THE INFLUENCE OF READING STRATEGY AND SELF-EFFICACY ON STUDENTS' READING COMPREHENSION (A CORRELATIONAL STUDY AT A STATE ISLAMIC SENIOR HIGH SCHOOL IN PEKANBARU)

Hildayanti Witri, M.Pd
(hildayantiwitri@gmail.com)
State Islamic University Sultan Syarif Kasim of Riau

ABSTRACT

This research was aimed to investigate the influence of reading strategy and self-efficacy on students' reading comprehension at State Islamic Senior High School 3 Pekanbaru. The sample was taken by using cluster random sampling technique and determined sample size by using the Slovin formula. The total population was 174 students in five classes and total sample was 70 students in two classes. Inferential analysis namely simple and multiple regressions were used to analyze the data by using SPSS 22 software program. The results showed that alternative hypotheses (Ha_1, Ha_2, and Ha_3) were accepted and null hypotheses (Ho_1, Ho_2, and Ho_3) were rejected. First, there was a significant influence of reading strategy use on students' reading comprehension with score $0.000 < \ = 0.05$. It categorized into positive and moderate relationship level that contributed as much as 28.3% to reading comprehension. Second, there was a significant influence of self-efficacy on students' reading comprehension with score $0.000 < \ = 0.05$. It categorized into positive and strong relationship level that contributed as much as 46.5% to reading comprehension. Third, there was a significant influence of reading strategy use and self-efficacy simultaneously on students' reading comprehension with score $0.000 < \ = 0.05$. It categorized into positive and strong relationship level that contributed simultaneously as much as 50% to reading comprehension.

Key words : Reading Strategy, Self-Efficacy, Reading Comprehension

INTRODUCTION

Reading is required in a multicultural or international environment, academic study, and self-study (Grabe, 2009). In the field of education, reading becomes an important study skill to achieve the competence required in any component of the school curriculum. The main point of reading is to comprehend an important message or information; clearly, it is not to make sound in the brain only. According to the research of Habibian & Roslan (2014), reading comprehension is a process that involves the individual's awareness of cognitive effort and it is related to the reading purpose, such as what is read and what information already known. Therefore, it becomes a basic survival in education system.

In the senior high school level, students must have the ability to comprehend various genres of texts, due to most of English daily test and school examination questions come from the texts. However, many schools around the world found the students with same type of few failures every day. They did not have sufficient reading comprehension skill to do from what is expected of them (K12 Reader, 2018). The Program for International Student Assessment (PISA) of the Organization for Economic and Development (OECD) supports that statement, which is held every three years. The last updated in 2018 showed the result of Indonesian students' literacy took 74th place from 79 countries who participate in the test and it classified into low categorization. It indicated that students' ability in reading is inadequate for what is expected. It's score only 371 vice versa with China as the first rank 555 (Kompasiana, 2018).

Based on preliminary study conducted with an English teacher at State Islamic Senior High School 3 Pekanbaru on August 10th, the writer found practical problem. In case of reading comprehension, the writer found some of the students were still poor and far from what the curriculum expected. Yet, some of the students can not reach the minimum students' passing grade of "80". It means the students struggled and faced difficulties in reading comprehension due to many a variety factors. Clearly, the phenomena described that some of students seemed to use any strategies but they had low reading comprehension. On the contrary, some of the students seemed not to use any strategies but they had good reading comprehension. Then, some of students seemed to belief in self when completing the reading task but they did not accomplish good comprehension. Nevertheless, some of the students seemed to belief in others then they have good scores of reading comprehension. Therefore, it needs to investigate further to provide a better insight.

Some previous studies showed the result of the students' incompetence to obtain best performance of reading comprehension. The demand of reading is increasing, and difficulties in reading comprehension will have more and more adverse effects on students' academic and higher education (Oberholzer, 2005). The other consequences might be the students' inability to deal with current high learning standard. Indonesian students face more struggles when learning English because they have to overcome overlapping problems, both to understand Indonesian as a first

language system and English as a foreign language (Suryanto, 2017). In brief, students' internal factors take specific action behind this failure.

