

SELF-EFFICACY IN RELATION TO STUDENTS' READING COMPREHENSION

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Abstrak

Di era globalisasi ini, siswa harus memiliki kemampuan untuk membaca karena membaca adalah kunci untuk kesuksesan siswa dalam belajar. Membaca telah menjadi kemampuan bahasa yang harus diperoleh siswa untuk mendukung belajar mereka. Membaca sedikit sulit untuk beberapa siswa karena itu membutuhkan konsentrasi dan lingkungan yang mendukung. Kini, siswa hanya membaca untuk menemukan informasi tertentu dan menghiraukan informasi yang lain. Banyak faktor yang berbeda mempengaruhi siswa dalam membaca, seperti *self-efficacy* siswa, sebuah kepercayaan bahwa orang-orang dapat mengerjakan beberapa tugas dalam tingkatan pengetahuan dan kemampuan yang berbeda. *Self-efficacy* dianggap sebagai peran penting dalam prestasi akademik dan pemahaman membaca siswa. Oleh karena itu, artikel ini akan meninjau tentang hubungan *self-efficacy* dan pemahaman membaca siswa.

Kata Kunci: pemahaman membaca, *self-efficacy*, *self-efficacy* dalam membaca

Abstract

In this globalization era, students must have the ability to read because reading is the key to student success in learning. Reading has become the language skills to be acquired by the students to support their learning. Reading is quite hard to do for some students because it needs concentration and a supporting environment. Nowadays, students only read to find specific information and ignore the other information. Many different factors are influencing students in reading, such as students' *self-efficacy*, the belief that people can do some tasks at different levels of knowledge and skills. It takes main roles in the academic achievement and reading comprehension of the students. Thus, this article will review the correlation of *self-efficacy* and students' reading comprehension.

Keywords: reading comprehension, *self-efficacy*, reading *self-efficacy*

INTRODUCTION

Reading has become a required language skill for the students besides writing, listening and speaking. As Macceca (2014) said, reading is a way to interact between the writer and reader. During this interaction, the reader prepares questions in their mind to know the meaning, to find something in detail, to be able to react intellectually and emotionally, and draw a conclusion about the ideas of the written text from the writer. Reading plays important roles in students' language learning development. If students want to have great knowledge about English, they should build a supportive learning environment using English as much as possible. They can start with reading some articles, references, novels or books in English. These activities help the students to get some new vocabulary and increase their vocabulary size. If the students do this activity regularly, it will become a habit for the students and it is good for their reading achievement.

Therefore, reading is an essential skill for the students so that they can master the information and use it in the learning process. Riswanto, Risnawati, & Lismayanti (2014) showed that students are required to link the recent information into student's background experiences, develop novel perspectives and connect their ideas and beliefs to get a good reading comprehension. This is very crucial for readers to connect what they have gained after reading the new material with what they already know about it. Students can have better understanding about the material and the information they have.

Besides, educational psychologists have realized that motivation becomes a main point for students to engage and gain academic achievement (Wilson & Kim, 2016). Reading becomes an activity that requires motivation since many students think that reading is quite hard to accomplish and it needs much energy because students have to understand the whole text. The motivation to do such activities is connected to the definition of self-

efficacy, which is a faith that person holds in their capacity to do or learn in different levels of tasks (Bandura, 1986). When students believe they are capable, they tend to do the task optimally (Wigfield, Gladstone, & Turci, 2016). As Park (1999) said, there are many researches about motivation that take parts to develop cognitive learning strategies, especially for reading comprehension. However, there are only few studies of motivation focusing on self-efficacy and reading comprehension.

According to Bandura (1986), self-efficacy defines the attempt and constancy that students use in accomplishing their duties. Several studies of self-efficacy showed that self-efficacy is positively linked with reading achievement and became one of factors affecting student's success in studying foreign language (Lin, Wong, & McBride-Chang, 2012; Yoğurtçu, 2013). A study about reading motivation and reading comprehension conducted by Lin et al. (2012) showed that self-efficacy is one of reading motivation. The result of the study stated that self-efficacy was higher in L1 which is Chinese reading rather than in L2 English reading. It means that students are better at reading in Chinese because they enjoy less challenges in reading. Exposure from several sources such as from their family, friends, and internet increases student's confidence about their language skills. In language learning, self-efficacy takes an important role because it influences students' confidence to learn new languages. In short, the result concludes that self-efficacy becomes a key factor for reading comprehension in every language.

