

## The Correlation Between Self Efficacy and Reading Comprehension Ability at the Tenth Grade Students' SMAN 8 Tanjabtim

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### Abstract

The purpose of this research is to determine the relationship between self-efficacy and reading comprehension. This research uses correlational research with a quantitative design. The sample was 30 class E2 students at SMAN 8 Tanjung Jabung Timur. Data collection was carried out using two instruments: (1) a self-efficacy questionnaire which was used to measure students' reading self-efficacy and (2) a reading comprehension test which was used to determine students' reading comprehension. The correlation of the two variables is calculated using Pearson Product Moment in SPSS 15. The results show that the correlation coefficient has a value between 0.20 and 0.40, then the two variables have a low level of correlation. Therefore, the alternative hypothesis ( $H_a$ ) is rejected and it can be stated that there is no significant correlation between Self Efficacy and Reading Comprehension Ability of the tenth grade students' SMA N 8 Tanjung Jabung Timur. The coefficient of determination is 0.0723, indicating that the self efficacy has a 7.23% influence on students' reading comprehension ability, while the remaining 93% is caused by other factors.

**Keywords:** Self Efficacy, Reading Comprehension



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### INTRODUCTION

A language is a tool for communication whose primary goal is to improve human interactions. People will employ language if they want to interact or communicate with one another. The use of this language is continuous, and it is utilized by every human being in the world. When we know a language, we can speak in that language, and what we say will, of course, be understood by others who are also fluent in that language. English plays a significant role in various contexts, not only in field of education but also in fields of business, politics, society and technology. According Ilyosonovna (2020), more than 350 milion peoples globally converse in English as their main language, while over 430 milion employ it as a secondary means of communication, English speakers can be found in almost every country around the world.

To realize the importance of English in globalization to improve four language skills : Reading, Speaking, Writing, and Listening. Dewi & Sukarni (2020) explain that student will acquire the skills and components necessary for effective communication while learning english. However, it cannot be denied that the results of students' English language evaluations have not satisfied teachers and the students . Many researchers have tried to find the factors that cause students' low performance. Students' grades are affected not only by external factors such as limited study material, but also by internal factors suchas students' interest, motivation, intelligence and self-confident.

Reading is one of the important skills in English language ability. According to Macceca (2014), reading is a means of communication between writers and readers. In this sense, readers formulate questions in their heads to learn more, understand a concept in depth, are

able to respond critically and emotionally, and draw conclusions about the author's opinion regarding their written work. Therefore, reading is a very important skill that students must have in order to master the material and apply it in their learning. Achievement of effective reading comprehension, students must connect their ideas and beliefs, generate new perspectives, and connect current material with previous experiences. Students' language learning is largely developed through reading. Students must create a pleasant learning atmosphere by using English to the maximum extent possible if they hope to understand the language thoroughly. They can start by reading various books, novels, articles and references in English. Completing these assignments regularly will help students develop habits that will improve their reading abilities.

Furthermore, Many students believe that reading is hard and demands a lot of energy since they have to comprehend the full text, hence reading is an activity that requires drive. According to Bandura (1986) the notion of self-efficacy, which is the conviction that one can execute or learn at different levels of tasks, is linked to the motivation to engage in these activities. Wigfield, Gladstone & Turci (2016) said that students typically complete assignments as best they can when they have confidence in their abilities. There is a wealth of research on the role motivation plays in creating cognitive learning methods, particularly for reading comprehension. However, there is little research on motivation that focuses on self-efficacy and reading comprehension.

According to Bandura (1986) defines self-efficacy as the level of effort and determination of students in completing their projects. Several studies on self-efficacy show that self-efficacy correlates well with reading achievement and influences students' ability to successfully learn a foreign language. According to Lin's (2012) research on reading motivation and comprehension, it shows that self-efficacy is one of the motivations for reading. Self-efficacy is important in language learning because it influences students' confidence in their ability to learn a new language.

In terms of reading, students who have a strong sense of self-confidence try as much as possible to understand written texts and want to outperform their friends in terms of grades. On the other hand, students who have low self-efficacy feel that reading is difficult and requires a lot of effort to understand the text, and easily give up before even trying to complete the assignment. In short, children are more likely to be encouraged to learn new things in a supportive environment. To determine how effective their learning strategies are, students must also assess and track their progress in their studies Zimmerman (1996). After studying or reading content, students may be given tests or assignments to measure their level of understanding. After interviewing one of the English teachers at SMA N 8 Tanjung Jabung Timur, the problems found included that there were still many students who lacked reading comprehension skills, this made it increasingly difficult for the English teacher to teach students to understand sentences or paragraphs in the reading process. Considering the importance of reading comprehension in learning English as explained above, The writer decided to correlate reading comprehension with students' self-efficacy with the subject of tenth grade students at SMA N 8 Tanjung Jabung Timur. In conclusion, this research discusses the relationship between students' self-efficacy and their reading comprehension.

