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Self-Efficacy and Its Correlation with Reading Comprehension of Senior High School Students

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ABSTRACT

Self-efficacy becomes one of psychological factor affecting successfully in doing some activities. By having self-efficacy, people can measure themselves in doing some tasks briefly. Self-efficacy is necessary because it influences people's performance. Self-efficacy in reading comprehension is also called reading self-efficacy. The objective of this study is the researcher wants to know the correlation between self-efficacy and reading comprehension achievement of the eleventh grade Senior high School student. This study uses correlation quantitative research as a research design. The participant of the research was 179 students of eleventh grade of senior high school students in Indonesia. The instruments used were the reading test and self-efficacy questionnaire. For the reading test, the researcher adopted from TOEFL for Junior. Then, for self-efficacy questionnaire, the researcher adapted from MSLQ. The result showed that there was a very low correlation between self-efficacy and reading comprehension with a significance value was .020 and coefficient correlation of .174.

Keywords: Self-Efficacy, Reading Comprehension, Correlation

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Introduction

Self-efficacy of the learner seems beneficial in reading comprehension. It is because a crucial aspect since it becomes important element in supporting learning process. In this case, learner can consider themselves to be competent in doing reading comprehension. Self-efficacy contributes in the successful of reading comprehension. By having self-efficacy, students can determine how much effort and how long they can persist in handling the task. When the learners can measure and judge themselves, they can know their capabilities in facing the obstacles of any challenges. Moreover, if the learners have high self-efficacy, they can complete the task successfully. Meanwhile, for the learners who have low self-efficacy, they will face difficulties because they do not believe in their ability and capabilities (Bandura, 1998).

The correlation between self-efficacy and reading comprehension has been discussed variously. Some researchers, (Abbott, 2017; Chou, 2019; Rachmajanti, 2017) assessed the correlation between self-efficacy and reading comprehension and argued that self-efficacy is strongly related to reading comprehension. Self-efficacy is being main indicator of the students' accomplishment of any tasks or knowledge (Umam et al., 2020). In addition, students should use appropriate reading comprehension strategies to improve their reading comprehension. In this case, self-efficacy plays an important role to a successful of accomplishing the task in acquiring the information from the reading text Moreover, another study resulted that self-efficacy shows effort and has a potentially crucial effective influence on students' reading comprehension achievement (Boakye, 2015). In this case, self-efficacy contributes in to the students' performance on reading comprehension. Therefore, considering the possible effects of self-efficacy is necessary for the creation of effective reading instruction. Moreover, the higher self-efficacy belief also the higher reading comprehension(Al-Jarrah & Ismail, 2018; Faruq, 2019)

Self-efficacy becomes significant element in reading comprehension. It becomes an important factor in predicting students' achievement to reach the goal. In senior high school, the higher self-efficacy of the learner, the higher reading comprehension they have(Fitri E. et al., 2019; Khamisi et al., 2016). In addition, self-efficacy contributes learner in successful reading

comprehension. According to Ansori (2019), self-eficacy is personal judgments on how people organize and execute courses of action to attain designated types of educational performances. Moreover, the contribution of self-efficacy can be one way to judge how much effort the students should spend their time and in accomplishing the task, especially in successful of accomplishing reading comprehension task.

The term of self-efficacy refers to people's judgment of themselves on how they predict their ability and capability. According to(Bandura, 1998), self-efficacy is about people's assessment of their ability to perform an action or performance. It is related with on how someone feeling in being able to do the tasks. Learners can set up their goals, and measure how much effort they will spend or how long they persevere in solving their problem. To sum up, self-efficacy is someone's belief or judgment that can lead them to set up the ability to do certain action to accomplish the task as their predictions.

Reading is the most dominant skill in language learning related to any subject. The ability to read is not only in performing to pronounce the passage, but also the ability in understanding the message from a passage text (Sari, 2017). According to (Babbitt Bray & Barron, 2004), reading is one of the most important skills in learning a language besides listening, speaking, and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language.

Reading self-efficacy is related to someone' belief in their reading ability. Naseri & Zaferanieh (2012) argued that reading self-efficacy refers to individuals' assessments of how well they think they can accomplish a particular reading task. Self-efficacy in reading influences by how well they perform on similar tasks, including feedback and encouragement they receive. Moreover, reading self-efficacy helps learner to understand and manage a reading comprehension as well.

