CHAPTER I

INTRODUCTION

This chapter presents and discuss about the introduction of the research, It covers seven parts, They are background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms of the research. This chapter gives the general reason why the researcher chooses this topic.

A. Background of the Research

Reading is the active process of seeking meaning, knowledge and information from print or written media. Reading can broaden insight and understanding and improve one's thinking power. Reading is an essential part of and learns the other four language skills. According to Kuşdemir and Bulut(2018, p. 97), reading is a process that begins with sight, followed by the perception that produces understanding in the brain. It means that reading is an activity performed by someone to obtain information or knowledge that was previously unknown to the reader.

Students must also have a skill when learning English fluently reading comprehension. Reading comprehension is the act of understanding a text (Marzona & Ikhsan, 2019, p. 36), Reading comprehension can be understood as a series of activities performed by readers to find the information contained in a reading text. Based on the above explanation, reading comprehension is a thinking process performed by someone to gain knowledge or understanding about a reading text.

Self-efficacy, which refers to the belief in a person's ability to perform certain actions or tasks, is one of the determinants of success. On the other hand, self-efficacy has an important influence in determining one's level of success. Supported by Tarigan et al. (2022, p. 8), self-efficacy is a psychological aspect that affects students' success in mastering skills. That means that self-efficacy is a form of psychological belief that a person has that can affect how successful a person is in achieving their goals.

Self-efficacy affects the level of human success. According to Bandura (1995, p. 2), self-efficacy is a person's belief in their ability to control themselves and the events in their environment. It means self-efficacy is related to how individuals feel because there can achieve goals or vice versa. In this case, self-efficacy plays an essential role in fostering student motivation. Additionally Benjamin (2019, p. 4), stated that Reading self-efficacy is the character notion of his capacity to apprehend a reading. According to Aflerbach et al. (2013, p. 440), highly effective readers expect to be challenged with various texts and activities. They hope to be challenged by many successful texts and actions; they often attribute failure to ineffective effort or lack of intelligence and attribute their success to external factors, such as luck. While low-achieving students often shy away from difficulties and prefer to call it a personal (location) deficit. From the previous, it can be concluded that students with a good level of self-efficacy who struggle with context may believe that they need to be more active and diligent in their studies. Meanwhile, students with low self-study achievements may feel they are not smart enough to understand difficult lessons. In other words, they learn

from students' attitudes and performances that are influenced by their version—lack of self-efficacy and an environment that supports the learning process.

Based on the findings of sixth-semester English Language Education students at Pasir Pengarian University, the researchers found that students had a lot of difficulty in reading texts, especially narrative texts. First, the student's reading comprehension ability is still low because the vocabulary is still a bit finished; they are pretty challenging to understand reading in a full English text. So that information contained in the text is not conveyed correctly. Second, the lack of self-efficacy in students, lack of a sense of wanting to solve problems that are so difficult, they face many doubts before reading texts or articles that use English. So, students say they cannot complete the tasks given even though they have not finished reading comprehension.

Based on the description above, researchers need to conduct a study entitled: ***"The Correlation Between Self-Efficacy and Student Reading Comprehension In The Sixth Semester of The University of Pasir Pengaraian".***

B. Setting of the Research

There are some essential components in reading comprehension, such as; difficulties in reading comprehension and students' self-efficacy. Based on the problems described above, students have difficulty reading comprehension even though they can read correctly. They feel unable to understand reading, mainly using English. Less self-efficacy makes students' reading interests weak.

First, students' reading comprehension is still weak because the vocabulary is still a bit finished; they are challenged to understand reading in a full English

text. So that information contained in the text is not conveyed correctly. Second, the lack of self-efficacy in students, lack of a sense of wanting to solve problems that are so difficult, they face many doubts before reading texts or articles that use English. So, students say they cannot complete the tasks given even though they have not finished reading comprehension.

C. Limitation of the Research

Based on the setting problem above, the researcher explains the correlation between self-efficacy and student reading comprehension of narrative text in the sixth semester at the University of Pasir Pengaraian.

D. Formulation of the Research

The formulation of the Research is "Is there a significant relationship between self-efficacy and reading comprehension of sixth semester students of Pasir Pengurai University?.

E. Purpose of the Research

The purpose of this study was that researchers want to know: whether there is a significant relationship between self-efficacy and reading comprehension of sixth semester students of Pasir Pengaraian University.

F. Significance of the Research

The researcher hopes the finding in this research would give several benefits for students, lecturers, and next researcher.

