THE INFLUENCE OF STUDENTS' SELF EFFICACY TOWARD THEIR READING ACHIEVEMENT AT SMA SRIJAYA NEGARA PALEMBANG

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Abstract

The formulation of the problem was "Is there any significant influence of students' self efficacy toward their English reading achievement?". Therefore, the objective of this study was to find out whether or not : there is a significant influence of students's self efficacy toward their English reading achievement. To conduct this study descriptive quantitative was used. The population of the study consisted of 242 students of SMA Srijaya Negara Palembang in the academic year of 2014/2015. The writer chose 2 classes of tenth grade students which consisted of 68 students. The sample was selected by using convinience sampling. The data were collected by using questionnaire and test. The data were analyzed by using correlational (spearman rho) and regression analysis. The result showed that there was weak correlation between students' self efficacy toward their English reading achievement (r=.399). The influence of students' self efficacy was 0.219 or 21.9 % to the students' English reading achievement. From the F-test, it can be seen that the F-obtained was 18.472 with the significant level p < 0.05 was higher than the value of F-table (F-table = 3.98). Since the F-obtained was higher than F-table, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_o) was rejected. So it could be concluded that there was a significant influence of students' self efficacy toward their English reading achievement at SMA Srijaya Negara Palembang.

Keywords : *Influence, Self Efficacy, and English Reading Achievement*

1. INTRODUCTION

Robenpanjung cited in Dirgantara (2012:1) states that the reasons why English is very important to be taught in schools are: first, most of text books, journals, and the other information sources are written in English; and second, as the members of universal society, Indonesian people need to use English as means of communication among nations. It means that, being able in English is important in order to understand the books which are written in English or to communicate each other.

Because some of text books are written English, the students have to have good reading skills. But, most of students have difficulties to comprehend English texts. According to Guthrie, et al. (2004), there are many reasons why it is difficult

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for the students to comprehend an English text: the students' lack of vocabulary, the students are not interested in reading the topic, the students are not familiar with the grammar used in the text, the students do not have background knowledge of reading topic.(p.45). Because of those reasons, sometimes the students become lazy to read English text. Even they do not have intention to read the English text. Moreover, when they found the difficult word in a text and they do not know the meaning, they would be lazy to read the text.

When the students got difficulties and failed doing their task, it makes them hopeless, less challenging and they will quit. So, that's why the students must have beliefs that they can successfully perform a task. Such beliefs can make them recover more quickly and maintain the commitment to goals. That belief is called self-efficacy. It is about a students' "I can" or "I can not" belief. Self-efficacy reflects how confident students are about performing a specific task.

The Objectives of The Study

The objective of the study was to find out whether or not : There is a significant influence of students's self efficacy toward their English reading achievement ?

The Concept of Self Efficacy

Bandura cited in Dirgantara (2012 : 11) states that self efficacy is defined as peoples's beliefs about their capabilites to produce designated levels of performance that exercise influence over events that affect their lives. It means that, self efficacy refers to how far the people think that they are able to do something. Self efficacy is not only affect on how people think, but also on how people's effort for achievement. Mahyuddin & Abdullah (2006) state that self efficacy helps to determine how much effort, perseverance and resilience being put on a task. (p.63). In other words, the higher of self efficacy will determine how greater their effort, perseverance and resilience.

Sometimes, how the teachers' way in teaching their students will be defined their students beliefs about their capabilities. If the teacher said everything that can higher their beliefs, the student

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will have high confidentiality in doing their task. The students who have high self efficacy will think that a difficult task is a challenge. They prefer do the task than avoid the task.

Taylor (2014) states that "people's level of self-efficacy will also determine goals and decisions that they make in the future". (p . 9). It means that level of self efficacyof students is important to decide their future decisions. If the students have high level of self efficacy, they can be better in choosing their future decisions. They will be used to face all of difficulties task.

In contrast, students who doubt their capabilities shy away from difficult tasks which they see as personal threats. They have low aspirations and motivations and also weak commitment to the goals they choose to pursue. When faced with difficult tasks, they are going to deal with their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully.

