

**THE CORRELATION AMONG STUDENT'S READING STRATEGIES,
READING SELF-EFFICACY AND THEIR READING
COMPREHENSION ABILITY AT THE SIXTH SEMESTER OF THE
ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF
KERINCI ACADEMIC YEAR 2023/2024**

A THESIS



By:

VENDA ELMIKA

NIM. 2010203006

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2023/2024**

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ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF
KERINCI ACADEMIC YEAR 2023/2024**

A THESIS

*Submitted as a Partial Fulfillment of The Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

By:

VENDA ELMIKA
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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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ACADEMIC YEAR 2023/2024**

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “The Correlation Among Student’s Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at the Sixth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2023/2024”, is the researcher original work, which the best of researcher knowledge and belief, does not contain any material that has been published or written by someone else before, nor any material that has been largely accepted for use in any other educational institution, except in cases where appropriate credit is given in the thesis. The researcher sincerely acknowledges any input from people with whom they have collaborated at State Islamic Institute of Kerinci or other settings.

Additionally, the researcher states that intellectual substance of this thesis is entirely original, with the exception of any acknowledgement of outside aid with project design and idea as well as style, presentation, and language expression.

Kerinci, July 2024

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OFFICIAL NOTE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakatu

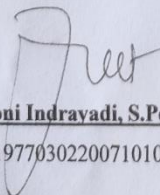
After guiding, analyzing, briefing, and correcting, the writing of **Vanda Elmika** thesis (the student's number is 2010203006) entitled : **(The Correlation Among Student's Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at the Sixth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2023/2024**".

We are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerincci. Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

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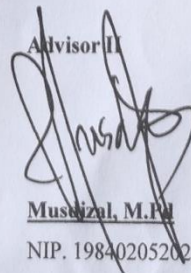
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APPROVAL AND ACCEPTANCE

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ABSTRACT

Venda Elmika, 2024. “ The Correlation Among Student’s Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at the Sixth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2023/2024 ”

Advisors : **1. Dr. Toni Indrayadi, S.Pd, M.Pd**
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This study aimed to find out the correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department of State Islamic Institute of Kerinci Academic year 2023/2024. The design of this research is quantitative research with a correlation method, which collected the data was used by one of test and two of questionnaires. The population in this study was of all sixth semester English Department totaling 27 students, with the sample of this study was using a total sampling technique which resulted in a sample size of 27 students. To analyze data, the researcher used the Pearson product moment formula and multiple regression analysis. The research result for correlation, the r value was 0.741, this showed that the correlation among student's reading strategies, reading self-efficacy and their reading comprehension was *High Correlational Criteria*. Based on the value of significant was smaller than 0.05. This means that there is a *significant correlation* among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department of State Islamic Institute of Kerinci Academic year 2023/2024.

Keyword : Reading strategies, reading self-efficacy, reading comprehension

ABSTRAK

Venda Elmika, 2024. “ Korelasi Antara Strategi Membaca Siswa, Efikasi Diri Membaca dan Kemampuan Pemahaman Membacanya pada Semester Enam Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Pelajaran 2023/2024 ”

Pembimbing : 1. Dr. Toni Indrayadi, S.Pd, M.Pd
2. Musdizal, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara strategi membaca siswa, efikasi diri membaca dan pemahaman membaca mereka di jurusan pendidikan bahasa inggris semester keenam institut agama islam negeri kerinci tahun ajaran 2023/2024. Desain penelitian ini adalah penelitian kuantitatif dengan metode korelasi, pengumpulan datanya menggunakan satu test dan dua kuesioner. Populasi terdiri dari semua mahasiswa semester enam bahasa inggris institut agama islam negeri kerinci yang berjumlah 27 siswa, dengan sampel ditentukan menggunakan teknik total sampling yang menghasilkan jumlah sampel sebanyak 27 siswa. Untuk menganalisis data, peneliti menggunakan rumus pearson produc moment dan analisis regresi berganda. Hasil penelitian untuk korelasi, diperoleh nilai sebesar 0.741, hal ini menunjukkan bahwa hubungan antara strategi membaca siswa, efikasi diri membaca dan pemahaman membaca dalam kategori korelasi tinggi. Berdasarkan nilai signifikansinya lebih kecil dari 0.05 artinya terdapat hubungan yang signifikan antara strategi membaca siswa, efikasi diri membaca dan pemahaman membaca siswa semester enam jurusan pendidikan bahasa inggris semester keenam institut agama islam negeri kerinci tahun ajaran 2023/2024.

Kata Kunci : Strategi Membaca, Efikasi Diri, Pemahaman membaca.

DEDICATION AND MOTTO

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

This thesis is dedicated to my cherished father (ARDIMIN), beloved mother (KAMILI SUTRI), and my beloved older sister (DEKA DIANA), who always supported me physically and spiritual and gave everything what I needed, unwavering prayers, constant motivation and boundless love have been instrumental in feeling my determination to complete my education at IAIN Kerinci. Thank you so much for all forms of your everlasting love. I love you! In the end, I pray to Allah SWT bestows upon me knowledge that serves the betterment of religion, country, and nation. My heart felt gratitude extent to my family for unwavering support and constant encouragement that has been a source of strength and inspiration.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (ه)

Fa inna ma'al-'usri yusra

Artinya:

“Maka Sesungguhnya Bersama Kesulitan ada Kemudahan.” (Q.S Al-Insyirah:5)
Late doesn't mean failure. Fast doesn't mean great. Being late is not a reason to give up, everyone has different process. **Trusting The Process** that is most important. There is always a price in the process. Just enjoy the tiredness, expand your patience again because Allah SAW. has prepared good things behind the word process which you think is complicated.

“ Apa yang kamu keluhkan hari ini adalah impian bagi orang lain. ”

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا
وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ, أَمَّا بَعْدُ

In order to complete this thesis, the researcher would like to give utmost thanks to Allah SWT, who has provided wisdom, mercy, opportunity, good health, peace, and blessings from Allah's messenger, the prophet Muhammad SAW, his family, his companions, and all of his followers.

The researcher finished her thesis entitled “ *The Correlation Among Student’s Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at the Sixth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2023/2024*”. This aims to accomplish a partial fulfillment for the Faculty of Tarbiyah and Teacher Training's Strata-1 (S1) degree.

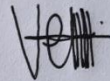
The researcher realized that the thesis could not be completed without any support, guidance, motivation and prayer from the best people in her life. Thus, the research intends to give appreciation and gratitude to those who have helped the research to finish the thesis :

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There are still a lot of flaws in this concept, as nothing in this world is flawless. The researcher would thus be quite appreciative of any corrections that would enhance this thesis. The researcher also anticipate feedback and criticism from every reader of this thesis.

Kerinci, July 2024
Researcher,



VENDA ELMIKA
NIM. 2010203006

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the most important skills for someone studying English is reading, especially for those learning it as a second language. It helps students to explore ideas and obtain information for their career and academic success (Nazurty et al., 2019). Besides that, according to Millah (2018), reading is also a complex activity consisting of receiving, obtaining, interpreting and understanding text meaning information.

The main purpose of the reading is to comprehend. The readers comprehend a text when they are able to communicate with a text. Besides that, reading comprehension is not easy because it is not just a process of deciphering words but also how to gain knowledge from the sources the reader reads. Mikulecky and Jeffries (2007) stated that, reading comprehension is more than just recognizing and understanding words, it also involves understanding what you read and drawing connections between concepts and ideas in the text and your previous knowledge. In order words, reading comprehension is a form of interaction between the readers and the text through written symbols to capture information from the written text (Macceca, 2014).

In fact, many students still have difficulty understanding the reading texts they are required to do in English. They do not have the specialized knowledge necessary to understand reading elements such as main

ideas, topic sentences, assessment details, and conclusions. This problem usually arises when students' understanding of reading texts is still far below what is actually required by the curriculum.

Based on the researcher's interview with five of twenty-seven students in the sixth semester of the English Department at State Islamic Institute of Kerinci on November 30, 2023, the students have the same problems with reading comprehension. They are not able to do English subjects well, most of them got low marks in understanding a text. Besides, there are some facts that indicate the problem. The first, students still have anxiety and lack self-confidence in reading. The second, students have difficulties in comprehending a text because there are lots of academic words and a lot of unfamiliar vocabulary, which makes it ambiguous. The third, students need a lot of time in understanding a text. The last, they also lack vocabulary mastery.

There are several factors that contribute to good reading comprehension, two of which are self-efficacy and reading strategies (Witri, 2022). The first factor is self-efficacy. According to Tobing (2013), self-efficacy is a person's perception or belief in their ability to learn or do assignments in different classes. To achieve learning goals, they must know about themselves and their ability to control their actions.

The second factor is reading strategies. According to Kuru-Gonen (2015), to help readers understand content as they read, reading strategies are very important. Additionally, reading techniques allow for more effective time management. It is also a useful strategy for solving reading problems that arise

when students read academic texts. According to Zarobe and Zenotez (2018), reading strategy is a technique or tools that students can use to gain knowledge

Based on the explanation above, these factors are interconnected because if the strategy used by readers is appropriate then the comprehension process does not need to take a long time and the higher level of readers self-efficacy, the smoother readers comprehension will be. So, the researcher do this research to investigate the extent to which these factors contribute to good reading comprehension in English students, especially in sixth semester of the English Department at State Islamic Institute of Kerinci.

The researcher wants to explore the correlation among student's reading strategies, reading self-efficacy and their reading comprehension. It can be conclude that reading strategies and reading self-efficacy have a significant impact on reading comprehension. So, the researcher is interested in conducting a research under the title “ The Correlation Among Student's Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at the Sixth Semester of the English Departement of State Islamic Institute of Kerinci Academic Year 2023/2024”.

B. Identification of Problem

Based on the background above, the problems should be identified as below:

1. The students still have anxiety and lack self-confidence in reading comprehension.

2. The students have difficulties in comprehending the text because there are lots of Academic words and a lot of unfamiliar vocabulary.
3. The students need a lot of time in understanding the text.
4. The students had limited vocabulary mastery.

C. Limitation of the Problem

This research was limited the problem of the research. The researcher only focuses on “ The correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024.

D. Research Question

Based on the identification of problems above, the research question should be formulated as: Is there any correlation among student's reading strategies (X^1), reading self-efficacy (X^2) and their reading comprehension ability (Y) at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024 ?

E. Purpose of the Research

Based on the research question above, purpose in this research was “ To find out whether there are any correlation among student's reading strategies (X^1), reading self-efficacy (X^2) and their reading comprehension ability (Y) at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024 ?”

F. Significances of the Research

The results of this study was expected to provide benefits for all groups, namely:

1. Theoretically

The researcher expected that the result of this study can give description about reading strategies, reading self-efficacy and its relation with their reading comprehension.

2. Practically

1) For the students, result of the research gives knowledge for them to improve student's reading strategies, self-efficacy and development their reading comprehension. This also provides motivation for students to develop their interest in reading English texts.

2) For lecturers, provide information and insights to lecturers regarding the correlation among students' reading strategies, reading self-efficacy and their reading comprehension ability.

3) For the researcher, the result of the research provide information for others who want to study more deeper in English education to find out other factors that can influence their reading comprehension.

G. Definition of Key Terms

To avoid any misinterpretation in understanding the research, the keys terms were defined as follows:

1. Reading is defined as the interaction between the readers and the text they are reading (Brock and Helder,2017).

2. **Reading comprehension** is to students comprehend the concept and information in the text (Sinha, 2012).
3. **Reading strategies** is how the readers comprehend a text (Block,1986).
4. **Reading self-efficacy** is as students confidence in their ability to read successfully (Boakye,2015).

H. Hypothesis

The hypothesis of this research was formulated as follows:

H1 : There is a significant correlation among student's reading strategies (X^1), reading self-efficacy (X^2) and their reading comprehension ability (Y) at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024 ?

H0 : There is no significant correlation among student's reading strategies (X^1), reading self-efficacy (X^2) and their reading comprehension ability (Y) at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024?

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Reading Strategies

a. Definition of Reading Strategies

According to Block (1986), reading strategies is how the readers comprehend a task, what textual cues they notice, how they comprehend what they read, and what they do when they don't comprehend it. Besides that, Li and Wang (2010) explains that the readers employ the reading strategies as purposeful, conscious methods to enhance their understanding and memory of written content.