In line with Lin et al. (2012), McCrudden, Perkins, & Putney (2005) showed in their study that students' self-efficacy and interest in using strategies to learn can enhance through modeling and practice of cognitive skills, such as reading strategies. Practicing reading using the appropriate reading strategy helps learners to keep practicing and it leads to increased self-efficacy and interest in reading. To sum up their result, students will have great skill proficiency and improv their reading comprehension by practicing reading using the right reading strategies.

In terms of reading, high self-efficacious students perform their best in comprehending written text and try to get the highest score than the other friends. On the other hand, low self-efficacious students believe that reading is hard and it takes much effort for them to comprehend text and they give up easily before trying to finish the task. In short, a supportive environment means so much for students to be motivated in learning something new. Students also need to evaluate and monitor their progress in learning in order to know how effective their learning methods (Zimmerman, Bonner, &

Kovach, 1996). In order to know how much the students understand the materials, they can have a quiz or task after learning or reading the materials.

In conclusion, this paper will discuss the relationship between self-efficacy and students' reading comprehension. First, the discussion will start about reading. Next, the review about self-efficacy in reading. Finally, it will discuss the relationship in self-efficacy and reading comprehension.

Reading

The requirement to survive in this modern life is to be able to read. Reading is important to get jobs, to pass the test in school, to read menus in restaurants, to know the direction of the road if you get lost, and more. Reading is an active process and important for students to master it in order to gain the knowledge. Reading is also a natural process to understand and useful for the students' language acquisition. It contains the relation between the reader and the text. According to Macceca (2014), to be able to read, readers must connect the words they read from their own experience and their knowledge to get what the writer wants to deliver to the reader. The more material that the reader read, the better understanding they get to grasp the new material.

Another benefit of reading on the readers is the improvement on their spelling and on their writing skills (Harmer, 2010). Nowadays, written text also becomes supporting material to show the students the way how to develop sentences, paragraphs and the whole text into a good text. Reading texts give an appropriate example on how to write English writing in a good way. At the same time, readers also learn to focus on the use of vocabulary, grammar and punctuation in their writing.

Reading as a receptive skill is more complex than it seems. Understanding the meaning while reading a text, especially in reading comprehension needs more focus from the reader. Clarke, Truelove, Hulme, & Snowling (2014) pointed out that for many students, written text is not well-understood enough, this might lead students to misunderstanding about what the text is. Nowadays, EFL students tend to read without connecting what they have read with their knowledge. They read only what they want to know, so students do not really comprehend the text that they have finished.

Kinds of Reading

Reading is a process in recognizing the written words. In helping the readers to comprehend the written passage, readers usually utilize their own experience, the vocabulary that they have and grammatical knowledge. The thing that readers have to know is that there are some

kinds of reading. Based on Harmer (2010), there are two kinds of reading, extensive reading and intensive reading.

a. Extensive reading

Extensive reading is applied for text more than a page or up to and points to reading which students use material outside from the study. The example of extensive reading could be articles, essays, novels, newspapers, magazines, short stories and books. In this type of reading, readers are free to choose the topic they want to read. In order to check their understanding, after reading the text readers are asked to share their reading experience by telling what they have read.

b. Intensive reading

Intensive reading is given to read for general meaning and detail information in the text. Intensive reading usually takes place in the classroom activity. The type of what they read is based on the purposes of what the students are studying. Readers may read magazines, poems, novels, and newspapers. Some study activities are followed in intensive reading to measure how students use that information, learn about grammar and vocabulary and also to know the details of the meaning to be used in the next section of learning activities.

The Importance of Reading

Reading is an activity to recognize and comprehend the words. Since English is known as a foreign language in Indonesia, delivering English reading materials to the students takes much effort. Nowadays, researchers found that student's ability in reading was still weak. The students failed in reading text or passage because they confronted many difficulties while reading text such as lack of vocabulary and technique in reading. For Indonesian, reading in Bahasa is much easier because they are introduced to the vocabulary and structure of the language at an early age. To understand the passage, readers must have a good vocabulary size of the target language. The readers also use knowledge, capabilities and strategies to specify what the text meaning is (Sinambela, Manik, & Pangaribuan, 2015).

