia-nomor-9-tahun-2025-tentang-tes-kemampuan-akademik>
- Perry, S. J. A., Flores, M. L., Casing, E. B., Mandawe, R. J., & Valle, A. M. (2025). Students' Reading Motivation and Comprehension Skills. *International Journal of Multidisciplinary Research and Analysis*, 08(03), 1026–1031. <https://doi.org/10.47191/ijmra/v8-i03-16>
- Pham, T. (2021). Attitude and Motivation in Language Learning: A Review. *Journal of English Language Teaching and Applied Linguistics*, 3(5), 64–72. <https://doi.org/10.32996/jeltal.2021.3.5.7>
- Pratama, D., Purnomo, H. A., Irawan, C., Sinaga, B. R., & Almidawati. (2023). The Relationship Between Self-Regulated Learning Strategies and Reading Comprehension in Narrative Text. *Journal of English Education*, 1(1), 48–55. <https://doi.org/10.61994/jee.v1i1.151>
- Priskinanda, A. A., Nahak, Y., Wea, T. N., & Bram, B. (2021). Morphological Awareness Instruction for ESL Students' Vocabulary Development and Reading Comprehension. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 41. <https://doi.org/10.26858/eltww.v8i1.19210>
- Pusat Penilaian Pendidikan. (2019). *Panduan Penilaian Tes Tertulis* (D. Hadiana (ed.)). Pusat Penilaian Pendidikan, Balitbang, Kemendikbud.
- Puspitorini, F., & Hamdani, H. (2021). Correlation Between Learning Motivation And Reading Comprehension Achievement at The X Grade Students of SMAN 8 Bekasi. *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 126–131. <https://doi.org/10.47709/ijeal.v1i2.1063>
- Raeisi-Vanani, A., & Baleghizadeh, S. (2022). The contributory role of grammar vs. vocabulary in L2 reading: An SEM approach. *Foreign Language Annals*, 55(2), 559–585. <https://doi.org/10.1111/flan.12606>
- Ramadani, S., Saiful, & Azis, A. (2021). The Correlation Between Student ' S Vocabulary Mastery. *Journal of Language Testing and Assessment*, 1(2), 197–208.

- Rif'attullah, M., & Putra, F. R. (2023). Self-Regulated Learning Strategy Development on Enhancing Students Reading Comprehension Skills. *Journal of Educational Learning and Innovation (ELIa)*, 3(2), 440–455. <https://doi.org/10.46229/elia.v3i2.744>
- Riry, J. G. I., & Binnendyk, S. (2025). Analyzing Reading Comprehension Questions in English Textbooks Using Barrett's Taxonomy. *MATAI: International Journal of Language Education*, 5(2), 144–154. <https://doi.org/10.30598/matail.v5i2.18343>
- Ruangguru, R. (2026). *No Title*. Roboguru Oleh Ruangguru. https://roboguru.ruangguru.com/question/according-totext-above-which-of-the-following-sentences-is-not-true_QU5MMAT0U4
- Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a Science of Motivated Persons: Self-Determination Theory's Empirical Approach to Human Experience and the Regulation of Behavior. *Motivation Science*, 7(2), 97–110. <https://doi.org/10.1037/mot0000194>
- Sarwoko. (2017). *English on Target for SMA/MA Grade XI* (Y. Widiastuti & D. W. Priyanto (eds.)). Penerbit Erlangga.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching* (2nd Editio). Cambridge University Press. <https://doi.org/10.1017/9781108569057>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Sekarsari, A., & Yanti, W. (2024). Hubungan Penguasaan Kosakata dan Pemahaman Membaca Siswa MAN 4 Aceh Besar. *Almufi Jurnal Pendidikan*, 4(3), 8–19. <https://almufi.com/index.php/AJP/article/view/389/270>
- Seven, M. A. (2019). Innovation in Language Learning and Teaching. *Innovation in Language Learning and Teaching*, 8(8), 62–71. <https://doi.org/10.1007/978-3-030-13413-6>
- Shafiee Rad, H. (2025). Reinforcing L2 reading comprehension through artificial intelligence intervention: refining engagement to foster self-regulated learning. *Smart Learning Environments*, 12(1). <https://doi.org/10.1186/s40561-025-00377-2>
- Theobald, M. (2021). Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis. *Contemporary Educational Psychology*, 66(May), 101976. <https://doi.org/10.1016/j.cedpsych.2021.101976>

- Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A Meta-Analytic Review of the Relations Between Motivation and Reading Achievement for K–12 Students. *Review of Educational Research*, 90(3), 420–456. <https://doi.org/10.3102/0034654320919352>
- Vazquez-Lopez, V., & Huerta-Manzanilla, E. L. (2021). Factors related with underperformance in reading proficiency, the case of the programme for international student assessment 2018. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 813–828. <https://doi.org/10.3390/ejihpe11030059>
- Winata, A., & Sari, F. (2021). the Correlation Between Self-Regulated Learning Strategies and Reading Comprehension. *Didascein: Journal of English Education*, 2(1), 11. <https://doi.org/10.52333/d.v2i1.771>
- Xue, Y., & Xiao, Y. (2024). The Effects of Self-regulated Learning Interventions on Primary and Secondary Students Reading Performance: A Meta-analysis. *Lecture Notes in Education Psychology and Public Media*, 58(1), 236–246. <https://doi.org/10.54254/2753-7048/58/20241796>
- Yong, T. H., & Sokumaran, N. (2023). Exploring self-regulated learning through differentiated feedback. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2023.2212113>
- Yurko, N., & Protsenko, U. (2022). Reading Comprehension: the Significance, Features and Strategies. *Репрезентація Освітніх Досягнень Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1st Ed)*, 106–114. <https://doi.org/10.36074/rodmrfsn.ed-1.10>
- Zhang, D., Ke, S., & Mo, Y. (2023). Morphology in Reading Comprehension Among School-Aged Readers of English: A Synthesis and Meta-Analytic Structural Equation Modeling Study. *Journal of Educational Psychology*, 115(5), 683–699. <https://doi.org/10.1037/edu0000797>
- Zhang, S., & Zhang, X. (2022). The relationship between vocabulary knowledge and L2 reading/listening comprehension: A meta-analysis. *Language Teaching Research*, 26(4), 696–725. <https://doi.org/10.1177/1362168820913998>

The logo of Universitas Muhammadiyah Bengkulu is a green shield-shaped emblem with a yellow border. It features a central sunburst with Arabic calligraphy, flanked by a yellow laurel wreath and a yellow chain of prayer beads. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "BENGKULU" is arched across the bottom. Two small circular icons are positioned at the bottom corners of the shield.

LAMPIRAN

Lampiran 1a
Lembar Validasi Expert Judgement Angket Motivasi Belajar Bahasa Inggris

LEMBAR VALIDASI ANGKET MOTIVASI BELAJAR BAHASA INGGRIS

Instrumen : Angket Motivasi Belajar Bahasa Inggris

Tujuan : Mengukur motivasi Belajar Bahasa Inggris Siswa

A. Identitas Validator

Nama : Dr. Yupika Maryansyah, M.Pd.

Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris.

Instansi : Universitas Muhammadiyah Bengkulu

B. Petunjuk Pengisian Lembar Validasi

Lembar validasi tes reading comprehension ini disusun untuk mengetahui pendapat Bapak tentang kevalidan produk berupa instrumen angket motivasi belajar untuk mengetahui layak tidaknya instrumen angket tersebut dalam mengukur motivasi belajar bahasa Inggris siswa. Atas kesediaan Bapak untuk mengisi lembar validasi ini diucapkan terima kasih.

Sebelum mengisi lembar validasi ini, silahkan Bapak membaca petunjuk pengisian berikut ini

1. Mohon kesediaan Bapak mencermati instrument angket motivasi belajar bahasa Inggris berikut ini: mengisi lembar penilaian dengan memberikan tanda checklist (√) pada kolom 1, 2, 3 atau 4 sesuai dengan penilaian Bapak
2. Adapun deskripsi skala penilaian adalah sebagai berikut :
 - 1 : Tidak Baik
 - 2 : Kurang Baik
 - 3 : Baik
 - 4 : Sangat Baik
3. Jika menurut Bapak ada hal yang perlu diperbaiki pada instrumen tes ini, mohon kesediaan Bapak untuk memberikan komentar dan saran sebagai perbaikan pada kolom tersebut.

- 100% Pers. Gub. naha de Ps
Gub. Gub. de de
Face Gub. de

C. Lembar Identitas Skor Instrumen

No	Uraian	Validasi				Saran/ Revisi
		1	2	3	4	
I. Kesesuaian Isi/konstruk						
1	Butir pernyataan mewakili dimensi motivasi belajar bahasa (intrinsic, pengembangan diri, amotivasi dan kewajiban)			✓		
2	Isi pernyataan relevan dengan tujuan pengukuran motivasi dalam konteks pembelajaran bahasa Inggris.			✓		
3	Konstruksi butir disesuaikan secara konsisten sesuai dengan indicator motivasi yang akan diukur : <i>instrinsik, pengembangan diri, amotivasi dan motivasi karena kewajiban</i>)				✓	
4	Instrumen secara keseluruhan mencakup seluruh konstruk dan indikator pengukuran.				✓	
II. Konstruksi butir						
5	Setiap butir pernyataan memuat satu gagasan utama yang jelas				✓	
6	Redaksi pernyataan dibuat secara komunikatif dan tidak menimbulkan tafsir ganda bagi siswa.				✓	
7	Butir pernyataan disusun secara logis mulai dari motivasi instrinsik, pengembangan diri, amotivasi dan motivasi karena kewajiban.			✓		
8	Skala pilihan jawaban SS-S-KS-TS digunakan secara konsisten pada setiap butir pernyataan.			✓		

No	Uraian	Validasi				Saran/ Revisi
		1	2	3	4	
III. Bahasa dan keterbacaan						
9	Bahasa yang digunakan bersifat baku, komunikatif, sesuai dengan kemampuan siswa responden.				✓	
10	Kalimat pernyataan dibuat ringkas sehingga mudah dipahami dalam satu kali pembacaan.				✓	
11	Istilah dan struktur bahasa disusun secara tepat agar tidak menimbulkan kebingungan atau salah penafsiran.				✓	
IV. Tampilan/teknis angket						
12	Tata letak angket (penomoran, kolom, skala dan jarak antar butir) rapi sehingga mudah diikuti siswa.				✓	
13	Petunjuk pengisian disajikan secara jelas untuk membantu siswa dalam memilih pernyataan dengan benar.				✓	
14	Format pilihan jawaban (SS, S, KS, TS) tercetak dengan jelas untuk meminimalkan kesalahan pengisian.				✓	

$$21 \quad 28 = \frac{49}{56} \times 100 = 87.5$$

D. Komentar dan Saran

- poin untuk instrumen 'Motivasi belajar Bahasa' belum terdapat di bab 2
- pada bagian akhir terdapat 'kritik', seharusnya Respon:
- pernyataan positif dan negatif pada item pernyataan belum proporsional. (negatif sama, atau positif sama)

E. Kesimpulan

Berdasarkan penilaian di atas, instrumen angket motivasi belajar bahasa yang dikembangkan dinyatakan.

a. Layak diujicobakan tanpa revisi	
b. Layak diujicobakan dengan revisi	
c. Tidak layak diujicobakan	

Mohon Bapak melingkari salah satu huruf yang sesuai dengan kesimpulan

Bengkulu, 2026

Validator,

Februari 2026

Dr. Yopika Maryansyah, M.Pd.

NIDN. 0225068003

Lampiran 1b
Lembar Validasi Expert Judgement Angket SRL

LEMBAR VALIDASI ANGKET *SELF-REGULATED LEARNING*

Instrumen : Angket *Self-Regulated Learning*

Tujuan : Mengukur *Self-Regulated Learning* Siswa dalam *Reading Comprehension*

A. Identitas Validator

Nama : Dr. Yupika Maryansyah, M.Pd.

Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris.

Instansi : Universitas Muhammadiyah Bengkulu

B. Petunjuk Pengisian Lembar Validasi

Lembar validasi angket self-regulated learning ini disusun untuk mengetahui pendapat Bapak/Ibu tentang kevalidan produk berupa instrumen self regulated learning siswa dalam reading comprehension untuk mengetahui layak tidaknya instrumen angket tersebut dalam mengukur self-regulated learning siswa. Atas kesediaan Bapak/Ibu untuk mengisi lembar validasi ini diucapkan terima kasih.

Sebelum mengisi lembar validasi ini, silahkan Bapak/Ibu membaca petunjuk pengisian berikut ini

1. Mohon kesediaan Bapak/Ibu mencermati instrument angket self regulated learning pada reading comprehension berikut ini: mengisi lembar penilaian dengan memberikan tanda checklist (√) pada kolom 1, 2, 3 atau 4 sesuai dengan penilaian Bapak/Ibu
2. Adapun deskripsi skala penilaian adalah sebagai berikut :
 - 1 : Tidak Baik
 - 2 : Kurang Baik
 - 3 : Baik
 - 4 : Sangat Baik
3. Jika menurut Bapak/Ibu ada hal yang perlu diperbaiki pada instrumen tes ini, mohon kesediaan Bapak/Ibu untuk memberikan komentar dan saran sebagai perbaikan pada kolom tersebut.

C. Lembar Identitas Skor Instrumen

No	Uraian	Validasi				Saran/ Revisi
		1	2	3	4	
I. Kesesuaian Isi/konstruk						
1	Butir pernyataan mewakili tiga fase <i>self-regulated learning</i> : <i>forethought</i> (perencanaan), <i>performance</i> (pelaksanaan), dan <i>self-reflection</i> (refleksi).				✓	
2	Butir pernyataan relevan dengan tujuan pengukuran <i>self-regulated learning</i> dalam konteks <i>reading comprehension</i> .			✓		
3	Butir pernyataan selaras dengan indikator spesifik yang diturunkan dari setiap fase SRL.			✓		
4	Butir pernyataan mencakup seluruh konstruk dan dimensi pengukuran secara lengkap dan komprehensif.		✓			
II. Konstruksi butir						
5	Setiap butir pernyataan memuat satu gagasan utama yang jelas				✓	
6	Redaksi pernyataan dibuat secara komunikatif dan tidak menimbulkan tafsir ganda bagi siswa.		✓			
7	Butir pernyataan disusun secara logis mulai dari motivasi intrinsik, pengembangan diri, amotivasi dan motivasi karena kewajiban.		✓			
8	Skala pilihan jawaban SS-S-KS-TS digunakan secara konsisten pada setiap butir pernyataan.			✓		

No	Uraian	Validasi				Saran/ Revisi
		1	2	3	4	
III. Bahasa dan keterbacaan						
9	Bahasa yang digunakan bersifat baku, komunikatif, sesuai dengan kemampuan siswa responden.				✓	
10	Kalimat pernyataan dibuat ringkas sehingga mudah dipahami dalam satu kali pembacaan.				✓	
11	Istilah dan struktur bahasa disusun secara tepat agar tidak menimbulkan kebingungan atau salah penafsiran.			✓		
IV. Tampilan/teknis angket						
12	Tata letak angket (penomoran, kolom, skala dan jarak antar butir) rapi sehingga mudah diikuti siswa.				✓	
13	Petunjuk pengisian disajikan secara jelas untuk membantu siswa dalam memilih pernyataan dengan benar.			✓		
14	Format pilihan jawaban (SS, S, KS, TS) tercetak dengan jelas untuk meminimalkan kesalahan pengisian.				✓	

$$6 + 15 + 24 = 45 \quad \frac{45}{56} \times 100 = 80,35$$

D. Komentar dan Saran

- teori untuk instrumen ini belum ada pada bab 2.
- item yang ada benar item positif, idealnya diteliti juga item negatif.
- perhatikan proporsi jumlah item per indikator, jangan terlalu banyak, jangan terlalu sedikit.
- instrumen nomor 2, pada bagian tadi lebih, karena akan menimbulkan jawaban yang tidak objektif jika mereka menjawab SKL.

E. Kesimpulan

Berdasarkan penilaian di atas, instrumen angket motivasi belajar bahasa yang dikembangkan dinyatakan.

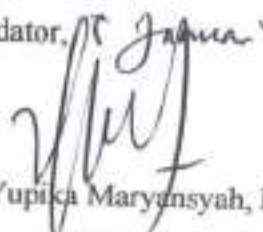
a. Layak diujicobakan tanpa revisi	
☒ b. Layak diujicobakan dengan revisi	
c. Tidak layak diujicobakan	

Mohon Bapak melingkari salah satu huruf yang sesuai dengan kesimpulan

Bengkulu,

2026

Validator,



Dr. Yupika Maryansyah, M.Pd.

NIDN. 0225068003

Lampiran 1c
Lembar Validasi Expert Judgement Tes Kosakata

LEMBAR VALIDASI INSTRUMEN TES KOSAKATA

Mata Pelajaran : Bahasa Inggris
 Keterampilan : Reading
 Pokok Bahasan : Kosakata Bahasa Inggris

A. Identitas Validator

Nama : Dr. Yupika Maryansyah, MPd.
 Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris.
 Instansi : Universitas Muhammadiyah Bengkulu

B. Petunjuk Pengisian Lembar Validasi

Lembar validasi tes kosakata ini disusun untuk mengetahui pendapat Bapak tentang kevalidan produk berupa instrumen tes kosakata untuk mengetahui layak tidaknya alat tes tersebut dalam mengukur kemampuan reading comprehension siswa. Atas kesediaan Bapak untuk mengisi lembar validasi ini diucapkan terima kasih.

Sebelum mengisi lembar validasi ini, silahkan Bapak membaca petunjuk pengisian berikut ini

1. Mohon kesediaan Bapak mencermati instrument tes kosakata berikut ini: mengisi lembar penilaian dengan memberikan tanda checklist (√) pada kolom 1, 2, 3 atau 4 sesuai dengan penilaian Bapak.
2. Adapun deskripsi skala penilaian adalah sebagai berikut :
 - 1 : Tidak Baik
 - 2 : Kurang Baik
 - 3 : Baik
 - 4 : Sangat Baik
3. Jika menurut Bapak ada hal yang perlu diperbaiki pada instrumen tes ini, mohon kesediaan Bapak untuk memberikan komentar dan saran sebagai perbaikan pada kolom tersebut.

C. Lembar Identitas Skor Instrumen

No	Uraian	Validasi				Catatan
		1	2	3	4	
I. Petunjuk dan Konstruksi Soal						
1	Petunjuk pengerjaan disajikan dengan jelas dan mudah dipahami			✓		
2	Format dan tata letak tertata rapi serta konsisten.				✓	
3	Konteks disajikan secara jelas serta relevan.			✓		
4	Cakupan soal memenuhi aspek pengetahuan kosakata (<i>meaning, form dan grammatical use</i>)			✓		
5	Alokasi waktu ditetapkan secara efisien sesuai kebutuhan siswa				✓	
II. Substansi dan Isi Soal						
6	Soal mengukur kemampuan siswa menentukan arti kata target yang paling tepat dalam konteks kalimat (<i>meaning</i>)		✓			
7	Soal mengukur kemampuan siswa menghubungkan kata dengan contoh situasi atau objek yang tepat (<i>concept and referents</i>)			✓		
8	Soal mengukur kemampuan siswa mengidentifikasi sinonim atau antonim sederhana dari kata target (<i>association</i>).		✓			
9	Soal mengukur kemampuan siswa menentukan ejaan kata yang benar (<i>written-form</i>).				✓	
10	Soal mengukur kemampuan siswa menentukan kelas kata (<i>noun/verb/adj/adv</i>) dalam kalimat (<i>grammatical function</i>).				✓	

No	Uraian	Validasi				Catatan
		1	2	3	4	
11	Soal mengukur kemampuan siswa mengidentifikasi kolokasi yang tepat dengan kata target (<i>collocation</i>).		✓			
12	Soal mengukur kemampuan siswa membedakan penggunaan kata formal dan netral dalam konteks sekolah (<i>constraints on use</i>).			✓		
13	Pertanyaan disusun logis dan tidak bermakna ganda dan relevan dengan konteks.			✓		
14	Bahasa dalam soal disesuaikan dengan tingkat kemampuan siswa SMA.				✓	
15	Kalimat soal dibuat secara komunikatif, jelas dan tidak berbelit-belit.			✓		
16	Istilah dan kosakata digunakan secara konsisten dan sesuai dengan konteks bacaan.				✓	
17	Ejaan, tanda baca dan tata bahasa diterapkan dengan benar.			✓		
III. Bahasa						
18	Konstruksi soal mencerminkan tingkat kognitif siswa SMA serta tidak terlalu sulit atau abstrak.			✓		
19	Setiap butir soal disusun sesuai dengan indikator penguasaan kosakata yang diukur.			✓		
20	Instrumen secara keseluruhan layak digunakan untuk mengukur tingkat kompetensi kosakata siswa SMA.				✓	
21	Topik dalam konteks soal mewakili budaya dan nilai-nilai Indonesia				✓	

No	Uraian	Validasi				Catatan
		1	2	3	4	
IV. Teknis dan Kelayakan Umum						
22	Konteks soal relevan dengan tujuan pembelajaran kosakata			✓		
23	Tingkat kesulitan soal sesuai dengan kemampuan rata-rata siswa SMA.			✓		
24	Isi dan tingkat keakuratan soal selaras dengan tujuan pengukuran kompetensi kosakata.			✓		

$$4 + 39 + 32 = 75 / 96 \times 100 = 80,20$$

D. Komentar dan Saran

- Aspek linguistik dari soal kurang benar. Benar atau perhatiannya. Pada no. 3 jawaban yang diberikan kurang pas karena tidak ada jawaban yang continuous (lancar) dalam menjawab.
- Soal tidak bisa variatif jawaban sama (pilih ganda) karena response akan bias, jadi isi.
- Waktu untuk soal tidak terlalu banyak.

E. Kesimpulan

Berdasarkan penilaian di atas, instrumen tes reading comprehension yang dikembangkan dinyatakan.

a. Layak diujicobakan tanpa revisi	
b. Layak diujicobakan dengan revisi	
c. Tidak layak diujicobakan	

Mohon Bapak/Ibu melingkari salah satu huruf yang sesuai dengan kesimpulan

Bengkulu, 5 Januari 2026
Validator,

Dr. Yupika Maryansyah, M.Pd.
NIDN. 0225068003

LEMBAR VALIDASI INSTRUMEN TES READING COMPREHENSION

Mata Pelajaran : Bahasa Inggris
Keterampilan : Reading
Pokok Bahasan : Health and Mobile Devices

A. Identitas Validator

Nama : Dr. Yupika Maryansyah, M.Pd.
Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris.
Instansi : Universitas Muhammadiyah Bengkulu

B. Petunjuk Pengisian Lembar Validasi

Lembar validasi tes reading comprehension ini disusun untuk mengetahui pendapat Bapak tentang kevalidan produk berupa instrumen tes reading comprehension untuk mengetahui layak tidaknya alat tes tersebut dalam mengukur kemampuan reading comprehension siswa. Atas kesediaan Bapak untuk mengisi lembar validasi ini diucapkan terima kasih.

