

**THE CORRELATION BETWEEN STUDENT'S READING SELF
EFICACY AND READING COMPREHESION AT THE ENGLISH
DEPATRMENT STUDY PROGRAM OF THE ISLAMIC INSTITUTE OF
KERINCI THE ACADEMIC YEAR 2024/2025**

THESIS



BY :

Vuri Indah Yunita

NIM.2110203002

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF KERINCI
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EFFICACY AND READING COMPREHENSION AT THE ENGLISH
DEPARTMENT STUDY PROGRAM OF ISLAMIC INSTITUTE OF
KERINCI THE ACADEMIC YEAR 2024/2025**

A THESIS

*Submitted as a partial fulfilment of The Requirement For Undergraduate Degree
at English Education Program In Faculty Of Education And Teacher Training
State Islamic Institute Of Kerinci*

By :

**VURI INDAH YUNNITA
NIM.2110203002**

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION PROGRAM FACULTY OF EDUCATION AND
TEACHER TRAINING STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024/2025**

CERTIFICATE OF ORIGINAL

The research hereby declares that thesis entitled " the correlation between students reading self efficacy and reading comprehension at the English department study program of Islamic of institute academic year 2024/2025", is the research original work, which the best researcher knowledge and belief, does not contain any material that has been published pr written by someone else before, nor any material that has been legally 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

Sungai Penuh, 20th October 2025
The researcher



METER
10000
SERI FANX005R18550

YURI INDAH YUNITA
NIM. 2110203003

Dr. Novri Pahrizal, M.Pd.
 Yelni Erniyati, M.Pd
 LECTURERS OF IAIN KERINCI

Sungai Penuh, September 2025
 To : LECTURERS OF IAIN KERINCI
 The Rector Of IAIN Kerinci
 At --

Sungai penuh

AGENDA	
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OFFICIAL NOTE

Assalamu'alaikum Warahmatullahi Wabarakatu

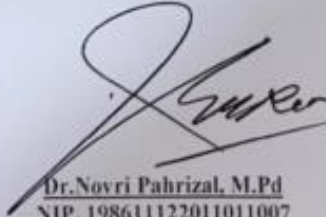
After guiding, analyzing, briefing, and correcting, the writing of Vuri Indah Yunnita thesis (the student's number is 2110203002) entitled: "The Correlation Between Student's Reading Self efficacy and Reading comprehension at the English Department of Islamic Institute of Kerinci Academic Year 2024/2025". 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.

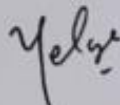
ADVISORS

Advisor 1

Advisor 2



Dr. Novri Pahrizal, M.Pd
 NIP. 198611122011011007



Yelni Erniyati, M.Pd
 NIP.198402112019032006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUTE AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 PROGRAM STUDI TADRIS BAHASA INGGRIS

Jln. Kapten Muradi Sungai Pemas telp. 0748-21065 faks: 0748-22114
 Kode pos 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis, entitled "The Correlation Between Student's Reading Self – Efficacy And Reading Comprehension At English Department Study Program Of Islamic Institute Of Kerinci The Academic Year 2024/2025" by Vuri Indah Yunnita (Student Number: 2110203002) has been examined in the viva voce held by the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci on 06 november 2025. This thesis is submitted as a partial fulfilment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci.

Dr. Rodi Hartono, S.Pd, M.Pd NIP.
 197301222000031002

The Chairman

Prof. Dr. Dairabi Kamil, S.Pd., M.Ed
 NIP.197403141999031005

Examiner I

Okti Wilymafidini, S.S., M.Pd
 NIP.198807152023212045

Examiner II

Dr. Novri Pahrizal, M.Pd
 NIP. 198611122011011007

Advisor I

Yelni Erniyati, M.Pd
 NIP. 198402112019032006

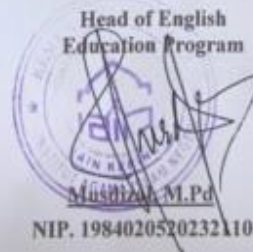
Advisor II

Dean of Faculty of Education
 And Teacher Training



Dr. Evi Ardinal, M.A
 NIP. 198308122011011005

Head of English
 Education Program



Musdizah, M.Pd
 NIP. 198402052023210111

ABSTRACT

Vuri indah yunita, 2025 : “the correlation between student’s reading self efficacy and reading comprehension at the english department study program of islamic institute of kerinci the academic year 2024/2025”

Advisors : 1. Dr.Novri Pahrizal, M.Pd
2. Yelni Erniyati, M.Pd

Keywords : Reading Self-Efficacy, Reading Comprehension, Correlation, Pearson P

This research aimed to investigate the correlation between students’ reading self-efficacy and their reading comprehension at the English Education Study Program of the State Islamic Institute of Kerinci in the academic year 2025/2026. The study was conducted using a correlational design with a quantitative approach. The population of this study was 83 students, and the sample consisted of 54 students selected through purposive sampling. The instruments used were a reading self-efficacy questionnaire and a reading comprehension test. The data were analysed using descriptive and inferential statistics through the Pearson Product Moment correlation in SPSS 20. The findings of the study showed that students’ reading self-efficacy was generally in the high category, indicating that most students were confident in their reading abilities. On the other hand, the results of the reading comprehension test varied, with an average score of 64, categorized as moderate. Furthermore, the result of the Pearson correlation analysis revealed a correlation coefficient of $r=0.101$ with a significance value of $p=0.467$. This indicates that there was no significant correlation between students’ reading self-efficacy and their reading comprehension. This result differs from several previous studies, which reported a significant positive relationship between the two variables. The findings suggest that while students may believe in their ability to comprehend texts, such self-efficacy does not necessarily reflect their actual performance in reading comprehension tests. Therefore, the study highlights the importance of not only fostering students’ confidence but also strengthening their actual reading skills through continuous practice and effective reading strategies.

ABSTRAK

Vuri Indah Yunita, 2025 : **Korelasi Antara Self-Efficacy Membaca Mahasiswa dan Pemahaman Membaca pada Program Studi Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Akademik 2024/2025**

Pembimbing : **1. Dr. Novri Pahrizal, M.Pd**
2. Yelni Erniyati, M.Pd

Kata Kunci : **Self-Efficacy Membaca, Pemahaman Membaca, Korelasi, Pearson Product Moment**

Penelitian ini bertujuan untuk mengetahui korelasi antara self-efficacy membaca mahasiswa dengan pemahaman membaca mereka pada Program Studi Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci tahun akademik 2024/2025. Penelitian ini menggunakan desain korelasional dengan pendekatan kuantitatif. Populasi penelitian berjumlah 83 mahasiswa, sedangkan sampel terdiri dari 54 mahasiswa yang dipilih melalui teknik *purposive sampling*. Instrumen penelitian berupa angket self-efficacy membaca dan tes pemahaman membaca. Data dianalisis menggunakan statistik deskriptif dan inferensial melalui uji korelasi Pearson Product Moment dengan bantuan SPSS 20. Hasil penelitian menunjukkan bahwa self-efficacy membaca mahasiswa secara umum berada pada kategori tinggi, yang berarti sebagian besar mahasiswa memiliki keyakinan yang baik terhadap kemampuan membaca mereka. Sementara itu, hasil tes pemahaman membaca menunjukkan rata-rata nilai 64 yang termasuk dalam kategori sedang. Selanjutnya, hasil analisis korelasi Pearson menunjukkan koefisien korelasi sebesar $r = 0.101$ dengan nilai signifikansi $p = 0.467$. Hal ini mengindikasikan bahwa tidak terdapat korelasi yang signifikan antara self-efficacy membaca mahasiswa dengan pemahaman membaca mereka. Temuan ini berbeda dengan beberapa penelitian sebelumnya yang melaporkan adanya hubungan positif yang signifikan antara kedua variabel. Hasil ini mengindikasikan bahwa meskipun mahasiswa memiliki keyakinan terhadap kemampuan mereka dalam memahami teks, self-efficacy tersebut tidak selalu tercermin dalam kinerja nyata pada tes pemahaman membaca. Oleh karena itu, penelitian ini menekankan pentingnya tidak hanya membangun kepercayaan diri mahasiswa, tetapi juga memperkuat keterampilan membaca mereka melalui latihan yang berkelanjutan dan penerapan strategi membaca yang efektif.

DEDICATION AND MOTTO

Dedication

With love, honor, and gratitude I dedicate this thesis to

My beloved parent, My father Herry suryadi and My Best mother Yuni Marlis

My Brother Ridho Palepi

My Sister Eva Kartika

My beloved nephew Khairan Arshaka

And all of my big family, friends, and everybody whom I cannot mention all

Thank you for the support and unlimited prayers, may Allah SWT. Bless all of us.

Amin...

Motto :

اَسْتَعِينُ ۙ اِيَّاكَ ۙ وَنَعْبُدُ اِيَّاكَ

“You (Allah SWT) alone we worship; You (Allah SWT) alone we ask for help”

(Al-Qur'an surah Al-Fatihah: 05)

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Shalawat and salam the researcher says to the last and the greatest prophet of Muhammad SAW who had given her life moral improvement and mercy to all of universe. The researcher gratefully acknowledges his deep indebtedness to Dr. Novri Pahrizal, M.Pd and Yelni Erniyati, M.Pd as her advisors in finishing this thesis who have given much assistance, have guided and encouraged his to conduct gratitude to the all of lecturing in Department of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci. This thesis is made to fulfill requirement for achieving the degree of Bachelor of Education in Department of English Faculty of Tarbiyah and Teacher Training IAIN Kerinci.

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It is hoped that this thesis will give contribution to the students and English teachers especially in correlation between students' thinking styles and reading strategies and their reading ability. Criticism from readers for the improvement of this thesis would be very much appreciated for those who love English.

Sungai penuh, 20th October 2025
Research

Vuri Indah Yunnita
2110203002

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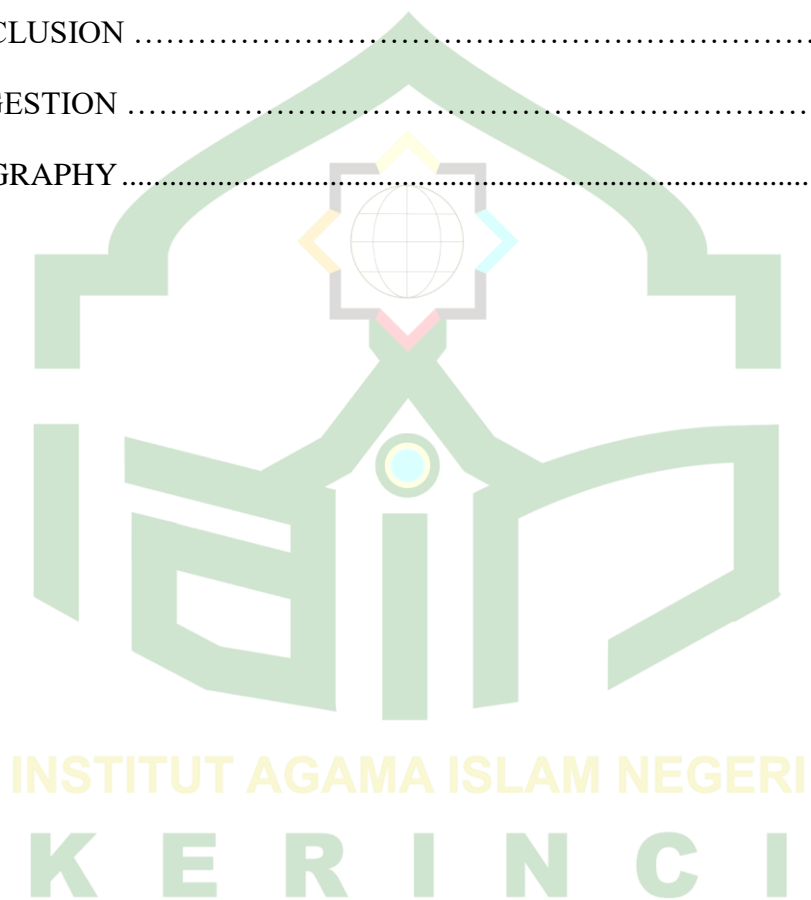
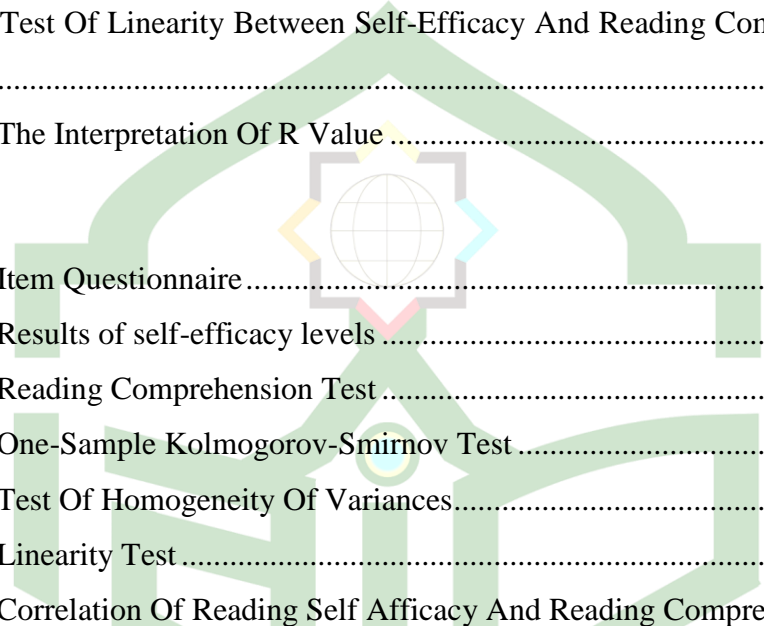


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CHAPTER I

INTRODUCTION

A. Background of the Research

The act of looking up information by examining the text is called reading. Reading can be a pastime as well. Reading is now employed as a technique for exams to determine the text's main idea in addition to being a recreational activity. Reading may be used to learn any subject in school. It will be feasible for someone to read, comprehend, and build upon what they have read in their native tongue. Because people's brains retain all they read, reading also affects their knowledge.