## RESEARCH METHODS

The research design used in this research is quantitative research. The research method used is the correlational method. The hypothesis of this research is  $H_a$ : there is a significant correlation between students' reading self-efficacy and the reading comprehension of grade 10 students at SMAN 8 Tanjung Jabung Timur and  $H_o$ : there is no significant correlation

between students' self-reading, their reading efficacy and comprehension in grade 10 students at SMAN 8 Tanjung Jabung Timur. Then, 30 students in class E3 at SMAN 8 Tanjung Jabung Timur were selected as samples in this research. The instruments of this research are a reading efficacy questionnaire and a reading comprehension test. Questionnaire items were adapted from previous research conducted by Marini & Hamidah (2014). The researcher changed the format and also added some items to adapt the questionnaire to the sample material. A total of 20 questionnaire items were used to determine self-efficacy. The reading material is a reading test quoted by Siti Muniroh (2020). There are a total of 30 questions, in this reading test the focus is on narrative text. Before calculating correlation, there are two steps that must be taken. Namely the normality test and homogeneity test. Namely the normality test and homogeneity test. In calculating the normality of the data, the researcher used Kolmogorov-Smirnov in SPSS 15. The next calculation was the homogeneity test, the researcher used the homogeneity test in SPSS 15. After that, to test the hypothesis the researcher used Pearson Product Moment in SPSS 15. Finally, the researcher interpreted the correlation using correlation interpretation product moment. The interpretation table can be seen below:

Correlation Coefficient	Interpretation
0.00 – 0.20	Very low correlation
0.21 – 0.40	Low correlation
0.41 – 0.70	Moderate correlation
0.71 – 0.90	High correlation
0.91 – 1.00	Very High correlation

## RESEARCH RESULTS AND DISCUSSION

This research aims to determine the relationship between two variables, the first variable is student's Self Efficacy, the second variable is Reading comprehension ability of class 10 students at SMA N 8 Tanjung Jabung Timur. Class FASE E2 was chosen as the sample for this research with a total of 30 students. This research was held offline at SMA N 8 Tanjung Jabung Timur. There are two instruments for data collection. The first is a questionnaire. This questionnaire was adapted from Marini & Hamidah (2014) with twenty questions. The second instrument is a test. This test is based on Siti Muniroh (2021) theory with thirty questions. The author collecting the data using SPSS to explain the data descriptively about whether there is a correlation between the two variables. In the results of this research, there are three parts that the author will analyze. The first is the results of student questionnaire answers regarding student self-efficacy. The second is the results of students' answers on the reading comprehension test. The third is the results of testing the self-efficacy and reading comprehension hypotheses.

**Table 1. Descriptive Statistics of Self Efficacy**

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Self Efficacy	30	7	92	99	95,93	2,01
Valid N (listwise)	30					

From the table above, it can be described that the range of scores obtained is 7, the minimum score is 92, the maximum score is 99, the mean is 95.93, and the standard deviation is 2.01. To classify the data, the writer uses category grouping according to Sugiyono (2014).

Table 2. Descriptive of Reading Comprehension Ability

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	30	30	60	90	74,5	9,26
Valid (listwise)	30					

From the table above, it can be described that the range of scores obtained is 30, the minimum score is 60, the maximum score is 90, the mean is 74,5, and the standard deviation is 9,26. To classify the data, the writer uses category grouping according to Sugiyono (2014). In this study, the research question that must be answered is; "Is there any significant correlation between students' Self Efficacy and students' Reading Comprehension Ability of the tenth grade student SMA N 8 Tanjung Jabung Timur?". Therefore, to answer this question, the writer analyzed two variables; Self Efficacy and Reading Comprehension Ability by using Pearson Product- Moment formula through IBM SPSS 25. In addition, the writer will also test normality and linearity to show the good quality.

Table 3. Normality Test Output

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	15.25977
Most Extreme Differences	Absolute	.144
	Positive	.141
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.115 <sup>c</sup>

The results of the normality test using the One Sample Kolmogorov- Smirnov with the exact approach show that the residuals of the data follow a normal distribution with an Exact Sig. (2-tailed) value of 0.115<sup>c</sup> which is above 0.05 (0.115<sup>c</sup> > 0.05). If the Significance value is more than 0.05, then the residual value is normally distributed. This indicates that the data distribution is normal.

