

READING SELF-EFFICACY AND ITS INFLUENCE ON STUDENTS READING PROFICIENCY

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Abstract

The objective of the study is to analyze the influence of self-efficacy on students' reading proficiency. The research had been done in English Education Program of Purworejo Muhammadiyah University involving 62 students from two classes of the fifth semester. Self-efficacy questionnaire and reading comprehension test were used to collect the data. The data were analyzed by using descriptive and inferential analysis. To test the hypotheses, correlation product moment and linear regression were applied. The finding shows that there is a positive and significant correlation between self-efficacy and reading proficiency as the r -value is 0.332 with $\text{sig.} = 0.004 < 0.05$. The regression test shows that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors. Self-efficacy has significant influence as the t -value 2.273 with significant level 0.008. The implication of the study is it is important to develop the students with positive self-efficacy during learning process as it can influence on their language achievement particularly in reading.

Keywords: Self-efficacy, influence, significant, reading proficiency

Introduction

English teachers or lecturers often wonder on the different learning results or learning achievement among their learners. No matter they have given them attention not only classically but also in group or individually. As a teacher we cannot just look at students' cognitive factors, but should also pay attention on psychological factors as well. By understanding these factors it is expected teacher can apply suitable learning strategy which can boost students learning outcome. There are many factors affecting English Proficiency, however in this review, the researcher only concerns on Social – psychological factors in second or foreign language acquisition. In SLA, earlier researchers called them individual differences. According to Ellis in Davies and Elder (2004) there are seven factors, namely Language Aptitude, Learning Style, Motivation, Anxiety, Personality, Learner Belief and Learning Strategies (Davies & Elder). While Freeman and Long (2014) described motivation, Attitude, Personality, Cognitive Style, Hemisphere specialization,

Learning Strategies, and other factors like memory, language disability, interest, sex and prior experience (Freeman and Long, 2014). On the other hand, Dornyei (2005, p. 7) described the Taxonomy of Individual Differences (ID) namely lists temperament, intelligence, attitudes, and abilities as the main focus areas (Dornyei, 2005), whereas in his recent overview of the field, Cooper (2002) talks about four main branches of IDs, abilities, personality, mood, and motivation. *Self-efficacy* was originally defined as a rather specific type of expectancy concerned with one's beliefs in one's ability to perform a specific behavior or set of behaviors required to produce an outcome (Bandura, 1977).

Bandura (1997) noted six sources which affect the development of self-efficacy beliefs: (a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a

vital role in developing self-efficacy beliefs (Bandura, 1997).

When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the learner's self-efficacy. Encouragement and positive feedback affects self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the particular domain assessed.

Self-efficacy, as a key element of social cognitive theory, refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Learners' beliefs in their capabilities affect performance tremendously. Learners' beliefs can predict performance better than their real ability (Bandura, 1997). This is of considerable importance for educators in that students with high self-efficacy actually engage in doing a task, therefore they achieve higher score than those learner with low self-efficacy, even though they may have low ability. Bandura (1997) noted six sources which affect the development of self-efficacy beliefs: (a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a vital role in developing self-efficacy beliefs.

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The aims of this study are: (1) to describe the correlation between self-efficacy and students' reading proficiency; (2) to explain the influence of self-efficacy on students' reading proficiency.

There are some earlier research in this area such Ghonsooly, et al. (2012) explored the relationship between EFL learners' self-efficacy in reading comprehension and their reading anxiety. Secondly, it explores the relationship between EFL learners' self-efficacy and their reading achievement. It also investigates whether high self-efficacious EFL learners experience higher anxiety than low self-efficacious EFL learners and whether high self-efficacious EFL learners perform better in reading or not. Two instruments were used in this study: a) an author-designed scale on EFL learners' self-efficacy in reading comprehension, b) the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito et al. The Pearson formula and an independent t-test were used to analyze the data. The results indicated that there was a significant negative correlation between the participants' reading self-efficacy and their reading anxiety. The results also showed that high self-efficacious participants achieved higher scores in reading comprehension course than low self-efficacious participants. The findings of the study drew the attention of EFL teachers to encourage their learners seek ways to reduce their anxiety in reading L2 texts by improving their self-efficacy (Ghonsooly, 2012).

