

**THE CORRELATION BETWEEN SELF-EFFICACY AND EFL
STUDENTS' READING ABILITY**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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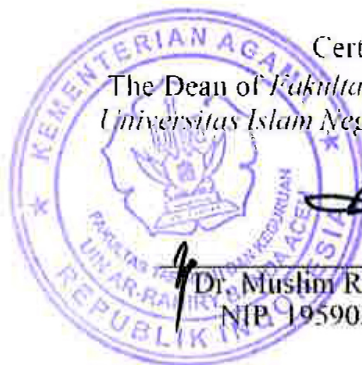
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**The Correlation Between Self-Efficacy and EFL Students' Reading Ability
(A Study at Department of English Language Education Universitas Islam
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher realizes that the writing of this thesis is the result of hard work, but also cannot be separated from the support, direction, and guidance as well as the blessing of various parties. Therefore, on this occasion, with full sincerity and humility, the researcher would like to thank Mrs. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D as supervisor I and Mrs. Rita Hermida, S.Pd.I., M.Pd as supervisor II who have given a lot of time, thought and direction in the form of suggestions and directions for improvements.

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Banda Aceh, July 14th 2022

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ABSTRACT

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This research aimed to find out the correlation between self-efficacy and EFL students' reading ability. The research was conducted at the Department of English Language Education, Universitas Islam Negeri Ar-Raniry Banda Aceh, involving 60 students in the academic year 2019. The method used in this research was a quantitative method. The data used in this research was from a questionnaire test and the scores of English Education Department students in academic year 2019 on their academic reading class. The data was analyzed by using correlation analysis. The finding showed that there was a significant positive relationship between self-efficacy and EFL students' reading ability. This indicated that the r value of the Pearson correlation was greater than the r table ($0.389 > 0.254$) and the degree of significance was 0.05. Based on the significance value of Sig. (2-tailed), there was a correlation between self-efficacy and EFL students' reading ability as the research hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected because the value of TX was < 0.05 ($0.002 < 0.05$). The r value (Pearson Correlation) in this analysis was positive, which meant that the relationship between the two variables was positive. If the self-efficacy increased, the students' reading ability would also increase. The implication of the study was that the teacher should assist students in developing their reading self-efficacy by encouraging reading self-efficacy in the classroom.

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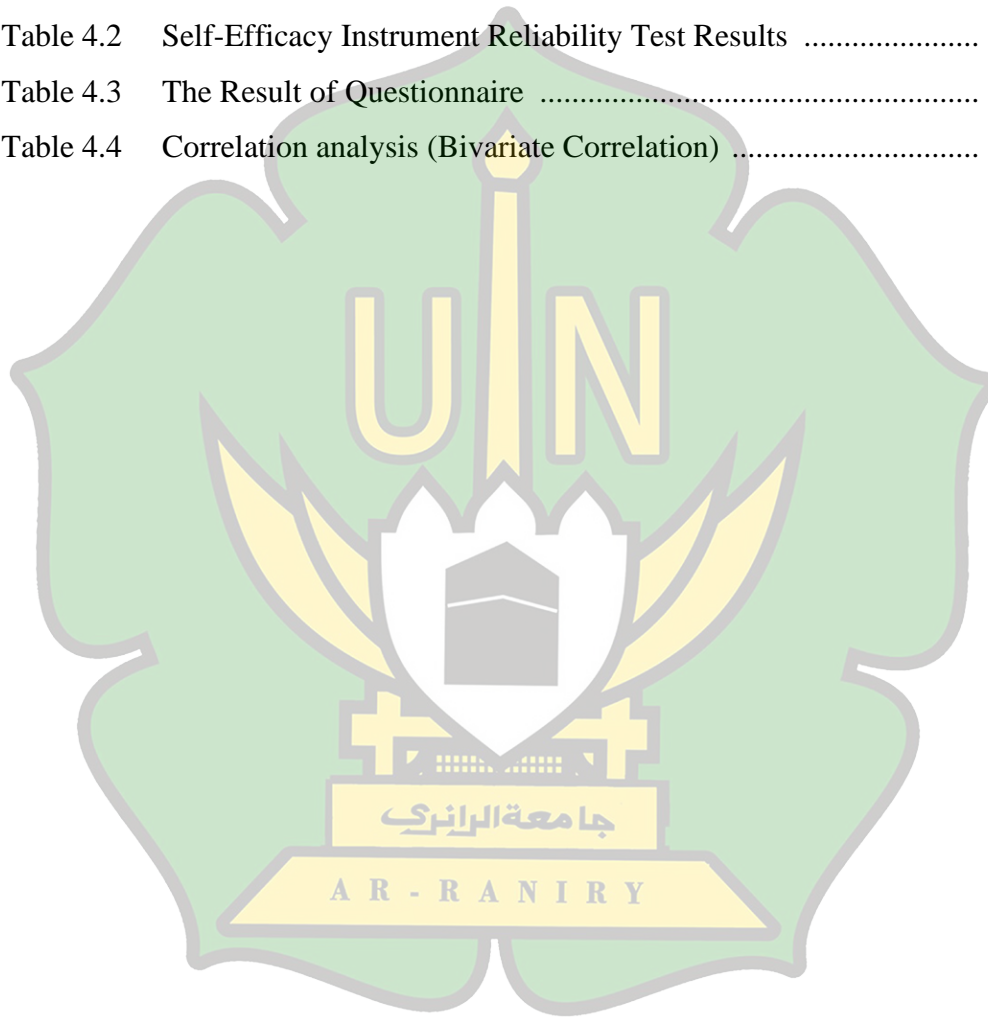
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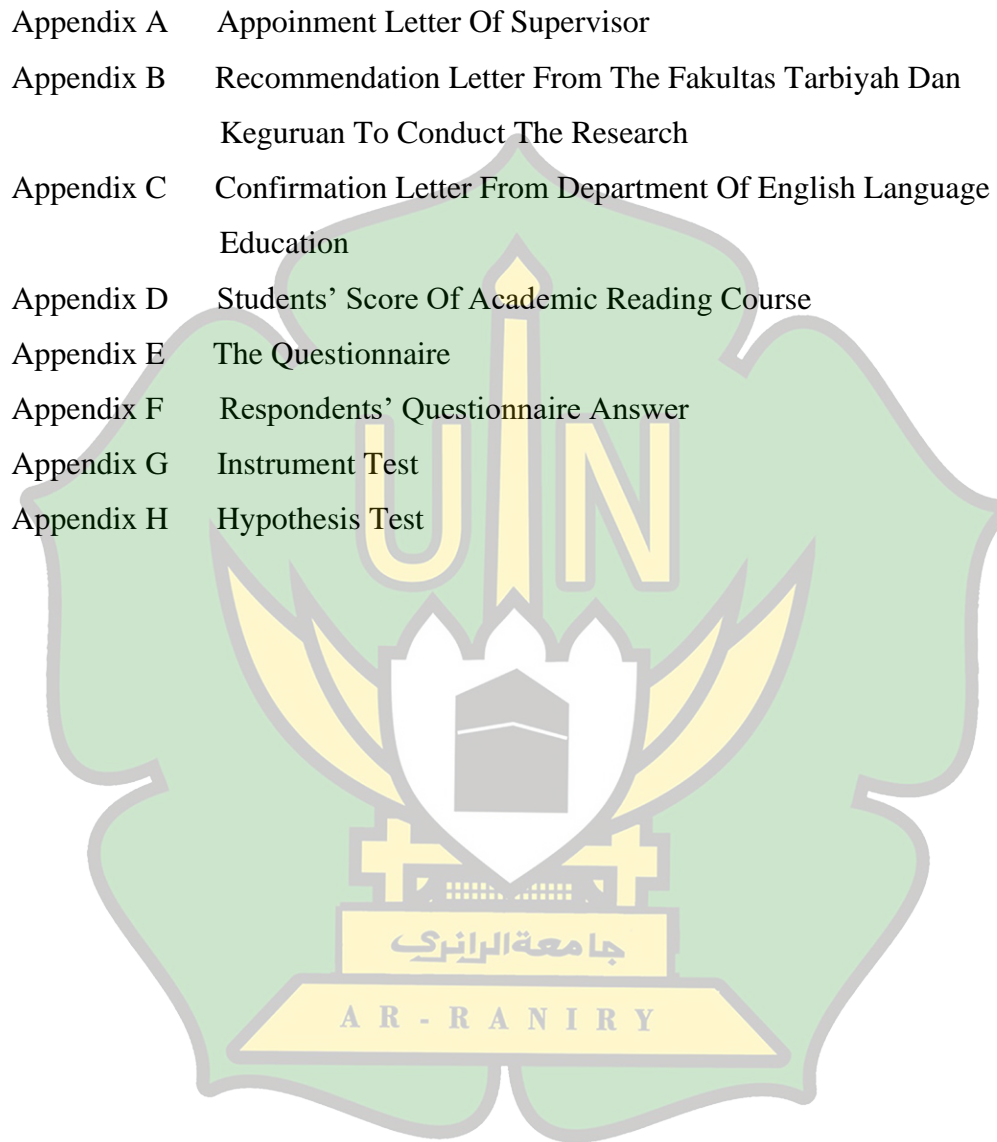


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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It consists of background of the study, research question, aim of study, significant of study and research hypothesis.

A. Background of Study

Reading is one of the skills needed by language learners besides listening, speaking and writing. Reading is an essential skill for language learners. As students' reading skills improve, so do their listening, speaking, and writing skills. There are many benefits of reading that can help students learn English faster and more fully. Reading can help students to learn and remember the correct spelling of words. Also important for students to learn to read before they can write. Because reading helps them to get used to the rhythm of English. Over time, this will start to sound natural and they will notice that a sentence or phrase does not sound right. In addition, continuous repetition of words and patterns helps them to learn and remember vocabulary and grammatical structures. Therefore, if students have good reading skills, it can improve their other language skills.

In fact, many students have weak reading skills. Around one-fourth of ten-year-olds do not fulfill international reading benchmarks for their age group. These figures are alarming, as NAPLAN testing revealed that 75,000

kids failed to meet baseline literacy standards (study from 2013 ABS). Because of limits in working memory capacity, poor learners have a difficult time processing information. Reading a foreign language may appear to them to be an insurmountable challenge. If understanding a verbal form necessitates attention, semantic processing may not even be attempted. All future learning is built on the basis of strong literacy abilities. Students who do not have a strong foundation in literacy are unlikely to succeed in school and later studies. Literacy is essential for academic success. Good readers, according to studies, improve at a faster rate than weak readers. That is why they must learn to improve their reading skills.

Although reading is important, but there are still many students who do not have the motivation to read and learn. However, learning motivation is one of the important things that must be possessed by every student. The learning process will run well if students are motivated to learn. Educational Psychologists have realized that motivation becomes a main point for student to engage and gain academic achievement (Wilson & Kim in Kusuma, 2021). There are two factors that cause motivation in a person, namely internal and external factors. Internal factors come from within a person, while external factors come from outside a person. One of internal motivational factors is self-efficacy. Which is the state of a person's psychology to assess his ability to do something. Self-efficacy is people's perceptions or beliefs of the ability to study or to 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 (Bandura in Tobing, 2013).

It is important for students to have self-efficacy towards their reading skills. So, that they are motivated to learn to improve their reading skills. Habibian and Roslan (2014) stated that self-efficacy influences the way people think about themselves, their grade of encouragement, and the way they react about the problems. In the context of reading, students who have low self-efficacy believe that reading is difficult and requires a lot of effort to understand a reading. They often even prefer to give up before trying to read and understand it. The students who have high self-efficacy will do their best to understand a reading. It proves that someone must think good about himself and believe in his ability. When someone knows that he is able to do something, of course he would prefer to do things that he is good at. Likewise with a student who will be more motivated to learn what he is good at. Therefore, it is important for students to have positive thinking about themselves.

There are several previous studies that have conducted research on the relationship between self-efficacy and students' reading ability. After reading several previous studies, the researcher knows that each research has similarities and differences. There are many similarities in the instruments used to collect data. Most of the research uses a questionnaire to measure self-efficacy, and a reading comprehension test to measure reading ability. While the difference can be seen from the number of participants and who is

selected as the research participants. Arthalina et al., (2018) in their research entitled “The Effect of Teaching Strategies and Self Efficacy on Students' Achievement in Reading Comprehension” used 52 junior high school students as research participants. The instruments they used were self-efficacy questionnaire and reading comprehension test. Their research showed that the reading achievement of students who had high self-efficacy was better than students who had low self-efficacy. This proved that there was a positive relationship between self-efficacy and reading ability.

