

**THE CORELATION BETWEEN STUDENTS' ENGLISH READING SELF
EFFICACY AND ENGLISH READING COMPREHENSION**
**(A Descriptive-Correlational Study on Fifth Semester English Students at IAIN
Curup)**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for Receiving a Bachelor's
Degree in English Education from English *Tadris* Study Program**



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Assalamu'alaikum Warahmatullahi Wabarakatuh.

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Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled “The Corelation Between Students’ English Reading Self-Efficacy and Reading Comprehension”

The thesis is part of the first stage (S1) undergraduate degree program of the IAIN Curup English Study Program. The author realizes that the paper is far from perfect, so the author really grateful for future perfection.

Last but not least, the author hopes that this thesis will be really useful for those intersted in this field of research.

Curup, 20 June 2022

The Researcher



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Assalammu'alaikum Wr.Wb

In the name of Allah, benevolent, praise Allah, Lord of the worlds. Only with the grace, blessing, and help of Allah, the writer can finish writing this simple thesis. May the last prophet Muhammad, his family, companions and followers pray for peace.

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This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadrīs Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us.

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Curup, June 2022
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Motto and Dedication

“If I Don’t Give Up My Hopes And Dreams, Then There Will Always Be A Good Ending”

This thesis is dedicated to:

My Parents

My Mother “Asni Maria” and My Daddy “Ujang Kardiono” who always supported me physically and spiritually and gave everything what I needed.

Thank you so much for all forms of your everlasting love. I love you!

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Without you I’m nothing

ABSTRACT

Rika Sintya, 2022 : **The Corelation Between Students' English Reading Self-Efficacy and Reading Comprehension**

Advisor : **Jumatul Hidayah, M.Pd**

Co-advisor : **Hadi Suhermanto, M.Pd**

This study was anchored in three objectives, namely to find out the fifth semester TBI students' self-efficacy in English reading, to measure the fifth semester TBI students' English reading comprehension, and to examine the correlation between the fifth semester TBI students' self-efficacy in English reading and their English reading comprehension. The last objective was initiated by the following hypotheses: There is a positive correlation between students' self-efficacy and reading comprehension (H1); and There is no a positive correlation between students' self-efficacy and reading comprehension (H0). This study used a correlational method with self-efficacy in English reading as the variable X and English reading comprehension as the variable Y. There were 65 fifth TBI students of IAIN Curup as the population. To collect the data, this study assigned the questionnaire of English reading self-efficacy and English reading comprehension test. The data were analyzed statistically by employing some steps, such as descriptive statistics to answer the first and second research questions, normality test as the prerequisite test alongside the determinant of correlational formula, and correlation coefficient formula to know the correlation between self-efficacy in English reading and English reading comprehension.

Keywords: A Correlational Study, Self-efficacy, Reading Comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Research

Everybody can't seem to get away from reading at the moment. They must read in order to obtain information on a daily basis. People read for a number of purposes, including obtaining information in newspapers, grasping the meaning of caution on the road, and many others. As a result, reading has become an important part of everyday life. Several academics, like Mirza¹ and Cushing², emphasized the significance of reading. Reading is a vital skill to have while seeking for job, among other things. Reading aids in the development of the human intellect. People can learn new things via reading. Reading helps people to be more creative. People who read are more likely to be innovative. Reading is also important for developing a good self-image.

Reading is the act of looking at a text and deducing meaning from the textual symbols contained within it. For the reading process to begin, two physical objects must be present: the text and the readers. The significance of the book will be understood by readers with advanced reading skills. It's critical since the goal of reading is to comprehend what the text is saying. Without sufficient reading abilities, readers will be unable to understand the meaning of the text. Reading, to put it another way, is the act of figuring out what a text or sentence means.

One of the abilities that an English learner must develop is reading.

¹ Q. Mirza, "English Reading Habits in Online Learning among Tertiary Learners in Pakistan: Evaluating the Impact of COVID," *Asian EFL Journal* 28, no. 11 (2021): 47–66.

² Ian Cushing, "A Textured and Sensory Grammar for the Experience of Reading," *English in Education* 54, no. 2 (April 2020): 131–45, <https://doi.org/10.1080/04250494.2019.1626196>.

Learning English in a collegial setting, on the other hand, places a larger focus on reading comprehension. A reading comprehension exam is commonly used by lecturers to measure a student's critical thinking in English. Students are motivated to improve their reading abilities in order to fully comprehend what they are reading as a result of this circumstance. Good reading comprehension necessitates an understanding of the words read.³ It is simpler to detect and analyze a document if we know more words. We will be able to read stuff more effectively as a result of this. Reading aptitude is measured by our capacity to grasp the content of the information we are reading. True comprehension entails making sense of what is read and connecting the ideas in the book to what is already understood. It also includes remembering what has been read. To put it another way, comprehension requires you to think while you read. In order to acquire true understanding, readers must master the skills of reading comprehension. Students should learn a number of reading comprehension strategies.

One of the important factors that influences students' ability to read well is the students themselves. The focus on students' self-beliefs as a significant component of academic motivation is based on the premise that the beliefs that students generate, develop, and hold to be true about themselves are critical factors in academic success or failure.⁴ The students' belief in themselves will lead to their own confidence. If Students believe in their own abilities, they will be more likely to succeed. When Students are less confident in their own abilities, it is more difficult for them to achieve their goals. Self-efficacy refers to a person's

³ Charles Perfetti and Joseph Stafura, "Word Knowledge in a Theory of Reading Comprehension," *Scientific Studies of Reading* 18, no. 1 (2014): 22–37.

⁴ Barry Bai and Wenjuan Guo, "Influences of Self-Regulated Learning Strategy Use on Self-Efficacy in Primary School Students' English Writing in Hong Kong," *Reading and Writing Quarterly* 34, no. 6 (2018): 523–36, <https://doi.org/10.1080/10573569.2018.1499058>.

belief in their own capacity.

Self-efficacy is a component of self-beliefs that has been shown to be a more consistent predictor of behavior outcomes. Students' self-beliefs are influenced by their self-efficacy. It signifies that students' self-efficacy has an impact on the process of achieving their goals.⁵ It is easier for students to improve their reading comprehension skills if they believe in their own abilities to comprehend what is read. Therefore, in order to improve their reading competency, students must employ their self-efficacy in all reading situations. They must rely on their own self-efficacy to get the most out of the book.

It suggests that the link between students' reading self-efficacy and their reading comprehension merits further research. Furthermore, a preliminary study conducted through interviews revealed a possible correlation between English reading self-efficacy and reading comprehension in the context of fifth semester English students at IAIN Curup, but such a correlation has not been proven scientifically in a correlational study. The following interviews result can be used to see whether there is a link.

Student A : When I am reading an English text on the Internet, let's say on one's blog, and without pressure of assessment, I feel like I am so confident in reading. Then, I feel like I don't find it too difficult to understand the text because of no pressure. Yet, if I am about to read a journal article written in English as instructed by a lecturer, I feel like so nerves and I have no confidence. As a result, I tend to make mistakes in getting the points presented in the text right.

Student B :Last semester, at the second meeting of reading class, I felt very frustrated because I was so nerves and tended to think that I could not comprehend the English text I read. it was so good that later on my lecturer saw my frustration and advised me to take it easy. He motivated me that I didn't have to be able to comprehend the text on that day. He said that I could take time and took the English text

⁵ Alay Ahmad and Triantoro Safaria, "Effects of Self-Efficacy on Students' Academic Performance," *Journal of Educational, Health and Community Psychology* 2, no. 1 (2013): 22–29.

home. He suggested me that I should love the English text first. I should be relaxed, motivated, curious, and confident before I get information from the text. since that day, I have always made efforts to maintain my confidence in reading, leading me to reach a bit better comprehension.

Based on the result of pre-interviewed above, the researcher concluded that the students would be confident when they are reading the text without any pressure. The students will comprehend the text adequately. However, it would happen in otherwise when they are reading with a lot of pressures. Students' confidence will be decreased, and this condition contributes to their poor comprehension of the text. This emphasizes the relevance of self-efficacy in reading comprehension in English. Besides, Bijl & Baggett in Fitri et al. stated that self-efficacy is not of a general nature, but related to specific situations. Individuals can judge themselves to be very competent in a specific field and less competent in another field.⁶ Accordingly, based on the interview and the theory, it could be proven that the self-efficacy is something appeared in particular condition of the students.

Based on the explanation of the theories and the pre-interview, the researcher decided to do a research on the correlation between reading self-efficacy and reading comprehension. This research was intended to find out whether self-efficacy positively or negatively correlates with students' comprehension especially in reading comprehension. Despite the fact that the theoretical correlation between reading self-efficacy and reading comprehension has been elaborated above, and the possible correlation of the two variables in the phenomenological context of English students at IAIN Curup has been presented,

⁶ Fitri E. Dona Rahma, et al. (2019), The Correlation between Reading Self-Efficacy and Reading Comprehension, Journal of English Education and Teaching, Volume 3 number 1.

a scientific study examining these variables in the context of TBI students has yet to be completed. So that, this study is entitled “**THE CORELATION BETWEEN STUDENTS’ ENGLISH READING SELF-EFFICACY AND ENGLISH READING COMPREHENSION**”.

B. Research Questions

The following research questions are created based on the previously provided study background.

1. How is the fifth semester TBI students’ self-efficacy in English reading?
2. How is the fifth semester TBI students’ English reading comprehension?
3. Is there any correlation between TBI students’ self-efficacy in English reading and their English reading comprehension?

C. Objectives of the Research

Several objectives are proposed as a result of the study questions presented above. The goal of this study is to:

1. Know the fifth semester TBI students’ self-efficacy in English reading
2. Know the fifth semester TBI students’ English reading comprehension
3. Know the correlation between the fifth semester TBI students’ self-efficacy in English reading and their English reading comprehension

D. Delimitation of the Research

This study is confined to two variables: English reading self-efficacy and English reading comprehension. The context of this study is IAIN Curup's fifth semester TBI students.

E. Significances of the Research

The main objective of the study is to assess the fifth semester TBI students' English reading self-efficacy and their English reading comprehension as well as investigating the links between students' self-efficacy and reading comprehension. Understanding the link between these characteristics might help students understand the relevance of self-efficacy and reading comprehension. The following parties will benefit from this study.

1. For students

The findings of this study might provide students with information on their self-efficacy and reading comprehension.

2. For teacher

The outcomes of the study can help teachers enhance their reading teaching approaches by recognizing the relevance of students' self-efficacy and reading comprehension.

3. For other researchers

This study can be used as a resource for future research on the connection between students' English reading self-efficacy and reading comprehension.

F. Organization of the Research

Five chapters make up the structure of this study. The first chapter provides an overview of the study. The background of the research, research questions, aims of the study, delimitation of the research, importance of the research, and organization of the research are all included in this chapter. The second chapter is devoted to a review of the literature. Theoretical reviews on the variables of self-efficacy and English reading comprehension are presented in this chapter. The

contents of the research method are presented in the third chapter. This chapter contains components such as research types, population and samples, data collection technique, instruments, instrument validity and reliability, and data analysis technique. The fourth chapter is divided into two sections: findings and discussion. Finally, the fifth chapter concludes with some recommendations.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Nature of Reading

Reading is defined as the interaction between readers and the texts they are reading.⁷ In order to grasp the information, reading needs good knowledge.⁸ Furthermore, reading is a skill that is taken for granted. Reading has become increasingly important for humans as a result of the vast amount of information that is currently written. We must communicate with one another when we have an idea that we wish to share with others. One of the ways to communicate our thought is to write it down and share it with others to read.⁹ Reading may be seen of as a process with a purpose and a goal of grasping the meaning of the text. Reading also includes conveying the writer's thoughts to the reader.¹⁰ We must have a reason to read; without one, we will not read anything. If we're having difficulties finding a destination, for example, we will read the direction sign. To improve our understanding, we might determine the purpose of our reading.

⁷ Paul van den Broek and Anne Helder, "Cognitive Processes in Discourse Comprehension: Passive Processes, Reader-Initiated Processes, and Evolving Mental Representations," *Discourse Processes* 54, no. 5–6 (2017): 360–72.

⁸ Eric Donald Hirsch, "Reading Comprehension Requires Knowledge of Words and the World," *American Educator* 27, no. 1 (2003): 10–13.

⁹ Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd Ed* (San Francisco: USA, 2001).

¹⁰ S. Babayiğit, "The Relations between Word Reading, Oral Language, and Reading Comprehension in Children Who Speak English as a First (L1) and Second Language (L2): A Multigroup Structural Analysis," *Reading and Writing* 28, no. 4 (2015): 527–44, <https://doi.org/10.1007/s11145-014-9536-x>.

Reading is, without a doubt, the most crucial skill for academic achievement.¹¹ Nowadays, students' homework and reading cannot be separated. Students may want more information in addition to their teacher's explanation. They should read a few sources to broaden their knowledge. If students do not read books, they will not make substantial progress in their academics. Reading has climbed to the top of the educational priority list as a result. Reading, on the other hand, is a tough talent to acquire. Reading must take into account our reading skill, knowledge, and experiences. To understand the meaning of words, how to extract the text's core idea, how to extract particular information from the text, and how to evaluate the text's organization, we must first know the meaning of words. When it comes to reading, knowledge is essential. Based on our schemata, it will aid us in establishing the text's main theme. Finally, our reading experiences will aid in the development of our reading abilities. Reading also includes deciphering the behaviors of others. Reading as interpreting entails responding to a written text as if it were a kind of communication; in other words, we assume that the writer has some communicative aim and that the reader has some goal in trying to comprehend it.¹² It denotes that reading implies the reader's intention to read a written text.