Reading a text is a standard part of the exam process in Indonesian education, and the question's goal is to help the students identify the text's primary topic. Thus, the situation is the same when studying English. But this condition makes some of the students are doubt in determine the primary idea, because the students merely read the material without comprehend the language fully.

Not all the students understand about the English text cause lack of vocabularies and lack of motivations. One significant factor influencing students' reading proficiency is the self efficacy emphasizing students' confidence as a critical component of learning motivation is based on the notion that the beliefs students form, nurture, and uphold about themselves are critical factors in determining whether learning is successful or not (Barry Bai & Wenjuan Guo, 2018).

In the process of reading comprehension, one of the supporting factors One aspect of self efficacy that has been shown to be a more reliable indicator of behavioural outcomes is self-efficacy. Students' self-efficacy has an impact on their self-belief. This indicates that students' self-efficacy has an impact on the process of achieving their goals, “Reading self-efficacy depends on how much a person believes he or she is a good reader as well as his or her reading self-efficacy, knowledge, and use of reading strategies,” according to Guthier et al. (2007), as mentioned in Keskin, 2014: 56. So, it could be concluded that if higher self efficacy students’ so more higher also reading comprehension students”.

Moreover it is easier for Students who are confident in understanding what they read will be able to improve their reading comprehension skills. The researcher concluded from the data analysis that self-efficacy is classified as high self-efficacy with an average score of 3.56-4.55. The reading comprehension test, on the other hand, has an average score of 86-95, included in the very good category. The Pearson correlation coefficient result is $r = 0.537$. According to Arikunto, there is a moderate to sufficient relationship. H_0 is rejected while H_a is accepted, according to the researcher's p-value of 0.002, where the significance level is less than 0.5. Thus, a substantial correlation between students' self-efficacy and their reading comprehension was found when the researcher evaluated the results of theoretical and analytical self-efficacy. So, from

the result compared between theory self-efficacy and analysed of researcher stated that there was significant relationship between students' self-efficacy and their reading comprehension. What students' feel or think about themselves will influence their own actions and behaviour (Asri Nova Rahma,2022).

Self-efficacy is one of a person's most valuable traits. In contrast to related concepts like self-esteem, self-confidence, and locus of control, self-efficacy is tied to particular circumstances and tasks (Maibach & Murphy cited in Bijl & Baggett, 2001). People's perceptions about their ability to achieve specific performance levels and exert control over life events are known as perceived self-efficacy (Bandura, 1994/1998: 24). To put it another way, people's ideas about their own skills are known as self-efficacy. Self-efficacy is situation-specific and not general in nature. According to Bijl and Baggett (2001), people may believe they are highly skilled in one area and less skilled in another.

According to Bandura (1992), there is a distinction between students who have high and low self-efficacy. Students who have high self-efficacy are confident in their ability to solve problems because they have a problem-solving strategy that has worked in the past. While students with low self-efficacy believe that they are naturally low-ability, choose less difficult tasks that will require them to make few mistakes, and don't try hard because they think that any effort will expose their own

inadequacy, successful students attribute their success to their own efforts and strategies, believe that their abilities will improve as they learn more, and acknowledge that mistakes are a necessary part of learning.

As shown in earlier studies, readers would persevere through reading assignments if they have confidence in their capacity to understand the content (Solheim, 2011; Unrau et al., 2018). People are motivated to do necessary duties when they believe in their own abilities (Bandura 1986, 1997; Pajares, 2002; Alias, Lashari, Akasah, & Kesot 2018). Additionally, self-efficacy is strongly associated with effort and perseverance on activities (Bandura & Cervone, 1983, 1986; Schunk & Pajares, 2009). When faced with a challenge, those with high levels of self-efficacy are more likely to put in a lot of effort and persevere because they think they can complete the task.

However, those with low self-efficacy are more likely to give up because they think their efforts will fail rather than succeed because they don't think they have the necessary abilities to finish the activity (Bandura, 1994; Schunk, Meece & Pintrich, 2014).

Higher self-efficacy students are more likely to apply effective comprehension strategies, engage with learning materials more effectively, and persevere when confronted with challenging texts, according to research (Schunk, 1989). On the other hand, when presented with reading challenges, students who have lower self-efficacy may avoid difficult books, be less motivated to get better, and react emotionally

more negatively (Bandura, 1997). Although this relationship is theoretically understood, nothing is known about the precise mechanisms via which self-efficacy affects reading comprehension.

The problems mentioned previously must have contributed to the kids' deficiencies. The Factors thought that both internal and external factors could contribute to the kids' inadequacies. Self-efficacy is one of the inside factors that affected them. Self-efficacy is regarded as a crucial variable in reading comprehension because students who successfully comprehend and interpret the meaning of the texts they are reading are demonstrating both their reading comprehension and self-confidence, or, to put it more simply, their reading comprehension self-efficacy (Epcacan & Demirel. in Yogurtcu, 2013:76).

The researcher developed the conclusion that while students are reading the text without any pressure, they will have a high level of self-efficacy. The text will be sufficiently understood by the kids. On the other hand, it would occur if they were reading under a lot of pressure. Students will have lower self-esteem, which makes worse their inability to understand the content. This highlights how important self-efficacy is to English reading comprehension. Furthermore, according to Bijl & Baggett in Fitri et al., self-efficacy is situation-specific rather than general. People may think of themselves as highly skilled in one area and less skilled in another. Rahma, Fitri E. Dona, et al. (2019).

Based on the explanation of theory and pre-interviews with one of the students of the conclusion of the English language education study program, which was held on September 21, 2024, students face a number of challenges in terms of developing their reading comprehension and self-efficacy. These include: self-efficacy is one of the internal factors that affects students; some students struggle to identify the main idea because they only read the text without fully understanding it; others feel less confident because they can tell the difference between students with high and low self-efficacy. Because pupils who understand the reading content and correctly interpret its meaning demonstrate enhanced reading comprehension and confidence, or, to put it another way, increased reading comprehension self-efficacy, self-efficacy is considered a critical variable in reading comprehension.

The researcher chose to conduct a study on the relationship between reading self-efficacy and reading comprehension. This study aims to determine whether self-efficacy has a positive or negative correlation with students' reading comprehension skills.

Although the theoretical relationship between reading self-efficacy and reading comprehension has been previously explained, and the potential connection between these two variables among students of the English Department at Kerinci State Islamic Institute has been described, there has not yet been any scientific research conducted to examine these variables within the context of English education program students. So

that, this study seeks to explore “the correlation between student’s self efficacy and reading comprehension at the English department study program of the Islamic institute of kerinci the academic year 2024/2025”.

B. Identification Of the problem

Self-efficacy is an individual's belief in his or her ability to complete tasks and achieve goals. In an educational context, self-efficacy can influence motivation and academic performance, including reading ability. This study aims to explore the relationship between self-efficacy and reading ability among IAIN Kerinci students.

Based on the background of the problem above, there were some problems that the research found as the following: In the process of reading comprehension, one of the supporting factors is Self-Efficacy, which is a component of self-belief that has been proven to be a more consistent predictor of behavioural outcomes. Students' self- belief is influenced by their self-efficacy. This indicates that students' self-efficacy has an impact on the process of achieving their goals. Guthier et al., 2007, as mentions in Keskin, 2014: 56 defined that “reading self-efficacy depends on how much one believes that he/she is a good reader as well his/her self-confidence in reading, and knowledge and use strategies in reading.

C. Limitation of the problem

The research is limited to analyse the correlation between students reading self efficacy and reading comprehension in the English Education Study Program Semester IV & VI Kerinci State Islamic Institute Academic Year 2024/2025.

D. Research Question

Based on the background of the problem and the limitations of the problem, it can be formulated a research question as follow :

“Is there a correlation between students' reading self-efficacy and reading comprehension of three, five, and seven semester students of English department of state Islamic of kerinci ?”

E. The objective of the research

Based on the research question, the objective of the research can be formulated as following :

“This study aims to determine whether there is a correlation between reading self-efficacy and reading comprehension of fourth and sixth semester the students English department of English department of state Islamic of kerinci.

F. The significance of the research

The significance of this research as follow :

1. Theoretical Benefits

The result of this research are expected to provide new knowledge about the correlation between students self-efficacy and reading comprehension. Thus, it is hoped that the results of this study are expected to provide information for teacher and students regarding their self-efficacy and reading comprehension.

2. Practical benefits

- a. For students, students will know how to increase self-efficacy and reading comprehension.
- b. For lecture, the outcomes of the study can help teachers enhance their reading teaching approaches by recognizing the relevance of students' self-efficacy and reading comprehension.
- c. For research, This study can be used as a resource for future research on the connection between students' English reading self-efficacy and reading comprehension.

G. The definition of the key terms

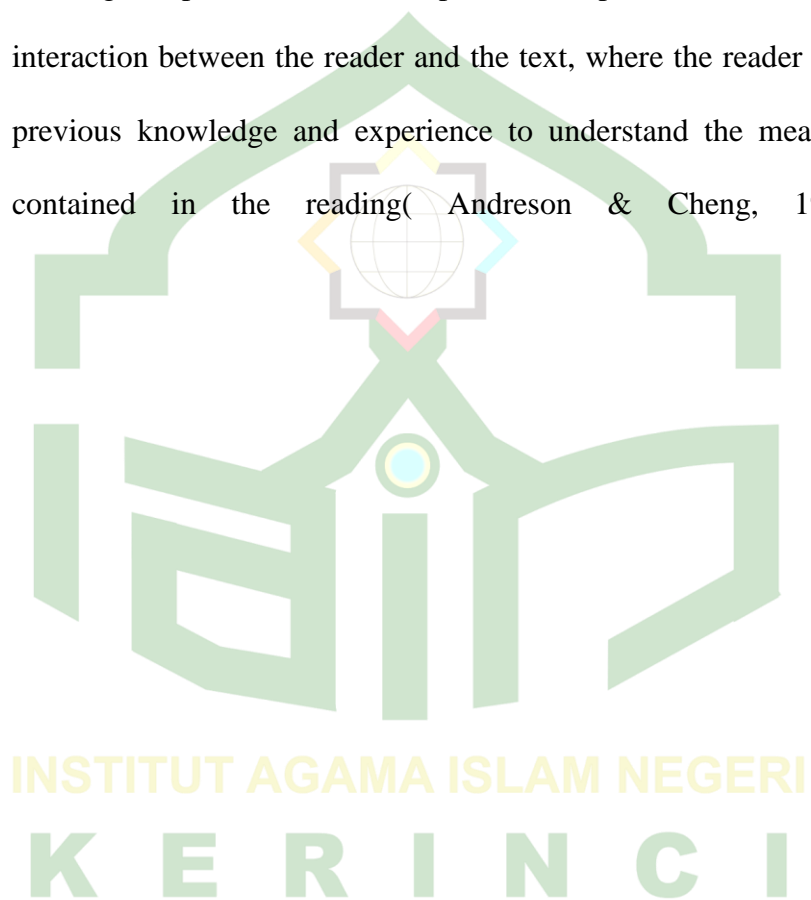
1. Self efficacy

Self efficacy, according to Albert Bandura, is an individual's belief in their capabilities significantly influences their motivation, choices, and persistence in tasks. High self efficacy leads to

viewing challenges as opportunities for mastery, while low efficacy can result in avoidance and stress (Bandura, 1977).