Reading is important to be mastered, not only to understand the text, but also for broader learning and academic purposes. It is important because most of the materials for teaching are in the form of written text. Furthermore, reading is also needed as a transformative experience influencing the thinking and learning of the readers. As an example, teachers usually ask the students to read some passages from the book or internet. Students must read it first, then they will know what the text is about. Reading also helps the students in critical thinking because it is a natural activity which connects the reader's experience and the social world. They read something in the text and practice it in the social world.

For example, the readers read about 'how to make a pancake', they read it first and practice it later to make a pancake. Reading must be a fun activity, because if the activities are boring and making the readers lose their focus in the learning process, readers cannot achieve the aim of reading itself.

The Purposes of Reading

When we decide to read something, we determine our goal or purpose in why we read such things. Generally, people read for general information or knowledge about what makes them curious. For example, we read the headline of online news, we tend to read the title and if the title is understood enough we continue to read the first paragraph to get general information and then we do skimming to understand the whole news. We might read novels, magazines, books, newspaper articles, short stories, or captions in Instagram to understand the information in the text, to look for entertainment, and to use the information for particular purposes such as for research. Grabe & Stoller (2013) classified the purposes of reading into seven purposes, as follows:

1. Reading To Search For Simple Information and Reading To Skim

For some researchers, reading to find simple information is widely known as general reading ability and the readers thought of it as an independent cognitive process. The readers usually look for specific pieces of information such as name, address, and phone number. Another example is when the reader read a book they unconsciously look at the top or bottom of the page to check whether they are at the right or wrong place. Next, reading to skim is reading to get specific information and it involves some strategies to guess the location of the main ideas in the text. According to Brown (2004), skimming in reading is the process of finding the main points of the passage. It is a prediction strategy used by the reader to determine the topic and the purpose of a text. In the other words, reading to skim is reading to find the general meaning or important points of the passage. Reading newspapers or online news, reviewing journals or articles and reading books before taking a test are the examples of reading to skim.

2. Reading to Learn from Texts

Text makes people learn to read without being limited by time and space. People who never learn from text might have knowledge based on what they know from their environment. Learning process of learning from text may become a good model when readers experience directly from what they have read into the real world.

This type of reading is often seen in academic sites where people have to study or find some information

from the text. Grabe & Stoller (2013) asserted in their book that reading to learn needs competence to:

- a. memorize the main points as a focus about the content of the text: this means reading while keeping in mind the primary information such as the primary ideas and supporting details in the text. In a text, there is a main idea which is the primary point or concept of the topic that the writer wants to deliver to the readers. It gives the view of the content of the paragraph and supported by supporting details to strengthen the main idea.
- b. organize the main information by admitting and building rhetorical frames in the text
- c. connect the readers' background knowledge and the text: before readers read the text, they keep in their mind what they already know about the topic in the text and connect it with the ideas from the text. This activity helps readers to build new understanding of the information.

This type of reading is usually weaker than general reading comprehension, it is because the readers have to go over the text to remember the main points or to find the details of information in the text. Readers who re-read the text several times focusing on the details will be better able to memorize the information. In addition, to remember and comprehend some important information, readers have to link their background knowledge and information in the passage.

3. Reading To Integrate Information, Write and Critique Texts

Reading to integrate information means that the readers read the passage and connect it with the recent knowledge from the passage and old information that they already know. Reading to integrate needs additional conclusion in reconstructing the new information because it is from several resources. It needs serious judgment of the ideas by the reader, so the reader can choose what information to be synthesized and combine it to achieve the reader's purposes.

In addition, this kind of reading becomes a role model of reading to draw novel ideas. Both reading to write and critique texts are needed to choose, critique and arrange information from the text. Reading to write means people read to become a good writer. Readers select the material that they want to read and collect the information from the text to support their writing. For example, students want to write about argumentative text. First, students should keep in their head about the ideas they want to deliver, in order to support the topic, students must find good material or information and read it well to support the arrangement of the text. Next, reading to critique texts means reading to evaluate and asking questions to know deeper about the text. This means that reading to critique

texts is to give our opinions and ideas about the text, to argue with it and to explore into it for deeper meanings.