As previously established, the concept of reading includes a wide range of topics. The reader's interaction with the author is the first. As a result of the interaction, the reader has access to the writer's concept. In this reading

¹¹ Huilin Chen and Jinsong Chen, "Exploring Reading Comprehension Skill Relationships through the G-DINA Model," *Educational Psychology* 36, no. 6 (July 2, 2016): 1049–64, <https://doi.org/10.1080/01443410.2015.1076764>.

¹² Harry Daniels, "Perspectives on Reading Difficulty," *Cambridge Journal of Education* 23, no. 1 (January 1, 1993): 57–64, <https://doi.org/10.1080/0305764930230107>.

interaction, the transfer of ideas from the writer to the reader will be monitored. The objective of this movement is to get the reader to understand the writer's point of view. There is a reason and a purpose for reading, and the reader will definitely require a reason and a purpose for reading when reading a book. If there is no reason or purpose for them to read something, they will not do so. Aside from that, the author's schemata, or prior knowledge, has an influence on reading. It will help the reader comprehend the primary concept of the information they are reading in general. In a nutshell, reading is the act of transferring ideas from the writer to the reader, which is influenced by the reader's motivation for reading the text, the book's purpose, and the reader schemata.

2. The Nature of Comprehension

The capacity to understand is defined as comprehension in general.¹³ In the context of reading, comprehension refers to both the end aim of reading and the technique through which people acquire information from a range of sources.¹⁴ Comprehension, according to McNamara, is the interpretation of written information. He also believes that when it comes to understanding language, different people acquire information in different ways.¹⁵

¹³ Maria Chiara Levorato, Barbara Nesi, and Cristina Cacciari, "Reading Comprehension and Understanding Idiomatic Expressions: A Developmental Study," *Brain and Language* 91, no. 3 (2004): 303–14.

¹⁴ Ana Taboada et al., "Effects of Motivational and Cognitive Variables on Reading Comprehension," *Reading and Writing* 22, no. 1 (2009): 85–106.

¹⁵ Danielle S. McNamara et al., "Improving Adolescent Students' Reading Comprehension with ISTART," *Journal of Educational Computing Research* 34, no. 2 (2006): 147–71.

According to another view, comprehension is the mental act of linking disparate texts in disparate contexts.¹⁶

Comprehending refers to the capacity to understand and the method in which people receive information based on their mental process link, according to the definition above. Understanding is defined as the capacity to understand the gist of a text. This is also impacted by how individuals obtain information; each individual has their own way of digesting and receiving facts from numerous sources. Comprehension also refers to the mental process that connects people's information gathering methods to their ability to comprehend language or information. In a word, comprehension is the mental process of linking people's different methods of acquiring information, which affects their capacity to receive and comprehend information from text, literature, and other sources.

3. The Nature of Reading Comprehension

Reading comprehension may be described as the cognitive process through which readers grasp the content they are reading in order to attain the goal of their reading, according to professional definitions of reading and comprehension.¹⁷ Reading comprehension, according to Woolley, is the process of comprehending the meaning of text.¹⁸ According to Woolley, the goal of reading comprehension is to acquire the meaning of a whole concept

¹⁶ Laura B. Smolkin and Carol A. Donovan, "The Contexts of Comprehension: The Information Book Read Aloud, Comprehension Acquisition, and Comprehension Instruction in a First-Grade Classroom," *The Elementary School Journal* 102, no. 2 (2001): 97–122.

¹⁷ Ömer Gökhan Ulum, "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing," *Qualitative Report* 21, no. 9 (2016).

¹⁸ Gary Woolley, "Self-Regulation, Metacognition and Engagement," in *Reading Comprehension* (Springer, 2011), 147–61.

rather than a single or simple statement. Reading comprehension, according to Wilawan, is about grasping the primary concept of the text.¹⁹ Reading comprehension is the mental process through which readers comprehend and receive information from a text, according to Gilakjani, who views reading comprehension as a cognitive process.²⁰

In order to understand the nature of reading comprehension, we must return to the definitions of reading and comprehension. Reading is a process in which the writer-reader connection is emphasised, and the reader's schemata, as well as the reader's rationale and aim, have an influence. The mental process link, on the other hand, is emphasized in the concept of comprehension, which ties people's ways of absorbing information and consequences to their capacity to understand knowledge. The interaction and mental process of the readers' capacity to accept any information is impacted by their reason, purpose, and background knowledge to read books, texts, or any other printed matter, as can be seen from these two definitions of reading and comprehension.

4. Types of Reading

There are various sorts of reading that can be classified as reading genres. Brown identifies four forms of reading in his work on language evaluation principles and classroom practices as follows:

a. Intuitive Reading

The smallest unit of reading is perceptive reading. The components of bigger stretches of discourse, such as letters, words, punctuation, and other

¹⁹ Sujunya Wilawan, "EFFECTS OF LEXICAL COHESION AND MACRORULES ON EFL STUDENTS' MAIN IDEA COMPREHENSION.," *Reading Improvement* 48, no. 2 (2011).

²⁰ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill," *Journal of Studies in Education* 6, no. 2 (2016): 229–40.

graphic symbols, are included in this type of reading. Bottom-Up process is implied in this reading.

b. Picking and choosing what you read

Instead of perceptive reading, the next sort of reading is selective reading, which is more complex. In this form of reading, lexical, grammatical, and discourse aspects are incorporated into brief phrases.

c. Reading that is interactive

An understanding of negotiating meaning is required for interactive reading. This is a broader category of reading than selective reading. If selective reading comprises of a single short sentence, interactive reading consists of multiple paragraphs on a single page of material. The schemata of the readers play an important role in interactive reading. Background information will aid readers in comprehending the text's meaning and message.

d. In-depth Research

This is the most advanced reading style. Professional articles, journals, books, essays, technical reports, and short stories are examples of extensive reading. Extensive reading involved reading research as well.²¹

5. Models of Reading

Researchers developed reading models that describe what happens while people read to characterize the interaction between readers and the text. Three reading models are mentioned by Abbott as follows:

²¹ Brown H. Douglas, "Language Assessment Principles and Classroom Practice," NY: Pearson Education, 2004. P. 189-190

a. The Bottom-Up Approach

The readers in this reading model begin with the smallest unit (letters to words to phrases to sentences etc). The procedure of building the smallest unit becomes fully automated.

b. The Top-Down Approach

Readers apply their own background information to the text in order to fulfill their expectations, assumptions, and inquiries. They keep reading as long as the text they're looking at confirms their expectations. In this reading model, readers' prior knowledge has a significant impact on their reading.

c. Interactive Learning Environment

When both Bottom-Up and Top-Down models are present, this model is used. Depending on the readers' knowledge, language proficiency level, motivation, strategy use, and culturally conditioned belief about reading, this process combines both Bottom-Up and Top-Down approaches.²²

6. The Purpose of Reading

People who read want to learn new things and have a specific reason for doing so. According to Wallace, there are three personal reasons for reading:

a. It's Important to Read in Order to Survive

Reading for survival entails responding to the environment through reading. It's a life-or-death situation here. People, for example, must read every notice or caution before engaging in regular activities.

²² Marilyn L. Abbott, "ESL Reading Strategies: Differences in Arabic and Mandarin Speaker Test Performance," *Language Learning* 56, no. 4 (2006): 633–70.

b. Learning Through Reading

Much of what we read on a daily basis is for the goal of learning. The goal of this reading assignment is to broaden our understanding.

c. Reading for the Purpose of Pleasure

This type of reading is frequently done for children and educational institutions. The goal is to have fun while learning.²³

7. Macro Skills and Micro Skills of Reading

Brown discusses the micro and macro aspects of reading ability.

a. Micro skills

The aspects of micro skills *verse* are when the students (1) recognize the different graphemes and orthographic patterns in English. (2) Retain language chunks of various durations in short-term memory. (3) Process writing at a speed that is appropriate for the task. (4) Recognize a core of words and understand the pattern of word order and its meaning. (5) Recognize grammatical word classes (nouns, verbs, and so on), systems (such as tenses, agreement, and pluralization), patterns, rules, and elliptical forms. (6) Recognize that the same concept can be conveyed in a variety of grammatical forms. (7) Recognize the function of coherent devices in written language in signaling relationships between and among classes. After had these 7 aspects of macro skills, the students could say they have had the micro skills in their reading.

²³ Catherine Wallace, "Critical Literacy Awareness in the EFL Classroom," *Critical Language Awareness*, 1992, 6-7.

b. Macro Skills

The aspects of macro skills *verse* are when the students (1) recognize the rhetorical structure of written language and its implications for interpretation. (2) Recognize the forms and purposes of written text's communicative activities. (3) Using background information, infer context that isn't stated. (4) Infer links and connections between occurrences, deduce causes and effects, and discern main idea, supporting ideas, new information, supplied information, generalization, and exemplification from described events, ideas, and so on. (5) Recognize the difference between literal and inferred meaning. (6) Recognize and interpret culturally distinctive references within the context of the appropriate cultural schemata. (7) Develop and practice a variety of reading skills, including scanning and skimming, recognizing discourse markers, estimating word meanings from context, and activating schemata for text interpretation.²⁴

8. Indicators of Reading Comprehension

Some criteria can be used to assess Students' ability to read literature and quantify their reading comprehension. Brown mentions a few key ways for evaluating reading comprehension. In Brown, he said that the indicators of reading comprehension are (1) determining the objective of your reading, (2) use bottom-up decoding norms and spelling rules, using lexical analysis to find meaning, such as prefixes, roots, suffixes, and so on, (3) assuming the meaning of words, idioms, and other phrases when the meaning is unclear, (4) skimming

²⁴ Douglas, "Language Assessment Principles and Classroom Practice." P. 187-188

the text to determine the key point, (5) scanning is a technique for extracting specific information from a text, (6) silent reading can be utilized to read quickly, (7) marginal notes, outline, charts, or semantic maps can be employed to understand knowledge retention, (8) there must be a distinction between literal and implied meaning, and (9) discourse markers can be distinguished in order to process relationships.²⁵

9. The Construct of Reading Comprehension

Reading comprehension, according to the definition given above, is the interplay of the readers' capacity to receive any information, which is impacted by the readers' objectives, reasons, and background knowledge when reading books, texts, or other printed materials. Interactive reading is the form of reading that was utilized to assess students' reading comprehension in this study. This level of reading is acceptable for them as seniors in high school. The researcher divides the element of reading comprehension into four indicators to assess Students' ability to understand text such as (a) find the gist or main idea of the text, (b) find the information of the text stated on the text, (c) Identifying word which is used in the text based on the context, and (d) make inferences: check students' understanding about information which is not directly stated on the text.

B. Self-Efficacy

1. The Concept of Self-efficacy

Bandura first proposed the notion of self-efficacy, which has since grown in importance in educational psychology. Self-efficacy, according to Bandura,

²⁵ Douglas. P. 188-189

is people's assessment of their ability to produce and do something.²⁶ Self-efficacy differs from other self-beliefs in that it occurs in a more specific activity or setting. In support of Bandura's theory, Castillo et al argued that self-efficacy is founded on people's belief in their own abilities to perform something.²⁷ In self-efficacy, people's assessments of their own abilities are limited to a single situation. Callinan said, "The sense of self-efficacy, which is belief in one's ability to organize and execute the courses of action required to accomplish specific attainments."²⁸ Finally, self-efficacy refers to people's assessments of their own abilities to perform, produce, or solve specific tasks.

Self-efficacy also has an impact on people's decision-making in specific situations. Bandura assumes that self-efficacy has a significant role in influencing people's choices, actions, effort, perseverance, and elasticity.²⁹ People are constantly thinking about what they can do or what they are capable of. When people argue that they are capable of completing a task, self-efficacy will assist them in strengthening their belief in their own abilities. The more self-efficacy they have, the more effort, act, perseverance, and elasticity they put forth.

Self-efficacy has an impact on people's thoughts and feelings in addition to their behavior.³⁰ A person with a low sense of self-efficacy believes that

²⁶ A. Bandura, "On the Functional Properties of Perceived Self-Efficacy Revisited," *Journal of Management* 38 (2012): 9–44.

²⁷ John Christopher D. Castillo et al., "Achievement Goal Orientation, Self-Efficacy, and Classroom Climate as Predictors of Writing Performance of Filipino Senior High School Students," *Asian EFL Journal* 27, no. 32 (2020): 83–107.

²⁸ Carol J. Callinan, Emile van der Zee, and Garry Wilson, "Developing Essay Writing Skills: An Evaluation of the Modelling Behaviour Method and the Influence of Student Self-Efficacy," *Journal of Further and Higher Education* 42, no. 5 (2018): 608–22, <https://doi.org/10.1080/0309877X.2017.1302564>.