Meanwhile, Semry and Mahendra (2015) explain that reading strategy is a deliberate and goal-directed procedure aimed at organizing and shaping the readers efforts to decipher text, understand vocabulary, and derive meaning from text. From this description we can conclude that reading strategies are a tool for understanding material. When the readers have difficulty deducing meaning from text, reading strategies are a way, approach, or process for solving problems.

b. Indicators of Reading Strategies

The types of reading strategies that will be used in this research is included in the Survey of Reading Strategies (SORS) proposed by Mohktary and Sheorey (2002). Survey of Reading

Strategies was adopted in this study because it was intended to investigate reader perception of the use of English reading strategies in academic context. Mohktary and Sheorey (2002) state that there are several indicators :

i. Global Reading Strategies (GLOB)

Global strategies involved planning how to read and managing comprehension. Global reading strategies is deliberate, well-thought-out methods that help students keep an eye on and control what they read. Examples include having a goal in mind, skimming the text to assess its length and structure, or making use of typographical elements like tables and figures.

ii. Problem-Solving Reading Strategies (PROB)

Problem Solving Problems the methods and techniques reader employ while interacting directly with a text are known as reading strategies. These are targeted, localized methods that are applied when comprehension issues arise with textual content.

iii. Support Reading Strategies (SUP)

Supporting Reading Strategies contain key items that involve the use of external reference materials, such as using a dictionary, taking notes, underlining or circling information and other practical strategies.

Based on the explanation above, it can be concluded that three reading strategy indicators are interconnected. Where this strategies can be thought of as generalized and deliberate reading, provides readers with a plan of action that allows them to skillfully navigate the thought of the text and provides support mechanisms aimed at maintaining response to reading. So, these indicators will become a benchmark for readers strategies in carrying out a task based on their abilities.

2. Reading Self-Efficacy

a. Definition of Reading Self-Efficacy

According to Bandura (1997), self-efficacy is a motivation construct that refers to an individual's belief in their ability to achieve specific goals. Besides, Schwanenflugel and Knapp (2016), Okyar (2021), defined reading self-efficacy is an individual's assessment of his or her ability or talent in reading. According to Boakye (2015), reading self-efficacy is defined as students' confidence in their ability to read successfully.

People with high self-efficacy of their capabilities perceive challenges as things to be mastered rather than to be avoided. According to Lelita (2016), self-efficacy can help students to manage students' personal goals, endeavor and perseverance, and the strategy chosen for their learning. Meanwhile, Habibian and Roslan (2014) describes how people's perceptions of themselves, their level of

motivation, their affective states, and their behaviors are influenced by their perceptions of their own abilities rather than their actual abilities.

This is known as self-efficacy.

b. Indicators of Reading Self-Efficacy

According to Bandura in Dinther et al, (2010), there are four main indicators of self-efficacy. The indicators are as the following :

a) Mastery Experience

Mastery experiences are based on individual experiences that increase self-efficacy. It is a popular resource for building a strong sense of efficacy where a person achieves mastery over a difficulty or challenge and thereby enjoys an increase in their self-efficacy.

When students perform difficult tasks or activities, their perception of their own abilities changes, it may even increase due to feeling pressure to perform as well. In short, mastery is gained through social interaction.

b) Vicarious Experience

Vicarious experience is the process of evaluating oneself based on seeing and contrasting oneself with other people who have succeeded in a particular setting.

c) Social or verbal Persuasion

Social persuasion can lead to the development of beliefs of efficacy in students. Social persuasion may provide additional strategies for enhancing someone's confidence in their capacity for success.

d) Psychological and Emotional states

Psychological and emotional conditions have an impact on self-efficacy in any situation. When students learn to correlate pleasant feeling states, good or bad moods, and other elements such as fatigue, anxiety, etc. with poor performance or perceived failure, etc. it can affect their self-confidence.

Based on the explanation above, it can be concluded that developing student's self-efficacy in interpreting English texts is very important, as are experiences and emotional states. Their confidence in reading increases along with their level of self-efficacy. When reading strategies and reading self-efficacy are combined, there will be more opportunities for them to understand the full meaning of the text.

3. Reading Comprehension**a. Definition of Reading**

Reading is a technique that readers use to understand the information or message that is presented by the author in written forms such as books, newspaper, magazine, letters, articles, advertisements,

and other materials. According to Gilakjani and Soubari (2016), reading is the activity of giving textual content and the readers knowledge a meaning that is asserted. Meanwhile, according to Brock and Helder (2017), reading is defined as the interaction between the readers and text they are reading. To read effectively, one must possess solid knowledge.

b. Definition of Reading Comprehension

Reading comprehension is one of the reasons why read a text. Comprehension of what is read is essential for students, because by understanding what is read, they get information about the reading material. According to Sinha (2012), reading comprehension refers to students capacity to comprehend the concept and information offered in the passage when answering questions in the text.

According to Jane et,al (2015), reading comprehension is a difficult undertaking that necessitates the coordination of a variety of cognitive skills and abilities. It means the readers needs the background knowledge and skill in comprehend a text. In addition, according to Janette et,al (2007), the previously complex meaning of reading comprehension is achieved by synchronizing a number of skills related to word reading, decoding, fluency, and the integration of prior experience, knowledge, and vocabulary. It means that this skill can build a background of knowledge someone that related to

reader identified some words in a passage and the fluency where the readers read a text.

Based on some definition above can conclude that reading comprehension is an active process that involves both extracting and constructing meaning from written language.

c. Technique of Reading Comprehension

Students must practice reading frequently and with certain techniques in order to improve their reading abilities. According to Jain and Patel (2008), there are some techniques :

a) Skimming

Skimming is used to get a general impression of the material and not for a high level of comprehension. On the other hand, skimming is process of reading which the reader only read the main idea in each paragraph. Skimming can be a very valuable reading aid when used property.

b) Scanning

Scanning is closely to skimming. But when you scan you already have a purpose in mind. Scanning means searching for particular information. Scanning is an activity in reading the text for a few and only search for the information that we need.

c) Intensive Reading

Intensive reading is text reading or passage reading. The purpose of the reading for the readers is to learn or analyze the

text. This reading is being done to acquire specific information and its goal is to read a shorter a text.

d) Extensive reading

The purposes of extensive reading is to train readers to read directly and fluently the target language for enjoyment, without the help of a teacher.

e) Aloud Reading

Reading aloud is to helps students learn how to properly enunciate words, use inflection, intonation and rhythm the text well.

f) Silent Reading

In reading, the ability to read silently is very important. Students will also find it easier to read, easier to focus on finding meaning because they can read whispers. Reading quietly can also help you learn anything.

Conclusion, there are many reading techniques that can be used to find general information in a text, such as skimming, scanning and so on.

d. Indicators of Reading Comprehension

According to Kendeou et al (2016), there are five indicators of reading comprehension that students must have, namely:

a) Identifying Primary Idea

The primary idea is a statement that expresses the author's point of view on the subject. According to Watson et al. (2012), identifying the primary concept of a text is a necessary skill for efficient reading comprehension, and it is frequently regarded as a foundation for more advanced tactics such as summarizing. Knowing the author's primary idea is critical since it can help readers recall the first paragraph and the entire content.

b) Locating Reference

According to Olviyanti et al (2011), the locating reference is the same word or term repeated several times. Referent words are often short and in pronouns. Referent terms, including he, she, it, they, her/him, this, and many others. Students are asked to examine how pronouns are used in sentences, such as when describing peoples, places, and circumstances.

c) Understanding Vocabulary

Vocabulary meaning allows readers to guess a specific word or phrase based on context. According to Sharpe (2005), context assist readers in developing broad predictions about the meaning.

d) Making Inference

In this technique, the author may not always convey complete details about a topic, location, person, or event. Instead,

they provide information that readers can use to draw conclusions by integrating textual information with prior knowledge. Readers can improve their ability to understand by going through this procedure.

e) Finding Particular Information

According to Olviyanti et,al (2011), Finding particular information entails reading selectively in order to fulfill specific reading goals, such as locating a name, location, number, or date.

Conclusion based on the indicators above, to fully understand the meaning a text, readers must master five reading indicators. The completeness of these signs must be taken into consideration when preparing for the reading comprehension test.

B. Review the Related Findings

There are several studies that have conducted research related to this research, including the following:

Firstly, research conducted by Oranpattanachai (2023), with title *Relationship between the reading strategy, reading self-efficacy, and reading comprehension of Thai EFL students*, the objective of this article is to investigate whether a relationship exists between the reading strategy and perceived self-efficacy of Thai EFL students and their comprehension. Content analysis is a quantitative research methodology used in this study. According to the descriptive statistics, reading comprehension ability of the participants is below average.

Secondly, research conducted by Witry, H., (2021), with title : *the influence of reading strategy and self-efficacy on students' reading comprehension at State Islamic Senior High School 3 Pekanbaru*. The goal of this study was to investigate the influence of reading strategy and self-efficacy on students' reading comprehension at State Islamic Senior High School 3 Pekanbaru.

Furthermore, the similarities between previous research and current research are discussing Relationship between the reading strategy, reading self-efficacy, and reading comprehension carried out by previous research using quantitative methods. The difference lies in the location and sample of research. Previous research in Senior High School 3 Pekanbaru and this research will conduct in Sixth semester of the English Department of Islamic Institute of Kerinci.

Thirdly, research conducted by Purwatmiasih, F. (2021) : title *The correlation among reading strategies and digital literacy toward reading comprehension during the covid-19 pandemic* (Doctoral disssertation, IAIN Palangka Raya. The research results show that first is the correlation between strategies reading and reading comprehension do not have a significant correlation, digital literacy and reading comprehension have a significant correlation. Where as between reading strategies and digital literacy is expected to have reading comprehension significant correlation, which shows that each variable has a correlation with different levels.

Furthermore, similarities of this research and previous research is discussing about the correlation between reading strategies and their reading comprehension. The difference is the variables used. Previous researchers used variables reading strategies and digital literacy, and this research have novelty of research is reading strategies and reading self-efficacy.

Fouthly, research conducted by Rama, A. N. (2022). With title : *The Correlation Between Self Efficacy and Students' Reading Comprehension of Second Grade Students at SMA Negeri 2 Wawotobi*. The result Based on analysis results used Pearson product-moment correlation, it was found that there was statistically significant positive correlation between self-efficacy and reading comprehension in p-output was 0.002 which smaller than 0.05 ($0.002 < 0.05$). Besides, the correlational coefficient of test was .537. Thus, the level of correlation was moderate.

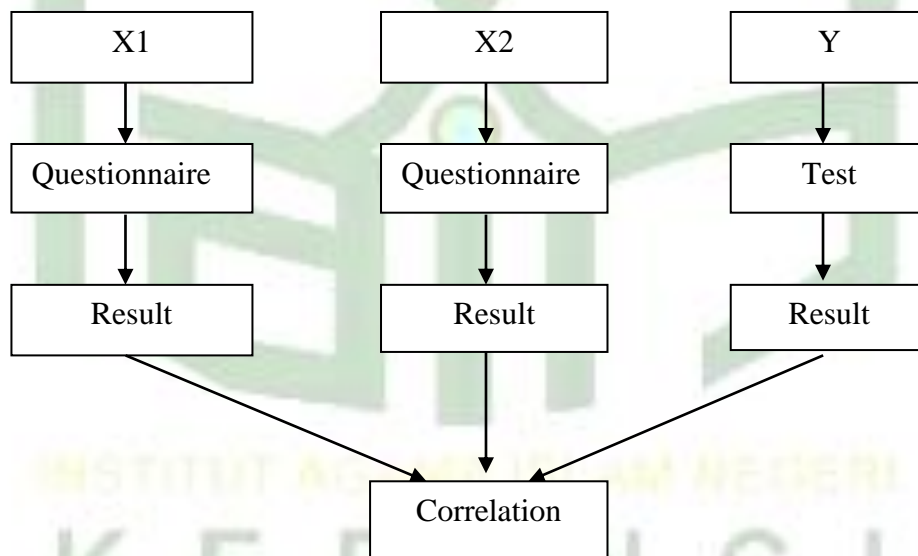
Fifthly, research conducted by Munawaroh, Waqiatul. (2022) with title: *The Correlation Between Reading Strategies and Reading Achievement. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang*. In this study, researcher choses 20 students from B class of the sixth semester of English Education Department, in University of Islam Malang as the participants. Result of this study is positive correlation between reading strategies and students' reading achievement.

Furthermore, similarities of this research and previous research is discussing about the correlation between reading strategies, self-efficacy with

reading comprehension. The difference between previous research only used two variables, while the novelty on this research is to test correlation three variables.

C. Conceptual Framework

Conceptual framework is some steps in the research. The research concludes to find out the correlation among student's reading strategies (X^1), reading self-efficacy (X^2), and their reading comprehension ability (Y) at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024. The following is the conceptual framework of this research.



From diagram above, the researcher has given test and questionnaires to get the data and then from that data the research have to correlate it, so the researcher have made the conclusion about the correlation among three variables, those were student's reading strategies, reading self-efficacy and their reading comprehension ability at the Sixth Semester of the

English Department of State Institute Islamic of Kerinci academic year
2023/2024.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, researcher used quantitative research methods with a correlational approach. According to Creswell (2012), the quantitative research method evaluates using a statistical technique, which provides detail information to address the research question or hypotheses. Meanwhile, according to Creswell (2012), correlation research is provide an opportunity for a researcher to predict score and explain the correlation among variables.

Based on this understanding, purpose of this research was to find out whether there are any correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024.

