

READING SELF-EFFICACY IN EFL STUDENTS' CRITICAL READING STRATEGIES

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Abstrak

Membaca kritis telah menjadi kunci untuk kesuksesan akademik peserta didik. Banyak faktor yang mempengaruhi membaca kritis peserta didik, seperti efikasi diri membaca peserta didik. Penelitian terkait telah menemukan kontribusi efikasi membaca sebagai faktor motivasi yang mempengaruhi keterlibatan kognitif, keterlibatan perilaku, dan nilai akademik peserta didik. Efikasi membaca dapat membantu peserta didik untuk menentukan penggunaan pengetahuan dan kemampuan yang sudah mereka pelajari (Pajares, 2002), dan menjelaskan mengapa peserta didik bekerja dengan berbeda dalam waktu yang berbeda. Penelitian ini berusaha menjelaskan apakah efikasi membaca secara signifikan berhubungan dengan penggunaan strategi membaca dalam membaca kritis. Penelitian ini mengadaptasi metode kuantitatif sebagai desain penelitian. Dua kuesioner dibagikan kepada 30 mahasiswa Jurusan Bahasa Inggris dari salah satu universitas di Indonesia. Korelasi moderat positif ditemukan antara efikasi diri membaca dan strategi membaca ($r = 0,548$, sig. pada level 0,01) sehingga penelitian ini mendukung bahwa efikasi diri berkorelasi dengan penggunaan strategi membaca siswa.

Kata Kunci: Efikasi membaca, Penggunaan strategi membaca, Membaca kritis.

Abstract

Critical reading has become the key to students' academic success. Many factors play an important role in the students' critical reading, such as their reading self-efficacy. A considerable amount of research has found the contribution of reading self-efficacy towards students' reading strategy use. Reading self-efficacy can help students to determine the use of the knowledge and skill they have learned (Pajares, 2002), and explain why the same learner performs differently at different times. The present study thus attempted to find out the correlation between self-efficacy and EFL students' reading strategy use in Critical Reading. This study used the quantitative method as the research design. Two questionnaires were distributed to 30 English Department students of a university in Indonesia. A positive moderate correlation was found between reading self-efficacy and reading strategy ($r = 0.548$, sig. at 0.01 level) so that this study supported that self-efficacy was correlated with the students' reading strategy use.

Keywords: Reading Self-efficacy, Reading Strategy Use, Critical Reading.

INTRODUCTION

Reading is critical in the process of acquiring information. Reading, which is a process of preparing questions to learn the meaning; finding details; drawing conclusions, and; being able to react intellectually and emotionally, is described as a technique of interpreting a written discourse (Iftanti, 2012) and an interaction between the writer and the reader (Macceca, 2014). According to a study conducted by (Riswanto, Risnawati, & Lismayanti, 2014), in order to achieve a good reading achievement, students must link information into their background experiences, develop perspective, and connect their ideas and beliefs.

Students' reading performance is affected by their beliefs to do reading tasks. Reading self-efficacy is in correlation to self-efficacy which is described as a belief to the capability to do tasks in a different situations (Bandura, 1998). According to research, students perform

better when they believe they are capable of doing so (Komarraju & Nadler, 2013; Linnenbrink & Pintrich, 2003; Pajares, 2002). Students' belief in their reading capability affects their reading performance such as choosing the proper strategies and overcoming difficulties during the task. Besides, reading necessitates motivation because many students regard reading as an energy-consuming activity that is difficult to complete. (Wilson & Kim, 2016). As a motivational process, reading self-efficacy is needed to help the students to overcome possible problems in the course of strategy use or the reading process (Anam & Stracke, 2019).