2. Reading comprehension

Reading comprehension is a complex mental process that involves interaction between the reader and the text, where the reader uses previous knowledge and experience to understand the meaning contained in the reading (Anderson & Cheng, 1999)



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theories

1. Self efficacy

a. Definition of self efficacy

With a publication of *Self-efficacy: Toward a Unifying Theory of Behavioural Change* in 1977, Bandura established the concept of self-efficacy. Then, departing from the prevalent cognitivism of the time, Bandura (1986) situated the construct inside a social cognitive theory of human behaviour, embedding cognitive development within a socio-structural network of influences. According to this view, individuals can control their own behaviour and reflect on it, as well as influence their surroundings rather than merely responding to them passively.

Social cognitive theory also assumes that most human behaviour is purposive or goal-oriented and is guided by forethought. It also assumes a meta-cognitive activity, which implies that people are self-reflective and capable of analysing their own behaviour and experiences.

Self-efficacy can be said as an important possession of a human. Self-efficacy is related to specific situations and tasks, which is not the cases for related concepts like self-esteem, self-confidence and

locus of control (Maibach & Murphy cited by Bijl & Baggett, 2001). Perceived self- efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura, 1994/1998). In other words, self-efficacy is the beliefs that individuals hold about their abilities. Self-efficacy is not of a general nature, but related to specific situations. Individuals can judge themselves to be very competent in a specific field and less competent in another field (Bijl & Baggett, 2001).

People are also capable of self-regulation and thus exercise direct control over their behaviour by selecting or controlling conditions in their environment. Later on, Bandura (1997) in his book *Self-efficacy: The Exercise of Control*, further situated self-efficacy within a theory of personal and collective agency that operates in concert with other socio-cognitive factors in regulating human well-being and attainment. Bandura stated self-efficacy beliefs are "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances." (1986, p. 391). Furthermore, he viewed self-efficacy as people's beliefs about their abilities to exercise control over events that are likely to affect their lives, and their beliefs in their capabilities to put together the motivation, cognitive resources, and other action needed to control task demands (Bandura, 1989). In addition, Bandura advanced the idea

that ‘what people think, believe, and feel, affects how they behave” (p. 25). Therefore, self-efficacy is a relatively new construct in academic research (Schunk, 1994).

They assign their success to their own efforts and strategies, believe that their own abilities will improve as they learn more, and recognize that errors are a part of learning, but students with low self efficacy believe that they have innate low ability, choose less demanding tasks on which they will make few errors, and don't try hard because they believe that any effort will reveal their own lack of ability (1992).

According to Bandura (1986) self-efficacy is learners' beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance. This affective variable, affect our decision, behaviours and attempts when facing challenges. Later on, Pajars (2000) extended this definition by adding features to Banduras 'definition which connects to the way students' judges their academic competence.

b. Effects of Self-efficacy

Beliefs According to Pajars, self-efficacy beliefs have a variety of effects on self-regulation and motivation. Decisions: People's decisions and actions are influenced by their self-efficacy beliefs. The

majority of people avoid tasks in which they lack confidence and competence and participate in those in which they do. Effort: they also help determine how much effort people will expend on an activity, Persevere: how long they will persist when dealing with obstacles and failures Resilient: and how resilient they will prove in the face of adverse situations--the higher the sense of efficacy, the greater the effort, persistence, and resilience. Stress and anxiety: Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in a task and the level of accomplishment they realize (Pajares, 1996).

c. Sources for Self-efficacy beliefs

Bandura (1994) posits that four major sources of information are primary in the development of self-efficacy beliefs. First, mastery experiences or “enactive attainment”, that is the most effective way of creating high level of efficacy, and refers to the way people evaluate their own personal attainment in a given domain. It discusses past task accomplishments and is essential to building self-efficacy. Second, social models offer vicarious (observational) experiences that can be used to develop and reinforce effective self-beliefs. The third strategy for bolstering people's conviction that they possess the necessary skills for success is social persuasion; the final strategy for changing self-beliefs is to lessen

stress reactions, modify negative emotional tendencies, and correct misperceptions of physical states.

d. reading self-efficacy

"People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391) is how Bandura (1986) defined self-efficacy. Put another way, self-efficacy can be seen of as a person's belief in their own abilities to learn or accomplish things by planning and executing actions that result in a favourable outcome. That define self-efficacy for reading as readers' views of competence in their ability to successfully complete reading text because this is the type of self-efficacy we investigated in this study (Chapman & Turner, 1995; Guthrie & Coddington, 2009). It has been shown that self-efficacy has a significant impact on students' performance, self-regulation, and motivation for learning (Pajares, 1996; Schunk & Pajares, 2009).

According to Bandura (1986, 1997), people's perceptions of their abilities such as their reading skills are a greater indicator of their conduct than their actual performance. As a result, how people view themselves has a significant impact on how they use their reading abilities and knowledge. Earlier studies (Chapman & Turner, 1995; Mills, Pajares, & Herron, 2007; Wigfield & Guthrie, 1997) demonstrated favorable

associations between students' self-efficacy beliefs and reading performance across a range of developmental levels.

Research also suggests that readers are more likely to demonstrate effort and persistence in reading a text if they believe in their capacity to comprehend it successfully (Solheim, 2011; Waleff, 2010). In other words, readers with high self-efficacy in reading engage in more reading-related activities.

Reading self-efficacy refers to an individual's belief in their ability to successfully perform reading tasks and comprehend texts. According to Bandura (1997), self-efficacy is the belief in one's capabilities to organize and execute actions required to achieve specific goals. In the context of reading, it reflects students' confidence in understanding and interpreting texts. As stated by Schunk and Pajares (2002), students with high reading self-efficacy tend to be more motivated, persistent, and perform better in reading comprehension.

Self-efficacy is one of a cluster of self-processes that have received attention in investigations of motives that drive and control our actions and learning, such as self-concept, self-worth, self-esteem, academic competence beliefs, and outcome expectations (Linnenbrink-Garcia & Patall, 2016). While many of these constructs share conceptual features with self-efficacy, they are distinct from it. Although self-efficacy and self-concept share some similarities, such as perceived competence and multidimensionality, a reader's self-efficacy beliefs are not the same

as that reader's self-concept. Self-concept refers to an individual's collective self perceptions, whereas self-efficacy is more specific to domains, tasks, and beliefs about how an individual will perform on context-specific tasks in specified domains, such as comprehending an editorial on immigration on an English exam. Self-efficacy, in fact, acts as a precursor to the development of self-concept (Bong & Skaalvik, 2003). Self-efficacy is also future-oriented and malleable, whereas self-concept is oriented toward the past and is characterized by its relative stability.

2. Reading Comprehension

a Definition Reading

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is flexible, meaning that the reader employs a range of strategies to read efficiently (Bojovic, 2010, p.1). In addition, Patel and Jain (2008), reading is certainly an important activity for expanding knowledge of a language. Then, reading is a process that starts with decoding the printed and ends with constructing meaning through an active interaction between the writer and the reader.

In brief, reading is a complex process of reconstructing the author's ideas in order to gain meaning from the print. Reading is an activity with a purpose. According to (Sheeba and Ahmad, 2018), the purpose for reading also determines the appropriate

approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. In brief, reading activity is activity which aims to achieve main information.

Reading is a very complex process. It requires concentration. Reading is visual thing. The printed words must produce meaningful thought units, not only must the readers see and identify the symbols in front of him, but he must also interpret what he is reading in the light of his own background, associates it with past experience, and projects beyond this terms of ideas a judgments, application and conclusion (Habibullah, 2012, p.223).

Pointedly, reading is a complex activity because it need in-depth comprehension. Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies.

Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency (Sabouri, 2016, p.229). In short,

reading is an imaginary activity to do along with significant strategies in doing it.

According to Tarigan (2008:7) “reading is a process that is carried out and uses by a reader to obtain messages conveyed by a writer through words that can be seen and known by readers”. In short, reading is an activity to get the meaning of a printed word or symbol and how that ability is used to recognize, understand and interpret words. To comprehend a text, a reader must construct the meaning of the written text. Lems, et al. (2010:170) state that “reading comprehension is the ability to construct the meaning of a given written text”.

b Types of reading

There are various sorts of reading that can be classified as reading genres. Brown identifies four forms of reading in his work on language evaluation principles and classroom practices as follows:

a. Intuitive Reading

The smallest unit of reading is perceptive reading. The components of bigger stretches of discourse, such as letters, words, punctuation, and other graphic symbols, are included in this type of reading. Bottom-Up process is implied in this reading.

b. Picking And Choosing

What a reader reads Instead of perceptive reading, the next sort of reading is selective reading, which is more complex. In this form of reading, lexical, grammatical, and discourse aspects are incorporated into brief phrases.

c. Reading that is interactive

An understanding of negotiating meaning is required for interactive reading. This is a broader category of reading than selective reading. If selective reading comprises of a single short sentence, interactive reading consists of multiple paragraphs on a single page of material. The schemata of the readers play an important role in interactive reading. Background information will aid readers in comprehending the text's meaning and message.

d. In-depth Research

This is the most advanced reading style. Professional articles, journals, books, essays, technical reports, and short stories are examples of extensive reading. Extensive reading involved reading research as well. (Brown H. Douglas, 2004. P. 189-190).

1. Models of Reading

Researchers developed reading models that describe what happens while people read to characterize the interaction between

readers and the text. Three reading models are mentioned by Abbott as follows:

a. The Bottom-Up

Approach The readers in this reading model begin with the smallest unit (letters to words to phrases to sentences etc). The procedure of building the smallest unit becomes fully automated.

b. The Top-Down

Approach Readers apply their own background information to the text in order to fulfil their expectations, assumptions, and inquiries. They keep reading as long as the text they're looking at confirms their expectations. In this reading model, readers' prior knowledge has a significant impact on their reading.

c. Interactive Learning

Environment When both Bottom-Up and Top-Down models are present, this model is used. Depending on the readers' knowledge, language proficiency level, motivation, strategy use, and culturally conditioned belief about reading, this process combines both Bottom-Up and Top-Down approaches (Marilyn L. Abbott, (2006): 633–70).

2. *Purposes of Reading*

People who read want to learn new things and have a specific reason for doing so. According to Wallace (1990), there are three personal reasons for reading:

a. Reading for Survival

Reading for survival entails responding to the environment through reading. It's a life-or-death situation here. People, for example, must read every notice or caution before engaging in regular activities.

b. Reading for Learning

Much of what we read on a daily basis is for the goal of learning. The goal of this reading assignment is to broaden our understanding.

c. Reading for Pleasure

This type of reading is frequently done for children and educational institutions. The goal is to have fun while learning.

d. Definition of Reading Comprehension

The point to which a text or message is understood is known as reading comprehension. It originates from the way written words interact with one another to provide knowledge that is not contained in the text or message. Four language skills phonology, syntax, semantics, and pragmatics are necessary for the creative, complex process of comprehension (Tompkins, 2011). The ability to analyze literature,

comprehend its meaning, and integrate it with prior knowledge is known as reading comprehension.

Learning the meaning of words, comprehending the meaning of a word from its discourse context, recognizing the passage's organization and identifying its antecedents and references, drawing conclusions about its contents, identifying the passage's main idea, responding to questions raised by the passage, identifying the passage's literary devices or propositional structures and determining its tone, comprehending the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.), conveyed for assertions, questioning, commanding, refraining, etc. are all essential skills for effective reading comprehension. and finally able to determine writer's purpose, intent and point of view, and draw inferences about the writer. Reading comprehension is not a passive activity. The students need to take the expectation to get the point of what they read, this ability to comprehend text that influenced by readers' skills and their ability to process information.

1. Indicators of Reading Comprehension

The indicators of reading comprehension skills include questions about the idea of the passage, directly answered questions, indirectly answered questions, vocabulary questions, and overall review questions (Philips, 2001).