Generally, internal factors as primary affect since it originates from students' inside. Two of them are the use of reading strategy and self-efficacy. According to Carrell (1998), the use of strategies in the reading process proved their interaction with written text, and effective use of strategies can improve their text comprehension. In order to gain information and good comprehension of the text, it took high awareness in using reading strategy. Many practitioners such as Mokhtari & Sheorey (2002) agree that awareness of using reading strategy can help learners get the most out of a text. If the learner becomes strategic in reading, then comprehension will improve. Besides, the strategic readers should understand the impact of their reading goals on comprehension and apply appropriate strategies to enhance their understanding of difficult texts (Grabe, 2009). Most readers may encounter comprehension problems when reading texts, but proficient readers will solve these problems by consciously using effective reading strategies.

A successful learner knows his strategy usage and why he should use them, Compared with less successful readers, they use strategies more frequently (Grabe & Stoller, 2002). In addition, many previous researches showed the correlation between the use of reading strategy and reading performance. Anderson (1991) reported students who used more reading strategies in test reading and textbook reading had higher on reading comprehension, no unique strategy relationship was found between high and low comprehension readers. It is supported by Koda (2005) a research in second language reading tend to show that high and low level learners use strategies differently and are related to reading performance. Somehow, Padron & Waxman (as cited in Tobing, 2013) discovered some reading strategies such as stating main idea several times may not help reading comprehension.

Moreover, another factor related to the success of reading comprehension comes from students' affective factors, one of them is self-efficacy. Self-efficacy has been studied and is considered a powerful predictor of motivation and achievement in academic fields such as language, art, mathematic, and science (Pajares & Kranzler, 1995). The students can judge that they are very capable in a particular filed, but not in another field. Many students encounter difficulties in reading comprehension not because they can not perform successfully, but because they can not believe that they can perform successfully (Bandura, 1997). Shortly, they will need to crosscheck their belief about self-efficacy in language learning.

It showed self-efficacy becomes a foundation for motivational in life including to influence language learning. This affective variable will affect students' behavior, attempt, and decision when facing difficulties to comprehend a passage. Tobing (2013) showed in her discovery research that self-efficacy was significantly related to reading comprehension and it contributed 20% to the prediction of reading comprehension. Solheim (2011) found that reading self-efficacy had become an important positive predictor of multiple-choice comprehension scores of Norwegian college students. Finally, Barkley (2006) also showed that there was a significant

correlation between student efficacy beliefs and reading comprehension performance, so students should be made aware of the term self-efficacy.

After exploring any references, it was found the available research findings are not conclusive enough and needs more expanded. Most of recent studies showed there is a significant influence of reading strategy on reading comprehension and positive relationship of self-efficacy toward reading comprehension. Nevertheless, the existing research is still limited scope of English Language Teaching (ELT) and English education in Indonesia especially Riau province. In essence, this study intends to confirm and test the theory whether reading strategy and self-efficacy has significant influence on students' reading comprehension especially at State Islamic Senior High School 3 Pekanbaru. Hopefully, this research gap would be a useful novelty to support English language teaching.

METHOD
The writer used quantitative research whereas the writer identified variables and may look for correlation among them but did not manipulate the variables (Ari et al., 2010). Specifically, the writer used correlational approach. According to Ary et al (2010) "Correlational approach gathers data from individuals on two or more variables and then seeks to determine if the variables are related. In brief, correlational approach refers to a type of non-experimental design in which measuring the extent to which two variables or more are related by a statistical relationship without attempt to control extraneous variables. There are three variables used in this research in which consisted of two independent variables and one independent variable. Reading strategy and self-efficacy were the independent (predictor) variables symbolized by X_1 and X_2, meanwhile reading comprehension was a dependent variable (criterion) symbolized by Y.