Variables in this research consist of independent variables and dependent variable. The independent variables are Student's Reading Strategies (X1), Reading Self-Efficacy (X2), and as the dependent variable is Student's Reading Comprehension (Y). This research was conducted at State Islamic Institute of Kerinci starting in April 2024 until June 2024, by distributing questionnaires and test to respondents totaling 27 English students in the Sixth Semester State Islamic Institute of Kerinci.

B. Population and Sample

1. Population

According to Ary et al. (2010), the total number of units or individuals in a class of persons, events, or objects is known as the population. Therefore, population of this research was consisted of the 27 students Sixth Semester of English Department at State Islamic Institute of Kerinci academic year 2023/2024. The distribution of populations were displayed in the following table:

Table 3.1.
Population of the research

No	Class	Number of students
1	VI A	16
2	VI B	11
Total		27

Source: IAIN Kerinci, 2024

2. Sample

According to Ary et al. (2010), sample is a portion of the population. Since the population was only 27 peoples then the researcher took the whole sample with a total sampling technique. Total sampling is a kind of purposive sampling technique in which researcher select all individuals in the population who share a specific set of criteria to study. Thus, the entire sixth semester of English Department served as the sample for this research.

C. Technique of Data Collection

Technique of data collection used in this research consist one of test and two of questionnaires for reading strategies and reading self-efficacy. The result of test and questionnaires then be categorized based on the score criteria to determine the criteria of students. The questionnaires and test score were statistically analyzed for the correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department of State Islamic Institute of Kerinci academic year 2023/2024.

D. Instrument of the Research

The research instrument is a crucial component of this study, serving as a means for the investigator to gather data. According to Creswell (2012), instruments were devices used to record, measure, and observe quantitative data. Data on student's reading comprehension ability, reading strategies, and reading self-efficacy were needed for this study. A detail of the instruments were describe as follows :

1. Test

Test was used in this research for collecting data, and the research collected the result of student's achievement in reading by using reading comprehension test. The test was adapted from Nuttal in Andreani et,al, (2021) with multiple choice, that consists of 50 item test which based on the indicators of reading comprehension. Those were the indicators :

Table 3.2
Indicator of Reading Comprehension

Indicators	Number	Total
Identify Primary Idea	1, 15, 19, 23, 27, 32, 36	7
Locating References	10, 14, 20, 25, 33	5
Understanding Vocabulary	3, 9, 21, 29, 35, 38, 41, 49	8
Making Inference	4, 12, 16, 26, 44, 50	6
Finding Particular Information	2,5,6,7,8,11,13,17,18, 22,24,28,30,31,34,37,39,4 0,42,43, 45,46,47,48	24
Total		50

Source: Andreani et,al, (2021)

2. Questionnaire

To obtain data from the respondent, the researcher employed a questionnaire. The responses to the statements was provided via a Google Form, which the respondent filled up. The questionnaire of reading strategies which included 29 items based on indicators, was modified from the Mokhtari and Sheorey (2002).

Table 3.3
Indicator of Reading Strategies

Variable	Indicators	Items	Total
Reading Strategies	Global (GLOB)	1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24, 26.	13
	Problem Solving (PROB)	7, 9, 11, 14, 16, 19, 27.	7
	Support (SUP)	2, 5, 10, 13, 18, 22, 25, 28, 29.	9
Total			29

Meanwhile, indicators of reading self-efficacy was adapted by Henk & Melnick,(1995). The questionnaire was consisted 18 items of statements and it was based on the indicators. The indicators were the following:

Table 3.4
Indicators of Reading Self-Efficacy

Variable	Indicators	Items	Total
Reading Self-Efficacy	Mastery Experience	3, 4, 5, 6, 7, 8, 9, 10, 11	9
	Vicarious Experience	1, 2	2
	Social Persuasion	18	1
	Psychological State	12, 13, 14, 15, 16, 17	6
Total			18

E. Procedure of Analyzing Data

In analyzing data, this research was analyzed by using statistical procedure thought some steps. The steps were the following :

1. Validity of Test

Validity is the extent to which a test measures what it is suppose to measure. To find out the validity of this research, the researcher used Pearson product moment formula.

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

Where :

r_{xy} = the coefficients of correlation between X and y

$\sum X$ = the sum of X item

$\sum Y$ = the score of Y item

N = the total of test respondents

In analyzing data, the researcher used *Statistical Program for Social Science 23.0*. To identify whether an item was valid or not, it can be done by looking at the value of the significant (significant levels = 5%) or compare the values r_{xy} with r table product moment which $n= 20$, so the $r_{table}= 0.378$ with the criteria as follow:

If $r_{xy} > r_{table}$: the item is valid

If $r_{xy} < r_{table}$: the item is not valid

Based on the result try out that have done, researcher calculated the validity of variable in this research by comparing the value of $r_{xy} >$ with r_{table} . It can be seen in the table below:

Table 3.5

Validity of Reading Comprehension Test

Item	Corrected Item-Total Correlation	Criteria
1	.829	Valid
2	.094	Not Valid
3	.094	Not Valid
4	.829	Valid
5	.829	Valid
6	.156	Not Valid
7	.829	Valid
8	.202	Not Valid
9	.829	Valid
10	.202	Not Valid
11	.543	Valid
12	-.019	Not Valid
13	.125	Not Valid
14	-.067	Not Valid
15	.829	Valid
16	.116	Not Valid
17	.829	Valid
18	-.019	Not Valid
19	.829	Valid

20	.829	Valid
21	.532	Valid
22	.156	Not Valid
23	.156	Not Valid
24	-.067	Not Valid
25	.498	Valid
26	.024	Not Valid
27	.666	Valid
28	.829	Valid
29	.431	Valid
30	.116	Not Valid
31	.713	Valid
32	.643	Valid
33	-.067	Not Valid
34	-.171	Not Valid
35	.666	Valid
36	.646	Valid
37	.078	Not Valid
38	.016	Not Valid
39	.599	Valid
40	.116	Not Valid
41	.156	Not Valid
42	.621	Valid
43	.829	Valid
44	.024	Not Valid
45	.713	Valid
46	.621	Valid
47	.078	Not Valid
48	.047	Not Valid
49	.666	Valid
50	.116	Not Valid

Based on the result of validity, the researcher concluded that there were only 25 items that got valid from 50 items test of reading comprehension which value of $r_{xy} > 0.378$.

2. Validity of Questionnaires

To identify whether an item was valid or not, the researcher must go through two round of validation. Two lecturers with competence in reading and linguistics assisted the research in pursuing content validity.

The two lecturers assessed the instrument could be used in this study, including wordings, comprehensibility, grammar, and other critical features. According to the lectures' feedback, the researcher revised the instrument depending on the supplied ideas. The result should be seen in the following table.

Tabel 3.6
Validity of Reading Strategies

Item	Corrected Item-Total Correlation	Criteria
1	.619	Valid
2	.848	Valid
3	.739	Valid
4	.848	Valid
5	.619	Valid
6	.722	Valid
7	.571	Valid
8	.571	Valid
9	.767	Valid
10	.767	Valid
11	.463	Valid
12	.722	Valid
13	.495	Valid
14	.391	Valid
15	.767	Valid
16	.622	Valid
17	.767	Valid
18	.564	Valid
19	.489	Valid
20	.573	Valid
21	.767	Valid
22	.861	Valid
23	.743	Valid
24	.705	Valid
25	.577	Valid
26	.543	Valid
27	.494	Valid
28	.767	Valid
29	.573	Valid

Tabel 3.7
Validity of Reading Self-Efficacy

Item	Corrected Item-Total Correlation	Criteria
1	.467	Valid
2	.882	Valid
3	.524	Valid
4	.882	Valid
5	.845	Valid
6	.805	Valid
7	.805	Valid
8	.762	Valid
9	.822	Valid
10	.625	Valid
11	.559	Valid
12	.624	Valid
13	.805	Valid
14	.624	Valid
15	.843	Valid
16	.607	Valid
17	.805	Valid
18	.528	Valid

Based on the result of validity, the researcher concluded that there were only 25 items that got valid from 50 items test of reading comprehension, 29 items that got valid of reading strategies, and 18 items for reading self-efficacy.

3. Reliability

The degree to which a test consistently measures whatever it is supposed to measure is called reliability. Reliability testing in the study was carried out using the SPSS 23.0. Computer program with the *Cronbach's Alpha*.

The criteria of reliability of instrument, if *Cronbach's Alpha* > 0.6 = Data is Reliable and if *Cronbach's Alpha* < 0.6 = Data is Not Reliable.

To interpret the reliability index was consulted to following table:

Table 3.8
The level of Reliability

Interval	Criteria
0,800 – 1,000	Very reliable
0,600 – 0,799	Reliable
0,400 – 0,599	Quite reliable
0,200 – 0,399	Rather reliable
≤ 0,199	Less reliable

Next, result of reliability test for reading comprehension and questionnaire can be seen in the following table :

Table 3.9
The Result of Reliability

Instrument	Cronbach's Alpha	Criteria
Test	0.968	Very reliable
Questionnaire of Reading Strategies	0.952	Very reliable
Questionnaire of Reading Self-Efficacy	0.939	Very reliable

Based on the table above, value of reliability of reading comprehension test in this research was **0.968**, it means that the criteria was **Very Reliable**. Then, the value of reliability of reading strategies was **0.952**, it means that the criteria was **Very Reliable**. Besides, the value of

reliability of reading self-efficacy was **0.939**, it means that the criteria was **Very Reliable** criteria.

In both cases, the high Cronbach's Alpha values indicate that both the test and the questionnaires can be relied upon to collect data with high consistency, giving good confidence in the analytical result obtained from using these instruments.

4. Index difficulties of reading comprehension test

Purposes of difficulty index was to know the items of test is easy or difficult. The researcher was used SPSS (*Statistical Program for Social Science*) 23.0 Program.

Table 3.10
Difficult index categories

0,00 – 0,20	Difficult
0,20 – 0,70	Moderate
0,71 – 1,00	Easy

Using the above categories, each question in the test is classified as difficult, moderate, or easy. In this research only question that have moderate categories was used as data collection instrument, because the questions items have a medium level and not difficult and not easy. The result of index of difficulties display on the following table :

Table 3.11

Result of Index Difficulties

Items Question	Indeks of Difficulty	Criteria	Note
1	0,65	Moderate	Used
2	0,85	Easy	Not used
3	0,85	Easy	Not used
4	0,65	Moderate	Used

5	0,65	Moderate	Used
6	0,85	Easy	Not used
7	0,65	Moderate	Used
8	0,85	Easy	Not used
9	0,65	Moderate	Used
10	0,85	Easy	Not used
11	0,45	Moderate	Used
12	0,20	Difficult	Not used
13	0,85	Easy	Not used
14	0,95	Easy	Not used
15	0,65	Moderate	Used
16	0,10	Difficult	Not used
17	0,65	Moderate	Used
18	0,20	Difficult	Not used
19	0,65	Moderate	Used
20	0,65	Moderate	Used
21	0,45	Moderate	Used
22	0,85	Easy	Not used
23	0,85	Easy	Not used
24	0,95	Easy	Not used
25	0,45	Moderate	Used
26	0,10	Difficult	Not used
27	0,65	Moderate	Used
28	0,65	Moderate	Used
29	0,40	Moderate	Used
30	0,10	Difficult	Not used
31	0,55	Moderate	Used
32	0,45	Moderate	Used
33	0,95	Easy	Not used
34	0,20	Difficult	Not used
35	0,65	Moderate	Used
36	0,50	Moderate	Used
37	0,85	Easy	Not used
38	0,85	Easy	Not used
39	0,45	Moderate	Used
40	0,10	Difficult	Not used
41	0,85	Easy	Not used
42	0,45	Moderate	Used
43	0,65	Moderate	Used
44	0,10	Difficult	Not used
45	0,55	Moderate	Used
46	0,45	Moderate	Used
47	0,85	Easy	Not used
48	0,85	Easy	Not used

49	0,65	Moderate	Used
50	0,10	Difficult	Not used

Based on the table above, from 50 questions that was tested, there only 9 questions with difficult categories, 25 questions with moderate categories, and 16 questions with easy categories. So, the questions was used in this research questions with **moderate** categories.

5. Items Discrimination

The discrimination is a measure of the effectiveness of a whole test. To determine the Discrimination, the calculation value that used was r hitung on SPSS which was compared with the following criteria.

