

**THE CORRELATION BETWEEN READING SELF-EFFICACY AND
READING COMPREHENSION ACHIEVEMENT OF ENGLISH
EDUCATION STUDY PROGRAM STUDENTS OF UIN RADEN FATAH
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get the title of Sarjana
Pendidikan (S. Pd)**

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2017**

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ABSTRACT

This research aimed to describe the relationship between reading self-efficacy and their achievement in reading comprehension. The method which was used in this research was correlational research. The population of the research was the fifth semester students of achievement of English education study program students of UIN Raden Fatah Palembang. There are 103 students from four classes as the population in this research. The sample was taken by using purposive sampling which consist of 81 students. Furthermore, there were two variables in this research. The first one was reading self-efficacy (variable X) and the second one was students' achievement in reading comprehension (variable Y). The students' reading self-efficacy score was taken from the questionnaire whereas the student' achievement in reading comprehension was taken from reading TOEFL. Based on the data analysis, it was found that the r -obtained (-0.033) was lower than r -table (0.206). then the level of probability (p) significance (sig.2-tailed) was 0.772. It means that p (0.772) was higher than 0.05. It means that null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. From the research finding, it can be concluded that there was no significant relationship between reading self-efficacy and reading comprehension achievement. It means that students' reading self-efficacy is not a dominant factor that affects reading comprehension achievement.

Keywords: *Reading Self-Efficacy, Reading Comprehension Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) research problems of the study; (3) research objectives of the study; (4) significance of the study.

1.1 Background

Learning a second and foreign language is a long and complex undertaking. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in the language someone learns (Brown, 2007, p. 1). As the matter of fact, English is one of the languages commonly used as a tool of communication across the region. Moreover, in Indonesia, English is really needed to be mastered since Indonesia is one of the members MEA (Masyarakat Ekonomi Asia). Thus, in order to communicate with the other people from other countries, Indonesians should use English as the lingua franca.

Learning English is not easy because there are some skills that we have to learn. According to Megaiab (2014, p. 187), English language teaching is frequently broken into four domains: listening, speaking, reading and writing. All of them must be mastered as none of them is more important to be learned than the others. Each area of English is equally important and the development of one area tends to accelerate learning in another (Rabbit, 2015). Therefore, mastering one skill in English is not enough because each skill is related to each other.

In relation to those four skills, reading has become a big concern in ELT. The mastery of reading is beneficial for many aspects. Chall, Jacobs & Baldwin (1990, p. 7), state that among the other skills, there is considerable evidence to show that reading is highly related to academic learning and hence useful as an index of general academic achievement. Studies have consistently demonstrated the high correlation between reading and academic success (Cox & Guthrie, 2001, p. 29). Studies further inform that the benefits of reading are phenomenal, extending beyond academic to other skills such as language and general knowledge development, critical thinking, listening, imagination, cognition, communication, character development and social development (Dickinson, Golinkoff, and Hirsh-Pasek, 2012, p. 36).

Reading is one of the most basic activities in obtaining information as well as the most basic means in the human brain. If considering the reading as text linguistics, then it is defined as an activity that has a significant structure. Reading is like any other human proficiency-practice matters. Voluntary, engaged reading, in school and out is powerfully linked to high levels of proficiency (Allington, 2012, p. 521). Furthermore, Akbayir (2003, p. 92) defines reading as a meaningful way of understanding the structure itself by adding a specific analysis by the readers, as a result to create a meaning through the transmitted statement. In short, reading is an active activity of getting information from texts.

Reading is useful to understand the meaning of the text and gain knowledge. Yogurtcu (2012, p. 376) mentions that the main goals of learning reading skills and understanding the texts are to recognize the words, understand, enrich the

vocabulary, interpret the reading, evaluate the reading, develop a critical perspective, transfer the reading text into a part of life, develop thinking skills through reading, read texts or events critically, see the social problems with the help of the intellectual structure and gain the ability to see and solve them. Students who read widely and frequently are higher achievers than students who read rarely and narrowly (Guthrie, 2008, p. 6).

In relation to this, comprehension is the goal of reading. Successful comprehension enables readers to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success. The effectiveness of reading comprehension is considered important in the context of someone's skill especially in the context of education (Snowling, Stothard, Clarke, Bowyer-Crane, Harrington, Truelove, Nation, Hulme, 2009, p. 2). Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding information in text, children develop mental models, or representations of meaning of the text ideas during the reading process (Woolley, 2011, p. 15). For this reason, the reading comprehension is a benefit gained from students' reading action and it is put in the forefront of personal development.

In spite of this crucial role of reading, many students still have problems concerning reading. Kweldju (1996, p. 104) found that students were not willing to read their reading text books although they realized their usefulness. She argues

that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the textbooks. Anders (2002, p. 68) states that some factors causing difficulties in reading consist of linguistic and non-linguistic factors. The linguistic factors are: (1) students lack of vocabulary; (2) the material is boring; and (3) students have difficulties in understanding the text. This seems true even if the learners have a considerable amount of linguistic knowledge. Next, non-linguistic factors, same as psychological factors, also affect reading. There are some non-linguistic factors in the process of reading comprehension. Bagheri and Faghih (2012 p. 1641) state that the non-linguistic factors in reading are: (1) students are lazy to read; (2) they do not have mood, (3) they do not realize the benefit of reading; and (4) they prefer watching television and listening to music to read. In addition, low anxiety is potential problem that make people avoid reading skill. Therefore, it can be concluded that students have problems in reading; they are unwilling to read, and it is influenced by some factors such as linguistic and non-linguistic.

Problem in reading unfortunately happens in Indonesia context. UNESCO (2012) indicated that Indonesians' reading habit is lower than other countries in Asian, only 1 from 1000 Indonesia people who has seriously reading habit. Furthermore, Indonesian people just read one book in a year compared to japan people who can read 10-15 books. Besides, the rank of Indonesia in PISA is 69th out of 76 countries participating in Program for International Student Assessment (PISA) 2015 (Harian Jogja, 2016). Besides, Central Connected University (2016) reported in the category of "most literate nations in the world", Indonesia stayed

in the 60th rank from 61 countries. It can be concluded from the facts above that Indonesians' reading skill is still low and needed to be improved.

Reading is influenced by several factors, and one of the factors is self-efficacy. According to Moskal and Blachowicz (2006, p. 22), a reader's sense of oneself and his / her reading ability contributes to motivate to read. A motivated reader will develop a sense of self-efficacy and high expectations for success. Self-efficacy refers to perceived capabilities for learning or performing at designated level (Schunk & Pajares, 2002, p. 16-29). Therefore, it can be concluded that self-efficacy is someone's belief in doing particular task or something for success.