This research was conducted at State Islamic Senior High School 3 Pekanbaru from November to December 2020. The population was the eleventh grade students of State Islamic Senior High School 3 Pekanbaru distributed into five classes which the total number was 174 students. In order to take the sample, the writer used cluster random sampling that allows the writer to select in which group randomly and every person had the same opportunity to be selected as the respondents without considering any strata differences (Gay, 2012). To determine the sample size, the writer used the Slovin formula in Sugiyono (2009) as follows :

$$n = \frac{N}{1+N(e)^2}$$

Where, n = sample size
N = population size
E = critical value (accuracy limit)

In this formula, the writer used critical value 10% of allowance for error accuracy in sampling, the writer picked up randomly the class then she got two classes with total number of 70 students as follows :

$$n = \frac{174}{1 + 174 \, (0.1)^2}$$

$$n = \frac{174}{1 + 174 \times 0.01} = \frac{174}{2,74} = 63,5 \text{ (round to 70 students)}$$

At the time of collecting data, the students had an online class so that the writer designed the instrument in the Google form. The English teacher spread 3 links to the students' whatsapp group and asked them to fill and submit immediately. This study employed multiple techniques of data collections to answer some research questions included questionnaires and test. There are two kinds of questionnaire used namely Reading Strategy Questionnaire and Self-Efficacy Questionnaire.

The questionnaire of reading strategy was used to collect the data of students' frequency to use reading strategy in comprehending a text. The writer adapted the items from Survey of Reading Strategy (SORS) by Mokhtari and Sheorey (2002). Since several items of original questionnaire were too general, the writer modified and adjusted into reading comprehension in EFL context. The writer made 24 items and translated into bahasa. The items chosen based on three indicators and designed on a 5-point Likert scale of frequency. It asked on how often each item use: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). In order to facilitate the analysis, the scores of students' reading strategy were converted into range 1-100 (Arikunto, 2011). To make it clear, the writer provided blue print table of questionaire :

Table 1. Blue Print of Reading Strategy Questionnaire

Indicator	Questionnaire Number	Total
Global Strategies	1, 4, 7, 10, 13, 16, 19, 22	8
Problem-Solving Strategies	2, 5, 8, 11, 14, 17, 20, 23	8
Support Strategies	3, 6, 9, 12, 15, 18, 21, 24	8
TOTAL		24

Meanwhile, the questionnaire of self-efficacy was used to collect the data of students' self-efficacy degree in language learning. The writer selected the items from Bandura's theory; Schwarzer, R & Jerusalem, M. (1995); and Henk & Melnick (1995) then modified it into EFL context. To measure students' self-efficacy, the writer made 28 items based on two indicators and seven sub-indicators. To make it comprehensible, the writer translated the items into bahasa and designed on 4-point Likert scale where 1 (not at all true), 2 (hardly true), 3 (moderately true), 4 (exactly true). Clearly, the writer provided blue print table as follow :

Table 2. Blue Print of Self-Efficacy Questionnaire

Indicator	Sub-Indicator	Questionnaire Number	Total
General Self-efficacy	Optimism	1, 8, 15, 22	4
	Emotion	2, 9, 16, 23	4
	Work Satisfaction	3, 10, 17, 24	4
Specific Self-efficacy	Progress	4, 11, 18, 25	4
	Observational comparison	5, 12, 19, 26	4
	Social Feedback	6, 13, 20, 27	4
	Physiological States	7, 14, 21, 28	4
TOTAL			28

For testing a reading comprehension, the writer used multiple choice technique to collect the data because it is a common way to assess reading comprehension and easy for scoring. The indicators tested were adopting from Nuttal (1982), meanwhile the item of test adapted from primary books and relevant sources designed by the writer itself. In multiple choice form, the writer provided five possible answers included A, B, C, D and E for each item and it should be choosen one best answer. Table 3 presented the blueprint as follow:

Table 3. Blue Print of Reading Comprehension Test

No	Indicator	Number of Question					Total
1	The students' ability to identify the main idea of analytical text	1	6	11	16	21	5
2	The students' ability to identify the specific information of analytical text	2	7	12	17	22	5
3	The students' ability to identify the vocabulary of analytical text	3	8	13	18	23	5
4	The students' ability to identify the reference of analytical text	4	9	14	19	24	5
5	The students' ability to identify the inference of analytical text	5	10	15	20	25	5
TOTAL							25

In addition, the data analysis started by calculating descriptive statistics by using SPSS 22 versions. After all the requirements (normality and linearity) were met, the writer did hypothesis testing by undertaking regression. Simple regression analysis is used to find out the influence of reading strategy (X_1) on reading comprehension (Y) then the influence of self-efficacy (X_2) on reading comprehension. Meanwhile, the writer used multiple regressions to find out the influence of reading strategy (X_1) and self-efficacy (X_2) on reading comprehension (Y). The SPSS result test can be interpreted :

a. If the probability (sig) < 0.05, it means there is a significant influence of X on Y or X_1 and X_2 simultaneously on Y (Ha is accepted)

b. If the probability (sig) > 0.05, it means there is no significant influence of X on Y or X_1 and X_2 simultaneously on Y (Ho is accepted).