In terms of reading, students with high sense of self-efficacy perform well in comprehending a text and try to compete with their other friends. On the other hand, students with low sense of self-efficacy believe that reading is hard to accomplish and takes much effort to comprehend the text. They eventually give up easily

before trying to finish the task (Oakhill, Cain, & Elbro, 2015). Thus, students' beliefs of their capabilities to do various task is important to enhance their performance during the task. They also need to evaluate their process in learning in order to know how effective their learning strategies are. To get to know how much the students comprehend the text, a quiz or task can be given after learning or reading the materials.

Critical Reading

There are two opposing viewpoints on critical reading. One viewpoint associates critical reading with critical thinking, which is mentioned as academic reading (Larking, 2017), whereas the other focuses on critical discourse analysis (Demiroz, 2007). The orientation to the reading task is viewed as critical reading. Readers bring sociocultural and individual resources to their reading tasks because they are both individuals and members of society (Wallace, 2003). Reading as a process and skill that emphasizes social, interpretive, active, and critical aspects are referred to as critical reading.

Critical reading can be viewed as a process involving interaction between writers, readers, and the texts. Critical reading might help readers improve their critical thinking skills, allowing them to recognize, analyze, respond, and link the author's ideological purposes of diction (Sultan, Rofiuddin, Nurhadi, & Priyatni, 2017). Critical reading serves three functions: linguistic, critical conceptual, and cultural (Wallace, 2003). Based on the linguistic purpose critical reading aims to engage readers in a text to identify ideological points delivered in the text. Critical reading, based on the critical conceptual point of view, allows readers to develop arguments, connect their knowledge with social context, and question the content to construct an idea. Critical reading, from a cultural standpoint, allows readers to understand different cultures from various points of view, thereby enriching their knowledge.

For some reason, reading critically might be hard to accomplish. It deals with an investigation into a critique of the validity of arguments expressed in the text (Walz 2001). Underlying meanings are involved within the surface, or face-value meaning of a text, which might persuade the reader, sometimes with biased views, imbalanced evidence, or even includes factual inaccuracies (Larking, 2017). Readers need to carefully read between the lines and undertake an analysis of the text to grasp its full meaning. Readers also need to do various complex things such as finding underlying stated and/or unstated assumptions, identifying arguments and authors' positions, justifying arguments, summarizing and writing response of written academic texts, and building arguments. In an academic setting where critical reading becomes a compulsory course, some students might find it

not interesting and exhausting. These activities require appropriate strategies. Mastering some strategies might make the course more enjoyable and help students to handle difficulty with confidence. A strategy of critical reading strategies stated by Wulandari and Rahmawati (2017) is annotating directly on the page such as: underlining keywords, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with line and arrows; numbering related points in sequence; and making note of anything interesting, important, or questionable. Annotations can be light or heavy, depends on the difficulty of the material.

Self-efficacy

People's self-efficacy beliefs influence how they think, feel, motivate themselves, and act (Bandura, 1995, 2010). In the academic fields, self-efficacy is associated with the beliefs which students possess about their capability to perform specific tasks and the perceptions of capability (Linnenbrink & Pintrich, 2003). Furthermore, self-efficacy can assist students in determining how to apply their newly acquired knowledge and skills (Pajares, 2002). Language learning is said to rely on self-efficacy (Anam & Stracke, 2016, 2019; Caprara et al., 2008; Linnenbrink & Pintrich, 2003; Pajares, 2002). Self-efficacy helps learners to participate in classroom engagement (Linnenbrink & Pintrich, 2003) as well as persist against the problems or appealing distractions (Caprara et al., 2008). Furthermore, self-efficacy takes part of individual's judgments of capability to do some specific tasks under certain conditions (Linnenbrink & Pintrich, 2003). Furthermore, Bandura (1997) stated that the sense of self-efficacy of learners can be proposed as a possible explanation for why the same learner performs differently at different times.