The criteria:

DP = 0,00	: Very poor
$0,00 < DP \leq 0,20$: Poor
$0,20 < DP \leq 0,40$: Fair
$0,40 < DP \leq 0,70$: Good
$0,70 < DP \leq 1,00$: Excellent

The result is displayed in the following table:

Table 3.12
Discrimination Index

Items Question	Dicriminatio Index	Criteria	Note
1	0,70	Good	Used
2	-0,10	Very Poor	Not used
3	-0,10	Very Poor	Not used
4	0,70	Good	Used
5	0,70	Good	Used
6	-0,10	Very Poor	Not used
7	0,70	Good	Used
8	0,10	Poor	Not used
9	0,70	Good	Used
10	0,10	Poor	Not used

11	0,70	Good	Used
12	0,00	Poor	Not used
13	0,10	Poor	Not used
14	-0,10	Very Poor	Not used
15	0,70	Good	Used
16	0,00	Poor	Not used
17	0,70	Good	Used
18	0,00	Poor	Not used
19	0,70	Good	Used
20	0,70	Good	Used
21	0,50	Good	Used
22	-0,10	Very Poor	Not used
23	-0,10	Very Poor	Not used
24	-0,10	Very Poor	Not used
25	0,30	Fair	Used
26	0,00	Poor	Not used
27	0,50	Good	Used
28	0,70	Good	Used
29	0,60	Good	Used
30	0,00	Poor	Not used
31	0,50	Good	Used
32	0,50	Good	Used
33	-0,10	Very Poor	Not used
34	0,00	Poor	Not used
35	0,50	Good	Used
36	0,37	Fair	Used
37	0,10	Poor	Not used
38	-0,10	Very Poor	Not used
39	0,50	Good	Used
40	0,00	Poor	Not used
41	-0,10	Very Poor	Not used
42	0,30	Fair	Used
43	0,70	Good	Used
44	0,00	Poor	Not used
45	0,50	Good	Used
46	0,30	Good	Used
47	0,10	Poor	Not used
48	0,10	Poor	Not used
49	0,50	Good	Used
50	0,00	Poor	Not used

Based on the table above, the researcher found that from 50 items questions that were tested, there were 10 questions with very poor criteria, 15 questions with poor criteria, 22 questions with good criteria, and 3

questions with fair criteria. So in this research, only questions with good and fair discrimination index was used as research instruments.

F. Technique of Data Analysis

In data analyzing, this research was analyzed by using statistical procedure through some steps. The steps are as follows:

1. Descriptive Analysis

Descriptive statistics refer to the transformation of data into a model that makes it easier for readers to understand and interpret the meaning of the displayed data or values. To determine the average score, one can add up all the values of the respondent, 4 score for the correct answer and 0 score for wrong answer. This is the formula :

For test :

$$P = \frac{F}{N} \times 100$$

Where :

P = Student score

F = Number of true answer

N= Number of test item

For questionnaire :

$$M = \frac{\sum x}{N} \times 100\%$$

Where :

M = Mean

X = Sum Score

N = Sum of Respondent

Table 3.13
Criteria of Student's Reading Comprehension

Score	Criteria
86 – 100	Very Good
71 – 85	Good
56 – 70	Average
41 – 55	Poor
< 40	Very Poor

Source: fadhli, M., (2017)

Table. 3.14
Criteria of Student's Reading Strategies

Score	Criteria
0 – 53	Low
54 – 107	Moderate
107 – 154	High

Source : Mokhtari and Sheorey, (2002)

Table 3.15
Criteria of Student's Reading Self-Efficacy

Score	Criteria
80 – 100	Excellent
70 – 79	Good
60 – 69	Moderate
50 – 59	Not Good
0 – 49	Very Bad

Source: Henk & Melnick, (1995)

2. Classical Assumption Test

Before the researcher used Pearson Product Moment and Multiple Linear Regression with SPSS to examine the data, a traditional assumption

test was carried out (Ghozali in Syarifuddin, et.al. 2022). It aims to ensure the data is normally distributed and that the regression model has linearity, has doesn't multicollinearity and heteroscedasticity problems.

A linear regression model is called a good model if it fills the classical assumptions. The classical assumption test consist as follows:

a. Normality test

The normality test was employed to determine whether or not the data utilized was normally distributed. Normally distributed data is considered good data. The following criteria were applied while applying the Kolmogrov-Smirnov technique at significance point 0.05 in this test:

If Sig._{2-tailed} > 0.05 = Data is normal

If Sig._{2-tailed} < 0.05 = Data is not normal

b. Linearity test

The purpose of the linearity test was to ascertain whether or not there is a substantial linear relationship between three variables.

A linear relationship between the dependent and independent variables is the hallmark of a strong correlation. The linearity was determined by the researcher utilizing the Statistical Program (SPSS).

One can view the linearity test criteria in the following ways:

(1) Compared of significant value with 0,05

If the deviation value from significant linearity $> 0,05$, so there was significant linear correlation between independent and dependent variable.

While if the deviation value from significant linearity $< 0,05$, so there was no significant linear correlation between independent and dependent variable.

c. Multicollinearity

A multicollinearity test was used to determine whether a substantial correlation between the independent and dependent variables was found by the regression model.

If there is a strong correlation between independent and dependent variables, then the correlation between independent and dependent variables is distributed. In this case, the researcher was used Variance Inflation Factors (FIV) to calculate it by using SPSS (Statistical Program for Social Science) 23.0. Criteria of multicollinearity test can be seen from following ways:

(1) Based on the tolerance value

If tolerance value $> 0,10$ it shows that there is no multicollinearity in regression model. Contrastingly, if tolerance value $< 0,10$ it shows that there is multicollinearity in regression model.

(2) Based on the value of Variance Inflation Factor (VIF)

If the value of Variance Inflation Factor (VIF) $< 10,00$, it means that there is no multicollinearity in regression model. In reverse, if the Variance Inflation Factor (VIF) $> 10,00$, it means that there is multicollinearity in regression model.

d. Heteroscedasticity test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residual of one observations in a regression model. The researcher utilized SPSS (Statistical Program for Social Science) 23.0 to calculate the heteroscedasticity using the Glejser test.

If the significant value $> 0,05$, it points to that there is not heteroscedasticity in regression model. Whereas, if the significant value $< 0,05$, it points to that there is heteroscedasticity in regression model.

2. Correlation Analysis

a. Correlation Pearson's Product Moment

To find out the positive correlation between two variables, the researcher was used Pearson Product moment correlation by using SPSS (Statistical Program for Social Science) 23.0. Its formula was as follow:

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

Where :

r_{xy} = the coefficients of correlation between X and y

$\sum X$ = the sum of X item

$\sum Y$ = the score of Y item

N = the total of test respondents

Table 3.16

Interpretation of the Correlation Coefficient

Interval coefficient	Interpretation
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Medium
0,60 - 0,799	High
0,80 - 1,000	Very High

Source : Sugiyono, (2014)

From the value of r_{xy} , it can be seen directly in the correlation table to test whether the r value obtained has a correlation level in the criteria above, namely very low, low, medium, high, and very high. The table lists certain significant limits of r . In this research, significant value was used 5%. If the value of r was significant, the hypothesis can be accepted.

3. Regression Analysis

a. Multiple Linear Regression

Multiple Linear Regression is a regression model involves more than one independent variable. Multiple linear is done to find out the direction and how much large influent of the independent variable on dependent variable (Ghozali in Syarifuddin, et.al. 2022).

This analysis was used to determine the magnitude of the simultaneous correlation among the independent variables of reading

strategies (x_1) and reading self-efficacy (x_2) on the dependent variable reading comprehension (y).

Multiple linear regression analysis in this research was used by SPSS (Statistical Program for Social Science). 23.0. Then, to calculate the simultant test (F-test) in analyzing of Multiple Linear Regression, so just look at the ANOVA and Model Summary table output (Ghozali in Syarifuddin, et.al. 2022).

If the value of $f_{calculate} > f_{table}$, it means that the hypothesis is accepted. It can be concluded that χ_1 and χ_2 variables are impacted the variable Y simultaneously.

In the other side, of the value of $f_{calculate} < f_{table}$, means that χ_1 and χ_2 variables are not impacted the variable Y simultaneously.

CHAPTER IV
FINDINGS AND DISCUSSION

A. FINDINGS

1. Descriptive Analysis

The result of research related to the correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability at the sixth semester of the English Department at State Islamic Institute of Kerinci Academic Year 2023/2024, are explained as follows:

a. Student's Reading Comprehension

Table 4.1
Student's Reading Comprehension Score

Student's Code	Score	Criteria
S1	80	Good
S2	68	Average
S3	60	Average
S4	72	Good
S5	76	Good
S6	76	Good
S7	80	Good
S8	68	Average
S9	72	Good
S10	72	Good
S11	80	Good
S12	80	Good
S13	72	Good
S14	76	Good
S15	48	Poor
S16	40	Very Poor
S17	68	Average
S18	44	Poor
S19	72	Good
S20	48	Poor
S21	60	Average
S22	76	Good
S23	76	Good

S24	52	Poor
S25	80	Good
S26	72	Good
S27	84	Good
Total	1.852	
Mean	68,59	Average

Based on the table above, it is known that the highest score of student's reading comprehension is 84 with the criteria of "Good" and the lowest score is 40 with the criteria of "Very poor". While the mean is 68,59 with "Average" criteria. The score shown the diverse reading comprehension abilities of students in reading. Furthermore, student's ability in reading comprehension can be classified based on criteria through descriptive analysis in the table below.

Table 4.2

Descriptive Statistics of Student's Reading Comprehension (Y)

Reading Comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid < 40	1	3,7	3,7	3,7
41-55	4	14,8	14,8	18,5
56-70	5	18,5	18,5	37,0
71-85	17	63,0	63,0	100,0
Total	27	100,0	100,0	

Based on the table of score and percentages, the majority of students (63,0%) showed good understanding of reading. However, there are still (18,5%) of students who have low comprehension. This be caused several factors, such as lack of focus when reading or lack of vocabulary. Therefore, efforts are needed to improve student's low comprehension. Teachers can provide an understanding of good strategies to use in reading.

b. Student's Reading Strategies

The result of the student's reading strategies questionnaire are presented in the following table.

Table 4.3
Student's Reading Strategies Score

Student's Code	Score	Criteria
S1	97	Moderate
S2	112	High
S3	103	Moderate
S4	113	High
S5	119	High
S6	131	High
S7	132	High
S8	134	High
S9	141	High
S10	115	High
S11	108	High
S12	106	Moderate
S13	122	High
S14	123	High
S15	101	Moderate
S16	110	High
S17	113	High
S18	123	High
S19	105	Moderate
S20	116	High
S21	106	Moderate
S22	84	Moderate
S23	117	High
S24	127	High
S25	114	High
S26	95	Moderate
S27	130	High
Total	3.097	
Mean	114,70	High

Based on the table above, it is known that the highest score of student's reading strategies is 141 with the criteria of "High" and the lowest score is 84 with the criteria of "Moderate". While the mean is

114,70 with “High” criteria. Furthermore, student’s reading strategies can be classified based on criteria through descriptive analysis in the table below.

Table 4.4
Descriptive Statistics of Student’s Reading Strategies (X1)

Reading Strategies				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-53	1	3,7	3,7	3,7
54-107	7	25,9	25,9	29,6
107-154	19	70,4	70,4	100,0
Total	27	100,0	100,0	

Based on the table, reading strategies scores and percentages, it can be seen that the majority of students (70,4%) have high reading strategies skills with score of 107-154. This shows that students are like that able to comprehend complex information a text and draw conclusion with a high level of accuracy strategy.

c. Student’s Reading Self-Efficacy

The result of the student’s reading self-efficacy questionnaire are presented in the following table:

Table 4.5

Student’s Reading Self-Efficacy Score

Student’s Code	Score	Criteria
S1	59	Not good
S2	68	Moderate
S3	65	Moderate
S4	59	Not good
S5	69	Moderate
S6	75	Good
S7	40	Very bad

S8	77	Good
S9	69	Moderate
S10	69	Moderate
S11	72	Good
S12	63	Moderate
S13	69	Moderate
S14	69	Moderate
S15	54	Not good
S16	59	Not good
S17	63	Moderate
S18	59	Not good
S19	68	Moderate
S20	69	Moderate
S21	78	Good
S22	54	Not good
S23	68	Moderate
S24	59	Not good
S25	55	Not good
S26	63	Moderate
S27	75	Good
Total	1.747	
Mean	64,70	Moderate

Based on the table above, it is known that the highest score of student's reading self-efficacy is 78 with the criteria of "good" and the lowest score is 40 with the criteria of "very bad". While the mean is 64,70 with "Moderate" criteria of self-efficacy. Furthermore, student's reading self-efficacy can be classified based on criteria through descriptive analysis in the table below.

Table 4.6
Descriptive Statistics of Student's Reading Self-Efficacy (X2)
Reading Self-Efficacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-59	8	29,6	29,6	29,6
	60-69	13	48,1	48,1	77,8
	70-79	5	18,5	18,5	96,3
	80-100	1	3,7	3,7	100,0
	Total	27	100,0	100,0	

Based on the table, reading self-efficacy scores and percentages, it can be seen that the majority of students (48,1%) have moderate reading self-efficacy in reading with score of 60-69. This shows that students have a moderate level of self-efficacy in comprehend a text. Thereby able to understanding information in accordance with one's own self-efficacy and draw conclusions with own self.