Then, the writer categorizes the correlation degree of coefficient correlation (r) :

Table 4. The Classification of Relation between Variables

Coefficient Interval	Relationship Degree
0.000-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

(Sugiyono, 2009)

RESULTS AND DISSCUSSIONS
Results

It describes the results from each of the three research questions of this study. First it concerned about "The Influence of Reading Strategy (X_1) on Students' Reading Comprehension (Y)". In order to analyze the first hypothesis, the writer used simple regression analysis by using SPSS 22 program. Then, the result showed **"there was a significant influence of reading strategy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru".** Here is the following description for the analyzed data :

Table 5. Significant Value Test (X_1,Y)

ANOVA[a]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2485.667	1	2485.667	26.818	.000[b]
	Residual	6302.676	68	92.686		
	Total	8788.343	69			

Table 5 showed the significant value of regression model between variable X_1 and Y. The criterion was determined by hypothesis if Sig.<0.05 means regression model is significant. From table, it can be seen the Sig. = 0.000 which means smaller than 0.05. Obviously, equation of regression model was significant and met the linearity criteria. Clearly, reading strategy was feasible to conduct the next analysis.

Table 6. Simple Regression Coefficient (X_1,Y)

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.561	8.587		3.326	.001
	Reading Strategy	.596	.115	.532	5.179	.000

Table 6 indicated simple regression coefficient for hypothesis 1. The criteria was determined by hypothesis if $t_{observed} > t_{table} = H_a$ is accepted. It can be seen the Sig. was 0.000 which is smaller than 0.05. In addition, the result of t table value (70-3-1 at =5%) was 1.670 and t observed (simple regression) was 5.179 which is bigger than t_{table}. It concluded there was a significant influence of reading strategy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru.

Table 7. Coefficient (X_1,Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532[a]	.283	.272	9.627

a. Predictors: (Constant), Reading Strategy
b. Dependent Variable: Reading Comprehension

Table 7 presented correlation coefficient between reading strategy (X_1) and reading comprehension (Y). It can be seen the R-value was 0.532 indicated the relationship between two variables categorized into "moderate level". Besides, the coefficient determination or R square value was 0.283, it can be said the influence of reading strategy has contribution effect 28.3% to reading comprehension.

Meanwhile, to get the most favorite strategy used of three categories, the writer provided descriptive statistic in the following table :

Table 8. The Descriptive Statistic for Each Indicator

Indicator	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Global Strategy	70	53	98	5138	73.40	11.245
Problem-Solving Strategy	70	55	100	5352	76.46	11.156
Support Strategy	70	50	98	5055	72.21	10.782
Valid N (listwise)	70					

Table 8 showed the descriptive analysis of students' reading strategy for each indicator separately. It used to know which strategy that the students often used while read a passage. First, the results obtained from the strategy named "Global Strategy", it was seen that the scores changed ranging from 52 to 98 and the mean score was 73.40. Second, the score on the strategy named "Problem-Solving Strategy" changed ranging from 55 to 100 and the mean score was 76.46. Third, the score on the strategy named "Support Strategy" changed ranging from 50 to 98 and the mean score was 72.21. It means Problem-Solving Strategy as the most favorite of students' used.

Second it concerned about "The Influence of Self-Efficacy (X_2) on Students' Reading Comprehension (Y)". The writer used simple regression analysis by using SPSS 22 program. Then, the result showed **"there was a significant influence of**

self-efficacy on reading comprehension of the eleventh grade students at MAN 3 Pekanbaru". Here is the following description for the analyzed data :

Table 9. Significant Value Test (X_2,Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4082.250	1	4082.250	58.986	.000[b]
	Residual	4706.093	68	69.207		
	Total	8788.343	69			

a. Dependent Variable: Reading Comprehension
b. Predictors: (Constant), Self-Efficacy

Table 9 showed the significant value of regression model between variable X_2 and Y. The criterion was determined by hypothesis if Sig. < 0.05 means regression model is significant. From table, it can be seen the Sig. = 0.000 which means smaller than 0.05. Obviously, equation of regression model was significant and met the linearity criteria. Thus, self-efficacy was feasible to conduct the next analysis.