Naseri (2012) explored the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level of Iranian EFL learners. In this study, Michigan reading comprehension test, a self-reported Reading Strategy Use Questionnaire, and a Reading Self-efficacy Questionnaire were administered to eighty Junior and Senior EFL students. The results of Spearman Correlation coefficient, descriptive statistics, and Canonical correlation indicated that a)

there were significant strong positive correlation between reading self-efficacy beliefs and reading comprehension and also between reading self-efficacy beliefs and reading strategies use, b) the most frequent use of reading strategy was found to be cognitive strategy, followed by testing strategy, meta-cognitive strategy, and finally compensatory strategy, c) regarding the gender, the relationship between Reading Self-efficacy and Reading Strategies used by Iranian EFL senior and junior students made no difference (Naseri, 2012).

Kargar and Zamanian (2014) explored the relationship between self-efficacy and reading comprehension strategies used by Iranian male and female EFL learners. The data of this study were collected by administering two questionnaires. A questionnaire of general self-efficacy and a questionnaire of reading strategy used. Results of the study revealed that there was a positive relationship between these variables. To find out whether there was any statistically significant difference between male and female learners regarding the use of reading comprehension strategies as well as the difference between male and female learners' self-efficacy, independent samples t-tests were used. Gender differences regarding these variables were not significant (Kargar & Zamanian, 2014).

Salehi and Khalaji (2014) investigated whether there was any significant relationship between reading self-efficacy beliefs and reading comprehension in Iranian EFL upper-intermediate learners. To achieve this goal, Longman reading comprehension tests, and Wang Reading Self-efficacy Questionnaire were administered to forty eight EFL upper-intermediate learners. An interview session was conducted. The results showed that there was a significant strong positive correlation between reading self-efficacy beliefs and reading comprehension. Thus, the learners' level in reading self-efficacy matched more with the item '*I can do it*'. Also, the results of the interview supported

the research findings (Salehi & Khalaji, 2014).

Research hypothesis

1. There is no correlation between self-efficacy and reading proficiency.
2. There is no significant influence of self-efficacy on reading proficiency.

Methodology

This research belongs to quantitative non-experimental research involving two classes. The subject of the study is the fifth semester of English Education Program of Muhammadiyah Purworejo University. The research was conducted in reading class.

To get the data the researcher used two types of instruments, they were test and non-test. The first was a questionnaire of reading self-efficacy to get the data on the students' self-efficacy level. The second was a reading test to get data of students' reading proficiency. The test was tried out to 60 students of the sixth semester of English Education Program Purworejo Muhammadiyah University. The try-out participant characteristics are similar to the actual participants – the fifth semester students of English Education Program of UMP. Based on the item analysis the difficulty index is 0.75. The researcher also found the validity and reliability of the questionnaire and the reliability was 0.905.

After the data were completed the data were analyzed by using descriptive and inferential analysis. To test the hypotheses correlation and regression were applied. The test was done by using SPSS verse 22.

Findings and Discussion

There are two types of data namely Students' self efficacy and students' reading proficiency. The data were analyzed both using descriptive and inferential analysis. Based on the descriptive analysis students' self efficacy can be described as follow.

Below is the descriptive statistic of self-efficacy, based on table. the mean of self

efficacy is 82.44 with the minimum score 66 and maximal score 91.

Table 1. Descriptive Statistics of SE Score

Self-efficacy		
N	Valid	62
	Missing	0
Mean		82,44
Std. Error of Mean		,743
Median		84,50
Mode		85
Std. Deviation		5,847
Variance		34,184
Range		25
Minimum		66
Maximum		91
Sum		5111

Below is the histogram of students' self efficacy

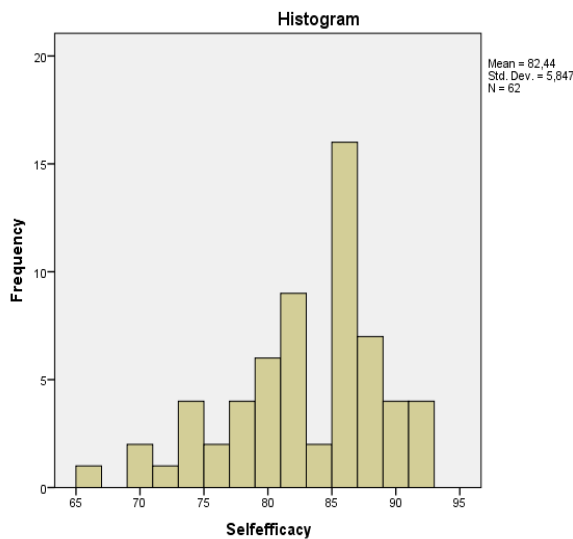


Figure 1. Histogram of Self-Efficacy

Based on the figure 1 the most frequent score is 85, while the least frequent are 65 and 70.