1. The students

Students can measure their self-efficacy and understanding of reading English. Students can try an English test to measure their ability because of the difficulties that are to be done and train self-efficacy. It's going to motivate them to improve their reading comprehension.

2. For Teachers

To be get information for teachers to improve students' abilities in reading comprehension and its correlation with thestudens' self-efficacy.

3. Next researcher

Those interested in this research find the information about students' skills in reading, researchers explained the relationships related to students' self-efficacy in reading comprehension. And it can be used as a reference for other researchers who wish to research the same topic and objectives.

G. Definition of Key Terms

There are several terms in this study that will be classified to avoid misunderstanding, and it is necessary to explain the following terms :

1. Reading comprehension

According to Elleman and Oslund (2019, p. 3), reading comprehension is one of the most complex cognitive activities humans engage in, making it difficult to measure teaching and research. That means reading comprehension is not an easy way to learn, and it takes a lot of work to understand a text.

2. Self efficacy

According to Benjamin(2019, p. 4),self-efficacy is the people's perception of the cap's potential to control performance and motion to are expecting their cap potential. It means that self-efficacy is a form of psychological belief that a person has that can affect how successful they are in achieving their goals.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses a review of theories related to the topic, a review of related findings, a conceptual framework and hypotheses. Related idea research consists of the nature of reading comprehension, the nature of reading comprehension, factors affecting reading comprehension, and reading comprehension assessment. Characteristics of self-efficacy, purpose of self-efficacy, source of self-efficacy, four main processes of self-efficacy, and dimensions of self-efficacy..

A. Review of Related Theories

1. Nature of Reading Comprehension

1.1 Definition of Reading Comprehension

Reading a text in English is not an easy thing to understand. According to Castles et al.(2018, p. 5), reading is the foundation of knowledge Students must be confident to effectively and efficiently read English texts and get information from reading textbooks. It means reading is an act of viewing written or reading activities to obtain knowledge and information from the text read. Reading instruction is intended to help students develop their ability to read and understand English texts effectively and efficiently. We will gain knowledge, experience, insight, and much more that we did not know before.

Reading skills are closely related to understanding. The readers should use their background knowledge in the reading, which means the reader brings their knowledge, emotion, experience, and culture to what they read. A successful

assignment requires competency in both decoding and comprehension. Because comprehension is a mental activity, it isn't easy to observe. According to Arip(2017, p. 19),comprehension is a complex process that forces the reader to absorb ideas. That means comprehension is the primary goal of success in reading. Without an excellent receptive process, it will significantly affect readability. Therefore, in reading skills, understanding is an essential point.According to Mustafa and Bakri(2020, p. 153), Reading comprehension is the ability to read a text, process it and understand the meaning of the text.In the reading comprehension system, students will think more carefully about receiving information. They not only focus on the task but also turn reading into practical understanding. The understanding gained will also be better.

Furthermore, Khasawneh and AlRub (2020, p. 5335),consider that reading comprehension is one of the essential reading skills and is necessary for achieving the primary goal of the entire reading process. It means reading comprehension has special steps to attain perfect understanding. By following the existing efforts, you will get a proper account of the text or article read. For the information to be obtained better and more accurate to the truth. Some of the techniques of reading comprehension are:

1. Scanning

Scanning reading is reading quickly through text to find specific information. For example, when someone wants to get the name, date, or year of a history book, they don't need to read all the content, just specific parts of the point.

2. Skimming

   Skimming is a process of reading quickly at the speed of one's eyes over the text to get the point. For example, to decide if a book is relevant to one's work or to keep yourself informed about the part of the book that is not usually important to him before reading it, the reader looks at the table of contents and chooses which sections are important and relevant to what they need so as not to spend long enough time.

3. Extensive reading

   Extensive reading is reading more extended texts. Usually, extensive reading is done for your pleasure. It's an activity of eloquent fluency. A reader who wants to read quickly to enrich vocabulary usually reads longer texts such as articles, journals, or books.

4. Intensive reading

   Intensive reading is reading shorter text to extract specific information. This is an accurate activity that involves more reading for details. From some of the definitions above, a person's understanding is closely related to understanding and thought processes; knowledge helps obtain meaning from reading material.

1.2 Factor Influencing Reading Comprehension

   Reading is an ironic communicative skill, but it is a very complex process. When reading, many factors can affect reading comprehension. According to Harjasujana & Yeti in Nuryati (2017, p. 4), the same factors that affect the comprehension of the text are background experience, language skills, thinking skills, reading goals and affections (motivation, interests, attitudes, beliefs, feelings).