2. Classical Assumption Test

Classical Assumption Test was done as the requirement to test the regression linear test. The Classic Assumption Test was done by applying SPSS 23.0, and Classic Assumption Test could be described as follow:

a. Normality Test

In normality test, if the value of significant ≥ 0.05 , it can be said that the data has normal contribution. In this research the result of significant value was **0.191**. (See Appendix 8 on page 91). It was bigger than **0.05**. So the data was *normal* contribution.

b. Linearity

Linearity was aimed to determine whether three variables have a significant linear relationship or not. Furthermore, on the linearity test, if the value of significant ≥ 0.05 , it can be said that the data was linear. In this research the significant value of linearity was **0.796**. (See Appendix 8 on page 91). It was bigger than **0.05**. It means that the data was *linear*.

c. Multicollinearity

In multicollinearity result, value of tolerance was **0.942**. (See Appendix 7 on page 74) it was bigger than **0.10**. Besides, the value of VIF was **1.061**. (See Appendix 8 on page 92). It was smaller than **10.00**. Then, if value of tolerance ≥ 0.10 , if the value of VIF ≤ 10.00 . it can be conclude there is **no multicollinearity** on the regression model.

d. Heteroscedasticity

In heteroscedasticity was aimed to know whether in the regression model, there inequality of variance (variation) from the residual value of one observation to another observation. Result of heteroscedasticity glejer test, the significant value of X1 was 0.882 and the significant value of X2 was 0.058. (See Appendix 8 on page 92) it was bigger thar 0.05 and it can be concluded that there was *no heteroscedasticity* in the model of regression.

3. Correlation Pearson's Product Moment Analysis

(a) Student's Reading Strategies and Reading Comprehension (X1+Y)

From analyzing the data of Student's Reading Strategies and their Reading Comprehension, the researcher find out correlation between variable X1 and Y was **0.656**. (See Appendix 9 on page 93) so, it can be concluding that there was **significant correlation**

between variables. Based on the criteria of coefficient correlation was **High Correlation**. It means that the more effective of the students' reading strategies used, the better reading comprehension that students get. It can be conclude that between reading strategies and reading comprehension has a significant correlation.

(b) Student's Reading Self-Efficacy and Reading Comprehension (X₂+Y)

From analyzing the data of Student's Self-Efficacy and their Reading Comprehension, the researcher find out the correlation between variable X₂ and Y was **0.572**. (See Appendix 9 on page 93) so it can be concluding that there was **significant correlation** between variables. Based on the criteria of coefficient correlation, it was **Medium Correlation**.

4. Multiple Linear Regression Analysis

After computing the correlation analysis, researcher analyzed the regression analysis. The function of regression analysis was to know how much contribution of student's reading strategies, reading self-efficacy and their reading comprehension ability.

From the analyzing data student's reading strategies, reading self-efficacy and their reading comprehension (X₁+X₂+Y) by using *Multiple Linear Regression*, the researcher find out that in the model summary, the value of *r* was **0.741**. with the criteria "**High Correlation**". The correlation is positive, meaning that there is unidirectional between

reading strategies and reading self-efficacy in reading comprehension. If the level of student's reading strategies and reading self-efficacy is high, then reading comprehension was increase. Contribution given by reading strategies and self-efficacy to reading comprehension was $0.550 \times 100\% = 55\%$ while the remaining 45% is influenced by other variables which was not studied by researcher.

To complete calculation can seen in the table below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,741 ^a	,550	,512	3,605

a. Predictors: (Constant), Reading Self-Efficacy, Reading Strategies
 Meanwhile, in the coefficient table, the significant level used was 5% (Sig < 0.05). the significant value of reading strategies on reading comprehension was **0.000**, it was smaller than **0.05**. Besides, the significant value of reading self-efficacy was **0.019**, it was smaller than **0.05**. So, can be conclude that the reading strategies, reading self-efficacy has influence on reading comprehension.

To complete calculation can be seen table below:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	75,191	6,329		11,881	,000
Reading Strategies	,179	,035	,710	5,124	,000
Reading Self-Efficacy	,214	,085	,349	2,515	,019

a. Dependent Variable: Reading Comprehension

In addition, ANNOVA table showed that the value of significant was **0.000**, was smaller than **0.05**, it means that the independent variables and dependent variabel has **significant correlation** with the value of simulant was $F_{\text{calculate}} = 14.643 > F_{\text{table}} = 3.40$. it means that the correlation among student's reading strategies, reading self-efficacy and reading comprehension was **significant as simultaneously**. So, it means that the research problem was answered, " There is a correlation among student's reading strategies, reading self-efficacy and their reading comprehension ability ". **H1 was accepted and H0 was rejected.**

To complete calculation can be seen table below :

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	380,673	2	190,337	14,643	,000 ^b
Residual	311,965	24	12,999		
Total	692,638	26			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Reading Self-Efficacy, Reading Strategies

B. DISCUSSION

This research was to know whether there was any correlation among student's reading strategies (X1), reading self-efficacy (X2), and their reading comprehension ability (Y). The research was conducted to **27 respondents** where student's reading strategies and reading self-efficacy were measured by using a questionnaire consisting of 29 statements for reading

strategies and 18 statements for reading self-efficacy. Meanwhile, reading comprehension is measured by using a test consisting of 25 multiple choices.

After conducting research, the researcher found that the correlation between reading strategies and reading comprehension was high correlation criteria, reading self-efficacy and reading comprehension was medium criteria, and the correlation among student's reading strategies, reading self-efficacy and reading comprehension was High correlation criteria. Researcher discuss the results and compare them with related research findings.

a. The Contribution of Reading Strategies on Reading Comprehension

These result contradict with previous research by Siregar (2019), which showed that the use of reading strategies had a non-significant correlation with a very low correlation criteria, and only contributed 3.3% to reading comprehension. Apart from that, the result of this research was supported by research findings conducted by Witry (2021), showing that there is a correlation between the use of reading strategies and student's reading comprehension which contributes 28.3% with "Moderate" criteria.

b. The Contribution of Reading Self-Efficacy on reading comprehension

The result above is in line with the findings of Rika Sintya (2022), she found that $r_{xy} > r_{table}$ ($0.45 > 0.27$) it is means there is a significant correlation between self-efficacy in reading comprehension with "Medium" criteria. So, this result was supported by Habibian & Roslan,

self-efficacy influences the way they think about themselves. The higher the self-efficacy, the higher the reading comprehension.

c. The Contribution of Reading Strategies, Reading Self-Efficacy on Reading Comprehension

These result confirmed several previous studies conducted by Shang (2010), Naseri (2012), Tobing (2013), Zarei (2018), and Witri (2021), which stated that the use of reading strategies and self-efficacy simultaneously influence student's reading comprehension. This means that both reading strategies and self-efficacy can make a significant contribution to reading comprehension. Thus, this research proves and supports the previous theory by Bandura (1997), perceptions of self-efficacy influence motivation to determine individual goals, the effort expended to achieve goals. Meanwhile, Carrell (1998) and Grabe (2009) believe that reading is considered the most important skill in academic contexts and reading strategies are considered very important for effective comprehension, and if student's can choose the right strategies, it is easy for them comprehend a text.

In addition, based on the result, the research conclude that reading strategies and reading self-efficacy can improve student's reading comprehension in reading, so that it can increase their score. In this reasearch, reading strategies and reading self-efficacy gave contribution to reading comprehension as much **55%**.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Conclusion based on research conducted by the researcher about “The Correlation Among Student’s Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension ability at the Sixth Semester of the English Department of State Islamic Institute of Kerinci Academic Year 2023/2024”. The result of this research showed that there is a **significant correlelation**, with value of significant was **0.000** for reading comprehension and reading strategies, **0.019** for reading self-efficacy which was smaller than **0.05**. Then the value of r was **0.741** with the criteria “**High Correlation**”.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestion as follow:

1. For the students of English Department

Hopefully the students can choose appropriate reading strategies and have good self-efficacy to get good reading comprehension scores because reading requires the understanding to be able to know the meaning contained in a reading.

2. For Lecturers of Islamic Institute of Kerinci

The result of this research can be used as a reference for the English Department of Islamic Institute of Kerinci, especially the theory regarding the correlation among student's reading strategies, reading self-efficacy and their reading comprehension abilities.

3. For the next researcher

The hope is that next researchers can develop more deeply the variables related to reading comprehension because of the importance of mastery in reading so that in the future there will be many theories about how to improve reading comprehension and increase reading score.



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APPENDIX 1

Instrument of Reading Comprehension Test

NAME :
 NIM :
 CLASS/SEMESTER :

Read the following texts and cross (X) A, B, C, D or D as the best answer!

Text 1 : The text bellow is for number 1-2

I've got a painful experience that I went through last semester. I joined the cross country. We were running this race competing against several I otherschools. The entire race was long and dreadful. It took place in the desert so it was really hot and humid. We ran up and down the hills.

It was getting awful after 10 minutes of the race. People who ran in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end I managed to finish the race. I felt really good after that. I felt fully alive again. That race was a horrible experience. That is the reason why I quitted the team a week later.

1. What does the second paragraph tell us about?
 - a. A cross country race
 - b. An awful place in the mountain
 - c. A good feeling after completing the race
 - d. Painful incidents during the cross country
2. From the text, we know that
 - a. writer quitted and never made it to the finish line
 - b. Although he had a painful throat, the writer could finish the race
 - c. The race was a competition between students in the writer's school
 - d. The race route was so mountainous that the weather was cool and windy

Text 2 : The text bellow is for number 3- 7!

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

3. When did the clock stopped?
 - a. At 5.12
 - b. At 11.55
 - c. At 12.00
 - d. At 12.02
4. When did the event happen?
 - a. in the middle of the year
 - b. the end of the year
 - c. Christmas celebration
 - d. at the weekend as usual
5. "The big clock refused to welcome the New Year". The word "refused" has a closest meaning with.....
 - a. Accepted
 - b. Rejected
 - c. Delayed
 - d. Permitted
6. What probably happened when someone shouted that the clock stopped? Everybody...
 - a. Looked for a watch.
 - b. Directly celebrated the New Year
 - c. Sings and laugh.
 - d. Shouted too

Text 3 : The text bellow is for number 7

That Sunday Evening, I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

7. What is the text about?
 - a. The lost cell phone.
 - b. My friend's cell phone.
 - c. Cell phone in the jacket.
 - d. My brother's cell phone.

Text 4 : The text bellow is for number 8-11!

On Wednesday my student and I went to Yogyakarta. We stayed at Lestari Hotel which is net far from Malioboro.

On Thursday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. After that we went to Borobudur temple. We were lucky because we were led by a smart and friendly guide. We arrived there at 3 pm. In the evening we left for Jakarta by wisata bus.

8. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. brahmana, syiwa, and wisnu temples
 - c. wisnu, syiwa, and borobudur temples
 - d. borobudur, syiwa, and brahmana temples

9. The text above mainly discusses about

- a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's experience at Yogya Kraton
 - d. the writer's impression about Borobudur
10. We arrived there at 3 pm (paragraph 3). The word "there" is refers to . . .
- a. Yogya Kraton
 - b. friendly guide
 - c. Borobudur temple
 - d. Jakarta
11. ".....because Wisnu temples is being renovated." The word "renovated" has a closest meaning with...
- a. Updated
 - b. Destroyed
 - c. Destructed
 - d. Built

Text 5 : The text bellow is for number 25!

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees. After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner.

Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

12. "Hmm, they smelt nice"

The underlined word refers to...

- a. Banana
- b. Guava
- c. Rose
- d. Jasmine

Text 6 : The text below is for number 13-15!

Last holiday, I was in Mexico City with my Dad. It was a fascinating place and the people were friendly. The most amazing thing happened to me when I was looking for the Paseo de la Reforma. It is a street with beautiful trees, plants and statues.

I was nearly lost and studying my map when I saw a man with colorful and unusual clothes in front of the cathedral. So I asked him, "Can you tell me where the Paseo de la Reforma is?" he smiled and answered, "It is only two blocks away from here." I thought I took the wrong street because I didn't find the Paseo de la Reforma". Just when I was thinking about going back to my hotel, the man appeared again and showed me the way.

As I was walking down the street, I saw the statue of Cuauhtemoc, the last Aztec leader. I was going to take the photo of it when I realized something unusual. The statue looked exactly like the man I saw in front of the cathedral! He was wearing the same clothes. Even his grin was similar.

13. What is the main idea of paragraph 2?

- a. The man showed the way to the Paseo de la Reforma
- b. The man in front of the cathedral was like the statue
- c. Cuauhtemoc, the last Aztec leader, is still alive
- d. The writer had a strange experience

14. Who was Cuauhtemoc?

- a. Paseo de la Reforma
- b. The last Aztec leader
- c. Someone with a similar grin
- d. The man in front of the Cathedral

15. "It was a fascinating place and the people were friendly" The underlined word has closest meaning with...
- Irresistible
 - Disappointing
 - Horrible
 - Exhausted

Text 7 : The text bellow is for number 16-17!

