

**AN ANALYSIS OF SELF-EFFICACY TOWARDS
STUDENTS' READING SKILL
(A Case Study at the Tenth Grade of SMAN 1 Padangan)**

SKRIPSI



**Submitted as part of the prerequisites
for earning a Bachelor's Degree in Education**

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS EDUCATION
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By

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MOTTO

“Hidup yang tidak dipertaruhkan tidak akan dimenangkan”

“SUTAN SJAHRIR”

” It’s okay if our progress is slow, what matters most is that we keep moving”

“santai tapi tidak lalai”

“NADITIA”

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this skripsi with all the shortcomings. I hereby dedicate this thesis to:

1. Dear to my parents. I present this skripsi to you who always struggle and never cease to pray for me, who sincerely give me affection, education, and counsel. Mom and dad, thank you for always praying for the best for me, I hope you are always healthy may this little present will be the start of my next success. Thank you from the deepest of my heart.
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4. Thank you to the kind person who were ready to help me when I had difficulties in doing this thesis, and preparing everything I needed
5. I thank to myself, I am proud of you for surviving the days that felt impossible and thank to keep going in every situation. Remember that one step at a time you are exactly where you need to be, you are more than enough. Keep on fire and never giving up.

STATEMENT OF AUTHENTICITY

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AN ANALYSIS OF SELF-EFFICACY TOWARDS STUDENTS' READING SKILL

(A Case Study at the Tenth Grade of SMAN 1 Padangan)

This is my own original written and included all sources of information used clearly in the reference list based on the scientific code of ethic. I am aware that if a violation of scientific ethics is found regarding the authenticity of this skripsi, I am personally willing to accept sanctions for the consequences in accordance with applicable regulation

Bojonegoro, 29 juli 2024

The researcher



Naditia Alif Agustin

ABSTRACT

Agustin, Naditia Alif. 2024. "An Analysis of Self-Efficacy towards Students' Reading Skill (A Case Study at the Tenth Grade of SMAN 1 Padangan)". Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor I Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor II Ayu Fitriyaningsih, M.Pd.

Keywords: Self-Efficacy, Reading Skill, English Learning

Reading is a requirement for success in the classroom today. Some problems that students face in learning English are they are not confidence in answering questions, and reading text. They show indications of low self-efficacy when learning English especially in reading skill. Students' reading ability is influenced by various factors, including their self-efficacy. This research aims to explore what factors affecting tenth grade students' self-efficacy and how self-efficacy affect students' reading skill at SMAN 1 Padangan. This research was qualitative with case study approach. The subject was tenth grade students of X1 SMAN 1 Padangan. The data was collected by two instruments, interview and reading test. Interview was used to measure students' self-efficacy and reading test was used to measure students' reading skill. This research shows that self-efficacy influences students' reading abilities. The findings in this research revealed that the majority of students answered in their interview with researcher the factors that influence student self-efficacy were self-confidence, self-assessment, excitement to try a new thing, taking a risk, never giving up, being able to handle the problem, believing in their own ability, working on the task well, excited for going to school and like challenges. Students who had high sense of self-efficacy tend to be confident in working on questions so that their reading skill got a high score. It can be concluded that self-efficacy influences students' reading abilities.

ABSTRAK:

Agustin, Naditia Alif. 2024. "An Analysis of Self-Efficacy towards Students' Reading Skill (A Case Study at the Tenth Grade of SMAN 1 Padangan)". Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor I Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor II Ayu Fitriyaningsih, M.Pd.