2. The Construct of Reading Comprehension

Based on the definition mentioned earlier, reading comprehension refers to the interaction between the reader's ability to process information and the factors that influence it, such as the reader's goals, motivation, and background knowledge when engaging with books, texts, or other printed materials. In this study, interactive reading was used to evaluate students' reading comprehension. This level of reading is considered appropriate for senior high school students. The researcher categorized the elements of reading comprehension into four indicators to measure students' ability to understand a text, such as, Through reading comprehension test by (Dagostino et al., 2014) that matched with reading evaluation for the beginner of Indonesian university students, six salient sub-indicators that emerged in this research were: (1) author purpose; (2) topic; (3) main idea; (4) details; (5) reference; (6) vocabulary in context. examining the students' reading comprehension, author's purpose, topic, main idea, details, reference, and vocabulary in context. The descriptive analysis of SPSS 23 was used to analyse the mean and standard deviation of each indicator of reading comprehension and reading comprehension in general.

e. The correlation between self efficacy and reading comprehension.

Studies on reading motivation indicate that second language learners, who feel competent and efficacious about reading, are more likely to engage in reading, and their motivation is positively correlated with reading comprehension (Wigfield, & Guthrie, 1997; Wigfield, et al, 2004). self-efficacy is vicarious experiences that are the acquiring and the

use of self-efficacy in comparison to the others' performances in the social context. In this kind of resource, students believe that they are also able to do the tasks that their peers are able to do. Enhancing self-efficacy is persuasion or persuasive information from others like verbal encouragements that improve the learners' motivation in succeeding a task. The last mentioned source in enhancing self-efficacy beliefs is physiological reactions like heart rate, stress, and so on, and as Schunk and Meece (2005) stated, lower emotional states can be an indicator of more self-efficacy.

B. Review of related studies

The relevant research contains a systematic description of the result of previous research (prior research) on the issues to be study. it means that relevant research is used to explain differences or strengthen the research results with existing research. So, in this research, the relevant research is the thesis scientific journals :

In a study conducted by Mahdiah Naseri (2012), Naseri and Zafranieh examined the relationship between Iranian EFL learners' reading self-efficacy beliefs, reading strategy use, and reading comprehension levels. This correlational research involved eighty junior and senior EFL students who were administered the Michigan Reading

Comprehension Test, a self-reported Reading Strategy Use Questionnaire, and a Reading Self-Efficacy Questionnaire. The analysis using the Spearman Correlation Coefficient, descriptive statistics, and canonical correlation showed that: (a) there was a strong positive correlation between reading self-efficacy beliefs and reading comprehension, as well as between reading self-efficacy beliefs and reading strategy use; (b) cognitive strategies were the most commonly used, followed by lexical strategies; and (c) lexical strategies were also found to be the most frequently applied among participants.

The research conducted by Firtri et al., (2019). the title is “The Correlation Between Reading Self-Efficacy and Reading Comprehension was ever investigated” The purpose of this study was to determine the relationship between reading self-efficacy and reading comprehension. A correlational design with a quantitative approach was employed. The participants were 273 twelfth-grade science students from SMAN 5 Bengkulu. Data were collected through two instruments: (1) a reading self-efficacy questionnaire to measure students’ self-efficacy in reading, and (2) a reading comprehension test to evaluate their comprehension skills. The correlation between the two variables was analysed using the Pearson Product Moment formula in SPSS 15. The results indicated a significant positive relationship between reading self-efficacy and reading comprehension. Since the significance value was 0.000 (< 0.05), H1 was

accepted while H_0 was rejected. Therefore, it can be concluded that higher reading self-efficacy is associated with better reading comprehension.

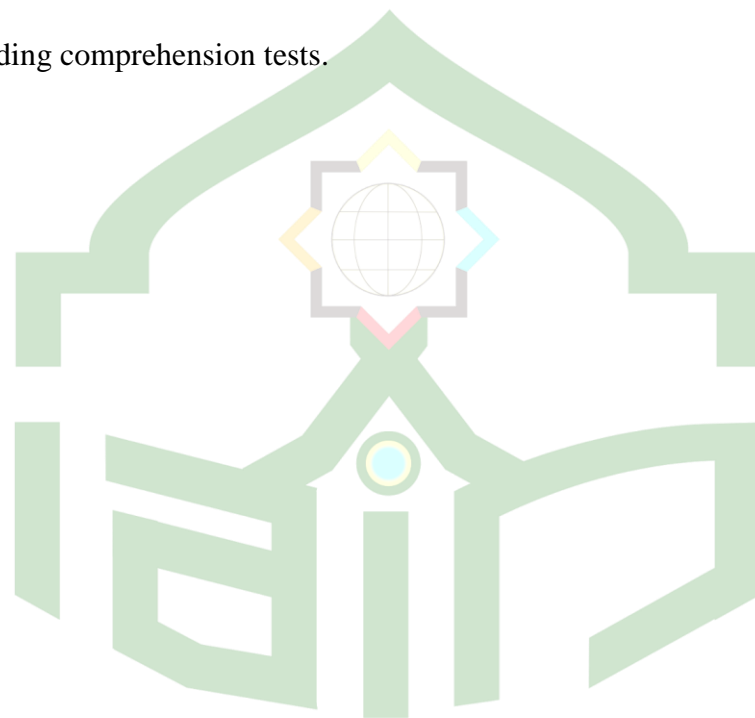
The research conducted by Asri Nofa rama (2022) with the title “the correlation between self efficacy and students’ reading comprehension of second grade students at sma negeri 2 wawotobi”. This research aimed to know the correlation between students’ self-efficacy and their reading comprehension at SMA N 2 Wawotobi. This research used correlative research design. The researcher conducted this research in SMAN 2 Wawotobi. The population of this research that consisted of four classes with the number of populations was 129 students. Since the number of populations was large, the researched used simple random sampling technique. The number of sample of this research was 32 science students. A questionnaire was used to measure students’ reading self-efficacy and a reading test was conducted to know students’ reading comprehension. The collected data then the researcher analysed by using the correlational analysis computerized with SPSS 24. Based on the 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 was smaller than 0.05 (0.002).

The research conducted by Reni Sarah (2022) with the title “the correlation between students’ self-esteem and their reading comprehension in descriptive text at the eleventh grade of smk negeri 2 kotabumi north

lampung academic year 2020/2021". Reading is one of four language skills in learning English, so that it is important for the students to learn reading. However, there are many students do not succeed in reading comprehension in descriptive text. Most of the students still face difficulties in reading comprehension. This happens because students' interest in reading is still low. One other problem is that many students lack self-esteem in learning. In this research aims to find out the correlation between students' selfesteem and their reading comprehension in descriptive text at the eleventh grade of SMK Negeri 2 Kotabumi Academic Year 2020/2021. Therefore, researcher carried out quantitative research to carry out further research. The population of this research all students of class XI and the researcher took 38 students as research subjects using proportional random sampling to take sample from the research. The instrument used by the researcher was in the form of multiple choice test and a questionnaire. In analysing the data, the researcher used the product moment correlation with a significance level of 5%. The result of the hypothesis test was found that observed $3.137 >$ table 0.681 , it showed that observed $>$ table. Therefore, it can be concluded that there is correlation between students' self-esteem and reading comprehension in descriptive text at the eleventh grade of SMK Negeri 2 Kotabumi Academic Year 2020/2021.

This study shares a similarity with previous research in that it explores the relationship between reading self-efficacy and reading

comprehension. However, it differentiates it self by specifically examining the impact of reading self-efficacy on the reading comprehension skills of English education students at the Islamic Institute of Kerinci in their 3th, 5th and 7th semesters. The research employs a purposive sampling method, targeting individuals or groups with similar experiences or studies. To gather data, questionnaires will be distributed alongside reading comprehension tests.



C. Conceptual Framework

In theory, every student has a level of self-efficacy reading, therefore they will find something that will help them improve their self-efficacy. Based on the previous discussion, it can be inferred that there is a relationship between students' self-efficacy and their

reading comprehension. The higher a student's reading self-efficacy, the better their ability to enhance their reading comprehension skills.

D. Hypothesis

The hypotheses of this research are formulated as follows:

1. H1 = There is a correlation between students' self-efficacy and reading comprehension at the English department study program of the Islamic institute of kerinci the academic year 2024/2025.
2. H0 = There is no correlation between students' self-efficacy and reading comprehension at the English department study program of the Islamic institute of kerinci the academic year 2024/2025



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CHAPTER III

RESEARCH METHODOLOGY

A. Design of The Research

The study utilized methods focused on correlation. Regarding the correlational study, the study of two or more quantitative variables is known as correlation research. In correlation study, there are two variables: the independent variable and the dependent variable (Elizabeth A. Curtis, Catherine Comiskey, and Orla Dempsey:2016). The objective of correlation research is to determine the relationship between variables and make predictions based on that information. In correlation study, there are three possible outcomes: a positive correlation, a negative correlation, or no connection. The range of association coefficients is -1.00 to 1.00, with 0 denoting no link. If the number is equal to or greater than 1.00, the correlation is positive. There is no connection when the number is 0. The correlation is negative if the number is less than 1.00.

The scores of the variables tend to move in the same direction when there is a positive connection. When the independent variable changes, the dependent variable changes as well. The correlation coefficient is 1.00. Negative correlation means the variables move in opposite direction. It happens when the independent variables increases but the dependent variable decreases or when the independent variable decreases and the dependent variable increases. The correlation coefficient is -1.00. Subsequently, no correlation indicates that no relationship between the variables. The correlation coefficient of no correlation is 0. (Bruce Thompson,2005)

B. Population, Sample, and Sampling

1. Population

All unique, complete objects with learnable properties are defined as population by Wallen. (Fraenkel, et al, 2021) All research subjects, whether human, animal, object, or anything else, are included in the population. The population in this study is the students of Tadris English IAIN Kerinci academic year 2024/2025. The total number of students is 110 people who are divided into Tadris English students IAIN Kerinci.

Table 3.1
Population

No	Population	Male	Female	Total
1.	Semester 3	18	21	39
2.	Semester 5	9	13	22
3.	Semester 7	11	11	22
4.	Semester 9	9	18	27
	Total	47	63	110

2. Sample

According to Fraenkel, Wallen, Hyun (2021) Gall et al define samples as population statistics that are sent to the population. Thus, a sample is a small representative portion of a population with the same characteristics as the rest of the population. This research was conducted using purposive sampling, according to Patton (2015) purposive sampling allows researchers to focus on individuals or groups who have relevant experience or knowledge, so that the data obtained is more in-depth. the reason researchers use the purposive sampling method sampling method

because the research was only conducted in English majors in the 3th, 5th and 7th semesters who had studied reading, by using purposive sampling the researcher hopes that the sample criteria obtained are truly in accordance with the research to be carried out. This research would be conducted in the 3th, 5th, and 7th semesters of the English language study program with a total of 110 students consisting of 47 men and 63 women.

C. Instrument of the research

1. Reading Self Efficacy Questionnaire

The purpose of the Reading Self-Efficacy Questionnaire is to assess a person's confidence in their reading skills. Albert Bandura's theory of self-efficacy, which defines self-efficacy as an individual's belief in their capacity to plan and execute the activities required to accomplish a certain goal, is the foundation of this idea. When it comes to reading, reading self-efficacy is the reader's belief in their capacity to comprehend and effectively finish reading assignments. The Reading Self-Efficacy Questionnaire often asks respondents to rate their degree of confidence in their reading skills through a series of questions.

The instruments of this research were reading self-efficacy questionnaire and reading comprehension test. The questionnaire items were adapted from the previous research by Koşar, Akbana, & Yakar (2022). The researcher changed the format, from a question become a statement. The researcher also added some items in order to suit the questionnaire to the samples' materials. The samples' materials come

from curriculum 2013 and the English teacher. The total score of 24 items questionnaire was used to know the students reading self-efficacy.