Factors Affecting Self Efficacy

Bandura cited in Dirgantara (2012), states that there are four sources affecting self-efficacy. They are :

a. Experience

Tenaw (2013) states that "The most influential of these factors is enactive mastery experience, which refers to individuals' experiences with success or failure in past situations. (p . 6). In this case, students' past experience will measure how high their self efficacy. For example, the positive experience of a good performance on the previous speaking exam will influence the perception of one's ability.

b. Vicarious Experience

Tenaw (2013) states that "In a vicarious experience, individuals compare themselves to peers whom they perceive are similar in ability and intelligence to themselves." (p . 6). If the students see that their friends succeding at something, their self efficacy will increase and if they see that their friends failing, their self efficacy will decrease.

c. Social Persuasions

Social persuasions or verbal persuasions relate to encouragements or discouraggements. Pajares (2003) stated that positive persuasions may work

to encourage and empower; negative persuasions can work to defeat and weaken self-beliefs. (p. 140). It's important to the students to have positive persuasions in order to make them believe in themselves in doing a task.

d. Physiological Factors

Vroom cited in Lunenburg (2011), states that this sets in motion psychological process in which you are more confident in yourself (higher self-efficacy) and then you set higher personal goals for yourself causing you to perform better. Self-efficacy also may be related to effort-performance relationships in expectancy theory .

The Concept of English Reading Achievement

Reading is the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also understanding the message from a passage text. Sinambela (2015) states that reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. (p.14).

Kargar & Zamanian (2014) states that self-efficacy is strongly related to reading comprehension. Students should use appropriate reading comprehension strategies toimprove their reading comprehension. (p. 316). Reading comprehension strategies are some organized and planned activities used by learners to understand a text. Sinambela (2015) states that reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. (p. 15). So, reading comprehension was not only kow the meaning of each words but also understand the meaning of a word in a context that related to text itself. So, students with high self-efficacy know how to improve their reading comprehension because their teacher is self-efficacious and guides them how to use reading comprehension strategies effectively.

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2. RESEARCH METHOD

This study used descriptive quantitative method, especially correlational study. The independent variables of this study is students' self efficacy and the dependent variable of this study is their English reading achivement.

Population and Sample

The population of this study was all of the tenth grade students at SMA Srijaya Negara Palembang. The number of the students are 242 students. There were 68 students as the sample in this study that was taken by using convenience sampling method from two classes of the tenth grade students.

Technique for Collecting the Data

The data of this study collected by using questionnaire. The writer used ready-made questionnaires from previous related study that was adopted from General Self-Efficacy scale (Schwarzer, & Jerussalem, 1995) and Motivated Strategies for Learning Questionnaire. The writer also used reading test. The reading test was used to measure students'English reading achivement in multiple choice form.

Self Efficacy Questionnaire

The total number of self efficacy instrument was 25 questions. The questionnare also was ready made by the previous researcher. Since the instrument that used ready-made questionaire, it considered valid to measure students's self efficacy.

English Reading Achievement

There were 25 multiple choice items. The writer made the questions of the test by herself. So, thats why the validity and realibility need to be tried out. The writer tried out the test to 34 students of the tenth grade students of SMA Srijaya Negeri Palembang.

Technique for Analyzing the Data

Technique for Analyzing the Questionnaire

There were 25 items in this questionnaire. The score range from 1 (almost never true) to 5 (almost always true). In analyzing the data obtain from the questionnaire, the writer scored each questions of questionnaire with the point of each answer. For example, if the students answered 1, so the scored was 1. After that, the scores of each questions were added up.

Technique for Analyzing the Test

The score range is 4 (if the students give correct answer) and 0 (if the students give incorrect answer). It means that, the possible highest score was 100 (if the students answer all the questions correctly) and the possible lowest score was 0 (if the students give wrong answer to all questions). For knowing the result the writer used SPSS 16.0 (Statistical Packages for the Statistic Sciences) to calculate the score.

The Correlational Analysis

The Correlational analysis was used to find out the correlation coefficient of variable X and variable Y. In this case, the writer used Spearman Rank Correlation Coefficient. Spearman's rho is a measure of the linear realtionships between two variables.