1. Background experience

Student background knowledge and experience are essential in reading to know the author's message. The ability to reconstruct meaning from printed pages, including the different types of skills and styles the author possesses, is based on the reader's previous experience with the topic, his familiarity with key concepts, and his knowledge of how the author uses the language. In short, readers should have the ability to connect the text with their background knowledge efficiently.

2. Language skills

Reading and language are two things that cannot be separated because reading is one of the important skills in learning a language. Language is a means of communication, and they express ideas, opinions, and feelings. Language skills refer to a student's ability to use and process language.

3. Thinking Skills

Thinking skills refer to students' ability to connect their new experiences with their previous experiences. In this case, thinking-minded readers, etc., recognize the word, whereas the teachers give the right questions to help students develop their thinking skills.

4. Reading Purposes

The purpose of reading is to read to gain information and knowledge because reading influences us in choosing our aim in reading.

5. Affection

Motivation, interest, confidence, and feelings belong to compassion. They may have increased the influence on students' reading comprehension.

Moreover, Musahrain et al. (2018, p. 35) state that the following factors influence reading comprehension: internal factors, namely, the student themselves, and external factors, teachers, source, and learning media. From the above explanation, the author assumes that motivation is one of the critical factors for understanding reading.

1.3 Indicator of Reading Comprehension.

Successful in reading comprehension, there are several aspects that students must master. According to King and Stanley in Jannah (2021, pp. 79–80), Five elements are described in the processing of reading comprehension. They find factual information, find the main idea, find the meaning of vocabulary in context, identify references and make conclusions. The theory above can be described as follows:

The main idea is the core of a text. A reader can also find the text's central ideas effectively to understand a text.

1. Finding main idea

The main idea is the core of the text. To understand a text, readers must also to find the main ideas of the text effectively.

2. Finding detailed information on the text.

Readers must be able to find the factual information by scanning the specific details. There are many types of questions of basic information found in the text, such as; question type of reason, purpose, result, comparison, means, identity, time, and amount.

3. Guessing the meaning of vocabulary

The readers should develop their ability to guess some unfamiliar words. They also need to understand the context of the phrase or sentence.

4. Identifying references

By understanding the main idea of the main subject of the text, the questions can quickly be answered. Word references or known as pronouns, such as she, he, it, this, and those. Readers need to identify the word reference as a substitution of pronouns.

5. Making an inference

The result of reading is to comprehend what the writer wrote. The reader can draw inferences logically and make accurate predictions.

Based on the experts' opinion above, it can be inferred that reading comprehensions are one's ability to comprehend the message of the English reading materials. It is an interactive thinking process of transferring printed letters into meaning to communicate specific messages between the writer and the reader. It involves identifying the text elements, such as; finding the main idea, details, the meaning of vocabulary in context, identifying references, and making referrals. Then, those become indicators for reading comprehension of this research.

2. Nature of Self Efficacy

2.1 Definition of Self Efficacy

Self-efficacy is someone who believes in the ability that exists in himself. According to Tarigan et al (2022, p. 8)Self-efficacy is a psychological aspect that affects the students' success in mastering skills. This approach that self-efficacy

shapes the mental notion that someone has, which can affect how a success someone is in reaching their goals. Currently, many learning strategies have been developed in the world of education. The teacher must prepare and find the right system to apply to the students in the teaching and learning process. The approach developed is created as an alternative to assist students in learning vocabulary.

Students with high self-efficacy will not complain if given a task even though the task is complex. On the contrary, those with low self-efficacy will always avoid functions that coincide with being too tricky. When they do complex tasks, they are busy thinking about their shortcoming, the obstacles they will face, and the results that can harm them. They won't want to try harder to do specific tasks and will give up very quickly. So that is how self-efficacy will affect someone in the academic field.

They will try their best to complete the tasks and have great motivation to prevent the difficulties they might get when working on a study. Students who have low self-efficacy will complain more and give up too easily if given a takas that they think is difficult. They are already afraid of failure even though they haven't started yet. Those who have a great sense of self-efficacy will produce excellent results in the academic field, while those who do not believe in their self-efficacy will produce poor performance.