According to researches, self-efficacy plays a crucial part in the regulation of human functioning in the ways of: cognitive, motivational, emotional, and selection processes (Bandura, 2010). In general, it is concerned with the question of students' ability to complete certain tasks (Linnenbrink & Pintrich, 2003). According to Linnenbrink and Pintrich (2003), self-efficacy beliefs are related to students' behavioral, cognitive, and motivational engagement in classroom engagement. Furthermore, it also influences the choices and the action that the students take, as well as the stress and anxiety they feel during the action and how much effort they put forth (Pajares, 2002).

The role of self-efficacy in the academic domain is organized around three engagements. 1) Cognitive engagement: affects student quality and effort in the task. Students who have higher self-efficacy engage with the material at a deeper level and are easier to understand it

than their peers who have low self-efficacy (Linnenbrink & Pintrich, 2003). 2) Behavioral engagement: Students who have high self-efficacy tend to put in more effort to overcome obstacles (Linnenbrink & Pintrich, 2003). When confronted with a difficult task, they may employ information processing strategies and extrinsic contingencies in order to maintain focus (Komarraju & Nadler, 2013). Furthermore, students who believe they can complete tasks employ more strategies, work harder, and persevere in the face of adversity. 3) Motivational engagement: Self-efficacy encourages students to counter problems that might occur. It is in correlation with the findings of Anam and Stracke (2016), which found that students with high self-efficacy are more likely to seek out opportunities to learn outside of the classroom.

Reading Strategies

Reading strategies are described as students' methods or procedures to enhance their reading comprehension (Mills, Pajares, & Herron, 2007). The purpose of reading strategies is to find main ideas, to find specific details, to learn, to remember, and to have general knowledge of a text (Zare & Mobarakeh, 2011). The strategies of critical reading stated by Wulandari and Rahmawati (2017) is annotating directly on the page such as: underlining keywords, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines and arrows; numbering related points in sequence; and making note of anything interesting, important, or questionable. Annotations can be light or heavy, depends on the difficulty of the material. Furthermore, Indah (2016) stated seven critical strategies in critical reading as previewing, contextualizing, questioning, reflecting, outlining and summarizing, evaluating, and comparing contrasting.

Reading Self-efficacy

Higher education students would encounter a greater demand and challenge when doing reading tasks than students in high school (Bharuthram, 2012). Students in higher education would require critical reading skills that allow them to do reading tasks with complex text, such as academic articles (Karabay, et.al., 2015). To understand the meaning of the text, readers need to connect their experience and the new information. Self-efficacy is one of the factors that affects students' foreign language learning and increases their self-confidence.

Reading self-efficacy is described as readers' perceptions of their ability to perform various reading tasks. The tasks mentioned before are such as grasping the main idea, guessing the meaning of unfamiliar words, and inferring authors' purposes from written texts (Zare & Mobarakeh, 2011). Another study (Mills et al., 2006)

discovered that reading self-efficacy is in positive correlation with reading proficiency. Other research (Naseri, 2012) found a significant relationship between reading self-efficacy and reading comprehension. Students believe that reading is the most effective language skill for foreign language learning. Furthermore, a study conducted by Redford and Prat-sala (2010) investigated reading self-efficacy approach and discovered that high-level students read with a deep and strategic approach. A finding from another study of reading self-efficacy study mentioned reading self-efficacy had a direct impact on students' performance when using reading strategies (Zare & Mobarakeh, 2011).

The research problem of the present study which questioned if self-efficacy helped students in their critical reading laid the foundation of a research question which was formulated as follows: Is there a significant correlation between self-efficacy and EFL students' reading strategy use in critical reading?

METHOD

The design of the present study was a correlational study. The method included online questionnaires distributed to 30 students of English Education in a university in Indonesia. The questionnaire that elicited their self-efficacy consisted of 11 items, and the questionnaire about reading strategies adapted from Yoğurtçu (2012) and Zare & Mobarakeh (2011) comprised 19 items. The questionnaires were tried out to non-participants of the same subject and setting criteria and resulted in reliability coefficients of .95 and .94 respectively. The data gained from the reading self-efficacy questionnaire and reading strategy questionnaire followed a normal distribution (RSE $p = .953$; RST $p = .632$). To analyze the data, the scores obtained from the first questionnaire was used to classify the participants into two categories of self-efficacy levels: low (mean ≤ 4.3) and high (mean ≥ 4.3). Afterward, the scores from both questionnaires were correlated by using Pearson Product Moment.

