

THE CORRELATION BETWEEN SELF AFFICACY AND STUDENTS' READING COMPREHENSION OF SECOND GRADE STUDENTS AT SMA NEGERI 2 WAWOTOB

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Abstract

This research aimed to know the correlation between students' self-efficacy and their reading comprehension at SMA N 2 Wawotobi. This research used correlative research design. The researcher conducted this research in SMAN 2 Wawotobi. The population of this research that consisted of four classes with the number of populations was 129 students. Since the number of populations was large, the researched used simple random sampling technique. The number of sample of this research was 32 science students. A questionnaire was used to measure students' reading self-efficacy and a reading test was conducted to know students' reading comprehension. The collected data then the researcher analyzed by using the correlational analysis computerized with SPSS 24. Based on the analysis results used Pearson product-moment correlation, it was found that there was statistically significant positive correlation between self-efficacy and reading comprehension in p-output was 0.002 which was smaller than 0.05 ($0.002 < 0.05$). Besides, the correlational coefficient of the test was .537. Thus, the level of correlation was moderate.

Keywords: correlation between, self-efficacy, reading comprehension

BACKGROUND

Reading is an essential skill that exposes students to new vocabularies and new cultures. Those can be learnt through some supporting sources that can give the information and knowledge to the students such as dictionaries, textbooks, newspapers, magazines, journals, articles and others. Reading is not merely the process of decoding words but also how to gain the knowledge from the printed sources mentioned above. Mikulecky and Jeffries (2007:34) stated that reading is more than just recognizing and understanding words but how to make sense of what you read and to connect the ideas in the text that you have already known. Besides, reading activity or skill can support the other skills, such as writing and speaking.

The main purpose of reading is comprehension or understanding. 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, et al, 2009:129). So, it could be concluded that reading comprehension is a process which information from the text and the knowledge possessed by the reader act together to construct meaning.

In spite of this crucial role of reading, many students still have problems and difficulties in comprehending their English reading texts. They do not know how to figure out particularly the components of the reading, such as main idea, topic sentences, scoring

details and also the conclusion. Those problems usually happen when as the difficulties in comprehending the reading texts are still far from what actually curriculum expected.

After doing pre-observation in SMA Negeri 2 Wawotobi, the researcher found that, some students could understand the content of reading given although they needed a long time to do it, and other got difficulty to understand it, they needed much more their teacher's helping directly to make them understand it well. Also, some of them were really enthusiastic to join the English class, they enjoyed and were brave to speak and answer the questions are related to the reading text given, some other were unmotivated and bored in the class, they looked afraid and nervous if their teacher pointed and asked them to tell about the text.

There must be some factors which caused the students' weaknesses as mentioned above. The Factors believed that the students' weaknesses may come from internal and external. One of the internal factors that influenced them would be self-efficacy. In term of reading comprehension, self-efficacy is considered as important variable, because the students who understand the reading texts and interpret the meaning successfully, it means that they are developing their reading comprehension and self-confidence, in others words, they are developing their reading comprehension self-efficacy (Epcacan & Demirel. in Yogurtcu, 2013 :76). So, it could be concluded that self-efficacy is one of important factor that should be examined for students' reading comprehension.

Actually, the concept of self-efficacy in this research refers to self-efficacy conception of Bandura, in which it is based on social cognitive learning theory framework basically refers to the ability of dealing with one's problem. In addition, he also believes that there is difference between students with high self-efficacy level and low self-efficacy level. The students with high self-efficacy belief level feel confident about solving a problem because they have developed an approach to problem solving that has worked in the past. To sum up, self-efficacy is the students' belief on their capabilities in reading comprehension.

Therefore, self-efficacy is important in language learning, in this case self-efficacy serves as effective factor as far as social cognitive learning theory is concerned. Firmly, students with high self-efficacy level are more likely to succeed in language learning. Meanwhile, low self-efficacy levels are more likely to fail in English learning.

From explanation above, it could be concluded that self-efficacy is considered to be important for students in English learning especially in reading comprehension activity. So, Concerning this issue, the researcher attempts to the correlation between self-efficacy and students' reading comprehension of second grade students at SMA Negeri 2 Wawotobi.

RESEARCH QUESTION

Based on the background of the research above, this research attempted to answer the following questions

“Is there any significant correlation between students' self-efficacy and their reading comprehension?”

REVIEW OF LITERATURE

Social Cognitive Theory

Self-efficacy is an important component of social cognitive theory that is introduced by Bandura. Social cognitive theory suggests reciprocal interactions among these influences: environment, behavior, and personal factors including psychological, cognitive, and affective aspects (Bandura, 1986). In this theory, human beings have the ability to affect and shape their environment rather than passively react to it. He also adds that behavior variables refer to what actually people do, environmental variables refer to the setting in which the behavior occurs, and personal/cognitive variables refer to how the person thinks about, perceives, or expect events to occur. By interacting these three variables (personal factor, environmental and behavioral), individuals' beliefs in their capabilities to perform a task (e.g. self-efficacy) determine the efforts and engagement they use for the task (Bandura, 1999)

Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave (Zare & Maborakeh, 2011: 43). "These self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment" (Parajes, 2009: 210). According to Zare & Maborakeh (2011:87) if people do not belief in their own capabilities and power to create and produce a things, situations or behavior they expect, as the result, they will make no effort to achieve what they want. Otherwise, people who belief in their competence to produce results they wish will make them enthusiastically try to attain their purposes.