Based on the preview studies that the researcher had read, most studies involved high school students as research participants. There were two kinds of high school students who participated in the study. There were those who chose students from the language department and there were also those who were not from the language department. Ermayani (2020) in her research entitled “The Correlation between EFL Students' Self-efficacy and Reading Comprehension at the First Grade Students of MAN 2 Kota Serang ” used second grade high school students from the language department as research participants. The research data was obtained from the self-efficacy questionnaire and tests. The result showed that there was a fair correlation between self-efficacy and reading comprehension. Meanwhile, Tobing (2013) in her research entitled “The Relationship of Reading Strategies and Self Efficacy with The Reading Comprehension of High School Students in Indonesia” used high school students who were not majoring in language as research participants. For data collection, the same instrument was used,

namely the self-efficacy questionnaire and reading comprehension test. The results of this study indicated that there was a significant relationship between self-efficacy and reading comprehension.

Another previous study also used students as research participants. There were those who choose students from the English department as participants, and there were also those who chose students who were not from the English department, but used English as their home language. Sukarni (2018) in her research entitled “Reading Self-Efficacy and Its Influence on Students Reading Proficiency” selected participants who were the fifth semester students majoring in English. The instruments used were a questionnaire and a reading test. The results showed that there was a positive relationship between self-efficacy and reading ability. Boakye (2015) in her research entitled “The Relationship between Self-Efficacy and Reading Proficiency of First-Year Students: An Exploratory Study” chose African students who were not from the English department but used English as their home language in addition to African. The data collection instrument also used a questionnaire and a test. Her research showed that self-efficacy was a good trigger for students' reading abilities.

After reading the number of previous studies, the researcher also interested in researching the relationship between self-efficacy and reading ability of the sixth semester students majoring in English at Ar-Raniry State Islamic University. The researcher wants to know if the results will also be able to show a positive relationship between the two like the results from

previous studies. In previous studies many researchers used instrument tests to measure students' reading abilities. So, in this study the researcher will collect data on student scores from their academic reading classes as data to measure students' reading abilities. However, in this study the data taken were scores from the online learning process for academic reading courses. This is different from previous research where the score comes from the face-to-face learning process. The researcher wants to know whether self-efficacy can have a positive impact on students' reading abilities and whether the correlation rate can also be high as has been shown from the results of previous studies, even though the learning process is carried out online. Therefore, the researcher wants to examine the correlation between self-efficacy and EFL students' reading ability at Ar-Raniry State Islamic University.

B. Research Question

Based on the explanation from the background of study, the researcher intended to do this research to find out the answer to the question: How is the correlation between self-efficacy and EFL students' reading ability?

C. Aim of study

Based on the research question above, the aim of this research is to find out how is the correlation between self-efficacy and EFL students' reading ability.

D. Significance of study

The results of this study are expected to be useful for readers, especially those working in the field of education. Theoretically, this research is expected to provide an overview and insight to readers regarding the correlation between self-efficacy and EFL students' reading ability. In addition, this research can also be used as a reference for relevant research in the future. Practically, this research can provide an overview for educators in order to create a teaching and learning process that can foster students' self-efficacy in reading. For students, this research is expected to be an evaluation material and input for them to improve their self-efficacy and reading ability. For the researcher themselves, hopefully this research can provide an overview of the reality in the teaching and learning process, and can be a reference to add insight in the teaching and learning process in the future.

E. Research Hypothesis

Ha: There is a correlation between self-efficacy and EFL students' reading ability.

Ho: There is no correlation between self-efficacy and EFL students' reading ability.

CHAPTER II

LITERATURE REVIEW

This chapter contains the related literature to the definition, the importance, sources and the factors affecting self-efficacy. It also discusses the definition of reading ability, reading strategies and reading techniques. In this chapter also contains the previous studies that related to this research as well as a reference to strengthen this research.

A. Self-Efficacy

1. Definition of Self-Efficacy

Self-efficacy was first coined by Bandura in 1986. It describes a person's belief to perform a particular task in the construct of motivation. “People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura in Tobing, 2013). Self-efficacy is a person's judgment of his/her ability to do something in order to achieve what is desired, such as the mastery of a new skill or achieving a goal. According to Pajares, self-efficacy is a person's belief in his/her ability to achieve goals successfully. Because self-efficacy impacts choices, goals, problem solving, and persistence in trying, it can lead to diverse actions among people with the same ability. In other words, self-efficacy refers to people's ideas about their own skills. Self-efficacy is not a broad concept, it has tied to specific conditions. Individuals can estimate

themselves to be extremely competent in one profession while being inept in another (Bijl & Baggett in Rahma, 2019).

In Bandura's social cognitive theory, self-efficacy is a motivating construct. It refers to a person's perception of their ability to do a task (Tobing In the words of Brittany Conway, 2017). Similarly, Jinks and Morgan (in Shehzad, 2019) defined self-efficacy as a sense of confidence in one's ability to complete specific activities. Furthermore, self-efficacy is a student's belief in their ability to perform a variety of analyzing tasks, such as locating the most important idea, estimating the meaning of phrases, and recording the writer's ideas on their written text. In terms of reading, struggling readers with poor self-efficacy are unlikely to believe in their ability to improve their analytical abilities. Students with low self-efficacy may not participate actively in the learning process even if they are given some tasks. Students that have a high level of self-efficacy, on the other hand, are actively involved in the learning process. They do a good job with their analyzing responsibilities and give it their all to achieve the learning goal (Zare & Mubarakeh in Maghfirotul, 2020).

On the other hand, self-efficacy is a state in which people believe in their own talents and are confident in their knowledge. A person's ability to accomplish a task, confidence in completing the task, and ability to operate under pressure are all characteristics of self-efficacy. Self-efficacy motivates people to set lofty goals and persevere in the face of adversity in everyday life. Based on research that has been conducted in North America, Europe

and Russia, it has been found that self-efficacy has a positive impact on various aspects of a person's life. As how well he/she does at a task, the level of education he/she attains, how hard he/she will try to achieve his/her goals, the type of the career he/she will choose, his/her ability to solve complex problems, his/her motivation to achieve political and social goals, healthy living habits, and even the chances of recovering from a heart attack (Bandura et al., 2001; Ewart, 1995; Maddux, 1995; in Stajkovic & Luthans, 2014). Self-efficacy is linked to worker productivity in over a hundred research. When challenges develop, workers with a high sense of self-efficacy maintain calm and look for solutions rather than dwelling on their incompetence.

2. The Importance of Self-Efficacy

Self-efficacy is critical since it has the ability to influence the amount of effort put in and the strength of that effort in forecasting success. “Someone who has high self-efficacy is more motivated for engaging in physical activity” (Rhodes & Dickau, 2012). Someone who has high self-efficacy is often easier to do what he/she wants. That is because he/she knows that he/she is able to do it. Whereas someone who has low self-efficacy is more likely to be silent. That is because he/she is unable to know what he/she is able to do. Someone who has high self-efficacy feels confident that he/she is able to do the things he hopes. Also he/she will try to get what he/she wants by fighting off all obstacles and challenges he/she faces in order to achieve his/her goals. Individuals with poor self-efficacy are unable to do everything around them, and they are more likely to give up easily in difficult

situations. Low self-efficacy contributes to anxiety and avoidance behavior. Individuals will avoid actions that could exacerbate the problem, not because of threats, but because they believe they lack the skills to manage risky situations.

Self-efficacy is one of the self-potentials that has to be cultivated in student, because it has a significant impact on student learning outcomes and determines individual task choices, energy, perseverance, and student accomplishment. Self-efficacy is linked to students' ideas about their capacity to do specific tasks as well as their judgments of capability (Linnenbrink & Pintrich in Kusuma, 2021). Thus, students' perceptions about their skills to accomplish particular tasks are critical in improving their performance during the assignment. Besides, self-efficacy can also help students figure out how to put their newly gained information and abilities to use (Pajares in Kusuma, 2021). Self-efficacy is vital in encouraging behavior to finish difficult tasks in order to achieve specific goals. Students who believe in themselves will persevere in the face of barriers or problems. In terms of reading, students who have a high feeling of self-efficacy do well in digesting a text and aim to outperform their peers. Students with a low sense of self-efficacy, on the other hand, believe that reading is difficult and that comprehension requires a lot of work. They eventually quit up before attempting to complete the work (Oakhill et al., in Kusuma, 2021). As a result, every student must have self-efficacy in order to achieve educational goals.

3. Sources of Self-Efficacy

Self-efficacy consists of two components, namely the efficacy of expectations and expectations of results. The effectiveness of expectations is a person's belief that he/she will succeed in doing an action. While the expectation of results is someone's belief that what he/she does will give good results. Both components are the basis of one's self-efficacy. A person's belief in himself/herself will cause him/her to act as he/she thinks. If a person believes that he/she will succeed, then he/she will try hard and earnestly to succeed. That belief comes from our confidence in our abilities or known as self-efficacy. There are four sources of self-efficacy, namely:

a. The experience of Success

Mastery experiences are the most effective method to develop a strong sense of efficacy. Successes instill confidence in one's own abilities. Failures erode it, especially if they occur before a strong sense of efficacy has developed. When people only have simple accomplishments, they expect immediate results and are easily disappointed by failure. Experience in conquering challenges through perseverant effort is required for a robust sense of efficacy. Some setbacks and challenges in human endeavors are beneficial in that they teach that success usually takes consistent effort. People who believe they have what it takes to achieve persevere in the face of adversity and bounce back fast after losses. They emerge stronger from hardship by persevering through difficult

circumstances. The experience of success will increase one's self-efficacy. if the success is obtained because of a great struggle, it will have a big impact on one's self-efficacy. But, if the success is largely due to external factors, then it will not increase one's self-efficacy.

b. People's experiences.

The experience of others can increase one's self-efficacy if he/ she feels that he/ she has similarities with that person, and makes him/her make the other person's success as a model for him/her to achieve success. The vicarious experiences supplied by social models are the second technique to create and strengthen efficacy self-beliefs. Observers' confidence that they, too, possess the potential to master comparable pursuits increases when they see persons similar to themselves accomplish via consistent effort. Observing others fail despite great effort, on the other hand, decreases observers' assessments of their own efficacy and undermines their efforts. The perceived likeness to the models has a significant impact on the impact of modeling on perceived self-efficacy. The more similar the models are, the more convincing their successes and failures are. People's perceived self-efficacy is not changed by the models' behavior or the results they achieve if they consider them as quite different from themselves.

c. Social persuasion.

Social persuasion is an invitation from others who are able to improve one's self-efficacy by making him/her realize that he/she has the ability and he/she is able to do it. 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 (Anam & Stracke in Kusuma, 2021). Social persuasion is a third strategy for boosting people's confidence in their ability to achieve. People who are persuaded orally that they have the talents to master certain things are more likely to mobilize and sustain more effort than those who hold self-doubts and fixate on personal flaws when obstacles arise. Persuasive increases in perceived self-efficacy encourage skill development and a sense of personal efficacy to the extent that they lead people to try hard enough to succeed.

It is more difficult to create high personal efficacy beliefs through social persuasion than it is to weaken them. Unrealistic increases in efficacy are immediately disproved by unsatisfactory results. People who believe they lack ability, on the other hand, avoid hard activities that develop potential and give up easily when faced with challenges. Disbelief in one's ability provides its own behavioral validation by restricting activities and diminishing motivation. More than just positive feedback is delivered by effective effectiveness builders. They not only increase

people's confidence in their talents, but they also structure situations for them in ways that promote success and prevent putting them in situations where they are likely to fail frequently. They define success in terms of personal growth rather than victories over others.

d. Physiological and emotional state.

Usually someone who has low self-efficacy often experiences anxiety and stress. Therefore, to increase self-efficacy in a person, it is important to deal with things calmly and try to counter the anxiety that is thought to prevent stress. It means that people can evaluate their ability depends on their emotional reaction. People also judge their abilities in part based on their bodily and emotional states. They see their stress reactions and tightness as warning indicators of impending failure. People interpret exhaustion, aches, and pains as symptoms of physical debility in activities requiring strength and stamina. People's perceptions of their own efficacy are likewise influenced by their mood. Positive mood boosts perceived self-efficacy, while negative mood lowers it. Reduce people's stress reactions and change their negative emotional proclivities and misinterpretations of their bodily states to change their efficacy self-beliefs. It is not so much how intense emotional and physical reactions are, but how they are seen and interpreted that matters. People with a high feeling of efficacy see affective arousal as an invigorating facilitator of performance, whereas those with self-doubt see it as a debilitator.