Sebelum mengisi lembar validasi ini, silahkan Bapak membaca petunjuk pengisian berikut ini

1. Mohon kesediaan Bapak mencermati instrument tes reading comprehension berikut ini: mengisi lembar penilaian dengan memberikan tanda checklist (✓) pada kolom 1, 2, 3 atau 4 sesuai dengan penilaian Bapak.
2. Adapun deskripsi skala penilaian adalah sebagai berikut :
1 : Tidak Baik
2 : Kurang Baik
3 : Baik
4 : Sangat Baik
3. Jika menurut Bapak ada hal yang perlu diperbaiki pada instrumen tes ini, mohon kesediaan Bapak untuk memberikan komentar dan saran sebagai perbaikan pada kolom tersebut.

C. Lembar Identitas Skor Instrumen

No	Uraian	Validasi				Catatan
		1	2	3	4	
I. Petunjuk dan Konstruksi Soal						
1	Petunjuk pengerjaan soal disajikan dengan jelas dan mudah dipahami siswa				✓	
2	Format dan tata letak soal tertata rapi dan konsisten di seluruh halaman			✓		
3	sumber teks dan konteks disajikan dengan jelas serta relevan dengan tingkat SMA		✓			
4	Soal mencakup kelima aspek pemahaman membaca (<i>literal, reorganization, inferential, evaluative dan appreciation</i>)		✓			
5	Keefisienan waktu yang dialokasikan				✓	
II. Substansi dan Isi Soal						
6	Soal mengukur kemampuan siswa menemukan informasi tersurat dalam teks (<i>literal comprehension</i>)			✓		
7	Soal mengukur kemampuan siswa mengorganisasi informasi melalui identifikasi rujukan kata, klasifikasi, serta peringkasan teks (<i>reorganization</i>)			✓		
8	Soal menuntut siswa untuk memberikan kesimpulan dan memahami makna tersirat dari informasi teks (<i>inferential</i>)				✓	
9	Soal mengukur kemampuan siswa menilai sisi, nilai, dan tujuan teks berdasarkan sudut pandang kritis (<i>evaluative</i>)				✓	
10	Soal mengukur kemampuan siswa mengekspresikan sikap terhadap kebijakan teks				✓	

No	Uraian	Validasi				Catatan
		1	2	3	4	
	melalui penilaian kritis dan alasan (<i>appreciation</i>)					
11	Pertanyaan disusun logis dan tidak menimbulkan makna ganda dan relevan dengan konteks bacaan			✓		
12	Bahasa yang digunakan dalam teks dan soal sesuai dengan tingkat kemampuan siswa SMA			✓		
13	Kalimat soal komunikatif, jelas, dan tidak berbelit-belit			✓		
14	Istilah dan kosakata digunakan secara konsisten dan sesuai konteks bacaan				✓	
15	Tidak terdapat kesalahan ejaan, tanda baca, atau tata bahasa			✓		
III. Bahasa						
16	Konstruksi soal mencerminkan tingkat kognitif siswa SMA dan tidak terlalu sulit atau abstrak				✓	
17	Setiap butir soal sesuai dengan indikator <i>reading comprehension</i> yang diukur			✓		
18	Instrumen secara keseluruhan layak digunakan untuk mengukur kemampuan membaca siswa SMA			✓		
19	Topik bacaan mewakili konteks budaya dan nilai-nilai Indonesia			✓		
IV. Teknis dan Kelayakan Umum						
20	Jenis teks relevan dengan tujuan pembelajaran membaca.				✓	
21	Tingkat kesulitan soal sesuai dengan kemampuan rata-rata siswa SMA			✓		
22	Kesesuaian isi dan tingkat keakuratan soal dengan tujuan pengukuran <i>reading comprehension</i>			✓		

$$4 + 36 + 32 = 72$$

$$\frac{72}{88} \times 100 = 81,81$$

D. Komentar dan Saran

- teori yg digunakan ini lebih banyak
- soal 2 lebih banyak bagaimana kita bisa mengaitkan indikator yg ada pada instrumen adalah yg aktual
- Usahakan tipe/jenis yg variatif agar bisa lebih banyak soal yg esensi
- Jumlah soal usahakan ideal 60 soal lebih
- soal untuk siswa SMA

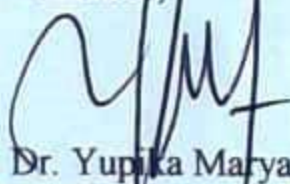
E. Kesimpulan

Berdasarkan penilaian di atas, instrumen tes reading comprehension yang dikembangkan dinyatakan.

a. Layak diujicobakan tanpa revisi	
☒ b. Layak diujicobakan dengan revisi	
c. Tidak layak diujicobakan	

Mohon Bapak melingkari salah satu huruf yang sesuai dengan kesimpulan

Bengkulu, 5 Januari 2026
Validator,



Dr. Yupika Maryansyah, M.Pd.
NIDN. 0225068003

Lampiran 1e
Lembar Persetujuan Validator

LEMBAR PERSETUJUAN VALIDATOR
VALIDASI INSTRUMEN PENELITIAN

Judul Penelitian :

Pengaruh Motivasi Belajar Bahasa, *Self Regulated Learning*, Dan Penguasaan Kosakata Terhadap Kemampuan *Reading Comprehension* Siswa

Nama Peneliti : Dharmawati Ambarita
 NPM : 2486110048
 Program Studi : Magister Pedagogi
 Institusi : Universitas Muhammadiyah Bengkulu

Pernyataan Validator

Saya yang bertandatangan di bawah ini menyatakan bahwa instrument penelitian berupa

- ☒ Angket Motivasi Belajar Bahasa
- ☒ Angket *Self Regulated Learning*
- ☒ Tes Kemampuan Kosakata
- ☒ Tes *Reading Comprehension*

telah saya periksa dari segi materi, konstruksi dan bahasa dan dinyatakan :

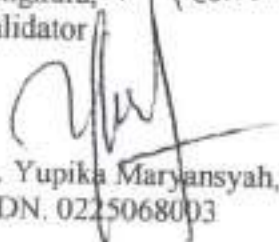
- ☐ Layak digunakan tanpa revisi
- ☒ Layak digunakan dengan revisi
- ☐ Tidak layak digunakan

Saran/revisi

Identitas Validator

Nama : Dr. Yupika Maryansyah, M.Pd
Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris
Instansi : Universitas Muhammadiyah Bengkulu.

Bengkulu, 5 Februari 2026
Validator



Dr. Yupika Maryansyah, M.Pd.
NIDN. 0225068003

LAMPIRAN 2a
Instrumen Motivasi Sebelum Uji Coba

INSTRUMEN ANGKET MOTIVASI BELAJAR BAHASA INGGRIS

Nama :

Kelas :

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 21 butir pernyataan mengenai motivasi belajar bahasa Inggris.
2. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
3. Berikan tanda (√) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
4. Setiap pernyataan dijawab berdasarkan kriteria berikut:
 - Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
	Faktor 1 : motivasi instrinsik				
	Saya belajar bahasa Inggris karena :				
1	Saya merasa senang ketika bisa lebih memahami bacaan-bacaan berbahasa Inggris, termasuk teks dan cerita yang digunakan penutur asli bahasa Inggris.				
2	Saya tidak berminat mengenal kehidupan sehari-hari, kebiasaan, dan cara hidup orang-orang yang menggunakan bahasa Inggris.				
3	Saya merasa senang ketika berhasil memahami struktur atau materi bahasa Inggris yang sulit.				
4	Saya tidak berminat mempelajari hal-hal baru.				

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
5	Saya merasa senang saat mendengarkan penutur asli berbicara dalam bahasa Inggris.				
6	Saya kurang puas ketika bisa menyelesaikan latihan bahasa Inggris yang sulit.				
7	Saya merasa senang saat mendengar orang berbicara dalam bahasa Inggris.				
8.	Saya kurang senang berbicara menggunakan bahasa Inggris				
Faktor 2 : Motivasi pengembangan diri/karier					
9.	Saya belajar bahasa Inggris supaya bisa mendapatkan pekerjaan yang bagus di masa depan.				
10.	Prestasi akademik masa depan jarang memotivasi saya belajar Inggris				
11.	Saya ingin menjadi orang yang bisa berbicara bahasa Inggris.				
12.	Saya kurang senang saat kemampuan bahasa Inggris meningkat.				
13.	Saya ingin menjadi orang yang bisa berbicara lebih dari satu bahasa.				
14.	Saya kurang berminat belajar bahasa Inggris demi pengembangan diri.				
Faktor 3 : Amotivation					
15.	Saya bingung kenapa saya belajar bahasa Inggris, dan terus terang, saya juga acuh				
16.	Saya tidak mengerti kenapa saya belajar bahasa Inggris.				
17.	Saya benar-benar merasa seperti membuang-buang waktu ketika belajar bahasa Inggris.				
Faktor 4 : Motivasi karena kewajiban					
18.	Saya belajar bahasa Inggris karena saya akan merasa bersalah kalau tidak bisa bahasa Inggris.				
19.	Saya jarang termotivasi belajar bahasa Inggris demi membuktikan diri sebagai siswa yang baik.				
20.	Karena saya harus memenuhi tuntutan/harapan dari sekolah, guru, atau orang tua saya.				

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
21.	Saya jarang merasa malu dengan nilai bahasa Inggris yang jelek.				



LAMPIRAN 2b
Instrumen SRL Sebelum Uji Coba
INSTRUMEN ANGKET SRL

Nama :

Kelas :

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 32 butir pernyataan mengenai *SRL* bahasa Inggris.
2. Sebelum mengisi angket berikut, mohon pahami bahwa *SRL* adalah kemampuan mengelola dan mengontrol proses belajar secara sadar. Jawablah pertanyaan berdasarkan pengalaman dan kebiasaan Anda dalam belajar
3. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
4. Berikan tanda (√) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
5. Setiap pernyataan dijawab berdasarkan kriteria berikut:
 - Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
Dalam belajar bahasa Inggris :					
1.	Saya mengecek paragraf dan subjudul teks sebelum membaca				
2.	Saya tidak melihat panjang teks dan kosakata untuk menebak tingkat kesulitan teks.				
3.	Saya melihat judul dan pengantar untuk mengetahui tujuan penulis				
4.	Saya tidak bertanya pada diri sendiri tentang tantangan utama dalam teks yang akan dibaca				
5.	Sebelum membaca saya menentukan seberapa paham yang ingin saya capai.				
6.	Saya tidak menentukan target jumlah jawaban benar yang ingin saya capai				

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
7.	Saya menentukan tanda saya sudah memahami teks dengan baik.				
8.	Saya tidak memilih strategi membaca tertentu dalam membaca, misalnya membaca sekilas atau mencari informasi tertentu.				
9.	Saya merencanakan waktu untuk setiap bagian teks				
10.	Saya tidak menyiapkan kamus/aplikasi pendukung sebelum membaca				
11.	Saya tetap fokus meskipun teks yang saya baca sangat panjang				
12.	Saya tidak menyesuaikan kecepatan membaca dengan tingkat kesulitan teks				
13.	Saya fokus dan tidak mudah terganggu saat membaca				
14.	Saya tidak mengecek apakah saya memahami isi setelah membaca setiap paragraf.				
15.	Saya berhenti membaca ketika menyadari bahwa saya belum memahami teks				
16.	Saya tidak menanyakan pada diri sendiri, "Apakah saya benar-benar paham teks ini?"				
17.	Saya mengecek kembali pemahaman saya setelah selesai satu bagian teks				
18.	Saya tidak membuat pertanyaan sendiri tentang isi teks yang saya baca				
19.	Saya menebak arti kosakata berdasarkan konteks dalam teks				
20.	Saya tidak menuliskan ide utama dari setiap paragraf				
21.	Saya menghubungkan informasi baru dengan pengetahuan yang sudah saya punya.				
22.	Saya tidak menilai hasil belajar saya berdasarkan target yang saya buat sendiri.				

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
23.	Saya menilai seberapa akurat pemahaman saya terhadap teks				
24.	Saya tidak membandingkan hasil belajar saya dengan target saya buat di awal.				
25.	Saya berpikir apakah strategi membaca yang saya gunakan sudah efektif.				
26.	Saya tidak menyadari kesalahan saya dalam memahami beberapa bagian teks.				
27.	Saya merasa puas dengan pencapaian saya dalam membaca				
28.	Saya tidak termotivasi untuk terus meningkatkan kemampuan membaca setelah menyelesaikan tugas dengan baik				
29.	Saya ingin membaca teks serupa setelah berhasil memahami sebuah teks dengan mudah				
30.	Saya tidak menyadari strategi membaca mana yang kurang efektif				
31.	Saya merencanakan perbaikan strategi membaca untuk teks berikutnya				
32.	Saya tidak memutuskan untuk mencoba strategi membaca yang berbeda pada kesempatan berikutnya.				

Dikembangkan dari Cleary et al. (2021)

LAMPIRAN 2c
Instrumen Kosakata Sebelum Uji Coba

VOCABULARY TEST INSTRUMENT

Name :
Class/semester :
Day/Date :
Time Allocation : 90 minutes

Section A: Multiple Choice – Vocabulary form, meaning and functions

Instruction: Choose the most appropriate answer (A, B, C, D, or E) that best completes the sentence or identifies the correct word form and meaning.

1. It is raining hard and the wind is very strong. The weather is ... today. Let's stay inside.
A. simple
B. rich
C. awful
D. close
E. nice
2. We are going to the airport now, but I can't see my passport anywhere. I can't ... my passport. Have you seen it?
A. fill
B. find
C. order
D. offer
E. lose
3. During the game, the man ... the basketball into the air to start the match.
A. lent
B. checked
C. cleared
D. threw
E. kicked
4. We are having a big party tonight and many friends are coming. It's a ... that Pete can't come to the party. I wanted to see him.
A. type
B. pity
C. sign
D. with
E. pleasure

5. Every Monday morning, all students gather in the school yard to attend the flag
- A. ceremony
 - B. century
 - C. cemetery
 - D. company
 - E. memory
6. The math teacher used a ... to draw a perfect circle on the whiteboard.
- A. ruder
 - B. roller
 - C. rubber
 - D. robber
 - E. ruler
7. During lunch break at school, students eat white ... with their chicken.
- A. rise
 - B. rice
 - C. raise
 - D. race
 - E. reuse
8. Please write your answers on a clean
- A. paper
 - B. pepper
 - C. piper
 - D. pauper
 - E. paver
9. The teacher warned students about the ... of running in the hallway.
- A. garden
 - B. dance
 - C. ranger
 - D. grader
 - E. danger
10. My sister is very ..., she always helps people.
- A. kind
 - B. kin
 - C. keen
 - D. kean
 - E. kane
11. Please ... your seatbelt before the plan takes off for our school trip to Bali.
- A. fasting
 - B. fasten
 - C. fast
 - D. faster
 - E. fastness

12. Rina got a low score on her math test. She felt ... because she studied hard.
- A. happy
 - B. happiness
 - C. unhappy
 - D. happily
 - E. unhappiness
13. The librarian is very ... to students who need help finding books.
- A. help
 - B. helped
 - C. helping
 - D. helpful
 - E. helplessly
14. I made mistakes in my essay, so the teacher asked me to ... it for tomorrow.
- A. write
 - B. writer
 - C. rewrite
 - D. writing
 - E. written
15. The science teacher explained the lesson very, so all the students understood the difficult topic easily.
- A. cleared
 - B. clear
 - C. clearness
 - D. clearing
 - E. clearly
16. The teacher's ... to all students makes our class a happy place.
- A. kind
 - B. kindly
 - C. kinder
 - D. kindness
 - E. unkind
17. Please drive more.... The road is very wet.
- A. carefully
 - B. loudly
 - C. cheaply
 - D. strongly
 - E. quickly

18. If we don't ... we'll be late
 A. worry
 B. visit
 C. hurry
 D. shout
 E. carry
19. After a long swim, I always ... really hungry and thirsty.
 A. lend
 B. draw
 C. count
 D. close
 E. feel
20. I can't talk now. I'm ...for my English exam.
 A. driving
 B. tasting
 C. shining
 D. jumping
 E. studying

Section B : Vocabulary In Contextual Use

Instruction: Match the items in Column A with the most appropriate responses in Column B.

- a) Match the incomplete sentences in Column A with the most suitable word pairs (collocations) in Column B

	A	B
21.	While the teacher spoke, her students listened and took ...	a) attention
22.	During reading test, focus on main ideas and supporting details. Pay ...to details in texts.	b) notes
23.	Andi forgot to write his name on the test paper. He made a big ... and got zero	c) do
24.	After school, Andi helps his mother ...the dishes.	d) mistake
25.	If you want to get good grade, you must ... an effort to study every night, not just before the exam.	e) make

- b) Match the sentences in Column A with the correct words in Column B, paying attention to the formal context of the situation

	A	B
26.	You must have a ... to drive a car	a) deliver
27.	We had to ... the meeting because many people were sick	b) cancel
28.	Can I ... a question, Sir?	c) ask
29.	The principal will ... a speech to the students in the graduation	d) license
30.	You should ... your teacher to let them know that you are sick	e) inform

- c) Match the words in Column A with their closest synonyms in Column B to show their meanings

	A	B
31.	refuse	a) polite
32.	well-mannered	b) not heavy
33.	courageous	c) clever
34.	light	d) brave
35.	intelligent	e) reject

- d) Match the descriptions or definitions in Column A with the corresponding words in Column B

	A	B
36.	A person who come for a short time	a) drawer
37.	Sliding box	b) captain
38.	The leader of a group or team	c) jug
39.	A container for pouring liquid	d) visitor
40.	The head of a school or educational institution	e) principal

LAMPIRAN 2d
Instrumen RC Sebelum Uji Coba

READING COMPREHENSION TEST INSTRUMENT

Name :

Class :

Time allocation : 90 minutes

Instructions

1. Read each text carefully.
2. There are two types of questions: multiple choice and short answer. Choose the correct answer for the multiple-choice questions, and write brief and clear responses in your own words for the short-answer questions.
3. Write your answers on the answer sheet provided.
4. Pay attention to the accuracy of your answers.

Read the text and answer the questions in your own words! Write the answer in the answer sheet!

Text 1

For many young people, smoking may look like a cool thing to do. They may start smoking because their friends smoke and they want to be the same as their friends. When they become used to smoking, they may feel that smoking is the only way to relax and forget their problems.

However, smoking is a bad and dangerous habit. It can cause many kinds of sickness, especially in the lungs and breathing system. It also increases the risk of other sicknesses such as cancer of throat, mouth, nose, and stomach.

Smoking not only hurts the body but also the mind. When a smoker feels worried, he or she may smoke to feel better, but this can make the feeling of worry worse in the future. Some people say that nicotine in cigarettes can help people focus, but this effect is very short and cannot be a good reason to smoke.

From the reasons above, we can say that smoking is a bad habit and people should not do it.

Source : Sarwoko (2017)

A. Multiple Choice: Choose The Right Answers!

1. What is the main idea of the text? (Inferential).
 - A. Smoking helps people relax and focus
 - B. Smoking is bad and dangerous habit that hurts body and mind
 - C. Young people smoke to be different from their friends
 - D. Nicotine in cigarettes is good for health
 - E. Smoking only cause problems in the lungs
2. Why do many young people start smoking? (Literal)
 - A. Because their friends smoke and they want to be the same
 - B. To relax and forget problems
 - C. To focus better on their work
 - D. Because doctors recommend it
 - E. To avoid sickness
3. According to the text, what part of the human body is especially harmed by the sickness caused by smoking? (literal)
 - A. The mouth and throat
 - B. The stomach and nose
 - C. The lungs and breathing system
 - D. The mind and brain
 - E. The heart and blood
4. Which of the following problems is NOT mentioned in the text (Reorganization)
 - A. Sickness in the lungs and breathing system
 - B. Cancer of throat, mouth, nose and stomach
 - C. Feeling worried gets worse
 - D. Problems with eyes
 - E. Short term focus from nicotine

5. What happens when smokers worried (Inferential)
 - A. They stop smoking
 - B. They smoke but feel worse later
 - C. They become happy
 - D. They focus on their problems
 - E. They forget about nicotine

6. “.....This can make the feeling of worry worse” (Paragraph 3) The underlined word refers to
 - A. Feeling worried
 - B. Smoking when worried
 - C. Nicotine effect
 - D. Young people
 - E. Sickness

7. When a smoker feels worried, he or she may smoke to feel better, but **this** can make the feeling of worry worse in the future.”
 The bold word “**this**” refers to (reorganization)
 - A. Feeling worried
 - B. Smoking when worried
 - C. Nicotine effect
 - D. Young people
 - E. ESickness

B. Short Answers : Answer the questions in your own words!

8. Based on the text, why do many young people start smoking for the first time?
9. Do you think the text gives good reasons to support ideas why people not smoke? Explain your opinion in 2-3 sentences and give at least one reason.
10. Which one do you agree the most? “Smoking hurts the body” or “Smoking make worry worse”? Give your ideas why you agree with it in 2-3 sentences.

Text 2

Today, more and more students bring mobile phones to school. Their parents allow them to do this for emergency reasons. In my opinion, bringing mobile phones to school is okay, as long as the phones do not disturb learning activities in the classroom.

Students usually go to school and go home without their parents. In this situation, mobile phones are very important. If students have a problem on the way, they can call their parents quickly.

Parents also need to tell their children if they must come home late from work. Mobile phones are very useful for parents because they can contact their children easily. Parents can also call other family members to take care of their children when they arrive home late.

But there is also a bad side. The ringing sound of mobile phones can stop the learning activity in the classroom. Students can also lose focus when they send messages to their friends during class.

So, my opinion is that students may bring mobile phones to school for emergency situations, but they must turn them off in the classroom.

Source : Sarwoko (2018)

A. Multiple Choice: Choose The Right Answers!

11. According to the text, why do parents allow their children to bring mobile phones to school?
- A. To play mobile games during recess
 - B. For emergency reasons
 - C. To text their friends in the classroom
 - D. To search for learning materials online
 - E. Because the school commands them to do so

12. What is the writer's main opinion about mobile phones at school? (Inferential)
- A. Students should never bring mobile phones to school
 - B. Mobile phones are okay if they do not disturb learning
 - C. All students must bring mobile phones every day
 - D. Parents should not allow mobile phones
 - E. Mobile phones only cause problems in class
13. Why do parents allow students to bring mobile phones to school? (Literal)
- A. To send message during class
 - B. To play games on the way home
 - C. For emergency reasons
 - D. To make ringing sounds
 - E. To disturb learning activities
14. Based on the text, what are the two negative impacts of students bringing mobile phones to school?
- A. Students forget to do homework and sleep late at night.
 - B. Mobile phones cost too much money and break very easily.
 - C. The phones can ring during class time and make students lose focus by texting.
 - D. Parents cannot contact their children and teachers stop teaching.
 - E. Children arrive home very late and other family members get worried.
15. Which of the following problems is NOT mentioned in the text?
- A. Ringing sound stops learning
 - B. Students lose focus sending messages
 - C. Students cannot call parents if they're home late
 - D. Phones disturb classroom activities
 - E. Mobile phones are expensive

16. Why are mobile phones important when students travel alone? (Literal)

- A. To send messages during class
- B. To call parents if there is a problem
- C. To play games at school
- D. To make ringing sounds
- E. To disturb classroom activities

16. “Their parents allow them to do this for emergency reasons” “This” in the sentence refers to ...