Keywords: Efikasi Diri, Kemampuan Membaca, Pembelajaran Bahasa Inggris

Membaca adalah persyaratan untuk sukses di kelas saat ini. Beberapa permasalahan yang dihadapi siswa dalam belajar bahasa Inggris adalah mereka tidak percaya diri dalam menjawab pertanyaan, dan membaca teks. Mereka menunjukkan indikasi rendahnya efikasi diri ketika belajar bahasa Inggris khususnya dalam keterampilan membaca. Kemampuan membaca siswa dipengaruhi oleh berbagai faktor, termasuk efikasi diri yang dimilikinya. Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor apa saja yang mempengaruhi efikasi diri siswa kelas sepuluh dan bagaimana efikasi diri mempengaruhi keterampilan membaca siswa di SMAN 1 Padangan. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Subjeknya adalah siswa kelas X1 SMAN 1 Padangan. Data dikumpulkan dengan dua instrumen, wawancara dan tes membaca. Wawancara untuk mengukur efikasi diri siswa dan tes membaca untuk mengukur kemampuan membaca siswa. Penelitian ini menunjukkan bahwa efikasi diri berpengaruh terhadap kemampuan membaca siswa. Temuan dalam penelitian ini mengungkapkan bahwa mayoritas siswa dalam wawancaranya dengan peneliti menjawab faktor-faktor yang mempengaruhi efikasi diri siswa, diantaranya rasa percaya diri, self-assessment, tertarik mencoba hal baru, mengambil resiko, tidak pernah menyerah, dapat menyelesaikan masalah, percaya dengan kemampuan diri, mengerjakan tugas dengan baik, bersemangat saat pergi ke sekolah. Siswa yang memiliki rasa efikasi diri yang tinggi cenderung percaya diri dalam mengerjakan soal sehingga kemampuan membacanya memperoleh nilai yang tinggi. Dapat disimpulkan bahwa efikasi diri berpengaruh terhadap kemampuan membaca siswa

Kata kunci: Efikasi Diri, Kemampuan Membaca, Pembelajaran Bahasa Inggris

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The researcher

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CHAPTER I

INTRODUCTION

A. Research Background

Reading is a requirement for success in the classroom today, thus children need to be literate. Students now learn to read as a language skill to support their education. Some students find reading challenging because it requires focus and a supportive atmosphere. Currently, sometimes students only read to get certain information and don't really pay attention to other information because they think it's not important to them (Bangci & Unveren, 2020). Maybe someone is reading to get information. On the other hand, sometimes someone reads just for fun or to learn more about the language they are reading. Reading also have functions as a guide for readers in choosing the right content and determining the right level of reading comprehension. Students' reading skill is very important for them. Before a student can produce linguistic output, they must first have input. Students have to read a lot to the target language in order to understand it. And read a lot of literature or information as possible to gain understanding and information. This is very crucial to success not only in the classroom but also to their future success in their life. If someone cannot read fluently then they will have difficulty receiving information considering that all information is currently written and presented digitally, so it is necessary for us to master reading skills.

According to (Altumigah & Alkhaleefah, 2022) Reading is extremely important for students. As reading skills will be a part of every learning activity of student and their reading comprehension will also determine how well they do in school. Additionally, one of the abilities assessed in national exam is reading.

Reading is a two-way process in which readers exchange ideas with the author through the text they are reading (Snowling, 2022). Furthermore, educational psychologists have identified motivation as the most important component in students' academic and non-academic accomplishment. Reading is an activity that needs to be fully encouraged as many students find it very challenging and requires a lot of effort as it involves understanding the entire content of a text. Motivation to read is came from any sources including self- efficacy belief in someone's own abilities

Students' reading ability is influenced by various factors, including their self-efficacy. In psychology, self-efficacy is a person's belief in his or her ability to take action as needed to achieve a specific goal. This concept was first proposed by psychologist Albert Bandura. Students' self-efficacy influences their belief that individuals can complete a certain job or task at a certain level of knowledge and skills well. the belief that people can complete a variety of tasks using different levels of knowledge and skills. Self-efficacy plays an important role in success and understanding what you read. (Sofyan et al., 2020)

The examples of researchers who have conducted research in this area are (Salehi & Khalaji, 2014) conducted a research to examine whether there is a relationship between self-efficacy and reading comprehension among Iranian high school English learners. The research subjects were 48 Iranian high school EFL students. This research shows that there is a relation between self-efficacy which influences reading skill.

In research conducted by (Riswantyo & Lidiawati, 2021) stated that in order to achieve effective reading comprehension, students must connect their ideas and

beliefs, create new perspectives, and relate the recent material to their prior experiences. It is imperative that readers make the connection between what they have learned from the new content and what they already know. Students can comprehend the subject matter and the information they are learning better.

The next research by Hadomi (2012) who said that courting between students' analyzing self-efficacy and their final grades in educational reading training on the language and arts branch of Satya Wacana Christian university. forty-three students were requested to participate within the hobby. This research shows that scholars' analyzing self-efficacy affects their analyzing comprehension fulfillment in taking the final test.

In addition, (Sofyan et al., 2020) shows a connection between students' reading comprehension and reading self-efficacy. It can be concluded that reading comprehension increases along with increasing reading self-efficacy. The more confident they are in their Self-Efficacy the more reading comprehension will improve and the greater the student's in reading comprehension. Furthermore, this relationship is classified as low level. This implies that there are other characteristics besides reading self-efficacy that influence good reading comprehension.