Table 3. 2
Instrument Questionnaire

No	Indicator	Sub- Indicators	Item No.
1	Confidence in Understanding Texts	Understand the main idea /main idea	1, 2
		Understand reading details & answer question	4, 7
		Conclude content reading	5
2	Confidence in Vocabulary Handling	Guessing the meaning of words through context	3
		Understand reading even though There is Lots term	19
3	Confidence in Reading Different Text Types	Read article / text non-fiction	6, 12
		Read story short	11
		Understand long and complex reading passages	8, 21
		Read instructions speaking English	9
		Understanding graphs/tables in reading	13
4	Confidenc in Comprehension Strategies	Identifying objective writer	14
		Connect information between paragraph	18
		Understand without translating word for word	15
5	Reading Confidence & Emotional Control	Read without anxiety	6
		Able to read in pressure (exam)	16
		Not easy give up If reading difficult	17
6	Functional Reading Confidence	Read topic new	10
		Read topics that are not liked	24
		Reading email or message text	20
		Read book text in a way independent	22
		Read text in front class	23

	Understand formal language	25
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Reliability in the context of factor analysis refers to the consistency and stability of the measurement instruments or factors. In the study, the reliability of the factors was supported by the appropriate factorability of the data, as indicated by the Kaiser-Meyer-Olkin measure and Bartlett's test, which suggested that the data were suitable for factor analysis. Additionally, the bifactor model demonstrated good fit indices (e.g., TLI = .98, CFI = .99, RMSEA = .03, SRMR = .06), further supporting the reliability of the model in capturing the underlying constructs.

2. Reading test

The reading comprehension section of the TOEFL, specifically the TOEFL IBT (Internet-Based Test), assesses participants' proficiency in reading and understanding university-level English academic literature. The questions on the reading comprehension test are created by the Ruang Guru website, in these questions, students' understanding is tested in reading short texts to find out how

Far the students' comprehension ability is in understanding the content and main ideas of the text, the indicators contained in the questions are divided into two different text themes and contain different indicators in the first question text, understanding the benefits and concepts of outdoor sports, students are asked to identify and explain, in the second test question, understanding the content of the story, characters, vocabulary, and context of the story, in this second test question, students

are asked to identify, interpret, explain, and also assess the text. The number of questions is 15 questions and there is text.

Table 3. 3

Instrument reading test

Variable	Indicator	Sub indicator	Question form	Item Number
Reading Comprehension	Identifying explicit information	Mentioning the benefits of outdoor sports from the text	Multiple choice	1,3,5,9
	Summarizing the main idea	Determining why outdoor sports are considered holistic	Multiple choice	2,7
	Interpreting the meaning of words/phrases	Explaining the meaning of the word "aspiring" in the context of the story	Multiple choice	6,10,14
	Finding important details	Determining activities not mentioned in the text	Multiple choice	8,12
	Explaining cause-and-effect relationships	Explaining why the character feels nervous when performing	Multiple choice	4,11,13
	Identifying the author's purpose/function of the paragraph	Explaining Sarah's purpose for inviting others to watch Emily's practice	Multiple choice	15

	Assessing the character's attitude or character	Assessing how Emily performed during practice	Multiple choice	
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The test instrument in this study was adapted from Web English Academic provided by Ruang Guru. These test questions were chosen because they align with the research objective, which is to measure students' reading ability at the academic level. The material contained in the questions covers various aspects of reading skills, such as understanding main ideas, finding detailed information, summarizing the content of the reading, and analyzing the meaning of vocabulary in context.

The adopted questions underwent a selection process to suit the research needs, both in terms of difficulty level and suitability to expected competencies. Therefore, this test instrument is expected to provide an accurate picture of students' reading ability and serve as a valid and reliable measurement tool in this study.

D. Technique of Collecting data

Data collection in this study was conducted using Google Forms as the primary medium. Google Forms was chosen because it is easy to use, can be accessed online, and can automatically save respondents' answers in a neat format. This eliminates the need for manual input, thus minimizing data recording errors.

So, both tools are scientifically valid and reliable. It means that the research no longer needs longer needs to test the validity and reliability of instrument.

a. Questionnaire

The researcher using a questionnaire to measure the English department at state Islamic of kerinci ,students‘ self-efficacy. The reading self-efficacy questionnaire will adopted from Wang. There were 20 items of reading self-efficacy questionnaires. Wang has proven that this questionnaire is both valid and reliable.

The questionnaire data collection in this study was conducted online using Google Forms for practicality, efficiency, and ease of access for respondents. In the first stage, the researcher developed a questionnaire instrument based on the research variable indicators, namely reading self-efficacy. The questionnaire was structured as statements with a five-choice Likert scale: strongly agree, agree, undecided, disagree, and strongly disagree. In the second stage, the prepared questionnaire was then uploaded to Google Forms. At the beginning, the researcher added the respondent's identity (name, student ID number, and class) and instructions to ensure respondents understood how to answer each item correctly. In the third stage, the Google Form link was shared with the research respondents, students of the English Language Education Study Program at the Kerinci Islamic Institute for the 2025/2026 academic year, through the class WhatsApp group and official email. The researcher gave

respondents a specific deadline to complete the questionnaire completely and honestly. In the fourth stage, after all questionnaires were collected, the response data was automatically recorded in the Google Forms system. The data was then downloaded in Excel format to be checked for completeness before being scored according to research guidelines. Next, the collected data was analyzed using statistical software to identify relationships between variables. Using Google Forms made the data collection process more effective, minimized paper use, and facilitated data processing because results could be immediately documented digitally.

a. Test

The test data collection process in this study was conducted using digital media, namely Google Forms. The first step, researchers developed reading comprehension test questions adapted from Web English Academic by Ruang Guru. The questions were structured as multiple-choice and short essays according to reading ability indicators, such as finding the main idea, understanding detailed information, interpreting vocabulary in context, and drawing conclusions from the reading. The second step, the prepared questions were then uploaded to Google Forms. At the beginning, researchers added completion instructions and respondent identification (name, student ID number, and class) to facilitate data processing. The timeframe for completing the test was also adjusted to ensure respondents completed the test seriously and

adhered to the specified deadline. The third step, the Google Form link was distributed to students of the English Language Education Study Program at the Kerinci Islamic Institute for the 2025/2026 academic year via the class WhatsApp group and the official student email address. Respondents were given sufficient time to complete the test according to the predetermined schedule. The fourth step, after all respondents completed the test, the results were automatically recorded in Google Forms and can be downloaded in Excel format. The data was then reviewed to ensure completeness and scored according to assessment guidelines. Next, the test scores were processed using a statistical program to determine students' reading ability levels and their relationship to other research variables.

Using Google Forms made the test data collection process more effective and efficient, minimizing administrative errors because the results could be immediately documented digitally.

E. Technique of Data Analysis

After collecting data the next step would be analysing the data to find out the results of assessment on the 3,5, and 7 semester English educational program students' English reading self efficacy and English reading comprehension. The part of analysis would be conducted descriptively by calculating the scores of students' self-efficacy from the answers of the given questionnaire and by calculating the scores of students' English reading comprehension based on the given test. First

determine the level of reading self efficacy and reading comprehension employed the mean based as the level category of high, moderate, and low of reading self efficacy (Mokhtari et al,2018) as table below.

Table 3. 4
The Guidance of Score Interpretation on MARSII-R Instrument

Category	Score
High level of awareness	3.5 or higher
Medium level of awareness	2.5 – 3.4
Low level of awareness	2.4 – Low

second, using mean and standard deviation calculated the level of reading comprehension they are high level, moderate level, and low level of comprehension(Azwar,2012)

Table 3. 5
Interpretation Of Self-Efficacy In Reading Levels

Range of Scores	Category	Description
$X \geq \mu + 1\sigma$	High	Students have strong confidence in their reading ability.
$\mu - 1\sigma \leq X < \mu + 1\sigma$	Moderate	Students have moderate confidence in their reading ability.
$X < \mu - 1\sigma$	Low	Students have low confidence in their reading ability.

Analysis employed in this study was of descriptive statistics and inferential statistics. Descriptive statistics were applied to calculate the mean, mode, median, standard deviation, and percentage (Creswell, 2012; Vogt & Johnson, 2015) by using SPSS 20. In this study, descriptive

statistics such as the mean and percentage were used to determine the levels of students' self-efficacy in reading and their reading comprehension.

The levels of self-efficacy were classified based on the criteria derived from a normal distribution, which involved the use of the mean (μ) and standard deviation (σ) as references for categorization (Azwar, 2020). Meanwhile, the classification of students' reading comprehension levels followed the guidelines of score interpretation that distinguish categories of achievement.

1. Descriptive statistic

- a. Questionnaire

Descriptive analysis in this study was conducted using SPSS version 20 to analyse the questionnaire data. The purpose of descriptive analysis was to describe the distribution of respondents' responses for each item. The results are presented in the form of frequencies, percentages, means, and standard deviations.

The questionnaire used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Data were entered into SPSS and analysed using the Descriptive Statistics menu. The output provided information on the mean score, which indicates the central tendency of respondents' responses, and the standard deviation, which indicates the variation in responses.

The frequency distribution and percentage of responses for each item were also calculated. These descriptive results provide a general overview of how

respondents perceived each statement in the questionnaire before proceeding to further statistical testing such as correlation or regression analysis.

b. Test

Descriptive statistical tests are used to summarize the basic features of the data collected from the questionnaire. In this study, the tests were conducted using SPSS version 20. Descriptive analysis includes several statistical measures:

1. Frequency and Percentage

Used to describe how many respondents selected each response option (e.g., Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

2. Mean (Mean Score)

Indicates the central tendency of respondents' responses. A higher mean indicates stronger agreement with the questionnaire item.

3. Standard Deviation (SD)

Indicates the extent of variation in responses. A small SD means responses are close to the mean, while a large SD means responses are more spread out.

4. Minimum and Maximum Scores

Provide information about the lowest and highest responses given by respondents.

The results of descriptive statistical tests are presented in SPSS output tables. These tables summarize respondents' overall perceptions and provide a baseline before moving on to inferential statistical tests such as correlation analysis.

2. Inferential statistic

Inferential statistics were conducted to test the research hypotheses and to determine the relationship between the variables. In this study, the inferential analysis was carried out using SPSS version **20**. Several steps were taken before the main test:

a. Pre-Requirement

Test In this research, before analysing the hypotheses, the researcher had to find the normality and the linearity of the sample first.

1. Normality

The Shapiro-Wilk (S-W) and Kolmogorov-Smirnov (K-S) tests were used to test for normality, and the findings showed that both tests had significance values (p-values) larger than 0.05. This suggests that the study data's distribution does not substantially depart from the normal distribution. As a result, the data may be regarded as regularly distributed.

It is permissible to use parametric statistical tests in the following analysis as the assumption of normalcy has been met. To check the normality of the dependent variable, it will done by using SPSS 20.

2. Homogeneity

One of the assumptions that must be met in inferential analysis is that the data have homogeneous variance across groups. The homogeneity test aims to determine whether the variances of the compared data groups are equal or significantly different.

In this study, the homogeneity test was conducted using Levene's Test of Equality of Error Variances in SPSS 20. The test criteria are as follows: if the significance value (Sig.) is > 0.05 , the data can be considered homogeneous. If the significance value is < 0.05 , the data are considered non-homogeneous (Ghozali, 2018).

Based on the analysis results using Levene's Test, the significance value was 0.242, which is greater than 0.05. Therefore, it can be concluded that this research data meets the assumption of homogeneity and is suitable for further inferential statistical analysis.

3. Linearity

Table 3. 6
Test Of Linearity Between Self-Efficacy And Reading Comprehension

Variable Combination	F	Sig.	Interpretation
Self-Efficacy * Reading Comprehension (Linearity)	12.457	0.001	Significant linear relationship
Self-Efficacy * Reading Comprehension (Deviation from Linearity)	1.214	0.298	No significant deviation → Linear

Based on Table 3.5 the results of the linearity test show that the significance value for Linearity is $0.001 < 0.05$, which means there is a significant linear relationship between the variables of self-efficacy and reading comprehension. Meanwhile, the significance value for Deviation from Linearity is $0.298 > 0.05$, which indicates no deviation from linearity. Thus, it can be concluded that the relationship between self-efficacy in reading and reading comprehension is linear, so that the Pearson correlation analysis can be continued.

4. Correlation analysis

Foreheewing the correlation of reading self efficacy and reading comprehension used person product moment formula by SPSS 20, Pearson Product Moment correlation is a statistical analysis method used to determine the strength and direction of a linear relationship between two variables, with the result being a correlation coefficient (r) between -1 and $+1$. The interpretation of the r value can indicate whether the relationship is very low, low, moderate, strong, or very strong.