²⁹ A. Bandura, *Self-Efficacy: The Exercise of Control* (New York: Freeman: Freeman, 1997).

³⁰ Bandura, "On the Functional Properties of Perceived Self-Efficacy Revisited."

completing challenging tasks is an unpleasant experience that will be tough to complete. People who have a strong sense of self-efficacy, on the other hand, believe in their own abilities. Regardless of how bad the problems they are confronted with are, they will not flee and will remain in the scenario.

Apart from influencing human behavior, thoughts, and feelings, self-efficacy also has a significant impact on a person's profession and education. According to Buenconsejo and Alfonso, self-efficacy plays a significant part in a person's social career and education.³¹ It influences people's educational choices and their academic success, as well as their career choices.

2. The Source of Self-Efficacy

There are four sources of self-efficacy that are raising people's self-efficacy, reviewed from some experts such as Buenconsejo, Alfonso catillo, Barry Bai, and Jing Wang³²

1) Mastery Experience

The most essential source of self-efficacy is mastery experience. Mastery experience is the most potent form of efficacy belief because it provides people with actual evidence that they can do something. When people have a successful performance in the past, their efficacy beliefs rise. The most interpretable information that can increase people's efficacy belief is past performance. It has a significant link to people's efficacy beliefs and

³¹ Jet U. Buenconsejo and Jesus Alfonso D. Datu, "Growth and Fixed Mindsets about Talent Matter for Career Development Self-Efficacy in Selected Filipino Adolescents," *Children and Youth Services Review* 118 (2020): 1–6, <https://doi.org/10.1016/j.chilyouth.2020.105470>.

³² Buenconsejo and Alfonso D. Datu; Castillo et al., "Achievement Goal Orientation, Self-Efficacy, and Classroom Climate as Predictors of Writing Performance of Filipino Senior High School Students"; Barry Bai and Jing Wang, "The Role of Growth Mindset, Self-Efficacy and Intrinsic Value in Self-Regulated Learning and English Language Learning Achievements," *Language Teaching Research*, 2020, 1–22, <https://doi.org/10.1177/1362168820933190>.

has an impact on their performance in the future. Mastery experience effects people's success or failure in a certain situation based on the information they have gathered.

2) Vicarious Experience

Vicarious experience is the second source of self-efficacy. The experience of others is the second source of efficacy belief. People learn information about their own capabilities through observing other people's experiences. It can have an impact on whether they succeed or fail in a certain setting. Vicarious experience is self-similar behavior performed by others.

3) Verbal Persuasion

Although this source of self-efficacy does not have a large influence on raising people's self-efficacy, it does have an impact on their performance. The potency of persuasion depends on the persuader's credibility, trustworthiness, and expertise. Preached, advise, and social mechanisms concerning people's judgments are all examples of linguistic situations.

4) Emotional or Psychological States

Self-efficacy information might also come from emotional or psychological states. People's emotional arousal is an energizing aspect that can contribute to their success or failure in completing a task. Anxiety, stress reaction, tension, enthusiasm, and expectation are all emotions that might affect people's performance.

3. The Aspects of Self-Efficacy

According to the definition above, self-efficacy is the belief in one's own ability to handle a specific issue, which has an impact on one's actions in their job, performance, and other activities. The sources of self-efficacy are utilized as characteristics of self-efficacy to quantify the level of students' self-efficacy. The things that can promote self-efficacy are shown by the sources of self-efficacy. Personal experience, other people's experiences, other people's persuasion, and emotional state are among the causes. The writer employs the sources of self-efficacy as the aspects to measure students' self-efficacy because of their influence on their level of self-efficacy.

C. Rationale

1. The Correlation Between students' Self-Efficacy and Reading Comprehension

Reading comprehension is the ability of readers to receive any information from written language through their minds. Readers must trust and believe in their own abilities to interpret English language in order to acquire the information effectively. The relationship between a student's confidence in dealing with a scenario like this has an impact on the outcome of their action. In this scenario, the students' conviction in their own abilities is reflected in the study's outcome. As previously stated in the review of related theory, self-efficacy is a component of self-confidence in which people believe in their own potential to succeed in a given situation.

Self-efficacy has a role in students' performance in grasping and interpreting the content of text in various situations, such as reading

comprehension. The better the students' self-efficacy, the easier it will be for them to understand the purpose and point of their reading. This problem occurs because people believe in their own abilities to improve their reading ability. On the other hand, if students' self-efficacy is low, it would make it difficult for them to practice and improve their reading comprehension skills. Because of their low opinion of their own abilities, they believe they will never be able to progress and gain a better grasp of reading comprehension. They will lose their capacity to read comprehension if they lack confidence in performing specific tasks, such as reading comprehension.

It can be assumed that there is a positive association between students' self-efficacy and their reading comprehension, based on the previous argument. The better a student's self-efficacy is, the greater their ability is to improve their reading comprehension.

D. Hypothesis

According to the theory and rationale, the hypotheses of this research are formulated as follows:

1. H1 = There is a positive correlation between students' self-efficacy and reading comprehension.
2. H0 = There is no positive correlation between students' self-efficacy and reading comprehension.

E. Related Findings

The association between student self-efficacy and reading comprehension is the main orientation of this study. Several scholars have raised similar concerns:

Raven Richardson Piercey conducted a study on Which Measures Work Best for Reading Self-Efficacy in Early Adolescence.³³ The goal is to investigate the association between self-efficacy and reading achievement in a sample of 364 kids in grades 4 to 6, as well as the predictive validity of a number of reading self-efficacy measures. Gender, race, and school type all had different mean differences in self-efficacy. The four measures of reading self-efficacy were found to be psychometrically sound, according to the findings. There were no gender or ethnicity-related mean differences among the students. Students in elementary school reported a higher level of reading test self-efficacy than students in middle school. Reading self-efficacy was found to predict reading success in four separate ways (language arts grades, standardized reading test scores, teacher ratings of students' reading competence, and daily minutes read). The type of reading self-efficacy that most closely matched the performance outcome was the greatest predictor in these analyses. These findings show that the best way to assess reading self-efficacy is to do so in a context-specific manner.

Naseri and Zafranieh investigated the relationship between Iranian EFL learners' reading self-efficacy beliefs, reading strategy use, and reading comprehension level. The link between reading self-efficacy beliefs, reading strategy use, and reading comprehension level of Iranian EFL learners was investigated in this co-relational study. Eighty Junior and Senior EFL students were given the Michigan reading comprehension exam, a self-reported Reading Strategy Use Questionnaire, and a Reading Self-efficacy Questionnaire in this study. The results of the Spearman Correlation coefficient, descriptive statistics,

³³ Raven Richardson Piercey, "Reading Self-Efficacy in Early Adolescence: Which Measure Works Best?," 2013.

and Canonical correlation revealed that: a) there was a significant strong positive correlation between reading self-efficacy beliefs and reading comprehension, as well as between reading self-efficacy beliefs and reading strategies use; b) the most common use of reading strategy was found to be cognitive strategy, followed by lexical strategy; and c) the most frequent use of reading strategy was found to be lexical strategy, followed by lexical strategy.³⁴

The Correlation Between Reading Self-Efficacy and Reading Comprehension was ever investigated by Firtri et al. The goal of this study was to see if there was a link between reading self-efficacy and comprehension. The study utilized a correlational design with a quantitative approach. The sample consisted of 273 twelfth-grade science students from SMAN 5 Bengkulu. The data was gathered using two instruments: (1) a reading self-efficacy questionnaire to assess students' reading self-efficacy, and (2) a reading comprehension exam to assess students' reading comprehension. Pearson Product Moment in SPSS 15 was used to calculate the correlation between the two variables. There is a strong link between reading self-efficacy and reading comprehension, according to the findings. H1 was approved and H0 was rejected because the significance level score was 0.05 (0.000 0.05). As a result, it is reasonable to conclude that the more the reading self-efficacy, the greater the reading comprehension.³⁵

³⁴ Mahdiah Naseri and Elaheh Zaferanieh, "The Relationship between Reading Self-Efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners.," *World Journal of Education* 2, no. 2 (2012): 64–75.

³⁵ Dona Rahma Fitri E, Dedi Sofyan, and Fernandita Gusweni Jayanti, "The Correlation between Reading Self-Efficacy and Reading Comprehension," *Journal of English Education and Teaching* 3, no. 1 (August 2, 2019): 1–13, <https://doi.org/10.33369/jeet.3.1.1-13>.

CHAPTER III

RESEARCH METHOD

A. Kind of the Research

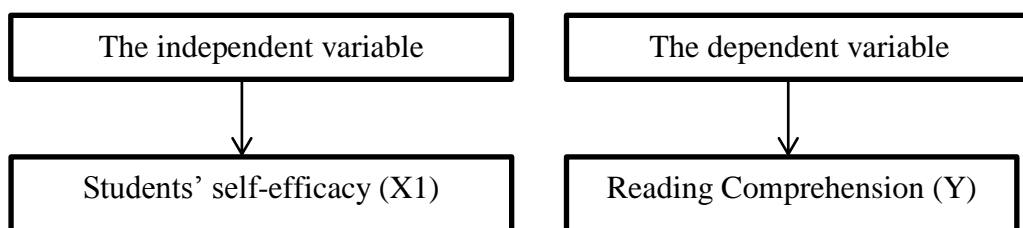
In this study correlation method is used. Regarding the correlational study, the study of two or more quantitative variables is known as correlation research. In correlation study, there are two variables: the independent variable and the dependent variable.³⁶ The objective of correlation research is to determine the relationship between variables and make predictions based on that information. In correlation study, there are three possible outcomes: a positive correlation, a negative correlation, or no connection. The range of association coefficients is -1.00 to 1.00, with 0 denoting no link. If the number is equal to or greater than 1.00, the correlation is positive. There is no connection when the number is 0. The correlation is negative if the number is less than 1.00.

The scores of the variables tend to move in the same direction when there is a positive connection. When the independent variable changes, the dependent variable changes as well. The correlation coefficient is +1.00. Negative correlation means the variables move in opposite direction. It happen when the independent variables increases but the dependent variable decreases or when the independent variable decreases and the dependent variable increases. The correlation coefficient is -1.00. Subsequently, no correlation indicates that no

³⁶ Elizabeth A. Curtis, Catherine Comiskey, and Orla Dempsey, "Importance and Use of Correlational Research," *Nurse Researcher* 23, no. 6 (2016).

relationship between the variables. The correlation coefficient of no correlation is 0.³⁷

There were two correlational variables in this study. They were an independent variable (X) and a dependent variable (Y).



B. Population, Sample, and Sampling

1. Population

All unique, complete objects with learnable properties are defined as population by Wallen.³⁸ All study subjects, whether humans, animals, things, or anything else, are included in the population. This study's demography included all fifth-semester TBI students at IAIN Curup for the school year 2021/2022. There were 65 Students in all, divided into three classes: TBI 5A, TBI 5B, and TBI 5C.

2. Sample

Gall et al define sample as population statistics delivered to the population.³⁹ As such, A sample is a representative fraction of a population with the same characteristics as the rest of the population. This study's sample was obtained using a random sampling approach. According to Wallen,

³⁷ Bruce Thompson et al., "Evaluating the Quality of Evidence from Correlational Research for Evidence-Based Practice," *Exceptional Children* 71, no. 2 (2005): 181–94.

³⁸ Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012), <https://doi.org/10.1017/CBO9781107415324.004>.

³⁹ Fraenkel, Wallen, and Hyun.

sampling is the process of picking a sample from a larger population.⁴⁰ 65 students in the population, there were only 40 students who provided the data or answers of both English reading self-efficacy questionnaire and English reading comprehension test.

C. Technique of Collecting Data

In this study the writer used questionnaire and test as the techniques for collecting data. The writer used questionnaire for collecting data from the students' self-efficacy. The test was used for collecting data about students' reading comprehension.

1. The instrument of Collecting Data

a. Questionnaire

The researcher used a questionnaire to measure the fifth semester TBI students' self-efficacy. The reading self-efficacy questionnaire was adopted from Wang⁴¹. There were 14 items of reading self-efficacy questionnaires. Wang has proven that this questionnaire is both valid and reliable.

b. Test

The English reading comprehension test was adopted from a TOEFL reading section test adopted from the TOEFL package.

2. Validity of instruments

Because this was a quantitative study, the researcher must go through two rounds of validation. Two lecturers with competence in reading comprehension and linguistics assisted the researcher in pursuing content validity. The two lecturers assessed the instruments used in this study,

⁴⁰ Fraenkel, Wallen, and Hyun.

⁴¹ Yusheng Li and Chuang Wang, "An Empirical Study of Reading Self-Efficacy and the Use of Reading Strategies in the Chinese EFL Context," *Asian EFL Journal* 12, no. 2 (2010): 144–62.

including wordings, comprehensibility, grammar, and other critical features. According to the lecturers' feedback, the researcher revised the instrument depending on the supplied ideas.