Physiological efficacy indicators have a particularly important role in health and athletic and other physical activities.

4. The Factors Affecting Self-Efficacy

According to Kargar and Zamanian (in Walidaini, 2020), self-efficacy is one of the important factors that affect a student's emotions. This also applies when students have to learn a language. Students who have high self-efficacy are easier to achieve what they want. Therefore, it is important for students to have high self-efficacy. Basically, every human being is not born with self-efficacy. We gain it through the experience of mastering new abilities, overcoming obstacles, and learning the lessons of our failures. We also can get self-efficacy from a role model who teach us that our ambitions are that we can achieve, as well as from people who provide us with constructive feedback and support (Bandura, 1997). According to Schunk (in Walidaini, 2020), there are five factors that affect self-efficacy.

a. Goal Setting

Students who have their own goal setting will be able to grow a sense of responsibility in themselves. If he/she has a frequent goal, he/she will certainly try to achieve it, because of his/her desire and responsibility. That way, he/she will do his/her best to realize his/her goal setting. Goals have an important role in motivation and learning. Students set goals for themselves at the start of a learning activity, such as gaining skills and information, finishing work, and getting good grades. Students watch,

judge, and react to their judgments of goal progress during the exercise (Bandura, 1988; Locke & Latham, 1990; in Schunk, 1991). When people commit to attempting to achieve a goal, they are prone to compare their individual performance to the goals while working on the activity. Self-assessments of progress boost self-efficacy and keep motivation going. Dissatisfaction and increased effort may result from a perceived gap between performance and the goal. Modeling can help you achieve your objectives. When people believe the modeled behaviors will help them achieve their goals, they are more inclined to pay attention to them. Academically focused students are more likely to pay attention when teachers demonstrate new skills, but youngsters with high social aspirations may pay more attention to popular peers' actions. Goals encourage people to put in extra effort and persevere, as well as focus their attention on important task aspects and tactics that will help them complete the task (Locke & Latham in Schunk, 2003). Goals alone do not inherently improve learning and motivation. Rather, specificity, closeness, and difficulty are essential objective qualities.

b. Information Processing

People's ideas about the amount to which their environment is influenceable or controlled are another significant belief system that influences how efficacy information is cognitively processed. People who are plagued with self-doubt predict the futility of attempting to change their circumstances. They are far less likely to conduct and maintain

actions aimed at improving their situation than those who are confident in their ability to effect real social change. The organizational simulation research highlights the significant impact of perceived controllability on the self-regulatory elements that govern decision making and can either improve or hinder performance (Bandura & Wood in Hadomi, 2012). Even when performance requirements were within easy reach, people who ran the simulated organization under an instilled cognitive notion that organizations are not easily changeable quickly lost faith in their decision-making powers. Their ambitions were deflated. Their team's performance dropped.

Even in the face of severe obstacles, those who operated under an ingrained cognitive paradigm that organizations are controlled had great self-efficacy resilience. They set more difficult targets for themselves and used solid analytic thinking to uncover effective management guidelines. Their group performed admirably and continued to improve over time. Students' self-efficacy is influenced by their ideas about their ability to cognitively digest academic material. Learning content that is perceived to be challenging may result in a lower sense of self-efficacy than learning material that is perceived to be easier. Students who have problems processing information while working on a task may decide that they lack skill and feel less motivated to learn or do well. Students who believe that they can understand a reading and handling information-processing in learning a language will feel happy when they do their reading

assignments. It fosters motivation and self-efficacy to be able to understand reading by using appropriate learning strategies.

c. Model

Models can boost efficacy among spectators, who are more likely to assume that if they follow the same behavioral sequence, they, too, will be successful. Models also encourage on lookers to engage in the same activity or to refrain from doing so. Modeling is a powerful tool for increasing learning and self-efficacy (Schunk, 2003). Even with motivational inducements in place, observational learning through modeling happens when observers exhibit novel behaviors that had no chance of occurring prior to modeling (Bandura & Schunk in Schunk, 2003). When teaching, teachers frequently use cognitive modeling. Modeling both educates and motivates. Models show what activities should be taken in what order to achieve success and which actions will have negative outcomes. Colleagues and teachers are the closest models in the student learning environment.

Models are students or teachers who can provide good examples for other students and can motivate students to be like themselves. There are even some students who think that they actually have the same abilities as the model. Therefore, he/she believes that he/she also can become better like his/her model. Students must pay attention to a model, remember the knowledge, be able to reproduce the demonstrated pattern,

and be motivated to do so. Cognitive modeling, which combines modeled explanations and demonstrations with verbalizations of the model's thoughts and reasoning for executing the actions, is an important kind of observational learning (Meichenbaum in Schunk, 2003). However, if the model fails to provide a good example, then it can also make students have low self-efficacy. Giving corrective feedback can provide reinforcement to students, in addition to corrective feedback, it can be added with rewards.

d. Feedback

Feedback is a factor that can affect self-efficacy in many fields. In the field of education, feedback from a teacher to students is very influential. Praise, kind words, and assessments spoken and delivered to students can motivate them and build high self-efficacy, so students will continue to strive to give their best in the future. Lutan (1988: p. 300) defines feedback as "information received about a task." Students will receive information to fix mistakes by receiving feedback in the form of comments on student work books, for example. The influence of feedback on one's skill can boost self-efficacy, according to Bandura (in Baron. 2003: p. 184). Motivation and reinforcement are provided through the feedback function (Harsono, 1988: p. 89). Corrective Feedback is a type of feedback that comes in the form of information or clear referrals. "Corrective Feedback takes the form of responses to Learner Utterances that contain error," according to Ellis (2006: 340). The Responses Can Include (a) An Indication That An Error Has Been Made, (B) Provision of

the Correct Target Language Form, OR (C) Metalinguistic Information About The Nature of the Corrective Feedback can be given to students who make mistakes by giving them instructions in the form of information.

e. Reward

Giving rewards to students can increase their self-efficacy and motivate them to be better. In addition, other students who have not yet received rewards will also have high self-efficacy and are motivated to get rewards as well. To get it, of course they have to learn and try their best. TunSall and Caroline (1996: p. 395) claimed that "Reward is the most positive form of feedback. Teachers used reward to express their desire to reward students for their hard work or good behavior ". Students are given rewards in order to recognize their accomplishments in the work they have completed. An educator must modify their incentives to the actions or effort of students (Hamid, 2006). Rewards can be offered in the form of writings in addition to physical goods. The award is granted to youngsters that excel in school, have outstanding craft and behavior, and may serve as role models for their peers (Anshari in Hamid, 2006). It is expected that by rewarding students for their participation in learning, self-efficacy and student learning outcomes will improve.

B. Reading Ability

1. Definition of Reading Ability

Reading is one of the important basic skills that must be mastered by someone in learning the second language. Urquhart and Weir (in Liu, 2010) described reading skill as a cognitive ability which person is able to use when interacting with texts. Reading is also an important thing in communication. Besides verbal, communication can also be conveyed through writing. Therefore, it is important to have good reading skills in order to understand the message of a reading correctly. According to Mickulecky and Seffries (in Ismail, 2017) reading is a skill that can help students improve their understanding of a reading. So, they can add new ideas that can help them write. Also can increase their English vocabulary. Therefore, reading skill is very important for EFL to learn.

There are several problems that EFL will face in the process of learning and teaching reading skills. The first problem is reading comprehension. Background knowledge, cultural knowledge, and knowledge of text types can influence students in understanding a reading. A student who has prior knowledge and cultural knowledge related to his/her reading, will find it easier to understand. Likewise, knowing the type of text of the reading can help students find out the purpose of the reading, because each type of text has a different purpose. The second problem is the limited vocabulary that is known by students which can also hinder students from understanding the reading. He/she will find it difficult to understand because

he/she does not know the meaning of what he/she is reading. For that, students are required to master a lot of vocabulary. The third problem is long and complex sentences. Complex sentences usually consist of many clauses, making them longer and difficult to understand.

2. Reading Strategies

In understanding a reading in English, EFL students can use reading strategies to help them understand the reading easily. According to Anderson (in Tobing, 2013) in his/her research he/she explained that students who use reading strategies in reading a text or textbook reading can get higher scores in reading comprehension. 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 improve their reading comprehension by practicing reading using the right reading strategies (Mccrudden et al in Tobing, 2013).

According to Koda (in Tobing, 2013), based on its function, reading strategies are divided into three types. The first is cognitive strategy. It works when students complete their reading assignments. The second is metacognitive strategy, which serves to help students understand their reading assignments and correct them when they find errors. The last is social and affective strategies, which function to help students interact with other friends

during the reading process such as asking for help and asking each other about the readings they read so that they can be understood together. Reading strategies classified into five categories, namely supervising strategies that are used to monitor progress in comprehension, support strategies to regulate processing behaviors, paraphrase strategies that involve local-information processing such as using cognates and word-analysis, strategies to establish coherence in text that involve global text information processing, and test-taking strategies that are used in completing a task in a reading test (Anderson in Tobing, 2013).

3. Reading Technique

According to Grellet (in Ismail et al., 2017), there are four kinds of readings techniques. They are scanning, skimming, intensive reading, and extensive reading.

a. Skimming

Skimming is a reading technique by reading quickly to get a message from a reading in general without having to read all the words. Skimming is a reading technique which focuses on the main idea in a reading. Introduction and conclusion are the things that being the focus of reading using skimming techniques. Skimming is a quick reading technique used when you need to understand the main idea of the whole text. When skimming text, it is about the content of the entire text, not the details or examples given. Skimming is especially useful when you need to read

long texts in a short amount of time. When we study English online, we usually scan various texts as part of our lessons. To skim the text, first read the first paragraph completely. In many cases, the main idea of the article is given in the referral. Then move to the first two sentences in the paragraph. The subject sentence usually appears at the beginning of the paragraph. By reading the paragraphs in the body, you can begin to understand important details such as names, dates, and terms. These will be repeated in the next section. Please read the last paragraph completely. The last paragraph often summarizes the main ideas of the entire text.

b. Scanning

The word "scanning" in the Oxford Advanced Learner's Dictionary is derived from the word "scan" and can be defined as: 1). I am looking for something in particular, so take a closer look at each part, 2). To see the document quickly. However, I am not very careful. Scanning is used to identify specific ideas in text. When scanning, the reader does not have to read every word to get a particular idea of the text. This is the essence of scanning technology, so you need to know what to look for. Scanning is a reading technique to get a certain fact. Usually this technique is used to find answers to questions from a reading. How to read using scanning techniques is only to find the keywords you need. After finding the keyword, then read the sentence around it. Readers can use these steps suggested by Webster. First, think about what you're looking for so you do not get distracted by other information. Then predict what the information

will look like, how it will be identified by numbers, italics, proper nouns, and so on. Third, make sure your eyes scan multiple lines at once. And finally, when you find the information you're looking for, look at it, pay attention to it, and read the entire sentence. You may also need to read the surrounding text.

c. Intensive

Intensive reading is the process of reading a text from beginning to end, word by word, in order to gain a complete understanding of it. It is a method for reading brief materials extensively and with certain objectives in mind (Koay in Khazaal, 2019). It is a task that necessitates a lot of concentration and mental work. As a result, learners who engage in intensive reading must be careful to adhere to specified rules or risk boredom and burnout (Lampariello in Khazaal, 2019). Intensive reading is reading in detail the entire reading. Usually the reading is short text. So it does not spend much time when reading. The goal is to get information from these readings. Intensive reading is usually a classroom oriented activity in which students focus on linguistic or semantic details of a passage. Intensive reading is a classroom practice that takes place under the direction of a teacher and focuses on books that contain new words and idioms. This style of reading is regarded as the foundation of language-learning programs. It focuses on question-and-answer teaching methods and employs explanations of presentations and representations to communicate word meanings. It also specifies the vocabulary and rules to

be taught, as well as the sequence in which they should be presented. Its goal is to improve students' ability to comprehend intricate information.

d. Extensive

Extensive reading is reading quickly and thoroughly to get information from the reading. Usually the reading is varied and must be read in a short time. Brown (in Miftah, 2013) states that in most cases, extensive reading is done to achieve a general understanding of rather long texts (books, long articles, essays, etc.). Extensive reading is a reading instruction strategy in which students read a large number of things at their level in a foreign language; they read for general, overall meaning, and information all while having fun (Day & Bamford in Ferdila, 2014). Extensive reading is done outside of class hours. Extensive reading is frequently disregarded, particularly in the classroom. Teachers frequently believe it is a waste of class time or are simply uncomfortable with the prolonged stillness. Setting up a class library, promoting review writing, putting book reading into the syllabus, and designating some class time to quiet reading are all ways to encourage students to read widely. The joy of reading is often widespread. Extensive reading can help students overcome their tendency to read to analyze, look up, and understand words they do not know. Extensive reading includes skimming (quick reading of important points), scanning (quick reading to find specific information), and global reading.

