

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the world languages. World language is a language that learned and spoken as a native and second language in many countries. Cited from the Ranked: The 100 Most Spoken Languages Around The World English is the most speakers in the world with over 1.1 billion total speakers-or roughly 15% of the global population. 66% of speakers learned it as a second language and 44% speakers as a native.¹ From this study we see that English is on eof the most spread languages in the world.

In Southeast Asia, 6 countries use English as the official language. Indonesia does not include in those countries. in Indonesia English as a Foreign Language. English used in Education and some foreign companies. In Education, Many students interested in it but others not. Difference spelling between Indonesian and English makes it hard to understand for the students. Besides, students only find an English word in their class

¹ Iman Ghosh, "Ranked: The 100 Most Spoken Languages Around The World" 15 February 2020. <https://www.visualcapitalist.com/100-most-spoken-languages/>

when the subject learned. so, many students get difficult to learned English.

English has four language skills; there are listening, speaking, reading, and writing. From those skills, Reading is the third stage in learning English and one of the useful skills for language acquisition. EFL students, especially in Indonesia want to be able to read an English text either for their test or simply for pleasure. Reading skills will useful for them in their education until their future in work life.

Unfortunately, Indonesia has a low interest in literacy. The World's Most Literate Nations (WMLN) study in 2016 states that Indonesia is the 60th country from 61 countries. Many people assume that reading is a passive activity because the things that they do when they read only see the group of words, sentences, and paragraphs. They will have no interaction in reading if they don't find something that makes sense to them. They will hold on to the reading process in 15-30 minutes. The fact that Indonesia has low interact in reading makes reading comprehension for the EFL learner is not as easy as reading comprehension for the native. It will relate to their ability.

EFL student's difficulties in reading comprehension are vocabulary, background knowledge, text complexity, and level of reading. The lack of English vocabulary will affect students to comprehend the meaning of the text. Some words have different meanings depends on the context. If they less of background knowledge. They will not have an idea about the deep meaning of the text. Many types of sentences have meaning such as compound, complex, and compound-complex text. Each text has its function and its meaning depends on the context. It causes students to give up in the reading text.

Motivational beliefs are related to performance ability. Self-efficacy is one of the motivational beliefs. Self-efficacy in reading is prominent for proceeding advancement in reading achievement. According to Guthrie Students who have high self-efficacy believe they can tackle difficult texts and are confident that their efforts will be beneficial to them. Students with low self-efficacy will state, "I can't do this," when confronted with a text that appears

lengthy, complex, or cognitively challenging.² So, students' self-efficacy fluence to finish their task.

Reading skills plays a big role in academics achievement. Sri Rachmajanty cited from Cullinan explains that a high level of reading skill allows students to effortlessly understand materials during courses better than those of low-level reading skills.³ So, students who have high level of reading skill will get more information from the text that they read.

Based on the description above, researcher conduct quantitative research entitled **“The Correlation between EFL Students’ Self-efficacy and Students’ Reading Comprehension at the First Grade Students of MAN 2 Kota Serang”**

B. Identification of the Problem

Based on the background, some problems are identified as follows:

1. The lack of reading motivation in students.

² John T. Guthrie and Allan Wigfield and Kathleen C Perencevich, *Motivating Reading Comprehension* (Mahwah, N.J: L. Erlbaum Associates, 2004), 57.

³ Sri Rachmajanti and Uning Musthofiyah, "The Relationship between Reading Self-Efficacy, Reading Attitude and EFL Reading Comprehension Based on Gender Difference", *J-ELLiT (Journal of English Language, Literature, and Teaching)*, Vol. 1, No. 1, (Desember, 2017), 20.

2. Many students have low reading comprehension.
3. They find many difficulties in reading comprehension.
There are vocabulary, background knowledge, text complexity, and their level in reading comprehension.
4. Students reading motivation impacts on students self-efficacy.

C. Limitation of the Research

Focusing on the topic of this research, the writer limits the problem as follow:

1. The research: It is to know the students' self-efficacy in reading English and students' reading comprehension.
2. The subject of this research is the first grade of Bahasa in MAN 2 Kota Serang.
3. To limits the scope of this research, the research will focus more on:
 - a. The explanation of the students' self-efficacy
 - b. The explanation of the students' reading comprehension

D. The Formulations of Research Problem

Based on the background study, there is a problem in reading comprehension at the first-grade students in MAN 2 Kota Serang. In this case in the first grade of Bahasa. The following questions were used for the study:

1. How is the relationship between student's self-efficacy and students' reading comprehension in the first-grade of Bahasa in MAN 2 Kota Serang?
2. Is student's self-efficacy the best predictor of students' reading comprehension in the first grade of Bahasa in MAN 2 Kota Serang?

E. The Aims of the study

According to the problem above the researcher formulated the aim as follows:

1. To know the relationship between students' self-efficacy and students' reading comprehension in the first-grade of Bahasa in MAN 2 Kota Serang.
2. To know students self-efficacy is the best predictor of students' reading comprehension or not.

F. The Important of the Research

Researchers hope that this research can provide some benefits.

1. For Students

Students can measure their self-efficacy and their English reading comprehension. Students can trial the English test for the Final Examination. Because the test will build by the syllabus that used in their class. It will motivate them to upgrade their reading comprehension.

2. For Teachers

Self-efficacy can be used as an effort in students reading comprehension. When teacher know about students self-efficacy, teacher can give students motivation to increase they belief. It can be a solution to improve students reading comprehension.

3. For Researcher

Knowing the students' skill in reading. When the researcher had teaching practice in that class. The students look very interesting in English and reading. They also look have high beliefs. So, the researcher want

to know the influence of students' self-efficacy in reading comprehension.