The second type of validation was construct validity. It has been statistically validated. The validity of an instrument is determined by its capacity to measure what the researchers want to assess. To ensure that these instruments were accurate, they were tested before being used on a real sample. The instruments were tested on a number of students who were not part of the study's sample. In this study, the researcher utilized the internal validity formula to determine construct validity. The outcomes of the tryouts were evaluated using the formula below:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} : the coefficient of correlation between variable X and Y
- X : the independent variable
- Y : the dependent variable
- n : the number of the sample
- $\sum XY$: the sum product between X and Y
- $\sum X^2$: the sum of square predictor X
- $\sum Y^2$: the sum of square criterion Y

The researcher first administered both the English reading self-efficacy questionnaire and the English reading comprehension test to 15 students who were part of the population but were not included in the study's sample. The try-out results were further computed using the above Pearson Product Moment formula, which was aided by the SPSS 25 program to assist the researcher in

obtaining an easier and more accurate computation. The questionnaire's computation result indicated that all items of the English reading self-efficacy questionnaire were considered valid because the value of r of each item exceeded the value of r table (0.5140) obtained from the criteria of (sig 5 percent). The r values obtained for all items ranged from 0.6 to 0.8. Following that, the English reading comprehension test computation result indicated that all items were considered valid because the value of r of each item exceeded the value of r table (0.5140) obtained from the criteria of (sig 5 percent). The r values obtained for all items ranged from 0.7 to 0.8. Both the English self-efficacy questionnaire and the English reading comprehension test were found to be valid.

3. Reliability

According to Ary et al, reliability refers to the consistency of results obtained by the same people when retested on multiple times with the same test or different sets of identical items.⁴² Wallen defines reliability in a similar vein as the consistency of scores received for each individual from one administration of an instrument to the next, as well as from one set of items to the next.⁴³ The following Cronbach Alpha formula was used by the researcher in this study to analyze the reliability of instruments:

⁴² Donald Ary et al., *Introduction to Research in Education, Measurement*, 8th ed., vol. 4 (USA: Wadsworth, Cengage Learning, 2010), <https://doi.org/10.1017/CBO9781107415324.004>.

⁴³ Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

- n = number of questions
- Vi = variance of scores on each question
- Vtest = total variance of overall scores (not %'s) on the entire test

The English reading self-efficacy questionnaire was reliable, according to the SPSS 25 computation, because the obtained value of alpha was 0.8, which was greater than 0.7. In a similar vein, the English reading comprehension test was found to be reliable because the alpha value obtained was 0.9, which was greater than 0.7. It was conclusive that both instruments used in this study were trustworthy.

3. Technique of Data Analysis

After collecting data the next step was analyzing the data to find out the results of assessment on the fifth semester TBI students' English reading self-efficacy and English reading comprehension. The part of analysis was done descriptively by calculating the scores of students' self-efficacy from the answers of the given questionnaire and by calculating the scores of students' English reading comprehension based on the given test. Subsequently, to know whether there was a positive correlation between students' self-efficacy and English reading comprehension, the following processes were conducted.

1. Pre-Requirement Test

In this research, before analyzing the hypotheses, the researcher had to find the normality and the linearity of the sample first.

a. Normality Test

Normality test was one of the pre-requirement tests before entering linear regression analysis. To check the normality of the dependent variable, it was done by using SPSS 16. The normality can be seen from p (significance) on Lilliefors test. If p (significance) value is greater than 0.05 ($p > 0.05$), it shows that the distribution of the data is normal. Besides, we can conduct the normality test manually using this formula in which If the highest score of $L_0 < L_{table}$, it means that the data is in normal distribution.

$$L_0 \cong F(z_i) - S(z_i)$$

Where:

L_0 : the highest value of the difference of $F(z_i)$ and $S(z_i)$

$F(z_i)$: the opportunity of data

$S(z_i)$: the proportion of the data

2. Hypothesis Testing

The researcher used Pearson Product Moment formula by SPSS 25, to test the hypothesis if there was a positive correlation between students' English reading Self-efficacy and English reading comprehension. The following table shows how the calculation is interpreted.

Table 1
The Interpretation of r Value

r value	Interpretation
0.800 – 1.00	very strong
0.600 – 0.79	Strong

0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	very low (no correlation)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents data from 14 items on the English reading self-efficacy questionnaire and 50 items on the TOEFL reading test. The data presentation is divided into three sections that correspond to the formulated research foci: 1) descriptive data of English reading self-efficacy as the data refer to the results of the English reading self-efficacy questionnaire, 2) descriptive data of English reading comprehension as the data refer to the results of the TOEFL reading text, and 3) correlational computation between the data of English reading self-efficacy and those of the TOEFL reading test.

A. RESULTS

1. The Descriptive Data of Fifth Semester TBI Students' Self-efficacy in Reading

The data on English reading self-efficacy were gathered using a 14-item questionnaire on English reading self-efficacy. If all answers were correct after transforming the dimension of 7 scales (via the use of a Likert scale instrument) into the dimension of discrete scoring, the score was 14. The highest score obtained from student data was 11.57, while the lowest score obtained was 6.14. Tables 2 show the English reading self-efficacy data. Table 3 shows the frequency distribution.

Table 2
The Descriptive Data of English Reading Self-Efficacy

Mean	9.25	
Standard Deviation	1.38	
Max	11.57	
Min	6.14	
Range	5.43	
Median	9.50	
Mode	9.57	
N	40.00	
Class	6.32	7
Interval	0.86	1
The Percentage of all students' English lexical meaning mastery	$9.25/14 \times 100 = 66.07\%$ (students' English reading self-efficacy)	

Table 3
The Frequency Distribution of English Self-Efficacy in Reading

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	6	6	3	5.5-6.5	6	8%
Poor	7	7	1	6.5-7.5	7	3%
Moderate	8	8	5	7.5-8.5	8	13%
Moderate	9	9	7	8.5-9.5	9	18%
Moderate	10	10	12	9.5-10.5	10	30%
Good	11	11	11	10.5-11.5	11	28%
Very good	12	12	1	11.5-12.5	12	3%
	Σ		40			100%

Among the sample of 40 students, it can be seen that 1 student got very good, 11 students got good, 24 students got moderate, 1 student got poor, and 3 students got very poor in terms of their English reading self-efficacy. The average of the total score was 9.25. The median was 9.5, and the mode was 9.57. The standard deviation was 1.38.

Based on the calculation of students' overall self-efficacy in reading, it can be concluded that the English reading self-efficacy of the fifth semester TBI students at IAIN Curup can be classified into the moderate level with the average of 9.25 or 66.07%.

2. The Descriptive Data of English Reading Comprehension

Data on English reading comprehension were gathered by administering 50 items of the TOEFL ITP reading section test. The highest score obtained from student data was 37, and the lowest score was 20 if all answers were correct. Tables 4 show the English reading comprehension data. Table 5 shows the frequency distribution.

Table 4

The Descriptive Data of English Reading Comprehension

Mean	29.6	
Standard Deviation	5.6650	
Max	37	
Min	20	
Range	17	
Median	30.5	
Mode	36	
N	40	
Class	6.32204329	6
Interval	2.68900405	3
The Percentage of all students' English lexical meaning mastery	$29.6/50 \times 100 = 59.2\%$ (students' English reading comprehension)	

Table 5
The Frequency Distribution of English Reading Comprehension

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	20	22	7	19.5-22.5	21	18%
Poor	23	25	5	22.5-25.5	24	13%
Moderate	26	28	4	25.5-28.5	27	10%
Moderate	29	31	6	28.5-31.5	30	15%
Good	32	34	7	31.5-34.5	33	18%
Very good	35	37	11	34.5-37.5	36	28%
	Σ		40			100%

Among the sample of 40 students, it can be seen that 11 students got very good, 7 students got good, 10 students got moderate, 5 students got poor, and 7 students got very poor in terms of their English reading comprehension. The average of the total score was 29.6. The median was 30.5, and the mode was 36. The standard deviation was 5.665.

Based on the calculation of students' overall English reading comprehension, it can be concluded that the English reading comprehension of the fifth semester TBI students at IAIN Curup can be classified into a moderate level with the mean of 29.6 or with the percentage of 59.2%.

3. Correlation between English Reading Self-Efficacy and English Reading Comprehension

Hypothesis testing should be performed to assess the relationship between English reading self-efficacy and English reading comprehension. Before testing the hypotheses, the prerequisite test must be completed. The normality test is one of the prerequisite tests.

a. Normality Test

The normality test is used to determine whether or not the study's sample has a normal distribution.

1) The Normality Test of English Reading Self-Efficacy

Tables 6 show the normality test computation for English lexical meaning mastery:

Table 6

Descriptive data of English Reading Self-Efficacy

Mean	9.2500
Standard Deviation	1.3932
Max	11.6
Min	6.1
Range	5.5
Median	9.5
Mode	9.6

The calculation results in an L count of 0.1288 and an L table of 0.14 based on a confidence level of 0.05. The data were normally distributed because L Count (0.1288) was lower than L table (0.14).

2) The Normality Test of English Reading Comprehension

Table 7 shows the computation of the normality test for English reading comprehension:

Table 7

Descriptive Data of English Reading Comprehension

Mean	29.6
Standard Deviation	5.665
Max	37
Min	20
Range	17

Median	30.5
Mode	36
N	40

The calculation shows that the L count got was 0.1313, and the L table acquired from the confidence level of 0.05 was 0.14. Because L Count was lower than L table ($0.1313 < 0.14$), the data were normally distributed.

3) Hypothesis Testing

The results of the normality test computation revealed that the data were normally distributed. The researcher then proceeded to the next step, which was to test the study's hypotheses, as stated in the previous chapter. The following presentation describes the computation's results:

The hypothesis of this research stated that: H1: there is a positive correlation between English reading self-efficacy (X) and English reading comprehension (Y). Otherwise, H0: there is no positive correlation between English reading self-efficacy (X) and English reading comprehension (Y). The Pearson Product Moment formula was used to test the correlation. The researcher used the Microsoft Office Excel Program as a tool for performing accurate calculations. The computation results are shown in the presentation below.

Table 8

**The Correlation between English Reading Self-Efficacy and English Reading
Comprehension**

No	X	Y	X1 after scoring	Y after scoring	No	X	Y	XY	X ²	Y ²
1	6.1	36	44	72	1	44	72	3168	1936	5184
2	9.6	30	69	60	2	69	60	4140	4761	3600
3	7	29	50	58	3	50	58	2900	2500	3364
4	6.1	30	44	60	4	44	60	2640	1936	3600
5	8.3	36	59	72	5	59	72	4248	3481	5184
6	9	28	64	56	6	64	56	3584	4096	3136
7	9.6	27	69	54	7	69	54	3726	4761	2916
8	7.7	36	55	72	8	55	72	3960	3025	5184
9	6.1	26	44	52	9	44	52	2288	1936	2704
10	9	32	64	64	10	64	64	4096	4096	4096
11	9.1	20	65	40	11	65	40	2600	4225	1600
12	7.7	27	55	54	12	55	54	2970	3025	2916
13	9.4	37	67	74	13	67	74	4958	4489	5476
14	10.1	21	72	42	14	72	42	3024	5184	1764
15	9.3	20	66	40	15	66	40	2640	4356	1600
16	7.4	30	53	60	16	53	60	3180	2809	3600
17	9.6	21	69	42	17	69	42	2898	4761	1764
18	9.7	34	69	68	18	69	68	4692	4761	4624
19	10.1	34	72	68	19	72	68	4896	5184	4624
20	10.9	23	78	46	20	78	46	3588	6084	2116
21	9.7	31	69	62	21	69	62	4278	4761	3844
22	9.4	25	67	50	22	67	50	3350	4489	2500
23	10.4	22	74	44	23	74	44	3256	5476	1936
24	9.4	33	67	66	24	67	66	4422	4489	4356
25	11	35	79	70	25	79	70	5530	6241	4900
26	10.4	23	74	46	26	74	46	3404	5476	2116
27	8	34	57	68	27	57	68	3876	3249	4624
28	10.3	31	74	62	28	74	62	4588	5476	3844
29	10.4	24	74	48	29	74	48	3552	5476	2304
30	10.9	35	78	70	30	78	70	5460	6084	4900
31	9	21	64	42	31	64	42	2688	4096	1764
32	10.6	25	76	50	32	76	50	3800	5776	2500
33	9.1	33	65	66	33	65	66	4290	4225	4356
34	8	22	57	44	34	57	44	2508	3249	1936
35	8.9	35	64	70	35	64	70	4480	4096	4900
36	10.3	36	74	72	36	74	72	5328	5476	5184
37	10.3	34	74	68	37	74	68	5032	5476	4624
38	11.6	36	83	72	38	83	72	5976	6889	5184

39	10.9	36	78	72	39	78	72	5616	6084	5184												
40	9.6	36	69	72	40	69	72	4968	4761	5184												
					Σ	2645	2368															
N	40																					
ΣX^2	178751																					
$(\Sigma X)^2$	6996025																					
ΣY^2	145192																					
$(\Sigma Y)^2$	5607424																					
$\Sigma X \Sigma Y$	6263360																					
ΣXY	156598																					
r_{xy}	0.45																					
r_{table}	0.27																					
				<table border="1"> <thead> <tr> <th colspan="2">The Interpretation of r Value</th> </tr> </thead> <tbody> <tr> <td>0.800 – 1.00</td><td>very strong</td> </tr> <tr> <td>0.600 – 0.79</td><td>strong</td> </tr> <tr> <td>0.400 – 0.599</td><td>medium</td> </tr> <tr> <td>0.200 – 0.399</td><td>low</td> </tr> <tr> <td>0.000 – 0.199</td><td>very low (no correlation)</td> </tr> </tbody> </table>							The Interpretation of r Value		0.800 – 1.00	very strong	0.600 – 0.79	strong	0.400 – 0.599	medium	0.200 – 0.399	low	0.000 – 0.199	very low (no correlation)
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0.200 – 0.399	low																					
0.000 – 0.199	very low (no correlation)																					

Based on the above calculation, it can be concluded that there is a positive correlation between English reading self-efficacy and English reading comprehension because r^{xy} (0.45) is greater than r_{table} (0.27). The correlation is positive because r_{xy} (0.45) is a positive number or it advances to (+1). When compared to the table of r value interpretation, the result indicates that the correlation is medium because r_{xy} (0.45) is within the range (0.400 – 0.599). To summarize, there is a positive correlation with a medium correlation between English reading self-efficacy and English reading comprehension of fifth semester TBI students at IAIN Curup. The H_a is accepted, but the H_0 is not.