Self-efficacy has important role in language learning because it affects someone's decision, behaviors and attempts when facing challenges. It also affects the degree of anxiety and motivation someone's experience while doing a particular task (Ghonsooly and Elahi, 2010, p. 49). Furthermore, Bandura (1993, p. 118-119) states that the higher someone's self-efficacy is, the more they believe they capable in accomplishing a task and the lower someone's self-efficacy, the less capable they think they will be. And then he adds that a person with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking.

As self-efficacy is one of the most important affective factors which influences the emotional side of students, it also plays a key role in language learning and motivates students effectively. Many researchers reported a significant relationship between language learning and self-efficacy. Perceived

self-efficacy is an important component in the functioning of the human because it affects behavior, direct and indirect, by affecting determinates other such important goals and desires, hopes the results, the trend of affective and perceptual barriers or opportunities in the social environment (Bandura, 1995, 1997). Therefore, EFL learners should believe in their abilities and make greater efforts when encountering failures rather than to attribute all their failures to their lack of abilities.

Theoretically, self-efficacy has been proven to be responsive to improvements in students' methods of learning and predictive of achievement outcomes. This empirical evidence of its role as a potent mediator of students' learning and motivation confirms the historic wisdom of educators that students' self-beliefs about academic capabilities play an essential role in their motivation to achieve (Zimmerman, 2000; and Kargar & Zamanian, 2014, p. 314). In the language learning process, learners with high self-efficacy participate in tasks more rapidly, work harder, and persist longer when encountering failures than those who doubt their own capabilities (Wang, 2011). Students who regard themselves as capable readers have probably had many positive experiences with reading. They expect to be successful with new texts. By contrast, students who perceive themselves as poor readers often anticipate struggling with new material. They have typically endured a history of failure and rarely experience reading as a source of gratification. In fact, reading is more likely to be a cause of frustration and embarrassment for them. When viewed through this lens, it is not hard to see a causal link between reading self-efficacy and students' reading behaviors,

habits, and attitudes. Therefore, based on the theory above, reading self-efficacy can also predict student's reading comprehension.

In English Educational Study Program of UIN Raden Fatah Palembang, the collegians must finish all of the reading courses as one of the requirements to finish the study. Moreover, reading is a compulsory and multilevel subject in the faculty. There are Reading I, Reading II, Reading III, and Reading IV, in which each subject has 2 credits, and the total course for reading is 8 credits. Thus, the collegian cannot take Reading II without finishing Reading I subject first.

Moreover, based on informal interviews with the EFL undergraduate students of UIN Raden Fatah Palembang, it was found that some of them did not like to read or even read a text in English because many of them did not know and did not understand the meaning of the passage or could not understand the meaning of the text itself. Besides, they did know about self-efficacy. In addition, regarding their TOEFL reading scores, some of them got higher scores while others got lower scores (see appendix A). Therefore, it is very important to illuminate the correlation between students' self-efficacy of students and the students' reading comprehension achievement.

Regarding the above problems, studies have been conducted to investigate the relationship between self-efficacy and language performance. The study conducted by Mills, Pajares and Herron (2006) showed that students' reading self-efficacy in French was positively related to reading proficiency, whereas reading anxiety was not related. Ghonsooly and Elahi (2011) who conducted a study of 150 sophomores majoring in English literature at three universities in Iran,

revealed that high self-efficacious participants achieved higher scores in reading comprehension course than low self-efficacious participants. Naseri and Zaferanieh (2012), also found the relationship between reading self-efficacy beliefs, reading strategy use and reading comprehension level of Iranian EFL learners.

Based on the explanation, problems, and theories described previously, the correlation between self-efficacy and reading comprehension achievement were investigated in this study. Therefore, this study entitled “The Correlation between Reading Self-Efficacy and Reading Comprehension Achievement of English Study Program Students of UIN Raden Fatah Palembang”.

1.2. Research Problems

Based on the background, the research problems were formulated as the following questions:

1. Is there any significant correlation between each component of Reading self-efficacy and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang?
2. Does Reading self-efficacy significantly influence reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang?

1.3. Research Objectives

In accordance with the problem above, the objectives of this study were:

1. to find out if there is a significant correlation between each component reading self-efficacy and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang
2. to find out if reading self-efficacy significantly influences reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

1.4. Significance of Study

After doing this research, this research will be useful especially for the students, the students are expected to gain new information from reading and can increase their self-efficacy so that the students could be more confident in doing something especially in reading to achieve higher scores in the reading comprehension.

For the lecturers, after doing the research, the lecturers can know the level of students' self-efficacy and find the appropriate teaching method which is suitable for the students' level of self-efficacy, the writer also hopes that the lecturers could increase their self-efficacy so it can be transmitted to the students by giving them motivational words and support to develop the students' self-efficacy.

Then this study is also expected to enlarge the writer's knowledge about reading self-efficacy and reading comprehension, and to give him worthy experience in conducting educational research.

The last, this study is expected to be a reference for future research, especially related to self-efficacy and reading comprehension achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) correlational study, (2) concept of self-efficacy, (3) concept of reading, (4) concept of reading comprehension achievement, (5) self-efficacy to reading comprehension achievement, (6) previous related studies, (7) hypotheses, and (8) criteria for testing hypotheses.

2.1 Correlational Research

Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the

other tends to go down, and vice versa. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340):

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

2.2 Concept of Self-Efficacy

Self-efficacy, as defined in Bandura's (1977, 1986, 1997) social cognitive theory, is "the belief in one's capabilities to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p. 3). The theoretical framework of self-efficacy is grounded in Bandura's social cognitive theory of personality which views people as self-organizing, proactive, self-reflecting, and self-regulating rather than as passively reacting organisms influenced by environmental factors or driven by hidden inner desires. In addition, it explains that an individual's functioning and activities are the outcome of a dynamic interaction of three important factors. These are: A person's behavior; Personal factors (e.g., thoughts, beliefs, etc.); and

environmental conditions. These three factors together exert mutual influences on one another. Bandura calls this reciprocal interaction as reciprocal determinism and according to him, it is triadic in form.

Bandura also notes that self-efficacy stems from four sources. These are: (a) mastery experience, which is personal experience of mastery of a task; (b) vicarious experience, that is, second hand experiences gained through imitating a model (i.e., observing a peer doing a particular task); (c) verbal persuasion, which is encouragement and support by other people; and (d) physiological state, that is, emotional arousal, consisting of controlling one's level of fatigue, stress, and anxiety. These components help individuals determine if they believe they have the capability to accomplish specific task.

1. Mastery experience

Mastery experiences are the most important and meaningful source of information. We all have mastery experiences. These occur when we attempt to do something and are successful; that is, we have mastered something. The successful completion of a task raises efficacy beliefs while failures lower them. Once efficacy is established and generally positive, occasional failures have minimal effect and are generally reframed as the result of some situational factor (e.g., fatigue or lack of effort). Early family and school influences have great effect on the development of mastery experiences. Parents who construct a home environment in which the child experiences similarities to school (e.g., reading, thinking, language) prime their children to embrace the

challenges presented upon their entry into public education (Hoover-Dempsey, Bassler, & Brisse, 1992). Teachers nurture the development of self-efficacy by providing a variety of scaffolded experiences, designing instruction so that students sense incremental mastery of tasks (Pintrich & Zusho, 2002). Mastery experiences are the most effective way to boost self-efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well (Bandura, 1994).