Below is the classification of Students' Achievement adopted from Arikunto (2009). The score is divided into five levels namely excellent, Good, Sufficient, Fairly Sufficient and Low.

Table 2. Classification student achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

The data of Reading Proficiency were taken from the result of reading test. There were 62 students took the test. The result is described below.

Based on the descriptive statistics the mean score of the test is 64.02, with the maximum score is 88 and the minimum score is 50. Based on the mean score the students' reading proficiency is in sufficient level.

Table 3 Descriptive Statistics of Reading Proficiency

Reading Proficiency		
N	Valid	62
	Missing	0
Mean		64,02
Std. Error of Mean		1,132
Median		64,00
Mode		65
Std. Deviation		8,916
Variance		79,492
Range		38
Minimum		50
Maximum		88
Sum		3969

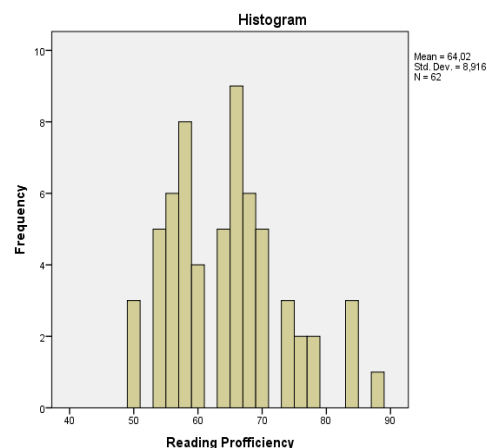


Figure 2 Histogram of Self-Efficacy

Table 4. Descriptive Statistics of SE and RP

	Mean	Std. Deviation	N
Self-efficacy	82,44	5,847	62
Reading Proficiency	64,02	8,916	62

Table 5. Correlations

		Self-efficacy	Reading Proficiency
Self-efficacy	Pearson Correlation	1	,332**
	Sig. (2-tailed)		,008
	N	62	62
Reading Proficiency	Pearson Correlation	,332**	1
	Sig. (2-tailed)	,008	
	N	62	62

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

The finding shows that there is a positive and significant correlation between self-efficacy and reading proficiency as the r-value is 0.332 with sig. = 0.004 < 0.05.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,332 ^a	,110	,095	8,481

a. Predictors: (Constant), Self-efficacy

Table 7. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	533,322	1	533,322	7,415	,008 ^b
	Residual	4315,661	60	71,928		
	Total	4848,984	61			

a. Dependent Variable: Reading Proficiency
 b. Predictors: (Constant), Self-efficacy

Table 7 found that F-value 7.415 with the significance level 0.008. As the Sig. lower than 0.05 (< 0.05) Ho is rejected. It means that self-efficacy has influenced significantly on reading proficiency.

Table 8. Coefficients

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	22,326	15,348		1,455	,151
Self-efficacy	,506	,186	,332	2,723	,008

a. Dependent Variable: Reading Proficiency

The regression test shows that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors. Self-efficacy has significant influence as the t-value 2.723 with significant level 0.008.

The result of the study supported the earlier studies conducted by earlier researchers first Ghonsooly (2012): students with high self efficacy achieved higher scores in reading comprehension. Second, Naseri (2012) and Salehi and Khalaji (2014): there is strong positive correlation between reading self-efficacy belief and reading comprehension.

As it was mentioned by (Bandura, 1997) learners' beliefs in their capabilities affect performance tremendously. Besides, learners' beliefs can predict performance better than their real ability. The result of the study proves that self-efficacy contributes 11% to the achievement of reading proficiency while 89% was contributed by other factors.

Conclusions and Suggestions

1. Conclusion

There is a positive and significant correlation between self-efficacy and students' reading proficiency. Self-efficacy gives a positive influence on students' reading proficiency.

2. Suggestions

English teachers and reading lecturers should pay attention to students' psychological factors such as attitude, motivation, self-concept and self-efficacy or students' belief on their capability of carrying out the reading tasks. As it proves that students' self-efficacy could give positive effect on reading achievement.

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