- A. Going to school
- B. Disturbing learning
- C. Calling family members
- D. Bringing mobile phones
- E. Coming home late

17. What can be inferred about the author’s attitude toward students bringing mobile phones to school?

- A. The author completely disagrees and wants a total ban on mobile phones.
- B. The author believes that mobile phones should be used freely at any time.
- C. The author supports it only if it does not disrupt classroom learning.
- D. The author blames parents for giving their children mobile phones.
- E. The author thinks mobile phones are only useful outside the school area.

B. Short Answers : Answer the questions in your own words!

18. In your opinion, is the author's idea to turn off mobile phones in the classroom fair for both teachers and students? Explain why!

19. Do you agree with the writer that students should turn off phones in the classroom? Explain your opinion in 2-3 sentences and give at least one reason!

20. There are two reason in the text. Mobile phone is useful for emergencies and mobile phone disturbs learning. Which one do you agree with the most?

Text 3

Online Etiquette on Social Media

Social media such as Facebook, Twitter, and Instagram play an important role in our daily lives. They make real-time communication possible, even over long distances. While the benefits are clear, there are also problems such as misunderstanding, arguments, bullying, and crime.

Therefore, online etiquette is needed to reduce those problems. Firstly, add only people that you know in real life. While having many online friends might seem like a nice idea, it may have dangerous results. For example, bad people have been known to pretend to be younger to talk with their targets and ask them to meet in person.

Secondly, do not post things that might cause problems in the future.

Thirdly, do not share your whole life on social media. However, you can take pictures and keep them private.

Fourthly, do not post bad or rude things. They might look funny to you, but they might be unpleasant to others. Social media is a good place to start a discussion. However, you should be careful and follow online etiquette to stay safe.

Source : https://roboguru.ruangguru.com/question/according-to-text-above-which-of-the-following-sentences-is-not-true_QU-5MMAT0U4

A. Multiple Choice: Choose The Right Answers!

21. According to the text, why do bad people on social media sometimes pretend to be younger?
- A. To share funny jokes with others
 - B. To post their pictures privately
 - C. To talk with their targets and meet them in person
 - D. To help long-distance communication become real-time
 - E. To start an open discussion about online etiquette

22. What does the text talk about?
- A. Social media is dangerous and must be avoided
 - B. Online etiquette helps people use social media more safely
 - C. People should stop posting pictures on social media
 - D. Social media is the best way to make new friends
 - E. All social media problems can be solved easily
23. Why is online etiquette needed, according to the text?
- A. To make social media more popular
 - B. To help people get online friends
 - C. To reduce problem of misunderstanding and crime
 - D. To make people post more pictures
 - E. To create new apps for social media
24. Which problem is NOT mentioned in the text?
- A. Misunderstanding
 - B. Arguments
 - C. Bullying
 - D. Crime
 - E. Loneliness
25. Based on the text, what can we infer about posting things that look funny to us on social media?
- A. It is always the best way to reduce online problems.
 - B. It is highly recommended to increase our number of friends.
 - C. It will automatically protect our private life from cyber crime.
 - D. It may actually be unpleasant or offensive to other people.
 - E. It is guaranteed to keep our discussions safe and positive.

26. What may happen if you add people you do not know in real life?
- A. You will get many likes on your posts
 - B. You will become famous
 - C. You may be in danger from people who pretend to be someone else
 - D. You may forget your old friends
 - E. You will learn new languages quickly
27. “While the benefits are clear, there are also problems such as misunderstanding, arguments, bullying, and crime. Therefore, online etiquette is needed to reduce those problems.” (Paragraph 1). The underlined word “those” refers to
- A. Facebook, Twitter, and Instagram
 - B. Real-time communications
 - C. Daily lives and long distances
 - D. Misunderstanding, arguments, bullying, and crime
 - E. Benefits and online etiquettes
- B. Short Answers : Answer the questions in your own words!**
28. What will you do if someone you don’t know add you in social. What is the best and safest action you should take? Give your reason!
29. “Do not post bad or rude things” (Paragraph 5)
Is this good recommendation? Explain in 2-3 sentences and give at least one reason.
30. “Add only people that you know well” or “Do not share your whole life on social media”. Which one of these two advice that you agree with the most? Explain why you agree with it in 2-3 sentences.

Lampiran 3a

Output Uji Validitas Instrumen Motivasi

Correlations

Notes		
Output Created		06-FEB-2026 12:02:24
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=MOT.1 MOT.2 MOT.3 MOT.4 MOT.5 MOT.6 MOT.7 MOT.8 MOT.9 MOT.10 MOT.11 MOT.12 MOT.13 MOT.14 MOT.15 MOT. 16 MOT.17 MOT.18 MOT. 19 MOT.20 MOT.21 TOTAL /PRINT=TWOTAIL NOSIG FULL...
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02

[DataSet0]

Correlations

		MOT.1	MOT.2	MOT.3	MOT.4	MOT.5	MOT.6
MOT.1	Pearson Correlation	1	.380 [*]	.405 [*]	.368 [*]	.500 ^{**}	.369 [*]
	Sig. (2-tailed)		.038	.026	.045	.005	.045
	N	30	30	30	30	30	30
MOT.2	Pearson Correlation	.380 [*]	1	.580 ^{**}	.351	.180	.175
	Sig. (2-tailed)	.038		<.001	.057	.341	.354
	N	30	30	30	30	30	30
MOT.3	Pearson Correlation	.405 [*]	.580 ^{**}	1	.248	.314	.202
	Sig. (2-tailed)	.026	<.001		.187	.091	.284
	N	30	30	30	30	30	30
MOT.4	Pearson Correlation	.368 [*]	.351	.248	1	.292	.000
	Sig. (2-tailed)	.045	.057	.187		.118	1.000
	N	30	30	30	30	30	30
MOT.5	Pearson Correlation	.500 ^{**}	.180	.314	.292	1	.268
	Sig. (2-tailed)	.005	.341	.091	.118		.152
	N	30	30	30	30	30	30
MOT.6	Pearson Correlation	.369 [*]	.175	.202	.000	.268	1
	Sig. (2-tailed)	.045	.354	.284	1.000	.152	
	N	30	30	30	30	30	30
MOT.7	Pearson Correlation	.329	.328	.311	.599 ^{**}	.271	.236
	Sig. (2-tailed)	.076	.077	.094	<.001	.147	.209
	N	30	30	30	30	30	30
MOT.8	Pearson Correlation	.330	.678 ^{**}	.530 ^{**}	.365 [*]	.355	.251
	Sig. (2-tailed)	.075	<.001	.003	.048	.054	.181
	N	30	30	30	30	30	30
MOT.9	Pearson Correlation	.437 [*]	.442 [*]	.195	.425 [*]	.210	.360
	Sig. (2-tailed)	.016	.014	.303	.019	.265	.051
	N	30	30	30	30	30	30
MOT.10	Pearson Correlation	.459 [*]	.864 ^{**}	.568 ^{**}	.480 ^{**}	.148	.258
	Sig. (2-tailed)	.011	<.001	.001	.007	.435	.169
	N	30	30	30	30	30	30
MOT.11	Pearson Correlation	.406 [*]	.254	.366 [*]	.388 [*]	.399 [*]	.372 [*]
	Sig. (2-tailed)	.026	.175	.047	.034	.029	.043
	N	30	30	30	30	30	30
MOT.12	Pearson Correlation	.434 [*]	.484 ^{**}	.329	.435 [*]	.243	.060
	Sig. (2-tailed)	.017	.007	.076	.016	.195	.751
	N	30	30	30	30	30	30

Correlations

		MOT.7	MOT.8	MOT.9	MOT.10	MOT.11	MOT.12
MOT.1	Pearson Correlation	.329	.330	.437 [*]	.459 [*]	.406 [*]	.434 [*]
	Sig. (2-tailed)	.076	.075	.016	.011	.026	.017
	N	30	30	30	30	30	30
MOT.2	Pearson Correlation	.328	.678 ^{**}	.442 [*]	.864 ^{**}	.254	.484 ^{**}
	Sig. (2-tailed)	.077	<.001	.014	<.001	.175	.007
	N	30	30	30	30	30	30
MOT.3	Pearson Correlation	.311	.530 ^{**}	.195	.568 ^{**}	.366 [*]	.329
	Sig. (2-tailed)	.094	.003	.303	.001	.047	.076
	N	30	30	30	30	30	30
MOT.4	Pearson Correlation	.599 ^{**}	.365 [*]	.425 [*]	.480 ^{**}	.388 [*]	.435 [*]
	Sig. (2-tailed)	<.001	.048	.019	.007	.034	.016
	N	30	30	30	30	30	30
MOT.5	Pearson Correlation	.271	.355	.210	.148	.399 [*]	.243
	Sig. (2-tailed)	.147	.054	.265	.435	.029	.195
	N	30	30	30	30	30	30
MOT.6	Pearson Correlation	.236	.251	.360	.258	.372 [*]	.060
	Sig. (2-tailed)	.209	.181	.051	.169	.043	.751
	N	30	30	30	30	30	30
MOT.7	Pearson Correlation	1	.728 ^{**}	.487 ^{**}	.446 [*]	.452 [*]	.569 ^{**}
	Sig. (2-tailed)		<.001	.006	.014	.012	.001
	N	30	30	30	30	30	30
MOT.8	Pearson Correlation	.728 ^{**}	1	.471 ^{**}	.627 ^{**}	.382 [*]	.586 ^{**}
	Sig. (2-tailed)	<.001		.009	<.001	.037	<.001
	N	30	30	30	30	30	30
MOT.9	Pearson Correlation	.487 ^{**}	.471 ^{**}	1	.572 ^{**}	.441 [*]	.633 ^{**}
	Sig. (2-tailed)	.006	.009		<.001	.015	<.001
	N	30	30	30	30	30	30
MOT.10	Pearson Correlation	.446 [*]	.627 ^{**}	.572 ^{**}	1	.433 [*]	.625 ^{**}
	Sig. (2-tailed)	.014	<.001	<.001		.017	<.001
	N	30	30	30	30	30	30
MOT.11	Pearson Correlation	.452 [*]	.382 [*]	.441 [*]	.433 [*]	1	.500 ^{**}
	Sig. (2-tailed)	.012	.037	.015	.017		.005
	N	30	30	30	30	30	30
MOT.12	Pearson Correlation	.569 ^{**}	.586 ^{**}	.633 ^{**}	.625 ^{**}	.500 ^{**}	1
	Sig. (2-tailed)	.001	<.001	<.001	<.001	.005	
	N	30	30	30	30	30	30

Correlations

		MOT.13	MOT.14	MOT.15	MOT.16	MOT.17	MOT.18
MOT.1	Pearson Correlation	.326	.373 [*]	.266	.038	.407 [*]	.415 [*]
	Sig. (2-tailed)	.079	.043	.155	.841	.026	.022
	N	30	30	30	30	30	30
MOT.2	Pearson Correlation	.507 ^{**}	.484 ^{**}	.467 ^{**}	.214	.239	.591 ^{**}
	Sig. (2-tailed)	.004	.007	.009	.257	.204	<.001
	N	30	30	30	30	30	30
MOT.3	Pearson Correlation	.573 ^{**}	.516 ^{**}	.308	.364 [*]	.305	.530 ^{**}
	Sig. (2-tailed)	<.001	.003	.098	.048	.101	.003
	N	30	30	30	30	30	30
MOT.4	Pearson Correlation	.437 [*]	.506 ^{**}	.446 [*]	.125	.325	.632 ^{**}
	Sig. (2-tailed)	.016	.004	.014	.511	.080	<.001
	N	30	30	30	30	30	30
MOT.5	Pearson Correlation	.345	.536 ^{**}	.055	.063	.475 ^{**}	.398 [*]
	Sig. (2-tailed)	.062	.002	.774	.739	.008	.030
	N	30	30	30	30	30	30
MOT.6	Pearson Correlation	.355	.220	.182	.108	.403 [*]	-.013
	Sig. (2-tailed)	.054	.243	.335	.571	.027	.947
	N	30	30	30	30	30	30
MOT.7	Pearson Correlation	.533 ^{**}	.661 ^{**}	.360	.393 [*]	.621 ^{**}	.534 ^{**}
	Sig. (2-tailed)	.002	<.001	.050	.032	<.001	.002
	N	30	30	30	30	30	30
MOT.8	Pearson Correlation	.613 ^{**}	.735 ^{**}	.432 [*]	.433 [*]	.561 ^{**}	.503 ^{**}
	Sig. (2-tailed)	<.001	<.001	.017	.017	.001	.005
	N	30	30	30	30	30	30
MOT.9	Pearson Correlation	.497 ^{**}	.548 ^{**}	.586 ^{**}	.330	.412 [*]	.425 [*]
	Sig. (2-tailed)	.005	.002	<.001	.075	.024	.019
	N	30	30	30	30	30	30
MOT.10	Pearson Correlation	.602 ^{**}	.524 ^{**}	.526 ^{**}	.207	.341	.715 ^{**}
	Sig. (2-tailed)	<.001	.003	.003	.273	.065	<.001
	N	30	30	30	30	30	30
MOT.11	Pearson Correlation	.554 ^{**}	.408 [*]	.475 ^{**}	.417 [*]	.719 ^{**}	.419 [*]
	Sig. (2-tailed)	.002	.025	.008	.022	<.001	.021
	N	30	30	30	30	30	30
MOT.12	Pearson Correlation	.620 ^{**}	.672 ^{**}	.395 [*]	.387 [*]	.484 ^{**}	.692 ^{**}
	Sig. (2-tailed)	<.001	<.001	.031	.035	.007	<.001
	N	30	30	30	30	30	30

Correlations

		MOT.19	MOT.20	MOT.21	TOTAL
MOT.1	Pearson Correlation	.136	.079	.374 [*]	.576 ^{**}
	Sig. (2-tailed)	.472	.677	.042	<.001
	N	30	30	30	30
MOT.2	Pearson Correlation	.174	.474 ^{**}	.294	.678 ^{**}
	Sig. (2-tailed)	.358	.008	.114	<.001
	N	30	30	30	30
MOT.3	Pearson Correlation	.079	.265	.226	.610 ^{**}
	Sig. (2-tailed)	.680	.157	.230	<.001
	N	30	30	30	30
MOT.4	Pearson Correlation	.029	.165	.182	.584 ^{**}
	Sig. (2-tailed)	.879	.384	.335	<.001
	N	30	30	30	30
MOT.5	Pearson Correlation	.260	.285	.569 ^{**}	.531 ^{**}
	Sig. (2-tailed)	.166	.127	.001	.003
	N	30	30	30	30
MOT.6	Pearson Correlation	.100	.288	.037	.378 [*]
	Sig. (2-tailed)	.598	.123	.847	.039
	N	30	30	30	30
MOT.7	Pearson Correlation	.043	.519 ^{**}	.369 [*]	.735 ^{**}
	Sig. (2-tailed)	.822	.003	.045	<.001
	N	30	30	30	30
MOT.8	Pearson Correlation	.212	.631 ^{**}	.423 [*]	.810 ^{**}
	Sig. (2-tailed)	.261	<.001	.020	<.001
	N	30	30	30	30
MOT.9	Pearson Correlation	-.027	.491 ^{**}	.280	.681 ^{**}
	Sig. (2-tailed)	.889	.006	.134	<.001
	N	30	30	30	30
MOT.10	Pearson Correlation	.154	.492 ^{**}	.261	.761 ^{**}
	Sig. (2-tailed)	.417	.006	.163	<.001
	N	30	30	30	30
MOT.11	Pearson Correlation	.048	.249	.489 ^{**}	.684 ^{**}
	Sig. (2-tailed)	.799	.184	.006	<.001
	N	30	30	30	30
MOT.12	Pearson Correlation	.295	.459 [*]	.517 ^{**}	.772 ^{**}
	Sig. (2-tailed)	.113	.011	.003	<.001
	N	30	30	30	30

Correlations

		MOT.1	MOT.2	MOT.3	MOT.4	MOT.5	MOT.6
MOT.13	Pearson Correlation	.326	.507**	.573**	.437*	.345	.355
	Sig. (2-tailed)	.079	.004	<.001	.016	.062	.054
	N	30	30	30	30	30	30
MOT.14	Pearson Correlation	.373*	.484**	.516**	.506**	.536**	.220
	Sig. (2-tailed)	.043	.007	.003	.004	.002	.243
	N	30	30	30	30	30	30
MOT.15	Pearson Correlation	.266	.467**	.308	.446*	.055	.182
	Sig. (2-tailed)	.155	.009	.098	.014	.774	.335
	N	30	30	30	30	30	30
MOT.16	Pearson Correlation	.038	.214	.364*	.125	.063	.108
	Sig. (2-tailed)	.841	.257	.048	.511	.739	.571
	N	30	30	30	30	30	30
MOT.17	Pearson Correlation	.407*	.239	.305	.325	.475**	.403*
	Sig. (2-tailed)	.026	.204	.101	.080	.008	.027
	N	30	30	30	30	30	30
MOT.18	Pearson Correlation	.415*	.591**	.530**	.632**	.398*	-.013
	Sig. (2-tailed)	.022	<.001	.003	<.001	.030	.947
	N	30	30	30	30	30	30
MOT.19	Pearson Correlation	.136	.174	.079	.029	.260	.100
	Sig. (2-tailed)	.472	.358	.680	.879	.166	.598
	N	30	30	30	30	30	30
MOT.20	Pearson Correlation	.079	.474**	.265	.165	.285	.288
	Sig. (2-tailed)	.677	.008	.157	.384	.127	.123
	N	30	30	30	30	30	30
MOT.21	Pearson Correlation	.374*	.294	.226	.182	.569**	.037
	Sig. (2-tailed)	.042	.114	.230	.335	.001	.847
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.576**	.678**	.610**	.584**	.531**	.378*
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	.003	.039
	N	30	30	30	30	30	30

Correlations

		MOT.7	MOT.8	MOT.9	MOT.10	MOT.11	MOT.12
MOT.13	Pearson Correlation	.533**	.613**	.497**	.602**	.554**	.620**
	Sig. (2-tailed)	.002	<,001	.005	<,001	.002	<,001
	N	30	30	30	30	30	30
MOT.14	Pearson Correlation	.661**	.735**	.548**	.524**	.408*	.672**
	Sig. (2-tailed)	<,001	<,001	.002	.003	.025	<,001
	N	30	30	30	30	30	30
MOT.15	Pearson Correlation	.360	.432*	.586**	.526**	.475**	.395*
	Sig. (2-tailed)	.050	.017	<,001	.003	.008	.031
	N	30	30	30	30	30	30
MOT.16	Pearson Correlation	.393*	.433*	.330	.207	.417*	.387*
	Sig. (2-tailed)	.032	.017	.075	.273	.022	.035
	N	30	30	30	30	30	30
MOT.17	Pearson Correlation	.621**	.561**	.412*	.341	.719**	.484**
	Sig. (2-tailed)	<,001	.001	.024	.065	<,001	.007
	N	30	30	30	30	30	30
MOT.18	Pearson Correlation	.534**	.503**	.425*	.715**	.419*	.692**
	Sig. (2-tailed)	.002	.005	.019	<,001	.021	<,001
	N	30	30	30	30	30	30
MOT.19	Pearson Correlation	.043	.212	-.027	.154	.048	.295
	Sig. (2-tailed)	.822	.261	.889	.417	.799	.113
	N	30	30	30	30	30	30
MOT.20	Pearson Correlation	.519**	.631**	.491**	.492**	.249	.459*
	Sig. (2-tailed)	.003	<,001	.006	.006	.184	.011
	N	30	30	30	30	30	30
MOT.21	Pearson Correlation	.369*	.423*	.280	.261	.489**	.517**
	Sig. (2-tailed)	.045	.020	.134	.163	.006	.003
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.735**	.810**	.681**	.761**	.684**	.772**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001
	N	30	30	30	30	30	30

Correlations

		MOT.13	MOT.14	MOT.15	MOT.16	MOT.17	MOT.18
MOT.13	Pearson Correlation	1	.761**	.289	.417*	.672**	.605**
	Sig. (2-tailed)		<,.001	.121	.022	<,.001	<,.001
	N	30	30	30	30	30	30
MOT.14	Pearson Correlation	.761**	1	.355	.425*	.540**	.593**
	Sig. (2-tailed)	<,.001		.054	.019	.002	<,.001
	N	30	30	30	30	30	30
MOT.15	Pearson Correlation	.289	.355	1	.321	.191	.327
	Sig. (2-tailed)	.121	.054		.083	.312	.077
	N	30	30	30	30	30	30
MOT.16	Pearson Correlation	.417*	.425*	.321	1	.481**	.182
	Sig. (2-tailed)	.022	.019	.083		.007	.336
	N	30	30	30	30	30	30
MOT.17	Pearson Correlation	.672**	.540**	.191	.481**	1	.371*
	Sig. (2-tailed)	<,.001	.002	.312	.007		.043
	N	30	30	30	30	30	30
MOT.18	Pearson Correlation	.605**	.593**	.327	.182	.371*	1
	Sig. (2-tailed)	<,.001	<,.001	.077	.336	.043	
	N	30	30	30	30	30	30
MOT.19	Pearson Correlation	.328	.192	-.244	.059	.329	.284
	Sig. (2-tailed)	.077	.310	.195	.757	.075	.128
	N	30	30	30	30	30	30
MOT.20	Pearson Correlation	.675**	.667**	.249	.299	.575**	.422*
	Sig. (2-tailed)	<,.001	<,.001	.184	.109	<,.001	.020
	N	30	30	30	30	30	30
MOT.21	Pearson Correlation	.317	.383*	.185	.277	.534**	.361
	Sig. (2-tailed)	.088	.037	.328	.138	.002	.050
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.815**	.826**	.539**	.490**	.742**	.741**
	Sig. (2-tailed)	<,.001	<,.001	.002	.006	<,.001	<,.001
	N	30	30	30	30	30	30

Correlations

		MOT.19	MOT.20	MOT.21	TOTAL
MOT.13	Pearson Correlation	.328	.675**	.317	.815**
	Sig. (2-tailed)	.077	<,001	.088	<,001
	N	30	30	30	30
MOT.14	Pearson Correlation	.192	.667**	.383*	.826**
	Sig. (2-tailed)	.310	<,001	.037	<,001
	N	30	30	30	30
MOT.15	Pearson Correlation	-.244	.249	.185	.539**
	Sig. (2-tailed)	.195	.184	.328	.002
	N	30	30	30	30
MOT.16	Pearson Correlation	.059	.299	.277	.490**
	Sig. (2-tailed)	.757	.109	.138	.006
	N	30	30	30	30
MOT.17	Pearson Correlation	.329	.575**	.534**	.742**
	Sig. (2-tailed)	.075	<,001	.002	<,001
	N	30	30	30	30
MOT.18	Pearson Correlation	.284	.422*	.361	.741**
	Sig. (2-tailed)	.128	.020	.050	<,001
	N	30	30	30	30
MOT.19	Pearson Correlation	1	.323	.258	.288
	Sig. (2-tailed)		.082	.169	.123
	N	30	30	30	30
MOT.20	Pearson Correlation	.323	1	.319	.662**
	Sig. (2-tailed)	.082		.086	<,001
	N	30	30	30	30
MOT.21	Pearson Correlation	.258	.319	1	.571**
	Sig. (2-tailed)	.169	.086		<,001
	N	30	30	30	30
TOTAL	Pearson Correlation	.288	.662**	.571**	1
	Sig. (2-tailed)	.123	<,001	<,001	
	N	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability

Notes

Output Created		06-FEB-2026 12:03:02
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=MOT.1 MOT.2 MOT.3 MOT.4 MOT.5 MOT.6 MOT.7 MOT.8 MOT.9 MOT.10 MOT.11 MOT.12 MOT.13 MOT.14 MOT.15 MOT. 16 MOT.17 MOT.18 MOT. 20 MOT.21 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.932	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MOT.1	44.93	214.340	.523	.930
MOT.2	45.10	211.748	.636	.928
MOT.3	45.43	213.357	.565	.930
MOT.4	45.23	213.426	.538	.930
MOT.5	45.33	216.161	.464	.931
MOT.6	44.67	223.264	.322	.933
MOT.7	45.10	205.955	.704	.927
MOT.8	45.13	202.257	.777	.925
MOT.9	45.47	212.671	.656	.928
MOT.10	45.33	209.540	.732	.927
MOT.11	45.17	208.075	.645	.928
MOT.12	44.97	209.551	.734	.926
MOT.13	45.17	206.764	.779	.925
MOT.14	45.30	206.562	.802	.925
MOT.15	45.47	213.568	.505	.931
MOT.16	45.07	217.168	.433	.932
MOT.17	45.10	209.886	.696	.927
MOT.18	45.03	209.206	.697	.927
MOT.20	45.27	210.340	.601	.929
MOT.21	45.50	214.603	.508	.931

Lampiran 3b

Output Uji Validitas Instrumen SRL

Correlations

Notes		
Output Created		06-FEB-2026 11:47:10
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=SRL1 SRL2 SRL3 SRL4 SRL5 SRL6 SRL7 SRL8 SRL9 SRL10 SRL11 SRL12 SRL13 SRL14 SRL15 SRL16 SRL17 SRL18 SRL19 SRL20 SRL21 SRL22 SRL23 SRL24 SRL25 SRL26 SRL27 SRL28 SRL29 SRL30 SRL31 SRL32 TOTAL /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,11
	Elapsed Time	00:00:00,10

[DataSet0]

Correlations

		SRL1	SRL2	SRL3	SRL4	SRL5	SRL6
SRL25	Pearson Correlation	-.170	-.241	.055	.191	-.229	-.241
	Sig. (2-tailed)	.369	.199	.773	.313	.224	.199
	N	30	30	30	30	30	30
SRL26	Pearson Correlation	.213	.222	.329	.010	.386*	.222
	Sig. (2-tailed)	.258	.237	.076	.960	.035	.237
	N	30	30	30	30	30	30
SRL27	Pearson Correlation	.101	.422*	.193	-.037	.047	.422*
	Sig. (2-tailed)	.596	.020	.307	.847	.807	.020
	N	30	30	30	30	30	30
SRL28	Pearson Correlation	.173	.241	.111	-.116	.498**	.241
	Sig. (2-tailed)	.360	.199	.559	.542	.005	.199
	N	30	30	30	30	30	30
SRL29	Pearson Correlation	.450*	.360	.361*	.262	-.028	.360
	Sig. (2-tailed)	.013	.051	.050	.161	.885	.051
	N	30	30	30	30	30	30
SRL30	Pearson Correlation	-.089	.312	.022	.084	.361	.312
	Sig. (2-tailed)	.640	.094	.907	.661	.050	.094
	N	30	30	30	30	30	30
SRL31	Pearson Correlation	.231	.038	.274	.160	.255	.038
	Sig. (2-tailed)	.218	.843	.143	.399	.174	.843
	N	30	30	30	30	30	30
SRL32	Pearson Correlation	.322	-.021	.258	.254	.237	-.021
	Sig. (2-tailed)	.082	.912	.168	.175	.208	.912
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.511**	.636**	.563**	.426*	.464**	.636**
	Sig. (2-tailed)	.004	<.001	.001	.019	.010	<.001
	N	30	30	30	30	30	30

Correlations

		SRL7	SRL8	SRL9	SRL10	SRL11	SRL12
SRL25	Pearson Correlation	-.103	-.176	-.240	.168	-.018	-.034
	Sig. (2-tailed)	.587	.353	.200	.376	.926	.857
	N	30	30	30	30	30	30
SRL26	Pearson Correlation	.254	.220	.092	.292	.304	.254
	Sig. (2-tailed)	.175	.242	.630	.117	.102	.175
	N	30	30	30	30	30	30
SRL27	Pearson Correlation	.322	.104	.423 [*]	.066	.351	.222
	Sig. (2-tailed)	.083	.584	.020	.728	.057	.238
	N	30	30	30	30	30	30
SRL28	Pearson Correlation	.340	.112	.158	-.065	.141	.405 [*]
	Sig. (2-tailed)	.066	.556	.404	.732	.458	.026
	N	30	30	30	30	30	30
SRL29	Pearson Correlation	.270	.373 [*]	.025	.211	.176	.240
	Sig. (2-tailed)	.149	.042	.895	.263	.353	.202
	N	30	30	30	30	30	30
SRL30	Pearson Correlation	.381 [*]	-.127	.251	.225	.228	.035
	Sig. (2-tailed)	.038	.503	.180	.232	.226	.856
	N	30	30	30	30	30	30
SRL31	Pearson Correlation	.076	-.185	.225	.123	.241	.265
	Sig. (2-tailed)	.691	.327	.231	.518	.199	.157
	N	30	30	30	30	30	30
SRL32	Pearson Correlation	.169	.236	.196	.125	.152	.200
	Sig. (2-tailed)	.373	.209	.299	.509	.424	.289
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.605 ^{**}	.440 [*]	.396 [*]	.481 ^{**}	.509 ^{**}	.598 ^{**}
	Sig. (2-tailed)	<.001	.015	.030	.007	.004	<.001
	N	30	30	30	30	30	30

Correlations

		SRL13	SRL14	SRL15	SRL16	SRL17	SRL18
SRL25	Pearson Correlation	-.170	.016	.071	-.178	-.229	-.199
	Sig. (2-tailed)	.370	.934	.710	.348	.224	.293
	N	30	30	30	30	30	30
SRL26	Pearson Correlation	.128	.184	.551**	.004	.289	.324
	Sig. (2-tailed)	.500	.330	.002	.985	.121	.081
	N	30	30	30	30	30	30
SRL27	Pearson Correlation	.035	.028	.237	.139	-.101	.378*
	Sig. (2-tailed)	.855	.885	.208	.465	.595	.039
	N	30	30	30	30	30	30
SRL28	Pearson Correlation	.201	.015	.140	.270	.342	.284
	Sig. (2-tailed)	.286	.937	.462	.149	.065	.128
	N	30	30	30	30	30	30
SRL29	Pearson Correlation	.255	.074	.293	.237	.340	.156
	Sig. (2-tailed)	.173	.696	.116	.207	.066	.412
	N	30	30	30	30	30	30
SRL30	Pearson Correlation	.186	.076	-.034	.190	-.170	.260
	Sig. (2-tailed)	.324	.688	.858	.314	.370	.166
	N	30	30	30	30	30	30
SRL31	Pearson Correlation	.373*	.216	.448*	.061	.023	.124
	Sig. (2-tailed)	.042	.253	.013	.750	.903	.515
	N	30	30	30	30	30	30
SRL32	Pearson Correlation	.151	.348	.251	-.048	.151	.121
	Sig. (2-tailed)	.426	.059	.181	.800	.427	.523
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.497**	.422*	.618**	.425*	.391*	.438*
	Sig. (2-tailed)	.005	.020	<.001	.019	.033	.016
	N	30	30	30	30	30	30

Correlations

		SRL19	SRL20	SRL21	SRL22	SRL23	SRL24
SRL25	Pearson Correlation	.030	-.046	-.405*	.020	-.076	.113
	Sig. (2-tailed)	.873	.810	.027	.918	.690	.551
	N	30	30	30	30	30	30
SRL26	Pearson Correlation	-.039	.245	.385*	.018	-.119	.307
	Sig. (2-tailed)	.836	.192	.035	.924	.531	.099
	N	30	30	30	30	30	30
SRL27	Pearson Correlation	.377*	.052	.273	-.285	.029	-.034
	Sig. (2-tailed)	.040	.784	.145	.126	.877	.858
	N	30	30	30	30	30	30
SRL28	Pearson Correlation	.087	.228	.139	.169	.145	.192
	Sig. (2-tailed)	.647	.225	.464	.372	.444	.308
	N	30	30	30	30	30	30
SRL29	Pearson Correlation	.170	.114	.144	-.223	.443*	.105
	Sig. (2-tailed)	.370	.547	.449	.237	.014	.580
	N	30	30	30	30	30	30
SRL30	Pearson Correlation	-.006	.111	.430*	-.277	.145	.243
	Sig. (2-tailed)	.974	.561	.018	.139	.444	.195
	N	30	30	30	30	30	30
SRL31	Pearson Correlation	.214	-.040	.199	-.043	.350	.216
	Sig. (2-tailed)	.256	.833	.292	.821	.058	.252
	N	30	30	30	30	30	30
SRL32	Pearson Correlation	.252	.374*	.149	.180	-.035	.254
	Sig. (2-tailed)	.180	.042	.434	.340	.855	.175
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.472**	.561**	.436*	-.293	.492**	.350
	Sig. (2-tailed)	.008	.001	.016	.116	.006	.058
	N	30	30	30	30	30	30

Correlations

		SRL25	SRL26	SRL27	SRL28	SRL29	SRL30
SRL25	Pearson Correlation	1	-.285	-.018	-.399*	-.142	-.366*
	Sig. (2-tailed)		.127	.926	.029	.453	.047
	N	30	30	30	30	30	30
SRL26	Pearson Correlation	-.285	1	.159	.304	.108	.081
	Sig. (2-tailed)	.127		.401	.102	.570	.671
	N	30	30	30	30	30	30
SRL27	Pearson Correlation	-.018	.159	1	.230	.187	.149
	Sig. (2-tailed)	.926	.401		.222	.323	.433
	N	30	30	30	30	30	30
SRL28	Pearson Correlation	-.399*	.304	.230	1	.015	.070
	Sig. (2-tailed)	.029	.102	.222		.937	.714
	N	30	30	30	30	30	30
SRL29	Pearson Correlation	-.142	.108	.187	.015	1	.051
	Sig. (2-tailed)	.453	.570	.323	.937		.789
	N	30	30	30	30	30	30
SRL30	Pearson Correlation	-.366*	.081	.149	.070	.051	1
	Sig. (2-tailed)	.047	.671	.433	.714	.789	
	N	30	30	30	30	30	30
SRL31	Pearson Correlation	.000	.302	.139	.153	.097	.225
	Sig. (2-tailed)	1.000	.105	.463	.421	.609	.232
	N	30	30	30	30	30	30
SRL32	Pearson Correlation	.000	.400*	.043	.372*	.058	-.134
	Sig. (2-tailed)	1.000	.028	.821	.043	.760	.480
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	-.175	.503**	.420*	.427*	.483**	.316
	Sig. (2-tailed)	.355	.005	.021	.019	.007	.089
	N	30	30	30	30	30	30

		Correlations		
		SRL31	SRL32	TOTAL
SRL25	Pearson Correlation	.000	.000	-.175
	Sig. (2-tailed)	1.000	1.000	.355
	N	30	30	30
SRL26	Pearson Correlation	.302	.400 [*]	.503 ^{**}
	Sig. (2-tailed)	.105	.028	.005
	N	30	30	30
SRL27	Pearson Correlation	.139	.043	.420 [*]
	Sig. (2-tailed)	.463	.821	.021
	N	30	30	30
SRL28	Pearson Correlation	.153	.372 [*]	.427 [*]
	Sig. (2-tailed)	.421	.043	.019
	N	30	30	30
SRL29	Pearson Correlation	.097	.058	.483 ^{**}
	Sig. (2-tailed)	.609	.760	.007
	N	30	30	30
SRL30	Pearson Correlation	.225	-.134	.316
	Sig. (2-tailed)	.232	.480	.089
	N	30	30	30
SRL31	Pearson Correlation	1	.183	.423 [*]
	Sig. (2-tailed)		.333	.020
	N	30	30	30
SRL32	Pearson Correlation	.183	1	.388 [*]
	Sig. (2-tailed)	.333		.034
	N	30	30	30
TOTAL	Pearson Correlation	.423 [*]	.388 [*]	1
	Sig. (2-tailed)	.020	.034	
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability

Notes

Output Created		06-FEB-2026 11:48:09
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=SRL1 SRL2 SRL3 SRL4 SRL5 SRL6 SRL7 SRL8 SRL9 SRL10 SRL11 SRL12 SRL13 SRL14 SRL15 SRL16 SRL17 SRL18 SRL19 SRL20 SRL21 SRL23 SRL26 SRL27 SRL28 SRL29 SRL31 SRL32 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.884	28

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SRL1	66.50	191.776	.509	.878
SRL2	66.30	189.734	.592	.877
SRL3	66.93	192.892	.513	.879
SRL4	66.67	196.161	.361	.882
SRL5	66.40	195.421	.395	.881
SRL6	66.30	189.734	.592	.877
SRL7	66.30	191.459	.528	.878
SRL8	66.50	194.948	.412	.881
SRL9	66.53	195.085	.365	.882
SRL10	67.13	197.016	.361	.882
SRL11	66.33	194.299	.440	.880
SRL12	66.30	190.631	.559	.877
SRL13	66.80	192.510	.431	.880
SRL14	66.67	195.057	.360	.882
SRL15	66.53	187.223	.548	.877
SRL16	66.53	197.913	.350	.882
SRL17	66.73	196.892	.342	.882
SRL18	66.37	195.068	.379	.882
SRL19	66.37	191.689	.451	.880
SRL20	66.60	190.248	.499	.879
SRL21	66.07	194.547	.387	.881
SRL23	66.37	195.206	.441	.880
SRL26	66.67	193.057	.456	.880
SRL27	66.40	196.248	.365	.882
SRL28	66.13	195.568	.384	.881
SRL29	66.27	193.030	.427	.880
SRL31	66.77	198.116	.346	.882
SRL32	66.63	195.413	.371	.882

Lampiran 3c

Output Uji Validitas Instrumen Kosakata

Correlations

Notes		
Output Created		10-FEB-2026 10:13:07
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=KK.1 KK.2 KK.3 KK.4 KK.5 KK.6 KK.7 KK.8 KK.9 KK.10 KK.11 KK.12 KK.13 KK.14 KK.15 KK.16 KK.17 KK.18 KK.19 KK. 20 KK.21 KK.22 KK.23 KK. 24 KK.25 KK.26 KK.27 KK. 28 KK.29 KK.30 KK.31 KK. 32 KK.33 KK.34 KK.35 KK. 36 KK.37 KK.38 KK.39 KK. 40 TOTAL /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,11
	Elapsed Time	00:00:00,11

Correlations

		KK.1	KK.2	KK.3	KK.4	KK.5	KK.6
KK.37	Pearson Correlation	.120	.082	-.144	.134	.236	.191
	Sig. (2-tailed)	.527	.667	.448	.481	.209	.312
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.069	.408*	.067	.333	.000	.272
	Sig. (2-tailed)	.716	.025	.724	.072	1.000	.146
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.198	.167	.165	.136	.144	.111
	Sig. (2-tailed)	.295	.379	.384	.473	.447	.559
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.098	.144	.048	.283	.550**	.289
	Sig. (2-tailed)	.607	.447	.803	.130	.002	.122
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.196	.479**	.199	.462*	.498**	.510**
	Sig. (2-tailed)	.298	.007	.293	.010	.005	.004
	N	30	30	30	30	30	30

Correlations

		KK.7	KK.8	KK.9	KK.10	KK.11	KK.12
KK.37	Pearson Correlation	-.144	.339	.018	-.047	.218	.396*
	Sig. (2-tailed)	.448	.067	.923	.804	.247	.031
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.336	.267	.346	.141	-.408*	.067
	Sig. (2-tailed)	.069	.153	.061	.456	.025	.724
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.027	.191	-.056	.144	.167	.165
	Sig. (2-tailed)	.885	.312	.767	.447	.379	.384
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.048	.331	.196	.400*	.144	.476**
	Sig. (2-tailed)	.803	.074	.300	.029	.447	.008
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.107	.607**	.534**	.385*	.147	.550**
	Sig. (2-tailed)	.574	<.001	.002	.035	.439	.002
	N	30	30	30	30	30	30

Correlations

		KK.13	KK.14	KK.15	KK.16	KK.17	KK.18
KK.37	Pearson Correlation	.191	.055	.339	-.082	.261	.279
	Sig. (2-tailed)	.312	.775	.067	.667	.164	.136
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.408 [*]	.272	.134	-.136	.336	.471 ^{**}
	Sig. (2-tailed)	.025	.146	.481	.473	.069	.009
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.111	.250	.191	.111	.302	.247
	Sig. (2-tailed)	.559	.183	.312	.559	.105	.188
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.289	.289	.472 ^{**}	.000	.333	.523 ^{**}
	Sig. (2-tailed)	.122	.122	.008	1.000	.072	.003
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.641 ^{**}	.495 ^{**}	.599 ^{**}	.039	.435 [*]	.680 ^{**}
	Sig. (2-tailed)	<.001	.005	<.001	.839	.016	<.001
	N	30	30	30	30	30	30

Correlations

		KK.19	KK.20	KK.21	KK.22	KK.23	KK.24
KK.37	Pearson Correlation	.018	.267	-.094	.261	.018	.401 [*]
	Sig. (2-tailed)	.923	.153	.619	.164	.923	.028
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.069	.067	.000	.471 ^{**}	.069	-.200
	Sig. (2-tailed)	.716	.726	1.000	.009	.716	.289
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.226	.408 [*]	-.144	.027	.367 [*]	.272
	Sig. (2-tailed)	.230	.025	.447	.885	.046	.146
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.342	.141	.050	.476 ^{**}	.489 ^{**}	.424 [*]
	Sig. (2-tailed)	.064	.456	.793	.008	.006	.019
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.503 ^{**}	.295	-.096	.558 ^{**}	.613 ^{**}	.432 [*]
	Sig. (2-tailed)	.005	.113	.612	.001	<.001	.017
	N	30	30	30	30	30	30

Correlations

		KK.25	KK.26	KK.27	KK.28	KK.29	KK.30
KK.37	Pearson Correlation	.401 [*]	-.055	.191	.205	.000	.530 ^{**}
	Sig. (2-tailed)	.028	.775	.312	.276	1.000	.003
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.467 ^{**}	.136	.408 [*]	.267	.067	.202
	Sig. (2-tailed)	.009	.473	.025	.153	.726	.285
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.000	.167	.111	.055	.136	.027
	Sig. (2-tailed)	1.000	.379	.559	.775	.473	.885
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.424 [*]	.289	.144	.331	.566 ^{**}	.333
	Sig. (2-tailed)	.019	.122	.447	.074	.001	.072
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.697 ^{**}	.603 ^{**}	.425 [*]	.539 ^{**}	.583 ^{**}	.413 [*]
	Sig. (2-tailed)	<.001	<.001	.019	.002	<.001	.023
	N	30	30	30	30	30	30

Correlations

		KK.31	KK.32	KK.33	KK.34	KK.35	KK.36
KK.37	Pearson Correlation	.196	.339	-.134	.259	.134	.327
	Sig. (2-tailed)	.298	.067	.481	.167	.481	.077
	N	30	30	30	30	30	30
KK.38	Pearson Correlation	.134	.267	.067	.208	.467 ^{**}	.136
	Sig. (2-tailed)	.481	.153	.726	.271	.009	.473
	N	30	30	30	30	30	30
KK.39	Pearson Correlation	.082	.191	.136	.198	.136	.111
	Sig. (2-tailed)	.667	.312	.473	.295	.473	.559
	N	30	30	30	30	30	30
KK.40	Pearson Correlation	.236	.331	.000	.245	.424 [*]	.144
	Sig. (2-tailed)	.209	.074	1.000	.193	.019	.447
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.440 [*]	.622 ^{**}	.015	.566 ^{**}	.659 ^{**}	.556 ^{**}
	Sig. (2-tailed)	.015	<.001	.937	.001	<.001	.001
	N	30	30	30	30	30	30

Correlations

		KK.37	KK.38	KK.39	KK.40	TOTAL
KK.37	Pearson Correlation	1	.134	.218	.236	.410*
	Sig. (2-tailed)		.481	.247	.209	.025
	N	30	30	30	30	30
KK.38	Pearson Correlation	.134	1	.000	.283	.454*
	Sig. (2-tailed)	.481		1.000	.130	.012
	N	30	30	30	30	30
KK.39	Pearson Correlation	.218	.000	1	.289	.379*
	Sig. (2-tailed)	.247	1.000		.122	.039
	N	30	30	30	30	30
KK.40	Pearson Correlation	.236	.283	.289	1	.675**
	Sig. (2-tailed)	.209	.130	.122		<.001
	N	30	30	30	30	30
TOTAL	Pearson Correlation	.410*	.454*	.379*	.675**	1
	Sig. (2-tailed)	.025	.012	.039	<.001	
	N	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability

Notes

Output Created		10-FEB-2026 10:15:18
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=KK.2 KK.4 KK.5 KK.6 KK.8 KK.9 KK. 10 KK.12 KK.13 KK.14 KK. 15 KK.17 KK.18 KK.19 KK. 22 KK.23 KK.24 KK.25 KK. 26 KK.27 KK.28 KK.29 KK. 30 KK.31 KK.32 KK.34 KK. 35 KK.36 KK.37 KK.38 KK. 39 KK.40 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Scale: ALL VARIABLES**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
KK.2	15.17	70.213	.438	.919
KK.4	15.07	70.271	.421	.919
KK.5	15.23	70.185	.461	.919
KK.6	14.97	69.895	.477	.919
KK.8	15.10	68.783	.603	.917
KK.9	15.20	69.683	.512	.918
KK.10	15.23	70.875	.373	.920
KK.12	15.00	69.586	.509	.918
KK.13	14.97	68.861	.605	.917
KK.14	14.97	69.826	.485	.919
KK.15	15.10	69.059	.569	.917
KK.17	15.00	70.345	.416	.919
KK.18	15.13	68.395	.656	.916
KK.19	15.20	70.234	.443	.919
KK.22	15.00	69.310	.542	.918
KK.23	15.20	69.821	.495	.918
KK.24	15.07	70.547	.388	.920
KK.25	15.07	68.409	.648	.916
KK.26	15.17	69.247	.557	.918
KK.27	14.97	70.654	.384	.920
KK.28	15.10	69.472	.519	.918
KK.29	15.07	69.306	.538	.918
KK.30	15.00	70.345	.416	.919
KK.31	15.03	70.585	.384	.920
KK.32	15.10	68.921	.586	.917
KK.34	14.93	69.444	.543	.918
KK.35	15.07	68.271	.665	.916
KK.36	14.97	69.689	.502	.918
KK.37	15.03	70.654	.376	.920
KK.38	15.07	70.271	.421	.919
KK.39	15.17	71.523	.278	.921
KK.40	15.23	68.806	.639	.917