Personal experience of effectively mastering a task has been identified as the most direct and powerful source of self-efficacy (Bandura, 1977, 1986). Furthermore, Pajares (2003) noted that although prior mastery experiences are typically the most powerful source of self-efficacy, the strength and effect of the sources vary as a function of individuals' background factors, such as gender, ethnicity, and academic ability; and academic domain for which the sources of self-efficacy beliefs are assessed.

2. Vicarious experience

Another factor influencing perception of self-efficacy is vicarious experience, or the observation of the successes and failures of others (models) who are similar to one's self. Vicarious experience may be mediated by modeling task attainment. When someone in a group acting as a model manages to achieve a given task, self-efficacy of people in the group can increase, whereas watching a model fails to accomplish a task

can decrease self-efficacy of others in the group. Modeling is a powerful way of imparting new skills and behaviors (Schunk, 2003). An individual's level of attention to a model depends on a variety of factors, such as the perceived similarity between the observer and the model and the functional value of the behavior. The observed response of others to the behavior, whether it is rewarded or punished, has a significant impact on the likelihood of the behavior being exhibited by the observer.

Reinforced behaviors are more likely to be copied than behaviors that are punished (Schunk, 2003). Concerning models in a classroom setting, students can experience higher self-efficacy increase by having peer models than teacher models in accomplishing a given task (Schunk & Hanson, 1985; Schunk, 1987). Students observing their peers with similar skill levels perform a task successfully are more persuaded that they can do the same task than observing a teacher whose skills are beyond theirs. Besides the skills of the models, similar attributes such as age, gender and ethnicity of the models can influence the impact of the model, such that more relevant models can have greater impact on efficacy. In addition, Schunk and Hanson (1985) suggested that having models, even teacher models, improve students' self-efficacy beliefs than not having one at all.

3. Verbal persuasion

Another source of self-efficacy beliefs comes from verbal persuasion from significant others such as parents, teachers, or peers

(Bandura, 1997). Getting verbal persuasions that they have the capabilities to perform a task makes people put greater effort in performing the task. Verbal persuasion may be conveyed in the form of evaluative feedback and it should be realistic to be effective. When the verbal persuasion given is unrealistic to their current skills, people may fail in performing the task and it may weaken their self-efficacy. When people are persuaded verbally that they can achieve or master a task, they are more likely to do the task. Having others verbally support attainment or mastery of a task goes a long way in supporting a person's belief in himself or herself.

Social or verbal persuasion can impact self-efficacy beliefs if within reasonable bounds. Persuasively overstating another's abilities can have negative consequences if a failure experience results. It is easier to undermine efficacy than to enhance it; especially if one has little experience with the topic/activity (Bandura, 1997). Early in development, parents and teachers lavish praise and positive feedback on children for participation and effort, often over the quality of their work. This trend changes as parent and teacher comments become both more skill focused and more critical and directive. Developmental changes in children's understanding of ability also come into play as capacity limits (e.g., ability) becomes more apparent (Nicholls, 1978; Stipek & MacIver, 1989).

4. Physiological state

The last source of self-efficacy is physiological and affective state such as anxiety, stress or mood (Bandura, 1997). People tend to interpret their physiological state as an indicator of their competence (Bandura, 1997; Usher & Pajares, 2008). People use their internal feelings of anxiety, stress or fear generated when confronted with a task as an indication of their confidence in completing the task. Individuals also utilize this physiological feedback in planning their approach to a task. High level of anxiety and stress can hinder performance and people tend to regard this situation as a sign that they are incompetent in performing the task. In situations requiring physical strength, people may regard fatigue, aches, and pains as signs of physical inefficacy. Bandura (1997) suggested that people can perform well when their physiological stimulation is neither too high nor too low. Increasing students' physiological and physical well-being can improve their self-efficacy.

Locke and Latham (2002) provide a synthesis of goal setting theory and report a close association to self-efficacy beliefs. Highly efficacious people set higher goals for themselves and are more committed to fulfilling their goals. Goals impact on performance in a variety of ways. First, goals provide direction and help focus both cognitive and behavioral activities. Second, goals enhance activity levels with higher level goals activating more effort than lower level goals. Third, goal setting is related to task persistence as hard goals increase effort. Fourth, goals heighten activity levels as individuals implement strategies

or search to discover the appropriate task related strategy. Locke and Latham state that people with high self-efficacy are more likely than those with low self-efficacy to develop effective task strategies. There may be a time lag between assignment of the goal and the effects of the goal on performance, as people search for appropriate strategies (p. 707).

2.3. Concept of Reading

Reading is processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system. Specifically, important are (a) the identification of words and (b) the engagement of language and general cognitive mechanisms that assemble these words into messages (Smelser & Baltes, 2001, p. 12800). Dutcher (1990) argues that reading is the process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context.

Reading is a simple process: readers decode (figure out how to pronounce) each word in a text and automatically comprehend the meaning of the words (Schoenbach, Cyntia, Christine, & Lori 2009, p. 38). According to Richards, John, and Heidi (1990, p. 127) comment that reading perceives a written text in order to understand its context. Reading does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking in order to read well in English.

The National Council of Teacher of English (NCTE) Commission on Reading (2004) states:

“Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime”.

According to Grabe W (2009) defines the objectives of reading into several points, they are as follows:

- 1) Reading to search information
- 2) Reading to skim quickly
- 3) Reading to learn
- 4) Reading to write (or search information needed for writing)
- 5) Reading to analyze the text
- 6) Reading for general information

Based on the definitions above, it can be concluded that reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

2.4. Concept of Reading Comprehension

One of the goals of reading is comprehension. Comprehension is a complex process that requires the reader to understand ideas. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language. A good reader will get comprehension when they read. To get comprehension we

have to know some types of comprehension. Richard, John, and Heidi (1990, p. 238) state that comprehension has some types, they are:

- 1) Literal comprehension, reading in order to understand, remember, or recall the information explicitly contained in passage
- 2) Inferential comprehension, reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring
- 3) Critical/evaluative comprehension, reading in order to compare information in a passage with the reader's own knowledge and value
- 4) Appreciative comprehension, reading in order to gain an emotional or other kind of valued response from passage

People read for different purposes; sometimes to get the main idea, at times to locate specific information, frequently people read texts to learn something, and every now and then they need to synthesize information to take a critical position. Perhaps most often they read for general comprehension in order to understand main ideas and the relevant supporting information (Kaplan, 2002; Grabe & Stoller, 2001; Grabe, 1991). That is the reason why Katims (1997) suggests that reading without comprehension is worthless. Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002, p 11; Mikulecky & Jeffries, 2008, p. 3).