5. Test hypothesis

Table 3. 7
The Interpretation Of R Value

r value	Interpretation
0.800 – 1.00	Very strong
0.600 – 0.79	Strong

0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	Very low

According to Sugiyono (2017), the interpretation of the correlation coefficient (r) can be categorized into five levels, namely very low, low, medium, strong, and very strong. If the correlation coefficient is in the range of 0.000–0.199, it indicates a very low relationship between the two variables. A coefficient between 0.200–0.399 shows a low relationship, while a coefficient between 0.400–0.599 is categorized as a medium relationship. Furthermore, a correlation coefficient ranging from 0.600–0.799 reflects a strong relationship, and a coefficient within 0.800–1.000 indicates a very strong relationship. In this way, the r value not only determines the direction of the relationship (positive or negative) but also provides a clear interpretation of the degree of association between the variables studied.

- H0 There is no significant correlation between self-efficacy and reading comprehension among students. Mathematically, this can be represented as $r=0$ or $0.000 - 0,199$, where r is the correlation coefficient.
- H1 There is a significant positive correlation between self-efficacy and reading comprehension among students. This can be expressed as $r>0$ or $>0.800 - 1.00$

6. Validity

TOTALQ				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	1	1.9	1.9

60	1	1.9	1.9	3.7
69	1	1.9	1.9	5.6
71	2	3.7	3.7	9.3
72	2	3.7	3.7	13.0
74	2	3.7	3.7	16.7
79	2	3.7	3.7	20.4
83	3	5.6	5.6	25.9
84	8	14.8	14.8	40.7
85	1	1.9	1.9	42.6
86	2	3.7	3.7	46.3
87	2	3.7	3.7	50.0
89	3	5.6	5.6	55.6
90	1	1.9	1.9	57.4
93	2	3.7	3.7	61.1
94	2	3.7	3.7	64.8
96	6	11.1	11.1	75.9
97	1	1.9	1.9	77.8
98	4	7.4	7.4	85.2
99	1	1.9	1.9	87.0
101	1	1.9	1.9	88.9
103	1	1.9	1.9	90.7
107	1	1.9	1.9	92.6
109	1	1.9	1.9	94.4
110	2	3.7	3.7	98.1
120	1	1.9	1.9	100.0
Total	54	100.0	100.0	

The frequency distribution of students' total scores on the *Reading Self-Efficacy Questionnaire* is presented in the table above. The data show that the lowest total score obtained by the respondents is 47, while the highest score is 120. There were 54 valid responses collected from the students. Most of the students scored between 83 and 98, indicating that the majority of the respondents demonstrated a moderate to high level of reading self-efficacy. Based on the distribution, the mode (the most frequently occurring score) is 84, obtained by 8 students (14.8%). This means that most students rated themselves fairly confident in their reading abilities. In contrast, only a few students scored below 70, suggesting that low reading self-efficacy is relatively uncommon among the participants. Overall, the results indicate that students generally have good confidence in their ability to understand English reading materials, although a small number still show lower self-efficacy levels.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.957	25

7. Reability

The result of the reliability analysis showed that the Cronbach's Alpha value was 0.758, while the Cronbach's Alpha based on standardized items was 0.957. According to George and Mallery (2003), a Cronbach's Alpha value greater than 0.70 indicates that the instrument has an acceptable level of reliability. Therefore, the obtained value of 0.758 suggests that the *Reading Self-Efficacy Questionnaire* is reliable and consistent in measuring students' reading self-efficacy. This means that the instrument items are interrelated and consistently represent the same construct, making it appropriate to be used for further data collection and analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This study was conducted to see the correlation between students' reading self-efficacy and students' reading comprehension in the English Language Education study program of the Kerinci Islamic Institute in the 2025/2026 academic year. This study was conducted at the Kerinci Islamic Institute from June 3, 2025 to August 3, 2025, with a total of 83 students with a total of only 54 people willing to take the test and fill out the questionnaire.

1. Descriptive analysis

a. Students reading self-efficacy

The result of the questionnaire for students, reading self-efficacy can be seen in *Appendix 4* page 70 and the recapitulation analysis on students' reading self-efficacy in the 3,5,and 7 semester of the English education program of the state Islamic institute of kerinci, describe as follow.

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Table 4. 1
Item Questionnaire

Optional	Score
Strongly agree	5
Agree	4
Doubt	3
Disagree	2
Strongly disagree	1

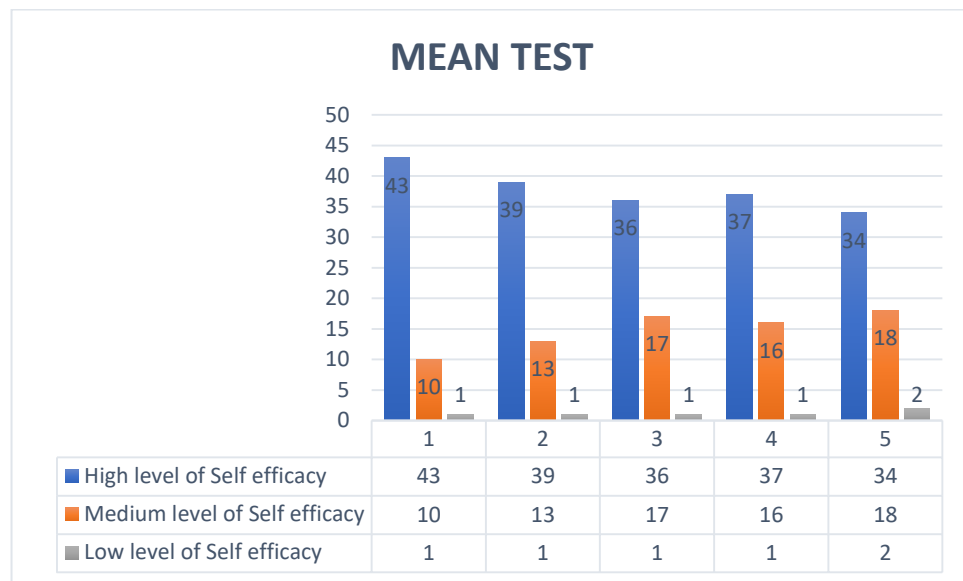
After conducting research and processing the data in the table below, the results obtained through data processing and analysis will be presented. The

presentation of these research results aims to answer the research questions and test the hypotheses that has been established previously.

Table 4. 2
Results of self-efficacy levels

	Intervals	Overall	SI1	SI2	SI3	SI4
High level of self efficacy	3.5 or higher	43	39	36	37	34
Medium level of self efficacy	2.5 - 3.4	10	13	17	16	18
Low level of self efficacy	2.4 or lower	1	1	1	1	2

Based on the table above, it can be observed that most students fall into the category of a high level of self-efficacy, with mean scores of 3.5 or higher across all indicators. The overall result shows that 43 respondents demonstrated a high level of self-efficacy, while 10 respondents were categorized as having a medium level (2.5–3.4), and only 1 respondent was identified as having a low level (2.4 or lower). A similar trend is seen in each sub-indicator (SI1–SI4), where the majority of respondents consistently show a high level of self-efficacy, followed by a smaller number in the medium category, and very few in the low category. Although there is a slight fluctuation in the number of students across indicators—for example, the high level decreases from 43 in the overall score to 34 in SI4—the data still indicate that students generally possess strong confidence in their reading abilities. Therefore, it can be concluded that the students’ overall reading self-efficacy is predominantly high, reflecting positive self-belief in their capacity to understand and engage with English reading materials effectively.



Based on the chart and table above, it can be interpreted that the majority of students possess a high level of reading self-efficacy, with an average score of 3.5 or higher. In the first item, 43 respondents were classified as having a high level of self-efficacy, while 10 respondents were in the medium category, and only 1 respondent fell into the low category. A similar trend can be observed in items two through five, where the group with a high level of self-efficacy consistently dominates compared to the other categories. Although there is a slight decrease in the number of respondents in the high category—from 43 in item one to 34 in item five—the overall pattern still indicates a positive tendency in students' confidence regarding their English reading ability. Meanwhile, the number of respondents with a low level of self-efficacy remains minimal, suggesting that, in general, students demonstrate a strong belief in their capacity to comprehend reading texts. These findings indicate that students' reading self-efficacy is at an optimal level and potentially contributes positively to their reading comprehension skills.

b. Reading comprehension test

Reading comprehension tests were administered to students in their third, fifth, and seventh semesters, yielding varying results. The following is a scale of the students' reading comprehension test results, with individual results shown in *appendix-*.

In the table above, can see the results of the table above, an average of 64 was obtained from all the data that had been calculated, of the scores obtained by each test participant, which are very varied, with the highest score being 100 and the lowest score being 7, with the displayed score criteria being A as the best score, B as good, C as sufficient, D as bad, and E as very bad. From the results above, you can find the final results of the two variables.

Table 4. 3
Reading Comprehension Test

Range score	Criteria	Rating Quality	Frequency
88 - 100	A	Very Good	7
76 - 88	B	Good	16
60 - 75	C	Moderate	10
40 - 60	D	Bad	8
0 - 40	E	Very Bad	13

2. inferential analysis

Based on the results of the data that has been processed in the SPSS application, it can be concluded that the two variables, namely reading self-efficacy and reading comprehension, have a mutually connected relationship among students at the Kerinci State Islamic Institute.

a. Normality test

To determine whether there is a linear relationship between variable X and variable Y, a linearity test was conducted using ANOVA. The test results are shown in the following table.

Table 4. 4
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters	Mean	.0000000
	Std. Deviation	22.64937774
Most Extreme Differences	Absolute	.111
	Positive	.076
	Negative	-.111
Test Statistic		.111
Asymp. Sig. (2-tailed)		.095 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the ANOVA analysis, it can be concluded that the relationship between variables X and Y is linear, because the significance value in the linearity test and deviation from linearity is greater than 0.05. Thus, the data meets the assumption of linearity and can be used for further correlation analysis.

b. Homogeneity

In addition to the normality test, this study also conducted a homogeneity of variance test to determine whether the data had the same variance between groups.

This test used Levene's Test, and the results are shown in the following table.

Table 4. 5
Test Of Homogeneity Of Variances

Levene Statistic	df1	df2	Sig.
1.982	10	34	.067

Based on the table, the Levene Statistic value is 1.982 with degrees of freedom ($df1 = 10$, $df2 = 34$) and a significance value (Sig.) of 0.067. Since the Sig. value is greater than 0.05, it can be concluded that the variance of the data in each group is homogeneous.

c. Linearity

To determine whether there is a linear relationship between variable X and variable Y, a linearity test was conducted using ANOVA. The test results are shown in the following table.

Table 4. 6
Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
y * x	Between Groups	(Combined)	11002.483	19	579.078	1.193	.318
		Linearity	239.437	1	239.437	.493	.487
		Deviation from Linearity	10763.046	18	597.947	1.232	.292
	Within Groups	16508.350	34	485.540			
Total			27510.833	53			

Based on the results of the ANOVA analysis, it can be concluded that the relationship between variables X and Y is linear, because the significance value in the linearity test and deviation from linearity is greater than 0.05. Thus, the data meets the assumption of linearity and can be used for further correlation analysis.

d. Correlation test

The results of the correlation test that has been conducted will be displayed in the table below.

Table 4. 7
Correlation Of Reading Self Efficacy And Reading Comprehension

		questionnaire	test
Question naire	Pearson Correlation	1	.101
	Sig. (2-tailed)		.467
	N	54	54
test	Pearson Correlation	.101	1
	Sig. (2-tailed)	.467	
	N	54	54

Based on the results of the Pearson correlation analysis, a correlation coefficient of 0.101 was obtained with a significance value of 0.467. This value indicates that the relationship between the questionnaire results and the test results is in the very weak and insignificant category, because the significance value is greater than 0.05. Thus, it can be concluded that there is no significant relationship between the two variables. The results of this study indicate that the questionnaire data does not have a significant influence on the test results, so both run independently in the context of this study. The next stage, the data was analysed using SPSS or other statistical tools. Using this software, a Pearson Product Moment correlation test was conducted to determine the relationship between variables X and Y. The results of this calculation yielded a Pearson Correlation value of 0.074 and a Sig. (2-tailed) of 0.594, with a total of 54 respondents (N).

e. Hypothesis Test Results

The hypotheses in this study are as follows:

- H_0 (Null Hypothesis): There is no significant relationship between variable X and variable Y.
- H_1 (Alternative Hypothesis): There is a significant relationship between variable X and variable Y.

Based on the results of the hypothesis test using Pearson correlation analysis, a correlation coefficient of 0.101 was obtained with a significance level (Sig. 2-tailed) of 0.467. This correlation coefficient value indicates that the relationship between the questionnaire results and the test results is very weak, as the r value approaches 0. Meanwhile, a significance value greater than the 0.05 level indicates that the relationship is statistically insignificant.