Lampiran 3d
Output Uji Validitas Instrumen Y PG (Reading)

Correlations

		Notes
Output Created		10-FEB-2026 21:36:20
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=PG1 PG2 PG3 PG4 PG5 PG6 PG7 PG11 PG12 PG13 PG14 PG15 PG16 PG17 PG21 PG22 PG23 PG24 PG25 PG26 PG27 TOTAL /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,05
	Elapsed Time	00:00:00,02

[DataSet0]

[illegible]

		Correlations						
		PG22	PG23	PG24	PG25	PG26	PG27	TOTAL
PG1	Pearson Correlation	.424*	.094	.289	.141	.350	.350	.615**
	Sig. (2-tailed)	.019	.619	.122	.456	.058	.058	<.001
	N	30	30	30	30	30	30	30
PG2	Pearson Correlation	.401*	.063	.082	-.267	.331	.047	.504**
	Sig. (2-tailed)	.028	.743	.667	.153	.074	.804	.005
	N	30	30	30	30	30	30	30
PG3	Pearson Correlation	.067	.134	-.136	-.067	.000	.000	.242
	Sig. (2-tailed)	.726	.481	.473	.726	1.000	1.000	.197
	N	30	30	30	30	30	30	30
PG4	Pearson Correlation	.202	.261	.165	-.067	.095	.238	.454*
	Sig. (2-tailed)	.285	.164	.384	.724	.617	.206	.012
	N	30	30	30	30	30	30	30
PG5	Pearson Correlation	.218	.175	-.089	-.364*	.154	.309	.364*
	Sig. (2-tailed)	.247	.355	.640	.048	.416	.097	.048
	N	30	30	30	30	30	30	30
PG6	Pearson Correlation	.272	.218	.444*	.000	.144	.289	.527**
	Sig. (2-tailed)	.146	.247	.014	1.000	.447	.122	.003
	N	30	30	30	30	30	30	30
PG7	Pearson Correlation	.336	-.009	.302	-.067	.095	-.048	.353
	Sig. (2-tailed)	.069	.962	.105	.724	.617	.803	.056
	N	30	30	30	30	30	30	30
PG11	Pearson Correlation	.134	.063	-.055	.134	-.094	-.094	.261
	Sig. (2-tailed)	.481	.743	.775	.481	.619	.619	.164
	N	30	30	30	30	30	30	30
PG12	Pearson Correlation	.336	.144	.247	-.067	.190	.048	.525**
	Sig. (2-tailed)	.069	.448	.188	.724	.314	.803	.003

	N	30	30	30	30	30	30	30
PG13	Pearson Correlation	.202	.144	.247	-.067	.048	.190	.481**
	Sig. (2-tailed)	.285	.448	.188	.724	.803	.314	.007
	N	30	30	30	30	30	30	30
PG14	Pearson Correlation	.141	.472**	.289	.141	.250	.100	.232
	Sig. (2-tailed)	.456	.008	.122	.456	.183	.599	.218
	N	30	30	30	30	30	30	30
PG15	Pearson Correlation	.733**	.267	.408*	.333	.283	.424*	.741**
	Sig. (2-tailed)	<.001	.153	.025	.072	.130	.019	<.001
	N	30	30	30	30	30	30	30
PG16	Pearson Correlation	.605**	.396*	.165	-.202	.523**	.381*	.741**
	Sig. (2-tailed)	<.001	.031	.384	.285	.003	.038	<.001
	N	30	30	30	30	30	30	30
PG17	Pearson Correlation	.272	.327	-.028	-.136	.000	.289	.244
	Sig. (2-tailed)	.146	.077	.884	.473	1.000	.122	.193
	N	30	30	30	30	30	30	30
PG21	Pearson Correlation	.401*	-.071	.218	.000	.189	.189	.261
	Sig. (2-tailed)	.028	.708	.247	1.000	.317	.317	.164
	N	30	30	30	30	30	30	30
PG22	Pearson Correlation	1	.134	.408*	.200	.566**	.424*	.784**
	Sig. (2-tailed)		.481	.025	.289	.001	.019	<.001
	N	30	30	30	30	30	30	30
PG23	Pearson Correlation	.134	1	.218	.000	.189	.189	.461*
	Sig. (2-tailed)	.481		.247	1.000	.317	.317	.010
	N	30	30	30	30	30	30	30
PG24	Pearson Correlation	.408*	.218	1	.408*	.289	.289	.541**
	Sig. (2-tailed)	.025	.247		.025	.122	.122	.002

	N	30	30	30	30	30	30	30
PG25	Pearson Correlation	.200	.000	.408*	1	.141	.141	.143
	Sig. (2-tailed)	.289	1.000	.025		.456	.456	.452
	N	30	30	30	30	30	30	30
PG26	Pearson Correlation	.566**	.189	.289	.141	1	.400*	.534**
	Sig. (2-tailed)	.001	.317	.122	.456		.029	.002
	N	30	30	30	30	30	30	30
PG27	Pearson Correlation	.424*	.189	.289	.141	.400*	1	.534**
	Sig. (2-tailed)	.019	.317	.122	.456	.029		.002
	N	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	.784**	.461*	.541**	.143	.534**	.534**	1
	Sig. (2-tailed)	<.001	.010	.002	.452	.002	.002	
	N	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability

		Notes
Output Created		10-FEB-2026 21:38:51
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=PG1 PG2 PG4 PG5 PG6 PG12 PG13 PG15 PG16 PG22 PG23 PG24 PG26 PG27 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=CORR /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.841	14

Inter-Item Correlation Matrix

	PG1	PG2	PG4	PG5	PG6	PG12	PG13	PG15
PG1	1.000	.094	.190	.154	.289	.238	.238	.566
PG2	.094	1.000	.261	.321	.355	.413	.279	.134
PG4	.190	.261	1.000	.132	.165	.222	.357	.336
PG5	.154	.321	.132	1.000	.208	.161	.308	.218
PG6	.289	.355	.165	.208	1.000	.247	.384	.272
PG12	.238	.413	.222	.161	.247	1.000	.186	.202
PG13	.238	.279	.357	.308	.384	.186	1.000	.336
PG15	.566	.134	.336	.218	.272	.202	.336	1.000
PG16	.476	.396	.186	.426	.302	.493	.357	.471
PG22	.424	.401	.202	.218	.272	.336	.202	.733
PG23	.094	.063	.261	.175	.218	.144	.144	.267
PG24	.289	.082	.165	-.089	.444	.247	.247	.408
PG26	.350	.331	.095	.154	.144	.190	.048	.283
PG27	.350	.047	.238	.309	.289	.048	.190	.424

Inter-Item Correlation Matrix

	PG16	PG22	PG23	PG24	PG26	PG27
PG1	.476	.424	.094	.289	.350	.350
PG2	.396	.401	.063	.082	.331	.047
PG4	.186	.202	.261	.165	.095	.238
PG5	.426	.218	.175	-.089	.154	.309
PG6	.302	.272	.218	.444	.144	.289
PG12	.493	.336	.144	.247	.190	.048
PG13	.357	.202	.144	.247	.048	.190
PG15	.471	.733	.267	.408	.283	.424
PG16	1.000	.605	.396	.165	.523	.381
PG22	.605	1.000	.134	.408	.566	.424
PG23	.396	.134	1.000	.218	.189	.189
PG24	.165	.408	.218	1.000	.289	.289
PG26	.523	.566	.189	.289	1.000	.400
PG27	.381	.424	.189	.289	.400	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PG1	6.50	13.776	.504	.483	.830
PG2	6.30	13.941	.422	.507	.835
PG4	6.27	14.133	.372	.318	.838
PG5	6.53	14.326	.356	.339	.839
PG6	6.43	13.771	.481	.417	.831
PG12	6.40	13.972	.417	.411	.835
PG13	6.40	13.903	.437	.399	.834
PG15	6.33	13.195	.635	.751	.821
PG16	6.27	12.961	.712	.724	.816
PG22	6.33	13.057	.676	.790	.818
PG23	6.30	14.286	.327	.377	.841
PG24	6.43	13.978	.422	.488	.835
PG26	6.17	13.868	.476	.533	.832
PG27	6.17	13.868	.476	.411	.832

Lampiran 3e
Output Uji Validitas Instrumen Y Esay (Reading)

Correlations

		Notes	
Output Created			10-FEB-2026 21:12:50
Comments			
Input	Active Dataset	DataSet0	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=Esay8 Esay9 Esay10 Esay18 Esay19 Esay20 Esay28 Esay29 Esay30 TOTAL /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.	
Resources	Processor Time		00:00:00,02
	Elapsed Time		00:00:00,02

[DataSet0]

Correlations

		Esay8	Esay9	Esay10	Esay18	Esay19	Esay20
Esay8	Pearson Correlation	1	-.047	.270	.241	.022	.125
	Sig. (2-tailed)		.804	.148	.200	.907	.509
	N	30	30	30	30	30	30
Esay9	Pearson Correlation	-.047	1	.550**	.057	.355	.356
	Sig. (2-tailed)	.804		.002	.767	.054	.053
	N	30	30	30	30	30	30
Esay10	Pearson Correlation	.270	.550**	1	.018	.563**	.498**
	Sig. (2-tailed)	.148	.002		.925	.001	.005
	N	30	30	30	30	30	30
Esay18	Pearson Correlation	.241	.057	.018	1	.041	.231
	Sig. (2-tailed)	.200	.767	.925		.830	.220
	N	30	30	30	30	30	30
Esay19	Pearson Correlation	.022	.355	.563**	.041	1	.873**
	Sig. (2-tailed)	.907	.054	.001	.830		<.001
	N	30	30	30	30	30	30
Esay20	Pearson Correlation	.125	.356	.498**	.231	.873**	1
	Sig. (2-tailed)	.509	.053	.005	.220	<.001	
	N	30	30	30	30	30	30
Esay28	Pearson Correlation	-.168	.161	.113	.095	.422*	.317
	Sig. (2-tailed)	.375	.396	.553	.619	.020	.088
	N	30	30	30	30	30	30
Esay29	Pearson Correlation	.223	.535**	.816**	.043	.416*	.382*
	Sig. (2-tailed)	.236	.002	<.001	.824	.022	.037
	N	30	30	30	30	30	30
Esay30	Pearson Correlation	.148	.429*	.827**	.113	.575**	.498**
	Sig. (2-tailed)	.435	.018	<.001	.553	<.001	.005
	N	30	30	30	30	30	30
TOTAL	Pearson Correlation	.299	.622**	.844**	.326	.738**	.732**
	Sig. (2-tailed)	.109	<.001	<.001	.079	<.001	<.001
	N	30	30	30	30	30	30

Correlations

		Esay28	Esay29	Esay30	TOTAL
Esay8	Pearson Correlation	-.168	.223	.148	.299
	Sig. (2-tailed)	.375	.236	.435	.109
	N	30	30	30	30
Esay9	Pearson Correlation	.161	.535**	.429*	.622**
	Sig. (2-tailed)	.396	.002	.018	<.001
	N	30	30	30	30
Esay10	Pearson Correlation	.113	.816**	.827**	.844**
	Sig. (2-tailed)	.553	<.001	<.001	<.001
	N	30	30	30	30
Esay18	Pearson Correlation	.095	.043	.113	.326
	Sig. (2-tailed)	.619	.824	.553	.079
	N	30	30	30	30
Esay19	Pearson Correlation	.422*	.416*	.575**	.738**
	Sig. (2-tailed)	.020	.022	<.001	<.001
	N	30	30	30	30
Esay20	Pearson Correlation	.317	.382*	.498**	.732**
	Sig. (2-tailed)	.088	.037	.005	<.001
	N	30	30	30	30
Esay28	Pearson Correlation	1	.086	.316	.431*
	Sig. (2-tailed)		.653	.089	.017
	N	30	30	30	30
Esay29	Pearson Correlation	.086	1	.623**	.763**
	Sig. (2-tailed)	.653		<.001	<.001
	N	30	30	30	30
Esay30	Pearson Correlation	.316	.623**	1	.821**
	Sig. (2-tailed)	.089	<.001		<.001
	N	30	30	30	30
TOTAL	Pearson Correlation	.431*	.763**	.821**	1
	Sig. (2-tailed)	.017	<.001	<.001	
	N	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability

		Notes
Output Created		10-FEB-2026 21:15:48
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Esay9 Esay10 Esay19 Esay20 Esay28 Esay29 Esay30 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=CORR /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.858	7

Inter-Item Correlation Matrix

	Esay9	Esay10	Esay19	Esay20	Esay28	Esay29	Esay30
Esay9	1.000	.550	.355	.356	.161	.535	.429
Esay10	.550	1.000	.563	.498	.113	.816	.827
Esay19	.355	.563	1.000	.873	.422	.416	.575
Esay20	.356	.498	.873	1.000	.317	.382	.498
Esay28	.161	.113	.422	.317	1.000	.086	.316
Esay29	.535	.816	.416	.382	.086	1.000	.623
Esay30	.429	.827	.575	.498	.316	.623	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Esay9	8.03	31.068	.536	.349	.837
Esay10	7.93	27.168	.793	.860	.796
Esay19	9.37	30.654	.706	.813	.815
Esay20	9.23	32.323	.640	.770	.827
Esay28	8.93	33.582	.276	.318	.878
Esay29	7.77	27.357	.653	.687	.821
Esay30	8.13	28.189	.763	.745	.802

LAMPIRAN 4
Rekap Validasi Instrumen

1. Ringkasan Hasil Uji Validitas Instrumen Angket Variabel X₁ (Motivasi)

Nomor Item	Pearson Correlation r_{hitung}	Sig. (2-tailed)	r_{tabel}	Keterangan
1	0,576	<0,001	0,361	Valid
2	0,678	<0,001	0,361	Valid
3	0,610	<0,001	0,361	Valid
4	0,584	<0,001	0,361	Valid
5	0,531	0,003	0,361	Valid
6	0,378	0,039	0,361	Valid
7	0,735	<0,001	0,361	Valid
8	0,810	<0,001	0,361	Valid
9	0,681	<0,001	0,361	Valid
10	0,761	<0,001	0,361	Valid
11	0,684	<0,001	0,361	Valid
12	0,772	<0,001	0,361	Valid
13	0,815	<0,001	0,361	Valid
14	0,826	<0,001	0,361	Valid
15	0,539	0,002	0,361	Valid
16	0,490	0,006	0,361	Valid
17	0,742	<0,001	0,361	Valid
18	0,741	<0,001	0,361	Valid
19	0,288	0,123	0,361	Tidak valid
20	0,662	<0,001	0,361	Valid
21	0,571	<0,001	0,361	Valid

2. Ringkasan Hasil Uji Validitas Instrumen Angket Variabel X₂ (SRL)

Nomor Item	Pearson Correlation r_{hitung}	Sig. (2-tailed)	r_{tabel}	Keterangan
1	0,511	0,004	0,361	Valid
2	0,636	<0,001	0,361	Valid
3	0,563	0,001	0,361	Valid
4	0,426	0,019	0,361	Valid
5	0,464	0,010	0,361	Valid
6	0,636	<0,001	0,361	Valid
7	0,605	<0,001	0,361	Valid
8	0,440	0,015	0,361	Valid
9	0,396	0,030	0,361	Valid
10	0,481	0,007	0,361	Valid
11	0,509	0,004	0,361	Valid
12	0,598	<0,001	0,361	Valid
13	0,497	0,005	0,361	Valid
14	0,422	0,020	0,361	Valid
15	0,618	<0,001	0,361	Valid
16	0,425	0,019	0,361	Valid
17	0,391	0,033	0,361	Valid
18	0,438	0,016	0,361	Valid
19	0,472	0,008	0,361	Valid
20	0,561	0,001	0,361	Valid
21	0,436	0,016	0,361	Valid
22	-0,293	0,116	0,361	Tidak valid
23	0,492	0,006	0,361	Valid
24	0,350	0,058	0,361	Tidak valid
25	-0,175	0,355	0,361	Tidak valid
26	0,503	0,005	0,361	Valid
27	0,420	0,021	0,361	Valid
28	0,427	0,019	0,361	Valid
29	0,483	0,007	0,361	Valid
30	0,316	0,089	0,361	Tidak valid
31	0,423	0,020	0,361	Valid
32	0,388	0,034	0,361	Valid

3. Ringkasan Hasil Uji Validitas Instrumen Tes Variabel X₃ (Kosakata)

Nomor Item	Pearson Correlation r_{hitung}	Sig. (2-tailed)	r_{tabel}	Keterangan
1	0,196	0,298	0,361	Tidak Valid
2	0,479	0,007	0,361	Valid
3	0,199	0,293	0,361	Tidak Valid
4	0,462	0,010	0,361	Valid
5	0,498	0,005	0,361	Valid
6	0,510	0,004	0,361	Valid
7	0,107	0,574	0,361	Tidak Valid
8	0,607	<0,001	0,361	Valid
9	0,534	0,002	0,361	Valid
10	0,385	0,035	0,361	Valid
11	0,147	0,439	0,361	Tidak Valid
12	0,550	0,002	0,361	Valid
13	0,641	<0,001	0,361	Valid
14	0,495	0,005	0,361	Valid
15	0,599	<0,001	0,361	Valid
16	0,039	0,839	0,361	Tidak Valid
17	0,435	0,016	0,361	Valid
18	0,680	<0,001	0,361	Valid
19	0,503	0,005	0,361	Valid
20	0,295	0,113	0,361	Tidak Valid
21	-0,096	0,612	0,361	Tidak Valid
22	0,558	0,001	0,361	Valid
23	0,613	<0,001	0,361	Valid
24	0,432	0,017	0,361	Valid
25	0,697	<0,001	0,361	Valid
26	0,603	<0,001	0,361	Valid
27	0,425	0,019	0,361	Valid
28	0,539	0,002	0,361	Valid
29	0,583	<0,001	0,361	Valid
30	0,413	0,023	0,361	Valid
31	0,440	0,015	0,361	Valid
32	0,622	<0,001	0,361	Valid
33	0,015	0,937	0,361	Tidak Valid
34	0,566	0,001	0,361	Valid
35	0,659	<0,001	0,361	Valid
36	0,556	0,001	0,361	Valid
37	0,410	0,025	0,361	Valid
38	0,454	0,012	0,361	Valid
39	0,379	0,039	0,361	Valid
40	0,675	<0,001	0,361	Valid

4. Ringkasan Hasil Uji Validitas Instrumen Tes Variabel Y (Reading PG)

Nomor Item	Pearson Correlation r_{hitung}	Sig. (2-tailed)	r_{tabel}	Keterangan
1	0,615	<0,001	0,361	Valid
2	0,504	0,005	0,361	Valid
3	0,242	0,197	0,361	Tidak Valid
4	0,454	0,012	0,361	Valid
5	0,364	0,048	0,361	Valid
6	0,527	0,003	0,361	Valid
7	0,353	0,056	0,361	Tidak Valid
11	0,261	0,164	0,361	Tidak Valid
12	0,525	0,003	0,361	Valid
13	0,481	0,007	0,361	Valid
14	0,232	0,218	0,361	Tidak Valid
15	0,741	<0,001	0,361	Valid
16	0,741	<0,001	0,361	Valid
17	0,244	0,193	0,361	Tidak Valid
21	0,261	0,164	0,361	Tidak Valid
22	0,784	<0,001	0,361	Valid
23	0,461	0,010	0,361	Valid
24	0,541	0,002	0,361	Valid
25	0,143	0,452	0,361	Tidak Valid
26	0,534	0,002	0,361	Valid
27	0,534	0,002	0,361	Valid

Ringkasan Hasil Uji Validitas Instrumen Tes Variabel Y (Reading Esay)

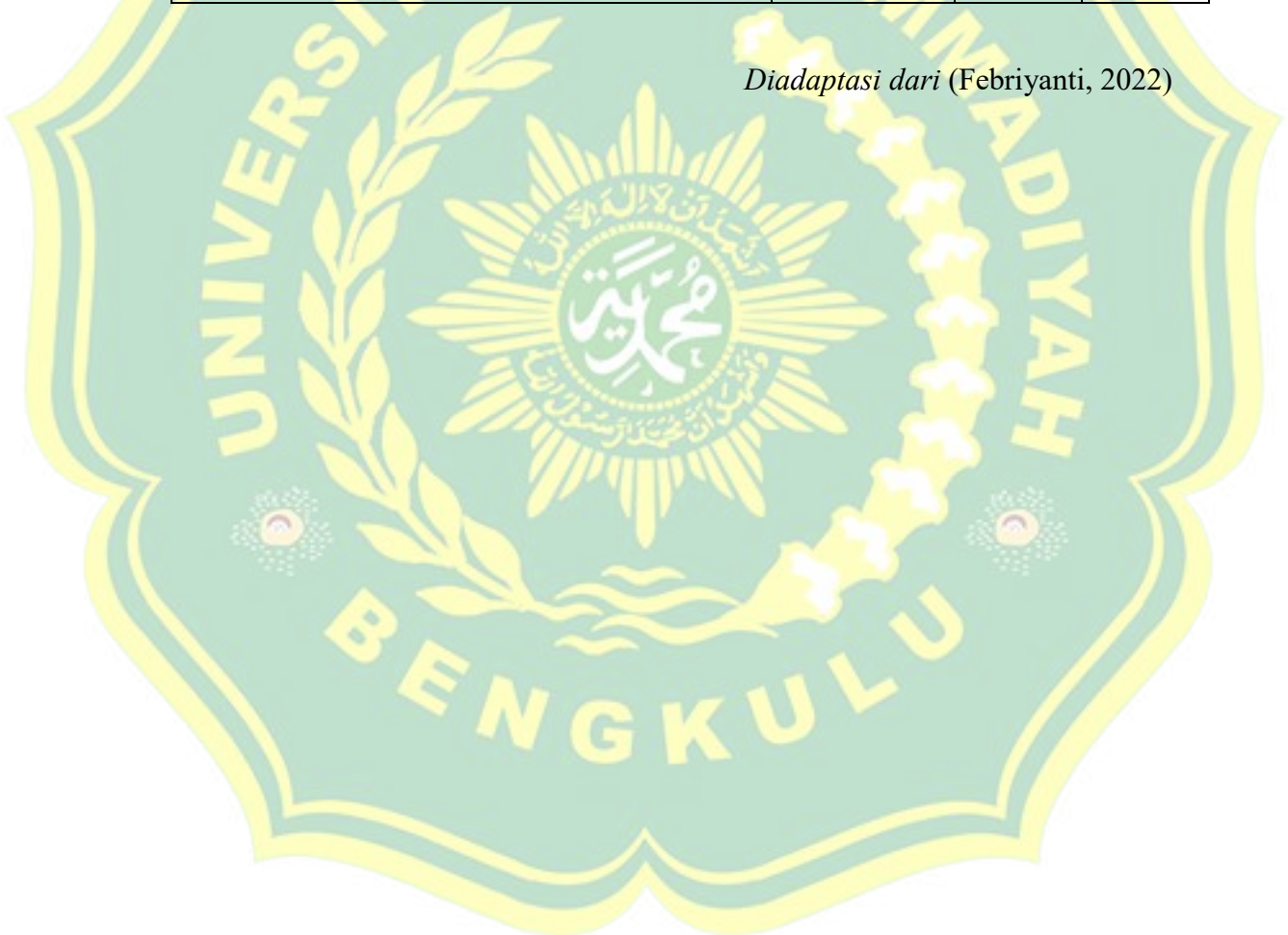
Nomor Item	Pearson Correlation r_{hitung}	Sig. (2-tailed)	r_{tabel}	Keterangan
8	0,299	0,109	0,361	Tidak Valid
9	0,622	<0,001	0,361	Valid
10	0,844	<0,001	0,361	Valid
18	0,326	0,079	0,361	Tidak Valid
19	0,738	<0,001	0,361	Valid
20	0,732	<0,001	0,361	Valid
28	0,431	0,017	0,361	Valid
29	0,763	<0,001	0,361	Valid
30	0,821	<0,001	0,361	Valid