The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, Angaluki, Elizabeth, Micheal, 2003, p. 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005, p. 1). It can be concluded, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message. Reading comprehension strategies indicate how readers conceive of a task, how they make sense of what they do when they do not understand. In short, such strategies are processes used by the students to improve reading comprehension and overcome comprehension failures (Singhal, 2001).

It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts. Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies. Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

2.5. Reading Self-Efficacy

People tend to rely on four sources of information as they develop and modify their efficacy beliefs: mastery experiences, vicarious experiences, social

persuasions, and physiological states (Bandura, 1997). Mastery experiences are the cognitive interpretations students give to their performance on a specific task (Bandura, 1997). For example, a student may succeed in reading a challenging book, thereby increasing her confidence for future reading tasks. Although the label given to this source has a positive connotation, these enactive experiences can be successful or unsuccessful. Mastery experiences have the strongest influence on the development of self-efficacy and are influential in the way students construct their efficacy beliefs (Bandura, 1997; Pajares, 2003). A second source, vicarious experience, allows for the modification of self-efficacy through the modeled experience of others. These models can be real or symbolic (Bandura, 1997).

A student's self-efficacy for reading could also be increased by seeing peers be successful in reading or having significant others, like parents and teachers, model enjoyment for reading. Social persuasions, or the evaluative messages that students receive from others, form the third source of self-efficacy (Bandura, 1997). Students may receive messages from teachers or parents about their reading abilities that can raise or lower their reading confidence. Finally, students' physiological states, such as how anxious they feel when completing a reading task, also have an influence on the development and modification of efficacy beliefs (Bandura, 1997). A student might feel anxious while reading out loud. Depending on how this physiological state is interpreted, these feelings of anxiety might undermine a student's confidence for reading out loud in the future.

Weighing and integrating the information one receives about one's capabilities and engaging in self-reflection are complex cognitive tasks. For this reason, Bandura (1997) cautioned that the efficacy beliefs of children might not always be accurate or stable. Young children may have particular difficulty processing information from multiple sources, deciding what information is most important, and accurately assessing the skills needed for a particular task, resulting in reports of inflated levels of self-efficacy (Bandura, 1997). As children get older, their self-appraisals often become more accurate. This may be reflected in a decrease in self-efficacy as children age. The transition from upper elementary to middle school appears to be a time when declines in efficacy beliefs are first seen (Schunk & Meece, 2006). Bandura recommended that researchers investigate the accuracy of children's efficacy judgments across different age groups in an effort to provide a clearer picture about developmental changes in self-efficacy.

2.6. Self-Efficacy to Reading Comprehension Achievement

Academic achievement is used to extent to which students has achieved their educational goals. Lawrence, Berger, Maria, Eunhee, Jennifer, Vanessa. (2015) states that academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Students' academic achievement in language learning is caused by some factors such as internal and external factors, self-efficacy is one of the internal factors in academic achievement. In the language learning process, learners with high self-efficacy participate in tasks more rapidly, work harder, and persist longer when encountering failures than those who doubt their own capabilities

(Wang, 2011). So, EFL learners should believe in their abilities and make greater efforts when encountering failures rather than to attribute all their failures to their lack of abilities.

Most of students' difficulties are due to students' self-beliefs. Students' low self-beliefs in themselves rather than their lack of ability in many situations are reason of their low motivation, participation, performance and achievement (Pajares, 2003, as cited in Heidari, Izadi & Ahmadian, 2012). Additionally, when students judge themselves as capable of managing learning activities confidently, they are more likely to overcome the difficulties they face and achieve the goals they have set (Liang, 1998, as cited in Wang, 2011). Self-efficacy has been proven to be responsive to improvements in students' methods of learning and predictive of achievement outcomes. This empirical evidence of its role as a potent mediator of students' learning and motivation confirms the historic wisdom of educators that students' self-beliefs about academic capabilities play an essential role in their motivation to achieve (Zimmerman, 2000).

In spite of this crucial role of reading, many students still have problems concerning reading. This seems true even if the learners have a considerable amount of linguistic knowledge. Therefore, it can be suggested that there are some non-linguistic factors in the process of reading comprehension (Bagheri & Faghieh, 2012). Anders (2002) claims that language learning is affected by both domains which are the mental and emotional sides of human behavior. Self-efficacy as one of the most important affective factors influences emotional sides of learners. It plays a key role in language learning and motivates students effectively. Many

researchers asserted a significant relationship between language learning and self-efficacy.

2.7. Previous Related Studies

There are some previous studies which are related to the present study. The first study is entitled “The Impact of Reading Self-Efficacy and The Regulation of Cognition on the Reading Achievement of An Intermediate Elementary Sample” written by Nevill (2008). A convenience sample of eighty-four fourth, fifth and sixth grade students from a rural school district in North Central Pennsylvania participated in this study. The results revealed that Reading self-efficacy is a predictor of both regulation of cognition and reading achievement in an intermediate elementary sample. The finding supports the premise that students more efficacious about their ability to read, tend to regulate their cognition at a level significantly different from those lower in reading self-efficacy. While positively associated with reading achievement, a significant relationship between regulation of cognition and reading self-efficacy does not exist.

The second study entitled “The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores in Different Item Formats” by Solheim (2011). The participants were 217 fifth graders aged 10–11 from 12 classes at five Norwegian primary schools. The result revealed that reading self-efficacy was a significant positive predictor of reading comprehension scores.

In addition, Naseri (2012) has done the research entitled “The Relationship Between Reading Self-Efficacy Beliefs, Reading Strategy Use and Reading

Comprehension Level of Iranian EFL Learners”. The participants were eighty Junior and Senior EFL students. The purpose of this study was to determine the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners. Results revealed that there was significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use.

2.8. Hypotheses

1. H_0 : There is no correlation between Reading self-efficacy and students' reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : There is a correlation between Reading self-efficacy and students' reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2. H_0 : Reading Self-efficacy does not influence reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

H_a : Reading Self-efficacy significantly influences reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

2.9. Criteria for Testing Hypothesis

In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189).

1. If p -value is higher than 0,05 ($p > 0,05$), the level of significance is 5 %, H_0 is accepted and H_a is rejected.
2. If p -value is less than 0,05 ($p < 0,05$), the level of significance is 5 %, H_0 is rejected and H_a is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter explains; (1) research design, (2) research variable, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, (6) validity and reliability, and (7) data analysis.