2.2 The Source of Self Efficacy

Sources of self-efficacy are those that influence the development of one's self-efficacy; Bandura in Sukarni (2018, p. 1) explain there is 4 source, namely:

1. Mastery Experience

   Enactive mastery is the maximum influential supply of efficacy. Enactive mastery enjoys talks approximately fulfillment and failure, which impact one's ideals about personal efficacy. Bandura says success can accumulate strong faith in its undisclosed effectiveness, but the loss can be harmful. This perception primarily occurs if a failure occurs before effective enjoyment is firmly established. Furthermore, if one is used to easy flowering, they will understand that they have excessive skills; however, they're very easily discouraged after failing. So the thing is that achievement testimonies can build strong self-efficacy or strong beliefs about the competencies possessed by a person. Still, an experience of failure can undermine that trust at any time. Therefore, the enjoyment of fulfillment needs to be through a challenging process, for instance, accepting demanding tasks under strict circumstances. Because only the experience of achievement is done in a hard way that may increase or strengthen one's belief in their efficacy or self-efficacy.

2. Vicarious Experience

   Personal or vicarious experience is the next source of self-efficacy. In this source, people try to find information about their abilities through modeling techniques. What is meant by modeling techniques, in this case, is that someone judges their self-efficacy or knowledge by looking at the achievements received by others. The keyword from this source is similarity, meaning that if the person sees someone similar to him in achieving something, he would think that he too can succeed in a similar

quest. Similarly, seeing the failure of the same person regardless of the effort they show will cause a decrease in their self-efficacy. Vicarious experience ensures that the same model influences a person's self-efficacy. So, if the models differ from themselves, belief in self-efficacy doesn't have much of an effect.

3. Verbal Persuasion

As an effective source of self, verbal persuasion involves suggestion, encouragement, or persuasion, which can be positive and negative. A positive influence in verbal encouragement is given to someone by ensuring that they can complete the assigned tasks though it is a difficult task. This certainly affects the development and improvement of their self-efficacy. On the contrary, negative persuasion will reduce a person's self-efficacy, and if someone doesn't complete a task, they tend not to want to try to complete the job again.

4. Psychological And Affective Stage

Emotions such as stress, anxiety, and fatigue cant affect self-efficacy. These emotions can indicate a person's success or failure in carrying out a task. When someone fails to do an assignment, they will experience stress, anxiety, and fatigue. People who think these emotions are normal reactions experienced by everyone will increase their self-efficacy. However, those who consider anxiety, fear, and fatigue to come from personal incompetence reduce their self-efficacy. That's how emotional or psychological factors affect self-efficacy.

2.3 Four Major Process of Self Efficacy

Unbalanced self-efficacy can affect success. According to Bandura in Widyawati (2021, p. 9)human functioning is governed by self-efficacy through four main processes. They are:

1. Cognitive Process

    The belief in self-efficacy in the cognitive process refers to human purposive behavior. Purposive behavior is human behavior that sets life goals that will be realized in the future. Setting these goals is undoubtedly influenced by a self-efficacy of ability. The stronger the perceived self-efficacy. The higher the goals set by someone in terms of the difficulty of the plans, they will be committed to realizing the goals they set.

2. Motivational Process

    Self Efficacy beliefs play an essential role in the cognitive regulation of motivation. Most human reason is produced cognitively. In cognitive explanations, people motivate themselves and train themselves to act anticipatively with the various kinds of training they do. They believe in what they can do. They anticipate the possibility of a positive and negative results from the efforts they have made. In addition, they also set goals for themselves and think of actions that need to be taken to realize these goals and try to avoid the difficulties that might occur.

3. Affective Process

    The mechanism of self-efficacy also plays an essential role in the affective domain. People's beliefs and their ability to deal with a problem affect how much stress and depression they experience in threatening or

difficult situations and their level of motivation. People who believe that potential threats are unmanageable view many aspects of their environment as fraught with danger. They tend to increase the severity of possible threats and worry about rare things.

4. Selection Process

Confidence in self-efficacy can play a crucial role in self-efficacy through selection. The selection process refers to one's efforts in choosing an environment that will shape their destiny. In choosing the domain, people will be able to determine what they will be. Beliefs influence these choices about personal abilities. People avoid activities and environments that they believe exceed their capabilities. Still, they will choose a social background that they think is appropriate to their skills and that they can handle.

2.4 The Demensions of Self Efficacy

Self-efficacy is divided into several dimensions that have important performance implications. According to Bandura in Sunaryo (2020, p. 41)states thet there are three demintions of self efficacy, as follows:

1. Level or Magnitude

The level or magnitude of self-efficacy depends on the level of difficulty of a particular task. People who have strong self-efficacy believe that they can complete difficult tasks, and people who have weak self-efficacy believe that they can only complete simple tasks. Individual self-efficacy may vary from person to person and may be

limited to a simple task, extend to a study of moderate difficulty, or even reach the most difficult task.