4. For Institute

As a reference for other researchers who wish to conduct research related to students' self-efficacy in students' reading comprehension.

G. Assumption and Hypothesis

1. Assumption

The writer assumed the students' reading comprehension is related to their self-efficacy.

2. Hypothesis

A hypothesis are a statement describing relationships among variables that is tentatively assumed to be true. It identifies observations to be made to investigate a question.⁴

This research hypothesis is:

If X is a self-efficacy variable, and Y is a student reading comprehension variable then:

⁴ Donald Ary and Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to Research in Education* (Belmont, CA : Wadsworth, 2010), 7.

Ho; There is no relationship between self-efficacy and students' reading comprehension

Ha; there is a relationship between self-efficacy and students' reading comprehension.

H. Clarification of the Term

The title of the research is The Correlation between EFL Students Self-efficacy and Reading Comprehension at the First Grade Students of MAN 2 Kota Serang. Reading comprehension is one of the language skills that usually tested in many language tests. it because reading is one of the language skill that should be mastered by the language learner.

The reading activity involves both cognitive and affective processes.⁵ The cognitive process happens in the brain. It involves knowledge and understands of the text. For the EFL students read an English text is a challenging thing. Because English has different pronunciation with Indonesian. They also need to master many vocabulary to understand the meaning of the text word by word, sentence by sentence. The EFL students usually facing the

⁵ Sri Rachmajanti and Uning Musthofiyah, "The Relationship between Reading Self-Efficacy, Reading Attitude and EFL Reading Comprehension Based on Gender Difference", Vol. 1, 20.

English test in reading comprehension. Reading Comprehension usually test by the question that comes from the text. The language learner or students in Indonesia is very familiar with this test but many of them are get difficulties in answering the test and choose the right answer.

An Affective process happens in psychological. It includes anxiety, self-efficacy, and motivation. Some psychological items influence reading comprehension. One of them is self-efficacy. Bandura defines self-efficacy as a belief in one's capabilities to organize and execute the courses of action required to produce given attainments. According to him, the level of self-efficacy will determine whether a task, will be initiated and completed.⁶ The task might be learning a new skill, baking a good cake, or earning a high grade on an exam.⁷ The new skill will fluence human to learn.

I. Previous research

To conduct this research. Researchers look at previous research. The previous research in this study is *The relationship*

⁶ Albert Bandura, *Self-Efficacy: The Exercise of Control*, (New York: W.H. Freeman, 1997), 11.

⁷ Barbara A. Greene, *Self-Efficacy and Future Goals in Education*, (New York: Routledge, 2018), 1.

between self-efficacy and reading proficiency of first-year students: An exploratory study the author is Naomi A.N.Y. Boakye. This study published in 2015. This study determines the relationship between self-efficacy and reading proficiency, a study was conducted with first-year students in a South African tertiary institution. Students' self-efficacy levels were elicited through a questionnaire and their reading proficiency was obtained through the Test of Academic Literacy Levels (TALL).⁸ The results are discussed as they relate to previous research and recommendations are made to include the development of self-efficacy in reading instruction.

The second previous research is *The Relationship between Reading Self-Efficacy, Reading Attitude and EFL Reading Comprehension Based on Gender Difference*. The authors are Sri Rachmajanti & Uning Musthofiyah. This study published in 2017. This study tells us about the relationship between reading attitude, reading self-efficacy, and reading comprehension of EFL tertiary students based on gender differences. This is a correlational study

⁸ Boakye, *The Relationship between Self-Efficacy and Reading Proficiency of First-Year Students*, Vol . 6, 1.

employing multi-group path analysis. The result of the analysis showed a pattern of relationship based on gender difference among reading attitude, reading self-efficacy, and reading comprehension.⁹ The study has significant impacts on EFL reading comprehension by showing the prediction of EFL reading comprehension achievement from reading self-efficacy and reading attitude on the basis of gender difference.

The third previous research is *the Relationships among prior learning, anxiety, self-efficacy, and science vocabulary learning of middle school students with varied English language proficiency*. The authors are Yuliya Ardasheva, Kira J. Carbonneau, Anna Karin Roo, Zhe Wang. This study published in 2018. This research tells us about Vocabulary is essential for comprehension and achievement across disciplines. Understanding factors that contribute to vocabulary learning is important, especially for English learners (ELs) studying science, a linguistically and cognitively demanding topic.¹⁰ The study examined structural

⁹ Rachmajanti, 'The Relationship between Reading Self-Efficacy, Reading Attitude and EFL Reading Comprehension Based on Gender Difference', Vol. 1, 20.

¹⁰ Yuliya and Kira J and Anna Karin and Zhe , "Relationships among Prior Learning, Anxiety, Self-Efficacy, and Science Vocabulary Learning of Middle School

relationships among background characteristics, science anxiety, and self-efficacy, and science vocabulary learning of 252 Grade 8 students.

These three previous research have a similarity with this research. The Topic of the research is self-efficacy in reading. This research also has a difference between these previous research. This research will be conducted by the correlation method. It will focus on EFL student's self-efficacy in reading comprehension. The sample of this research is the first grade of Bahasa in MAN 2 Kota Serang. I assumed that the first grade of Bahasa has more interested in language than the other classes. This research will focus on their self-efficacy in learning language especially in reading comprehension. In this case, I will use the Reading comprehension test to know their score then correlate it with the score from the self-efficacy questionnaire. The Reading comprehension test will build by me. The reference for the test is the syllabus. So, the test will be correlated with their final examination in last semester.