3.1. Research Design

Correlational research was used in this study. Creswell (2012, p. 338) says that correlational designs provide an opportunity to predict scores and explain the relationship among variables. It was in the notion of explanatory research design in order to find out the correlation between variables and explain and interpret the result that has been found. The procedures in this study were, first; the students' reading self-efficacy was identified by using questionnaire. Then, the students' reading comprehension achievement was obtained by using reading test. Third, SPSS 23 was used in order to find out the correlation between the variables based on the result of questionnaire and reading test. At last, the explanation and interpretation of the results were discussed. The research design is as follows:



X = Reading Self-Efficacy

Y = Students' Reading Comprehension Achievement

Figure 1. Research Design

3.2. Research Variables

A common and useful way to think about variables is to classify them as independent or dependent. Independent variables are those that the researcher chose to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it (Fraenkel, Wallen, & Hyun, 2012, p. 80). The independent variable, in this study, is reading self-efficacy of EFL students of UIN Raden Fatah Palembang. In the other hand, the dependent variable is the students' reading comprehension achievement.

3.3. Operational Definitions

There are some terms in this study should be defined in order to avoid the possibility of misinterpretation. First, in this study, *correlational research* design was used. It was used in order to find out the correlation between the variables, explained and interpreted the result. In this research, there were two variables that were correlated to find out the relationship between them. They were reading self-efficacy and reading comprehension achievement.

Afterward, reading self-efficacy refers to the students' belief about their confidence in their reading task. The reading self-efficacy was measured by (RSPS) for adult by Henk, Marinak, and Melnick (2012, p. 17).

In this study, reading comprehension achievement is students' ability to construct meaning for a text connected to their background knowledge to get clear understanding of the writer's message. The reading comprehension achievement

is indicated by the score of students' reading achievement that was measured by TOEFL reading test from Peterson's Master TOEFL Reading Skills (Arco, 2007, p. 123).

Finally, *English Education Study Program students* refer to the all active undergraduate students whose major is English Education Program at UIN Raden Fatah Palembang.

3.4. Subject of the Study

3.4.1. Population

Population is the larger group to which one hopes to apply the results. (Fraenkel, Wallen & Hyun, 2012, p. 91). The population of this study was all the active students of EFL students of UIN Raden Fatah Palembang in the academic year 2013-2016. It consisted of 16 classes which the number of students from each class was different. The distribution of population of the study can be seen below.

Table 2
Distribution of Population

No	Semester	Number of Students
1	I	140
2	III	132
3	V	103
4	VII	95
Total		470

(Source: PBI UIN Raden Fatah Palembang, 2016)

3.4.2. Sample

Creswell (2012, p. 142) finds that a sample is a subgroup of the target population that the researcher was plan to study for generalizing about the target population. Fraenkel et al. (2012, p. 91) state that sample is the selection of the group who will participate to the study. The purposive sampling method was used in order to take the sample. In purposive sampling, investigators use personal judgement, based on the previous knowledge of population and the specific pupose of the research, to select a sample (Fraenkel, Wallen and Hyun, 2012, p. 100).

In this study, the reading self-efficacy and reading comprehension achievement were correlated. Somehow, in order to know the students' reading comprehension achievement, A groups of students who had already taken all the reading courses (Reading I, Reading II, Reading III, and Reading IV) from the population were taken as the sample. Nonetheless, most of the seventh semester students were doing PPLK II at school. For this reason, only the fifth semester students were chosen as the sample. As the result, there were about 81 students. The distribution of the sample can be seen below.

Table 3
Distribution of Sample

No	Class	Number of Students		Total
		Male	Female	
1	PBI A	5	12	
2	PBI B	5	15	

3	PBI C	3	20	
4	PBI D	1	20	
Total		14	67	81

(Source: PBI UIN Raden Fatah Palembang, 2016)

3.5. Data Collection

There were two kinds of instruments used to collect the data, which were questionnaire and reading test.

3.5.1. Questionnaire

Questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2012, p. 162). In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. Advantages of questionnaires are that they can be mailed or given to large numbers of people at the same time (Fraenkel, Wallen & Hyun, 2012, p. 125).

Students' self-efficacy was measured by student responses on the Reader Self-Perception Scale (RSPS) for adult by Henk, Marinak, and Melnick (2012, p. 17). In completing the scale, students were going to be asked to read each item which total number were 47 items and rate how much they agreed or disagreed with the statement using a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree). The questionnaire was based on the four basic factors students took into account when estimating their capabilities as a reader. These four factors were embedded in Bandura's basic model of self-efficacy. The RSPS includes one general item and 46 specific items

that relate to the four scales (mastery experience, vicarious experience, verbal persuasion, and physiological states). The following is the table of reading self-efficacy questionnaire specification.

Table 4
Reading Self-Efficacy Questionnaire Specification

No.	Factor	Items in the Questionnaire	Number of Item
1	Mastery Experience	2, 3, 7, 9, 18, 19, 21, 24, 31, 33, 35, 38, 39, 41, 45, 47	16
2	Vicarious Experience	5, 10, 12, 13, 15, 20, 27, 37, 43	9
3	Verbal Persuasion	4, 8, 11, 16, 28, 29, 36, 40, 46	9
4	Physiological Factor	1, 6, 14, 17, 22, 23, 26, 30, 32, 34, 42, 44	12
5	General Item	25	1
Total			47

Source: Henk, Marinak, and Melnick (2012, p. 17)

3.5.2. Reading Comprehension Test

In order to measure student reading comprehension achievement, the writer used reading comprehension test form Peterson's Master TOEFL Reading Skills (Arco, 2007, p. 123). The test consisted of 5 passages with 50 questions.

Table 5
Reading Comprehension Test Specification

No.	Objectives	Kind of Questions	Number of Item	Item Number
1	Scan/ skim for relating the main idea to supporting detail or detail in text	Detail	17	3, 4, 5, 7, 11, 15, 16, 23, 31, 32, 34, 35, 36, 41, 46, 47, 49
2	Skim for main ideas	Main Idea	3	1, 19, 21
3	Discuss direct references to text	Reference	6	10, 17, 18, 25, 29, 48
4	Answer correctly the question based on casual effect relationship on the text	Cause effect	13	6, 8, 12, 14, 20, 24, 26, 27, 28, 30, 38, 43, 50
5	Interpret on complex message	Inference	6	9, 22, 24, 39 40, 45
6	Use context to indentify (predict or guess) of meaning of words	Vocabulary	5	2, 33, 37, 42, 44
Total			50	

Peterson's Master TOEFL Reading Skills (Arco, 2007)

3.6. Data Instrument Analysis

Fraenkel, Wallen and Hyun (2012, p. 147) state that validity and reliability are important to consider when it comes to the selection or design of the instruments a researcher intends to use.

3.6.1. Test Validity

“Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test.” (Creswell, 2012, p. 164). Fraenkel, Wallen, and Hyun. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use.