C. Previous Study

Bandura (1994) defined self-efficacy as people's judgment of their skills to manage and implement a set of actions required to attain specific goals. Similarly, Jinks and Morgan (in Shehzad et al., 2019) defined self-efficacy as a sense of confidence in one's ability to complete specific activities. Reading self-efficacy, on the other hand, is defined by Ferrara (in Shehzad et al., 2019) as one's assessment of one's ability to execute a certain reading activity. This assessment of one's competence is based on previous performance on similar activities. It also depends on the amount of good or negative feedback and support received from others. This concept of self-efficacy is more relevant to the current discussion because it focuses solely on reading activities. Reading self-efficacy, in relation to the idea of self-efficacy, might be defined as students' beliefs in their ability to read successfully. There are positive associations between self-efficacy and reading achievement in the limited studies on reading self-efficacy that have been undertaken. Waleff (in Boakye, 2015) discovered a link between students' self-efficacy for reading and reading achievement utilizing intermediate (Grades 4–6) pupils in the United States. He discovered that pupils' self-efficacy was related to their reading level. Furthermore, Schunk and Rice (in Boakye, 2015) discovered that employing self-efficacy tactics such as setting clear goals for reading assignments and providing feedback on students' reading progress boosted reading self-efficacy.

Shell, Murphy and Bruning (in Boakye, 2015) looked at undergraduate students at an American university and discovered that self-efficacy and outcome expectancy beliefs both accounted for significant variance in reading achievement, with self-efficacy being the stronger predictor in reading achievement and accounting for significant variance in writing achievement. Similar relationships were discovered in Asia. Students with high self-efficacy were active users of strategies, used deep strategies, and were meta-cognitively superior to those without it, according to Mizumoto (in Boakye, 2015). Shallow techniques were utilized by individuals with moderate self-efficacy, while those with low self-efficacy were passive or non-users of reading strategies. As a result, he comes to the conclusion that self-efficacy may encourage the employment of reading strategies. Furthermore, low self-efficacy can be linked to low reading proficiency, which has a significant correlation to low socio-economic status (SES) because SES provides or does not provide enough and rich reading experiences. According to Pretorius and Taylor and Yu (in Boakye, 2015), students from low-income families are more likely to attend under-resourced public schools, receive inadequate reading teaching, have unpleasant reading experiences, and consequently perform badly on reading assessments.

The following are many previous study that discussed reading self-efficacy. The first previous study is reading self-efficacy and its influence on students reading proficiency, was conducted by Sukarni (2018). The study's goal was to look at the impact of self-efficacy on pupils' reading abilities. The

study involved 62 students from two classrooms in the fifth semester of Purworejo Muhammadiyah University's English Education Program. The data was gathered using a self-efficacy questionnaire and a reading comprehension exam. Descriptive and inferential analysis were used to examine the data. Correlation product moment and linear regression were used to evaluate the hypotheses. The r -value was 0.332, with $\text{sig.} = 0.004 < 0.05$, indicated a positive and significant relationship between self-efficacy and reading proficiency. According to the regression test, self-efficacy accounts for 11% of the accomplishment of reading proficiency, while other factors account for 89%. The t -value 2.273 with significance level 0.008 indicated that self-efficacy had a substantial impact. The study's conclusion was that developing positive self-efficacy in kids during the learning process was critical since it can affect their language achievement, particularly in reading.

Conway (2017), researched the relationship reading comprehension and self-efficacy to know if there was a link between high school students' self-efficacy and their reading comprehension scores at Smith High School. This study enlisted the participation of 24 students. Eight were in special education with a reading disability, eight were in general education, and eight were in honors level reading. In the investigation, two instruments were used. The MAP (Measure of Academic Progress) Assessment (Northwest Evaluation Association, 2017) was one of the instruments utilized in the study to assess reading comprehension. The Reader Self-Perception Scale (Henk & Melnick in Conway, 2017) was used to assess overall self-efficacy as well as

four subcategories: (a) progress, (b) observational comparison, (c) social feedback, and (d) psychological emotions. Reading comprehension and general perception were found to have a modest relationship. Reading comprehension and the social feedback sub-scale also had a moderate association. Only one subscale, observational comparison (OC), was found to have a strong relationship with reading MAP (Measure of Academic Progress) scores.

Rahma et al., (2019) also researched the correlation between reading self-efficacy and reading comprehension. The goal of this study was to know if there was a link between reading self-efficacy and comprehension. The study employed a correlational design with a quantitative approach. The sample consisted of 273 twelfth-grade science students from SMAN 5 Bengkulu. The data was gathered using two instruments: a reading self-efficacy questionnaire to assess students' reading self-efficacy, and a reading comprehension test to assess students' reading comprehension. Pearson Product Moment in SPSS 15 was used to calculate the correlation between the two variables. The findings reveal a significant link between reading self-efficacy and reading comprehension. H1 was accepted and H0 was denied because the score of significance level was 0.05 ($0.000 < 0.05$). As a result, the more the reading self-efficacy, the greater the reading comprehension.

Arthalina et al., (2018) investigated the effect of teaching strategies and self-efficacy on students' achievement in reading comprehension. The goal of this study was to see if: students' achievement in reading

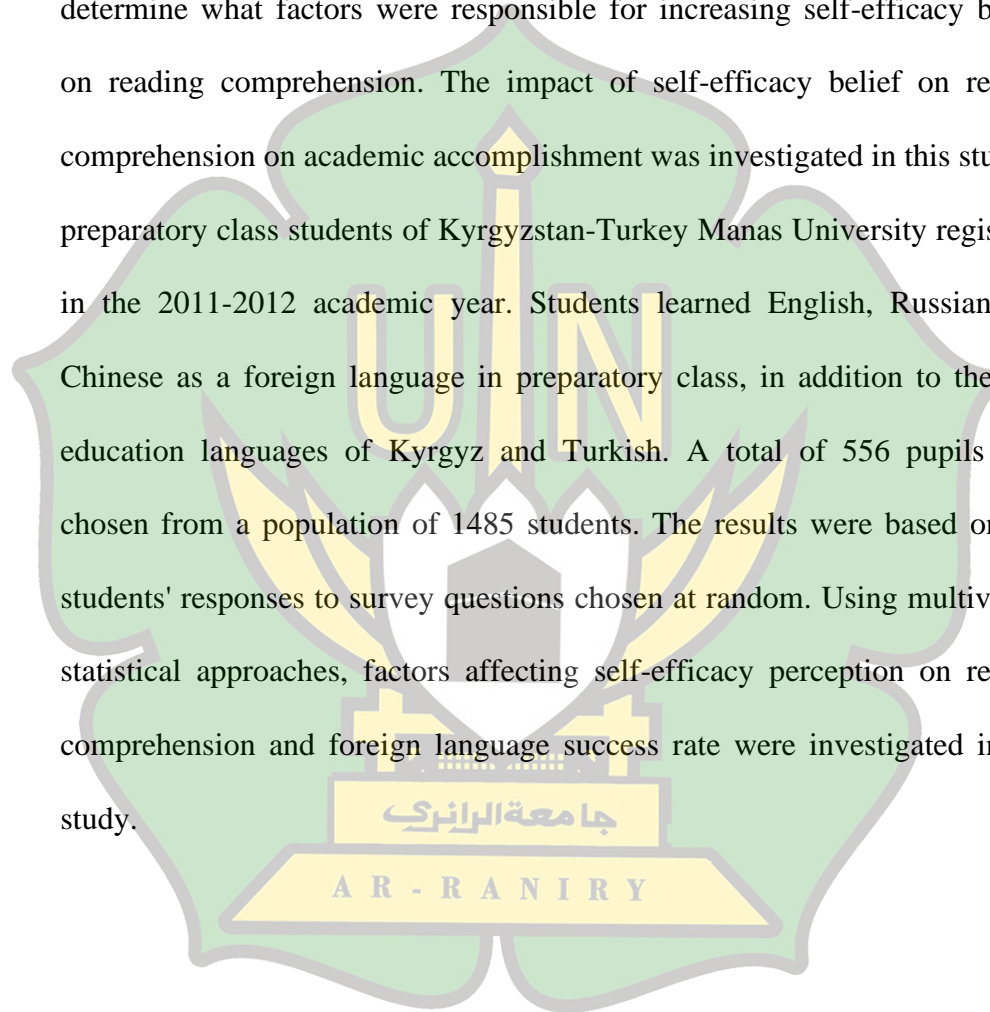
comprehension taught using the Annotation strategy was higher than that taught using the Compensation strategy, if students' achievement in reading comprehension with high self-efficacy was higher than that with low self-efficacy, and there was an interaction between teaching strategies and self-efficacy on students' reading comprehension achievement. The participants in this study were students in grade IX at SMPN 18 Medan during the 2016/2017 academic year. The cluster random sampling technique was used to select 52 students as samples for this study. The reading comprehension test and questionnaire sheet were used in this study. The data were evaluated with ANOVA at a significance level of 0.05. The data analysis revealed that: (1) students' reading comprehension achievement was higher when utilizing the Annotation method than when using the Compensation technique with Fobs (66.73). (2) Students with high self-efficacy performed better in reading comprehension than students with low self-efficacy, with Fobs (94.83) With Fobs (11.29). (3) There was interaction between teaching styles and self-efficacy.

Tobing (2013) conducted the relationship of reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia. The goal of this study was to look at the relationship between reading methods and self-efficacy and reading comprehension in Indonesian high school students. This study included a convenience sample of 138 high school students from a public high school. The Survey of Reading Strategies (SORS) was used to assess the use of reading strategies. Students' self-

efficacy views were measured using a self-efficacy questionnaire. The participants were given an English reading test drawn from a practice book for National Examinations to assess their reading comprehension abilities. The results of the regression analysis revealed that overall reading strategy use had a strong link with reading comprehension and contributed a small amount to the prediction of reading comprehension ability. Reading comprehension was not significantly connected to the types of reading methods. Self-efficacy was also found to have a substantial association with reading comprehension, contributing up to 20% to the prediction of reading comprehension. When the two independent variables were looked at together, the usage of reading methods had no effect on reading comprehension, however self-efficacy was a significant predictor of reading comprehension.

Kadir (2012) conducted a research in order to know the impact of self-efficacy perception on reading comprehension on academic achievement individual intentional and cognitive efforts are required for reading comprehension. In this case, a person should be concerned about what they read and whatever past information they have in relation to reading purposes. The intellectual growth can be restructured as a result of this cognitive effort. There are other fascinating techniques to improving reading comprehension by mixing high-level cognitive activities like interpretation and synthesis with social interactions. In scientific research, Bandura's self-efficacy beliefs scale was applied to the pedagogy sector and regarded as an essential variable impacting academic accomplishment. According to the data, high

achievement and self-efficacy beliefs had a positive significant link. In this regard, the goal of this research was to determine what factors influenced self-efficacy beliefs on reading comprehension and how this perception affected academic achievement in the language learning process, as well as to determine what factors were responsible for increasing self-efficacy beliefs on reading comprehension. The impact of self-efficacy belief on reading comprehension on academic accomplishment was investigated in this study of preparatory class students of Kyrgyzstan-Turkey Manas University registered in the 2011-2012 academic year. Students learned English, Russian, and Chinese as a foreign language in preparatory class, in addition to the core education languages of Kyrgyz and Turkish. A total of 556 pupils were chosen from a population of 1485 students. The results were based on 556 students' responses to survey questions chosen at random. Using multivariate statistical approaches, factors affecting self-efficacy perception on reading comprehension and foreign language success rate were investigated in this study.



CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research method that used in the study. All of the procedure steps are described in this chapter. It consists of research design, brief description of research location, sample and population, data, method of data collection and method of analysis.

A. Research Design

This research used quantitative methods. There are numerous sorts of quantitative research, according to Sukamolson (in Apuke, 2017). It can be divided into four categories: 1) survey research, 2) correlational research, 3) experimental research, and 4) causal-comparative research. The type of this research is correlational research. Correlational research is a quantitative tool used to assess whether and to what extent two or more variables within a population have a relationship (or a sample). Correlation coefficients measure the strength of a link. The values of the coefficients range from +1.00 to -1.00. Stronger associations are indicated by higher correlations (coefficients closer to +1.00 or -1.00). Positive correlations show that as the values connected with one variable rise, the values associated with the other rise as well. Higher grades, for example, are linked to higher earnings. Negative correlations show that as the values connected with one variable rise, the values associated with the other fall, e.g., higher grades are linked to lower grades. All data and information from this research would be analyzed in the

form of numbers using statistical analysis. This research was included in the correlative study because it involved more than one variable. This study aimed to find the correlation between the independent variables, namely self-efficacy with the dependent variable, namely EFL students' reading ability.

B. Brief Description of Research Location

This research took place at Ar-Raniry State Islamic University.

C. Sample and population

Population is the subject of research. While the sample is part of the population. To facilitate data collection, it is necessary to take research samples. Samples were taken by purposive sampling, namely the technique of determining the sample with certain considerations. The consideration is the criteria that have been determined by the researcher to determine the data collection sample. The criteria of the sample are the sixth semester PBI students who have taken an academic reading course. In determining the number of samples required, the researcher used the Slovin formula as follows.

$$n = \frac{N}{1+Ne^2}$$

Notation:

n : number of samples

N : population

e : percent leeway inaccuracy due to retrieval error

$$n = \frac{140}{1+(140 \times 0,1^2)}$$

$$= 58,3$$

In this study, the population to be studied is the sixth semester of PBI students, totaling 140 people. Based on the results of the Slovin formula to find the number of samples, it is known that 58 students are needed. However, on the consideration of the researcher to get better results, the sample in this study was increased the number of samples to 60 students. In this study, samples taken amounted to 60 people based on the formula from Slovin and the error rate was set at 10%.

D. Data

There were three data that used in this research. The first was the number of English Education Department students in academic year 2019. According to department database, there were 140 English Education Department students in the academic year 2019. The students were the population and sample of this research. The second was the score of English Education Department students in academic year 2019 on their academic reading class, and the last was the self-efficacy value of English Education Department students in academic year 2019.

E. Method of Data collection

Data collection techniques in this study used a questionnaire method. Questionnaire is a data collection technique by giving a set of questions or

written statements to respondents to be answered (Sugiyono, 2015). The questionnaire method was used to uncover the independent variable namely self-efficacy as well as the dependent variable namely EFL students' reading ability. Then, to measure the EFL students' reading ability, the researcher collected the data in the form of their scores on their academic reading class from department database.

F. Method of Analysis

1. Instrument Test

a. Validity Test

A valid instrument means the measuring instrument used to obtain valid (measure) data. Valid means that the instrument can be used to measure what it is supposed to measure. According to Sugiyono (2015) if the correlation coefficient is equal to 0.3 or more (at least 0.3), then the item instrument is declared valid. This test is carried out using the SPSS 26 program.

b. Reliability Test

A reliable instrument is an instrument that is used several times to measure the same object, will produce the same data. The reliability of the variable is determined based on the Cronbach's alpha value, if the alpha value is greater than 0.6 then the variable is said to be reliable. This test is carried out using the SPSS 26 program.

2. Hypothesis Test

Hypothesis test in this study uses correlation analysis. Correlation is a relationship between two variables, if the value of one variable increases, while the value of the other variable decreases, it is said that there is a negative relationship and vice versa. Correlation analysis (Bivariate Correlation) is used to determine the closeness of the relationship between two variables and to find out the direction of a simple relationship that occurs. The correlation that is commonly used in research is the Pearson Product Moment Correlation. The value of the correlation (r) is ranging from 1 to -1, the value is closer to 1 or -1 means the relationship between the two variables is getting stronger, on the other hand the value closer to 0 means the relationship between two variables is getting weaker. Positive values indicate a unidirectional relationship (X goes up then Y goes up) and negative values indicate an inverse relationship (X goes up then Y goes down). This test is carried out using the SPSS 26 program.

There are three ways that we can use as a guideline or basis for decision making in this bivariate Pearson correlation analysis, namely first by looking at the significance value of Sig. (2 - tailed) . The second is to compare the calculated r value (Pearson Correlations) with the r value of the product moment table. The third is to look at the asterisk (*) contained in the output of the SPSS program .

- Based on the Significance Value of Sig. (2 - tailed) : If the value of Sig . (2 - tailed) < 0.05 then there is a correlation between the variables that are linked . On the other hand, if the value of Sig . (2 - tailed) > 0.05 then there is no correlation.
- Based on the calculated r value (Pearson Correlations): If the calculated r value > r table then there is a correlation between variables. Conversely , if the value of r count < r table , it means that there is no correlation between variables.
- Based on the asterisk () given by SPSS: If there is an asterisk () or (**) in the Pearson correlation value, there is a correlation between the variables analyzed. On the other hand, if there is no asterisk in the Pearson correlation value, there is no correlation between the variables analyzed.

. Pearson product moment correlation formula (Sugiyono, 2015)

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notation :

r : correlation coefficient

N : number of sample

X : self-efficacy

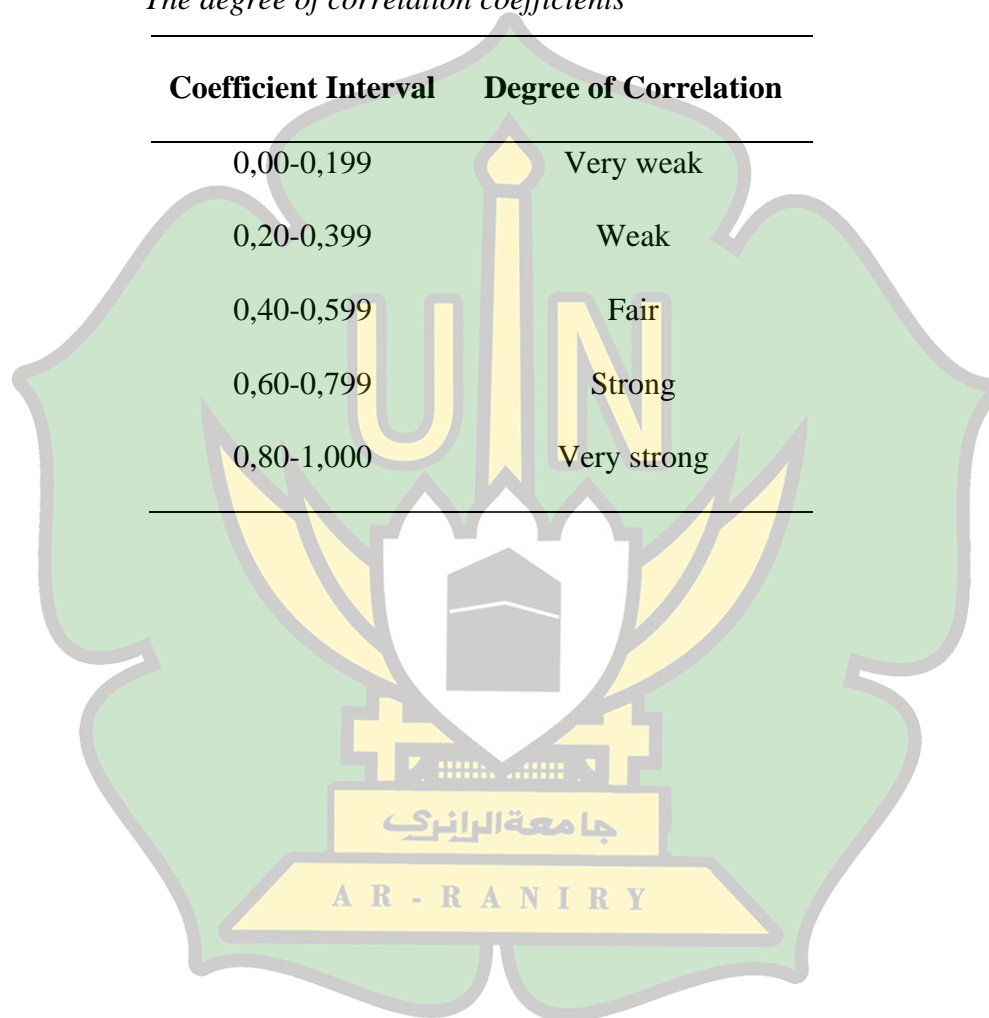
Y : reading ability

The degree of correlation coefficients according to Sugiyono (2015)

Table 3.1

The degree of correlation coefficients

Coefficient Interval	Degree of Correlation
0,00-0,199	Very weak
0,20-0,399	Weak
0,40-0,599	Fair
0,60-0,799	Strong
0,80-1,000	Very strong



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion to answer the research questions that have been mentioned in chapter 1. The data used were obtained from the reading self-efficacy questionnaire and student scores in the academic reading course.

A. Research Findings

1. Instrument Test

a. Validity Test

A Validity test is used to determine the feasibility of the items in a list of questions in defining a variable. A Validity test should be done on each item of the question. The results of the r value were compared with the r table ($df = n-2$ with sig. 0,05). If $r \text{ table} < r \text{ value}$, then the instrument is declared valid. To determine the level of validity, statistical calculations will be carried out first on 60 respondents so that the r table obtained from $N = 60$ and $df = n-2 = 58$ is $r = 0.2542$. The results of the validity test output using the SPSS 26 program can be seen in the table below.

Table 4. 1

Self-Efficacy Instrument Validity Test Results

Item	r value	r table	Description
Item 1	0,720	0,2542	Valid
Item 2	0,596	0,2542	valid
Item 3	0,692	0,2542	valid

Item	r value	r table	Description
Item 4	0,592	0,2542	valid
Item 5	0,460	0,2542	valid
Item 6	0,562	0,2542	valid
Item 7	0,567	0,2542	valid
Item 8	0,662	0,2542	valid
Item 9	0,696	0,2542	valid
Item 10	0,669	0,2542	valid
Item 11	0,684	0,2542	valid
Item 12	0,490	0,2542	valid
Item 13	0,627	0,2542	valid
Item 14	0,651	0,2542	valid
Item 15	0,773	0,2542	valid
Item 16	0,569	0,2542	valid

Based on the table above, the overall item statement of variable X (self-efficacy) can be declared valid because all items have r value greater than r table = 0.2542.

b. Reliability Test

A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. The reliability of the variable was determined based on the Cronbach's alpha value. If the alpha value is greater than 0.6, then the variable is declared reliable. To find out, the previous statistical calculations were analyzed using the SPSS 26 program. The output results of the reliability test can be seen in the table below.

Table 4. 2

Self-Efficacy Instrument Reliability Test Results

Variabel	Cronbach's alpha	N of Items	Description
X	0,897	16	Reliable

Based on the table above, it can be seen that the Cronbach's Alpha value > 0.6 , it means that the variables tested had a good level of reliability.

2. The Result of Questionnaire

The results of respondents' answers based on variable x, namely self-efficacy can be seen in the table below.

Table 4. 3

The Result of Questionnaire

Item	I can do it well (4)		I can do it (3)		Maybe I can do it (2)		I cannot do it (1)		Mean
	F	%	F	%	F	%	F	%	
Item 1	17	28,3	32	53,3	9	15,0	2	3,3	3.07
Item 2	17	28,3	37	61,7	5	8,3	1	1,7	3.17
Item 3	21	35,0	27	45,0	11	18,3	1	1,7	3.13
Item 4	10	16,7	34	56,7	16	26,7	0	0	2.90
Item 5	10	16,7	37	61,7	13	21,7	0	0	2.95
Item 6	15	25,0	35	58,3	9	15,0	1	1,7	3.07
Item 7	18	30,0	28	46,7	13	21,7	1	1,7	3.05
Item 8	13	21,7	31	51,7	13	21,7	3	5,0	2.90
Item 9	10	16,7	28	46,7	20	33,3	2	3,3	2.77
Item 10	8	13,3	33	55,0	16	26,7	3	5,0	2.77
Item 11	22	36,7	28	46,7	10	16,7	0	0	3.20
Item 12	21	35,0	27	45,0	10	16,7	2	3,3	3.12
Item 13	16	26,7	32	53,3	11	18,3	1	1,7	3.05
Item 14	10	16,7	27	45,0	20	33,3	3	5,0	2.73
Item 15	19	31,7	25	41,7	12	20,0	4	6,7	2.98

Item 16	21	35,0	30	50,0	8	13.3	1	1,7	3.18
Total									3.00

Based on table 4.3, students' assessment of their reading self-efficacy reaches a mean value of 3.00, which means it shows that students can do all statement items. Of the 16 statements, item 16 has the highest mean (3.18). That means, on average, the students can summarize a reading passage after reading it. While the statements that have the lowest mean (2.77) are the ninth and tenth items. It indicated that the students still have difficulty judging whether the supporting details are relevant to the point of the reading passage and distinguishing facts from opinions in a reading passage.

