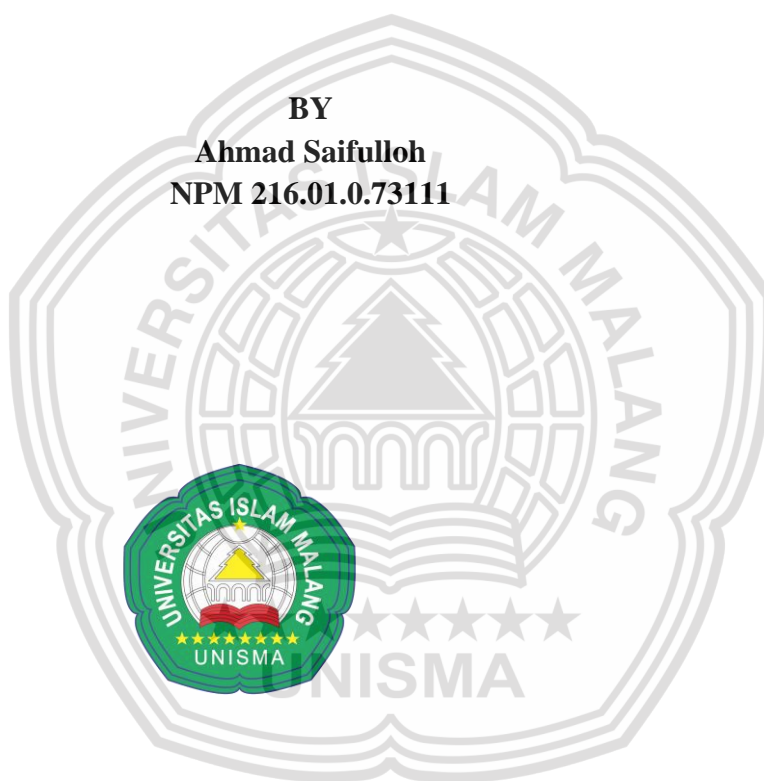# THE RELATIONSHIP BETWEEN STUDENTS SELF EFFECIACY, READING STRATEGIS, AND THEIR READING PERFORMANCE IN LEARNING ENGLISH

SKRIPSI

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JULY 2023

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Presented to
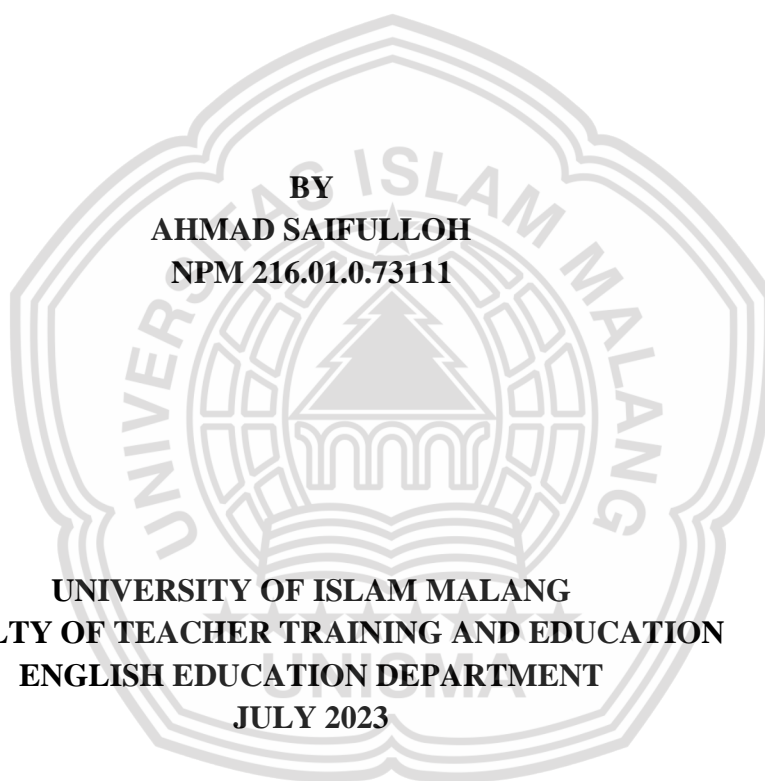**Faculty of Teacher Training and Education**
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in partial fulfillment of the requirements for the degree of
***Sarjana* in English Language Education**

