

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND ENGLISH READING SKILLS IN THE TENTH GRADE OF SMA N 7 PADANGSIDIMPUAN

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ABSTRAK

This study aims to evaluate the relationship between Self-Efficacy and the English Reading Skills of tenth grade students at SMA N 7 Padangsidimpuan in the 2024/2025 academic year. In this research the writer used quantitative methods. Furthermore, this research uses the correlational type as the quantitative method used. The correlational method aims to determine the relationship $X \rightarrow Y$ between independent variables $X =$ Self-efficacy (variables that influence) and dependent variables $Y =$ Reading skills (variables that are influenced). In this research, the author will use statistical analysis to measure and describe the relationship between the independent variables and the dependent variable determined in the research. In this study the population will be randomly selected from class tenth students of SMA Negeri 7 Padangsidimpuan. This population has a total of 55 students. The writer chose classes tenth 1 and and tenth 2 as many as 55 people as samples in the research, this is because the number of tenth grade students is <100 people. Based on the results of background analysis, the results of the research questionnaire were used to determine whether there was a relationship between Self-Efficacy and Reading Skills for tenth grade students at SMA N 7 Padangsidimpuan.

Kata Kunci : Self-Efficacy, English Reading Skills, relationship study

INTRODUCTION

The main key in advancing a nation is education because with education the quality of its human resources will increase (qomarul, dkk 2020). Based on Republic of Indonesia law number 20 of 2003 concerning the national education system, article paragraph (1): education is a planned and conscious individual effort in creating learning conditions and learning processes so that students actively develop their potential to have abilities in religious spirituality, control self, personality, intelligence, noble morals and skills needs for oneself, society, nation and state (Financial Management Information System of the Ministry of Education and Culture of the Republic of Indonesia), Students who have low learning involvement

are individuals who do not participate enough in all activities in class or at school (Guswanti, 2021).

In my opinion, this certainly results in students behaving apathetically, not focused, not serious about carrying out various learning activities, not enthusiastic or looking tired.

According to Finn (in Jani, 2017) if there is no participation of students in learning activities, students will face academic failure in the form of low achievement and not being promoted to class. This research is concerned with Reading Skills, which is an important topic in the current educational context. English is an international language that is widely used in various fields, so it is important to understand

the factors that influence the effectiveness of learning this language.

Self-efficacy is a belief about the extent to which an individual estimates his or her abilities, including the potential he or she has to carry out the tasks necessary to achieve a goal.

The use of English Reading Skills refers to approaches or techniques used by learners to facilitate understanding, mastery and use of English. These strategies can include various approaches, both cognitive, metacognitive and effective. Effective use of English language learning strategies will vary depending on individual preferences, learning goals, and learning context.

The relationship between Self-Efficacy and English reading Skills in high school can be done because research shows that self-efficacy and English language ability have a significant influence on English learning achievement (Sari, 2007) In addition, English language self-efficacy also has an important role as a mediator between mastery goal orientation and students' engagement in learning English. With this title, the research will cover the relationship between self-efficacy and the use of Reading Skills in high school. This will help identify factors that play an important role in increasing the success of English language learning, as well as provide information that can be used by teachers in carrying out effective learning design.

Firdausih and Bhina (2013), in their research showed that English self-efficacy is self-confidence in English language abilities which plays an important role in student behavior in the learning process . Research by (Cahyani et al, 2020). shows that high school students' learning motivation in online learning during the Covid-19 pandemic is related to students' self-efficacy.

THE METHOD OF RESEARCH

Penelitian ini menggunakan desain The location of the school is SMA N 7

Padangsidempuan , Jl. Jend Besar Jl. Gen. Abdul Haris Nasution, City, District. Padangsidempuan Batunadua, Padang Sidempuan City, North Sumatra.

The choice of research location was based on data availability and location accessibility for the the writer. The writer collected various types of data relevant to the research topic carried out at SMA Negeri 7 Padangsidempuan. This data can be in the form of test results, student attendance records, questionnaires, direct observations, or other data needed to answer research questions.