Table 4. Linearity Test Output

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension Ability	Between Groups	(Combined)	1821.847	6	303.641	1.416	.251
		Linearity	633.496	1	633.496	.858	.099
		Deviation From Linearity	1188.350	5	237.670	1.109	.383
Self Efficacy	Within Groups		4931.110	23	214.396		
	Total		6752.957	29			

Table 4. shows that the value of deviation from linearity is 0.383, which is greater than 0.05 (0.383 > 0.05). So, it can be concluded that the two variables; Self Efficacy and Reading Comprehension Ability of the tenth grade students" SMA N 8 Tanjung Jabung Timur can be declared as linear.

Table 5. Correlation Analysis

Correlation			
		Self Efficacy	Reading Comprehehnsion Ability
Self Efficacy	Pearson correlation	1	0,269
	Sig. (2-tailed)		.151
	N	30	30
Reading ComprehehnsionAbility	Pearson correlation	0.269	1
	Sig. (2-tailed)	,151	
	N	30	30

Based on the Table 5. it is known that the correlation coefficient between Self Efficacy and Reading Comprehension Ability is 0,269. The interpretation of correlation level, if the correlation coefficient has a value between 0.20 and 0.40, then the two variables have a low level of correlation. Therefore, the alternative hypothesis ( $H_a$ ) is rejected and it can be stated that there is no significant correlation between Self Efficacy and Reading Comprehension Ability of the tenth grade students" SMA N 8 Tanjung Jabung Timur. In studying a correlation, it is important to determine the coefficient of determination ( $R$ ). This analysis is used to find out to what extent variable  $X$  affects the value of variable  $Y$ . The calculation of the coefficient of determination is presented below:

$$R = r^2 \times 100\%$$

$$R = (0.269)^2 \times 100\%$$

$$R = 0.0723 \times 100\%$$

$$R = 7,23\%$$

The result of  $R$  value is 7,23%, which means that self-efficacy has a contribution of seven point twenty three percent to the Reading Comprehension Ability of the tenth grade students" SMA N 8 Tanjung Jabung Timur. From this point, it can be said that as much as ninety three percent (93%) of the students' reading comprehension contributed by other factors.

## Discussion

The results and interpretation of the research are followed by a discussion to answer the research questions. The discussion is divided into two parts. The first variable in this study is the Self-Efficacy. The data for this variable was obtained from a questionnaire. As shown in Table 1, the students' average score was 95,93. This score is classified as "very high". Therefore, it can be concluded that the Self Efficacy is very high among the tenth grade students" of SMA N 8 Tanjung Jabung Timur. The second variable is students" Reading Comprehension Ability. Data for this variable was obtained from the reading test. Table 2 shows that the mean score of students' reading comprehension is 74,5 which is "High". Therefore, it can be concluded that the tenth grade students" of SMA N 8 Tanjung Jabung Timur have a good reading comprehension.

The second part that will be discuss are the correlation analysis and hypothesis testing. As mentioned in Chapter 1, the only research question for this study is: „Is there any significant correlation self-efficacy and reading comprehension of the tenth grade students" SMA N 8 Tanjung Jabung Timur?". The results in Table 5 show that the correlation coefficient between the two variables is 0,269 , which falls into the low correlation category according to the correlation level defined by Sugiyono (2014). Based on this result,  $H_0$  is accepted and  $H_a$  is rejected. Lastly, with a correlation coefficient of 0.269, the alternative hypothesis ( $H_a$ ) is rejected and it can be concluded that there is no significant correlation between self-efficacy and reading comprehehnsion ability of the tenth grade students' SMA N 8 Tanjung Jabung



Timur. With a coefficient of determination of 0.0723, it can be concluded that self-efficacy contributes 7,23% to reading comprehension ability, with the remaining 92% influenced by other factors.

## CONCLUSION

In conclusion, this study shows that there is no significant correlation between self-efficacy and reading comprehension of the tenth grade students" SMA N 8 Tanjung Jabung Timur. The coefficient of determination is 0.0723, indicating that the self efficacy has a 7,23% influence on students' reading comprehension ability, while the remaining 93% is caused by other factors. The writer can conclude from the preceding description that there was a negatif correlation between students' self-efficacy and reading comprehension. One possible cause of students' high self-efficacy but limited reading aptitude their high self-efficacy. What students' experience or believe about them is inconsistent with actuality. Another possible cause is high self-efficacy, but they need to be more motivated to pursue their objectives.

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