2. Generality

The generality of self-efficacy is related to people who judge themselves as capable in various activities or only in certain areas of function. Some people think that they can achieve their goals only under certain conditions, while others consider themselves capable of achieving the same purpose under different conditions. Assessment related to the domain of activity and this situational context will reveal patterns and levels of generalization of people's belief in their efficacy.

3. Strength

Strength refers to the firm belief that he can complete an assigned task. People with low self-efficacy are easily challenged by not necessarily true experiences. While people who have strong opinions about their abilities will continue to struggle or survive despite their efforts to complete the assigned task despite many difficulties and obstacles.

2.5 The Influencing Self-Efficacy in Reading Comprehension

Reading comprehension is one of the activitas that can be influenced by self efficacy. Acording to Solheim (2011, pp. 22–23),reading comprehension is influenced by self-efficacy, the first efficiency being the best indicator of readability. That means each individual has different attitudes and goals,high self-efficacy is the best predictor for achieving success in reading skilss. With the self-efficacy of students stimulated their understanding in reading, this is due to the

strong self-efficacy of students in understanding the context of reading. Second, low self-efficacy can lead to missed opportunities to improve students' reading comprehension. This means that students with low self-efficacy are more likely to avoid difficult reading texts so that they are not able to understand the contents of the reading well.

B. Review of Related Finding

The research was focus on students self-efficacy and students reading comprehension, in this research, the researcher focuses to the narrative text as the type of text. From the previous research, the researcher gets the idea to do a further research about the correlation between students self-efficacy and students reading comprehension. There are many study related to this research :

The first,Arip(2017) entitled, *The correlation reading self efficacy and reading comprehension echievement of english education study program students of UIN Raden Fatah Palembang.* This research aimed to describe the relationship between reading self efficacy and their achievement in reading comprehension. The method which was used in this research was correlational research. The population of the research was the fifth semester of echievement of english education study program students of UIN Raden Fatah Palembang. The are 103 students from fifth classes as the population in this research. The sample was taken by 81 students. From the research finding, concluded that there was no significant relationship between reading self efficacy and reading comprehension.The similarity between previous research and this research is that this study uses a quantitative research with a correlational design, the instruments are questionnaire and multiple choice and same as researching student at the

university. Meanwhile, the difference between the previous research is that the previous research focused its research on four different classes, while this research only focused on one class.

The second, Widyawati(2021) entitled,*students' self efficacy on reading academic materials based on the modes of the publication*. The aimed of this research was to found that self efficacy affected reading comprehension, however not all students have high salf efficacy in reading. The study also identified the students preference for academic materials according to modes of publication. To answer the issue, the study used a qualitative design administering the questionneres and interview the university students. The participants were comprised of thirty students from english language education department of UIN Sunan Ampel Surabaya from 2017 academic year. The similarity of previous research with this research is that this research is both researching about students' self-efficacy and using quantitative research with a correlational design, the same researching self efficacy and reading and the same researching student at university. Meanwhile, the difference between previous research is that previous research examined student self-efficacy on reading academic materials based on the modes on the publication. while this study examines the correlation between self-efficacy and student reading comprehension. The instrument used is in the form of interviews and questionnaires, while my research uses multiple choice and questionniare.