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ABSTRACT

Saifulloh, Ahmad Saifulloh. 2023. The Relationship between Students' reading Self-efficacy and their Speaking Performance in Learning English. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. AlfanZuhairi, M. Pd.; Advisor II: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.

Keywords: Self-efficacy, Reading strategies, Reading performance.

reading is a recognition process of written symbols that learners must master and can also become a hobby for some individuals. Through reading learners can develop and enrich their skills and competence in learning English because speaking activity does support them to share many things with other people.However, many students still have a judgment that reading is a challenging activity because it includes their self-personal proficiency—self-efficacy. Self-efficacy is often assigned along with self-confidence or self-optimism. But self-efficacy is conceptualized as strong belief that an individual has to meet the challenges and doing something ahead. Thus, to be skilled reader, students need to have a good sense of self-efficacy.

This research aims to investigate the relationship between students' self-efficacy in reading strategies and their reading performance in learning English. The study adopts a quantitative approach with a descriptive design. The research findings indicate a positive correlation between high self-efficacy in reading strategies and better reading performance among students. Those who exhibit strong self-confidence in applying effective reading strategies tend to comprehend texts more effectively and achieve higher reading outcomes. Additionally, high self-efficacy in reading strategies positively influences students' motivation to engage more seriously in English language learning. The research also reveals the diversity in reading strategy utilization among students at SMKN 2 Malang, and their awareness in employing a range of strategies to enhance their reading skills. Overall, this study underscores the significance of developing self-efficacy in reading strategies to enhance students' reading performance in English language learning.

To sum up, the researcher hypothesis was clearly rejected. The study proved that self-efficacy was not the only one predictor of the students' reading proficiency. Students' who have high level of self-efficacy do not always perform better in reading English. In line with

the previous statement, students who have low level of self-efficacy do not always perform worse in speaking English.

Based on the finding of this research, it is addressed to the English teachers to concern more in other techniques and ways of teaching reading English so that the students are able to perform speaking better and their willingness to speak English can be pumped up well.

CHAPTEER I

INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the study, and the definition of key terms.

1.1 Background of Study

English is an international language used in various sectors in the world, such as business, education, technology and entertainment. Therefore, the ability to speak English is very important to prepare oneself to face global competition and to obtain information and knowledge from sources in English.

Learning English in Indonesia has become important in the era of globalization. English is an international language used in various sectors, such as business, education, technology and entertainment. Therefore, the ability to read in English is very important for students as a means to obtain information and knowledge from sources in English. However, most students in Indonesia have difficulties in understanding texts in English. They have difficulty understanding the meaning of words, sentence structure, and the meaning of the whole text. This problem is caused by various factors, such as lack of reading skills, lack of motivation, and low confidence in using effective reading strategies.

The reading performance of students in the world has a significant difference. Based on the 2018 PISA (Program for International Student Assessment) survey, the average reading performance of students in all OECD (Organization for Economic Co-operation and Development) member countries is 487 points. Meanwhile, Indonesia is ranked 74th with an average reading performance of 371 points. This shows that the reading ability of Indonesian students still needs to be improved.

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One of the factors that influence students' reading performance is self-efficacy and reading strategies. Self-efficacy is a person's belief in his ability to perform a task or achieve a certain goal. Self-efficacy in reading is one's belief in one's ability to read well and understand texts. Reading strategies are also an important factor in improving reading skills. Effective reading strategies can help students better understand texts and acquire relevant information.

However, in Indonesia, most students experience difficulties in understanding texts in English. This problem is caused by various factors, such as lack of reading skills, lack of motivation, and low confidence in using effective reading strategies. Therefore, research on the relationship between self-efficacy and reading strategies and students' reading performance in Indonesia is important to do.

