

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading is an act to gain conscious information that has been transmitted orally, and it is typically done in tandem with learning to comprehend the core of a reading material. Reading is one of the important aspect in English and important for students' when they are going to understand a passage that is read or in the textbook in order to get the information. Reading is a complex cognitive process, leaning to read requires explicit teaching in order four our brains to make those new connections. Reading also is a process carried out and used by readers to get the message to be conveyed by the writer through the medium of words or written languages. So, the students' must have a sufficient or foundational knowledge of English especially on reading skill.

Basically, Reading also allows us to extend our vocabularies. It suggests that we will be able to achieve some benefits or goals in a single step by reading. We can't deny that reading is a crucial ability. The skills which are in teaching reading for obtaining students' comprehension should not only focus on old or classical abilities like the popular question, but also expand it by creating or driving the students on knowing or comprehending the content structure. It means not only it focuses on finding the answer of classical theory such as major idea, but also it might be in reciting the passages by brief style or summarizing by using their own words.

According to Moore reading comprehension is an elaborate interplay between automatic and deliberate cognitive processes that enables the reader to form a mental image of the text.<sup>1</sup> In addition to reader characteristics like prior knowledge and working memory, language processes like fundamental reading abilities, decoding, vocabulary, sensitivity to text structure, reasoning, and motivation also play a role in comprehension that it is clear that the reader is involved in reading, namely to obtain information.

Through reading comprehension teacher must teach the meanings of the new vocabularies, skills, structures, symbol or language sound, and also assist the students to increase speed of the reading. If the meaning of the words is not fulfilled, the explicit and implied messages will not be caught and the reading process will not be carried out properly.

Based on the pre-observational study in the grade 7 junior high school, several of students are interested in English lessons, particularly reading; nevertheless, few students desire to put their English abilities into practice with choose for slow reading. Some students appear to be hesitant to express themselves in reading. When the researcher recognizes that students are afraid, they lack confidence in reading, and don't know what the meanings of the new word are, they are unable to read even before they try because of the pronunciation. As a consequence, through students' self-efficacy they begin to know that confidence in their abilities can overcome all doubts or potential in reading.

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<sup>1</sup> Amy L. Moore M.A, 'Reading Comprehension Course', 2012, 1–22.

The researcher found the concern in this study, obviously whether correlation between self-efficacy and students, reading comprehension. From this issue, the researcher will prove whether correlation between students' self-efficacy and their reading comprehension.

According to Bandura Albert people's beliefs of their capacity to attain particular levels of performance that affect events in their lives are referred to as perceived self-efficacy. People's ideas about their own abilities to succeed have an impact on their emotions, cognition, motivation, and conduct. When people believe these beliefs, four major pathways cause a variety of different outcomes. Among these are the cognitive, motivational, emotional, and selection processes.<sup>2</sup> It represents that to achieve something great must have faith in their soul through the motivation, thoughts and feelings. So, faith itself will be finish line in self in order to achieve something great.

Through self-efficacy researcher suppose that if a person is able to have self-efficacy in students' abilities, particularly in the capacity to read, the ability to read. If students have low self-efficacy, it is not possible to reach the stage of reading comprehension. But of course every student has self-efficacy it's just that some of the students feel there are obstacles in themselves that they have not been able to achieve.

Determined on the current explanation, the researcher is interested to making the study with the entitled **“THE CORRELATION BETWEEN STUDENTS' SELF-**

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<sup>2</sup> Albert Bandura, 'Self-Efficacy', *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 4 (2015), 504–8.

**EFFICACY AND THEIR READING COMPREHENSION (*A Correlational Study at the Seventh Grade of SMP N 3 Kota Cilegon*)”**

**B. Identification of the Problem**

The following aspects are discussed in connection to the background of the situation above.

1. The students appear to be hesitant to express themselves in reading, at least pronunciation and the meanings of the vocabulary.
2. The students need high focuses in reading in order to reading comprehension achieve.
3. The students cannot identify the main idea of the text in reading.

**C. Scopes and Limitations of Research**

The scope of this research is limited only to find out the correlation between students' self-efficacy and their reading comprehension and focus of observation in seventh grade SMPN 3 Cilegon.

**D. Statements of the Problem**

In light of the study's context, the researcher formulated the problem as “How is the correlation between students’ self-efficacy and their reading comprehension at the seventh grade of SMPN 3 Cilegon?”

**E. The Objective of the Study**

The study's goal is to measure the significance of the correlation between students' self-efficacy and their reading comprehension, as stated in the issue statement.

#### **F. Significance of the Study**

This study's findings are intended to be beneficial to the college, students, and other researchers.