3. Hypothesis Test

The hypothesis of this research are:

Ha: There is a correlation between self-efficacy and EFL students' reading ability.

Ho: There is no correlation between self-efficacy and EFL students' reading ability.

The research hypothesis was tested using simple correlation analysis (Bivariate Correlation), also often called Pearson Product Moment. Correlation analysis was used to determine the closeness of the relationship between two variables and the direction of the relationship that occurred. Based on the Significance Value of Sig. (2-tailed): If the value of Sig. (2-tailed) < 0.05 , then

there is a correlation between the variables that were linked. On the other hand, if the value of Sig. (2-tailed) > 0.05 , then there is no correlation.

This is the result of correlation analysis (Bivariate Correlation).

Table 4. 4

Correlation analysis (Bivariate Correlation)

	Self-Efficacy (TX)	Reading Ability (Y)
Pearson Correlation	1	.389**
Sig. (2-tailed)		.002
N	60	60
Pearson Correlation	.389**	
Sig. (2-tailed)	.002	
N	60	60

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

Based on the results of the correlation analysis contained in table 4.4, the value of TX (Self-Efficacy) is 0.389. Based on the significance value of sig. (2-tailed), H_a is accepted and H_o is rejected. That means there is a correlation between self-efficacy and EFL students' reading ability because the value of TX is 0.05 ($0.002 < 0.05$). Then it is known that the r value (Pearson Correlation) of self-efficacy and reading ability is greater than the r table ($0.389 > 0.254$), so it means that there is a correlation between self-efficacy and EFL students' reading ability.

B. Discussion

This study aimed to answer the question of whether there is a correlation between self-efficacy and EFL students' reading ability. There are two possibilities that can be the answer to this question, namely (Ha): There is a correlation between self-efficacy and EFL students' reading ability; and (Ho): There is no correlation between self-efficacy and EFL students' reading ability. The researcher has conducted research using quantitative methods to find the right answer to the research question. To collect the required data, the researcher used a questionnaire to collect self-efficacy data and took the students' academic reading scores for the reading ability data. In analyzing the data, the researcher used the correlation analysis method, which is useful for finding the relationship between one variable and another. The researcher analyzed the data using the SPSS 26 program.

Based on the results of the self-efficacy questionnaire, it showed that the mean value is 3.00. That means students can do what was asked in the questionnaire. In addition, the results of the questionnaire showed that the thing most students chose as what they can do was summarizing a reading passage after reading it. While students still have difficulty in judging whether the supporting details were relevant to the point of the reading passage and distinguishing facts from opinions in a reading passage. It based on the results of the questionnaire item which had the lowest mean value.

For the results of the correlation analysis (bivariate correlation), it is known that the r value (Pearson Correlation) of self-efficacy and reading ability is greater than the r table ($0.389 > 0.254$). It means that H_a is accepted and H_o is rejected. So, there is a correlation between self-efficacy and EFL students' reading ability. Students who have high self-efficacy felt that they were capable of reading. Then students will be confident in themselves and it can help them to increase their reading ability.

The result of this research is in accordance with research by Arthalina et al (2018). Her research showed that the reading achievement of students who had high self-efficacy was better than students who had low self-efficacy. This proved that there was a positive relationship between self-efficacy and reading ability. Also, the research by Tobing (2013) indicated that there was a significant relationship between self-efficacy and reading comprehension. Boakye (2015) in her research entitled "The Relationship between Self-Efficacy and Reading Proficiency of First-Year Students: An Exploratory Study" chose African students who were not from the English department but used English as their home language in addition to African. The data collection instrument used a questionnaire and a test. Her research showed that self-efficacy was a good trigger for students' reading abilities.

Additionally, the correlation coefficient between students' reading self-efficacy and their reading ability was low. Since the correlation was positive (0.389), it was clear that students' reading self-efficacy and their reading ability were positively correlated. Though the correlation was rated as low level, two factors might have an impact on the substantial association. First, it could be because the students did not know enough about reading self-efficacy. Given that the teacher probably never discussed reading self-efficacy in class and that was the students' first exposure to the topic. The final option was because online learning might demotivate students in reading classes.

The poor correlation showed that there were other aspects outside reading self-efficacy that influenced reading comprehension. Self-efficacy was crucial, but it was not the only factor affecting accomplishment (Schunk in Rahma, 2019). Skills, expertise, outcome expectations, and perceived worth were other significant influencing factors. As a result, self-efficacy in reading could not be the only factor in promotion in the reading classroom.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusion and recommendation of this research paper for the next researcher in the future.

A. Conclusion

Based on the results of the correlation analysis and discussion in chapter IV, it can be concluded that there is a significant positive relationship between self-efficacy and EFL students' reading ability. This was indicated by the r value of the Pearson correlation is greater than the r table ($0.389 > 0.254$) on the degree of significance is 0.05. Also, based on the significance value of Sig. (2-tailed), the research hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected because the value of TX is < 0.05 ($0.002 < 0.05$). So, it means there is a correlation between self-efficacy and EFL students' reading ability. In addition, the r value (Pearson Correlation) in this analysis is positive, which means that the relationship between the two variables is positive. If the self-efficacy increases, the students' reading ability will also increase.

B. Recommendation

Several recommendations were made based on the foregoing conclusions, including the following.

1. Teacher

The teacher should assist students in developing their reading self-efficacy by encouraging reading self-efficacy in the classroom. To develop the two sources of reading self-efficacy, mastery experience and vicarious experience, the teacher can supply a lot of reading resources and provide feedback to the students throughout reading activities.

2. Students

Students should develop their own reading self-efficacy by recognizing the necessity of reading self-efficacy, so that they are aware that they require motivation and encouragement to learn to read. Students should read a wide variety of materials.

3. Future Researchers

This study focuses on the correlation between self-efficacy and reading skill. Hopefully, in the future, researchers can investigate more about the correlation between self-efficacy and another skill or researching other variables that can improve reading ability.

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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16633/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Khairah Syahabuddin, M.Hsc, EsL., M.TESOL, Sebagai Pembimbing Pertama
Ph.D.
2. Rita Hermida, M. Pd. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Muthmainnah
NIM : 170203126
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Self-Efficacy and EFL Students' Reading Ability

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,



Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

APPENDIX B

RECOMMENDATION LETTER FROM THE FAKULTAS TARBIYAH DAN KEGURUAN TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6071/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUTHMAINNAH / 170203126**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Miruk Taman Gampoeng Lampeudaya, Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Correlation Between Self-Efficacy and EFL Students' Reading Ability***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 19 Juni 2022

Dr. M. Chalis, M.Ag.

APPENDIX C

CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH LANGUAGE EDUCATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-6/Un.08/PBI/TL.00/07/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6071/Un.08/FTK.I/TL.00/05/2022 tanggal 19 Mei 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Muthmainnah
NIM : 170203126
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"The Correlation between Self-Efficacy Students' Reading Ability"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Juli 2022
a.n Ketua Prodi Pendidikan Bahasa Inggris,
Sekretaris Prodi,



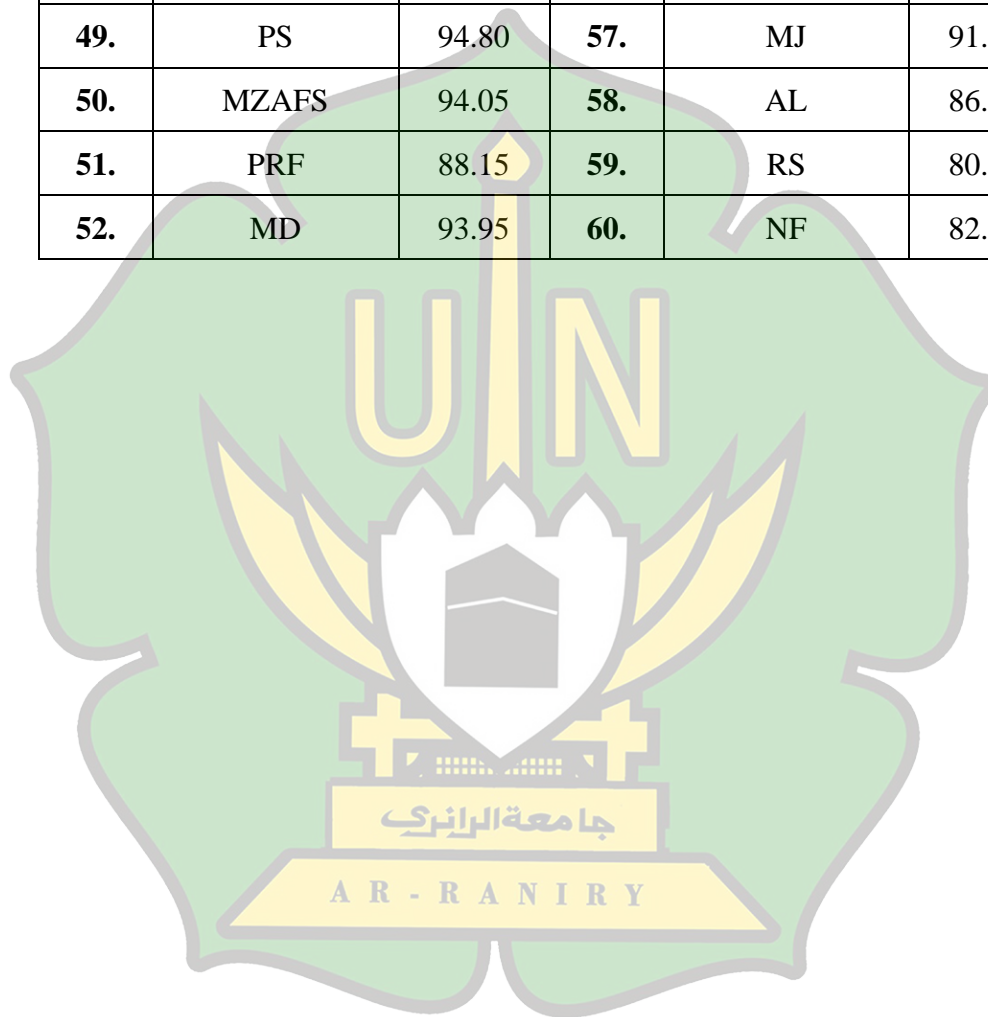
جامعة الرانيري
AR - RANIRY
Svarifah Dahliana

APPENDIX D

STUDENTS' SCORE OF ACADEMIC READING COURSE

No	Initial Name	Score	No	Initial Name	Score
1.	AS	90.50	23.	FF	86.40
2.	AF	94.80	24.	N	83.80
3.	CNN	91.45	25.	MJ	92.35
4.	MA	83.05	26.	FAS	91.00
5.	FIA	87.55	27.	MM	87.05
6.	USP	94.05	28.	MSR	85.80
7.	RI	94.80	29.	SI	55.50
8.	GT	90.00	30.	NA	82.75
9.	IA	83.70	31.	MHA	72.10
10.	DB	76.00	32.	TA	73.25
11.	RR	79.95	33.	AS	92.55
12.	KM	76.50	34.	TZ	94.80
13.	PN	83.25	35.	AIDF	93.35
14.	A	91.50	36.	FF	94.00
15.	NL	69.25	37.	RR	85.50
16.	S	85.75	38.	R	86.55
17.	M	80.50	39.	SD	58.75
18.	MR	84.70	40.	ZH	78.00
19.	MNA	92.55	41.	RU	83.25
20.	RA	88.15	42.	IR	82.60
21.	MGM	88.00	43.	HF	91.50
22.	NA	87.25	44.	RD	87.00

No	Initial Name	Score	No	Initial Name	Score
45.	NA	90.05	53.	KM	82.95
46.	FMA	94.80	54.	RPA	92.70
47.	IRD	88.10	55.	RA	83.75
48.	CFS	75.25	56.	FS	89.60
49.	PS	94.80	57.	MJ	91.75
50.	MZAFS	94.05	58.	AL	86.10
51.	PRF	88.15	59.	RS	80.25
52.	MD	93.95	60.	NF	82.80



APPENDIX E

THE QUESTIONNAIRE

Reading Self-Efficacy Questionnaire

This questionnaire is used to examine whether there is a correlation between self-efficacy and EFL students' reading ability. The identity of the respondent will not be published. The inclusion of names is solely for this research effort and can be justified academically.