LAMPIRAN 5a

Kisi-Kisi Angket Motivasi Belajar Bahasa

No	Subtipe	Deskripsi	Sifat Pernyataan	Nomor Soal	Jumlah soal
1	Intrinsic motivation	Belajar bahasa karena kesenangan, tantangan atau keingintahuan	Positif (+)	1,3,5,7	8
			Negatif (-)	2,4,6,8	
2	Personal development motivation	Belajar bahasa karena menganggap penting secara pribadi	Positif (+)	9,11,13	6
			Negatif (-)	10,12,14	
3	Amotivation	Tidak ada alasan jelas untuk belajar bahasa.	Positif (+)	15,17	3
			Negatif (-)	16	
4	Obligation/ Avoidance Motivation	Belajar bahasa karena tekanan internal	Positif (+)	20	3
			Negatif (-)	18,19	
Jumlah					20

Diadaptasi dari (Febriyanti, 2022)



LAMPIRAN 5b

Kisi-Kisi Penulisan Angket Self Regulated Learning

No	Fase SRL	Sub Fase	Indikator	Sifat Pernyataan	Nomor Soal	Jumlah
1.	<i>Fore-thought</i>	<i>Task Analysis</i>	Aktivasi pengetahuan awal, analisis tugas, dan goal orientation	Positif	1,3	2
				Negatif	2,4	2
		<i>Goal Setting/Self Evaluation Standard</i>	Penetapan goal/standard pemahaman dan kriteria keberhasilan yang spesifik	Positif	5,7	2
				Negatif	6	1
		<i>Strategic Planning</i>	Perencanaan strategi dan sumber belajar untuk mencapai tujuan jangka pendek-panjang.	Positif	9	1
				Negatif	8,10	2
2.	<i>Perform-ance</i>	<i>Self Control</i>	Attention control dan pengelolaan fokus selama membaca	Positif	11,13	2
				Negatif	12	1
		<i>Metacognitive monitoring</i>	Self monitoring pemahaman secara berkala	Positif	15,17	2
				Negatif	14,16	2
		<i>Strategy implementation</i>	Penggunaan strategi kognitif dan metakognitif (mencatat, merangkum, menandai, inferensi)	Positif	19,21	2
				Negatif	18,20	2
3.		<i>Self judgement</i>	Self evaluation terhadap hasil belajar dibanding	Positif	22	1

No	Fase SRL	Sub Fase	Indikator	Sifat Pernyataan	Nomor Soal	Jumlah
	<i>Self Reflection</i>		target/standar pribadi	Negatif	23	1
			Analisis efektifitas strategi dan identifikasi kesalahpahaman	Positif	24	1
				Negatif	25	1
		<i>Self Reaction</i>	Kepuasan diri dan niat melanjutkan/mengulang aktivitas membaca	Positif	26	1
		<i>Causal Attribution</i>	Perencanaan perbaikan strategi untuk bacaan berikutnya.	Positif	27	1
				Negatif	28	1
Jumlah						28

Dikembangkan dari Cleary at al. (2021)

LAMPIRAN 5c

Kisi-Kisi Penulisan Soal Tes Kosakata Bahasa Inggris

No	Aspek Kosa kata	Sub Aspek	Indikator Operasional	Kata target	Format Soal	Nomor Butir
Section A: Multiple Choice – Vocabulary form, meaning and functions (<i>Choose the suitable responses</i>)						
1	Meaning	Form–meaning	memilih arti kata target yang paling tepat dalam konteks kalimat teks.	find, pity, ceremony	Pilihan Ganda	1,2,3
2	Form	Written form	memili ejaan kata yang benar	ruler, paper, danger, kind		4,5,6,7
3		Word parts (affixes)	mengidentifikasi makna prefiks/sufiks umum dalam kata target	unhappy, helpful, rewrite, kindness		8,9,10
4	Use	Grammatical function	menentukan kelas kata (noun/verb/adj/adv) dalam kalimat.	clearly, carefully, hurry, feel		11,12,13, 14
Section B : Vocabulary In Contextual Use (<i>Match the items with the most appropriate responses</i>)						
5	Meaning	Concept & referents	menghubungkan kata dengan contoh situasi/objek yang tepat.	drawer, captain, jug, visitor,	Menjodohkan	27,28,29, 30
6		Associations (synonym/antonym)	mengidentifikasi sinonim atau antonim sederhana dari kata target.	polite, not heavy, clever, reject		23,24,25, 26
7	Use	Collocations	memilih kolokasi yang tepat dengan kata target	pay attention, do the dishes, make an effort, big mistake		15,16,17, 18
8		Constraints on use (register/konteks)	membedakan penggunaan kata formal vs netral/santai dalam konteks sekolah.	license, stop, ask, deliver, inform		19,20,21, 22
Jumlah						30

Diadaptasi dari Schmitt dan Schmitt (Schmitt & Schmitt, 2020)

LAMPIRAN 5d

Kisi-Kisi Penulisan Tes *RC* berdasarkan *Taxonomy Barrett*

Kisi-Kisi Penulisan Tes *RC*

Level Kognitif	Ranah konten	Indikator Pertanyaan	Operasi Kognitif	Jumlah Soal	Nomor Soal
<i>Literal</i>	sebab akibat	menyebutkan alasan eksplisit	mengambil informasi eksplisit	3	2,9,11
<i>Reorgani- zation</i>	detail pendukung/ <i>reference</i>	menyebutkan tiga masalah yang teridentifikasi dalam teks	mengingat/ menyebutkan	6	3, 5,10,12, 16,17
<i>Inferential</i>	ide pokok/ sebab akibat	mengidentifi- kasi gagasan utama teks secara eksplisit	mengenali/ mengidentifi kasi	5	1,4,8,15 ,18
<i>Evaluation</i>	mengeva- luasi	memberi pendapat baik atau buruk	memberi alasan (esai)	3	6,13,19
<i>Appreci- ation</i>	reaksi	menyatakan sikap persetujuan atau tidak.	menilai kebijakan memberi alasan (esai)	3	7,14,20

Dikembangkan berdasarkan *Taksonomi Barrett* (Krismadayanti & Zainil, 2022; Turakulova et al., 2025)

LAMPIRAN 6a
Instrumen Angket Motivasi Belajar Bahasa

Angket Motivasi Belajar Bahasa Inggris

Nama :

Kelas :

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 20 butir pernyataan mengenai motivasi belajar bahasa Inggris.
2. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
3. Berikan tanda (√) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
4. Setiap pernyataan dijawab berdasarkan kriteria berikut:
 - Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
	Faktor 1 : motivasi instrinsik				
	Saya belajar bahasa Inggris karena :				
1	Saya merasa senang ketika bisa lebih memahami bacaan-bacaan berbahasa Inggris, termasuk teks dan cerita yang digunakan penutur asli bahasa Inggris.				
2	Saya tidak berminat mengenal kehidupan sehari-hari, kebiasaan, dan cara hidup orang-orang yang menggunakan bahasa Inggris.				
3	Saya merasa senang ketika berhasil memahami struktur atau materi bahasa Inggris yang sulit.				

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
4	Saya tidak berminat mempelajari hal-hal baru.				
5	Saya merasa senang saat mendengarkan penutur asli berbicara dalam bahasa Inggris.				
6	Saya kurang puas ketika bisa menyelesaikan latihan bahasa Inggris yang sulit.				
7	Saya merasa senang saat mendengar orang berbicara dalam bahasa Inggris.				
8	Saya kurang senang berbicara menggunakan bahasa Inggris				
Faktor 2 : Motivasi pengembangan diri/karier					
9	Saya belajar bahasa Inggris supaya bisa mendapatkan pekerjaan yang bagus di masa depan.				
10	Prestasi akademik masa depan jarang memotivasi saya belajar Inggris				
11	Saya ingin menjadi orang yang bisa berbicara bahasa Inggris.				
12	Saya kurang senang saat kemampuan bahasa Inggris meningkat.				
13	Saya ingin menjadi orang yang bisa berbicara lebih dari satu bahasa.				
14	Saya kurang berminat belajar bahasa Inggris demi pengembangan diri.				
Faktor 3 : Amotivation					
15	Saya memahami kenapa saya belajar bahasa Inggris				
16	Saya tidak mengerti kenapa saya belajar bahasa Inggris.				
17	Saya merasa belajar bahasa Inggris sangat baik untuk memanfaatkan waktu				
Faktor 4 : Motivasi karena kewajiban					
18	Saya tidak merasa bersalah kalau saya tidak bisa bahasa Inggris.				
19	Saya tidak harus memenuhi tuntutan/harapan dari sekolah, guru, atau orang tua saya untuk bisa berbahsa Inggris				
20	Saya merasa malu dengan nilai bahasa Inggris yang jelek.				

LAMPIRAN 6b
Instrumen Angket SRL

ANGKET SELF REGULATED LEARNING

Nama :

Kelas :

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 28 butir pernyataan mengenai *SRL* bahasa Inggris.
2. Sebelum mengisi angket berikut, mohon pahami bahwa *SRL* adalah kemampuan mengelola dan mengontrol proses belajar secara sadar. Jawablah pertanyaan berdasarkan pengalaman dan kebiasaan Anda dalam belajar
3. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
4. Berikan tanda (√) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
5. Setiap pernyataan dijawab berdasarkan kriteria berikut:
 - Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
Dalam belajar bahasa Inggris :					
1.	Saya mengecek paragraf dan subjudul teks sebelum membaca				
2.	Saya tidak melihat panjang teks dan kosakata untuk menebak tingkat kesulitan teks.				
3.	Saya melihat judul dan pengantar untuk mengetahui tujuan penulis				
4.	Saya tidak bertanya pada diri sendiri tentang tantangan utama dalam teks yang akan dibaca				
5.	Sebelum membaca saya menentukan seberapa paham yang ingin saya capai.				
6.	Saya tidak menentukan target jumlah jawaban benar yang ingin saya capai				

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
7.	Saya menentukan tanda saya sudah memahami teks dengan baik.				
8.	Saya tidak memilih strategi membaca tertentu dalam membaca, misalnya membaca sekilas atau mencari informasi tertentu.				
9.	Saya merencanakan waktu untuk setiap bagian teks				
10.	Saya tidak menyiapkan kamus/aplikasi pendukung sebelum membaca				
11.	Saya tetap fokus meskipun teks yang saya baca sangat panjang				
12.	Saya tidak menyesuaikan kecepatan membaca dengan tingkat kesulitan teks				
13.	Saya fokus dan tidak mudah terganggu saat membaca				
14.	Saya tidak mengecek apakah saya memahami isi setelah membaca setiap paragraf.				
15.	Saya berhenti membaca ketika menyadari bahwa saya belum memahami teks				
16.	Saya tidak menanyakan pada diri sendiri, "Apakah saya benar-benar paham teks ini?"				
17.	Saya mengecek kembali pemahaman saya setelah selesai satu bagian teks				
18.	Saya tidak membuat pertanyaan sendiri tentang isi teks yang saya baca				
19.	Saya menebak arti kosakata berdasarkan konteks dalam teks				
20.	Saya tidak menuliskan ide utama dari setiap paragraf				
21.	Saya menghubungkan informasi baru dengan pengetahuan yang sudah saya punya.				
22.	Saya menilai seberapa akurat pemahaman saya terhadap teks				

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
23.	Saya tidak menyadari kesalahan saya dalam memahami beberapa bagian teks.				
24.	Saya merasa puas dengan pencapaian saya dalam membaca				
25.	Saya tidak termotivasi untuk terus meningkatkan kemampuan membaca setelah menyelesaikan tugas dengan baik				
26.	Saya ingin membaca teks serupa setelah berhasil memahami sebuah teks dengan mudah				
27.	Saya merencanakan perbaikan strategi membaca untuk teks berikutnya				
28.	Saya tidak memutuskan untuk mencoba strategi membaca yang berbeda pada kesempatan berikutnya.				

Dikembangkan dari Cleary at al. (2021)

LAMPIRAN 6c
Instrumen Tes Kosakata

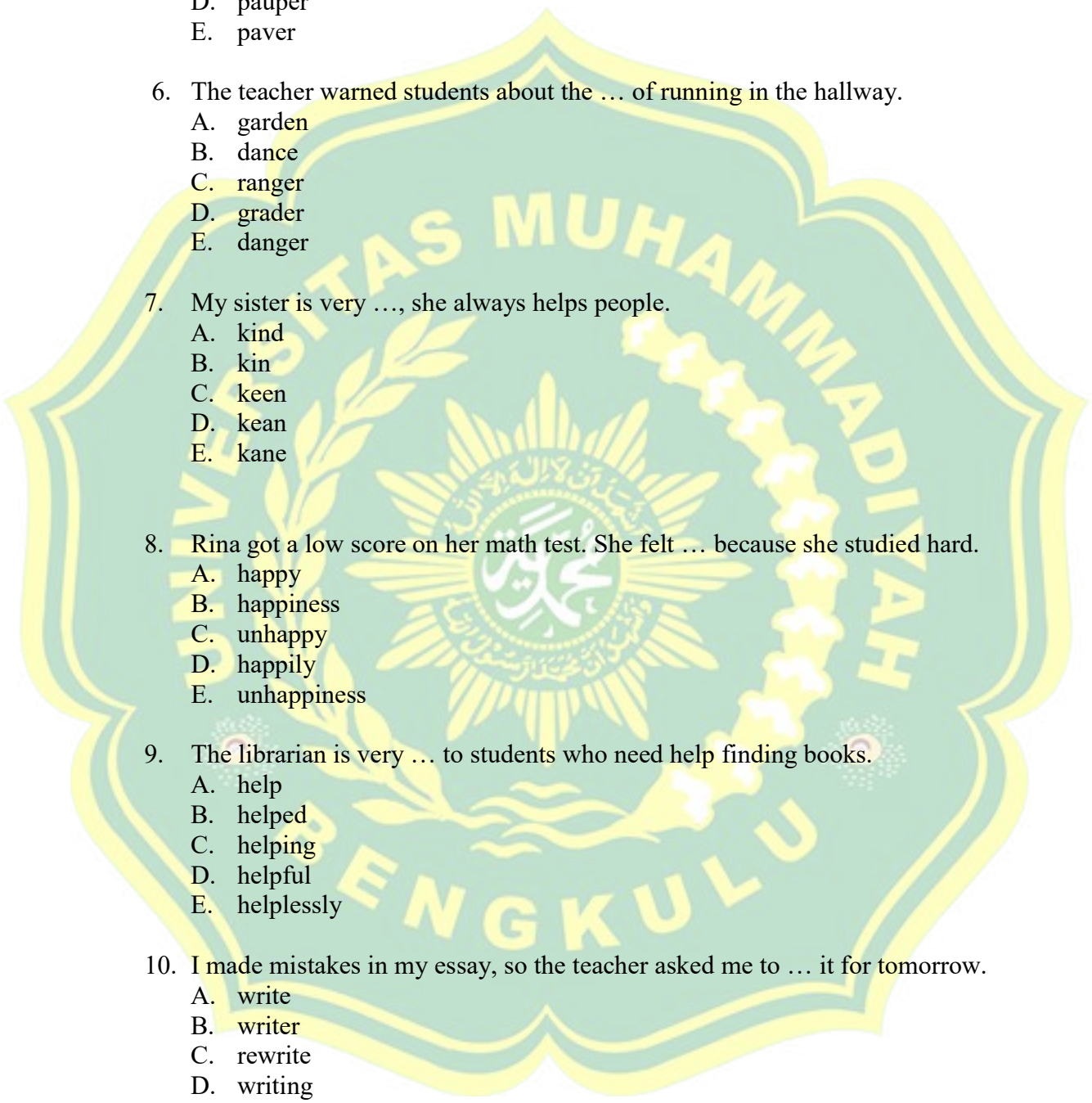
VOCABULARY TEST INSTRUMENT

Name :
 Class/semester :
 Day/Date :
 Time Allocation : 90 minutes

Section A: Multiple Choice – Vocabulary form, meaning and functions

Instruction: *Choose the most appropriate answer (A, B, C, D, or E) that best completes the sentence or identifies the correct word form and meaning.*

1. We are going to the airport now, but I can't see my passport anywhere. I can't ... my passport. Have you seen it?
 A. fill
 B. find
 C. order
 D. offer
 E. lose
2. We are having a big party tonight and many friends are coming. It's a ... that Pete can't come to the party. I wanted to see him.
 A. type
 B. pity
 C. sign
 D. with
 E. pleasure
3. Every Monday morning, all students gather in the school yard to attend the flag
 A. ceremony
 B. century
 C. cemetery
 D. company
 E. memory
4. The math teacher used a ... to draw a perfect circle on the whiteboard.
 A. ruder
 B. roller
 C. rubber
 D. robber
 E. ruler

- 
5. Please write your answers on a clean
- A. paper
 - B. pepper
 - C. piper
 - D. pauper
 - E. paver
6. The teacher warned students about the ... of running in the hallway.
- A. garden
 - B. dance
 - C. ranger
 - D. grader
 - E. danger
7. My sister is very ..., she always helps people.
- A. kind
 - B. kin
 - C. keen
 - D. kean
 - E. kane
8. Rina got a low score on her math test. She felt ... because she studied hard.
- A. happy
 - B. happiness
 - C. unhappy
 - D. happily
 - E. unhappiness
9. The librarian is very ... to students who need help finding books.
- A. help
 - B. helped
 - C. helping
 - D. helpful
 - E. helplessly
10. I made mistakes in my essay, so the teacher asked me to ... it for tomorrow.
- A. write
 - B. writer
 - C. rewrite
 - D. writing
 - E. written

11. The science teacher explained the lesson very ..., so all the students understood the difficult topic easily.
- cleared
 - clear
 - clearness
 - clearing
 - clearly
12. Please drive more.... The road is very wet.
- carefully
 - loudly
 - cheaply
 - strongly
 - quickly
13. If we don't ... we'll be late
- worry
 - visit
 - hurry
 - shout
 - carry
14. After a long swim, I always ... really hungry and thirsty.
- lend
 - draw
 - count
 - close
 - feel

Section B : Vocabulary In Contextual Use

Instruction: Match the items in Column A with the most appropriate responses in Column B.

- a) Match the incomplete sentences in Column A with the most suitable word pairs (collocations) in Column B

	A	B
15.	During reading test, focus on main ideas and supporting details. Pay ...to details in texts.	a) attention
16.	Andi forgot to write his name on the test paper. He made a big ... and got zero	b) do
17.	After school, Andi helps his mother ...the dishes.	c) mistake
18.	If you want to get good grade, you must ... an effort to study every night, not just before the exam.	d) make

- b) Match the sentences in Column A with the correct words in Column B, paying attention to the formal context of the situation

	A	B
19.	We had to ... the meeting because many people were sick	a) cancel
20.	Can I ... a question, Sir?	b) ask
21.	The principal will ... a speech to the students in the graduation	c) deliver
22.	You should ... your teacher to let them know that you are sick	d) inform

- c) Match the words in Column A with their closest synonyms in Column B to show their meanings

	A	B
23.	refuse	a) polite
24.	well-mannered	b) not heavy
25.	light	c) clever
26.	intelligent	d) reject

- d) Match the descriptions or definitions in Column A with the corresponding words in Column B

	A	B
27.	A person who come for a short time	a) drawer
28.	Sliding box	b) captain
29.	The leader of a group or team	c) jug
30.	A container for pouring liquid	d) visitor

Kunci Jawaban Tes dan Pedoman Penskoran Tes Kosakata (Variabel X3)

1. B

2. B

3. A

4. E

5. A

6. E

7. A

8. C

9. D

10. C
11. E

12. A

13. C

14. E

15. A

16. C

17. B

18. D

19. A

20. B
21. C

22. D

23. D

24. A

25. B

26. C

27. D

28. A

29. B

30. C

Pedoman Penskoran Tes Kosakata (Variabel X3)

1. **Ketentuan Skor:**

Jawaban **Benar** = 1 poin.
Jawaban **Salah** = 0 poin.
2. **Komponen Tes:**
3. **Rumus Perhitungan:**
Total Poin Akhir = Skor Pilihan Ganda + Skor Menjodohkan

Total Skor Maksimal = 30
4. **Tabel Kriteria Pengkategorian Skor Kosakata:**

No	Rentang Poin	Kategori
1	25-30	Sangat Baik
2	20-24	Baik
3	17-19	Cukup
4	12-16	Kurang
5	0-11	Sangat Kurang

LAMPIRAN 6e
Instrumen Tes RC

READING COMPREHENSION TEST INSTRUMENT

Name :

Class :

Time allocation : 90 minutes

Instructions

1. Read each text carefully.
2. There are two types of questions: multiple choice and short answer. Choose the correct answer for the multiple-choice questions, and write brief and clear responses in your own words for the short-answer questions.
3. Write your answers on the answer sheet provided.
4. Pay attention to the accuracy of your answers.

Read the text and answer the questions in your own words! Write the answer in the answer sheet!

Text 1

For many young people, smoking may look like a cool thing to do. They may start smoking because their friends smoke and they want to be the same as their friends. When they become used to smoking, they may feel that smoking is the only way to relax and forget their problems.

However, smoking is a bad and dangerous habit. It can cause many kinds of sickness, especially in the lungs and breathing system. It also increases the risk of other sicknesses such as cancer of throat, mouth, nose, and stomach.

Smoking not only hurts the body but also the mind. When a smoker feels worried, he or she may smoke to feel better, but this can make the feeling of worry worse in the future. Some people say that nicotine in cigarettes can help people focus, but this effect is very short and cannot be a good reason to smoke.

From the reasons above, we can say that smoking is a bad habit and people should not do it.