According to (Rachmajanti, 2017), reading self-efficacy is interchangeable meaning with self-confidence. The term of reading self-efficacy and self-confident are almost the same and it is being debatable issue by some experts. Reading self-efficacy influences students' reading comprehension, because it constructs students' reading ability to accomplish the task. When learners have reading self-efficacy, they belief that their actual ability can construct their

motivation better in reading comprehension. Thus, it becomes important factor of having reading self-efficacy to the learners in language learning.

Reading comprehension is one of receptive skills that involves other purposes into written form of input(Kirby et al., 2012). Reading comprehension occurs as the reader to build a mental representation of a text message. Reading comprehension activity has two processes, they are word recognition and comprehension. Comprehending means understanding the written text of the passage (Hamdani, 2020). Reading comprehension becomes complex activity because it includes the perception and thought. After getting the meaning, then the students build the idea from the reading text. Students should identify the meaning and the content. Reading comprehension involves understanding the vocabulary looking for the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment, and evaluating. So, reading comprehension is not only knowing the meaning of each word but also understanding the meaning of a word in a real context that related to text itself (Abdelhalim, 2017).

This paper is addressed on several arguments. First, low self-efficacy could affect learners in reading comprehension. This argument leads to the level of self-efficacy will have a role on how the students maximize their effort in accomplishing their tasks, especially in reading comprehension. Second, self-efficacy has a contribution to the successful of learners reading comprehension. The contribution of self-efficacy can be important factor to assist students' achievement and reach the goal. Having self-efficacy means having a stronger belief with the degree of relationship between a person and behavior. By having self-efficacy, people can measure how much effort they must put on a task or predict how much time they should spend. The objective of this study was to know the degree of correlation between self-efficacy and reading comprehension achievement of Senior High School Students in Kediri. The result of the correlation would show how strong the correlation between self-efficacy and reading comprehension of the students. After knowing the result, it could be guidance to the teacher to determine an appropriate teaching method that will be applied in language class especially reading comprehension class. This paper further discusses some factors affecting learners' reading comprehension. Thus, it would be significant result for some parties in determining

strategy and psychological factors affected successful reading comprehension in language learning.

Methods

This study employed correlation study as the research design. There were two variables on this study, they were reading self-efficacy and reading comprehension achievement. Self-efficacy, in this research, played as psychological factor that could affect successful reading comprehension. The aim of this study was to know the correlation between self-efficacy and reading comprehension. The participants of the research were 179 students of eleventh grade of senior high school students in Indonesia.

There were two instruments to obtain the data, the first one was self-efficacy questionnaire, consisted of 25 items adapted from MSLQ (2013) taken from "Beyond Content: Incorporating Social and Emotional Learning into the Strive Together Framework Vol.3, and the second one was reading test adopted from adopts from TOEFL for Junior test with 30 valid items of questions.

The reading TOEFL test was distributed right after the respondent did self-efficacy questionnaire. Then, the researcher tabulated the data to the Microsoft Excel and analyzed them using SPSS 21.0 program.

Result and Discussion

Before analyzing the correlation between two variables, the researcher did a normality test to know whether the data distribution is normal or not. The result of normality test is presented in the table below.

Table 1. Test of Normality

One-Sample Kolmogorov-Smirnov Test			
		Self-efficacy	Reading
N		179	179
Normal Parameters[a,b]	Mean	71.68	20.56
	Std. Deviation	8.075	1.92208
Most Extreme Differences	Absolute	.074	.085
	Positive	.074	.085
	Negative	-.053	-.066

Kolmogorov-Smirnov Z	.992	1.137
Asymp. Sig. (2-tailed)	.278	.151

The table 1 presented the normality test of the self-efficacy and reading comprehension. One Sample Kolmogorov-Smirnov Test was employed to test the normality. The significance number of the self-efficacy normality test was .278, higher than .05. Next, the significance number of the reading test and normality test was .151, higher than the .05. From the result of normality test, it could be concluded that the spread of the data among the variable is normal.

Then, after the normality test is ensured, the next was testing the hypothesis to answer the research problem. The correlation test is presented in the table below.