4. Reading for General Comprehension

Reading for general comprehension is considered as the primary purpose of reading. Reading for general comprehension means the capability to comprehend ideas in a text and analyze it correctly. It requires automatic processing of words such as word recognition and comprehension, and skill to create a general meaning that represents the main point of the text under very restricted time.

Reading Comprehension

Reading comprehension is a way of understanding a text which takes the concentration of many different cognitive competences and capabilities (Oakhill, Cain, & Elbro, 2015). According to Grabe & Stoller (2013), reading as an interactive process involved various processes simultaneously. While reading text, the readers recognize the vocabularies very fast and keep them in their mind. Moreover, the readers also analyze the composition of the text so that readers can build main ideas and understand the meaning. The aim of reading comprehension is to help the learners to collect information from the text optimally. It is a way of building the meaning in the written text and the reader experiences. To read, students must understand the meaning of the word. It needs the readers to integrate the value of the words and the sentence, so that readers can build new understanding.

Reading comprehension means grasping what has been read deeper by connecting the readers' experiences and the ideas from the passage. Reading comprehension from one student to another is different. Each of them may read different kinds of what they read and interpret the meaning of text by their own experience. Readers cannot comprehend the whole text if they could not understand the terms or vocabulary in the text. A good reading comprehension depends on how good the language understanding generally (Oakhill et al., 2015).

Reading is a highly complex problem for the students. They might suffer from these problems if they want to be proficient readers. Duke & Pearson (2002) stated that good readers know the purpose to read, define the sense of unfamiliar or unknown terms, and control their comprehension of the text. They know the purpose of why and what they read. They already set the goals, so they do not waste their time and become more efficient in selecting the materials. They also define the meaning of unfamiliar or unknown words. It means that they connect or figure out the value from the context and understand the concepts in the text. Then, good readers are monitoring their comprehension of the text. They connect

the previous ideas and come up with a better understanding of their comprehension.

Self-efficacy

Self-efficacy specified by Bandura (1986) as a people's perceptions or beliefs of the ability to study or do the tasks at different grades in order to achieve learning goals. In order to achieve their goals in learning, they have to know about themselves and their capability to control their actions. Linnenbrink & Pintrich (2003) stated that self-efficacy affects the students to be cognitively, motivationally and behaviorally involved in the course of learning activities. In short, self-efficacy has a significant part in participating in learners' achievement, both in their skill and knowledge.

Self-efficacy influences the way people think about themselves, their grade of encouragement, and the way they react about the problems (Habibian & Roslan, 2014). Self-efficacy depends on how people's beliefs about their learning capability in doing different tasks, if someone thinks that they are able to handle a situation or they know that they can achieve it, they tend to be motivated to work harder to perform in that situation with the knowledge and capability they have. Moreover, people may have similar levels of competency, but they might perform different behavior. It is because some of them doubt their capabilities and the others confidently show their capabilities in performing tasks. High self-efficacious students are different from those low self-efficacious students. High self-efficacious students are focused to maximize their performance to complete tasks, work harder and never give up easily when they face difficulties. Students with high self-efficacy are less stressed, they take difficult situations as challenges for them and also believe that failure is a part of the learning process, so they have to think how to overcome their problem and find appropriate learning strategies for them.

In contrast, setbacks and failure strongly affect those who possess low self-efficacy. They tend to not do the assignment or just ignore their job when they face problems. Low self-efficacious students hesitate about their capabilities to do the tasks, feel anxious to participate actively in the classroom and they tend to give up easily because they think it is the maximum effort that they can do in learning. Prat-Sala & Redford (2010) stated that low self-efficacy students are weaker in recognizing their feeling of self-efficacy than those who have high self-efficacy. They need to be motivated by their environment because it can help them to engage in the learning process. In conclusion, although people might have the same level of knowledge and abilities, they perform an assignment differently because they have dissimilar belief in their capability (Bandura, 1986).

Sources of Self-efficacy

According to Bandura (1993), there are four sources of self-efficacy: they are mastery experience, vicarious experience, social persuasion, and physiological and emotional states.

First, mastery experience is based on an individual's experience which increases self-efficacy. This is the popular source of building an intense sense of efficacy where a person achieves mastery over difficulties or challenges and thereby enjoys an upgrade in their self-efficacy. Individuals who take challenging tasks or activities will see something different from their self-efficacy, it could be an increase of their self-efficacy because they sense such a competition to do the same things. In short, mastery experience is learned through interaction with other people.