3.6.1.1 Validity of Questionnaire

In this study, content validity was obtained for self-efficacy questionnaire. The questionnaire was readymade from Henk & Melnick (1995). The remaining 61 items tried out to 470 students in fifth semester. A factor analysis was performed on the data to see how well the predicted scales emerged for each category. Overall, the fit of the model was promising, but it indicated the existence of five factors instead of four. The scales for Mastery Experience (ME), Vicarious Experience (VE), Verbal Persuasion (VP), and Physiological States (PS) performed largely as expected, but the Social Feedback items clustered into two scales: one for teacher feedback and one that included feedback from parents and classmates. An inspection of the item characteristics indicated that fully 14 items did not contribute much to the instrument. Dropping these items made the scales cluster better and caused their corresponding reliabilities to remain constant or increase.

3.6.1.2. Validity of Reading Comprehension Test

The TOEFL reading test was an objective and reliable measure English communication skill. The reading section contains passages on a variety of subjects. Following each passage were several questions about the passage. Students answered from 36 to 70 question in this section, and they had 60 to 100 minutes to read the passages and answer the question. TOEFL reading's validity was not be checked because it has been validated.

3.6.2. Test Reliability

3.6.2.1. Reliability of Questionnaire

Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Fraenkel, Wallen, and Hyun (2012, p. 157) state that to decide if the questionnaire is reliable, the coefficient should be at least 0.70, preferably higher. In this study the researcher used Cronbach Alpha technique in SPSS to find out the internal consistency reliability of the questionnaire. It is used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. Further reliability analysis indicated scale reliabilities ranging from 0,87 to 0,95, it means that the reading comprehension is reliable.

3.6.2.2. Reliability of Reading Comprehension Test

The TOEFL reading test is an objective and reliable measure English communication skill. The TOEFL reading's reliability was not be checked because it is reliable.

3.7. Data Analysis

3.7.1. Instrument Analysis

3.7.1.1 Questionnaire Analysis

In this study, the data from the questionnaire were analyzed to determine students' self-efficacy. It was done by calculating the score of the students and compared it with the median of score of the questionnaire. If the score of the students were higher or the same as the median, the students have high self-efficacy, and vice versa. Then, the result was classified in cased analyzing frequency and percentage.

Table 6

Reading Self-Efficacy Questionnaire Interval

	Mastery Experience	Vicarious Experience	Verbal Persuasion	Physiological Factor
High	>74	>39	>35	>50
Above Average	66-73	34-38	31-34	44-49
Average	60-65	28-33	28-30	35-43
Low	48-	28-	27-	34

3.7.1.2 Reading Comprehension Test Analysis

In this study, reading comprehension achievement was analyzed. There were 50 items of the questions, each correct answer was multiplied by 2 to make the highest score 100. The result was classified to reading categories. The following chart is the category of the students' reading comprehension achievement. The interval is shown in table below.

Table 7
Score Interval

No	Score Interval	Category
1	80-100	Very Good
2	70-79	Good
3	60-69	Average
4	56-59	Poor
5	≤ 55	Very Poor

(Source: *Pedoman Akademik, Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang, 2014*)

3.7.2. Prerequisite Analysis

As the matter of fact, it is essential to do pre-requisite test since the study is in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the data distribution between the variables was normal and linear or not, was found out.

3.7.2.1. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. It is conducted due to many parametric statistical methods, including Pearson correlation test and linear regression test, require that the dependent variable is approximately normally distributed (Lofgren, 2013). Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 23. The data is distributed normally if the p-value is greater than 0.05 ($p > 0.05$).

3.7.2.2. Linearity Test

The type of relationship that is present in a set of data is the overall direction in which Y scores change as the X score change. There are two general types of relationships namely, linear and nonlinear relationship. In a linear relationship, as the scores increase, the scores tend to change in only one direction. In contrast, in a no linear, the other name is curvilinear, as the X score changes, the Y score does not tend to only increase or only decrease: at some point, the Y score changes the direction of change (Heiman, 2011, p. 139-141).

The linearity test is conducted in order to recognize whether the correlation between the variables is linear or not. The test is established as the prerequisite test of linear regression test (Puriyatno, 2010, p. 73). Hence, test for linearity by using SPSS 17 was conducted in order to recognize whether the correlation of the variables has linear or not. If the p- value (linearity) is less than 0.05 ($p\text{-value} < 0.05$), the data correlation is linear. After being calculated, the data were all knowing normal and linear.

3.7.3. Correlation Analysis

In finding the correlation between reading self-efficacy and reading comprehension achievement of the study, Pearson Product Moment Coefficient was used.

3.7.4. Regression Analysis

In order to know the contribution of self-efficacy to reading comprehension achievement, regression analysis was applied to the study. In the correlational study, the analysis estimated a statistical process of the correlations

between variables or between one or more predictor variables and the criterion variable. The result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistically calculation above was completed by using SPSS (Statistical Package for Social Science).

CHAPTER IV FINDINGS AND INTERPRETATIONS

This chapter presents; (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are two kinds of research findings in this study: (1) the result of reading self-efficacy and (2) the result of reading comprehension achievement.

4.1.1 Results of Reading Self-Efficacy

The total active students in the fifth students of UIN Raden Fatah Palembang were 103 students. 81 students participated in this study, and the others were absent when this study was conducted. The 47 items of Reader Self-Perception Scale (RSPS) were used to investigate the participants' reading self-efficacy. The questionnaire included one general item and 46 specific items related to the four scales (mastery experience, vicarious experience, verbal persuasion, and physiological states). In answering each question in the questionnaire, the students rated how much they agreed or disagreed with the statement using a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

The maximum score was 345, and the lowest score was 145. The mean of the reading self-efficacy' scores for the participants was 268.27 and the standard deviation was 36.496. The descriptive statistical analysis of RSPS for the participants is shown in Table 8.

Table 8
Descriptive Statistics of Reading Self-Efficacy

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Self-Efficacy	81	145	345	268.27	36.496
Valid N (listwise)	81				

Interval of students' mastery experience in reading self-efficacy. From 81 students, 48 students were in high category (59.25%), 21 students were in above average category (25.92%), 8 students were in average category (9.87%), and 4 students were in low category (4.93%). The distribution of students' mastery experience in reading self-efficacy can be seen in table 9 below;

Table 9
Distribution of Students' Mastery Experience in Reading Self-Efficacy

Category	Frequency	Percentage
High	48	59.25%
Above Average	21	25.92%
Average	8	9.87%
Low	4	4.93%
Total	81	100%

Interval of students' vicarious experience in reading self-efficacy, from 81 students, 78 students were in high category (96.29%), 2 students were in above average category (2.46%), 1 student was in average category (1.23%), and no student in low category (0%). The distribution of students' vicarious experience in reading self-efficacy can be seen in table 10 below;

Table 10
Distribution of Students' Vicarious Experience in Reading Self-Efficacy

Category	Frequency	Percentage
High	78	96.29%
Above Average	2	2.46%
Average	1	1.23%
Low	0	0%
Total	81	100%