In addition, people who hold low self-efficacy beliefs do not like to face challenges and usually avoid difficult tasks (Schunk, 1990 in Ahn et al., 2013:57). In contrary, people with high self-efficacy beliefs willingly take on challenge tasks and demonstrate lower levels of self-efficacy (Bandura & Schunk, 1981; Schunk, 1983, as cite in Ahn et al., 2013:60).

To sum up, taking the key function of self-efficacy, as an important affective factor, into account, it is important and necessary to pursue the investigation whether it is crucial factor serves as powerful predictor in language learning.

METHODOLOGY

In present study used *correlative* research design. Latief (2011:21) states "Correlative research design are used to measure the relationship between two or more continuous variables". There are two variables in this research: self- efficacy as independent variable (X) and reading comprehension of the students as dependent variable (Y). The researcher conducted a research at the second grade students SMA N 2 Wawotobi, The total population of this research were 129 students from the 4 classes. Here, the sample was selected with simple random sampling technique. The researcher took 15% of the total. So, the sample was 32 science students.. The researcher utilized two kinds of instruments are used in present study, namely reading comprehension test and self-efficacy questionnaires. In addition, to analyze the data, this study applied Pearson Correlation analysis.

FINDING

The Result of Classical Assumption Test

Table 4.1 Test of Normality
One-Sample Kolmogorov-Smirnov Test

		Reading Comprehension	Self Efficacy
N		32	32
Normal	Mean	85.88	83.75
Parameters ^a	Std. Deviation	7.246	4.670
Most Extreme	Absolute	.090	.124
Differences	Positive	.073	.118
	Negative	-.090	-.124
Kolmogorov-Smirnov Z		.512	.700
Asymp. Sig. (2-tailed)		.956	.712

a. Test distribution is Normal.

Table above displays the normality in Self-Efficacy and reading comprehension. The result of normality for reading comprehension was 0.956 ($p_{\text{value}} > 0.05$) which was higher than 0.05. The result of normality Self-efficacy was 0.712 ($p_{\text{value}} > 0.05$) which higher than 0.05. It could be inferred that all the data both reading comprehension and self -efficacy are normally distributed. It means that students' score is acceptable to be analyzed through parametric statistic in the form analysis of *Person's Product Moment Correlation* in SPSS 16 to see whether there is correlation of students' self-efficacy on student reading comprehension or not.

Table 4.2 The Result of *Pearson Correlation Analysis*
Correlations

		ReadingComprehension	SelfEfficacy
ReadingComprehension	Pearson Correlation	1	.537**
	Sig. (2-tailed)		.002
	N	32	32
SelfEfficacy	Pearson Correlation	.537**	1
	Sig. (2-tailed)	.002	
	N	32	32

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

As presented in Table 4.2 a *Pearson Correlation* coefficient was run between self-efficacy and students' reading comprehension. According on the table above, it indicated that p value was less than the alpha value at the level significance ($p < \alpha 0.05$). It displayed the result of *Pearson* correlation analysis was 0.002 ($0.002 < \alpha 0.05$). It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. On other words, there was a significant relationship between self-efficacy and students' reading comprehension. Meanwhile, the strength of correlation between reading efficacy and students' reading comprehension was categorized "moderate" according to table Guidelines of Interpreting *Pearson's Correlation Coefficient* (r). This was clearly seen from the values of correlation coefficients reach ($r = .537$).

DISCUSSION

In learning English as a foreign language, it is important to exposes students to new vocabularies and new cultures. By gaining the knowledge from some supporting sources that could give the information and knowledge to the students such as dictionaries, textbooks, newspapers, magazines, journals, articles and others. However, when they have problems in reading such as lack of self-confidence and bravery to read, it could influence them in mastering English reading ability.

In this research, the researcher had collected the data needed to prove the hypothesis. The data was collected using two instruments. The first is the self-efficacy questionnaire given to all students in class IA2 as the sample in this research. They were asked to fill the items of statement on the questionnaire, which was used to investigate their level of self-

efficacy. The second instrument was the students' reading comprehension score which was gained from students' answered in reading comprehension test.

From the analyzing of data, the researcher found that self-efficacy had the mean score 3.56-4.55 was categorized in high self-confidence. Meanwhile, reading comprehension test had the mean score 86-95 was categorized in very good criteria and on the result of Pearson correlation coefficient was $r = 0.537$. Based on Arikunto interpretation, the strength of correlation is moderate or enough correlation. In addition, the researcher got $p \text{ value} = .002$ where the significance < 0.5 which means that H_0 rejected and H_a accepted.

From the result above, the researcher compared the result analyzed with theory Guthrie et al., 2007, as mentions in Keskin, 2014: 56 defined that reading self-efficacy depends on how much one believes that he/she is a good reader as well his/her self-confidence in reading, and knowledge and use strategies in reading. So, it could be concluded that if higher self efficacy students' so more higher also reading comprehension students'. So, from the result compared between theory self-efficacy and analyzed of researcher stated that there was significant relationship between students' self-efficacy and their reading comprehension. What students' feel or think about themselves will influence their own actions and behavior.

CONCLUSION

Based on the findings, data analysis, and discussion of this study, it could be drawn that the statistically significant correlation was found between self-efficacy and students' reading comprehension, $p < \alpha 0.05$ or ($0.002 < 0.05$). However, the strength of correlation between foreign language classroom anxiety and students' reading comprehension was .537 or ($r = .537$). It considered as "moderate" correlation between these two variables. It might be the fact that the students who have high self-efficacy tend to get higher score in oral performance test than those who have low self-efficacy. All in all, the students' level of self-efficacy can influence their reading comprehension in the English class.

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