Referring to these results, the hypothesis test can be concluded as follows: H_0 (null hypothesis) is accepted and H_1 (alternative hypothesis) is rejected. This means there is no significant relationship between the questionnaire results and the test results. This confirms that the two instruments used in this study do not have a meaningful relationship in describing the abilities or phenomena being measured.

These results indicate that respondents who score high on the questionnaire do not necessarily score high on the test, and vice versa. In other words, the two variables tend to operate independently. This finding aligns with the view that questionnaires tend to measure aspects of perception, beliefs, or

attitudes, while tests emphasize respondents' actual abilities (performance). This difference in characteristics likely contributed to the insignificant relationship between the two.

Theoretically, these results also suggest that the use of questionnaires and tests in research should be tailored to the intended objectives. If the research objective is to measure actual abilities, then a test is more appropriate. Conversely, if the research objective is to explore perceptions or attitudes, then a questionnaire is more appropriate. Therefore, this study demonstrates the importance of selecting the right instrument so that the results obtained provide an accurate picture of the variables being studied.

B. Discussion

The findings of this study revealed that there was no significant correlation between students' reading self-efficacy and their reading comprehension, as indicated by the correlation coefficient $r=0.101$ with a significance value of $p=0.467$. This result shows that although students demonstrated relatively high self-efficacy in reading, this confidence did not necessarily align with their actual performance on reading comprehension tests.

This result is different from several previous studies. For example, Naseri and Zafranieh (2012) reported a significant positive correlation between reading self-efficacy, reading strategy use, and reading comprehension among Iranian EFL learners. Similarly, Fitri et al. (2019) also found a strong correlation between

students' reading self-efficacy and their reading comprehension, concluding that the higher the students' self-efficacy, the better their reading comprehension achievement. In line with these, Asri Nofa Rahma (2022) also demonstrated a significant positive correlation between self-efficacy and reading comprehension with $p < 0.05$, suggesting that students with higher self-efficacy tend to achieve better reading outcomes.

Unlike those studies, however, the present research aligns more with the view that self-efficacy and actual performance may operate independently depending on contextual and methodological factors. One possible explanation is the nature of the instruments used. While questionnaires measure students' beliefs, perceptions, and attitudes, reading comprehension tests assess actual ability, and the two may not always match. This discrepancy highlights that students who feel confident are not always able to perform well in practice, especially when faced with academic reading tasks that require higher-order thinking skills and advanced vocabulary knowledge.

Therefore, this study contributes to the body of knowledge by providing evidence that in the context of English Education students at the Islamic Institute of Kerinci, self-efficacy alone cannot be used as a reliable predictor of reading comprehension performance. It emphasizes the need for educators to balance the development of students' confidence with concrete strategies and continuous practice to ensure that students' beliefs are in harmony with their actual reading achievements.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it can be concluded that there is no significant relationship between students' reading self-efficacy and their reading comprehension in the English Language Education Study Program at the Kerinci State Islamic Institute for the 2025/2026 academic year.

The Pearson correlation result showed a coefficient of 0.101 with a significance value of 0.467 (> 0.05), indicating that the relationship between the two variables is very weak and statistically insignificant. This means that students' confidence in their reading ability (self-efficacy) does not necessarily correspond to their actual performance in reading comprehension tests.

These findings suggest that high self-efficacy does not automatically lead to high comprehension achievement, and vice versa. Therefore, both aspects—the affective (self-efficacy) and cognitive (reading comprehension)—need to be developed together in the learning process.

B. Suggestions

Based on the research conclusions regarding the relationship between reading self-efficacy and reading comprehension among students in the English Language Education Study Program at the Kerinci State Islamic Institute for the 2025/2026 academic year, the author offers the following recommendations:

1. For Students

Students are expected to continue improving their reading skills by practicing more with various types of texts, both academic and non-academic. Furthermore, students need to balance self-efficacy with actual skills (performance) through reading strategy exercises, such as skimming, scanning, and summarizing, to optimize reading comprehension.

2. For Lecturers/Instructors

Lecturers need to pay more attention to developing students' reading strategies, not just motivation and self-confidence. By providing structured practice, a variety of reading materials, and regular evaluations, students can be trained to improve their comprehension of complex texts. Furthermore, integrating activities that increase students' confidence in reading in front of the class can also help balance self-fficacy and actual ability.

3. For Educational Institutions

Institutions need to provide more reading resources, including books, journals, and access to digital resources, so students can broaden their reading experience. Furthermore, institutions can support academic activities such as workshops or training in academic reading strategies to improve students' overall skills.

4. For Future Researchers

This study only used two instruments: a questionnaire and a reading test, with a limited number of respondents. Therefore, future researchers can expand the

scope of the study by adding other variables such as learning motivation, reading interest, or learning environment factors. Mixed methods can also be used to obtain a more comprehensive picture of the relationship between self-efficacy and reading ability.



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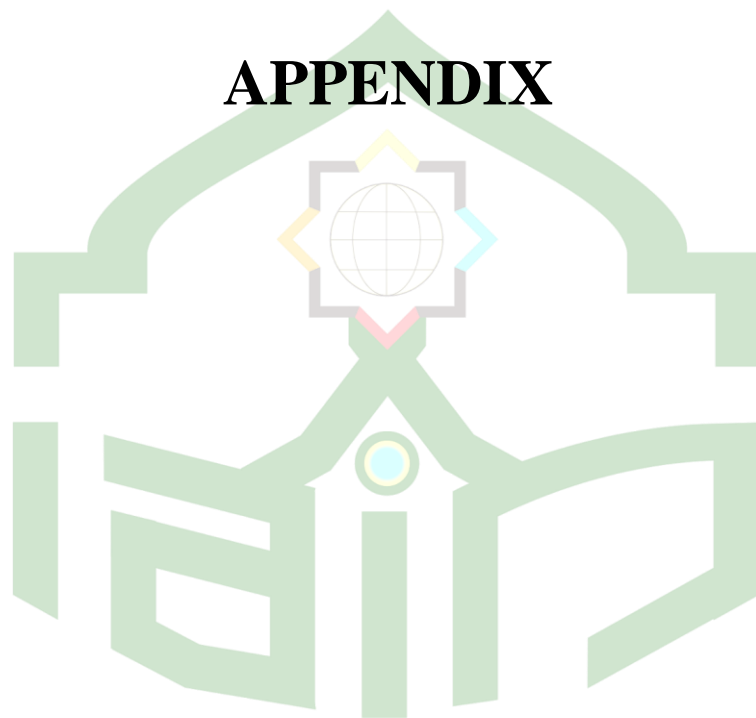
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APPENDIX



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APPENDIX 1

Instrumen Of Reading Self Efficacy

Name	
Nim	
Class	
Previous school	

The purpose of making the questionnaire is to conduct a questionnaire to complete the results of the final project.

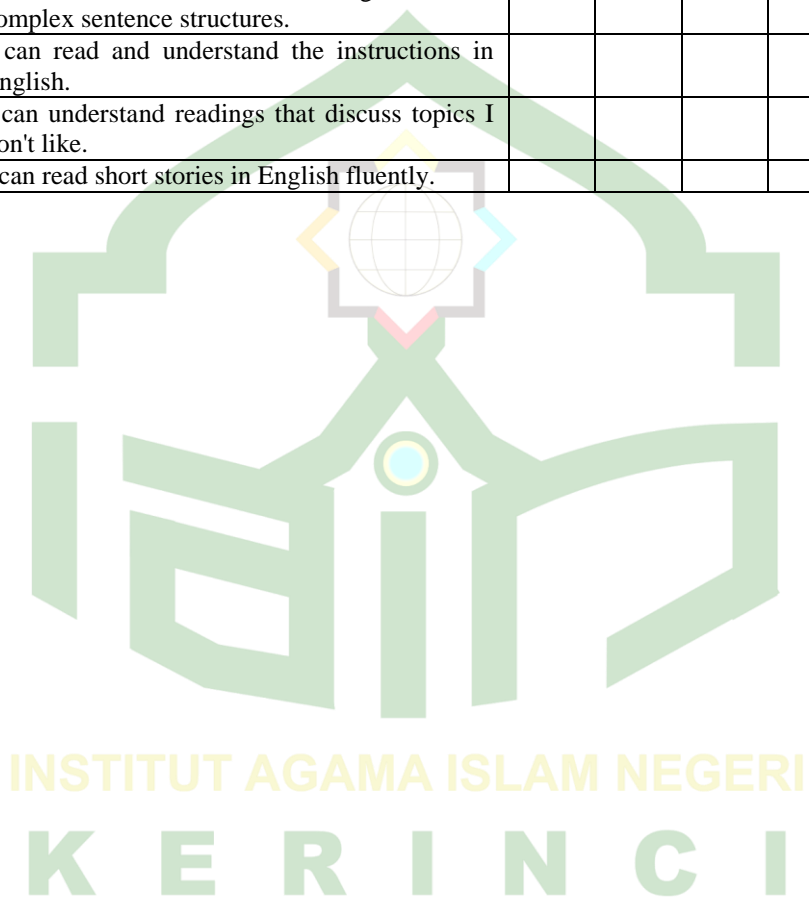
Here are the instructions for filling out the questionnaire :

- 1 = strongly disagree
- 2 = Disagree
- 3 = Doubt
- 4 = Agree
- 5 = Strongly Agree

Give an X to your answer!

No	Questioner	1	2	3	4	5
1.	I am confident that I can understand the main content of the English reading.					
2.	I confidently find the main idea in every paragraph I read.					
3.	I am confident that I can answer questions about the content of the reading after reading.					
4.	I am confident that I can understand the reading even though the topic is new to me.					
5.	I confidently read nonfiction texts (e.g. scientific articles, news).					
6.	I am confident that I can understand the graphs or tables included in the reading.					
7.	I am confident that I can read well under time pressure (eg: exams).					
8.	I am confident that I can understand the reading even though there are many new terms.					
9.	I am confident that I can read English textbooks independently.					
10.	I am confident reading English texts in front of the class.					
11.	I am confident that I can understand reading that uses formal language.					
12.	I was able to conclude the content of the reading in my own words.					
13.	I was able to read articles in English without feeling anxious.					
14.	I was able to understand long and complex readings.					

15.	I was able to understand the readings without having to translate every word.					
16.	I was able to conclude the content of the reading in my own words.					
17.	I don't give up easily when I encounter difficult reading passage.					
18.	I am able to connect information from several paragraphs in the reading.					
19.	I am able to identify the author's purpose in a text.					
20.	I can read and understand emails or text messages in English.					
21.	I am able to understand readings that use complex sentence structures.					
22.	I can read and understand the instructions in English.					
23.	I can understand readings that discuss topics I don't like.					
24.	I can read short stories in English fluently.					



APPENDIX 2

Instrument Reading Comprehension

Name	
Nim	
Class	

This test is conducted to determine the level of reading comprehension of students.

The Benefits of Outdoor Exercise

Engaging in outdoor exercise offers numerous benefits for both physical and mental well-being. One advantage is the exposure to natural sunlight, which helps the body produce vitamin D, necessary for bone health. Additionally, being outdoors provides a change of scenery and fresh air, creating a more enjoyable workout experience.

Regular outdoor exercise also offers various physical benefits. Activities such as walking, jogging, or cycling in natural environments can help improve cardiovascular health, strengthen muscles, and enhance overall fitness levels. The uneven terrain and varying resistance in outdoor settings engage different muscle groups, leading to a more well-rounded workout.

Moreover, outdoor exercise has positive effects on mental health. Research suggests that being in nature and green spaces can reduce stress, anxiety, and depression. The calming and rejuvenating effects of nature contribute to improved mood and increased feelings of happiness. Outdoor exercise also provides a break from technology and screens, allowing individuals to disconnect and recharge mentally.

Incorporating outdoor exercise into one's routine can have long-lasting benefits for physical and mental well-being. It offers a holistic approach to fitness, combining the advantages of nature with the positive effects of physical activity.