Last week, Mr Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Damiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

16. Who took Mrs. Damri to the clinic?
- Her son
 - Her husband
 - Her neighbour
 - Her children
17. What is the main idea of the second paragraph?
- Mrs. Damiri got accident
 - Mr. Damiri was proud of his son
 - Yusuf asked his neighbour to help
 - Mr. Damri and his other children had gone

Text 8 : The text below is for number 18-19!

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

18. "The town is most popular for its casinos, hotels, and exciting nightlife."

The underlined word has closest meaning with...

- a. Rare
- b. Famous
- c. Despised
- d. Unknown

19. Which best describes the purpose of the Las Vegas Strip?
- It is a 2.5 mile stretch.
 - It keeps tourists safe.
 - It offers a lot of activities for tourists.
 - There are too many neon lights

Text 9 : The text bellow is for number 20-22!

My Trip to Bali

Last summer, my family and I had the opportunity to visit the beautiful island of Bali. It was an amazing experience that we will never forget. I would like to share some of the highlights from our trip.

We arrived in Bali on a sunny morning and were greeted by our tour guide. Our first stop was at Tanah Lot, a famous Hindu temple situated on a rock formation by the sea. The view was breathtaking, and we learned about the history and significance of the temple from our guide.

The next day, we went to Ubud, a town known for its lush green rice terraces and traditional arts. We explored the Monkey Forest, where we encountered playful monkeys and enjoyed the serene atmosphere. In the afternoon, we visited the Ubud Palace and watched a traditional Balinese dance performance. The dancers were incredibly talented, and their colorful costumes added to the beauty of the performance.

On the third day, we took a boat trip to Nusa Penida, a neighboring island known for its stunning beaches and crystal-clear waters. We spent the day snorkeling and swimming in the vibrant coral reefs. It was like diving into a whole new world with colorful fish and marine life all around us.

As our trip came to an end, we spent a relaxing day at Seminyak Beach, enjoying the sun and surf. The beach was lined with cafes and shops, and we savored the local cuisine while watching the breathtaking sunset.

Overall, our trip to Bali was an incredible adventure filled with natural beauty, rich culture, and unforgettable experiences. We left with a deep appreciation for the island and its people.

20. Where did the family visit on their first day in Bali?
- Ubud
 - Tanah Lot
 - Seminyak Beach
 - Nusa Penida
21. Which island did the family visit for snorkeling?
- Bali
 - Tanah Lot
 - Ubud
 - Nusa Penida
22. What did the family do on their last day in Bali?
- Visited Tanah Lot
 - Explored the Monkey Forest
 - Watched a traditional dance performance
 - Spent a day at Seminyak Beach

Text 10 : The text below is for number 23-25!

Last summer, I went on my first camping trip with my friends. It was an exciting adventure that I had been looking forward to. Let me tell you about my experience.

We set up camp in a beautiful forest surrounded by tall trees and a flowing river. After pitching our tents, we gathered firewood and started a campfire. We roasted marshmallows and told stories while sitting around the fire. It was a cozy and memorable evening.

The next morning, we went hiking on a trail that led to a scenic viewpoint. The trail was challenging, but the view from the top was worth it. We could see vast mountains and a breathtaking waterfall in the distance. We took lots of pictures to capture the moment.

In the afternoon, we decided to go fishing in the river near our campsite. We cast our lines and waited patiently. It took a while, but eventually, I caught a small fish. It was a thrilling experience, and we released the fish back into the water.

As night fell, we gathered around the campfire again and gazed at the starry sky. We saw shooting stars and tried to spot constellations. It was a magical and peaceful moment, far away from the hustle and bustle of the city.

On the last day, we packed up our belongings and cleaned up the campsite. We left with happy memories and a sense of accomplishment. It was an unforgettable camping trip, and I can't wait to go on another one.

23. What did the group do after setting up their tents?

- a. Went hiking
- b. Started a campfire
- c. Went fishing
- d. Took pictures

24. What did the group see from the top of the trail?

- a. Campfire
- b. Mountains and a waterfall
- c. Shooting stars
- d. Fishing in the river

25. “We gathered firewood and started a campfire”

The underlined word has closest meaning with....

- a. Collected
- b. Divided
- c. Separated
- d. Supported

APPENDIX 2

Key Answer of Reading Comprehension

Number of Item Test	Key Answer
1	D
2	B
3	A
4	B
5	B
6	A
7	A
8	B
9	A
10	C
11	A
12	B
13	A
14	B
15	A
16	C
17	C
18	B
19	C
20	B
21	D
22	D
23	B
24	B
25	A

APPENDIX 3

Survey of Reading Strategies (SORS)

Purposes:

The purpose of this survey is to collect information about the various techniques you use when you read academic texts in English. The identities of respondents will not be published. The inclusion of names is solely for this research effort and can be held accountable academically.

NAME :

NIM :

CLASS/SEMESTER :

Intructions:

Please read the following statements carefully, after you read each statement, put a checkmark (√) according to your situation. There are no right or wrong answers to each statement in this survey. For each statement there are Five alternative answers that refer to the Likert Scale technique :

- Never (N) = 1
- Occasionally (O) = 2
- Sometimes (S) = 3
- Usually (U) = 4
- Always (A) = 5

No	Statements	N	O	S	U	A
1	Saya memiliki tujuan ketika saya membaca sebuah teks. (<i>I have a purpose when I read a text. </i>)					
2	Ketika membaca, saya membuat catatan untuk membantu saya dalam memahami apa yang saya baca. (<i>When reading, I make notes to help me understand what I read. </i>)					

No	Statements	N	O	S	U	A
3	<p>Saya menggunakan pengetahuan saya untuk membantu memahami teks yang saya baca.</p> <p><i>(I use my knowledge to help understand the text I read.)</i></p>					
4	<p>Sebelum membaca, saya melihat teks secara keseluruhan untuk mengetahui isinya.</p> <p><i>(Before reading, I looked at the text as a whole to find out what it contained.)</i></p>					
5	<p>Ketika membaca bagian teks yang sulit, saya membaca dengan suara keras untuk membantu saya memahaminya.</p> <p><i>(When reading a difficult passage of text, I read aloud to help me understand it.)</i></p>					
6	<p>Saya memikirkan apakah isi dari teks sesuai dengan tujuan saya dalam membaca.</p> <p><i>(I think about whether the content of the text matches my goals in reading.)</i></p>					
7	<p>Saya membaca dengan perlahan-lahan dan berhati-hati untuk memastikan bahwa saya memahami apa yang sedang saya baca.</p> <p><i>(I read slowly and carefully to make sure that I understand what I am reading.)</i></p>					
8	<p>Saya meninjau teks bacaan terlebih dahulu dengan memperhatikan karakteristiknya, misalnya panjang dan susunannya.</p> <p><i>(I review the reading text first by paying attention to its characteristics, for example length and arrangement.)</i></p>					

No	Statements	N	O	S	U	A
9	<p>Saya mencoba untuk kembali berkonsentrasi pada bagian bacaan saya jika saya kehilangan konsentrasi dalam membaca.</p> <p><i>(I try to re-concentrate on my reading part if I lose concentration while reading.)</i></p>					
10	<p>Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingat informasi tersebut.</p> <p><i>(I underline or circle information in the text to help me remember the information.)</i></p>					
11	<p>Saya menyesuaikan kecepatan membaca sesuai dengan teks yang saya baca.</p> <p><i>(I adjust my reading speed according to the text I am reading.)</i></p>					
12	<p>Ketika membaca, saya menentukan bagian teks yang saya baca dengan seksama dan bagian yang saya abaikan.</p> <p><i>(When reading, I determine the parts of the text that I read carefully and the parts that ignore.)</i></p>					
13	<p>Saya menggunakan buku-buku referensi untuk membantu saya memahami isi bacaan.</p> <p><i>(I use reference books to help me understand the content of the reading.)</i></p>					
14	<p>Ketika menemukan teks bacaan yang sulit, saya memberikan perhatian lebih pada teks tersebut.</p> <p><i>(When I encounter a difficult reading text, I pay more attention to the text.)</i></p>					

No	Statements	N	O	S	U	A
15	<p>Saya menggunakan tabel, angka, maupun gambar-gambar dalam teks untuk membantu saya memahami isi teks.</p> <p><i>(I use tables, numbers and pictures in the text to help me understand the content of the text.)</i></p>					
16	<p>Sesekali saya berhenti membaca untuk memikirkan isi bacaan tersebut.</p> <p><i>(Occasionally I stop reading to think about the contents of the text.)</i></p>					
17	<p>Saya menggunakan penunjuk makna dalam konteks untuk membantu saya memahami isi bacaan.</p> <p><i>(I use meaning markers in context to help me understand the content of the text.)</i></p>					
18	<p>Saya menguraikan makna teks dengan kata-kata saya sendiri untuk lebih memahami teks yang saya baca.</p> <p><i>(I explain the meaning of the text in my own words to better understand the text I read.)</i></p>					
19	<p>Saya mencoba untuk menggambarkan informasi dalam teks untuk membantu saya mengingat apa yang saya baca.</p> <p><i>(I try to describe information in the text to help me remember what I read.)</i></p>					
20	<p>Saya menggunakan huruf cetak tebal dan huruf Miring untuk membantu mengidentifikasi informasi penting.</p> <p><i>(I use boldface and italicsto help identify important information.)</i></p>					

No	Statements	N	O	S	U	A
21	<p>Saya menganalisa dan mengevaluasi informasi dalam teks bacaan.</p> <p><i>(I analyze and evaluate information in reading texts.)</i></p>					
22	<p>Saya membaca ulang bagian teks sebelumnya untuk menemukan hubungan makna dalam teks bacaan.</p> <p><i>(I re-read the previous part of the text to find meaning relationships in the reading text.)</i></p>					
23	<p>Ketika menemukan informasi baru dalam teks, saya memeriksa pemahaman saya atas informasi tersebut.</p> <p><i>(When I encounter new information in a text, I check my understanding of the information.)</i></p>					
24	<p>Ketika saya mulai membaca, saya mencoba untuk memperkirakan isi teks bacaan.</p> <p><i>(When I start reading, I try to estimate the content of the reading text.)</i></p>					
25	<p>Saya mengajukan pertanyaan-pertanyaan kepada diri sendiri yang saya harap dapat terjawab dalam teks bacaan.</p> <p><i>(I ask myself questions that I hope can be answered in the reading text.)</i></p>					
26	<p>Saya memeriksa apakah perkiraan saya tentang isi teksitu benar atau salah.</p> <p><i>(I check whether my estimates of the content of the text are correct or incorrect.)</i></p>					

No	Statements	N	O	S	U	A
27	Ketikasaya membaca, saya menebak arti dari kata-kata atau frasa yang belum saya ketahui. <i>(When I read, I guess the meaning of words or phrases that I don't already know.)</i>					
28	Ketika membaca,saya menerjemahkan teks bacaan itu dari bahasa inggris ke bahasa indonesia. <i>(When reading, I translate the reading text from English to Indonesian.)</i>					
29	Ketika membaca, saya memikirkan informasi yang berhubungan dengan teks itu dalam bahasa Inggris maupun bahasa Indonesia. <i>(When reading, I think about information related to the text in both English and Indonesian.)</i>					

APPENDIX 4

Reading Self-Efficacy Questionnaire (RSPS)

Purposes:

The purpose of this survey is to collect information about the various techniques you use when you read academic texts in English. The identities of respondents will not be published. The inclusion of names is solely for this research effort and can be held accountable academically.

NAME :

NIM :

CLASS/SEMESTER :

Intructions:

Please read the following statements carefully, after you read each statement, put a checkmark (√) according to your situation. There are no right or wrong answers to each statement in this survey. For each statement there are Five alternative answers that refer to the Likert Scale technique :

- Strongly Agree (SA) = 1
- Agree (A) = 2
- Undecided (U) = 3
- Disagree (DA) = 4
- Strongly Disagree (SD) = 5

NO	Statements	SA	A	U	DA	SD
1	Saya membaca lebih cepat dan lebih baik daripada teman sekelas saya. (<i>I read faster and better than my classmate.</i>)					
2	Saya yakin apa yang saya baca lebih baik dari pada teman sekelas saya. (<i>I am sure what I read is better than my classmate.</i>)					

NO	Statements	SA	A	U	DA	SD
3	Saya dapat membaca dan memahami semua topik dalam buku kursus bahasa Inggris dengan cukup baik. (<i>I can read and understand all the topics in the English course book quite well.</i>)					
4	Ketika saya membaca, saya belajar banyak kata-kata baru. (<i>When I read, I learn a lot of new words.</i>)					
5	Saya dapat mengidentifikasi gagasan utama suatu bacaan. (<i>I can identify the main idea of a reading.</i>)					
6	Saya dapat memahami maksud penulis dalam teks yang saya baca. (<i>I can understand the author's meaning in the text I read.</i>)					
7	Saya dapat menyelesaikan reading yang diberikan oleh guru dirumah sendirian. (<i>I can complete the reading given by the teacher at home alone.</i>)					
8	Saya bisa membaca dan memahami secara singkat isi teks. (<i>I can read and understand briefly the contents of the text.</i>)					
9	Ketika guru saya mengajukan pertanyaan tentang teks tersebut, saya dapat menjawabnya. (<i>When my teacher ask questions about the text, I can answer them.</i>)					
10	Saya dapat membaca dan memahami surat kabar berbahasa Inggris.					