This research is expected to make an important contribution in improving students' reading skills in Indonesia and helping them prepare themselves to face global competition in the future. By increasing self-efficacy and reading strategies, students in Indonesia are expected to be able to acquire better reading skills and obtain more relevant information from sources in English.

1.2 Research Problems

The research problems of this study is : Is there a relationship between self-efficacy in reading strategies and students' reading performance in learning English?

1.3 Objectives of Research

The aims of this study is : To explore the relationship between self-efficacy in reading strategies and students' reading performance in learning English.

1.4 Hypothesis

The hypotheses in this study are:

H1 : There is a significant positive relationship between self-efficacy in reading strategies and students' reading performance in learning English.

1.5 The Significance of the Study

A study is conducted to create several outcomes for particular stakeholders while this study has two significances of this study; theoretical and practical significances.

1.5.1 Theoretical Significance

The theoretical significance refers to the contribution of a study to the existing body of knowledge in a particular field of study. It refers to how the results of the study can be used to further advance our understanding of a particular phenomenon, concept, or theory. The theoretical significance of a study highlights how the results can be applied to build new theories, refine existing ones, and inform future research in the same area. Theoritical significance of this study is:

1. Provide further understanding of the relationship between self-efficacy in reading strategies and students' reading performance in learning English.

2. Help identify psychological factors that can affect students' reading skills in learning English.

3. Contribute to the development of more effective English learning strategies, especially in terms of increasing students' self-efficacy and encouraging the use of more effective reading strategies.

4. Provide further understanding of students' reading performance in Indonesia and the factors that influence it.

5. Can be a basis for further research related to self-efficacy and reading strategies in learning English.

6. Can make an important contribution in improving students' reading skills in Indonesia and helping them prepare themselves to face global competition in the future.

7. Can be a reference for teachers and education practitioners in developing English learning programs that are more effective and responsive to students' needs.

1.5.2 Practical Significance

Practical significance refers to the relevance and practical implications of a study. It refers to how the results of the study can be applied to solve real-world problems or improve real-world situations. The practical significance of a study highlights how the results can be applied to improve practices, policies, and procedures in specific domains. It emphasizes the practical value of the study for the target population, industry, or society as a whole. Practical significance of this study is:

1. Practical Significance for Teachers

   a) Teachers can use this research to understand the importance of strengthening students' self-efficacy in learning English.

   b) Teachers can implement more effective teaching strategies, particularly in the aspect of reading, based on the research findings on the relationship between self-efficacy, reading strategies, and students' reading performance.

   c) Teachers can better comprehend the critical role of reading strategies in enhancing students' reading skills and, therefore, seek ways to train students in adopting these strategies.

2. Practical Significance for Students

   a) This research can help increase students' motivation and self-confidence in learning English. They will realize that self-efficacy plays a vital role in their learning success.

b) Students can learn about various reading strategies that can help them overcome difficulties and improve their comprehension of English texts.

c) Students can use the knowledge about the relationship between self-efficacy, reading strategies, and reading performance to approach English learning challenges more effectively.

3. Practical Significance for Education Developers

a) Curriculum developers and instructional material creators can use the research findings to enrich and enhance English teaching methods that focus on developing students' self-efficacy and applying effective reading strategies.

b) By understanding the relationship between self-efficacy, reading strategies, and reading performance, education developers can design more effective learning tools, such as interactive applications or software that can assist students in practicing English reading skills.

c) This research can also stimulate further studies that focus on implementing innovative and evidence-based teaching methods to enhance English language learning.

1.6 Scope and Limitation of the Study

It's essential to acknowledge these scope and limitation considerations when interpreting and applying the findings of the research to ensure a comprehensive understanding of its implications.

1.6.1 The Scope of this study

1. Self-Efficacy: The scope of the study related to self-efficacy would involve investigating the beliefs and perceptions that students have about their own abilities

and confidence in learning English. This could include exploring the factors that influence their self-efficacy, such as past experiences, learning environment, and support systems.