The second main source is vicarious experience. Vicarious experience is self-evaluation influenced by observing and comparing themselves with the other successes in social context. This observation brings motivation by sense of competition for the individual to perform tasks better than their friends. They will think that if someone can do some tasks and get the highest score than the others, they also can do it, even better than what their friends did.

The third source is social persuasion. Some researchers have stated that there is a connection among self-efficacy beliefs and motivation as well as affiliation, belief, and positive self-confidence. Social persuasion means that if someone gives students motivation when they are successful to perform a task, they will increase their performance to the next level, but if someone gives them discouragement of their performance, it will discourage them and they will not be motivated to do the task optimally. Anam & Stracke (2019) stated that students who think that they are capable are tend to look at their accomplishment as the result of their control in efficacy to achieve the goals. In contrast, students who believe that they are not competent will see themselves failed in accomplishing the duty. In short, social persuasion seen as motivation has the link with self-efficacy and becomes one of the factors to students' achievement in learning. The explanation about factors affecting self-efficacy can be seen in the next section.

Physiological and emotional states are the fourth sources. It means that a person depends on their emotional reaction to evaluate their abilities. They define stress and blood pressure or tension in learning as factors that influence their performance become poor and not maximal. Bandura (2009) stated that they read their fatigue and lack of energy as indicators to show their low physical efficacy in activities that need much energy and

stamina. Increasing students' physiological and emotional health helps to increase student's self-efficacy, it is better that they perform tasks or activities in their best time and condition.

The Factors Affecting Self-efficacy

Several research studies have shown that self-efficacy affects success and failure of the students in language learning. Self-efficacy becomes one of the main affective factors in influencing emotional sides of the learners (Kargar & Zamanian, 2014). Many researchers stated that there is a relation among self-efficacy and language learning. Self-efficacy takes an important part in language learning and motivates students effectively. Kargar & Zamanian (2014) said that if students have both willingness and equal knowledge to be highly self-efficacious students, they can achieve more in learning. In this context, those who think they are capable in their academics have positive expectations of their ability to get the highest mark in the examination. On the other hand, those with lack of confidence might think they are not capable and get the lowest score in their examination. According to Schunk (1995), there are some factors that influence self-efficacy of the learners. They are goal setting, information processing, models, feedback, and rewards on self-efficacy for learning and performing skills.

First, the goal setting of the students becomes one of the factors affecting self-efficacy. Students who set their goals to achieve something may have the experience of self-efficacy for doing it and make a responsibility to themselves to complete it. Students who fail to fulfill a standard of challenges become less sure of their efficacy and lose confidence in their capabilities (Bandura, 1988). Students making their own goals may enhance goal commitment. By making their own goals gives them passion and motivation on passing the goals and reaching self-satisfaction (Bandura, 1993). Setting goals also has weaknesses because it focuses on *product* goals, it means that it focuses only on the result that students achieve their goals or get the highest score between their friends. In contrast, *process* goals here means to learn how to use a good learning strategy, a method for enhancing information processing during the learning process and task performance.

The second is information processing. Those who believe that they are able to learn comprehending text and handling information-processing will automatically feel happy or confident to do the task optimally but for those who struggle dealing with comprehending text will have difficulties to do it (Schunk, 1989). While students focus on completing their task, they obtain the knowledge about how well they are in language learning. They might

think that they are successful in grasping the material and enhance their motivation and self-efficacy. The confidence that they could comprehend the text and perform all out by using the appropriate learning strategies.

Models are the third factors affecting self-efficacy. Students learn more about self-efficacy from peers and teachers. They can be a model for students that they can perform and motivate them to do the task. If the model fails to give a good example, it makes lower student's self-efficacy and prevents them from working optimally. They believe that if the models could learn or achieve more, they could too to do the same thing. A study by Schunk, Hanson, & Cox (1987) stated that in giving the example, several models are better than a single model because students will see that they have the same capabilities, this means that students feel the possibility to perform like the models.