The Regression Analysis

This analysis was applied to test whether vaiable X (students' self efficacy) significantly influences variable Y (English reading achievement). If t-obtained exceeds the t-table. It means that the variable X significantly contributed to the explanation of the change of variable Y.\

3. FINDINGS

Students' Self Efficacy

There were 25 items of the self efficacy questionnaire. The highest self efficacy score was 115 and the lowest score was 67. There was no students who had very low score (0%), then there were 3 students (4.4%) who had low score, there were 20 students (29.4%) who had average score, there were 41 students (60.3%) who had high score and there were only 4 students (5.9%) who had very high score. It was seen that almost of the students had high self efficacy score and no students who had very low self efficacy score.

Students' English Reading Achievement

It was found that the highest score was 90 and the lowest score was 56. There were five categories of the result of students' English reading achivement. There was no student who got failed and poor score, then there were 12 students (17.6%) who got average score, there were 54 students (79.4%) who got good score and the last there were 2 students (3%) who got excellent score.

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The Correlation Analysis

The Spearman correlation analysis was applied to find out the correlation between students' self efficacy and their English reading achievement.

Table 1 Correlation between Students' Self Efficacy and Their English Reading Achievement

			SELF_EFFICACY	NILAI_RA
Spearman's rho	SELF_EFFICACY	Correlation Coefficient	1.000	.399**
		Sig. (2-tailed)	.	.001
		N	68	68
	NILAI_RA	Correlation Coefficient	.399**	1.000
		Sig. (2-tailed)	.001	.
		N	68	68

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

It can be seen from the table above, it was found that the obtained correlation coefficient was 0.399. This correlation coefficient was less than 0.5. It means that the correlation between students' self efficacy and students' English reading achievement was weak correlation.

Regression Analysis

Table 2 Simple Linear Regression between Students' Self Efficacy (X) and Students' English Reading Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399[a]	.219	.207	5.496

a. Predictors: (Constant), SELF_EFFICACY

Based on the table above, the coefficient of determination (r^2), which represent the percent of variability in English reading achievement that is explained by linear realtionship between students' self efficacy and English reading achievement was 0.219 or 21.9 percent. It means that the influence of students' self efficacy was 0.219 or 21.9.

$1 - r^2 = 1 - 0.219$

$= 0.781$ or 78.1%

It means that 78.1% of students' English reading achievement of the tenth grade students students at SMA Srijaya Negara Palembang was determined by other factors. On the other hand, it can be said that there was a weak influence between students' self efficacy and students' English reading achievement.

Table 3 ANOVA

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	557.895	1	557.895	18.472	.000[a]
	Residual	1.993.340	66	30.202		
	Total	2.551.235	67			

a. Predictors: (Constant), SELF_EFFICACY
b. Dependent Variable: NILAI_RA

From the table above, it can be seen that Anova or F-test that F-obtained was 18.472. After it was consulted to F-table for df = 68 with one predictor, the value of F-table is 3.98 at the significance level $p < 0.05$. Since the value of F-obtained was higher than F-table, self efficacy was significant influence to students' English reading achievement.

The correlation was 0.399. It had a low positive correlation. It means that there was a weak correlation between students' self efficacy toward their English reading achievement.

Based on the findings of simple linear regressions, it was found that there was a weak influence between students' self efficacy and their English reading achievement. Since the coefficient of determination (r^2) between students' self efficacy and English reading achievement was 0.219 or 21.9 percent. It means that the contribution or the influence of students' self efficacy was 0.219 or 21.9% and the rest was determined by other factors. From the F-test, it can be seen that the F-obtained was 18.472 with the significant level $p < 0.05$ was higher than the value of F-table (F-table = 3.98). Since the F-obtained was higher than F-table, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

4. CONCLUSION

Based on the findings and interpretations of the study, the writer concluded that there was a weak influence of students' self efficacy on their English reading achievement. From the result, the students' self efficacy could not be a factor for blaming students' failure in learning English. Every student has their own capabilities in learning English. For the last, since the coefficient of determination (r^2) between students' self efficacy and English reading achievement was 0.219 or 21.9 percent. It means that the contribution or the influence of students' self efficacy was 0.219 or 21.9%. From the F-test, it can be seen that the F-obtained was 18.472 with the significant level $p < 0.05$ was higher than the value of F-table (F-

table = 3.98). Since the F-obtained was higher than F-table, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

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