Name :

Student ID Number :

Please read the following questions carefully and make an accurate evaluation of your reading ability. These questions are designed to measure your judgment of your capabilities, so there is no right or wrong answers. Please answer the statement below by choosing the answer that has been provided according to the actual situation. The optional numbering conditions are as follows:

1 = I cannot do it

2 = Maybe I can do it

3 = I can do it

4 = I can do it well

No	Item	4	3	2	1
1	I can identify the topic of a reading passage.				
2	I can identify the purpose of the author.				
3	I can use my background knowledge about the topic of reading passage to improve my reading comprehension.				
4	I can find the explicit main idea of a reading passage.				
5	I can find the implied main idea of a reading passage.				
6	I can determine topic sentences in a				

No	Item	4	3	2	1
	reading passage.				
7	I can find supporting details in a paragraph.				
8	I can use context clues to guess the meanings of unknown words in a passage.				
9	I can judge whether supporting details are relevant to the point of the reading passage.				
10	I can distinguish facts from opinions in a reading passage.				
11	I can answer questions on the passage after reading it.				
12	I can use reading strategies like skimming and scanning to enhance my reading comprehension.				
13	I can draw logical conclusion from a reading passage.				
14	I can make logical inferences based on what is given in the reading.				
15	I can take notes of key points as reading a passage.				
16	I can summarize a reading passage after reading it.				

Note. This questionnaire was adopted from Kosar, Akbana & Yakar (2022)



APPENDIX F

RESPONDENTS' QUESTIONNAIRE ANSWER

NO	Self- Efficacy (X)																TX
	X 1	X 2	X 3	X 4	X 5	X 6	X 7	X 8	X 9	X 10	X 11	X 12	X 13	X 14	X 15	X 16	
1.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	46
2.	2	2	3	4	4	4	4	3	4	3	3	2	3	3	3	3	50
3.	4	3	3	2	3	2	2	3	2	3	3	4	3	2	3	4	46
4.	1	1	2	2	2	2	2	2	2	1	2	3	2	2	1	1	28
5.	4	3	3	3	3	3	4	2	2	3	2	2	2	2	3	3	44
6.	3	3	3	2	4	4	2	2	3	3	3	3	3	2	4	3	47
7.	3	4	4	4	3	4	3	4	3	3	4	3	3	2	2	2	51
8.	2	3	4	2	3	3	2	3	3	2	3	3	2	2	2	4	43
9.	2	3	4	2	3	4	4	3	2	3	2	1	1	1	2	3	40
10.	3	3	3	3	3	3	3	3	2	2	3	3	4	3	4	3	48
11.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64
12.	3	4	3	2	2	3	3	3	2	2	3	3	3	2	2	3	43
13.	3	2	1	2	3	3	3	1	1	2	3	4	2	1	1	2	34
14.	3	3	2	4	3	2	3	2	2	4	2	4	3	3	2	3	45
15.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
16.	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	41
17.	2	3	2	3	2	3	3	2	2	2	2	2	2	2	2	3	37
18.	3	3	4	3	3	4	4	4	3	3	3	3	2	2	3	3	50
19.	3	3	2	2	3	3	2	1	3	3	3	2	3	2	2	3	40
20.	3	4	3	3	2	3	4	3	2	3	3	4	4	2	4	4	51
21.	2	3	3	2	4	3	3	3	2	1	3	2	2	2	4	3	42
22.	4	4	4	3	3	3	4	4	3	3	4	3	3	3	3	4	55
23.	2	3	2	2	3	3	2	3	3	2	3	3	2	2	3	2	40
24.	4	3	4	4	3	3	4	4	4	4	3	4	3	2	3	2	54
25.	4	3	4	3	3	3	3	3	2	3	4	4	3	3	4	3	52
26.	3	4	4	2	3	4	3	3	3	2	3	4	3	2	4	4	51
27.	3	3	3	3	3	3	4	4	3	3	4	4	4	4	4	4	56
28.	4	4	4	3	2	3	2	3	3	3	4	3	3	3	3	3	50
29.	3	3	2	3	2	2	3	2	3	2	3	4	3	3	3	3	44
30.	3	3	2	3	3	3	3	3	3	3	3	2	2	2	2	3	43
31.	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	50
32.	2	3	2	2	3	2	2	2	2	2	2	3	3	3	3	2	38
33.	3	3	3	3	3	3	3	3	3	2	4	4	4	4	4	4	53
34.	3	3	3	4	2	3	3	4	3	3	4	3	3	3	3	3	50
35.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	63
36.	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	62

NO	Self- Efficacy (X)																TX
	X 1	X 2	X 3	X 4	X 5	X 6	X 7	X 8	X 9	X 10	X 11	X 12	X 13	X 14	X 15	X 16	
37.	4	3	4	3	3	3	3	2	2	3	4	4	4	3	3	4	52
38.	3	4	3	3	3	3	2	2	3	2	4	4	4	3	4	4	51
39.	3	2	3	3	3	3	3	3	2	2	2	2	3	2	2	3	41
40.	3	3	3	3	3	2	2	3	2	3	4	2	3	3	3	3	45
41.	3	4	4	4	3	3	2	2	2	2	2	2	2	2	2	3	42
42.	3	2	3	2	2	3	3	2	2	2	3	3	3	3	3	4	43
43.	4	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	51
44.	4	4	3	4	4	3	4	3	3	4	4	4	3	3	4	3	57
45.	4	3	3	3	4	4	4	3	3	3	4	3	4	3	4	4	56
46.	4	4	4	3	3	3	3	4	4	4	4	3	4	4	4	3	58
47.	4	3	4	3	3	3	3	4	4	3	3	3	3	3	3	4	53
48.	1	3	2	2	2	1	1	2	1	1	2	3	4	3	1	3	32
49.	2	4	3	3	2	4	3	3	4	3	3	2	4	4	3	4	51
50.	3	3	3	3	2	2	3	3	3	3	4	3	3	3	3	4	48
51.	3	3	3	3	3	3	4	1	3	4	4	1	3	1	3	2	44
52.	4	4	4	3	3	4	4	3	3	3	4	4	3	3	4	4	57
53.	3	3	4	3	4	4	3	4	3	3	4	4	4	4	4	4	58
54.	4	4	4	3	4	4	4	3	4	3	3	4	4	4	4	4	60
55.	3	3	3	3	3	3	3	4	2	3	3	3	3	2	3	3	47
56.	3	3	4	3	2	2	3	3	4	2	4	3	4	4	3	3	50
57.	3	3	3	4	4	3	2	3	3	3	4	4	3	3	4	4	53
58.	3	4	4	3	3	3	3	2	3	2	3	3	3	3	2	4	48
59.	3	3	2	2	3	3	3	2	2	2	3	3	2	2	1	2	38
60.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	48
Total																	2882

APPENDIX G

INSTRUMENT TEST

A. Validity Test

		X1	X2	X3	X4	X5	X6
X1	Pearson Correlation	1	0.465381	0.508816	0.423619	0.331371	0.350917
	Sig. (2-tailed)		0.000179	3.31E-05	0.000745	0.009701	0.005977
	N	60	60	60	60	60	60
X2	Pearson Correlation	0.465381	1	0.537348	0.32179	0.148431	0.359282
	Sig. (2-tailed)	0.000179		9.56E-06	0.012169	0.257703	0.004814
	N	60	60	60	60	60	60
X3	Pearson Correlation	0.508816	0.537348	1	0.362566	0.26192	0.496908
	Sig. (2-tailed)	3.31E-05	9.56E-06		0.004415	0.043219	5.38E-05
	N	60	60	60	60	60	60
X4	Pearson Correlation	0.423619	0.32179	0.362566	1	0.278109	0.241136
	Sig. (2-tailed)	0.000745	0.012169	0.004415		0.031433	0.063449
	N	60	60	60	60	60	60
X5	Pearson Correlation	0.331371	0.148431	0.26192	0.278109	1	0.52436
	Sig. (2-tailed)	0.009701	0.257703	0.043219	0.031433		1.71E-05
	N	60	60	60	60	60	60
X6	Pearson Correlation	0.350917	0.359282	0.496908	0.241136	0.52436	1
	Sig. (2-tailed)	0.005977	0.004814	5.38E-05	0.063449	1.71E-05	
	N	60	60	60	60	60	60
X7	Pearson Correlation	0.48998	0.223209	0.361118	0.413416	0.288811	0.572555
	Sig. (2-tailed)	7.08E-05	0.086474	0.004587	0.001027	0.025222	1.75E-06
	N	60	60	60	60	60	60
X8	Pearson Correlation	0.320952	0.331485	0.603116	0.402318	0.194983	0.353971
	Sig. (2-tailed)	0.012408	0.009674	3.4E-07	0.00144	0.135456	0.005527
	N	60	60	60	60	60	60
X9	Pearson Correlation	0.348625	0.321043	0.455504	0.42421	0.259123	0.448932
	Sig. (2-tailed)	0.006336	0.012382	0.000255	0.000731	0.045584	0.000321
	N	60	60	60	60	60	60
X10	Pearson Correlation	0.629961	0.366138	0.380497	0.5757	0.340052	0.362874
	Sig. (2-tailed)	6.93E-08	0.004014	0.002709	1.49E-06	0.007852	0.004379
	N	60	60	60	60	60	60
X11	Pearson Correlation	0.512672	0.335348	0.385617	0.335525	0.215327	0.251296

	Sig. (2-tailed)	2.82E-05	0.008812	0.002344	0.008774	0.098478	0.052771
	N	60	60	60	60	60	60
X12	Pearson Correlation	0.404947	0.224179	0.138728	0.183029	0.147268	0.016389
	Sig. (2-tailed)	0.00133	0.085079	0.290465	0.161581	0.261491	0.901087
	N	60	60	60	60	60	60
X13	Pearson Correlation	0.334785	0.346733	0.26197	0.296506	0.080978	0.061538
	Sig. (2-tailed)	0.008933	0.006647	0.043178	0.021425	0.538508	0.640437
	N	60	60	60	60	60	60
X14	Pearson Correlation	0.282159	0.286015	0.30665	0.368235	0.108979	0.063886
	Sig. (2-tailed)	0.028947	0.026735	0.01717	0.003794	0.40718	0.627715
	N	60	60	60	60	60	60
X15	Pearson Correlation	0.478931	0.389406	0.447596	0.28658	0.425754	0.389689
	Sig. (2-tailed)	0.000108	0.002103	0.000336	0.026423	0.000695	0.002086
	N	60	60	60	60	60	60
X16	Pearson Correlation	0.348499	0.406685	0.441755	0.110505	0.13342	0.247896
	Sig. (2-tailed)	0.006357	0.001262	0.00041	0.400607	0.309496	0.056168
	N	60	60	60	60	60	60
TX	Pearson Correlation	0.719805	0.595941	0.692196	0.592054	0.459776	0.562188
	Sig. (2-tailed)	9.12E-11	5.07E-07	9.03E-10	6.28E-07	0.000219	2.95E-06
	N	60	60	60	60	60	60

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

* . Correlation is significant at the 0.05 level (2-tailed).