The fourth factor is feedback. Several theories and researches showed that feedback influences self-efficacy in many aspects. In the education side, feedback from the teacher might give them motivation to stand out in the class. Constructive feedback motivates students to perform or accomplish tasks better in the future. For example, effort feedback given by the teacher for students who finish the quiz first, it means the teacher appreciates their hard work to succeed, or performance feedback given to indicate that students are making progress in learning. Those kinds of feedback increase self-efficacy, motivation and achievement. Another example of feedback is in the form of appraisal. Appraisal is important to do by the teacher to value the students about their effort in achieving the goals. Saying "Good job", "Great" are essential to promote efficacy of the students, increase motivation and capability than no feedback. Students also define the feedback as an indicator that students are able to perform their best in the future learning.

The last factor of self-efficacy is rewards. Bandura (1986) stated that rewards are informative and motivating. Rewards increase self-efficacy in students' accomplishment and deliver to students that they become better in learning. The example of rewards is during pronunciation class, students are volunteering to practice how to pronounce the sentence in front of the class, after that, students get the points. The student could switch the scores into prizes (performance task rewards) or they could take rewards for following actively in the classroom (task rewards). In addition, rewards also enhance a sense of competency for the activity because students might feel that they are also capable of reaching the same points or scores like what their friends did. In short, students are performing on task, they will learn

what they should do to give them positive outcomes (successes, teacher praise, and high marks).

Learners also obtain self-efficacy through their observation. They can observe the way their friends are learning. They believe that if their friend can perform tasks well, they also can do it. This kind of observation increases students' motivation to achieve learning goals, but it doesn't give a big impact. Students are more motivated when they get appreciation from their teacher. Appraisal like "You did well" might give students positive improvement. It means that their hard work to do the task well in the classroom is paid off. Low self-efficacy means students are low in engaging motivation to learn something in academic work and attempt to perform better in study. Low self-efficacy students need more attention from the teacher so that they do not feel they are not capable of performances.

Self-Efficacy in Reading Comprehension

Reading is an action to grasp what the author wants to deliver from texts. Grabe & Stoller (2013) stated that reading is a process to draw information from a passage and build construction of that idea. To understand the meaning of the text, readers must connect their previous experience and the new information. In conceiving the written text and interpreting expected meaning, there is a factor that affects the students' foreign language learning and increasing their self-confidence, it is self-efficacy (Habibian & Roslan, 2014).

Self-efficacy means a person's belief about the competence to perform at desired levels of tasks (Bandura, 1997). Self-efficacy needs strong belief when it faces challenges or difficulties. Self-efficacy also assigns how people think, feel and motivate themselves in language learning. In addition, Zare & Mobarakeh (2011) implied reading self-efficacy as a learners' belief of their reading competence to do several reading assignments, such as finding the primary idea, guessing the meaning of the words and understanding the writer's ideas on their written text. Furthermore, struggling readers who have low self-efficacy are likely not confident in their ability to improve their reading skills. Low self-efficacious students may not perform actively in the learning process when they are challenged with some tasks. In contrast, high self-efficacious students are actively involved in the learning process. They perform reading tasks well and try their best to achieve the learning goal.

Reading comprehension is quite hard for some students because it needs much energy to focus on comprehending text. That is why when students read books or passages, they need to be motivated by their environment. Teachers and students need to give more

attention since reading is an activity that takes willingness and thoughtfulness among the reader and the text. Readiness of the readers are the main focus in order to comprehend the value of the text. In short, researchers showed that self-efficacy is affected by students' previous experience, their interaction and physiological reaction. The result of students' self-efficacy perception are necessary to predict how students do their job and their willingness or motivation in school.

Research about the relationship in self-efficacy belief and reading has been done for a long time. Learning strategies, reading anxiety, reading attitude and gender are the topics that are usually used in the previous studies. The results of the studies mostly showed that there is a positive relation among self-efficacy and reading ability in EFL learning. From the previous results in literature research on reading comprehension, self-efficacious people build several reading strategies to increase their conceptual interactions, impression and interactive capacities to achieve a good comprehension (Habibian & Roslan, 2014). The previous sections have been explained and conceptualized of self-efficacy and reading comprehension. This section will show several previous studies related to self-efficacy and reading comprehension to present a review of the relation of self-efficacy and reading comprehension.