Source : Sarwoko (2017)

A. Multiple Choice: Choose The Right Answers!

1. What is the main idea of the text? (Inferential).
 - A. Smoking helps people relax and focus
 - B. Smoking is bad and dangerous habit that hurts body and mind
 - C. Young people smoke to be different from their friends
 - D. Nicotine in cigarettes is good for health
 - E. Smoking only cause problems in the lungs

2. Why do many young people start smoking? (Literal)
 - A. Because their friends smoke and they want to be the same
 - B. To relax and forget problems
 - C. To focus better on their work
 - D. Because doctors recommend it
 - E. To avoid sickness

3. Which of the following problems is NOT mentioned in the text (Reorganization)
 - A. Sickness in the lungs and breathing system
 - B. Cancer of throat, mouth, nose and stomach
 - C. Feeling worried gets worse
 - D. Problems with eyes
 - E. Short term focus from nicotine

4. What happens when smokers worried (Inferential)
 - A. They stop smoking
 - B. They smoke but feel worse later
 - C. They become happy
 - D. They focus on their problems
 - E. They forget about nicotine

5. “.....This can make the feeling of worry worse” (Paragraph 3) The underlined word refers to
- Feeling worried
 - Smoking when worried
 - Nicotine effect
 - Young people
 - Sickness

B. Short Answers : Answer the questions in your own words!

- Do you think the text gives good reasons to support ideas why people not smoke? Explain your opinion in 2-3 sentences and give at least one reason.
- Which one do you agree the most? “Smoking hurts the body” or “Smoking make worry worse”? Give your ideas why you agree with it in 2-3 sentences.

Text 2

Today, more and more students bring mobile phones to school. Their parents allow them to do this for emergency reasons. In my opinion, bringing mobile phones to school is okay, as long as the phones do not disturb learning activities in the classroom.

Students usually go to school and go home without their parents. In this situation, mobile phones are very important. If students have a problem on the way, they can call their parents quickly.

Parents also need to tell their children if they must come home late from work. Mobile phones are very useful for parents because they can contact their children easily. Parents can also call other family members to take care of their children when they arrive home late.

But there is also a bad side. The ringing sound of mobile phones can stop the learning activity in the classroom. Students can also lose focus when they send messages to their friends during class.

So, my opinion is that students may bring mobile phones to school for emergency situations, but they must turn them off in the classroom.

Source : Sarwoko (2017)

A. Multiple Choice: Choose The Right Answers!

8. What is the writer's main opinion about mobile phones at school? (Inferential)
 - A. Students should never bring mobile phones to school
 - B. Mobile phones are okay if they do not disturb learning
 - C. All students must bring mobile phones every day
 - D. Parents should not allow mobile phones
 - E. Mobile phones only cause problems in class

9. Why do parents allow students to bring mobile phones to school? (Literal)
 - A. To send message during class
 - B. To play games on the way home
 - C. For emergency reasons
 - D. To make ringing sounds
 - E. To disturb learning activities

10. Which of the following problems is NOT mentioned in the text?
 - A. Ringing sound stops learning
 - B. Students lose focus sending messages
 - C. Students cannot call parents if they're home late
 - D. Phones disturb classroom activities
 - E. Mobile phones are expensive

11. Why are mobile phones important when students travel alone? (Literal)
 - A. To send messages during class
 - B. To call parents if there is a problem
 - C. To play games at school
 - D. To make ringing sounds
 - E. To disturb classroom activities

12. "Their parents allow them to do this for emergency reasons" "This" in the sentence refers to ...
 - A. Going to school
 - B. Disturbing learning

- C. Calling family members
- D. Bringing mobile phones
- E. Coming home late

B. Short Answers : Answer the questions in your own words!

13. Do you agree with the writer that students should turn off phones in the classroom? Explain your opinion in 2-3 sentences and give at least one reason!
14. There are two reason in the text. Mobile phone is useful for emergencies and mobile phone disturbs learning. Which one do you agree with the most?

Text 3

Online Etiquette on Social Media

Social media such as Facebook, Twitter, and Instagram play an important role in our daily lives. They make real-time communication possible, even over long distances. While the benefits are clear, there are also problems such as misunderstanding, arguments, bullying, and crime.

Therefore, online etiquette is needed to reduce those problems. Firstly, add only people that you know in real life. While having many online friends might seem like a nice idea, it may have dangerous results. For example, bad people have been known to pretend to be younger to talk with their targets and ask them to meet in person.

Secondly, do not post things that might cause problems in the future.

Thirdly, do not share your whole life on social media. However, you can take pictures and keep them private.

Fourthly, do not post bad or rude things. They might look funny to you, but they might be unpleasant to others. Social media is a good place to start a discussion. However, you should be careful and follow online etiquette to stay safe.

Source : https://roboguru.ruangguru.com/question/according-to-text-above-which-of-the-following-sentences-is-not-true_QU-5MMAT0U4

A. Multiple Choice: Choose The Right Answers!

15. What does the text talk about?
- A. Social media is dangerous and must be avoided
 - B. Online etiquette helps people use social media more safely
 - C. People should stop posting pictures on social media
 - D. Social media is the best way to make new friends
 - E. All social media problems can be solved easily
16. Why is online etiquette needed, according to the text?
- A. To make social media more popular
 - B. To help people get online friends
 - C. To reduce problem of misunderstanding and crime
 - D. To make people post more pictures
 - E. To create new apps for social media
17. Which problem is NOT mentioned in the text?
- A. Misunderstanding
 - B. Arguments
 - C. Bullying
 - D. Crime
 - E. Loneliness
18. What may happen if you add people you do not know in real life?
- A. You will get many likes on your posts
 - B. You will become famous
 - C. You may be in danger from people who pretend to be someone else
 - D. You may forget your old friends
 - E. You will learn new languages quickly

B. Short Answers : Answer the questions in your own words!

19. “Do not post bad or rude things” (Paragraph 5)

Is this good recommendation? Explain in 2-3 sentences and give at least one reason.

20. “Add only people that you know well” or “Do not share your whole life on social media”. Which one of these two advice that you agree with the most? Explain why you agree with it in 2-3 sentences.



LAMPIRAN 6f

Pedoman Penskoran Tes Reading Comprehension (Variabel Y)

A. Pilihan Ganda (Level *Literal, Organization, Inferential* pada Taxonomy Barrett)

1 poin per jawaban benar.

Total Soal : 14

Poin = Jumlah benar X 1 = 14

Kunci Jawaban Pilihan Ganda

- | | | |
|------|-------|-------|
| 1. B | 8. B | 15. B |
| 2. A | 9. C | 16. C |
| 3. D | 10. E | 17. E |
| 4. B | 11. B | 18. C |
| 5. C | 12. D | |

B. Short Answer (Essay)

Level Barrett	Sangat Baik (4)	Baik (3)	Cukup (2)	Kurang (1)
<i>Evaluation</i>	penilaian jelas (baik/buruk, ya/tidak) ditambah alasan kuat dari teks dan logis	penilaian benar ditambah alasan spesifik dari teks	penilaian ada ditambah alasan umum tidak spesifik	penilaian salah atau tanpa alasan
<i>Appreciation</i>	perasaan jelas dan detail ditambah alasan pribadi mendalam	perasaan jelas ditambah alasan pribadi singkat	hanya perasaan dasar tanpa alasan	jawaban tidak jelas atau kosong

Total Essay: 24 poin (6 soal X 4)

C. Tabel Skor Gabungan

Komponen	Skor Maksimal
Pilihan Ganda (14)	14
Essay (5)	24
Total	38

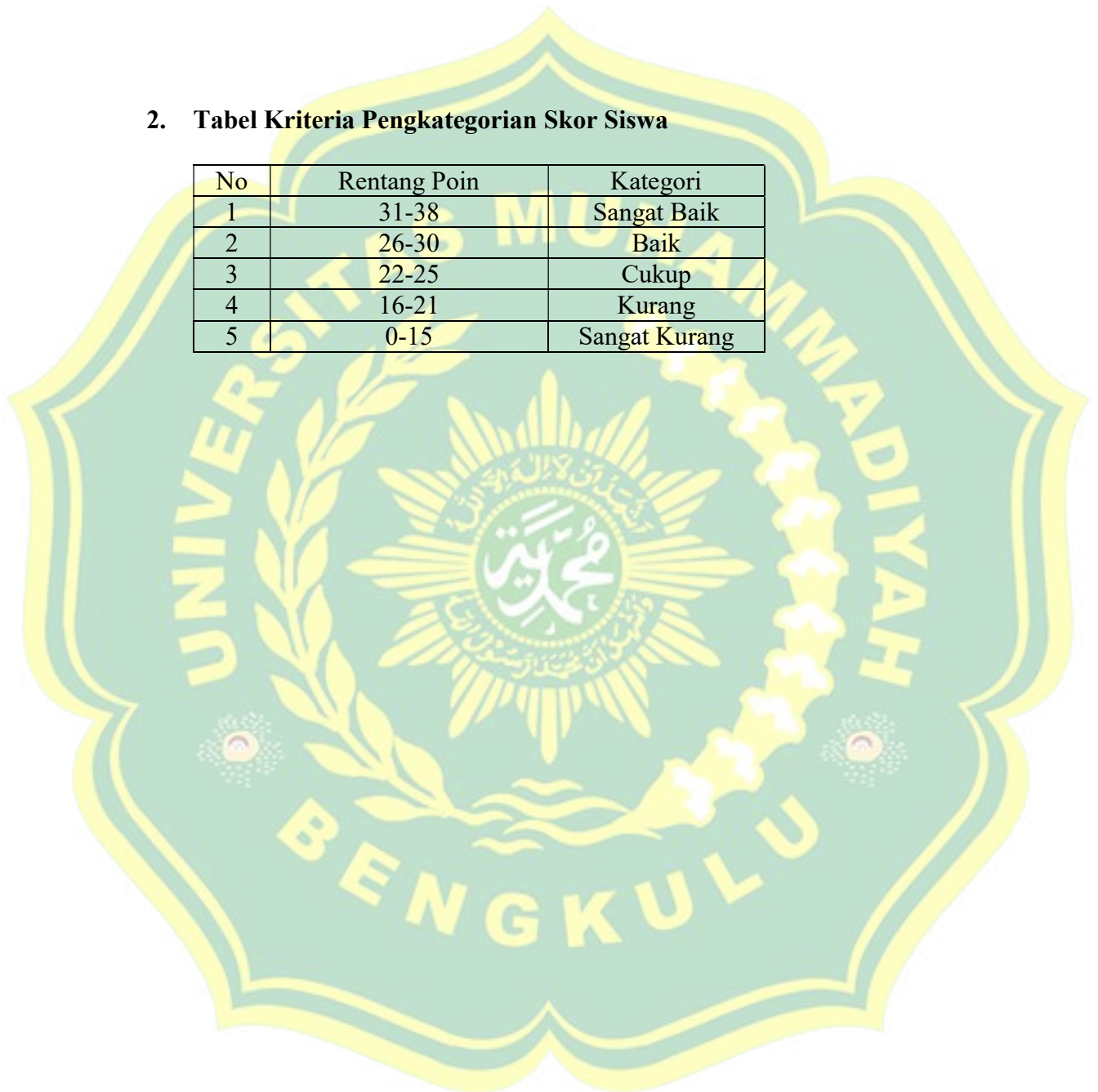
D. Pedoman Penskoran Dan Pengkategorian Skor Gabungan

1. Ketentuan Skor Akhir

Skor akhir siswa diperoleh langsung dari akumulasi poin mentah seluruh jawaban yang benar tanpa melalui proses konversi skala.

2. Tabel Kriteria Pengkategorian Skor Siswa

No	Rentang Poin	Kategori
1	31-38	Sangat Baik
2	26-30	Baik
3	22-25	Cukup
4	16-21	Kurang
5	0-15	Sangat Kurang



Lampiran 7a
Tabulasi Data Motivasi

	X ₁ -1	X ₁ -2	X ₁ -3	X ₁ -4	X ₁ -5	X ₁ -6	X ₁ -7	X ₁ -8	X ₁ -9	X ₁ -10	X ₁ -11	X ₁ -12	X ₁ -13	X ₁ -14	X ₁ -15	X ₁ -16	X ₁ -17	X ₁ -18	X ₁ -19	X ₁ -20	Sum
1	3	1	1	3	4	2	4	2	4	1	4	2	2	3	2	2	3	2	1	2	48
2	4	4	4	2	2	2	2	4	2	4	3	3	1	1	4	3	1	4	1	4	55
3	4	2	2	4	4	4	4	4	4	4	4	4	4	4	1	2	2	4	1	4	66
4	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	2	2	2	4	71
5	2	2	1	3	2	2	2	2	2	2	2	3	1	2	1	1	2	2	1	2	37
6	4	3	2	4	3	3	2	2	3	3	2	1	3	4	2	1	1	3	3	3	52
7	4	2	2	3	4	4	2	2	1	2	4	2	4	2	1	1	2	3	2	3	50
8	3	3	2	4	1	2	2	1	4	3	4	2	3	1	4	1	3	2	1	2	48
9	2	3	3	4	1	4	3	2	1	3	2	4	3	3	2	2	1	2	1	2	48
10	1	1	1	3	1	2	2	2	2	1	4	1	2	2	4	4	3	2	2	4	44
11	3	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	24
12	2	2	2	1	1	2	2	2	1	2	3	3	3	3	1	3	2	2	4	3	44
13	2	2	2	2	1	1	1	1	1	1	1	2	2	1	1	1	1	3	1	1	28
14	2	3	4	3	4	4	4	2	2	3	3	2	4	4	1	4	4	4	4	4	65
15	2	3	1	2	3	2	3	2	1	1	2	1	2	2	3	2	1	2	4	2	41
16	4	4	3	4	4	4	3	4	3	3	3	2	3	4	4	3	4	4	3	3	69
17	4	3	4	4	4	4	4	4	4	2	2	2	3	3	1	3	4	4	2	3	64
18	1	2	1	1	3	1	1	1	1	1	1	1	1	1	2	1	1	2	2	1	26
19	1	3	2	1	1	2	1	1	2	2	1	2	2	2	1	2	1	2	2	2	33
20	3	3	3	3	4	3	4	4	4	3	3	4	4	4	4	2	3	2	4	2	66
21	4	4	4	2	1	4	4	4	4	3	1	2	3	3	3	2	1	2	4	3	58
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	22
23	2	1	1	2	2	1	1	1	1	1	1	2	1	2	1	1	2	2	1	2	28
24	3	3	2	4	3	4	4	4	4	3	4	4	3	4	4	2	4	2	4	4	69
25	2	4	4	4	2	4	3	2	2	2	2	3	4	3	4	4	3	1	4	3	60
26	3	3	3	3	3	1	3	3	1	3	2	2	3	2	2	3	2	4	4	1	51
27	4	3	4	3	3	4	4	4	4	3	3	4	3	3	4	3	2	4	2	2	66
28	2	1	3	3	3	2	1	2	3	3	3	3	1	1	2	1	1	1	1	2	37
29	1	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	2	1	2	3	28
30	1	3	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	25
31	3	1	1	2	1	2	3	4	3	4	3	2	4	4	1	2	4	4	3	2	53
32	3	1	1	1	1	2	3	1	2	3	2	3	3	3	1	2	2	4	4	4	46
33	4	3	4	3	2	4	4	4	1	4	4	4	4	2	3	4	3	2	2	3	64
34	1	3	3	1	1	3	1	1	3	2	1	1	1	1	2	2	4	1	2	2	36
35	4	2	1	1	2	1	2	1	1	2	1	2	1	1	2	2	2	1	1	2	32
36	2	2	2	3	2	1	3	2	1	1	1	2	2	2	1	2	1	2	1	1	34
37	1	1	3	1	1	3	3	3	3	4	3	3	4	4	4	2	3	4	4	1	55
38	2	1	1	1	2	4	4	4	2	1	1	2	3	3	2	3	3	3	3	1	46
39	3	3	4	3	2	1	1	1	1	1	1	2	1	1	1	1	2	1	1	3	34
40	2	2	1	1	2	2	1	1	2	2	1	2	1	2	1	2	2	1	1	3	32
41	1	1	1	1	2	3	3	2	4	3	4	4	3	4	2	4	2	3	4	4	55
42	1	1	2	2	2	1	3	1	2	3	1	2	3	2	3	2	3	3	4	1	42
43	2	1	3	2	2	2	3	1	2	1	2	1	3	2	3	2	2	2	3	2	41
44	4	4	3	4	4	3	3	4	4	4	4	4	4	3	4	4	2	4	1	2	69
45	3	3	3	4	2	2	1	3	3	2	2	1	2	1	2	1	1	2	2	1	41
46	4	4	2	1	2	1	1	1	3	1	3	4	3	3	3	3	1	2	2	3	47
47	1	1	1	1	2	1	1	3	3	3	3	3	2	1	1	1	3	4	4	1	40
48	1	2	3	4	4	2	4	4	3	3	4	4	4	4	3	3	1	4	4	4	65
49	2	4	3	4	4	3	2	1	1	1	1	1	1	1	1	3	3	2	1	4	43
50	4	4	2	4	3	4	3	2	1	1	2	2	1	1	3	3	2	1	1	3	47

Lampiran 7b

Tabulasi Data SRL

	X2-1	X2-2	X2-3	X2-4	X2-5	X2-6	X2-7	X2-8	X2-9	X2-10	X2-11	X2-12	X2-13	X2-14	X2-15	X2-16	X2-17	X2-18	X2-19	X2-20	X2-21	X2-22	X2-23	X2-24	X2-25	X2-26	X2-27	X2-28	Sum	
1	1	1	2	1	1	1	1	2	2	1	1	2	1	1	1	1	2	2	1	1	1	2	1	1	1	1	1	1	35	
2	3	1	4	1	2	1	3	1	1	1	1	2	1	2	1	3	2	1	2	4	2	3	2	2	1	1	1	2	1	50
3	4	1	2	2	1	1	1	2	1	1	2	2	2	2	2	2		2	3	4	2	4	4	1	3	1	2	1	55	
4	1	1	4	1	2	1	2	1	2	2	3	3	1	1	2	2	3	3	1	2	2	2	3	4	3	2	3	4	61	
5	3	2	1	1	2	4	4	3	2	3	1	1	3	3	2	2	3	2	3	1	1	2	2	3	1	3	2	3	64	
6	1	3	1	2	3	2	4	2	2	2	2	2	2	3	2	2	4	2	2	2	4	3	2	2	3	2	4	3	68	
7	2	1	3	1	2	1	2	3	4	1	1	1	2	4	3	4	4	3	4	4	4	1	2	1	2	4	3	4	71	
8	2	1	2	3	3	4	2	2	3	3	4	3	2	2	2	4	2	3	2	4	2	2	2	4	4	3	2	3	75	
9	2	2	1	2	2	2	3	1	2	3	4	4	2	3	4	4	4	3	3	1	3	2	4	4	4	3	4	4	80	
10	2	2	3	3	4	2	3	2	3	3	4	4	4	4	3	2	2	4	2	2	2	3	4	2	4	3	4	4	86	
11	1	1	2	2	2	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1	2	2	4	3	2	1	1	1	41	
12	1	2	1	1	4	2	2	2	2	3	3	2	1	2	3	4	3	1	2	1	1	1	1	2	1	1	1	2	52	
13	2	1	1	2	1	1	2	3	3	4	3	2	3	3	2	2	2	2	2	1	3	2	1	2	2	3	1	1	57	
14	2	3	4	3	2	2	2	2	4	3	1	1	2	3	2	1	1	2	3	1	1	1	2	3	2	3	2	3	61	
15	2	3	3	2	2	2	3	4	2	3	2	3	3	2	2	3	2	2	2	3	2	2	2	2	2	3	1	1	2	65
16	1	3	3	3	2	4	3	4	4	3	3	2	2	3	3	2	1	1	2	3	2	2	3	2	3	3	1	1	69	
17	3	4	4	3	2	3	2	2	3	2	2	3	3	3	4	1	2	3	2	4	3	3	3	2	2	1	2	1	72	
18	2	2	3	2	4	2	3	4	4	2	3	3	2	4	2	2	4	3	4	3	2	1	2	1	3	3	3	3	76	
19	3	4	4	4	3	4	4	4	3	2	2	1	2	2	3	3	2	4	4	4	4	1	4	2	2	4	2	1	3	81
20	4	4	3	2	2	2	3	4	4	3	2	4	4	4	3	4	2	3	3	4	4	2	3	1	2	4	4	4	88	
21	1	2	1	2	3	3	1	2	1	2	2	2	1	2	1	2	1	1	1	1	2	1	2	2	1	2	1	2	45	
22	2	2	2	3	1	2	1	1	1	1	1	3	4	3	3	2	1	2	1	1	1	2	2	1	2	2	3	4	53	
23	4	2	1	1	2	1	1	2	1	2	1	2	2	1	3	4	2	2	2	2	2	4	2	3	2	2	2	2	3	58
24	2	2	1	1	1	2	2	1	1	3	2	1	2	3	1	4	3	2	2	2	2	4	4	3	3	4	2	2	2	62
25	1	1	1	1	1	1	2	1	2	3	4	2	2	2	2	3	2	4	2	4	4	3	4	3	3	3	2	3	66	
26	2	1	1	1	1	2	3	3	2	4	2	2	3	4	4	3	3	3	2	1	2	3	3	1	2	4	3	4	69	
27	3	4	4	3	4	2	3	1	3	2	3	4	4	3	2	2	2	3	4	3	1	1	2	2	2	2	2	2	73	
28	2	1	2	1	2	4	3	2	3	4	3	3	4	4	4	2	2	4	2	2	3	2	2	4	4	4	2	2	77	
29	2	3	3	4	4	4	3	3	4	2	3	3	3	3	2	4	4	4	2	2	3	4	2	3	3	2	2	1	82	
30	2	4	1	1	1	1	1	2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	2	2	4	3	3	3	46	
31	1	1	2	2	2	4	4	1	1	1	1	2	3	3	1	1	1	2	1	2	2	2	2	1	1	1	1	1	47	
32	3	2	1	1	1	1	2	1	3	1	1	2	2	1	3	4	1	2	3	3	1	2	3	2	4	2	1	1	54	
33	1	1	1	1	1	1	2	1	2	3	1	2	4	3	1	1	1	1	2	3	3	2	3	3	3	3	4	5	59	
34	2	2	2	3	4	2	2	2	2	1	1	1	1	1	1	2	2	2	3	2	1	2	4	4	3	4	3	3	63	
35	2	2	1	1	1	1	1	1	2	1	1	2	2	1	1	1	1	2	2	2	1	1	1	2	2	1	3	1	40	
36	1	2	2	1	1	1	2	2	1	1	1	2	2	1	2	1	2	1	3	1	2	1	2	1	3	1	2	2	44	
37	2	2	4	3	3	4	4	1	1	3	1	2	4	2	3	2	1	2	4	2	2	2	3	3	3	3	4	4	74	
38	3	2	2	1	3	1	3	4	1	1	1	2	2	2	2	1	4	3	2	3	1	1	2	1	1	1	1	1	52	
39	2	4	3	4	2	3	3	4	2	2	2	3	2	4	4	3	4	4	4	2	3	2	2	2	4	2	3	4	83	
40	3	4	4	1	3	2	2	4	3	4	3	4	4	3	4	3	4	4	3	3	3	3	4	4	4	4	4	3	94	
41	2	2	1	1	2	3	1	4	1	1	3	1	1	1	1	2	3	2	1	1	3	1	2	1	2	2	2	2	49	
42	2	1	1	1	1	1	2	1	2	2	2	2	2	1	2	1	1	2	2	3	1	2	4	4	3	3	4	2	55	
43	3	2	3	4	1	3	1	3	3	1	3	2	2	1	1	3	1	3	3	2	2	3	2	2	3	1	1	1	60	
44	2	3	4	3	2	3	2	4	4	2	1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	3	2	2	64	
45	1	4	4	1	3	1	1	1	1	2	2	3	1	4	2	2	3	3	1	2	2	1	2	3	4	4	4	3	67	
46	2	1	1	1	2	2	2	3	3	2	2	2	3	2	3	4	3	4	2	2	3	2	2	3	4	3	4	4	71	
47	3	2	3	3	3	2	3	3	3	2	2	3	3	4	2	4	4	2	3	1	3	1	3	2	3	2	3	2	74	
48	1	4	2	3	2	4	2	2	2	3	3	4	3	2	4	2	2	3	4	3	4	3	4	3	4	2	1	3	79	
49	2	1	1	3	4	3	2	2	2	3	3	4	3	4	4	3	4	2	3	3	4	2	3	4	4	4	4	4	85	
50	2	4	4	4	4	4	4	4	4	4	4	4	3	2	4	4	4	3	3	4	3	4	4	3	4	4	3	2	100	