Instruments are tools used to collect data or information that is useful for answering research problems. Quantitative data collected in research is processed using the statistical formulas provided, either manually or with the help of a computer. In this case the writer created an instrument to measure student self-efficacy through a questionnaire. Meanwhile, to find out English reading skills , use a test consisting of 20 test questions.

According to Sugiono (2016:148) "a research instrument is a tool used to measure natural and social phenomena that are observed." Research instruments are tools/facilities used by researchers in collecting data so that their work is easier and the results are better, in this research Researchers use instruments in the form of : Questionnaire, Test.

Operationally, self-efficacy can be measured using a modified Likert scale, which contains several questions that can be answered on a positive, negative or neutral scale. Examples of questions in a self-efficacy.

A questionnaire technique was used to reveal indicators regarding Self-Efficacy with the Use of English Reading Skills . The research instrument used in this research is a questionnaire containing questions that students must answer. The type of questionnaire used in this research is a closed (structured) questionnaire. The questionnaire

used in this research contains questions that respondents must answer with a total of 20 questions consisting of five answer choices.

Table 2. The General Self-Efficacy scale grid

No	Aspect	Indicator	No. Items		Jumlah
			Positive State-ments	Negative State-ments	
1	Goal setting and planning strategies	Able to set measurable learning goals	1,2,3	4	4
		Students determine learning strategies that suit themselves	5,6,7	8	4
2	Strategy implementation and monitoring	Students create and implement a study schedule	9,10,11	12	4
		Implement structured learning strategies	13,14,15	16	4
		Monitor himself in implementing learning strategies	17,18,19	20	4

In this research the writer used quantitative methods. Quantitative methods are research methods based on the philosophy of positivism. This method is used to research certain populations or samples by collecting data using research instruments and analyzing quantitative or statistical data (S. Arikunto, 2006). The purpose of quantitative methods is to describe and test established hypotheses.

Furthermore, this research uses the correlational type as the quantitative method used. The correlational method aims to determine the relationship $X \rightarrow Y$ between independent variables $X =$ Self-efficacy (variables that influence) and dependent

variables $Y =$ Reading skills (variables that are influenced). In this research, the author will use statistical analysis to measure and describe the relationship between the independent variables and the dependent variable determined in the research.

In this study the population will be randomly selected from class tenth students of SMA Negeri 7 Padangsidempuan. This population has a total of 55 students. By determining this population, the author will collect data from all class tenth students in that school. The data collected will be used to answer research questions and test established hypotheses.

A sample is a part of the population, samples are taken using a certain method. The sample is intended to reduce the object under study so that researchers can easily organize it to obtain objective results. Simply put, a sample is a portion of the population being studied. Sampling technique is a technique for determining samples in research. The sampling technique used was Total Sampling.

The Total Sampling method is sampling where the number of samples is the same as the population (Sugiyono, 2007). The reason for taking total sampling is because the population is less than 100. The entire population is used as the research sample. The writer chose classes tenth 1 and and tenth 2 as many as 55 people as samples in the research, this is because the number of tenth grade students is <100 people.

Research data analysis is a very important step in research activities, good and correct data analysis will also produce correct conclusions. Data from the questionnaire will be analyzed using statistical methods such as Pearson correlation analysis to determine the relationship between self-efficacy and the use of English learning strategies.

By using this method , we can calculate the Pearson correlation to determine the relationship between self-efficacy and the use of English learning strategies in class tenth SMA N 7 Padangsidempuan.

The person correlation formula or Pearson Product-Moment is a correlation formula used to measure the linear relationship between two variables. (Karl Pearson, 1900)

THE RESULT AND DISCUSSION

Based on the results of background analysis, the results of the research questionnaire were used to determine whether there was a relationship between Self-Efficacy and Reading Skills for tenth grade students at SMA N 7 Padangsidimpuan.

So the author can obtain that there is a relationship between students' Sels-Efficacy Reading Skills. The research results from the person moment product correlation analysis data show a correlation (r) of 0.977. This shows that there is a correlation between Self-Efficacy and Reading Skills for tenth grade students at SMA N 7 Padangsidimpuan in a positive direction.