1. What is one advantage of engaging in outdoor exercise?
 - a. Increased screen time
 - b. Exposure to natural sunlight
 - c. Limited access to fresh air
 - d. Decreased physical fitness
2. Which of the following activities is NOT mentioned as a form of outdoor exercise in the passage?
 - a. Walking

- b. Jogging
 - c. Cycling
 - d. Weightlifting
3. How does outdoor exercise benefit cardiovascular health?
- a. By increasing screen time
 - b. By strengthening muscles
 - c. By improving bone health
 - d. By reducing stress
4. According to the passage, what positive effects does outdoor exercise have on mental health?
- a. Increased stress and anxiety
 - b. Improved mood and happiness
 - c. Decreased exposure to fresh air
 - d. Limited access to natural sunlight
5. Why is outdoor exercise considered a holistic approach to fitness?
- a. It combines physical and mental well-being.
 - b. It focuses solely on cardiovascular health.
 - c. It limits exposure to natural sunlight.
 - d. It excludes activities like walking and jogging.

Questions 6–15 refer to the following story!

Sarah and Emily, two aspiring musicians, were discussing their upcoming music recital.

Sarah: Did you see that, Emily? Your piano skills are amazing!

Emily: Thank you, Sarah! But I always get nervous during the recitals.

Sarah: But you never make mistakes when we practice together. You're such a talented pianist!

Emily: It's different when I perform in front of an audience. I get stage fright, and it affects my performance.

Sarah: Maybe you just need more practice. We can rehearse together more often.

Emily: I do practice a lot, Sarah! But I struggle to play well when people are watching me.

Sarah: But you play beautifully when I'm watching you, don't you?

Emily: That's because we've been friends for so long. I feel comfortable performing in front of you, but it's challenging with others around.

Sarah nodded, understanding Emily's dilemma. She was determined to help her overcome her stage fright. The next day, Sarah and Emily met at the music hall to practice for their recital.

After a few minutes, Sarah had an idea. She excused herself, leaving Emily alone on the stage.

"Practice without me," Sarah said to Emily. "I'll be back in a minute."

Sarah hurried through the music hall, gathering a small group of people along the way. She found two fellow musicians, a music teacher, two staff members, and a janitor. She explained her plan to them, and they were excited to assist.

Silently, they all made their way to the empty seats in the auditorium, where Emily was still practicing. Unbeknownst to her, the group sat and listened attentively as she played her pieces flawlessly.

After a while, Sarah finally called out to Emily, breaking the silence. Emily turned around, surprised to see the gathered audience.

Sarah revealed her intention: to show Emily that she could perform well with people watching. The successful practice session aimed to boost Emily's confidence and eliminate her stage fright for the upcoming recital.

"Hey, Emily!" Sarah exclaimed. Emily's face lit up with surprise.

"I just wanted to show you that you can play beautifully with an audience," Sarah said. "Now you'll have nothing to worry about for the recital!"

6. What would be the best title for the story?
 - a. Preparing for the Music Recital
 - b. Emily's Music Performance
 - c. Sarah's Piano Skill
 - d. Practice Make Perfect
7. In line 1, the word aspiring is closest in meaning to _____.
 - a. dedicated
 - b. promising
 - c. experienced
 - d. accomplished
8. What are Sarah and Emily discussing?
 - a. Their favorite books
 - b. Their upcoming music recital
 - c. Their favorite sports
 - d. Their weekend plans
9. Why does Emily get nervous during the recitals?
 - a. She forgets her music pieces.
 - b. She doesn't practice enough.
 - c. She doesn't enjoy performing.
 - d. She gets stage fright.
10. What does Sarah suggest to Emily?
 - a. To find a new hobby.

- b. To perform without any practice.
 - c. To rehearse together more often.
 - d. To give up on the recital.
11. Why does Emily struggle to play well when people are watching?
- a. She lacks talent.
 - b. She hasn't practiced enough.
 - c. She doesn't like performing.
 - d. She gets stage fright.
12. According to Sarah, when does Emily play well?
- a. When she practices alone.
 - b. When she performs with Sarah.
 - c. When she has a big audience.
 - d. When she is not nervous.
13. What does Sarah do during their practice session the next day?
- a. She leaves Emily alone on the stage.
 - b. She joins Emily in performing a duet.
 - c. She invites more friends to watch.
 - d. She cancels the practice session.
14. Who does Sarah gather to listen to Emily's performance?
- a. Two musicians, a janitor, and a teacher
 - b. Two students, a math teacher, and a janitor
 - c. Two secretaries, a janitor, and a teacher
 - d. Two musicians, two secretaries, and a janitor
15. How does Emily perform during the practice session?
- a. She makes several mistakes.
 - b. She refuses to play without Sarah.
 - c. She plays flawlessly.
 - d. She gets nervous and stops playing.

APPENDIX 3

Key Answer Of Reading Comprehension

NUMBER OF ITEM TEST	KEY ANSWER
1	B
2	D
3	B
4	B
5	A
6	A
7	B
8	B
9	D
10	C
11	D
12	B
13	A
14	B
15	C

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APPENDIX 5

Score Of Test Reading Comprehension

number of item Test	score
1	39
2	47
3	100
4	87
5	94
6	87
7	88
8	67
9	81
10	48
11	20
12	81
13	54
14	28
15	94
16	88
17	14
18	7
19	94
20	74
21	68
22	81
23	27
24	34
25	82
26	87
27	75
28	88
29	27
30	68
31	67
32	68
33	74
34	61
35	75
36	81
37	61
38	82
39	82
40	61
41	60
42	42
43	81
44	54
45	40
46	54
47	28
48	75
49	68
50	61
51	62
52	48
53	74
54	47

APPENDIX 6

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.274	1	64.274	.288	.594 ^b
	Residual	11614.560	52	223.357		
	Total	11678.833	53			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	63.184	14.200		4.450	.000		
	X	.085	.159	.074	.536	.594	1.000	1.000

a. Dependent Variable: Y

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	X
1	1	1.990	1.000	.01	.01
	2	.010	13.892	.99	.99

a. Dependent Variable: Y

APPENDIX 7

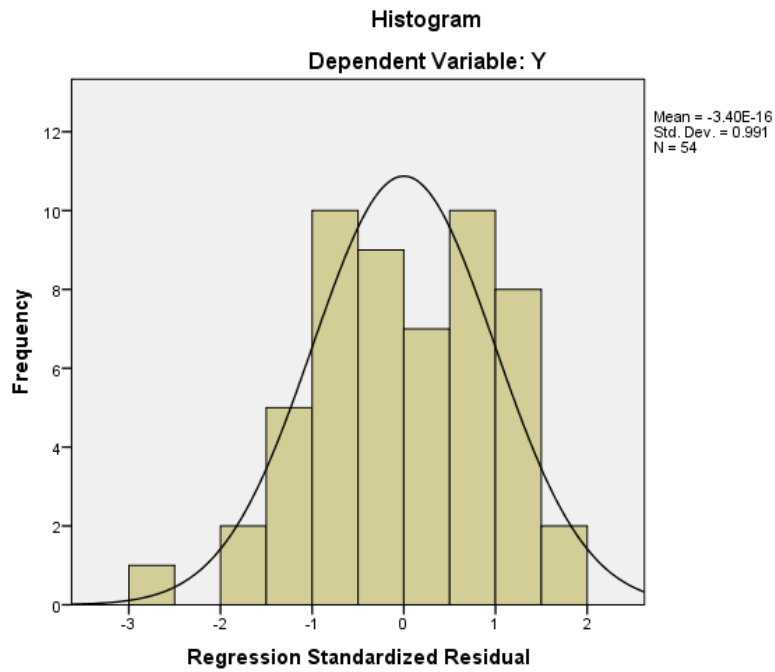
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	67.19	73.42	70.72	1.101	54
Std. Predicted Value	-3.204	2.452	.000	1.000	54
Standard Error of Predicted Value	2.036	6.885	2.723	.936	54
Adjusted Predicted Value	65.88	73.46	70.76	1.222	54
Residual	-42.351	29.649	.000	14.803	54
Std. Residual	-2.834	1.984	.000	.991	54
Stud. Residual	-2.863	2.005	-.001	1.008	54
Deleted Residual	-43.244	30.275	-.042	15.353	54
Stud. Deleted Residual	-3.090	2.067	-.005	1.029	54
Mahal. Distance	.003	10.266	.981	1.743	54
Cook's Distance	.000	.120	.019	.026	54
Centered Leverage Value	.000	.194	.019	.033	54

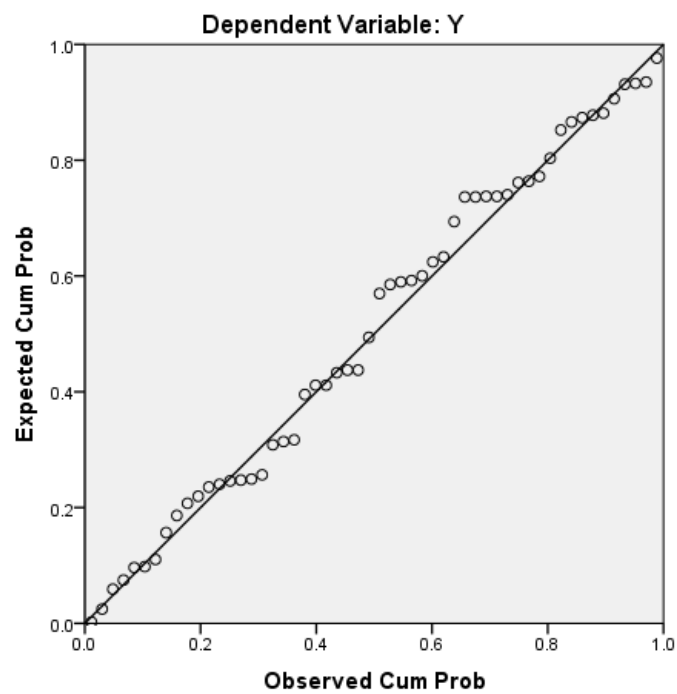
a. Dependent Variable: Y



APPENDIX 8



Normal P-P Plot of Regression Standardized Residual



APPENDIX 9

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	14.80346705
Most Extreme Differences	Absolute	.090
	Positive	.060
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

APPENDIX 10

Correlations

		X	Y
X	Pearson Correlation	1	.074
	Sig. (2-tailed)		.594
	N	54	54
Y	Pearson Correlation	.074	1
	Sig. (2-tailed)	.594	
	N	54	54

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	X
1	1	1.990	1.000	.01	.01
	2	.010	13.892	.99	.99

a. Dependent Variable: Y

Correlations

			X	Y
Kendall's tau_b	X	Correlation Coefficient	1.000	.029
		Sig. (2-tailed)	.	.764
		N	54	54
	Y	Correlation Coefficient	.029	1.000
		Sig. (2-tailed)	.764	.
		N	54	54
Spearman's rho	X	Correlation Coefficient	1.000	.045
		Sig. (2-tailed)	.	.747
		N	54	54
	Y	Correlation Coefficient	.045	1.000
		Sig. (2-tailed)	.747	.
		N	54	54



CURRICULUM VITAE

DAFTAR RIWAYAT HIDUP

Data Pribadi / Personal Details

Nama/*Name* : **VURI INDAH YUNNITA**

Tempat Tanggal Lahir / *Date Of Birth* : lawang Agung, 20 Agustus 2003

Jenis Kelamin / *Gender* : Female

Status Material / *Material Status* : Single

Warga Negara / *Nationality* : Indonesia

Agama / *Religion* : Islam



Alamat / *Address* : Desa Lawang Agung, Rt 01.
Pondok Tinggi, Kota Sungai Penuh

Nomor Telpon / *Phone* : 082273823744

Email : *Vuri.indahyunita20@gmail.com*

Jenjang Pendidikan/ *Education Information*

Sekolah / Universitas	Tamat
SD Negeri 15/XI Lawang Agung	2015
SMP Negeri 08 Kota Sungai Penuh	2018
SMK negeri 3 Kota Sungai Penuh	2021
Institut Agama Islam Negeri Kerinci	Sampai Sekarang

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Perta

55 jawaban

Ringkasan

azlimumlizarti12@gmail.com

100 dari 100 poin

questioner         [Dipublikasikan](#)        [Dipublikasikan](#)  



Pertanyaan Jawaban **55** Setelan Poin total: 100

55 jawaban

Ringkasan

Pertanyaan Individual

putrizakina075@gmail.com

54 dari 55  

74 dari 100 poin

Pemburuan dibuat setelah dirilis

[Rilis skor](#)





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Beranda Formulir

Pertanyaan Jawaban 59 Setelan

Poin total: 100

Dipublikasikan

55 jawaban

Ringkasan

Pertanyaan

Individual

putrizakina075@gmail.com

54 dari 55

Lihat di Spreadsheet

47 dari 100 poin

Skor ditulis pada 29 Juli 12.08

Rilis skor

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