2. Reading Strategies: The scope of the study concerning reading strategies would focus on identifying and analyzing the various techniques and approaches students use while reading English texts. This could encompass both cognitive and metacognitive strategies, such as skimming, scanning, predicting, and summarizing.

3. Reading Performance: The scope of the study pertaining to reading performance would involve assessing and measuring students' actual reading proficiency in English. This could include evaluating their reading comprehension skills, reading speed, accuracy, and overall understanding of the texts they encounter.

1.6.2 The Limitations of this study

1. Sample Size and Selection: The study may have limitations concerning the sample size of participants, which could affect the generalizability of the findings to a larger population. The researcher might have chosen a specific group of students from a particular educational institution, which might not represent the entire student population.

2. Data Collection Method: The limitations related to data collection methods could involve using self-reporting techniques for measuring self-efficacy, which might be subject to response biases or inaccuracies. Additionally, the use of certain reading performance assessment tools could have limitations in capturing the full complexity of students' reading abilities.

3. Cross-Sectional Design: The study's methodology might be limited to a cross-sectional design, which assesses the relationships between variables at a single point

in time. A longitudinal design could provide more insights into how self-efficacy and reading strategies develop and influence reading performance over time.

1.7 Definition of key

Definition of key is an important component of a research study as it helps to clearly define the meaning of key concepts and terms used in the study. This ensures that all parties involved in the study have a common understanding of the terms used, and helps to avoid confusion and misinterpretation.

The following are the definitions of key terms used in this study:

1. Self-efficacy: Individual belief in their ability to perform a particular task or activity.

2. Reading strategies: Strategies used by individuals in reading texts to understand meaning and improve their reading skills.

3. Reading performance: The ability of individuals to understand and process information from the text they read.

4. Correlation: Statistical relationship between two or more variables, where changes in one variable are related to changes in other variabels.
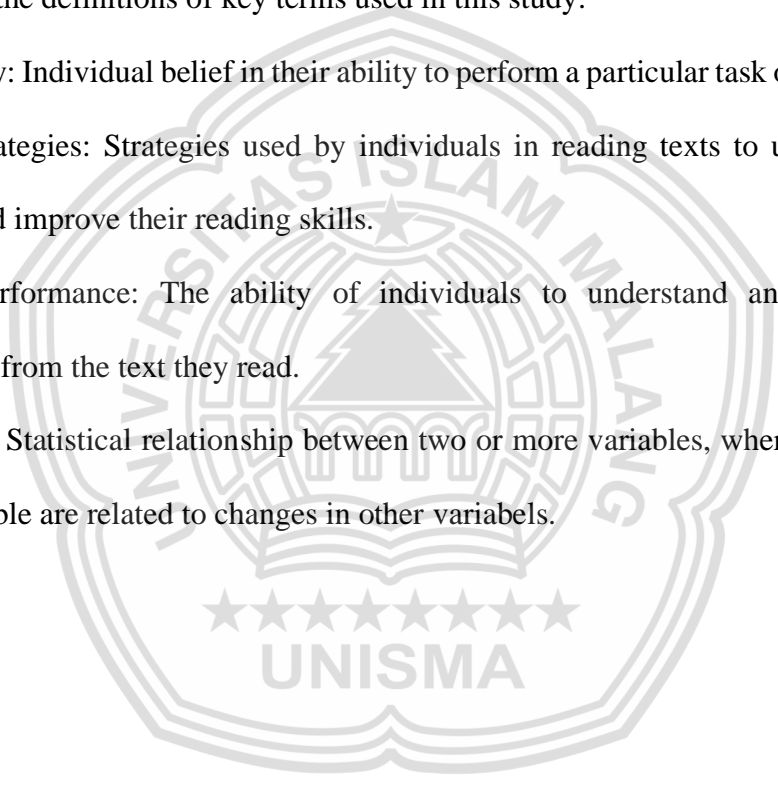
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1) From the research findings, it can be concluded that there is a relationship between self-efficacy in reading strategies and students' reading performance in learning English. The findings indicate that students who have a high level of self-efficacy in reading strategies tend to have better reading performance. They have a strong belief and confidence in applying effective reading strategies, enabling them to better understand texts and achieve better reading outcomes. High self-efficacy in reading strategies can also influence students' motivation to learn English. By feeling confident in their ability to use reading strategies, students will be more motivated to develop their reading skills and achieve better performance in English language learning.