B. DISCUSSION

This research was initiated by three objectives, namely to investigate the fifth semester TBI students' English reading self-efficacy; to investigate their English reading comprehension, and to find out the correlation between their

English reading self-efficacy and their English reading comprehension. Concerning the last objective, this research was guided by two sets of hypotheses: H1: there is a positive correlation between English reading self-efficacy and English reading comprehension; and H0: there is no positive correlation between English reading self-efficacy and English reading comprehension.

Concerning the first objective, this research found that after being tested by 14 items of English reading self-efficacy, the fifth semester TBI students' English reading self-efficacy was categorized as moderate, in which their mean was of 9.25. Such a mean was represented by a percentage of 66.07%. The foregoing mean and percentage, according to the table distribution, were classified as moderate.

According to Habibian & Roslan, self-efficacy influences the way people think about themselves, their grade of encouragement, and the way they react about the problems.⁴⁴ Self-efficacy depends on how people's beliefs about their learning capability in doing different tasks, if someone thinks that they are able to handle a situation or they know that they can achieve it, they tend to be motivated to work harder to perform in that situation with the knowledge and capability they have. Moreover, people may have similar levels of competency, but they might perform different behavior. It is because some of them doubt their capabilities and the others confidently show their capabilities in performing tasks. High self-efficacious students are different from those low self-efficacious students. High self-efficacious students are focused to maximize their performance to complete tasks, work harder

⁴⁴ Habibian, M., & Roslan, S. (2014). The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner 's. *Journal of Education and Practice*, 5(14), 119–127.

and never give up easily when they face difficulties. Students with high self-efficacy are less stressed, they take difficult situations as challenges for them and also believe that failure is a part of the learning process, so they have to think how to overcome their problem and find appropriate learning strategies for them. In contrast, setbacks and failure strongly affect those who possess low self-efficacy. They tend to not do the assignment or just ignore their job when they face problems. Low self-efficacious students hesitate about their capabilities to do the tasks, feel anxious to participate actively in the classroom and they tend to give up easily because they think it is the maximum effort that they can do in learning. Prat-Sala & Redford stated that low self-efficacy students are weaker in recognizing their feeling of self-efficacy than those who have high self-efficacy.⁴⁵ They need to be motivated by their environment because it can help them to engage in the learning process. In conclusion, although people might have the same level of knowledge and abilities, they perform an assignment differently because they have dissimilar belief in their capability, according to Bandura.⁴⁶ Then, the result of self-efficacy in this research was in moderate level, which means not in high or low level. Moderate level is where the students in the middle level of self-efficacy. In the middle level means the students would have low efficacy just is some occasions.

Bandura first proposed the notion of self-efficacy, which has since grown in importance in educational psychology. Self-efficacy, according to Bandura, is people's assessment of their ability to produce and do something.⁴⁷ Self-efficacy differs from other self-beliefs in that it occurs in a more specific activity or

⁴⁵ Mercè Prat-Sala, & Redford, P. (2010). The interplay between motivation , self-efficacy , and approaches to studying. *The British Psychological Society*, 80, 283– 305. <https://doi.org/10.1348/000709909X480563>

⁴⁶ Bandura, A. (1986). *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice-Hall.

⁴⁷ Bandura, "On the Functional Properties of Perceived Self-Efficacy Revisited."

setting. In support of Bandura's theory, Castillo et al argued that self-efficacy is founded on people's belief in their own abilities to perform something.⁴⁸ In self-efficacy, people's assessments of their own abilities are limited to a single situation. Callinan said, "The sense of self-efficacy, which is belief in one's ability to organize and execute the courses of action required to accomplish specific attainments."⁴⁹ Finally, self-efficacy refers to people's assessments of their own abilities to perform, produce, or solve specific tasks.

Self-efficacy also has an impact on people's decision-making in specific situations. Bandura assumes that self-efficacy has a significant role in influencing people's choices, actions, effort, perseverance, and elasticity.⁵⁰ People are constantly thinking about what they can do or what they are capable of. When people argue that they are capable of completing a task, self-efficacy will assist them in strengthening their belief in their own abilities. The more self-efficacy they have, the more effort, act, perseverance, and elasticity they put forth.

Self-efficacy has an impact on people's thoughts and feelings in addition to their behavior.⁵¹ A person with a low sense of self-efficacy believes that completing challenging tasks is an unpleasant experience that will be tough to complete. People who have a strong sense of self-efficacy, on the other hand, believe in their own abilities. Regardless of how bad the problems they are confronted with are, they will not flee and will remain in the scenario.

⁴⁸ Castillo et al., "Achievement Goal Orientation, Self-Efficacy, and Classroom Climate as Predictors of Writing Performance of Filipino Senior High School Students."

⁴⁹ Callinan, van der Zee, and Wilson, "Developing Essay Writing Skills: An Evaluation of the Modelling Behaviour Method and the Influence of Student Self-Efficacy."

⁵⁰ Bandura, *Self-Efficacy: The Exercise of Control*.

⁵¹ Bandura, "On the Functional Properties of Perceived Self-Efficacy Revisited."

Apart from influencing human behavior, thoughts, and feelings, self-efficacy also has a significant impact on a person's profession and education. According to Buenconsejo and Alfonso, self-efficacy plays a significant part in a person's social career and education.⁵² It influences people's educational choices and their academic success, as well as their career choices.

Concerning the second objective, this research found that after being tested by 50 items of English reading comprehension test, the fifth semester TBI students' English reading comprehension was categorized as moderate, in which their mean was of 29.6. Such a mean was represented by a percentage of 59.2%. The foregoing mean and percentage, according to the table distribution, were classified as moderate.

Reading comprehension may be described as the cognitive process through which readers grasp the content they are reading in order to attain the goal of their reading, according to professional definitions of reading and comprehension.⁵³ Reading comprehension, according to Woolley, is the process of comprehending the meaning of text.⁵⁴ According to Woolley, the goal of reading comprehension is to acquire the meaning of a whole concept rather than a single or simple statement. Reading comprehension, according to Wilawan, is about grasping the primary concept of the text.⁵⁵ Reading comprehension is the mental process through which readers comprehend and receive information from

⁵² Buenconsejo and Alfonso D. Datu, "Growth and Fixed Mindsets about Talent Matter for Career Development Self-Efficacy in Selected Filipino Adolescents."

⁵³ Ulum, "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q."

⁵⁴ Woolley, "Self-Regulation, Metacognition and Engagement."

⁵⁵ Wilawan, "EFFECTS OF LEXICAL COHESION AND MACRORULES ON EFL STUDENTS' MAIN IDEA COMPREHENSION."

a text, according to Gilakjani, who views reading comprehension as a cognitive process.⁵⁶

In order to understand the nature of reading comprehension, we must return to the definitions of reading and comprehension. Reading is a process in which the writer-reader connection is emphasized, and the reader's schemata, as well as the reader's rationale and aim, have an influence. The mental process link, on the other hand, is emphasized in the concept of comprehension, which ties people's ways of absorbing information and consequences to their capacity to understand knowledge. The interaction and mental process of the readers' capacity to accept any information is impacted by their reason, purpose, and background knowledge to read books, texts, or any other printed matter, as can be seen from these two definitions of reading and comprehension.

Previous findings have explained some possible reasons for the fifth semester TBI students' moderate level of English reading comprehension in this study. First, Iriani and colleagues argued in their study that strategic behavior during reading can be a critical factor independent of reading comprehension success or failure⁵⁷. According to Solheim, a psychological factor such as self-confidence or self-efficacy in reading can significantly improve or degrade English reading comprehension. According to the preceding theory, if reading self-efficacy is low, reading comprehension may be low as well. When self-efficacy is moderate, the same condition occurs. In the case of the current study,

⁵⁶ Pourhosein Gilakjani and Sabouri, "How Can Students Improve Their Reading Comprehension Skill."

⁵⁷ Iriani Dermizaki, Georgia Andreou, and Violetta Paraskeva, "High and Low Reading Comprehension Achievers' Strategic Behaviors and Their Relation to Performance in a Reading Comprehension Situation," *Reading Psychology* 29, no. 6 (November 26, 2008): 471–92, <https://doi.org/10.1080/02702710802168519>.

it is possible that the fifth semester TBI students had moderate self-efficacy in reading, which became a factor leading to their moderate level of reading comprehension. Daryil and others explained that students' reading habits influence their moderate level of English reading comprehension⁵⁸.

Concerning the last objective, this study revealed that there was a positive correlation between English reading self-efficacy and English reading comprehension because r_{xy} (0.45) was greater than r_{table} (0.27). The correlation was positive because r_{xy} (0.45) was a positive number or it advanced to (+1). When compared to the table of r value interpretation, the result indicated that the correlation was medium because r_{xy} (0.45) was within the range (0.400 – 0.599). To summarize, there was a positive correlation with a medium correlation between English reading self-efficacy and English reading comprehension of fifth semester TBI students at IAIN Curup. The H1 was accepted, but the H0 was not.

The results of this study imply that the higher the students' self-efficacy in English reading is, the better their English reading comprehension will be. Otherwise, the lower the students' self-efficacy in English reading is, the worse their English reading comprehension will be.

⁵⁸ Mellard Daryl F, Emily Fall, and Kari L Woods, "A Path Analysis of Reading Comprehension for Adults With Low Literacy - Daryl F. Mellard, Emily Fall, Kari L. Woods, 2010," *Journal of Learning Disabilities*, 2010.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study is guided by three objectives, namely to investigate the fifth semester TBI students' English reading self-efficacy; to investigate their English reading comprehension, and to find out the correlation between their English reading self-efficacy and their English reading comprehension.

1. This research has found that after being tested by 14 items of English reading self-efficacy, the fifth semester TBI students' English reading self-efficacy is categorized as moderate, in which their mean is of 9.25. Such a mean is represented by a percentage of 66.07%. The foregoing mean and percentage, according to the table distribution, were classified as moderate.
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3. This study reveals that there is a positive correlation between English reading self-efficacy and English reading comprehension because r_{xy} (0.45) is greater than r_{table} (0.27). The correlation is positive because r_{xy} (0.45) is a positive number or it advances to (+1). When compared to the table of r value interpretation, the result indicates that the correlation is medium because r_{xy} (0.45) is within the range (0.400 – 0.599). To summarize, there

is a positive correlation with a medium correlation between English reading self-efficacy and English reading comprehension of fifth semester TBI students at IAIN Curup. The H1 is accepted, but the H0 is not.

B. Suggestions

This study, having been conducted among the fifth semester TBI students, has revealed that there is a positive correlation between English reading self-efficacy and their English reading comprehension. Understanding such a correlation will contribute many benefits to teachers, students, and further researchers. Therefore, this study offers some suggestions to the following parties.

1. For students

The findings of this study might provide students with information on their self-efficacy and reading comprehension.

2. For teacher

The outcomes of the study can help teachers enhance their reading teaching approaches by recognizing the relevance of students' self-efficacy and reading comprehension.

3. For other researchers

This study can be used as a resource for future research on the connection between students' English reading self-efficacy and reading comprehension.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 32 Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Agama Islam Negeri Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Tadris Bahasa Indonesia Nomor: /FT.2/PP.00.9/TBIND/2021 Tanggal November 2021
2. Berita Acara Seminar Proposal Hari Selasa, 28 Desember 2021

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Jumatul Hidayah, M.Pd** 197802242002122002
2. **Hadi Suhermanto, M.Pd** 197411131999031003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rika Sintya

N I M : 17551077

JUDUL SKRIPSI : "The Profiles Of Student's English Reading Self Efficacy and Reading Comprehension Alongside The Relationship Of Two Profiles"

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 12 Januari 2022

Dekan,

Imaldi Narmal

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



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Nomor : 82 /In.34/FT/PP.00.9/01/2022 27 Januari 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. REKTOR IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada institut Agama Islam Negeri Curup :

Nama : Rika Sintya
NIM : 17551077
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Profiles of Students' English Reading Self-Efficacy and English Reading Comprehension Along Side The Relationship of The Two Profiles
Waktu Penelitian : 27 Januari s.d 27 April 2022
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : THE PROFILES OF STUDENTS' ENGLISH READING SELF-
EFFICACY AND ENGLISH READING COMPREHENSION
ALONGSIDE THE RELATIONSHIP OF THE TWO PROFILES

Penulis : Rika Sintya
NIM : 17551077

Dengan tingkat kesamaan sebesar 15%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 20 Juni 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris



Sarwo Edy, M.Pd

A. English Reading Self-efficacy Questionnaire Developed and Validated by Wang

English reading self-efficacy questionnaire

Notes: Please read the following questions carefully and make an accurate evaluation of your reading abilities no matter whether you are doing it or not. These questions are designed to measure your judgment of your capabilities, so there are no right or wrong answers. Please do not write your name, but you should answer all of the questions and write down your student number.