Based on the results of correlation analysis using the Pearson formula, a significance value was obtained. This shows that there is a significant relationship between Self-Efficacy and students' reading ability.

The results of this research provide important information about the importance of Self-Efficacy in improving students' reading abilities. With a significant correlation, it can be concluded that the higher the student's Self-Efficacy, the better their reading ability will be. Students who have high Self-Efficacy tend to have better reading abilities, because they are more confident and accustomed to improving their ability to read various materials and can analyze them better.

This research makes an important contribution to our understanding of the importance of Self-Efficacy in improving students' critical reading skills. This finding is in line with previous research (Akhir, Y. R. Y. 2017.) which shows that there is a relationship between Self Efficacy and Reading skills. The existence of a significant correlation between these two variables

confirms that Self-Efficacy plays an important role in shaping students' abilities in analyzing, interpreting and evaluating reading texts.

Indianasari, I., & Prasetyo, K. B. (2022) found similar results, namely that there was a positive relationship between the student interest variable as variable X and the student reading ability variable as variable Y.

Comparison with previous research confirms the consistency of the findings that Self-Efficacy plays an important role in improving students' reading abilities. The results of this research also contribute to research literature on Self-Efficacy and students' reading skills, as well as becoming a reference for efforts to improve the quality of education through implementing learning strategies that focus on increasing Self-Efficacy.

In the educational context, this research has important implications. Teachers and educational staff are expected to pay attention to and improve students' Self-Efficacy so that their reading abilities can be improved. Implementation of various learning strategies that can increase Self-Efficacy, such as involving students in group discussions directed by the teacher's direct assistance. Providing interesting encouragement that helps students have more confidence in their abilities, and introducing various literary genres that suit students' interests, can be an effective step.

However, this research also has several limitations that need to be considered. First, this research was only conducted on tenth grade students in one particular school, so the results cannot be directly generalized to other populations. In addition, data collection using multiple choice objective tests may not fully reflect students' holistic critical reading abilities. Future research could address these limitations by involving larger samples and using more comprehensive assessment approaches.

Overall, this research provides a deeper understanding of the importance of Self-Efficacy in developing students' reading

skills. It is hoped that this research can become a basis for further research in exploring the factors that influence Self-Efficacy and effective strategies to increase it. By improving students' reading skills, it is hoped that the younger generation will be more critical and intelligent in dealing with various information and challenges.

CONCLUSION AND SUGGESTION

The Conclusions

Based on the research results in the previous chapter, $R_h=0.97 > R_t=0.26$ because $R_h > R_t$, in this chapter the author wants to draw a conclusion, namely:

- 1) Based on the results of research regarding the correlation of Self-Efficacy with the Reading Skills of class Students who have high Self-Efficacy tend to have better reading abilities because they are more accustomed to reading various materials and can an
- 2) analyze better, so this research hypothesis is accepted.
- 3) This research provides a deeper understanding of the importance of Self-Efficacy in developing students' reading skills. The results of this research are in line with previous research findings which show that Self-Efficacy plays an important role in improving students' reading abilities. The implication is that efforts to increase student Self-Efficacy are a crucial factor in supporting the development of students' reading skills.

The Suggestions

Based on the results of this research, there are several suggestions that can be given:

- 1) Teachers and educators are expected to further encourage and facilitate

student Self-Efficacy. Interesting learning and varied teaching strategies can help increase student Self-Efficacy.

- 2) Effective learning strategies, such as involving students in discussion groups, providing interesting directions, and introducing various literary genres, are expected to improve students' Self-Efficacy and reading skills.
- 3) Research on students' Self-Efficacy and Reading Skills can be carried out on a wider population using a more comprehensive assessment approach. This can provide a more comprehensive understanding of the factors that influence students' Reading Skills and effective strategies to improve them.
- 4) By optimizing student Self-Efficacy and improving Reading Skills, students are expected to become more critical, intelligent, and better able to face various information and challenges in their lives.

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