NO	Statements	SA	A	U	DA	SD
	<i>(I can read and understand English newspaper.)</i>					
11	Saya dapat menebak arti kata yang sulit saat membaca. <i>(I can guess the meaning of difficult words when reading.)</i>					
12	Saya menikmati membaca. <i>(I enjoy reading.)</i>					
13	Saya suka membaca dengan suara keras. <i>(I like reading aloud.)</i>					
14	Membaca itu mudah bagiku. <i>(Reading is easy for me.)</i>					
15	Saya merasa nyaman ketika membaca teks bahasa inggris. <i>(I feel comfortable when reading English Text.)</i>					
16	Saya akan senang jika seseorang memberi saya buku sebagai hadiah. <i>(I would be happy if someone gave me a book as a gift.)</i>					
17	Saya sering membaca teks bahasa inggris untuk adik perempuan atau laki-laki saya. <i>(I often read English texts to my younger sister or brother.)</i>					
18	Guru saya menganggap saya adalah pembaca yang baik. <i>(My teacher thinks I am a good reader.)</i>					

APPENDIX 5

TRY OUT INSTRUMENT

a. Tabulation Test Reading Comprehension

Name	ITEMS NUMBER																																																		Skor	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
R1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	38
R2	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	1	0	30	
R3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	42	
R4	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	32		
R5	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	39		
R6	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	41		
R7	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	0	28	
R8	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	43		
R9	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	1	1	1	0	31		
R10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	0	35	
R11	0	0	0	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	14
R12	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	0	32	
R13	0	1	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	1	0	22	
R14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	35	
R15	0	1	1	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	15
R16	0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0	23
R17	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	27	
R18	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	15	
R19	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	1	1	1	0	28	
R20	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	17	

K E R I N C I

b. Tabulation Reading Strategies

NAME	NUMBER ITEM																													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
R1	3	3	4	3	3	3	3	3	4	4	3	3	2	4	4	4	4	5	3	4	4	3	3	3	4	3	4	4	4	101
R2	4	4	4	4	4	3	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	112
R3	4	4	4	4	4	3	4	4	3	3	4	3	3	4	3	4	3	3	3	5	3	3	3	3	3	5	2	3	5	102
R4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	114
R5	4	4	4	4	4	4	4	4	4	4	5	4	4	3	4	5	4	5	5	4	4	5	4	2	4	3	4	4	4	117
R6	5	5	4	5	5	5	4	4	4	4	4	5	5	5	4	4	4	5	4	5	4	5	4	5	5	5	4	4	5	131
R7	5	5	5	5	5	4	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	142
R8	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	143
R9	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	5	4	5	3	5	5	4	136
R10	4	4	4	4	4	3	5	5	4	4	4	3	3	4	4	5	4	4	5	4	4	4	5	5	5	5	4	4	4	121
R11	4	3	4	3	4	3	4	4	2	2	4	3	4	4	2	3	2	5	5	4	2	3	3	3	4	3	4	2	4	97
R12	5	5	4	5	5	4	3	3	5	5	3	4	3	4	5	5	5	4	4	4	5	4	4	3	3	3	4	5	4	120
R13	5	4	4	4	5	4	5	5	4	4	5	4	5	5	4	3	4	5	4	5	4	4	3	5	3	4	4	4	5	124
R14	5	5	5	5	5	5	4	4	5	5	3	5	3	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	137
R15	3	3	3	3	3	4	4	4	4	4	3	4	4	4	4	4	4	3	3	3	4	2	4	3	3	3	3	4	3	100
R16	2	3	4	3	2	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	109
R17	4	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	113
R18	4	5	4	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	3	4	4	123
R19	5	3	4	3	5	4	3	3	4	4	4	4	3	4	4	4	4	4	3	4	4	3	3	3	4	3	4	4	4	108
R20	5	4	5	4	5	4	4	4	5	5	4	4	4	5	5	5	5	5	4	4	5	4	4	4	5	5	2	5	4	128

c. Tabulation of Reading Self-Efficacy

NAME	ITEMS SOAL																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
R1	3	3	4	3	3	4	4	3	3	2	4	4	4	2	4	3	4	3	60
R2	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	3	68
R3	3	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	3	68
R4	3	4	3	4	4	4	4	4	3	4	3	5	4	3	3	4	4	3	66
R5	3	5	4	5	5	5	5	5	4	3	2	4	5	5	4	4	5	3	76
R6	3	4	4	4	4	4	5	4	4	5	5	4	4	5	5	5	4	4	77
R7	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34
R8	4	5	4	5	5	4	5	5	5	3	5	4	4	5	5	5	4	3	80
R9	3	5	4	5	4	4	4	4	4	4	4	4	4	5	5	3	4	4	74
R10	3	5	2	5	4	5	5	4	4	4	4	5	5	4	4	3	5	3	74
R11	3	4	4	4	4	4	4	4	4	5	4	5	4	5	5	5	4	3	75
R12	3	4	4	4	4	4	3	4	3	4	4	5	4	5	4	3	4	3	69
R13	4	5	4	5	4	5	4	3	4	5	5	4	5	2	5	4	5	3	76
R14	5	4	4	4	4	4	4	4	4	4	3	5	4	4	4	4	4	3	72
R15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
R16	2	4	3	4	4	4	4	4	4	4	3	3	4	4	4	3	4	3	65
R17	2	4	4	4	4	3	4	4	4	4	5	5	3	4	4	3	3	2	66
R18	3	4	3	4	3	3	3	3	3	3	3	3	3	4	4	5	3	3	60
R19	5	3	2	3	3	4	5	5	3	3	4	5	4	5	4	4	4	4	70
R20	4	5	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4	3	75

d. Indexs of difficulty

NO	Indeks of Difficulty	Criteria	Note
1	0,65	Moderate	Used
2	0,85	Easy	Not used
3	0,85	Easy	Not used
4	0,65	Moderate	Used
5	0,65	Moderate	Used
6	0,85	Easy	Not used
7	0,65	Moderate	Used
8	0,85	Easy	Not used
9	0,65	Moderate	Used
10	0,85	Easy	Not used
11	0,45	Moderate	Used
12	0,20	Difficult	Not used
13	0,85	Easy	Not used
14	0,95	Easy	Not used
15	0,65	Moderate	Used
16	0,10	Difficult	Not used
17	0,65	Moderate	Used
18	0,20	Difficult	Not used
19	0,65	Moderate	Used
20	0,65	Moderate	Used
21	0,45	Moderate	Used
22	0,85	Easy	Not used
23	0,85	Easy	Not used
24	0,95	Easy	Not used
25	0,45	Moderate	Used
26	0,10	Difficult	Not used
27	0,65	Moderate	Used
28	0,65	Moderate	Used
29	0,40	Moderate	Used
30	0,10	Difficult	Not used
31	0,55	Moderate	Used
32	0,45	Moderate	Used
33	0,95	Easy	Not used
34	0,20	Difficult	Not used
35	0,65	Moderate	Used
36	0,50	Moderate	Used
37	0,85	Easy	Not used
38	0,85	Easy	Not used
39	0,45	Moderate	Used
40	0,10	Difficult	Not used
41	0,85	Easy	Not used

42	0,45	Moderate	Used
43	0,65	Moderate	Used
44	0,10	Difficult	Not used
45	0,55	Moderate	Used
46	0,45	Moderate	Used
47	0,85	Easy	Not used
48	0,85	Easy	Not used
49	0,65	Moderate	Used
50	0,10	Difficult	Not used

e. **Discrimination Index**

NO	Dicrimination Index	Criteria	Note
1	0,70	Good	Used
2	-0,10	Very Poor	Not used
3	-0,10	Very Poor	Not used
4	0,70	Good	Used
5	0,70	Good	Used
6	-0,10	Very Poor	Not used
7	0,70	Good	Used
8	0,10	Poor	Not used
9	0,70	Good	Used
10	0,10	Poor	Not used
11	0,70	Good	Used
12	0,00	Poor	Not used
13	0,10	Poor	Not used
14	-0,10	Very Poor	Not used
15	0,70	Good	Used
16	0,00	Poor	Not used
17	0,70	Good	Used
18	0,00	Poor	Not used
19	0,70	Good	Used
20	0,70	Good	Used
21	0,50	Good	Used
22	-0,10	Very Poor	Not used
23	-0,10	Very Poor	Not used
24	-0,10	Very Poor	Not used
25	0,30	Fair	Used
26	0,00	Poor	Not used
27	0,50	Good	Used
28	0,70	Good	Used
29	0,60	Good	Used
30	0,00	Poor	Not used
31	0,50	Good	Used

32	0,50	Good	Used
33	-0,10	Very Poor	Not used
34	0,00	Poor	Not used
35	0,50	Good	Used
36	0,37	Fair	Used
37	0,10	Poor	Not used
38	-0,10	Very Poor	Not used
39	0,50	Good	Used
40	0,00	Poor	Not used
41	-0,10	Very Poor	Not used
42	0,30	Fair	Used
43	0,70	Good	Used
44	0,00	Poor	Not used
45	0,50	Good	Used
46	0,30	Good	Used
47	0,10	Poor	Not used
48	0,10	Poor	Not used
49	0,50	Good	Used
50	0,00	Poor	Not used



APPENDIX 6
RELIABILITY

For Reading Test

Reliability Statistics

Cronbach's Alpha	N of Items
,968	25

For Reading Strategies Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,952	29

For Reading Self-Efficacy Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,939	18

b. Questionnaire of reading strategies

CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	TOTAL
S1	3	3	4	4	3	2	3	4	5	4	1	5	2	4	3	3	3	3	3	4	4	3	3	3	3	3	4	4	4	97
S2	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	112
S3	4	4	4	4	2	3	4	3	4	3	4	3	3	4	3	4	4	3	3	5	3	3	3	3	3	5	2	5	5	103
S4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	113
S5	4	4	4	5	5	4	4	4	5	4	5	4	4	3	3	5	4	5	5	4	4	5	4	2	4	3	4	4	4	119
S6	5	5	4	4	5	5	4	5	4	4	5	5	5	5	3	4	4	5	4	5	5	5	4	5	5	5	4	4	5	131
S7	5	5	5	3	2	4	5	5	5	5	5	4	4	5	3	5	4	5	5	5	5	5	5	5	5	5	5	3	5	132
S8	5	5	5	4	2	5	5	4	5	5	5	3	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	3	5	134
S9	4	5	5	5	4	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	141
S10	4	4	4	4	3	3	5	4	4	4	4	5	3	4	3	5	3	4	5	3	1	4	5	5	5	5	4	4	4	115
S11	4	3	4	5	2	3	4	4	4	2	4	4	4	4	4	3	3	5	5	5	3	3	3	3	4	3	4	5	4	108
S12	5	5	4	5	1	4	3	3	4	5	3	4	3	4	3	5	3	4	4	3	3	4	4	3	3	3	4	3	4	106
S13	5	4	4	5	2	4	5	4	5	4	5	4	5	5	3	3	4	5	4	5	4	4	3	5	3	4	4	5	5	122
S14	5	5	5	5	3	5	4	3	4	5	3	3	3	4	3	5	3	5	4	4	4	5	5	5	5	5	5	3	5	123
S15	3	3	3	3	4	4	4	4	4	4	3	4	4	4	4	4	4	3	3	4	4	2	4	3	3	3	3	3	3	101
S16	2	3	4	4	5	4	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	4	4	3	4	110
S17	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	113
S18	4	5	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	5	5	5	3	4	4	123
S19	5	3	4	4	4	4	3	3	4	4	4	3	3	4	4	4	4	4	3	3	4	3	3	3	4	3	4	3	4	105
S20	5	4	5	4	1	4	4	1	4	5	4	4	4	5	3	5	4	5	4	5	4	4	4	4	4	5	5	2	4	116
S21	4	4	4	5	3	5	4	4	3	3	4	4	3	4	3	3	4	3	4	4	3	3	3	4	4	4	3	3	4	106
S22	1	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	84
S23	4	4	5	5	4	4	5	3	5	4	3	4	4	3	2	5	4	5	5	3	3	5	5	5	3	3	3	4	5	117
S24	4	5	4	4	5	4	5	4	4	4	4	5	5	5	4	4	4	4	4	4	4	5	5	5	4	5	5	4	4	127
S25	5	5	5	5	5	5	3	4	3	4	3	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4	3	3	114
S26	4	4	4	3	2	3	4	3	4	4	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	95
S27	5	3	5	5	5	5	5	5	5	5	5	3	3	5	5	5	5	3	5	5	5	5	3	4	3	5	5	3	5	130
																														3097

