

ABSTRACT

The objectives of this study were to find out the significant correlation and the influence of reading self-efficacy and reading comprehension achievement. The type of this research used quantitative research with a correlation design. The population of this study was the fifth semester students of the English Education Study Program students of UIN Raden Fatah Palembang in the academic year 2022/2023, which consist of 124 students. The total sampling technique was used to choose by the researcher to collect data. The data were collected through the Reading Self-Efficacy Questionnaire (RSEQ) and reading comprehension achievement was taken from reading comprehension test. The result showed that there was no significant correlation between reading self-efficacy and students' reading comprehension achievement with the correlation coefficient or r-obtained (.096) was lower than r-table (.148). the significant level (sig. 2-tailed) was .287. it denotes that p (.287) was higher than .05. It means that null hypothesis (H_0) is accepted. From the research finding, it can be concluded that there was no significant correlation between reading self-efficacy and reading comprehension achievement. It means that students reading self-efficacy is not a significant factor that affects reading comprehension achievement.

Keyword: *Correlation, Reading Comprehension, Achievement Reading Self-Efficacy*