1. The significance of this research is effective to assist the college. Especially, The State Islamic University Sultan Maulana Hasanuddin Banten in the self-efficacy and reading comprehension.
2. Students will benefit from this research since it will keep them motivated and be more confident from students' self-efficacy beliefs towards their reading comprehension.
3. For the other, if the researcher investigates the same issue, this research might be employed as a material consideration. As a result, the researcher attempts to provide the greatest contributions possible.

#### **G. Previous Study**

We all know that the success of a learning process is determined by the personality of the students, especially when it comes to teaching speaking. As a result, several studies have been conducted in an approach to solve students' failing to understand how to communicate on of them was done by Alawiyah Tutik (2017) *The Correlation between Speaking Self-Efficacy and Speaking Achievement of English*

*Education Study Program Study Students of UIN Raden Fatah Palembang.* This population of this study is English Education Study Program Students' of UIN Raden Fatah Palembang, to collected data the researcher used two kinds of instruments; questionnaire and speaking test. The result of this study showed that the correlation coefficient was .349 and the p-value was .000 which was smaller than .05 ( $.349 < .05$ ), it means students' self-efficacy are factors that their speaking achievement significantly, from the analysis showed that students' self-efficacy (12.2 %) influenced their speaking achievement. So it can be concluded that there was significant correlation between students' speaking self-efficacy and speaking achievement of EFL students' at UIN Raden Fatah Palembang.<sup>3</sup>

Additional research has been done by Jennifer L. Hager (2017) *The Relationship of Reading Self-Efficacy and Reading Achievement in Second Grade Students.* The participants in this study were 43 second grade students at an elementary school in central Montana. The instruments completed a Reading Self-Efficacy Questionnaire and benchmark assessments for reading. The outcome of this research The findings revealed a weak positive correlation between student reading achievement and reading self-

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<sup>3</sup> Alawiyah Tutik, 'The Correlation Between Speaking Self-Efficacy and Speaking Achievement of English Education Study Program Study Students of UIN Raden Fatah Palembang', 110265 (2017), 110493.

efficacy. The results concerning how well pupils in this age range could evaluate their own reading self-efficacy and accomplishment were inconclusive.<sup>4</sup>

Further research has been carried out by Suharja (2020) *The Correlation of Self-Efficacy to the Students' Speaking Performance in EFL Context at University of Dayanu Ikhsanuddin Baubau*. The participants of these studies represent as many as 123 students in the fifth semester. The instruments used to collect the data are a self-efficacy questionnaire and a speaking test. From the result of the research the researcher concluded that there is a significant correlation between the students' self-efficacy and their speaking performance. Speaking self-efficacy has a probability value of 0.001. Because the p-value was less than 0.05, Ho was rejected and Ha was approved. There was a significant correlation between students' speaking self-efficacy and their speaking performance.<sup>5</sup>

Derived on the basis of the research above it can be explained that self-efficacy r influenced towards students' speaking and reading achievement. The first researcher described that focused on speaking achievement and the object of the English Education Study Program Study Students of UIN Raden Fatah Palembang, The second researcher explained that focused Reading Achievement in Second Grade Students. The third

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<sup>4</sup> Jennifer L. Hager, 'The Relationship of Reading Self-Efficacy and Reading Achievement in Second Grade Students', *University of Montana ScholarWorks at University of Montana Graduate*, 2017.

<sup>5</sup> Suharja, 'The Correlation of Self Efficacy to the Students' Speaking Performance in EFL Context at University of Dayanu Ikhsanuddin Baubau', *English Education Jurnal (E2J)*, 6.1 (2020), 17–25

researcher described that the object of fifth semester of University Dayanu Iksanuddin Baubau and focused on speaking performance in EFL context.

The differences from the research above are the result of research and the place or population of the study, while this research will take from the first grade at Junior High School level. The similarity of the previous study above and this research is students' self-efficacy. As in this research, researcher will be discuss about correlation between students' self-efficacy and their reading comprehension through reading test, the object in this research of the SMPN 3 Cilegon and focused of the seventh grade students'.

## **H. The Organization of Writing**

In this study, the researcher organized this paper as follow:

**Chapter I Introduction**, it contains the background of the study, identification of the problem, scope and limitation of research, statement of the problem, the objectives of the study and the significance of the study.

**Chapter II Theoretical Framework**, this chapter consists of the research for this study was carried out by theorists and specialists.

**Chapter III Methodology**, it contains place, population, research sample and method of research, instrument data collection, hypothesis and the technique of data analysis.

**Chapter IV Finding and Discussion**, this chapter explains the description of data and the analysis of data.

**Chapter V Closing**, this chapter consists of conclusion and suggestion.