Interval of students' verbal persuasion in reading self-efficacy, from 81 students, 80 students were in high category (98.76%), 0 student in above average category (0%), 1 student was in average category (1.23%), and no student in low category (0%). The distribution of students' verbal persuasion in reading self-efficacy can be seen in table 11 below;

Table 11
Distribution of Students' Verbal Persuasion in Reading Self-Efficacy

Category	Frequency	Percentage
High	80	98.76%
Above Average	0	0%
Average	1	1.23%
Low	0	0%
Total	81	100%

Interval of students' physiological factor in reading self-efficacy from 81 students, 78 students were in high category (96.29%), 1 student in above average category (1.23%), 2 students was in average category (2.46%), and no student in

low category (0%). The distribution of students' physiological factor in reading self-efficacy can be seen in table 12 below;

Table 12
Distribution of Students' Physiological Factor in Reading Self-Efficacy

Category	Frequency	Percentage
High	78	96.29%
Above Average	1	1.23%
Average	2	2.46%
Low	0	0%
Total	81	100%

4.1.2 Result of Reading Comprehension Achievement

The result of the students reading comprehension achievement showed that the maximum score is 64, and the lowest score is 12. The mean of the reading achievement for the participants is 40.42 and the standard deviation is 11.348. The descriptive statistics analysis of reading achievement for the participants is shown below.

Table 13
Descriptive Statistics of Students' Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	81	12	64	40.42	11.348
Valid N (listwise)	81				

For each category, 9 students had average reading comprehension (9.8%), 19 students had poor reading comprehension (23.5%), and 54 students had very

poor reading comprehension (66.7%). The distribution is presented in the following table:

Table 14
Distribution of Reading Comprehension Achievement

Interval	Students	Category	Percentage
86 – 100	-	Very Good	-
85 – 71	-	Good	-
70 – 56	9	Average	9,8%
55 – 46	19	Poor	23,5%
0 – 45	54	Very Poor	66,7%

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between reading self-efficacy and their reading comprehension achievement in all participants.
3. The statistical analysis of regression analysis between reading self-efficacy and their reading comprehension achievement in all participants.

4.2.1. Normality Test and Linearity Test

Normality test and linearity test were conducted prior to data analysis through SPSS 17th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if

the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-Smirnov was used to see the normality. The results of normality test were shown in table below indicates that the data from each variable were all normal and appropriate for data analysis with coefficients. 0.320 for reading self-efficacy and. 0.710 for reading comprehension.

Table 15

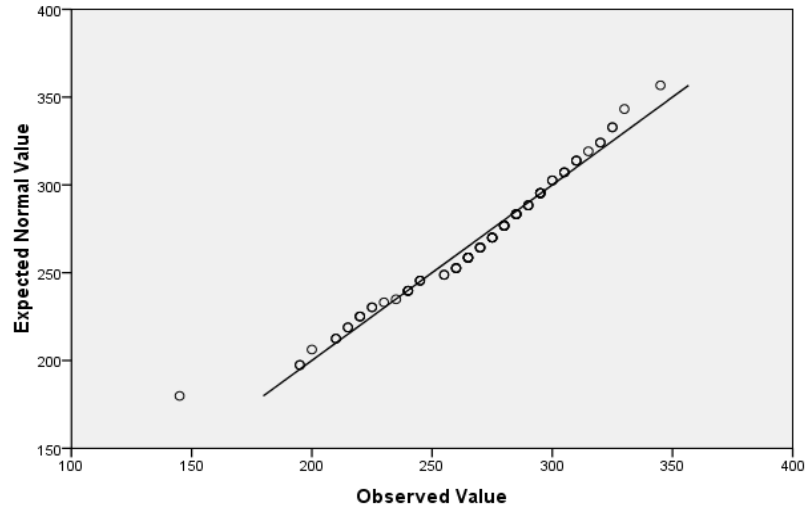
Normality Test Using One-Sample Kolmogorov-Smirnov Test

		Reading Self-Efficacy	Reading Comprehension
N		81	81
Normal Parameters ^{a,b}	Mean	268.27	40.42
	Std. Deviation	36.496	11.348
Most Extreme Differences	Absolute	.106	.078
	Positive	.047	.074
	Negative	-.106	-.078
Kolmogorov-Smirnov Z		.956	.701
Asymp. Sig. (2-tailed)		.320	.710

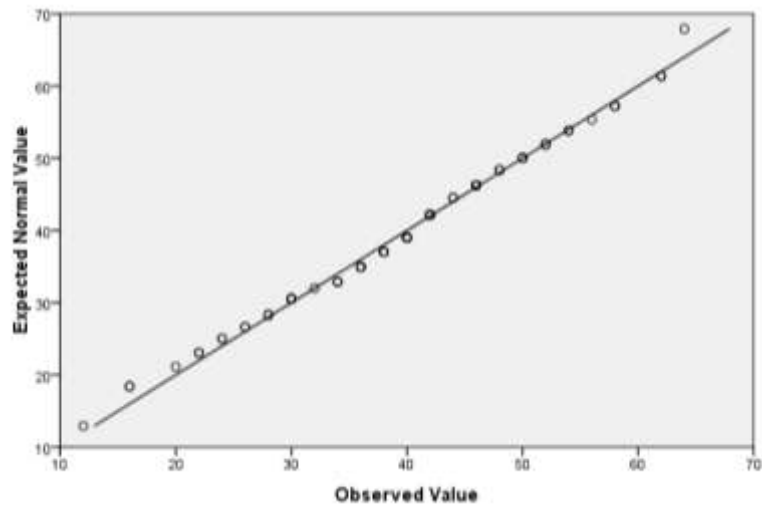
a. Test distribution is Normal.

b. Calculated from data.

The normal Q-Q plot of each variable is illustrated in the following figures



**Figure 2. Distribution of Reading Self-Efficacy Data
Normal Q-Q Plot of Reading Self-Efficacy**



**Figure 3. Distribution of Reading Comprehension Data
Normal Q-Q Plot of Reading Comprehension**

4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than 0.05, the two variables are linear. The results showed that, the deviation from linearity between reading self-efficacy and reading comprehension was 0.613. To sum up all the data were linear for each correlation and regression.

Table 16
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *	Between Groups	(Combined)	3148.300	27	116.604	.864	.653
Reading Self-Efficacy		Linearity	10.971	1	10.971	.081	.777
		Deviation from Linearity	3137.329	26	120.666	.894	.613
	Within Groups		7153.429	53	134.970		
	Total		10301.728	80			

4.3 Correlation between Reading Self-Efficacy and Their Reading Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and reading comprehension achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that no correlation between reading self-efficacy and reading comprehension achievement. The correlation coefficient or the r -obtained (-0.033) was lower than r -table (0.206). then the level of probability (p) significance (sig.2-tailed) was .772. It means that p (0.772) was higher than 0.05. If p -value is higher

than 0,05 ($p > 0,05$), the level of significance is 5 %, H_0 is accepted and H_a is rejected. Thus, there was no significant correlation between the reading self-efficacy and their reading comprehension achievement.