The third, study was conducted by Ikhsan(2018)entitled, *The Correlation studens motivation and reading comprehension of eigth grader of student at state junior hig school n 4 muaro jambi.* This research aims to see the correlation
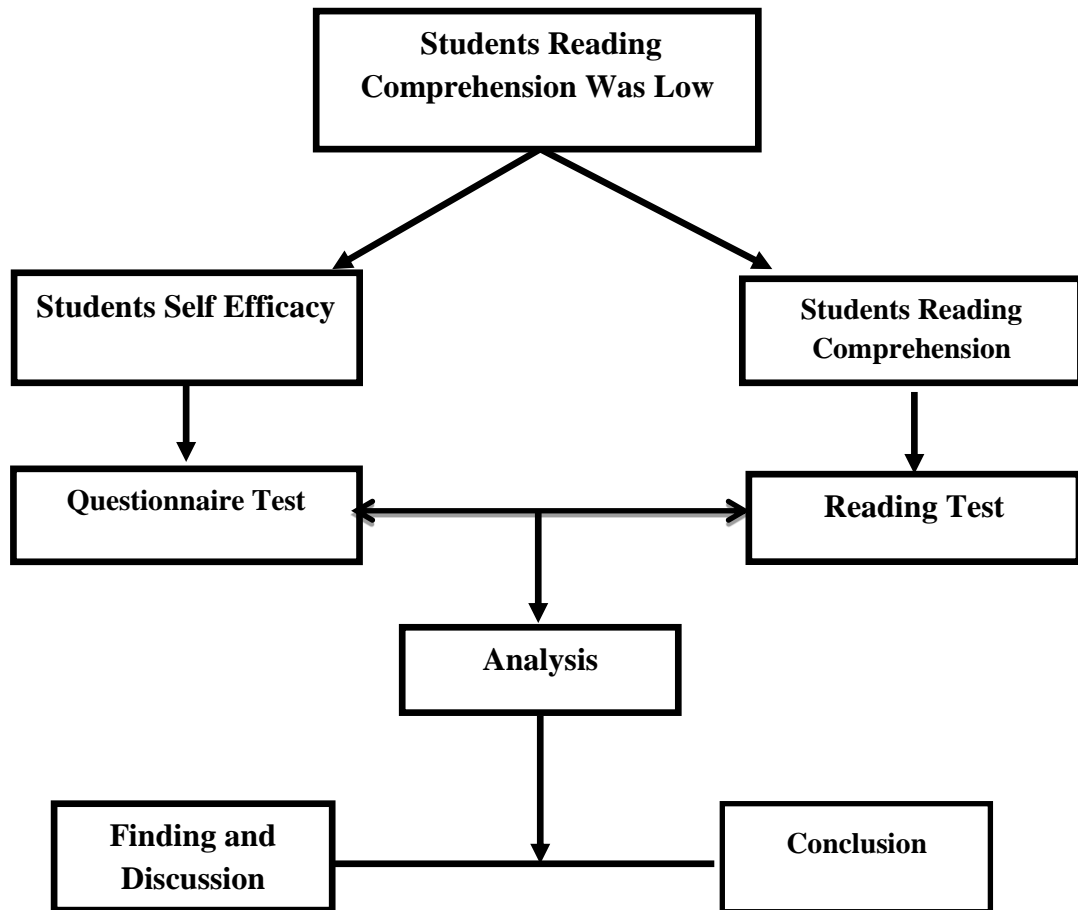
between students' motivation and reading comprehension of english grade students at junior high school n 4 muaro jambi, wheter there is any correlation between students' motivation and reading comprehensions. This research used the quantitative research, the writer used correlational study by product moment technique. Product moment is one of technique that usually used to find out the significance of the correlations between two variable.The similarity of previous research with this research is that this research uses a quantitative research with a correlational design, the instrument used is a questionnaire and multiple choice. Meanwhile, the difference between the previous research is that the previous research examined students' motivation with reading comprehension. while this study examines the correlation of self-efficacy and student reading comprehension.

The previous research above is used as a reference, there are similarities and differences between previous researchers and this study. The similarity uses quantitative methods, uses total sampling technique as a data collection technique, uses correlation formulas to analyze data. The differences between this study and the research of researchers are: participants, student grades, place of research and the type of instrument used. Based on the previous students above, the researcher is interested in conducting research on the correlation between self-efficacy and students' reading comprehension in the sixth semesterUniversity of Pasir Pengaraian.

C. Conceptual Framework

A conceptual framework is a scheme of research. A conceptual framework can be shown in the following diagram in this research.

Figure 1. Conceptual Framework of the research

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                    ┌─────────────────────────┐
                    │   Students Reading       │
                    │ Comprehension Was Low    │
                    └─────────────────────────┘
                       ↙                    ↘
   ┌──────────────────────────┐      ┌──────────────────────────┐
   │   Students Self Efficacy  │      │    Students Reading       │
   │                           │      │    Comprehension          │
   └──────────────────────────┘      └──────────────────────────┘
              │                                    │
              ↓                                    ↓
   ┌──────────────────────────┐      ┌──────────────────────────┐
   │   Questionnaire Test      │←────→│      Reading Test         │
   └──────────────────────────┘      └──────────────────────────┘
                            │              │
                            ↓
                    ┌─────────────────┐
                    │    Analysis     │
                    └─────────────────┘
                            │
   ┌──────────────────┐     ↓      ┌──────────────────┐
   │   Finding and    │────────────│   Conclusion     │
   │   Discussion     │            │                  │
   └──────────────────┘            └──────────────────┘
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The researcher wants to analyze students understanding of reading comprehension and its correlation with students' self-efficacy. The researcher will make a concept of the researcher to measure students' self-efficacy skills by giving them questionnaire tests and measuring their reading comprehension. in the reading comprehension; the researcher will provide them with a reading test. The questionnaire test and reading test will be analyzed to find out the correlation between them.

D. Hypothesis

According to Sugiyono (2016, p. 64), a hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem is expressed in question sentences.