First, a previous study about self-efficacy conducted by Zare & Mobarakeh (2011), this study was about the relation among self-efficacy and the use of reading strategy. In taking the research, the participants of this study were 45 students of grade three of senior high school in Iran. All of the subjects had been studied English for at least 6 years at school and all of them were in lower until intermediate level of proficiency. For the instruments, two questionnaires have been used in this study, reading self-efficacy questionnaire and reading strategies questionnaire. The reading self-efficacy questionnaire was adapted from Wang (2007) with 5 items and 9 additional items from Li & Wang (2010). The questionnaire was piloted with 20 students and turned out 4 problematic questions. Finally, the researcher eliminated those items and came up with 10 questions. Next, the reading strategies questionnaire was adapted from Li & Wang (2010). Reading strategies are divided into three main points: metacognitive strategies, cognitive strategies and social/affective strategies. The researchers chose 20 items from 48 questions about reading strategies.

The study found that the result of correlation strongly shows that self-efficacy had certainly correlated with all reading strategies used in the research and subcategories of reading strategies; metacognitive strategy, conceptual

strategy and socioaffective strategy. In addition, the study showed that the reading self-efficacy influences the students' implementation on the use of reading strategies. The more convinced students perceive about performing reading tasks, the more they use reading strategies in language learning. For example, the implementation of self-efficacy in reading comprehension class. Yoğurtçu (2013) stated that students with high reading self-efficacy apply different reading strategies during reading class. The use of various reading strategies is to understand deeper the meaning of reading material. In addition, high self-efficacy students are engaged in facing difficulties in reading tasks and those with low self-efficacy are feeling anxious about reading tasks.

Another research was conducted by Komarraju & Nadler (2013) which is about self-efficacy belief and academic achievement. The subject of this study was divided into Study 1 which is 407 undergraduate students and for Study 2, 257 students. The result of the research was high self-efficacy students are confident in their academic achievement and they are likely to be sure that capability is fluid and defined by their effort in learning.

The result also indicates that high self-efficacious students are choosing to take challenges and seek new knowledge such as trying to get good grades and demonstrate their ability by their performance at school. In contrast, low self-efficacious students are unconvinced and afraid about their capability to succeed in academic context, they assume that intelligence is fixed and unchangeable. They tend to be less motivated by other performance and do not intend to mastery goals. The result also showed self-efficacy took a part in academic achievement. Finally, their study showed that self-efficacy is also related to liven up students' motivation and self-discipline.

Another previous research related to the study about self-efficacy and reading comprehension has been conducted by Yoğurtçu (2013) about the effect of self-efficacy beliefs towards reading comprehension on students' academic achievement. The subject of the research was 1485 students. The instrument used in this research is questionnaire. This study was about investigating the contribution of reading comprehension in increasing academic achievement. The result of the study was the same, students believe and readiness of the students' self-efficacy in their capability played important roles that affect academic achievement. In case of learning a foreign language, there is a positive relation between academic achievements in learning foreign languages and reading comprehension. If students' self-efficacy increases, their ability to learn foreign language will improve and as a result students can enhance their academic achievement. It means that self-efficacy also

supports the development of the students' comprehension in learning foreign languages. Moreover, students will have self-confidence towards reading comprehension because of their belief in performing reading tasks.

To sum up the previous research above, there is a high relationship among self-efficacy and learners reading comprehension. The higher students self-efficacy the better their reading comprehension. In addition, it becomes the main point of students to be actively participating during the learning process. Teachers should give more attention to the students who have low self-efficacy and motivate them to contribute to the classroom discussion because low self-efficacious students need to be supported by their environment.

CONCLUSION

In conclusion, this article supports that there is correlation in self-efficacy and students reading comprehension. It allows the students to be actively involved in the learning process. If students show that they hold high self-efficacy, they lean to be motivated and confident in academic performance (Komarraju & Nadler, 2013). They also outperform other students and believe that their effort to learn is paid off by the teacher valuing their hard work and getting good scores. On the other hand, students who showed low self-efficacy are mistrustful and not motivated in learning something new. They are afraid to face challenges because they believe that they cannot do that, achieve as much as what their friends did. Supporting their learning environment helps them to focus on mastery goals and encourage them to face difficulties and challenging assignments. In addition, supporting students and controlling their stress has a positive impact on the students to reach the highest levels of their learning.

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