Please use the following scales to answer these questions accordingly. Please choose the number accurately representing your capabilities.

1	2	3	4	5	6	7
I cannot do it at all	I cannot do it.	Maybe I cannot do it.	Maybe I can do it.	I basically can do it.	I can do it.	I can do it well.

1	Can you finish your homework of English reading all by yourself?	1	2	3	4	5	6	7
2	Can you read and understand English news reports?	1	2	3	4	5	6	7
3	Can you read and understand the English information on the Internet?	1	2	3	4	5	6	7
4	Can you read and understand English speeches delivered by celebrities?	1	2	3	4	5	6	7
5	Can you read and understand English newspapers?	1	2	3	4	5	6	7
6	Can you read and understand new lessons in your <i>Comprehensive English</i> coursebook?	1	2	3	4	5	6	7
7	Can you read and understand passages of reading comprehension section in TEM-4?	1	2	3	4	5	6	7
8	Can you read and understand English magazines?	1	2	3	4	5	6	7
9	Can you read and understand English advertisements of commodities?	1	2	3	4	5	6	7
10	Can you read and understand English poems?	1	2	3	4	5	6	7
11	Can you read and understand a letter from an American pen pal introducing his or her college life?	1	2	3	4	5	6	7
12	Can you read and understand English short novels?	1	2	3	4	5	6	7
13	Can you read and understand an English tourist brochure introducing western countries?	1	2	3	4	5	6	7
14	Can you read and understand English popular science books?	1	2	3	4	5	6	7

B. English Reading Skill Test

Questions 1-9

- The term "Hudson River school" was applied to the foremost representatives of nineteenth-century North American landscape painting. Apparently unknown during the golden days of the American landscape movement, which began around 1850 and lasted until the late 1860's, the Hudson River school seems to have emerged in the 1870's as a direct result of the struggle between the old and the new generations of artists, each to assert its own style as the representative American art. The older painters, most of whom were born before 1835, practiced in a mode often self-taught and monopolized by landscape subject matter and were securely established in and fostered by the reigning American art organization, the National Academy of Design.
- (5) The younger painters returning home from training in Europe worked more with figural subject matter and in a bold and impressionistic technique; their prospects for patronage in their own country were uncertain, and they sought to attract it by attaining academic recognition in New York. One of the results of the conflict between the two factions was that what in previous years had been referred to as the "American", "native", or, occasionally, "New York" school-the most representative school of American art in any genre-had by 1890 become firmly established in the minds of critics and public alike as the Hudson River school.
- (10) The sobriquet was first applied around 1879. While it was not intended as flattering, it was hardly inappropriate. The Academicians at whom it was aimed had worked and socialized in New York, the Hudson's port city, and had painted the river and its shores with varying frequency. Most important, perhaps, was that they had all maintained with a certain fidelity a manner of technique and composition consistent with those of America's first popular landscape artist, Thomas Cole, who built a career painting the Catskill Mountain scenery bordering the Hudson River. A possible implication in the term applied to the group of landscapists was that many of them had, like Cole, lived on or near the banks of the Hudson. Further, the river had long served as the principal route to other sketching grounds favored by the Academicians, particularly the Adirondacks and the mountains of Vermont and New Hampshire.
- (15) (20) (25)

1. What does the passage mainly discuss?
(A) The National Academy of Design
(B) Paintings that featured the Hudson River
(C) North American landscape paintings
(D) The training of American artists in European academies
2. Before 1870, what was considered the most representative kind of American painting?
(A) Figural painting
(B) Landscape painting
(C) Impressionistic painting
(D) Historical painting
3. The word "struggle" in line 5 is closest in meaning to
(A) connection
(B) distance
(C) communication
(D) competition
4. The word "monopolized" in line 8 is closest in meaning to
(A) alarmed
(B) dominated
(C) repelled
(D) pursued

5. According to the passage, what was the function of the National Academy of Design for the painters born before 1835?

- (A) It mediated conflicts between artists.
- (B) It supervised the incorporation of new artistic techniques.
- (C) It determined which subjects were appropriate.
- (D) It supported their growth and development.

6. The word "it" in line 12 refers to

- (A) matter
- (B) technique
- (C) patronage
- (D) country

7. The word "factions" in line 14 is closest in meaning to

- (A) sides
- (B) people
- (C) cities
- (D) images

8. The word "flattering" in line 18 is closest in meaning to

- (A) expressive
- (B) serious
- (C) complimentary
- (D) flashy

9. Where did the younger generation of painters receive its artistic training?

- (A) In Europe
- (B) In the Adirondacks
- (C) In Vermont
- (D) In New Hampshire

Questions 10-22

Television has transformed politics in the United States by changing the way in which information is disseminated, by altering political campaigns, and by changing citizen's patterns of response to politics. By giving citizens independent access to the candidates, television diminished the role of the political party in the selection of the major party candidates. By centering politics on the person of the candidate, television accelerated the citizen's focus on character rather than issues.

(5)

Television has altered the forms of political communication as well. The messages on which most of us rely are briefer than they once were. The stump speech, a political speech given by traveling politicians and lasting $3/2$ to 2 hours, which characterized nineteenth-century political discourse, has given way to the 30-second advertisement and the 10 second "sound bite" in broadcast news. Increasingly the audience for speeches is not that standing in front of the politician but rather the viewing audience who will hear and see a snippet of the speech on the news.

(10)

In these abbreviated forms, much of what constituted the traditional political discourse of earlier ages has been lost. In 15 or 30 seconds, a speaker cannot establish the historical context that shaped the issue in question, cannot detail the probable causes of the problem, and cannot examine alternative proposals to argue that one is preferable to others. In snippets, politicians assert but do not argue.

(15)

(20) Because television is an intimate medium, speaking through it require a changed political style that was more conversational, personal, and visual than that of the old-style stump speech. Reliance on television means that increasingly our political world contains memorable pictures rather than memorable words. Schools teach us to analyze words and print. However, in a word in which politics is increasingly visual, informed citizenship requires a new set of skills.

(25) Recognizing the power of television's pictures, politicians craft televisual, staged events, called pseudo-event, designed to attract media coverage. Much of the political activity we see on television news has been crafted by politicians, their speechwriters, and their public relations advisers for televised consumption. Sound bites in news and answers to questions in debates increasingly sound like advertisements.

10. What is the main point of the passage?

- (A) Citizens in the United States are now more informed about political issues because of television coverage.
- (B) Citizens in the United States prefer to see politicians on television instead of in person.
- (C) Politics in the United States has become substantially more controversial since the introduction of television.
- (D) Politics in the United States has been significantly changed by television.

11. The word "disseminated" in line 2 is closest in meaning to

- (A) analyzed
- (B) discussed
- (C) spread
- (D) stored

12. It can be inferred that before the introduction of television, political parties

- (A) had more influence over the selection of political candidates
- (B) spent more money to promote their political candidates
- (C) attracted more members
- (D) received more money

13. The word "accelerated" in line 6 is closest in meaning to

- (A) allowed
- (B) increased
- (C) required
- (D) started

14. The author mentions the "stump speech" in line 8 as an example of

- (A) an event created by politicians to attract media attention
- (B) an interactive discussion between two politicians
- (C) a kind of political presentation typical of the nineteenth century
- (D) a style of speech common to televised political events

15. The phrase "given way to" in line 10 is closest in meaning to

- (A) added interest to
- (B) modified
- (C) imitated
- (D) been replaced by

16. The word "that" in line 12 refers to

- (A) audience
- (B) broadcast news

- (C) politician
- (D) advertisement

17. According to the passage, as compared with televised speeches, traditional political discourse was more successful at

- (A) allowing news coverage of political candidates
- (B) placing political issues within a historical context
- (C) making politics seem more intimate to citizens
- (D) providing detailed information about a candidate's private behavior

18. The author states that "politicians assert but do not argue" (line 18) in order to suggest that politicians

- (A) make claims without providing reasons for the claims
- (B) take stronger positions on issues than in the past
- (C) enjoy explaining the issue to broadcasters
- (D) dislike having to explain their own positions on issues to citizens

19. The word "Reliance" in line 21 is closest in meaning to

- (A) abundance
- (B) clarification
- (C) dependence
- (D) information

20. The purpose of paragraph 4 is to suggest that

- (A) politicians will need to learn to become more personal when meeting citizens
- (B) politicians who are considered very attractive are favored by citizens over politicians who are less attractive
- (C) citizens tend to favor a politician who analyzed the issue over one who does not
- (D) citizens will need to learn how to evaluate visual political images in order to become better informed

21. According to paragraph 5, staged political events are created so that politicians can

- (A) create more time to discuss political issues
- (B) obtain more television coverage for themselves
- (C) spend more time talking to citizens in person
- (D) engage in debates with their opponents

22. Which of the following statements is supported by the passage?

- (A) Political presentations today are more like advertisements than in the past.
- (B) Politicians today tend to be more familiar with the views of citizens than in the past.
- (C) Citizens today are less informed about a politician's character than in the past.
- (D) Political speeches today focus more on details about issues than in the past.

Questions 23-33

The spectacular aurora light displays that appear in Earth's atmosphere around the north and south magnetic poles were once mysterious phenomena. Now, scientists have data from satellites and ground-based observations from which we know that the aurora brilliance is an immense electrical discharge similar to that occurring in a neon sign.

- (5) To understand the cause of auroras, first picture the Earth enclosed by its

- magnetosphere, a huge region created by the Earth's magnetic field. Outside the magnetosphere, blasting toward the earth is the solar wind, a swiftly moving plasma of ionized gases with its own magnetic field. Charged particles in this solar wind speed earthward along the solar wind's magnetic lines of force with a spiraling motion. The Earth's magnetosphere is a barrier to the solar winds, and forces the charged particles of the solar wind to flow around the magnetosphere itself. But in the polar regions, the magnetic lines of force of the Earth and of the solar wind bunch together. Here many of the solar wind's charged particles break through the magnetosphere and enter Earth's magnetic field. They then spiral back and forth between the Earth's magnetic poles very rapidly. In the polar regions, electrons from the solar wind ionize and excite the atoms and molecules of the upper atmosphere, causing them to emit aurora radiations of visible light.

- (10) The colors of an aurora depend on the atoms emitting them. The dominant greenish white light comes from low energy excitation of oxygen atoms. During huge magnetic storms oxygen atoms also undergo high energy excitation and emit a crimson light. Excited nitrogen atoms contribute bands of color varying from blue to violet.

- (15) Viewed from outer space, auroras can be seen as dimly glowing belts wrapped around each of the Earth's magnetic poles. Each aurora hangs like a curtain of light stretching over the polar regions and into the higher latitudes. When the solar flares that result in magnetic storms and aurora activity are very intense, aurora displays may extend as far as the southern regions of the United States. Studies of auroras have given physicists new information about the behavior of plasmas, which has helped to explain the nature of outer space and is being applied in attempts to harness energy from the fusion of atoms.

23. What does the passage mainly discuss?

- (A) The methods used to observe auroras from outer space
- (B) The formation and appearance of auroras around the Earth's poles
- (C) The factors that cause the variety of colors in auroras
- (D) The periodic variation in the display of auroras

24. The word "phenomena" in line 2 is closest in meaning to

- (A) ideas
- (B) stars
- (C) events
- (D) colors

25. The word "picture" in line 6 is closest in meaning to

- (A) frame
- (B) imagine
- (C) describe
- (D) explain

26. The passage describes the magnetosphere as a barrier (line 11) because

- (A) its position makes it difficult to be observed from Earth
- (B) it prevents particles from the solar wind from easily entering Earth's atmosphere
- (C) it increases the speed of particles from the solar wind
- (D) it is strongest in the polar regions

27. The word "them" in line 17 refers to

- (A) polar regions
- (B) electrons
- (C) atoms and molecules

(D) aurora radiations

28. According to the passage, which color appears most frequently in an aurora display?

- (A) Greenish-white
- (B) Crimson
- (C) Blue
- (D) Violet

29. The word "emit" in line 21 is closest in meaning to

- (A) change from
- (B) connect with
- (C) add to
- (D) give off

30. The word "glowing" in line 23 is closest in meaning to

- (A) shining
- (B) moving
- (C) charging
- (D) hanging

31. Auroras may be seen in the southern regions of the United States when

- (A) magnetic storms do not affect Earth
- (B) solar flares are very intense
- (C) the speed of the solar wind is reduced
- (D) the excitation of atoms is low

32. The passage supports which of the following statements about scientists' understanding of auroras?

- (A) Before advances in technology, including satellites, scientists knew little about auroras.
- (B) New knowledge about the fusion of atoms allowed scientists to learn more about auroras.
- (C) Scientists cannot explain the cause of the different colors in auroras.
- (D) Until scientists learn more about plasma physics, little knowledge about auroras will be available.