Table 2. The correlation between self-efficacy and reading comprehension

Correlations

		reading	Anxiety
self-efficacy	Pearson Correlation	1	.174*
	Sig. (2-tailed)		.020
	N	180	180
reading	Pearson Correlation	.174*	1
	Sig. (2-tailed)	.020	
	N	180	180

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

From the table 2, it could be seen that the result of significant value of the correlation between self-efficacy and reading comprehension was .020, larger than .05. It could be concluded that H0 was rejected. So, there was a significant correlation between self-efficacy and reading comprehension. The coefficient correlation was .174, meant that the strength of the correlation between students' self-efficacy and reading comprehension achievements was very weak. Even though the correlation from self- efficacy and reading comprehension was very weak, it did not mean that there was no significant effect. Furthermore, the researcher assumes that if the students have higher self-efficacy, so do higher the reading comprehension achievement.

The findings of this study support a correlation study conducted by (Boakye, 2015) with the result showed there was a correlation between self-efficacy and reading comprehension. The ANOVA test revealed a strong relationship ($p < .0001$) between the self-efficacy and reading comprehension. In addition, she also stated that there was a significant relationship between

students' self- efficacy and reading comprehension. The present finding also conforms the study conducted by (Trisnayanti et al., 2020) the result of the study indicated that self-efficacy had a significant relationship with reading comprehension and give significant contribution to the reading comprehension. When the two independent variables were investigated simultaneously, the use of reading strategies had a non-significant relationship with reading comprehension while self-efficacy was a significant predictor of reading comprehension. Some researchers investigate the study of the relationship between self-efficacy and reading comprehension. (Boakye, 2015)found that self-efficacy suggests possible influence of self-efficacy is necessary for the creation of effective reading instruction. Next, (Javad Tandiseh& Baqeri, 2019) found that there was a significant influence between students' self-efficacy and their English reading achievement. (Naseri & Zaferanieh, 2012) found that there was significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and between reading self-efficacy beliefs and reading strategies use. The results showed that Iranian senior and junior EFL learners with high reading self-efficacy levels got better scores than those with low reading level and correlation coefficient between reading self-efficacy and reading strategies.

There are some reasons that might indicated the different results. It can come from the different participants of the study which are various from any level of education. Next, it might cause the lack of awareness of the students because they treat English as a Foreign Language. By this case, some parties need to observe more what factors that can predict language achievement significantly. Because the nature of the reading comprehension achievement needs efficient strategy to reach the objective (Petrus & Md Shah, 2020). Moreover, this study showed that students' self-efficacy influences the students' reading comprehension. Students can perceive about performing reading tasks, which is the more they implement of self-efficacy in reading comprehension, the more they comprehend reading comprehension tasks. Based on the results, the researcher suggests the students to use their self-efficacy to increase their comprehension in reading tasks. It cannot be rejected that self-efficacy has an important role in all aspects of language learning. Self-efficacy is strongly related to reading comprehension. Students should use appropriate reading comprehension strategies to improve their reading comprehension.

Reading comprehension strategies are some organized and planned activities used by learners to understand a text (Naseri & Zaferanieh, 2012).

In the application in language learning, especially in reading comprehension class, this study can be reference to the teacher to set a good method in teaching. Because self-efficacy can contribute reading performance and it could make them to have better reading comprehension achievement. If the learners have good reading comprehension, it will affect in their self-efficacy, because one of indicator of having self-efficacy is mastery experiences of the learner. The result suggests that self-efficacy cannot be separated from reading comprehension. Self-efficacy takes role in successful reading comprehension and supports learner in doing task briefly. Teacher should give beneficial strategies and method to an effective teaching and learning. It will make learner to be more confident and belief that they can complete the task given and will do the best.

Conclusion

The study, focused on the correlation between self-efficacy and reading comprehension, revealed that there was a very weak correlation between self-efficacy and reading comprehension of eleventh students of senior high school in Indonesia. Therefore, it could be concluded that the level of the students' self-efficacy can affect learners in reading comprehension. When self-efficacy shows a good level, the result of reading comprehension also follows the trend.

By knowing the factors of successful predictor in language learning, it helps teacher to design the appropriate teaching strategies and the learners can develop it independently.

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