In this research, the researcher proposes two hypotheses. There are as follows:

H_a: There is a correlation between self-efficacy and students' reading comprehension in the sixth semester at Pasir Pengaraian.

H_o: There is no correlation between self-efficacy and students' reading comprehension in the sixth semester at the University of Pasir Pengaraian.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of research design, research setting, population and sample, the research instrument, the procedure of the research, a technique of collecting the data, and the technique of analyzing the data.

A. Research Design

This research was designed as a correlational research. According to J and Samson (2018, p. 20573), correlation studies are quantitative studies; It measures two or more interrelated variables in the same sample and estimates the relationship between or between them. This means one group of subjects but two or more variables. As can be seen from the topic, the main purpose of this study is to find out the relationship between self-efficacy and student reading comprehension. Thus, the study identified a possible relationship between the two variables. In other words, this study is correlational. The study consisted of two variables; the free variable is symbolized by the student's self-efficacy "X" and the bound variable is symbolized by the understanding of the text "Y". The following table could design the study:

Figure 2. Research Design

X = Students Self Efficacy
Y = Students Reading Comprehension

B. Setting of the Research

This research was conducting at the University of Pasir Pengaraian is, located at Tuanku Tambusai Street, at Rambah Hilir Sub-district, Rokan Hulu Regency. The research was conducted in 2022. The participants of this research area in the sixth semester at the University of Pasir Pengaraian.

C. Population and Sample

The population is the real object of research. According to Cooper, Donal, R; Schindler, Pamela S in Sugiyono (2020, p.126), "A population element is the subject on which the measurement is being taken. It is the unit of study". Population research is an essential thing in the recess that is measured. The population in this research is all in the sixth semester of the English study program at UPP is 22 students. Furthermore, the people can be seen in the table below.

The sample is an important part that the researcher must determine based on the population. According to Sugiyono(2016, p. 80), the sample is part of the number and nature of the population. In this research, researcher observed a class of students in the sixth semester of the English study program at UPP with 28 students. This study was used by total sampling.

Table 1. Population and Sample of The Research

NO	Class	Number Of Students
1	Sixth Semester	28
Total		**28**

Source: (University of Pasir Pengaraian 2021/2022 academic year)

D. Instrument

According to Sugiyono(2016, p. 102), an instrument is a tool used by researchers to measure the research variables. In short, an instrument is the media or tool to collect data from respondents. There are two variables that researcher want. Observe self-efficacy and students' reading comprehension, two instruments used in the study, and researchers used two types of tests:

The first, questionnaire is a self-report data collection instrument that each research participant fills out; as part of it, students were asked to read each item and rate how much they agreed or disagreed with the statement. According to Sugiyono (2016, p. 142), the questionnaire is a data collection technique done by giving several questions and written reports to respondents to answer. Collecting data by giving written questions to the respondent in the sixth semester of the English Study Program.

In the second, Reading test, the researcher gave a reading test consisting of several questions related to the text provided. The instrument used to measure the level of students' understanding is the reading comprehension with test results in the form of a multiple-choice test with a total of 20 questions.

The instruments would be valid and reliable.

E. Procedure of The Research

The research procedure would apply in the several step taken by the researcher to do the research in the sixth semester of the University of Pasir Pengaraian. The research consisted of two types of tests: a questionnaire test, which formed in a cloze test to measure the student's self-efficacy, and a reading comprehension test to measure the student's skill in reading comprehension. In conducting the

researcher to the sixth semester in the English Study Program at the University of Pasir Pengaraian, the researcher conducted some procedures such as the following steps:

1. Conduct a survey first to collect information and observe problems that

2. The researcher gives a reading test to determine the students' reading comprehension ability.

3. The researcher gives a questionnaire to students in the form of questions based on the theory of experts about self-efficacy in reading.

4. After getting the data, the researcher analyzed the result of the students' self-efficacy and students' reading comprehension.

F. Technique of Collecting The Data

To answer research problems, the collected data is analyzed and interpreted according to the research design. Numerical data and statistical analysis are applied using the SPSS application to facilitate the calculation of test results for researchers. The SPSS application program is used to calculate students' test scores for both variables. To find out the relationship between self-efficacy and student reading comprehension, the correlation coefficient indicates the degree and direction of the relationship between the two calculated variables. Because the data is an interval scale, it's always possible that the study results don't show a relationship between the variables, the researchers said.

1. **Students Self Efficacy**

The instrument used as the research tool in this study is in the form of objective tests to measure students reading comprehension skills. The researcher gives a reading test consisting of several questions related to the text provided in this research.