33. Which of the following terms is defined in the passage?

- (A) "magnetosphere" (line 7)
- (B) "electrons" (line 16)
- (C) "ionize" (line 16)
- (D) "fusion" (line 30)

Questions 34-44

Matching the influx of foreign immigrants into the larger cities of the United States during the late nineteenth century was a domestic migration, from town and farm to city, within the United States. The country had been overwhelmingly rural at the beginning of the century, with less than 5 percent of Americans living in large towns

- (5) or cities. The proportion of urban population began to grow remarkably after 1840, increasing from 11 percent that year to 28 percent by 1880 and to 46 percent by 1900. A country with only 6 cities boasting a population of more than 8,000 in 1800 had become one with 545 such cities in 1900. Of these, 26 had a population of more than 100,000 including 3 that held more than a million people. Much of the migration
- (10) producing an urban society came from smaller towns within the United States, but the combination of new immigrants and old American "settlers" on America's "urban

frontier" in the late nineteenth century proved extraordinary.

- (15) The growth of cities and the process of industrialization fed on each other. The agricultural revolution stimulated many in the countryside to seek a new life in the city and made it possible for fewer farmers to feed the large concentrations of people needed to provide a workforce for growing numbers of factories. Cities also provided ready and convenient markets for the products of industry, and huge contracts in transportation and construction—as well as the expanded market in consumer goods—allowed continued growth of the urban sector of the overall economy of the United States.

- (20) Technological developments further stimulated the process of urbanization. One example is the Bessemer converter (an industrial process for manufacturing steel), which provided steel girders for the construction of skyscrapers. The refining of crude oil into kerosene, and later the development of electric lighting as well as of the telephone, brought additional comforts to urban areas that were unavailable to rural Americans and helped attract many of them from the farms into the cities. In every era the lure of the city included a major psychological element for country people; the bustle and social interaction of urban life seemed particularly intriguing to those raised in rural isolation.
- (25)

34. What aspects of the United States in the nineteenth century does the passage mainly discuss?

- (A) Technological developments
- (B) The impact of foreign immigrants on cities
- (C) Standards of living
- (D) The relationship between industrialization and urbanization

35. The word "influx" in line 1 is closest in meaning to

- (A) working
- (B) processing
- (C) arrival
- (D) attraction

36. The paragraph preceding the passage most probably discuss

- (A) foreign immigration
- (B) rural life
- (C) the agricultural revolution
- (D) famous cities of the twentieth century

37. What proportion of population of the United States was urban in 1900?

- (A) Five percent
- (B) Eleven percent
- (C) Twenty-eight percent
- (D) Forty-six percent

38. The word "extraordinary" in line 12 is closet in meaning to

- (A) expensive
- (B) exceptional
- (C) supreme
- (D) necessary

39. The phrase "each other" in line 13 refers to

- (A) foreign immigrants and domestic migrants
- (B) farms and small towns
- (C) growth of cities and industrialization

(D) industry and transportation

40. The word "stimulated" in line 14 is closest in meaning to

- (A) forced
- (B) prepared
- (C) limited
- (D) motivated

41. Why does the author mention "electric lighting" and "the telephone" in lines 24-25?

- (A) They contributed to the agricultural revolution
- (B) They are examples of the conveniences of city life
- (C) They were developed by the same individual.
- (D) They were products of the Bessemer converter.

42. The word "them" in line 26 refers to

- (A) urban areas
- (B) rural Americans
- (C) farms
- (D) cities

43. The word "era" in line 26 is closest in meaning to

- (A) period of time
- (B) location
- (C) action
- (D) unique situation

44. The word "intriguing" in line 28 is closest in meaning to

- (A) profitable
- (B) attractive
- (C) comfortable
- (D) challenging

Questions 45-50

The nervous system of vertebrates is characterized by a hollow, dorsal nerve cord that ends in the head region as an enlargement, the brain. Even in its most primitive form this cord and its attached nerves are the result of evolutionary specialization, and their further evolution from lower to higher vertebrate classes is a process that is far from fully understood. Nevertheless, the basic arrangements are similar in all vertebrates, and the study of lower animals gives insight into the form and structure of the nervous system of higher animals. Moreover, for any species, the study of the embryological development of the nervous system is indispensable for an understanding of adult morphology.

(5)

(10)

In any vertebrate two chief parts of the nervous system may be distinguished. These are the central nervous system (the nerve cord mentioned above), consisting of the brain and spinal cord, and the peripheral nervous system, consisting of the cranial, spinal, and peripheral nerves, together with their motor and sensory endings. The term "autonomic nervous system" refers to the parts of the central and peripheral systems that supply and regulate the activity of cardiac muscle, smooth muscle, and many glands.

(15)

The nervous system is composed of many millions of nerve and glial cells, together with blood vessels and a small amount of connective tissue. The nerve cells, or

(20) "neurons", are characterized by many processes and are specialized in that they exhibit to a great degree the phenomena of irritability and conductivity. The glial cells of the central nervous system are supporting cells collectively termed "neuroglia". They are characterized by short processes that have special relationships to neurons, blood vessels, and connective tissue. The comparable cells in the peripheral nervous system are termed "neurilemma" cells.

45. What does the passage mainly discuss?
 (A) The parts of a neuron
 (B) The structure of animals' nerve
 (C) The nervous system of vertebrates
 (D) The development of the brain

46. According to the passage, the nerve cord of vertebrates is
 (A) large
 (B) hollow
 (C) primitive
 (D) embryological

47. The author implies that a careful investigation of a biological structure in an embryo may
 (A) Improved research of the same structure in other species
 (B) A better understanding of the fully developed structure
 (C) Discovering ways in which poor development can be corrected
 (D) A method by which scientists can document the various stages of development

48. The two main parts of the central nervous system are the brain and the
 (A) sensory endings
 (B) cranial nerve
 (C) spinal cord
 (D) peripheral nerves

49. All of the following are described as being controlled by the autonomic nervous system EXCEPT
 (A) connective tissue
 (B) cardiac muscle
 (C) glandular activity
 (D) smooth muscle

50. In what lines does the author identify certain characteristic of nerve cells?
 (A) 1-2
 (B) 10-13
 (C) 13-16
 (D) 18-20

C. The Key Answer of English Reading Comprehension Test

1. B	11. C	21. B	31. B	41. B
2. B	12. A	22. A	32. A	42. B
3. D	13. B	23. B	33. A	43. A
4. B	14. C	24. C	34. D	44. B
5. D	15. D	25. B	35. C	45. C

6. C	16. A	26. B	36. A	46. B
7. A	17. B	27. C	37. D	47. B
8. C	18. A	28. A	38. B	48. C
9. A	19. C	29. D	39. C	49. A
10. D	20. D	30. A	40. D	50. D

D. The Results of English Reading Self-Efficacy Questionnaire

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	SUM	Score
Student 1	2	3	5	2	5	2	2	2	2	5	7	2	2	2	43	6.1
Student 2	6	2	6	3	6	4	4	4	6	4	4	6	6	6	67	9.6
Student3	3	7	2	3	5	3	5	2	3	2	3	2	7	2	49	7.0
Student 4	2	3	5	2	5	2	2	2	2	5	7	2	2	2	43	6.1
Student 5	7	7	3	4	3	7	3	3	2	3	5	5	3	3	58	8.3
Student 6	7	4	4	4	4	5	4	5	4	4	5	4	3	6	63	9.0
Student 7	7	7	5	4	6	5	6	2	3	3	7	4	4	4	67	9.6
Student 8	3	7	5	3	5	3	5	3	4	3	2	4	3	4	54	7.7
Student 9	2	3	5	2	5	2	2	2	2	5	7	2	2	2	43	6.1
Student 10	3	4	3	3	5	6	3	5	6	6	2	5	6	6	63	9.0
Student 11	3	7	4	3	4	4	4	2	5	5	5	5	6	7	64	9.1
Student 12	3	3	3	3	5	3	3	5	3	4	3	7	6	3	54	7.7
Student 13	7	7	6	3	5	5	3	5	2	5	5	5	4	4	66	9.4
Student 14	6	7	6	4	5	5	3	4	5	5	5	5	4	7	71	10.1
Student 15	7	7	6	4	5	4	5	5	5	4	5	3	3	2	65	9.3

Student 16	6	7	3	3	3	3	3	3	3	3	3	5	3	4	3	52	7.4
Student 17	6	7	4	5	5	5	4	5	7	3	5	4	4	3	67	9.6	
Student 18	4	4	4	5	5	5	7	7	7	3	7	2	2	6	68	9.7	
Student 19	4	7	7	3	4	5	4	5	3	5	7	5	5	7	71	10.1	
Student 20	7	7	3	4	4	7	4	7	2	7	7	7	5	5	76	10.9	
Student 21	4	4	3	4	3	7	2	7	7	5	5	5	7	5	68	9.7	
Student 22	4	7	4	4	5	5	5	2	5	3	3	6	6	7	66	9.4	
Student 23	6	6	5	5	5	4	4	7	6	2	3	6	7	7	73	10.4	
Student 24	7	6	5	3	5	3	5	4	5	5	5	4	2	7	66	9.4	
Student 25	6	7	7	3	7	3	7	7	5	5	5	4	4	7	77	11.0	
Student 26	7	7	7	2	7	3	4	4	5	5	5	5	5	7	73	10.4	
Student 27	7	7	4	4	3	3	3	3	3	3	5	3	5	3	56	8.0	
Student 28	6	7	3	4	4	5	5	5	5	5	2	7	7	7	72	10.3	
Student 29	3	4	4	5	5	5	7	3	7	7	2	7	7	7	73	10.4	
Student 30	5	5	4	5	4	4	4	3	7	7	7	7	7	7	76	10.9	
Student 31	5	2	5	7	5	7	5	4	5	4	4	4	3	3	63	9.0	
Student 32	6	7	6	6	7	2	7	7	3	5	5	5	4	4	74	10.6	
Student 33	7	7	3	3	4	4	5	5	5	5	5	5	4	2	64	9.1	
Student 34	6	3	3	3	5	3	3	2	4	4	7	3	7	3	56	8.0	
Student 35	7	6	5	5	5	5	3	3	3	4	4	6	3	3	62	8.9	
Student 36	7	7	7	7	2	3	6	5	5	5	5	5	4	4	72	10.3	
Student 37	7	7	7	3	3	7	4	6	7	5	5	5	2	4	72	10.3	
Student 38	7	7	7	3	7	5	4	5	5	5	7	6	6	7	81	11.6	

Student 39	3	6	3	5	5	5	4	7	4	7	7	7	6	7	76	10.9
Student 40	5	5	5	3	2	5	5	5	5	4	6	4	7	6	67	9.6

E. The Data of Student Population

No.	Name	Classes
1	NS	TBI 5A
2	CK	TBI 5A
3	IM	TBI 5A
4	AN	TBI 5A
5	SPS	TBI 5A
6	PT	TBI 5A
7	RVRD	TBI 5A
8	RD	TBI 5A
9	NAD	TBI 5A
10	RP	TBI 5A
11	PL	TBI 5A
12	SW	TBI 5A
13	MK	TBI 5A
14	GA	TBI 5A
15	DA	TBI 5A
16	DCP	TBI 5A
17	UH	TBI 5A
18	RMP	TBI 5A

19	RT	TBI 5A
20	DPS	TBI 5B
21	AS	TBI 5B
22	WC	TBI 5B
23	KFFR	TBI 5B
24	WI	TBI 5B
25	AO	TBI 5B
26	YRP	TBI 5B
27	VO	TBI 5B
28	REA	TBI 5B
29	SI	TBI 5B
30	CN	TBI 5B
31	MF	TBI 5B
32	DMS	TBI 5B
33	SM	TBI 5B
34	SA	TBI 5B
35	RA	TBI 5B
36	FSN	TBI 5B
37	PS	TBI 5B
38	KW	TBI 5B
39	EF	TBI 5B
40	MW	TBI 5B
41	IS	TBI 5B

42	SN	TBI 5B
43	NS	TBI 5B
44	PH	TBI 5B
45	LP	TBI 5C
46	AS	TBI 5C
47	MT	TBI 5C
48	MA	TBI 5C
49	NA	TBI 5C
50	SA	TBI 5C
51	AF	TBI 5C
52	SP	TBI 5C
53	MS	TBI 5C
54	DWC	TBI 5C
55	SY	TBI 5C
56	YPU	TBI 5C
57	MH	TBI 5C
58	BN	TBI 5C
59	AA	TBI 5C
60	SA	TBI 5C
61	DA	TBI 5C
62	ZNJP	TBI 5C
63	ETN	TBI 5C
64	WA	TBI 5C