RESULTS AND DISCUSSION

Table 1. Descriptive statistics of English Department students' responses in item statements of reading self-efficacy (RSE).

Categories	N	%
High SE	15	50%
Low SE	15	50%

The mean of the participant's responses to each item was used to analyze the items in the reading self-efficacy questionnaire. It was then tabulated into descriptive statistics levels of reading self-efficacy. Both groups had

the same amount of total sampled populations (n=30) of reading self-efficacy level, which was 50% low and 50% high.

Table 2. Pearson r correlation test on reading self-efficacy (RSE) and reading strategy (RST).

	\bar{X}	SD	N	r	$r_{.01}$
RSE	47.07	6.464	30	.548	0.296
RST	74.20	8.984			

The calculated result of Pearson correlation test showed that there was a moderate positive correlation between reading self-efficacy and reading strategy ($r = 0.548$, sig. at 0.01 level). The data of both questionnaires showed that the higher reading self-efficacy, the higher reading strategy. The items of reading strategy portrayed various strategies used by EFL students. The score gained from this questionnaire was used as the measurement of participants' self-assessment of the reading strategy they used. For example, the item "adopting different methods to handle unknown words according to different reading purposes" might point if a participant adapt/adopt various strategy dealing with unfamiliar words and the item "Using diagrams or outlines to summarize the topic, structure and the content of passages after reading" might point the effort they put in order to get good comprehension. Students of high-level efficacy showed higher score in reading strategy items which illustrated bigger effort in reading than the low-level students. This statement is linear with previous studies cited as students' cognitive engagement was reflected in the strategies they used to learn English and how much attention they paid to their tasks (Anam and Stracke, 2019). They discovered that students with high self-efficacy and students with low self-efficacy were slightly different in strategy use. Students with high self-efficacy are more active in mastery vocabulary, for example, using techniques such as creating images, mind mapping, and using songs. When confronted with unfamiliar words, they exerted greater effort by analyzing words around the unfamiliar words and try to estimate the meaning rather than guessing. Students with high self-efficacy are more likely to exert greater effort to overcome difficulties (Linnenbrink & Pintrich, 2003).

CONCLUSION

In conclusion, this study supports that self-efficacy affects students' reading strategy use. It allows students to be actively involved in the learning process. Furthermore, it allows students to show how much effort they have and persistence during critical reading. It was proven by statistical analysis that explained a positive correlation between the two variables. The responses gathered from the questionnaire supports this statement saying that the

higher sense of self-efficacy, the higher tendency of students to apply a various reading strategy. It is in relevance with previously cited studies in the same concern stating that reading self-efficacy is needed to help the students to overcome possible problems in the course of strategy use or the reading process (Anam & Stracke, 2016, 2019; Linnenbrink & Pintrich, 2003; Mikami, 2017; Mills et al., 2007). In terms of self-efficacy, higher-level efficacy students showed better score in reading strategy use. The student with higher reading self-efficacy showed bigger effort and use more various strategies in critical reading than the lower level. They showed more complex strategies and how they persisted against challenges.

Suggestions

It is difficult to return to the topic of academic self-efficacy, particularly in the context of higher education EFL. As a result, critical aspects such as instrumentation and sampling method must be well-prepared so that the generated result would be more interpretable. It is suggested for students to build good beliefs towards their capability to do reading tasks so that they could develop various reading strategy they use and be able to cope with common challenges during critical reading. It is worth to note that self-efficacy could help students to develop better reading strategy during critical reading which might lead to better achievement they might get.

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