Table 10. Simple Regression Coefficient (X_2,Y)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.944	7.835		1.652	.103
	Self-Efficacy	.800	.104	.682	7.680	.000

a. Dependent Variable: Reading Comprehension

Table 10 indicated simple regression coefficient for hypothesis 2. The criteria was determined by hypothesis if $t_{observed} > t_{table} = H_a$ is accepted. It can be seen the Sig. was 0.000 which is smaller than 0.05. In addition, the result of t table value (70-3-1 at =5%) was 1.670 and t observed (simple regression) was 7.680 which is bigger than t_{table}. It concluded there was a significant influence of self-efficacy on reading comprehension of the eleventh grade students.

Table 11. Coefficient (X_2,Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682[a]	.465	.457	8.319

a. Predictors: (Constant), Self-Efficacy
b. Dependent Variable: Reading Comprehension

Table 11 presented correlation coefficient between self-efficacy (X_2) and reading comprehension (Y). It can be seen the R value was 0.682 indicated the

relationship between two variables categorized into "strong level". Besides, the coefficient determination or R square value was 0.465, it means the influence of reading strategy has contribution effect 46.5% to reading comprehension.

Meanwhile, to know the highest degree of students have between general and specific self-efficacy, the writer provided descriptive statistic in the following table :

Table 12. The Descriptive Statistic for Each Indicator

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
General Self-Efficacy	70	50	95	5492	78.46	9.115
Specific Self-Efficacy	70	48	92	5023	71.76	11.101
Valid N (listwise)	70					

The table used to know which one the highest between general or specific self-efficacy. First, the results obtained from "General Self-Efficacy', it was seen that the scores changed ranging from 50 to 95 and the mean score was 78.46. Last, the score of "Specific Self-Efficacy" changed ranging from 48 to 92 and the mean score was 71.76. Obviously, the students' general self-efficacy had the highest degree.

"First it concerned about : "The Influence of Reading Strategy (X_1) and Self-Efficacy (X_2) simultaneously on Students' Reading Comprehension (Y)". The writer used multiple regression analysis by using SPSS 22 program. Then, the result showed **"there was a significance influence of reading strategy and self-efficacy either partially or simultaneously on students' reading comprehension at MAN 3 Pekanbaru".** Here is the following description for the analyzed data :

Table 13. Significant Value Test (X_1X_2,Y)

ANOVA^a

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4397.110	2	2198.555	33.545	.000^b
	Residual	4391.233	67	65.541		
	Total	8788.343	69			

a. Dependent Variable: Reading Comprehension
b. Predictors: (Constant), Self-Efficacy, Reading Strategy

Table 13 showed the significant value test between variable X_1 and X_2 simultaneously on Y. The criteria was determined by hypothesis if   < Sig = H$_a$ is accepted. From table above, it can be seen the Sig. = 0.000 which means smaller than 0.05. Obviously, equation of regression model was significant and met the linearity criteria of the eleventh grade students at MAN 3 Pekanbaru.

Table 14. Multiple Regression Coefficient (X_1X_2,Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.053	8.431		.599	.551
	Reading Strategy	.254	.116	.226	2.192	.032
	Self-Efficacy	.654	.121	.558	5.400	.000

a. Dependent Variable: Reading Comprehension

Table 14 indicated multiple regression coefficients for hypothesis 3. It focused on t test for knowing the effect of variable X partially (individually) on variable Y. Firstly, the table showed the Sig. value of reading strategy was 0.032 which was smaller than 0.05. Moreover, the value of t test observed was 2.192 and the score of t table was 1.670 (n-3-1 at =5% with n=70). Because t table was smaller than t observed, it means Ha was accepted. In other words, there was a significant influence of reading strategy on students' reading comprehension at MAN 3 Pekanbaru.

Secondly, the Sig. value of self-efficacy was 0.000 which was smaller than 0.05. Then, the value of t test observed was 5.400 and the score of t table was 1.670 (n-3-1 at =5% with n=70). Since the value of t table was smaller than t observed, it means Ha was accepted. In other words, there was a significant influence self-efficacy on students' reading comprehension at MAN 3 Pekanbaru.