Additionally, the students they were not sure what they had done. Especially in reading comprehension. Reading skills in English study is one of the abilities that students must understand properly. Self-efficacy has an important impact in how confident students are in doing a test, especially in reading comprehension. So, Self-efficacy is influenced by many elements and the Self-efficacy of each student is

different therefore researchers want to know what are the factors affecting student Self-efficacy and how is student Self-efficacy affect students reading skills.

Based on pre-observation with the English teacher conducted by a researcher at SMA Negeri 1 Padangan, researcher found that there was enormous potential in the tenth grade of SMA N 1 Padangan. Many students at SMA N 1 Padangan have succeeded in taking exams and get high scores, this makes researcher very interested in conducting research at SMA N 1 Padangan.

Therefore, some of the problems that students face in learning English are they are not confidence in learning English, answering questions, and reading. Other problems such as the unavailability of supporting facilities such as the internet, laptops, or technology that supports translating reading makes students increasingly lazy about learning English. It requires thorough preparation, both in the form of preparing a learning plan, and the readiness and completeness of the material also needs to be considered in order to prevent students from being lazy in learning English (Rohmah et al., 2019). They show indications of low self-efficacy when learning English. It can also be seen from students' grades which have decreased assignment scores to exam scores. because they are less confident to answer the questions.

Many students are not sure with their ability to complete English assignments or problems in reading skill test. When the teacher asks them in front of the class to present or answering the question, they are not confident too. When the teacher asks to read the English-text they are not sure. To anticipate this problem, researcher wants to analyze and survey middle school students' self-efficacy in reading skill. Meanwhile, limited research was conducted, especially in

high schools among tenth graders. Therefore, this research will examine students' self-efficacy towards their reading skill at tenth grade students of SMAN 1 Padangan in academic year 2023/2024

For this reason, the researcher wants to conduct research entitled 'An Analysis of Self-Efficacy Towards Students Reading Skill (A Case Study at the Tenth Grade of SMAN 1 Padangan)'.

B. Research Questions

Based on the consideration above, there are two questions those are:

1. What are the factors affecting tenth grade students' self-efficacy at SMAN 1 Padangan?
2. How does self-efficacy affect tenth grade students' reading skill at SMAN 1 Padangan?

C. Objectives of Research

The objective of this research is to investigate:

1. To identify factors affecting tenth grade students' self-efficacy at SMAN 1 Padangan
2. To describe how self-efficacy affects tenth grade students' reading skill at SMAN 1 Padangan

D. Significance of Research

The results of this research are expected to provide the following benefits as follows:

1. Theoretically

This research hoped that can be a useful reference for readers who are interested in compiling research on literature, sociolinguistics, psycholinguistics, especially self-efficacy on students' reading skills.

2. Pedagogically

Pedagogically, the researcher hopes that this research will be useful for students and the teachers

a. Students

This research is expected to be useful for students to develop their reading skill, so they are able to understand the materials delivered by their teacher so it can increase their reading skill.

b. Teacher

This research hopefully could help English teachers to discover facts approximately the topics which have been discussed inside the hope of enhancing students' reading skill with their own self-efficacy

3. Practically

Apart from the theoretical objectives, researchers hope that this research can provide practical significance for students, teachers, readers and also future researchers.

a. For Teacher

It is hoped that this research can help teachers change students' reading skills and provide information for English teachers so they can pay more attention to students' self-efficacy in the teaching and learning process

b. For Students

In the practical aspect, this research helps students to increase their self-efficacy, so they can improve their reading skill. This research might help students to deepen their reading skill.

c. For the Readers

This research is expected to be an alternative material and motivation for readers to pay attention on their performance, so they can improve their reading skill. This research can also help readers to be aware with their self-efficacy.

d. For Future Researchers

To provide a reference for researchers as information about the relationship between students' self-efficacy and English reading skill.

E. Definition of Key Terms

1. Self-Efficacy

After analyzing several definitions of self-efficacy, researchers concluded that self-efficacy is an individual's belief in their ability to control their actions and abilities so that they can predict their abilities. However, self-efficacy in reading is an individual believe in their ability to comprehend reading. Self-efficacy is also related to interpersonal feelings of competence. (Carroll et al., 2017).

2. Reading Skill

Reading can be interpreted as the ability to recognize and comprehend writing in symbolic form is known as reading. Reading is another way to learn about someone's thoughts and emotions through writing. Reading also the process of comprehending written material (Sarah, 2022)