APPENDIX 8
CLASSICAL ASSUMPTION
NORMALITAS
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	11,35467488
Most Extreme Differences	Absolute	,140
	Positive	,079
	Negative	-,140
Test Statistic		,140
Asymp. Sig. (2-tailed)		,191 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

LINEARITAS

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension *Reading strategies * Self-Efficacy	Between Groups	(Combined) Linearity	3186,667	23	138,551	,577	,812
		Deviation	11,442	1	11,442	,048	,841
		from	3175,225	22	144,328	,601	,796
		Linearity					
Within Groups			720,000	3	240,000		
Total			3906,667	26			

MULTIKOLINEARITAS
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	56,300	26,080		2,159	,041		
Reading strategies	,030	,194	,032	,152	,880	,942	1,061
Reading self-efficacy	,135	,305	,093	,444	,661	,942	1,061

a. Dependent Variable: Reading comprehension

HETEROSKEDASTISITAS GLEJSER
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	84,545	63,989		1,321	,199
LN_X1	1,818	12,135	,029	,150	,882
LN_X2	-20,093	10,111	-,383	-1,987	,058

a. Dependent Variable: ABS_RES2

K E R I N C I

APPENDIX 9
PEARSON PRODUCT MOMENT

Correlations

		Reading Strategies	Reading Self-Efficacy	Reading Comprehension
Reading Strategies	Pearson Correlation	1	,677**	,656**
	Sig. (2-tailed)		,000	,000
	N	27	27	27
Reading Self-Efficacy	Pearson Correlation	,677**	1	,572**
	Sig. (2-tailed)	,000		,002
	N	27	27	27
Reading Comprehension	Pearson Correlation	,656**	,572**	1
	Sig. (2-tailed)	,000	,002	
	N	27	27	27

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



APPENDIX 10

R-Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189

T-Table

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

APPENDIX 11
DOCUMENTATIONS



K E R I N C I

Pertanyaan Jawaban 27 Setelan



Bagian 1 dari 2

ANGKET PENELITIAN EFIKASI DIRI

B *I* U ↻ ✕

Tujuan Penelitian : Angket ini digunakan untuk Angket Strategi Venda

Pertanyaan Jawaban 27 Setelan



Bagian 1 dari 2

ANGKET PENELITIAN STRATEGI MEMBACA

B *I* U ↻ ✕

Tujuan dari survey ini adalah untuk mengumpulkan informasi mengenai berbagai teknik yang Anda gunakan ketika Anda membaca teks-teks akademis dalam bahasa Inggris. Identitas responden tidak akan dipublikasikan. Pencantuman nama semata-mata untuk upaya penelitian ini dan dapat dipertanggungjawabkan secara akademis.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos. 37112, Web: tik.iainkerinci.ac.id, Email: info@tik.iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/078/2024
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

27 Maret 2024

Kepada Yth,
Rektor Institut Agama Islam Negeri (IAIN) Kerinci
Kabupaten Kerinci
Di

Tempat

Assalamualaikum Wr, Wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

NAMA : VENDA ELMIKA
NIM : 2010203006
Program Studi : Tadris Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **The Correlation Among Student's Reading Strategies, Reading Self-Efficacy And Their Reading Comprehension Ability At The Sixth Semester Of The English Department Of State Islamic Institute Of Kerinci Academic Year 2023/2024**. Waktu penelitian yang diberikan kepada yang bersangkutan minimal 2 (dua) bulan, dimulai pada tanggal **01 April 2024 s.d 01 Juni 2024**.



Dekan
IAIN Kerinci
Fakultas Tarbiyah dan Ilmu Keguruan
Rektorat IAIN Kerinci
Kerinci, Sumatera Selatan
Dr. Hedi Gandra, S.Ag., M.Pd.

Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Peringgal



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www. Stainkerinci.ac.id

SURAT KETERANGAN PENELITIAN

No. In. 31 / J5.1 / PP.00.9 / 065/ 2024

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama : **Venda Elmika**
Nim : 2010203006
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Semester : 9

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 08 April s/d 08 Juni 2024. Dengan judul **“The Correlation Among Student's Reading Strategies, Reading Self-Efficacy and Their Reading Comprehension Ability at Sixth Semester English Department of IAIN Kerinci”**

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 06 Agustus 2024

Ketua Jurusan



MUSDIZAL, M.Pd
NIP. 19840205 202321 1 011



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH**

Jln. Kapten Muradi Desa Sumur Gedang Telp.(0748) 21065 Fax. (0748)22114 Kode Pos. 37112

**SURAT KETERANGAN
VALIDASI INSTRUMEN PENELITIAN**

NAMA : VENDA ELMIKA
NIM : 2010203006
JURUSAN : TADRIS BAHASA INGGRIS

Petunjuk :

Berilah check list (✓) pada kolom penilaian yang sesuai dengan penelitian terhadap soal test (Instrument) yang terlampir, dengan skala penilaian :

- 4 : Sangat Layak
- 3 : Layak
- 2 : Cukup Layak
- 1 : Tidak Layak

No.	Indicators of Item Test	Validator			
		1	2	3	4
1.	Identifying Primary Idea (1, 15, 19, 23, 27, 32, 36)			✓	
2.	Locating References (10, 14, 20, 25, 33)			✓	
3.	Understanding Vocabulary (3, 9, 21, 29, 35, 38, 41, 49)				✓
4.	Making Inference (4, 12, 16, 26, 44, 50)			✓	
5.	Finding Particular Information (2, 5, 6, 7, 8, 11, 13, 17, 18, 22, 24, 28, 30, 31, 34, 37, 39, 40, 42, 43, 45, 46, 47, 48)			✓	

No.	Indicators of Item Questionnaire (Reading Strategies)	Validator			
		1	2	3	4
1.	Global (GLOB) (1,3,4,6,8,12,15,17,20, 21,23,24, 27)			✓	
2.	Problem Solving (PROB) (7,9,11,14,16,19,25,28)				✓
3.	Support (SUP) (2,5,10,13,18,22,26,29, 30)				✓

No.	Indicators of Item Questionnaire (Self-Efficacy)	Validator			
		1	2	3	4
1.	Vicarious Experience (1,2)				✓
2.	Mastery Persuasion (3,4,5,6,7,8,9,10,11)			✓	
3.	Physiological State (12,13,14,15,16,17)				✓
4.	Social Persuasion (18,19)				✓

A. Simpulan Validator

Berilah tanda *check list* (✓) pada salah satu jawaban

	Kriteria	Penilaian
1.	Instrument dapat digunakan tanpa revisi	
2.	Instrument dapat digunakan dengan sedikit revisi	✓
3.	Instrument dapat digunakan dengan banyak revisi	
4.	Instrument belum dapat digunakan	

B. Komentar dan Saran Perbaikan

.....
.....
.....
.....
.....

Sungai Penuh, April 2024
Mengetahui:

Validator

Yelme

YELWI ERWIYATI, M.Pd



KEMENTERIAN AGAMA RI
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH
 Jln. Kapten Muradi Desa Sumur Gedang Telp.(0748) 21065 Fax. (0748)22114 Kode Pos. 37112

**SURAT KETERANGAN
 VALIDASI INSTRUMEN PENELITIAN**

NAMA : VENDA ELMIKA
 NIM : 2010203006
 JURUSAN : TADRIS BAHASA INGGRIS

Petunjuk :

Berilah check list (✓) pada kolom penilaian yang sesuai dengan penelitian terhadap soal test (Instrument) yang terlampir, dengan skala penilaian :

- 4 : Sangat Layak
- 3 : Layak
- 2 : Cukup Layak
- 1 : Tidak Layak

No.	Indicators of Item Test	Validator			
		1	2	3	4
1.	Identifying Primary Idea (1,15,19,23,27,32,36)				✓
2.	Locating References (10,14,20,25,33)				✓
3.	Understanding Vocabulary (3,9,21,29,35,38,41,49)				✓
4.	Making Inference (4,12,16,26,44,50)				✓
5.	Finding Particular Information (2,5,6,7,8,11,13,17,18, 22,24,28,30,31,34,37,39, 40,42,43,45,46,47,48)				✓

No.	Indicators of Item Questionnaire (Reading Strategies)	Validator			
		1	2	3	4
1.	Global (GLOB) (1,3,4,6,8,12,15,17,20, 21,23,24, 27)				✓
2.	Problem Solving (PROB) (7,9,11,14,16,19,25,28)				✓
3.	Support (SUP) (2,5,10,13,18,22,26,29, 30)				✓

No.	Indicators of Item Questionnaire (Self-Efficacy)	Validator			
		1	2	3	4
1.	Vicarious Experience (1,2)			✓	
2.	Mastery Persuasion (3,4,5,6,7,8,9,10,11)			✓	
3.	Physiological State (12,13,14,15,16,17)			✓	
4.	Social Persuasion (18,19)			✓	

A. Simpulan Validator

Berilah tanda *check list* (✓) pada salah satu jawaban

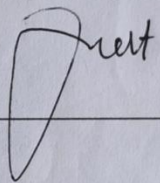
	Kriteria	Penilaian
1.	Instrument dapat digunakan tanpa revisi	
2.	Instrument dapat digunakan dengan sedikit revisi	✓
3.	Instrument dapat digunakan dengan banyak revisi	
4.	Instrument belum dapat digunakan	

B. Komentar dan Saran Perbaikan

.....
.....
.....
.....
.....

Sungai Penuh, April 2024
Mengetahui:

Validator





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS**

Jalan Kapten Muradi Sumur Gedang Kec. Pesisir Bukit Kota Sungai Penuh
Telp. (0748) 21065 Fax. (0748) 22114 Kode Pos.37112
Website www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

**SURAT KETERANGAN
LULUS UJI PLAGIASI**

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa Skripsi Mahasiswa:

Nama : Venda Elmika

NIM : 2010203006

Judul : The Correlation Among Student's Reading Strategies,
Reading Self-Efficacy and Their Reading Comprehension
Ability at Sixth Semester English Department of IAIN Kerinci

Pembimbing 1 : Dr. Toni Indrayadi, M.Pd

Pembimbing 2 : Musdizal, M.Pd

Telah diuji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar
17% dan **dinyatakan dapat diagendakan untuk Ujian Skripsi.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana
mestinya.

Sungai Penuh, 06 Agustus 2024

An. Ketua Jurusan,
Sekretaris Jurusan.



Reko Hary Putra, M.Pd

Catatan:

Tingkat kemiripan maksimal 30 % di luar daftar pustaka



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
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Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web:itik.iainkerinci.ac.id, Email: info@itik.iainkerinci.ac.id

SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI

Nomor : In.31/D.1/PP.00.9/ 542 /2023

Berdasarkan Rapat TIM Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci menetapkan:

- | | |
|------------------|----------------------------------|
| 1. Nama | : Dr. Toni Indrayadi, S.Pd. M.Pd |
| NIP | : 197703022007101001 |
| Pangkat/Golongan | : Penata Tk. I/III d |
| Jabatan | : Lektor |
| Sebagai | : Pembimbing I |
| 2. Nama | : Musdzilal, M.Pd |
| Pangkat/Golongan | : Penata /III c |
| Jabatan | : Lektor |
| Sebagai | : Pembimbing II |

Dalam penulisan skripsi:

- | | |
|---------------|---|
| Mahasiswa | : VENDA ELMIKA |
| NIM | : 2010203006 |
| Fakultas | : Fakultas Tarbiyah dan Ilmu Keguruan |
| Program Studi | : Tadris Bahasa Inggris |
| Judul Skripsi | : The Correlation Among Students' Reading Strategies, Reading Self-Efficacy And Their Reading Comprehension Ability At The Third Semester Of The English Department Of State Islamic Institute Of Kerinci Academic Year 2023/2024 |

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya

DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : 24 Juni 2023



Dekan
Dr. Hadi Candra, S.Ag., M.Pd.
NIP. 197306051999031004

Tembusan:

1. Wakil Dekan I Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan/Program Studi
3. Dosen Pembimbing
4. Peringgal



A. Personal Data

Name : Venda Elmika
Place and Date of Birth : Sungai Penuh, 23 November 2002
Gender : Female
Address : Lolo Kecil
Phone Number : +6282282847754
Major : English Education
Faculty : Tarbiyah and Teacher Training

B. Education Background

2008 – 2014 : SD Negeri 27/III Lolo Kecil
2014 – 2017 : SMP Negeri 11 Kerinci
2017 – 2020 : SMA Negeri 10 Kerinci
2020 – 2024 : Institute Agama Islam Negeri Kerinci