Besides, the most important to find out the last hypothesis used F test from ANOVA table. It aims to determine the influence of variable X simultaneously (together) on variable Y. By having seen to table 4.7 ANOVA, the Sig. value was 0.000 which was smaller than the significance level 0.05. It indicated Ha was accepted and Ho was rejected. Thus, there is a significance influence of reading strategy and self-efficacy either partially or simultaneously on students' reading comprehension at MAN 3 Pekanbaru.

Table 15. Coefficient (X_1X_2,Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707[a]	.500	.485	8.096

a. Predictors: (Constant), Self-Efficacy, Reading Strategy
b. Dependent Variable: Reading Comprehension

Table 15 presented correlation coefficient that can be seen from the table that R value was 0.707. It means that the relationship among three variables categorized into strong level. Moreover, the coefficient determination or R Square value among X_1, X_2 on Y was 0.500. It concluded the influence of reading strategy and self-

efficacy simultaneously has contribution effect 50% to reading comprehension. Meanwhile, 50% contributed by other factors that were not covered in this study.

Discussions
The Contribution of Reading Strategy on Reading Comprehension

These results contradict with previous research by Tobing (2013) that showed the use of reading strategies partially had a non-significant relationship with reading comprehension. It happened since the overall use of reading strategy contributed only 4% to reading. This results was supported by research finding of Erliana (2015) indicated there is a very low correlation only 19% between reading strategies and reading comprehension. The possible cause is the lack of reading strategies' knowledge owned by students or minimum meta-cognitive awareness. As mentioned by Carrell et al (1998) and Cohen (1990) readers' use of reading strategies is informed by their meta-cognitive awareness and how these strategies can be maximized for optimal effects in solving comprehension problems.

In general, frequencies used of the reading strategies are various in different contexts, but most of previous research has proven as predictor to increase reading comprehension successfully. A research by (Koda, 2005) showed a study in second language reading presented the high and low proficiency learners use strategies differently and it correlates with reading performance. A successful learner is aware of his own strategy use and why using those strategies. They make use of strategies more frequently than less successful readers do (Grabe & Stoller, 2002)..

Moreover, from literature review and the results of this study, the use of reading strategy is useful to enable students in comprehending materials because it is a purposeful process where is dependent upon the individual's development, cognitive ability, and attitude toward reading. If they have high meta-cognitive awareness by choosing appropriate strategy, then it would support their learning. In short, the use of reading strategies will not be effective for reading comprehension when there is no awareness of the readers of their reading process; even tough high frequency use of strategies does not fully guarantee that the language learning becomes successful.

The Contribution of Self-Efficacy on Reading Comprehension

The result above is in line with theory by Bandura (1997) that students' belief in their efficacy to regulate their own learning and master academic activities can determine their aspirations, motivation level, and academic accomplishment. In other words, self-efficacy as known as students' judgment in ability was an influential predictor to performance especially as an important role in improving students' reading comprehension. Having high belief in ability can assist students to complete their task successfully, moreover it unofficially encourages their self-confidence and self-esteem so that they were more motivated in language learning. In language learning primarily reading skill, the students may lead to have deeper understanding and construct valuable meaning of the text.

Those views about self-efficacy's contribution on students' reading comprehension supported by few previous researches concerned on this issue specifically in EFL/ESL context. Research finding by Solheim (2011) in a Norway primary school showed the level of self-efficacy affect how much students' understand of the texts that they read, but probably also the degree to which they are able to demonstrate what they have understood. Besides, by using different item format namely multiple choice and constructed response indicated there is a difference in reading comprehension scores between students with high and low self-efficacy. Then, regarding to Roslan & Habbian (2014) study in a Malaysia college presented self-efficacy and language proficiency can reliably predict the students' academic achievement, assist them to perform task successful in the classroom, and enhance their self-confidence. Meanwhile, a study by Muannast (2019) in a Palembang senior high school contradicts where showed there was no significant correlation between students' self-efficacy and reading comprehension. It is supported by Liao (2015) suggested that self-efficacy is not a substantial predictor of reading comprehension scores, somehow another factors such as reading interest and choice were significantly related to comprehension. Then, reading self-efficacy was significantly positively correlated with word reading, but not it's comprehension.