LAMPIRAN 7c Tabulasi Data Kosakata

X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂	X ₁₃	X ₁₄	X ₁₅	X ₁₆	X ₁₇	X ₁₈	X ₁₉	X ₂₀	X ₂₁	X ₂₂	X ₂₃	X ₂₄	X ₂₅	X ₂₆	X ₂₇	X ₂₈	X ₂₉	X ₃₀	X ₃		
1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	23		
1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	0	0	19		
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29		
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28		
0	0	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	21		
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	24		
1	1	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	1	0	1	14	
1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	22	
0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	26	
1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	23		
0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	0	1	1	0	0	1	1	1	1	12	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	24	
0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	21	
1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	23	
1	1	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	21	
1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	20	
1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	0	21	
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	0	1	0	22	
1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	22	
1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	20	
1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	23	
1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	18	
1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	17	
1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	24	
0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	23	
1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	21	
0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	21
0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	0	0	20	
0	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	
0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	19	
1	1	0	0	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	20	
0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	1	19
1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	1	1	1	22	
1	0	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	0	15	
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	23	
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
0	0	0	0	1	0	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	14	
1	0	0	1	0	0	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	0	0	0	15	
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	
1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	
1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	25	
1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	24	
0	0	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	20	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	26	
1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	22	
1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	23	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	

LAMPIRAN 7d

Tabulasi Data Tes Reading

	Y.1	Y.2	Y.3	Y.4	Y.5	Y.8	Y.9	Y.10	Y.11	Y.12	Y.15	Y.16	Y.17	Y.18	Sum	Y.6	Y.7	Y.13	Y.14	Y.19	Y.20	Sum	Yscore
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	4	4	3	2	2	2	17	30
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	2	3	3	1	2	2	13	27
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	4	4	4	4	4	4	24	38
4	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	4	4	4	4	4	3	23	36
5	0	0	1	1	0	1	0	0	1	1	1	1	0	0	7	4	2	3	4	2	4	19	26
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	3	4	3	4	2	2	18	32
7	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3	3	2	4	3	3	18	19
8	0	0	0	1	0	1	0	0	1	0	0	1	0	0	4	4	4	3	3	4	4	22	26
9	1	0	0	0	1	1	0	0	0	0	0	0	1	1	5	2	3	3	4	4	3	19	24
10	1	1	1	0	1	1	1	1	1	2	1	1	1	0	13	2	4	3	3	3	2	17	30
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	3	4	3	3	3	2	18	32
12	1	0	0	0	1	0	1	1	1	0	1	1	1	0	8	3	2	3	1	3	1	13	21
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	2	3	3	2	2	1	13	27
14	0	0	1	1	1	1	1	1	1	1	1	1	1	1	12	2	2	1	2	3	4	14	26
15	1	1	1	1	1	1	1	1	0	1	1	1	0	1	12	2	4	3	3	3	4	19	31
16	1	0	1	1	1	1	1	1	1	1	0	1	1	1	12	2	3	3	2	2	3	15	27
17	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13	2	2	2	3	2	3	14	27
18	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	3	1	3	2	3	2	14	27
19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	13	3	3	2	2	2	4	16	29
20	1	1	1	1	1	1	1	0	1	1	1	1	1	0	12	2	3	3	3	2	2	15	27
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	2	2	3	2	2	3	14	28
22	1	1	1	1	0	1	1	1	1	1	1	1	1	0	12	3	4	3	3	2	4	19	31
23	1	1	1	1	1	1	1	1	1	1	1	1	0	1	13	2	4	3	2	1	2	14	27
24	1	1	1	1	0	1	1	1	1	0	1	1	1	1	12	3	3	4	2	1	1	14	26
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	4	3	3	3	4	3	20	34
26	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13	4	3	3	2	2	3	17	30
27	1	1	1	1	1	1	1	1	1	1	1	1	0	1	13	2	2	3	2	2	1	12	25
28	1	1	1	1	1	1	1	1	1	1	1	1	0	1	13	3	2	2	2	3	3	15	28
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	2	3	3	2	3	3	16	30
30	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	2	3	2	3	2	2	14	27
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	1	1	2	2	1	1	8	22
32	1	1	0	1	1	1	0	0	0	0	1	0	1	1	8	2	2	3	2	2	3	14	22
33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	2	4	2	3	2	4	17	31
34	1	1	1	1	1	1	1	1	1	1	1	0	1	1	13	2	3	3	2	2	4	16	29
35	0	0	0	1	0	1	0	0	0	0	0	0	1	0	3	3	2	2	4	3	3	17	20
36	1	0	0	1	0	0	0	0	0	1	0	0	1	1	5	4	4	4	4	4	4	24	29
37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	3	3	2	3	2	3	16	30
38	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13	3	4	4	3	1	4	19	32
39	1	1	0	1	0	1	0	0	1	1	0	0	0	0	6	3	2	2	4	2	2	15	21
40	1	1	0	0	1	1	0	1	1	1	1	0	1	1	10	2	3	4	3	1	2	15	25
41	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13	3	2	4	3	4	3	19	32
42	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	3	2	3	2	3	4	17	31
43	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	4	3	3	4	2	3	19	33
44	0	1	0	1	0	1	1	1	1	1	1	1	1	1	11	4	3	4	3	4	2	20	31
45	1	1	1	1	1	1	1	1	1	1	1	0	1	1	13	2	2	3	3	3	3	16	29
46	1	1	0	1	1	1	1	1	1	1	1	1	0	1	12	4	4	4	4	4	3	23	35
47	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	3	2	4	3	3	4	19	32
48	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	2	3	4	4	3	3	19	32
49	1	1	1	1	1	1	1	1	1	0	0	1	1	1	12	2	2	3	3	4	4	18	30
50	1	1	1	1	0	1	1	1	1	1	1	1	1	1	13	4	4	4	4	3	4	23	36

LAMPIRAN 8**Uji Hipotesis****Regression**

203

Notes

Output Created		08-JUL-2026 06:55:33
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X1.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02
	Memory Required	2480 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet2]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Motivasi ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.171 ^a	.029	.009	4.131

a. Predictors: (Constant), Motivasi

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.735	1	24.735	1.450	.235 ^b
	Residual	819.045	48	17.063		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), Motivasi

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.238	2.063		12.722	<.001
	Motivasi	.051	.042	.171	1.204	.235

a. Dependent Variable: RC

Regression

Notes

Output Created		08-JUL-2026 06:56:25
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X2.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,05
	Memory Required	2480 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SRL ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.117 ^a	.014	-.007	4.164

a. Predictors: (Constant), SRL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.549	1	11.549	.666	.418 ^b
	Residual	832.231	48	17.338		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), SRL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.853	2.243		11.971	<,001
	SRL	.038	.046	.117	.816	.418

a. Dependent Variable: RC

Regression**Notes**

Output Created		08-JUL-2026 07:12:54
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X3.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Notes

	Memory Required	2480 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kosakata ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 ^a	.679	.673	2.374

a. Predictors: (Constant), Kosakata

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	573.199	1	573.199	101.683	<.001 ^b
	Residual	270.581	48	5.637		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), Kosakata

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.527	1.825		5.767	<.001
	Kosakata	.819	.081	.824	10.084	<.001

a. Dependent Variable: RC

Regression

Notes

Output Created		08-JUL-2026 07:13:14
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X1 ...
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,03
	Memory Required	2928 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SRL, Motivasi ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193 ^a	.037	-.004	4.157

a. Predictors: (Constant), SRL, Motivasi

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.556	2	15.778	.913	.408 ^b
	Residual	812.224	47	17.281		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), SRL, Motivasi

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.071	2.785		9.001	<.001
	Motivasi	.046	.043	.156	1.076	.287
	SRL	.029	.047	.091	.628	.533

a. Dependent Variable: RC

Regression**Notes**

Output Created		08-JUL-2026 07:13:42
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X1 ...

Notes

Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,05
	Memory Required	2928 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kosakata, Motivasi ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.671	2.381

a. Predictors: (Constant), Kosakata, Motivasi

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	577.363	2	288.681	50.928	<,001 ^b
	Residual	266.417	47	5.668		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), Kosakata, Motivasi

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.734	2.051		4.746	<,001
	Motivasi	.021	.024	.071	.857	.396
	Kosakata	.811	.082	.815	9.874	<,001

a. Dependent Variable: RC

Regression

Notes

Output Created		08-JUL-2026 07:13:58
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X2 ...
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00
	Memory Required	2928 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kosakata, SRL ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 ^a	.679	.666	2.399

a. Predictors: (Constant), Kosakata, SRL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	573.265	2	286.633	49.800	<,001 ^b
	Residual	270.515	47	5.756		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), Kosakata, SRL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.418	2.107		4.945	<,001
	SRL	.003	.027	.009	.107	.915
	Kosakata	.818	.083	.823	9.879	<,001

a. Dependent Variable: RC

Regression**Notes**

Output Created		08-JUL-2026 07:14:22
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	50
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X1 X2 X3.

Notes

Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03
	Memory Required	3456 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Kosakata, Motivasi, SRL ^b	.	Enter

a. Dependent Variable: RC

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.664	2.407

a. Predictors: (Constant), Kosakata, Motivasi, SRL

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	577.365	3	192.455	33.230	<,001 ^b
	Residual	266.415	46	5.792		
	Total	843.780	49			

a. Dependent Variable: RC

b. Predictors: (Constant), Kosakata, Motivasi, SRL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.753	2.256		4.323	<,001
	Motivasi	.021	.025	.071	.841	.404
	SRL	-.001	.027	-.002	-.022	.983
	Kosakata	.811	.084	.816	9.708	<,001

a. Dependent Variable: RC



UNIVERSITAS MUHAMMADIYAH BENGKULU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus I, Jl. Bali, Kampung Bali, Teluk Segara, Kota Bengkulu, 38119

fkp.umb.ac.id

fkp@umb.ac.id

(0736) 26161

(0736) 22765

Nomor : 219 /S2/DF.01/IL.3.AU/C/2026

Lampiran : 1 Berkas

Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Sekolah MAN 2 Lebong
Di
Lebong

Assalamualaikum Wr. Wb

Teriring salam semoga Allah SWT senantiasa melimpahkan rahmat dan karunia-Nya kepada kita semua dalam beraktivitas.

Dalam rangka memperoleh data penelitian untuk penyusunan tesis, maka melalui surat ini kami sampaikan permohonan kepada Bapak/Ibu agar dapat memberikan izin penelitian mahasiswa kami sebagai berikut:

Nama : Dharmawati Ambarita

NPM : 2486110048

Prodi : Magister Pedagogi

Fakultas : KIP

Untuk melakukan penelitian dengan judul tesis:

"Pengaruh Motivasi Belajar Bahasa Self Regulated Learning dan Penguasaan Kosakata Terhadap Kemampuan Reading Comprehension Siswa"

Adapun kegiatan penelitian ini akan dilaksanakan sebagai berikut:

Tempat Penelitian : MAN 2 Lebong

Objek Penelitian : Siswa

Lama Penelitian : $\pm$ 1 Bulan

Sebagai bahan pertimbangan Bapak/Ibu bersama ini kami lampirkan proposal tesis mahasiswa yang telah disetujui oleh dosen pembimbing.

Demikianlah surat permohonan ini kami sampaikan. Atas bantuan dan kerjasamanya yang baik kami ucapkan terimakasih.

Bengkulu, 2 Februari 2026

a.n Dekan

Wakil Dekan I



Dr. Tomi Hidayat, M.Pd

NBK-1501089141



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LEBONG
MADRASAH ALIYAH NEGERI 2 LEBONG

Jl. Kampung Jawa No. 10 Muara Aman 39264 Telp (0738) 21634
email : manlebong@gmail.com

SURAT KETERANGAN BERSEDIA MENERIMA

Nomor : B-046/Ma.07.14/PP.00.6/02/2026

Yang bertanda tangan di bawah ini :

Nama : Dr. ZULKARNAIN, M.P.Mat
NIP : 198205252006041001
Jabatan : Kepala Madrasah Aliyah Negeri 2 Lebong

Berdasarkan surat dari Universitas Muhammadiyah Bengkulu, Nomor : 219/S2/DF.01/II.3.AU/C/2026 tentang permohonan izin penelitian, dengan ini kami memberikan izin untuk melakukan penelitian guna melengkapi data penulisan thesis kepada :

Nama : DHARMAWATI AMBARITA
NIM : 2486110048
Program Studi : Magister Pedagogi
Judul Penelitian : Pengaruh Motivasi Belajar Bahasa, Self-Regulated Learning, dan Penguasaan Kosakata terhadap Kemampuan Reading Comprehension Siswa
Waktu : 05 Februari - 27 Februari 2026

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Lebong, 03 Februari 2026

Kepala,



Dr. ZULKARNAIN, M. P. Mat

Instrumen Angket Motivasi Belajar Bahasa Inggris

Nama : Alvianda d. Pratama
 Kelas : X²

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 20 butir pernyataan mengenai motivasi belajar bahasa Inggris.
2. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
3. Berikan tanda (✓) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
4. Setiap pernyataan dijawab berdasarkan kriteria berikut:
 - Sangat setuju
 - Setuju
 - Kurang setuju
 - Tidak setuju

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
	Faktor 1 : motivasi intrinsik				
	Saya belajar bahasa Inggris karena :				
1	Saya merasa senang ketika bisa lebih memahami bacaan-bacaan berbahasa Inggris, termasuk teks dan cerita yang digunakan penutur asli bahasa Inggris.				✓
2	Saya tidak berminat mengenal kehidupan sehari-hari, kebiasaan, dan cara hidup orang-orang yang menggunakan bahasa Inggris.			✓	
3	Saya merasa senang ketika berhasil memahami struktur atau materi bahasa Inggris yang sulit.			✓	
4	Saya tidak berminat mempelajari hal-hal baru.	✓			

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
5	Saya merasa senang saat mendengarkan penutur asli berbicara dalam bahasa Inggris.				✓
6	Saya kurang puas ketika bisa menyelesaikan latihan bahasa Inggris yang sulit.			✓	
7	Saya merasa senang saat mendengar orang berbicara dalam bahasa Inggris.				✓
8	Saya kurang senang berbicara menggunakan bahasa Inggris	✓			
Faktor 2 : Motivasi pengembangan diri/karier					
9	Saya belajar bahasa Inggris supaya bisa mendapatkan pekerjaan yang bagus di masa depan.			✓	
10	Prestasi akademik masa depan jarang memotivasi saya belajar Inggris		✓		
11	Saya ingin menjadi orang yang bisa berbicara bahasa Inggris.				✓
12	Saya kurang senang saat kemampuan bahasa Inggris meningkat.			✓	
13	Saya ingin menjadi orang yang bisa berbicara lebih dari satu bahasa.			✓	
14	Saya kurang berminat belajar bahasa Inggris demi pengembangan diri.		✓		
Faktor 3 : Amotivation					
15	Saya memahami kenapa saya belajar bahasa Inggris				✓
16	Saya tidak mengerti kenapa saya belajar bahasa Inggris.		✓		
17	Saya merasa belajar bahasa Inggris sangat baik untuk memanfaatkan waktu				✓
Faktor 4 : Motivasi karena kewajiban					
18	Saya tidak merasa bersalah kalau saya tidak bisa bahasa Inggris.		✓		
19	Saya tidak harus memenuhi tuntutan/harapan dari sekolah, guru, atau orang tua saya untuk bisa berbahasa Inggris		✓		
20	Saya merasa malu dengan nilai bahasa Inggris yang jelek.			✓	

INSTRUMEN ANGKET SRL

Nama : Arumaini Kusuma

Kelas : X

Petunjuk Pengisian Angket:

1. Angket ini terdiri dari 28 butir pernyataan mengenai *SRL* bahasa Inggris.
2. Sebelum mengisi angket berikut, mohon pahami bahwa *SRL* adalah kemampuan mengelola dan mengontrol proses belajar secara sadar. Jawablah pertanyaan berdasarkan pengalaman dan kebiasaan Anda dalam belajar
3. Pilihlah jawaban yang paling sesuai dengan keadaan dan perasaan Anda sendiri, tanpa dipengaruhi oleh jawaban teman maupun pernyataan lain.
4. Berikan tanda (✓) pada lembar jawaban yang tersedia sesuai dengan pilihan Anda untuk setiap pernyataan.
5. Setiap pernyataan dijawab berdasarkan kriteria berikut:

- Sangat setuju
- Setuju
- Kurang setuju
- Tidak setuju

No	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
Dalam belajar bahasa Inggris :					
1.	Saya mengecek paragraf dan subjudul teks sebelum membaca	✓			
2.	Saya tidak melihat panjang teks dan kosakata untuk menebak tingkat kesulitan teks.	✓			
3.	Saya melihat judul dan pengantar untuk mengetahui tujuan penulis			✓	
4.	Saya tidak bertanya pada diri sendiri tentang tantangan utama dalam teks yang akan dibaca		✓		
5.	Sebelum membaca saya menentukan seberapa paham yang ingin saya capai.				✓
6.	Saya tidak menentukan target jumlah jawaban benar yang ingin saya capai	✓			

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
7.	Saya menentukan tanda saya sudah memahami teks dengan baik.				✓
8.	Saya tidak memilih strategi membaca tertentu dalam membaca, misalnya membaca sekilas atau mencari informasi tertentu.		✓		
9.	Saya merencanakan waktu untuk setiap bagian teks				✓
10.	Saya tidak menyiapkan kamus/aplikasi pendukung sebelum membaca	✓			
11.	Saya tetap fokus meskipun teks yang saya baca sangat panjang			✓	
12.	Saya tidak menyesuaikan kecepatan membaca dengan tingkat kesulitan teks		✓		
13.	Saya fokus dan tidak mudah terganggu saat membaca			✓	
14.	Saya tidak mengecek apakah saya memahami isi setelah membaca setiap paragraf.		✓		
15.	Saya berhenti membaca ketika menyadari bahwa saya belum memahami teks			✓	
16.	Saya tidak menanyakan pada diri sendiri, "Apakah saya benar-benar paham teks ini?"	✓			
17.	Saya mengecek kembali pemahaman saya setelah selesai satu bagian teks				✓
18.	Saya tidak membuat pertanyaan sendiri tentang isi teks yang saya baca		✓		
19.	Saya menebak arti kosakata berdasarkan konteks dalam teks		✓		
20.	Saya tidak menuliskan ide utama dari setiap paragraf				✓
21.	Saya menghubungkan informasi baru dengan pengetahuan yang sudah saya punya.			✓	
22.	Saya menilai seberapa akurat pemahaman saya terhadap teks	✓			

No.	Pernyataan	Kriteria			
		Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
23.	Saya tidak menyadari kesalahan saya dalam memahami beberapa bagian teks.	✓			
24.	Saya merasa puas dengan pencapaian saya dalam membaca	✓			
25.	Saya tidak termotivasi untuk terus meningkatkan kemampuan membaca setelah menyelesaikan tugas dengan baik			✓	
26.	Saya ingin membaca teks serupa setelah berhasil memahami sebuah teks dengan mudah				✓
27.	Saya merencanakan perbaikan strategi membaca untuk teks berikutnya			✓	
28.	Saya tidak memutuskan untuk mencoba strategi membaca yang berbeda pada kesempatan berikutnya.	✓			

Dikembangkan dari Cleary et al. (2021)

READING COMPREHENSION ANSWER SHEET

Name : APRILIA RIZKI P.

Class : X²

Time allocation : 90 minutes

Instructions

1. Read each text carefully.
2. There are two types of questions: multiple choice and short answer.
Choose the correct answer for the multiple-choice questions, and write brief and clear responses in your own words for the short-answer questions.
3. Write your answers on the answer sheet provided.
4. Pay attention to the accuracy of your answers.

Read the text choose the best answer and answer the questions in your own words! Write the answer in the answer sheet!

Text 1

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

6. Yes I think so. It's dangerous for your health/it's really
2 dangerous / people can have cancer.

7. Smoking hurt and make worry worse. when you are
3 Smoking you will relax only when you're smoking. when
you finish the effect will go.

Text 2

8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E

13. Yes I think so. Because the students will lose focus
3 when they hear the phones ring

14. mobile phone disturbs learning. The phone's only
3 disturbs the focus of learning.

15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E

19. Yes it is because it is not polite to make funny other
2 people

20. Add only people that you know well / do not share
2 your whole life on social media.

READING COMPREHENSION ANSWER SHEET

Name : Demirten Sekar Angandhia

Class : X²

Time allocation : 90 minutes

Instructions

1. Read each text carefully.
2. There are two types of questions: multiple choice and short answer.
Choose the correct answer for the multiple-choice questions, and write brief and clear responses in your own words for the short-answer questions.
3. Write your answers on the answer sheet provided.
4. Pay attention to the accuracy of your answers.

Read the text choose the best answer and answer the questions in your own words! Write the answer in the answer sheet!

Text 1

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

6. Yes I think so. It's dangerous for your health / It's really
2 dangerous / People can have cancer.

7. Smoking hurts the body. Your body is also your mind.
If When you are worry it mean you are sick too same
as physic.

Text 2

8.	A	X	C	D	E
9.	A	B	X	D	E
10.	A	B	C	D	X
11.	A	X	C	D	E
12.	A	B	C	X	E

3 13. Yes I think so. Because the students will lose focus when they hear the phones ring

2 14. I think mobile phone disturbs learning / I think mobile phones is useful for emergencies.

15.	A	X	C	D	E
16.	A	B	X	D	E
17.	A	B	C	X	E
18.	A	B	X	D	E

1 19. Yes it is because it is not polite to make funny other people

2 20. add only people that you know well / do not share your whole life on social media.

Lampiran 12 Dokumentasi Kegiatan

Foto Kegiatan