Table 2. Blueprint of Self Efficacy Test

NO	Indicators	Test Items
1	Mastery Experience	1,2,3,4,5
2	Vicarious Experience	6,7,8,9,10,11
3	Verbal Persuasion	12,13,14,15,16,17
4	Pysiological States	18,19,20

Adopted from Widyawati (2021, p. 27)

2. **Students Reading Comprehension**

As stated in the previous sections, the reading test measures students' reading comprehension skills. In this research, the researcher passed a reading test consisting of several questions related to the text provided.

Table 3. Blueprint of Reading Comprehension Test

NO	Indicators	Test Items
1	Finding the main idea	8,12,13,15
2	Finding the detail information from the texts	3,5,10
3	Gussing the meaning of the vocabulary	1,11,16,18
4	Identifying references	2,14,17,19,20
5	Making an inference	4,6,7,9

Adopted from King and Stanley in Jannah(2021, pp. 79–80)

G. Technique of Analyzing The Data

The technique of analyzing the data is to answer the research problems. The data gathered was analyzed and interpreted about the research design. The correlation coefficient, which indicates the degree and direction of the relationship between two variables, is calculated to determine the presence or absence of a relationship between student self-efficacy and reading comprehension. Because the data is in the form of an interval scale, there is always the possibility that the results of the study do not show any relationship between variables, so researchers use the SPSS application to calculate the progress of student tests on these two variables. The data is numerical; Statistical analysis is applied using the SPSS application to make it easier for researchers to calculate test results.

1. **Students Self Efficacy**

In analyzing the data on students' self-efficacy, the researcher gives a questionnaire. Students were asked to read each item totalling 20 items and rate how much they agreed or disagreed with the statement. The questionnaire-based on four primary factors students took into account when estimating their capabilities as a reader on the four scales (mastery experience, vicarious experience, verbal persuasion, and physiological states). The four factors are embedded in Bandura's basic models of self-efficacy.

Table 4. Percentage of The Level In Self Efficacy Result

Percentage Level	Criterion
76% - 100%	Tall
51% - 75%	Currently
26% - 50%	Not enough
0% - 25%	Low

Adopted from Pranowo(2021, p. 88)

1. **Students Reading Comprehension**

The instrument used as the research tool in this study is in the form of an objective test to measure their reading comprehension. The present tense test consisted of 20 items, and they were in the form of a complete examination. Thus, the researcher scored 1 for each correct answer and 0 for the wrong answer. To get the actual score of the reading comprehension test student.

$$M=X/Nx100\%$$

Where :

M = Studen's score

X = Total of the correct answer

N = Total of items

In this research, the researcher evaluated the students reading comprehension results based on four aspects, and they are: finding the main idea, finding the detailed information from the text, guessing the meaning of the word, and making an inference. One standard method of assigning later stages is based on the following rates to convert from the percentage to the latter grade.

Table 5. Percentage of The Level In Reading Comprehension Result

Percentage Level	Letter Case	Criterion
85-100	A	Excellent
70-84	B	Good
55-69	**C**	Fair
50-54	D	Poor
49-0	E	Very poor

Adopted from Maming(2019, p. 305)

2. The Correlation of Self Efficacy And Studens' Reading Comprehension

In the correlation between self-efficacy and students' reading comprehension, the researcher followed some steps, they are:

1) To find out the correlation score (r x y), the researcher used the SPSS Application.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N(\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy}= Correlation coefficient between score item and total score

N= Number of pairs scores

Σxy = Sum of the product of paired scores

Σx= Sum of x scores

Σy= Sum of y scores

$\sum_x 2$= Sum of squared x scores

$\sum_y 2$= Sum of squared y scores

Based on the result of the calculation of coefficient correlation ($r\,x\,y$) above, the researcher found that the correlation degree between two variables in the research is self-efficacy (X*)* and students' reading comprehension (Y).

2) After the coefficient correlation degree is found, the researcher will interpret the index of correlation data found based on the *r* product moment table. As suggested by Sudijono (2012, p.193) as followed:

   a. To determine the correlation criteria by applying the indexes of correlation as follows:

Table 6. The Scale of Level Indexes of Correlation

The score of product moment	Interpretation
0.00-0,20	Very low correlation
0,20-0,40	Low correlation
0,40-0,70	Fair correlation
0,70-0,90	Sufficient correlation
0,90-1,00	High correlation

   b. To determine the significant standard of 5% and test the hypothesis.

   c. Concluding by comparing the score of correlation r product moment with r table.