2) Students at SMKN 2 Malang demonstrate a diverse utilization of reading strategies. The data reveals a tendency among the students to employ specific strategies consistently in their English reading. These strategies include pre-reading strategies, skimming and scanning, intensive and extensive reading, guessing unfamiliar words, identifying important information, summarizing, note-taking, visualization, making predictions, questioning and reflecting, comparing and contrasting, connecting new information with existing knowledge, and testing understanding by asking others. Overall, the findings indicate that the students possess a level of competence and awareness in utilizing a range of reading strategies to enhance their reading skills.

5.2 Suggestion

Based on the findings, there are several suggestions for further improvement in reading strategy instruction at SMKN 2 Malang.

1) Firstly, it is recommended to provide explicit instruction and guidance on various reading strategies, ensuring that students understand when and how to apply each strategy effectively.

2) Additionally, incorporating more opportunities for active engagement, such as discussions and group activities, can enhance students' interaction with the reading material and reinforce the use of strategies.

3) Furthermore, continuous practice and reinforcement of reading strategies through authentic reading materials will enable students to develop a deeper understanding and application of these strategies.

4) Lastly, regular assessment and feedback on students' reading performance and strategy use can help monitor their progress and provide targeted support where needed. By implementing these suggestions, educators can further support students in developing strong reading skills and maximizing the benefits of reading strategy untilyzation.
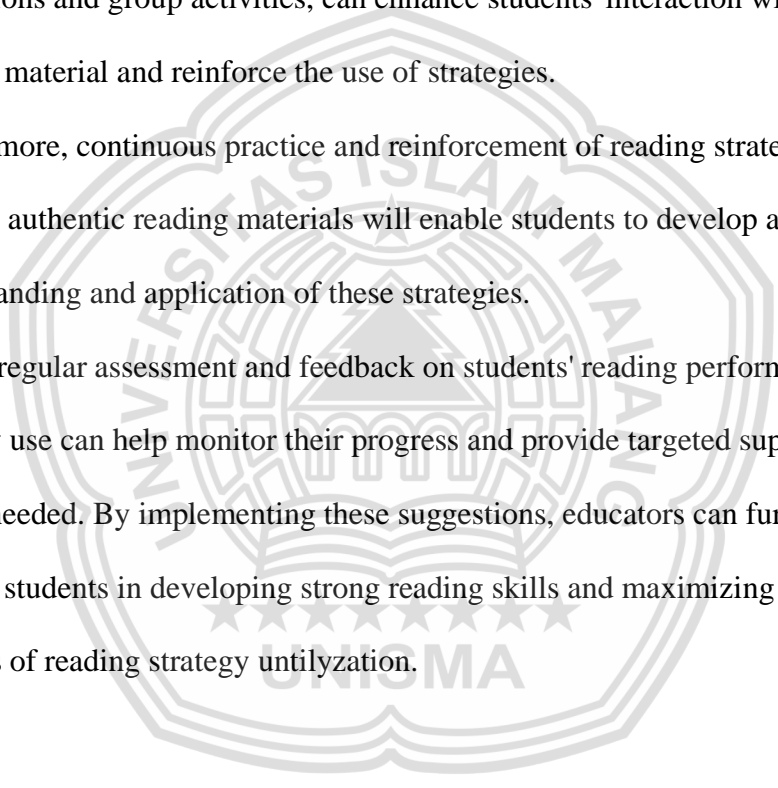
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