Moreover in Bandura's theory (1997), self-efficacy degree categorized into high and low efficacious. He claimed that low-efficacious students affect poor capabilities under certain circumstances included students' ability in reading comprehension. Besides, they would struggle with complex reading tasks in an assessment situation. The students do not belief their ability and have high fear when accomplishing the task, avoid challenging tasks, they quickly lose confidence in personal abilities they also tend to blame either the situation or another person when things go wrong. Thus, encouraging EFL learners to increase their self-efficacy can be quite helpful for them to achieve higher scores in the reading comprehension.

The Contribution of Reading Strategy and Self-Efficacy simultaneously on Reading Comprehension

This result confirmed some previous studies by Tobing (2013), Naseri (2012), Shang (2010), and Zarei (2018) that the use of reading strategy and self-efficacy affected simultaneously on students' reading comprehension. It can be interpreted for both reading strategy and self-efficacy can give a significant contribution to the reading comprehension of analytical text. Thus, this study proves and supports the previous theory. As Bandura (1997) said perception of self-efficacy influence motivation to determine the individual's goal, the effort they expend to reach the goal, and their willingness to persist the failure. Meanwhile, Carrell (1998) and Grabe (2009) believed reading as regarded the most important skill in EFL academic context and reading strategies are vital for effectual comprehension so that competent readers would be existed. Hence, teacher and students must be cooperative to prepare anything that can support their efficacy as well improve the frequency used of reading strategy during language learning process.

Besides, by analyzing the relationship among three variables namely reading strategy, self efficacy, and reading comprehension, the writer concluded students who have high self-efficacy will be more motivated to solve any tasks and felt challenging to use various reading strategies. Then, they are looking for many ways to conquer a text so that comprehension of analytical text achieved.

CONCLUSIONS AND RECOMMENDATIONS
Conclusions
Some conclusions about the influence of reading strategy and self-efficacy on students' reading comprehension were drawn. First, reading strategy as a factor contributed positively to students' reading comprehension. Based on data analysis and result, it categorized into moderate relationship level. It's' level was suitable with previous study that revealed inconsistence contribution of reading strategy in predicting students' reading comprehension. Overall, the majority of students' reading strategy classified into "medium" level or they were sometimes used reading strategy to comprehend a passage. In terms of frequency used, the highest mean scores among three reading strategies was problem-solving strategy and the lowest mean score was support strategy.

Second, self-efficacy also indicated as one of factors influenced positively and had higher contribution to students' reading comprehension. It has been proven by previous research that self-efficacy seemed to be a consistent variable to predict reading comprehension and categorized into moderate relationship level. Overall, the majority of students' self-efficacy classified into "moderate" level. Besides, it found the students' highest mean score was general self-efficacy precisely sub-indicator of optimism and the lowest mean score was specific self-efficacy precisely sub-indicator of social feedback.

Third, few studies concerned on the correlation of reading strategy, self-efficacy, and reading comprehension in Indonesian context. This study showed reading strategy and self-efficacy simultaneously made a positive contribution to students' reading comprehension. It means both of independent variables had important space to improve reading comprehension scores. Lastly, the majority of students' reading comprehension scores were classified into "good" level.

Recommendations
Teacher is expected to give special concern on students' use of appropriate reading strategy in comprehending an English text since most of students sometimes to use it. Teacher can improve students' belief in ability to implement any strategies by giving more attention and motivation. Teacher can provide considerable time to getting close and create good atmosphere of efficacy. Then, it is important for teacher to know precisely on how high the students' self-efficacy level in language learning. Thus, having good relationship between teacher and students can enhance students' positive judgment to solve any reading tasks. Second, students should aware that high belief in ability and using appropriate strategy more frequent are indispensable. Thus, they are expected to increase their frequency of using reading strategy and self-

efficacy to support language learning. Even tough their self-efficacy belief and reading strategy are categorized into moderate/medium level, do more practice exceed of their current reading level to comprehend any genres are needed. Third, the further research on this topic would be recommended such as adding independent variables that might be given bigger contribution to reading comprehension. Besides, further research on same issue cam be done in lower or higher level of education and applied those independent variables in other skill achievement such as speaking, listening, or writing skill. In short, the different results of study could be produced for better teaching and learning process in the future.