65	DD	TBI 5C
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The Data of Student Samples

No.	Name	Classes
1	NS	TBI 5A
2	CK	TBI 5A
3	IM	TBI 5A
4	AN	TBI 5A
5	SPS	TBI 5A
6	RP	TBI 5A
7	PL	TBI 5A
8	SW	TBI 5A
9	MK	TBI 5A
10	GA	TBI 5A
11	DA	TBI 5A
12	DCP	TBI 5A
13	UH	TBI 5A
14	AS	TBI 5B
15	WC	TBI 5B
16	KFFR	TBI 5B
17	WI	TBI 5B
18	AO	TBI 5B
19	MF	TBI 5B

20	DMS	TBI 5B
21	SM	TBI 5B
22	SA	TBI 5B
23	RA	TBI 5B
24	PS	TBI 5B
25	KW	TBI 5B
26	EF	TBI 5B
27	MW	TBI 5B
28	LP	TBI 5C
29	AS	TBI 5C
30	MT	TBI 5C
31	MA	TBI 5C
32	NA	TBI 5C
33	SA	TBI 5C
34	AF	TBI 5C
35	SP	TBI 5C
36	MS	TBI 5C
37	DWC	TBI 5C
38	SY	TBI 5C
39	YPU	TBI 5C
40	MH	TBI 5C

F. The Descriptive Data of English Reading Self-Efficacy

Mean	9.25	
Standard Deviation	1.38	
Max	11.57	
Min	6.14	
Range	5.43	
Median	9.50	
Mode	9.57	
N	40.00	
Class	6.32	7
Interval	0.86	1
The Percentage of all students' English lexical meaning mastery	$9.25/14 \times 100 = 66.07\%$ (students' English reading self-efficacy)	

G. The Frequency Distribution of English Self-Efficacy in Reading

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	6	6	3	5.5-6.5	6	8%
Poor	7	7	1	6.5-7.5	7	3%
Moderate	8	8	5	7.5-8.5	8	13%
Moderate	9	9	7	8.5-9.5	9	18%

Moderate	10	10	12	9.5-10.5	10	30%
Good	11	11	11	10.5-11.5	11	28%
Very good	12	12	1	11.5-12.5	12	3%
	Σ		40			100%

H. The Raw Descriptive Data of English Reading Comprehension

N	The number of students' correct answers out of 50 items
Student 1	36
Student 2	30
Student 3	29
Student 4	30
Student 5	36
Student 6	28
Student 7	27
Student 8	36
Student 9	26
Student 10	32
Student 11	20
Student 12	27
Student 13	37
Student 14	21
Student 15	20

Student 16	30
Student 17	21
Student 18	34
Student 19	34
Student 20	23
Student 21	31
Student 22	25
Student 23	22
Student 24	33
Student 25	35
Student 26	23
Student 27	34
Student 28	31
Student 29	24
Student 30	35
Student 31	21
Student 32	25
Student 33	33
Student 34	22
Student 35	35
student 36	36
student 37	34
student 38	36

student 39	36
student 40	36

I. The Descriptive Data of English Reading Comprehension

Mean	29.6	
Standard Deviation	5.6650	
Max	37	
Min	20	
Range	17	
Median	30.5	
Mode	36	
N	40	
Class	6.32204329	6
Interval	2.68900405	3
The Percentage of all students' English lexical meaning mastery	$29.6/50 \times 100 =$ 59.2% (students' English reading comprehension)	

J. The Frequency Distribution of English Reading Comprehension

Category	Class Interval		Frequency	Class	Midpoint	Percentage
				Boundaries		
Very poor	20	22	7	19.5-22.5	21	18%
Poor	23	25	5	22.5-25.5	24	13%
Moderate	26	28	4	25.5-28.5	27	10%
Moderate	29	31	6	28.5-31.5	30	15%
Good	32	34	7	31.5-34.5	33	18%
Very good	35	37	11	34.5-37.5	36	28%
	Σ		40			100%

K. Normality Data of English Reading Self-Efficacy

L. Mean	9.2500
Standard Deviation	1.3932
Max	11.6
Min	6.1
Range	5.5
Median	9.5
Mode	9.6

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	6.1	-2.2610	0.0119	0.0250	0.0131
2	6.1	-2.2610	0.0119	0.0500	0.0381

3	6.1	-2.2610	0.0119	0.0750	0.0631
4	7	-1.6150	0.0532	0.1000	0.0468
5	7.4	-1.3279	0.0921	0.1250	0.0329
6	7.7	-1.1125	0.1330	0.1500	0.0170
7	7.7	-1.1125	0.1330	0.1750	0.0420
8	8	-0.8972	0.1848	0.2000	0.0152
9	8	-0.8972	0.1848	0.2250	0.0402
10	8.3	-0.6819	0.2477	0.2500	0.0023
11	8.9	-0.2512	0.4008	0.2750	0.1258
12	9	-0.1794	0.4288	0.3000	0.1288
13	9	-0.1794	0.4288	0.3250	0.1038
14	9	-0.1794	0.4288	0.3500	0.0788
15	9.1	-0.1077	0.4571	0.3750	0.0821
16	9.1	-0.1077	0.4571	0.4000	0.0571
17	9.3	0.0359	0.5143	0.4250	0.0893
18	9.4	0.1077	0.5429	0.4500	0.0929
19	9.4	0.1077	0.5429	0.4750	0.0679
20	9.4	0.1077	0.5429	0.5000	0.0429
21	9.6	0.2512	0.5992	0.5250	0.0742
22	9.6	0.2512	0.5992	0.5500	0.0492
23	9.6	0.2512	0.5992	0.5750	0.0242
24	9.6	0.2512	0.5992	0.6000	0.0008
25	9.7	0.3230	0.6267	0.6250	0.0017

26	9.7	0.3230	0.6267	0.6500	0.0233
27	10.1	0.6101	0.7291	0.6750	0.0541
28	10.1	0.6101	0.7291	0.7000	0.0291
29	10.3	0.7537	0.7745	0.7250	0.0495
30	10.3	0.7537	0.7745	0.7500	0.0245
31	10.3	0.7537	0.7745	0.7750	0.0005
32	10.4	0.8254	0.7954	0.8000	0.0046
33	10.4	0.8254	0.7954	0.8250	0.0296
34	10.4	0.8254	0.7954	0.8500	0.0546
35	10.6	0.9690	0.8337	0.8750	0.0413
36	10.9	1.1843	0.8819	0.9000	0.0181
37	10.9	1.1843	0.8819	0.9250	0.0431
38	10.9	1.1843	0.8819	0.9500	0.0681
39	11	1.2561	0.8955	0.9750	0.0795
40	11.6	1.6868	0.9542	1.0000	0.0458
				L Count =	0.1288
				L Table at 0.05 confidential level =	0.14
Conclusion: Because L Count is lower than L table (0.1288<0.14), the data are normally distributed					

M. Normality Data of English Reading Comprehension

N. Mean	29.6
Standard Deviation	5.665

Max	37
Min	20
Range	17
Median	30.5
Mode	36
N	40

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	20	-1.6946	0.0451	0.0250	0.0201
2	20	-1.6946	0.0451	0.0500	0.0049
3	21	-1.5181	0.0645	0.0750	0.0105
4	21	-1.5181	0.0645	0.1000	0.0355
5	21	-1.5181	0.0645	0.1250	0.0605
6	22	-1.3416	0.0899	0.1500	0.0601
7	22	-1.3416	0.0899	0.1750	0.0851
8	23	-1.1650	0.1220	0.2000	0.0780
9	23	-1.1650	0.1220	0.2250	0.1030
10	24	-0.9885	0.1614	0.2500	0.0886
11	25	-0.8120	0.2084	0.2750	0.0666
12	25	-0.8120	0.2084	0.3000	0.0916
13	26	-0.6355	0.2626	0.3250	0.0624
14	27	-0.4590	0.3231	0.3500	0.0269
15	27	-0.4590	0.3231	0.3750	0.0519

16	28	-0.2824	0.3888	0.4000	0.0112
17	29	-0.1059	0.4578	0.4250	0.0328
18	30	0.0706	0.5281	0.4500	0.0781
19	30	0.0706	0.5281	0.4750	0.0531
20	30	0.0706	0.5281	0.5000	0.0281
21	31	0.2471	0.5976	0.5250	0.0726
22	31	0.2471	0.5976	0.5500	0.0476
23	32	0.4237	0.6641	0.5750	0.0891
24	33	0.6002	0.7258	0.6000	0.1258
25	33	0.6002	0.7258	0.6250	0.1008
26	34	0.7767	0.7813	0.6500	0.1313
27	34	0.7767	0.7813	0.6750	0.1063
28	34	0.7767	0.7813	0.7000	0.0813
29	34	0.7767	0.7813	0.7250	0.0563
30	35	0.9532	0.8298	0.7500	0.0798
31	35	0.9532	0.8298	0.7750	0.0548
32	35	0.9532	0.8298	0.8000	0.0298
33	36	1.1297	0.8707	0.8250	0.0457
34	36	1.1297	0.8707	0.8500	0.0207
35	36	1.1297	0.8707	0.8750	0.0043
36	36	1.1297	0.8707	0.9000	0.0293
37	36	1.1297	0.8707	0.9250	0.0543
38	36	1.1297	0.8707	0.9500	0.0793

39	36	1.1297	0.8707	0.9750	0.1043
40	37	1.3063	0.9043	1.0000	0.0957
			L Count =		0.1313
			L Table at 0,05 confidential level =		0.14
Conclusion: Because L Count is lower than L table (0.1313<0.14), the data are normally distributed					

O. The Correlation between English Reading Self-Efficacy and English Reading Comprehension

No	X	Y	X1 after scoring	Y after scoring	No	X	Y	XY	X ²	Y ²
1	6.1	36	44	72	1	44	72	3168	1936	5184
2	9.6	30	69	60	2	69	60	4140	4761	3600
3	7	29	50	58	3	50	58	2900	2500	3364
4	6.1	30	44	60	4	44	60	2640	1936	3600
5	8.3	36	59	72	5	59	72	4248	3481	5184
6	9	28	64	56	6	64	56	3584	4096	3136
7	9.6	27	69	54	7	69	54	3726	4761	2916
8	7.7	36	55	72	8	55	72	3960	3025	5184
9	6.1	26	44	52	9	44	52	2288	1936	2704
10	9	32	64	64	10	64	64	4096	4096	4096
11	9.1	20	65	40	11	65	40	2600	4225	1600

12	7.7	27	55	54	12	55	54	2970	3025	2916
13	9.4	37	67	74	13	67	74	4958	4489	5476
14	10.1	21	72	42	14	72	42	3024	5184	1764
15	9.3	20	66	40	15	66	40	2640	4356	1600
16	7.4	30	53	60	16	53	60	3180	2809	3600
17	9.6	21	69	42	17	69	42	2898	4761	1764
18	9.7	34	69	68	18	69	68	4692	4761	4624
19	10.1	34	72	68	19	72	68	4896	5184	4624
20	10.9	23	78	46	20	78	46	3588	6084	2116
21	9.7	31	69	62	21	69	62	4278	4761	3844
22	9.4	25	67	50	22	67	50	3350	4489	2500
23	10.4	22	74	44	23	74	44	3256	5476	1936
24	9.4	33	67	66	24	67	66	4422	4489	4356
25	11	35	79	70	25	79	70	5530	6241	4900
26	10.4	23	74	46	26	74	46	3404	5476	2116
27	8	34	57	68	27	57	68	3876	3249	4624
28	10.3	31	74	62	28	74	62	4588	5476	3844
29	10.4	24	74	48	29	74	48	3552	5476	2304
30	10.9	35	78	70	30	78	70	5460	6084	4900
31	9	21	64	42	31	64	42	2688	4096	1764
32	10.6	25	76	50	32	76	50	3800	5776	2500
33	9.1	33	65	66	33	65	66	4290	4225	4356
34	8	22	57	44	34	57	44	2508	3249	1936

35	8.9	35	64	70	35	64	70	4480	4096	4900
36	10.3	36	74	72	36	74	72	5328	5476	5184
37	10.3	34	74	68	37	74	68	5032	5476	4624
38	11.6	36	83	72	38	83	72	5976	6889	5184
39	10.9	36	78	72	39	78	72	5616	6084	5184
40	9.6	36	69	72	40	69	72	4968	4761	5184
					Σ	2645	2368			

N	40	<table border="1"> <tr> <th colspan="2">The Interpretation of r Value</th> </tr> <tr> <td>0.800 – 1.00</td> <td>very strong</td> </tr> <tr> <td>0.600 – 0.79</td> <td>strong</td> </tr> <tr> <td>0.400 – 0.599</td> <td>medium</td> </tr> <tr> <td>0.200 – 0.399</td> <td>low</td> </tr> <tr> <td>0.000 – 0.199</td> <td>very low (no correlation)</td> </tr> <tr> <td></td> <td></td> </tr> </table>		The Interpretation of r Value		0.800 – 1.00	very strong	0.600 – 0.79	strong	0.400 – 0.599	medium	0.200 – 0.399	low	0.000 – 0.199	very low (no correlation)		
The Interpretation of r Value																	
0.800 – 1.00	very strong																
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ΣX ²	178751																
(ΣX) ²	6996025																
ΣY ²	145192																
(ΣY) ²	5607424																
ΣXΣY	6263360																
ΣXY	156598																
r_{xy}	0.45																
r _{table}	0.27																