Table 17
Correlation between Reading Self-Efficacy and Reading Comprehension Achievement

		Correlations	
		Reading Self-Efficacy	Reading Comprehension
Reading Self-Efficacy	Pearson Correlation	1	-.033
	Sig. (2-tailed)		.772
	N	81	81
Reading Comprehension	Pearson Correlation	-.033	1
	Sig. (2-tailed)	.772	
	N	81	81

4.4. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was no significant correlation between reading self-efficacy and reading comprehension achievement. Which also means that there was no significant influence of reading self-efficacy on reading comprehension achievement.

Based on the result of pearson product moment correlations, it was found that there was no correlation between reading self-efficacy and reading comprehension achievement of the fifth semester students of UIN Raden Fatah Palembang ($r = 0.033$). This means that reading self-efficacy had no relation to their reading comprehension achievement. The explanation to support this finding

is that from the beginning of the first semester the participants had been involved in English reading practices and assignments or explores to interactions from printed textbooks, online media, and social networks. Mikulecky and Jeffries (2008, p. 3) state that reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies. Lenz (2005, p. 1) states that this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message. Reading is influenced by several factors, and one of the factors is self-efficacy.

Based on the result of reading self-efficacy questionnaire, most of the students' reading self-efficacy were in high category, but they had low reading comprehension achievement. It was also strengthened from the data of informal interviews with the EFL undergraduate students of UIN Raden Fatah Palembang, it was found that some of them did not like to read or even read a text in English because many of them did not know and did not understand the meaning of the passage or could not understand the meaning of the text itself. Besides, they did not know about reading self-efficacy, so they were not aware of the benefit of reading self-efficacy. The students felt confident with their ability in reading but the result of reading comprehension achievement was on the contrary. Schunk and Pajares (2009, p. 35) argue that a motivated reader will develop a sense of self-efficacy and high expectations for success. It can be concluded that the students'

belief about their reading did not mirror their reading comprehension achievement.

The result of this present study is in agreement with the study of Oden, Ebuta, and Nta (2012), they investigated the student's self-efficacy beliefs and their reading comprehension performance. It was found that there was no significant relationship between students' academic self-efficacy beliefs and reading comprehension performance. A possible explanation of this finding could be derived from students' characteristics. Students were often not interested in school work. As a result, they were, on the average, not determined to persevere in hard work in order to achieve; otherwise they would devise all strategies to read elaborately, think critically, and adopt various strategies to break through difficult tasks. This was not the case with the students used in this study. Another possible explanation of the variation in findings could be attributed to the different locations where the researches were conducted. Earlier researches were foreign-based, while the present one was based in Nigeria, which has a different cultural background. It implies that factors other than the variable in focus may have contributed to the variance in findings.

Cubukcu (2008) also indicated that the anxiety level of foreign language learners and their self-efficacy levels was uncorrelated. The results showed that both aspects are uncorrelated and gender plays no important role in terms of the anxiety level and self-perception ratings of these junior teacher trainees. It demonstrated that the third-year teacher trainees feel anxious in the language classes but this has nothing to do with their self-efficacy levels.

On the contrary, Nevill (2008) found that reading self-efficacy was a predictor of both regulation of cognition and reading achievement in an intermediate elementary sample. The finding supports the premise that students more efficacious about their ability to read, tend to regulate their cognition at a level significantly different from those lower in reading self-efficacy. While positively associated with reading achievement, a significant relationship between regulation of cognition and reading self-efficacy does not exist.

In addition, Solheim (2011) reported that reading self-efficacy was a significant positive predictor of reading comprehension scores. Also, Naseri (2012) found that there was significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use.

In short, the total contribution of reading self-efficacy and reading comprehension achievement showed no correlation and influence. It was possible to happen because reading comprehension achievement influenced by many factors. Andres (2002, p. 68) states that some factors causing difficulties in reading consist of linguistic and non-linguistic factors. The linguistic factors are students lack of vocabulary, the material is boring, and students have difficulties in understanding the text. While non-linguistic factor such as students are lazy to read, they do not have mood, they do not realize the benefit of reading, and they prefer watching television and listening to music to read. Jackson (2002) argues that self-efficacy beliefs and expected outcomes may not always be consistent.

Finally, this study failed in investigating the correlation and influence between reading self-efficacy and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) suggestion based on the findings of the research

5.1. Conclusions

- 1) There was no relationship between reading self-efficacy and reading comprehension achievement. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.
- 2) Based on the finding, it can be concluded that the reading self-efficacy does not give dominant effect through reading comprehension achievement. In this case, other factors perhaps give more dominant effects to it. It also means that the students with high reading self-efficacy does not always have good achievement in reading comprehension and the students with low reading self-efficacy does not always have bad achievement in reading.

5.2. Suggestions

Based on the conclusion above, some suggestion are addressed to:

1. Students

In spite of the non-significant relationship between reading self-efficacy and reading comprehension achievement, it is advisable for the students to participate actively in reading activities in order to facilitate reading comprehension and further promote students' reading comprehension achievement. The more frequently the students use strategies in their English reading, the more confidence and personal control they have over their reading skills, it means that the students can improve

their reading self-efficacy. In addition, considering the characteristics of reading self-efficacy, there are some of them can be advantageous for the students. The researcher believes that there is a need to develop reading self-efficacy of students since other studies have found it relevant to reading task. If the students can reinforce those characteristics (mastery experience, vicarious experience, verbal persuasion, and physiological factor) it can be helpful for them.

2. Lecturers

Eventhough the result of this study showed no correlation between reading self-efficacy and reading comprehension achievement. The lecturers hopefully can encourage the students to reinforce them to have confidence in reading task especially in reading comprehension. Furthermore, regarding that English is a foreign-language, the lecturers have to motivate the students to practice reading a lot by giving them motivational words and support to develop the students' confidence in reading task. The lecturers need to improve their knowledge of subject matter, so they can then transfer the relevant skills to the learners. This would boost the confidence of learners and enhance their performance capacity. To help students become strategic readers, lecturers should also raise students' strategic awareness, allowing them to become more aware of strategy use while reading.

3. Other Researchers

The result of the study might have different output, therefore it is advisable for other researchers who are interested in conducting the same research by using reading self-efficacy to read more book, articles, and journal about self-efficacy especially reading self-efficacy deeply. They should do the research

which is the closest with this research and is extended to other variables in order to reveal some particular aspects that support, enhance, and develop the quality of the research of reading skill.

5.4. Limitations of the Study

The current research is limited by the population sample available. Due to the lack that one of the limitation of this study was the small number of sample, it is recommended that future research be conducted by considering more samples than the researcher' present study in order for the study can be more representative. Next, in order to dig more information about the sample reading self-efficacy, it is recommended that future research also conducts formal interview.

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