		X7	X8	X9	X10	X11	X12
X1	Pearson Correlation	0.48998	0.320952	0.348625	0.629961	0.512672	0.404947
	Sig. (2-tailed)	7.08E-05	0.012408	0.006336	6.93E-08	2.82E-05	0.00133

	N	60	60	60	60	60	60
X2	Pearson Correlation	0.223209	0.331485	0.321043	0.366138	0.335348	0.224179
	Sig. (2-tailed)	0.086474	0.009674	0.012382	0.004014	0.008812	0.085079
	N	60	60	60	60	60	60
X3	Pearson Correlation	0.361118	0.603116	0.455504	0.380497	0.385617	0.138728
	Sig. (2-tailed)	0.004587	3.4E-07	0.000255	0.002709	0.002344	0.290465
	N	60	60	60	60	60	60
X4	Pearson Correlation	0.413416	0.402318	0.42421	0.5757	0.335525	0.183029
	Sig. (2-tailed)	0.001027	0.00144	0.000731	1.49E-06	0.008774	0.161581
	N	60	60	60	60	60	60
X5	Pearson Correlation	0.288811	0.194983	0.259123	0.340052	0.215327	0.147268
	Sig. (2-tailed)	0.025222	0.135456	0.045584	0.007852	0.098478	0.261491
	N	60	60	60	60	60	60
X6	Pearson Correlation	0.572555	0.353971	0.448932	0.362874	0.251296	0.016389
	Sig. (2-tailed)	1.75E-06	0.005527	0.000321	0.004379	0.052771	0.901087
	N	60	60	60	60	60	60
X7	Pearson Correlation	1	0.368396	0.36503	0.524055	0.230401	0.100059
	Sig. (2-tailed)		0.003778	0.004135	1.73E-05	0.076553	0.446861
	N	60	60	60	60	60	60
X8	Pearson Correlation	0.368396	1	0.516064	0.388694	0.396727	0.256684
	Sig. (2-tailed)	0.003778		2.44E-05	0.002147	0.0017	0.047732
	N	60	60	60	60	60	60
X9	Pearson Correlation	0.36503	0.516064	1	0.525923	0.492763	0.154688
	Sig. (2-tailed)	0.004135	2.44E-05		1.59E-05	6.34E-05	0.237953
	N	60	60	60	60	60	60
X10	Pearson Correlation	0.524055	0.388694	0.525923	1	0.411215	0.159343
	Sig. (2-tailed)	1.73E-05	0.002147	1.59E-05		0.001099	0.22395
	N	60	60	60	60	60	60
X11	Pearson Correlation	0.230401	0.396727	0.492763	0.411215	1	0.37479
	Sig. (2-tailed)	0.076553	0.0017	6.34E-05	0.001099		0.003174
	N	60	60	60	60	60	60
X12	Pearson Correlation	0.100059	0.256684	0.154688	0.159343	0.37479	1
	Sig. (2-tailed)	0.446861	0.047732	0.237953	0.22395	0.003174	
	N	60	60	60	60	60	60
X13	Pearson Correlation	0.117417	0.273791	0.387974	0.273777	0.509621	0.485121

	Sig. (2-tailed)	0.371604	0.034277	0.002192	0.034287	3.2E-05	8.55E-05
	N	60	60	60	60	60	60
X14	Pearson Correlation	0.132366	0.436562	0.532195	0.263673	0.454815	0.444355
	Sig. (2-tailed)	0.313368	0.000488	1.21E-05	0.041789	0.000261	0.000375
	N	60	60	60	60	60	60
X15	Pearson Correlation	0.347219	0.427017	0.489315	0.376544	0.595299	0.40412
	Sig. (2-tailed)	0.006566	0.000667	7.26E-05	0.003024	5.26E-07	0.001364
	N	60	60	60	60	60	60
X16	Pearson Correlation	0.165856	0.296703	0.230657	0.174798	0.323606	0.311572
	Sig. (2-tailed)	0.205341	0.021335	0.076217	0.181613	0.011663	0.01538
	N	60	60	60	60	60	60
TX	Pearson Correlation	0.566563	0.661761	0.696355	0.668572	0.684274	0.490122
	Sig. (2-tailed)	2.37E-06	8.57E-09	6.5E-10	5.3E-09	1.66E-09	7.04E-05
	N	60	60	60	60	60	60

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

* . Correlation is significant at the 0.05 level (2-tailed).

		X13	X14	X15	X16	TX
X1	Pearson Correlation	0.334785	0.282159	0.478931	0.348499	0.719805

	Sig. (2-tailed)	0.008933	0.028947	0.000108	0.006357	9.12E-11
	N	60	60	60	60	60
X2	Pearson Correlation	0.346733	0.286015	0.389406	0.406685	0.595941
	Sig. (2-tailed)	0.006647	0.026735	0.002103	0.001262	5.07E-07
	N	60	60	60	60	60
X3	Pearson Correlation	0.26197	0.30665	0.447596	0.441755	0.692196
	Sig. (2-tailed)	0.043178	0.01717	0.000336	0.00041	9.03E-10
	N	60	60	60	60	60
X4	Pearson Correlation	0.296506	0.368235	0.28658	0.110505	0.592054
	Sig. (2-tailed)	0.021425	0.003794	0.026423	0.400607	6.28E-07
	N	60	60	60	60	60
X5	Pearson Correlation	0.080978	0.108979	0.425754	0.13342	0.459776
	Sig. (2-tailed)	0.538508	0.40718	0.000695	0.309496	0.000219
	N	60	60	60	60	60
X6	Pearson Correlation	0.061538	0.063886	0.389689	0.247896	0.562188
	Sig. (2-tailed)	0.640437	0.627715	0.002086	0.056168	2.95E-06
	N	60	60	60	60	60
X7	Pearson Correlation	0.117417	0.132366	0.347219	0.165856	0.566563
	Sig. (2-tailed)	0.371604	0.313368	0.006566	0.205341	2.37E-06
	N	60	60	60	60	60
X8	Pearson Correlation	0.273791	0.436562	0.427017	0.296703	0.661761
	Sig. (2-tailed)	0.034277	0.000488	0.000667	0.021335	8.57E-09
	N	60	60	60	60	60
X9	Pearson Correlation	0.387974	0.532195	0.489315	0.230657	0.696355
	Sig. (2-tailed)	0.002192	1.21E-05	7.26E-05	0.076217	6.5E-10
	N	60	60	60	60	60
X10	Pearson Correlation	0.273777	0.263673	0.376544	0.174798	0.668572
	Sig. (2-tailed)	0.034287	0.041789	0.003024	0.181613	5.3E-09
	N	60	60	60	60	60
X11	Pearson Correlation	0.509621	0.454815	0.595299	0.323606	0.684274
	Sig. (2-tailed)	3.2E-05	0.000261	5.26E-07	0.011663	1.66E-09
	N	60	60	60	60	60
X12	Pearson Correlation	0.485121	0.444355	0.40412	0.311572	0.490122
	Sig. (2-tailed)	8.55E-05	0.000375	0.001364	0.01538	7.04E-05
	N	60	60	60	60	60

X13	Pearson Correlation	1	0.756188	0.552908	0.467387	0.627277
	Sig. (2-tailed)		2.83E-12	4.63E-06	0.000167	8.18E-08
	N	60	60	60	60	60
X14	Pearson Correlation	0.756188	1	0.516169	0.465994	0.651265
	Sig. (2-tailed)	2.83E-12		2.43E-05	0.000175	1.76E-08
	N	60	60	60	60	60
X15	Pearson Correlation	0.552908	0.516169	1	0.529002	0.773079
	Sig. (2-tailed)	4.63E-06	2.43E-05		1.39E-05	4.56E-13
	N	60	60	60	60	60
X16	Pearson Correlation	0.467387	0.465994	0.529002	1	0.56873
	Sig. (2-tailed)	0.000167	0.000175	1.39E-05		2.13E-06
	N	60	60	60	60	60
TX	Pearson Correlation	0.627277	0.651265	0.773079	0.56873	1
	Sig. (2-tailed)	8.18E-08	1.76E-08	4.56E-13	2.13E-06	
	N	60	60	60	60	60

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

* . Correlation is significant at the 0.05 level (2-tailed).

B. reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.897	16

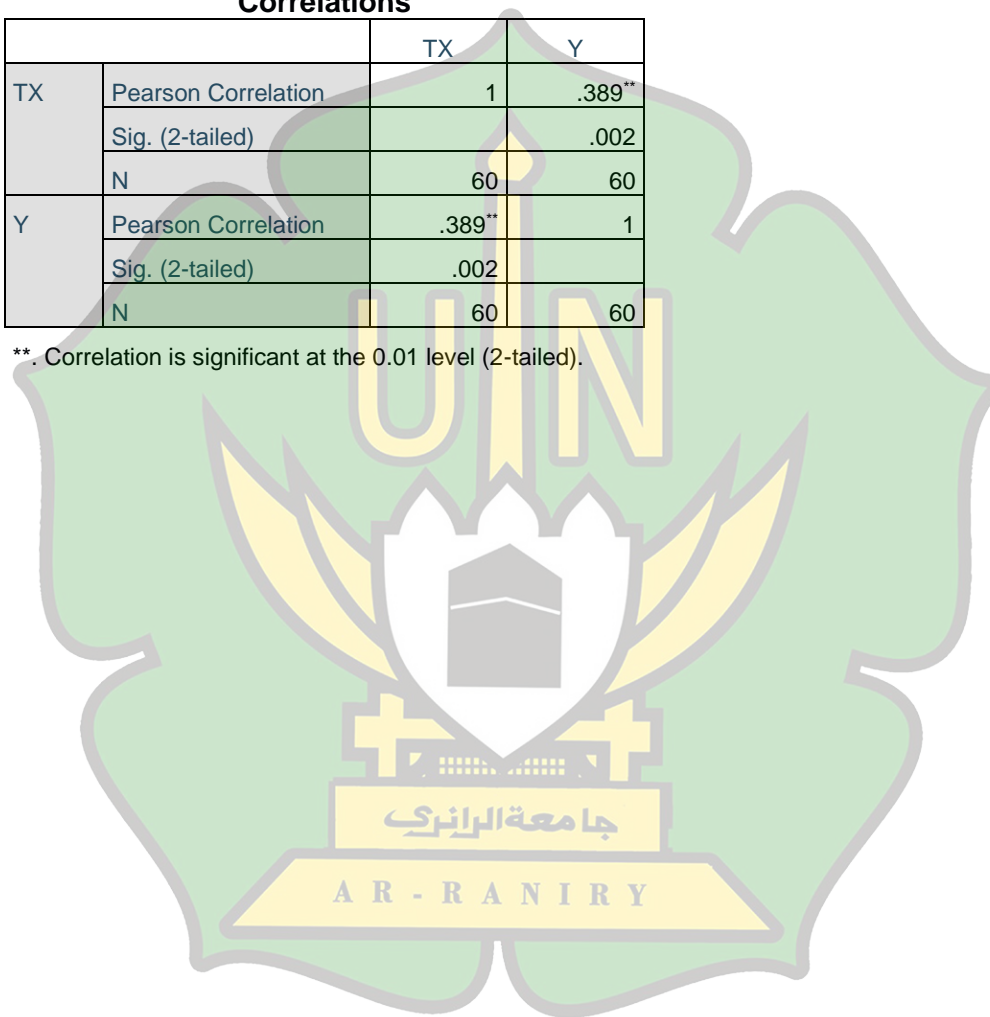
APPENDIX H

HYPOTHESIS TEST

Correlations

		TX	Y
TX	Pearson Correlation	1	.389**
	Sig. (2-tailed)		.002
	N	60	60
Y	Pearson Correlation	.389**	1
	Sig. (2-tailed)	.002	
	N	60	60

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



AUTOBIOGRAPHY

1. Name : Muthmainnah
2. Place/Date of Birth : Matang Glumpang Dua, May 6th 1999
3. Gender : Female
4. Religion : Islam
5. Nationality / Ethnicity : Indonesian / Acehnese
6. Address : Gp. Raya Dagang, Matang Glumpang Dua, Peusangan, Bireuen
7. Email : muthmainnahanwar8@gmail.com
8. Occupation : Student of English Language Education of Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Anwar Mahmud
 - b. Mother's Name : Maisarah
 - c. Father's Occupation : Pensioner
 - d. Mother's Occupation : Teacher
10. Address : Gp. Raya Dagang, Matang Glumpang Dua, Peusangan, Bireuen
11. Educational Background
 - a. Kindergarten School : TK Idhata Matang Glumpang Dua (2004-2006)
 - b. Elementary School : MIN 1 Bireuen (2006-2011)
 - c. Junior High School : MTsS Darul Ulum Banda Aceh (2011-2014)
 - d. Senior High School : MAS Darul Ulum Banda Aceh (2014-2017)
 - e. University : UIN Ar-Raniry Banda Aceh (2017-2022)

Banda Aceh, July 14th 2022

The researcher

Muthmainnah