REFERENCES

Anderson, N. J. (1991). Individual Differences in Strategy Use in Second Language Reading and Testing. *The Modern Language Journa*l. Vol 75 (4).

Arikunto, S. (2011*). Prosedur Penelitian : Suatu pendekatan praktik*. Edisi revisi VII. Jakarta : PT. Rineka Cipta.

Ary, D et al,. (2010*). Introduction to Research in Education*. Canada: Thompson Wadsworth.

Bandura, A. (1997). *Self-efficacy : The exercise of control.* W H Freeman/ Times Books/ Henry Holt & Co.

Barkley, J. M. (2006). Reading Education : Is self-efficacy important?. *ERIC Journal*. ISSN-0034-0510.

Brown, H. D. (2003*). Language Assessment Principles and Classroom*. Practices. California : Longman University Press.

Carrell, P. L. (1998). Can reading strategies be successfully taught?. *The Language Teacher JALT Journal*, Georgia State University.

Cohen, A. D. (1990). *Language learning : Insight for learners, teachers, and researchers.* New York : Newbury House.

Erliana, S. (2015). "Correlation between Reading Strategies and Reading Motivation to Reading Comprehension Of the Third Semester Students at the English Education Study Program Of STAIN Palangka Raya".

Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). *Educational research: Competencies for analysis and application.* 10th Edition, Pearson, Upper Saddle River.

Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. New York: Pearson Education.

Grabe, W. (2009). *Reading a second language : Moving from theory to practice.* New York : Cambridge University Press.

Habibian , M., & Samsilah, R. (2014). The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learners. *Journal of Education and Practice.* ISSN 2222-1735 Vol.5, No.14.

Henk, W. & Melnick, S. (1995). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers. *The Reading Teacher Article*, 48, 470-482.

Koda, K. (2005). *Insight into Second Language Reading : A Cross-linguistic approach.* Cambridge : Cambridge University Press.

Kompasiana. (2016). PISA dan Literasi Indonesia. Retrieved from http://www.kompasiana.com.

K12 Reader. Retrieved by https://www.k12reader.com/the-importance-of-reading-comprehension/

Liao, C. (2015). "Predicting reading comprehension of 8th grade struggling readers: Fluency self-efficacy, and intrinsic motivation". Published : Doctoral Dissertation, University of California Riverside.

Mokhtari & Sheorey. (2002). Masuring ESL students' awareness of reading strategies. *Journal of Development Education*, vol. 25, no. 3.

Muannast, Y. M. (2019). "The correlation among motivation, self-efficacy, and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang". Published : A Thesis.

Naseri, M. (2012). The Relationship Between Reading Self-efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level Of Iranian EFL Learners. *World Journal of Education*, *2*(2), 64–75. http://doi.org/10.5430/wje.v2n2p64.

Nuttal, C. (1982). *Teaching Reading Skill in a Foreign Language*. London: Heinermann Educational Books.

Oberholzer. (2005). "The Relationship between Reading Difficulties and Academic Performance". Unpublished Thesis.

Pajares, F., & Kranzler, J. (1995). Self-efficacy beliefs and general mental ability in mathematical problem-solving. *Contemporary Educational Psychology*, 20(04), 426-443.

Schwarzer, R,. & Jerusalem. M. (1995). Generalized Self-Efficacy scale. *Health Psychology : A user's portfolio, causal and control beliefs.* Windsor, UK.

Shang, H. (2010). Reading strategy use, self-efficacy, and EFL reading comprehension. *The Asian EFL Journal.* ISSN 1738-1460.

Solheim, O. J. (2011). The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores. *Reading Psychology.*

Sugiyono. (2009). *Statistika Untuk Penelitian*. Bandung : Alfabeta.

Suryanto. (2017). An Investigation on English Reading Comprehension Problems in Indonesian Cultural Context. *International Conference on Education, Science and Art Technnology.* Vol 1 (1).

Tobing, I. R. A. (2013). 'The Relationship o Reading Strategies and Self-Efficacy with the Reading Comprehension of High School Students in Indonesia'. Unpublished dissertation. University of Kansas. America.