

THE INFLUENCE OF READING INTEREST AND SELF-EFFICACY ON READING COMPREHENSION OF THE TENTH GRADE STUDENTS AT AS-SHOFA ISLAMIC SENIOR HIGH SCHOOL PEKANBARU

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ABSTRACT

This research was aimed to investigate the influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. The data were collected through reading interest questionnaire, self-efficacy questionnaire and reading comprehension test. This research was correlational research design using quantitative method. The subject of the research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru consisting 5 classes. The research sample was taken by using proportional stratified random sampling method from 5 classes which each class had different number of students. The total population was 150 students and the total sample was 50 students. Pearson's product moment and multiple regression formula were used to analyze the data. The research findings showed that first, there was no significant influence of reading interest on students' reading comprehension with score $0.268 > 0.05$. Second, there was significant influence of self-efficacy on students' reading comprehension with score $0.012 < 0.05$. Third, there was significant influence of reading interest and self-efficacy on students' reading comprehension with score $0.034 < 0.05$ at As-Shofa Islamic Senior High School.

Keyword : Reading Interest, Self-Efficacy, Reading Comprehension

INTRODUCTION

Reading skill is one of the language skills that is very important for students in learning English. They need to understand and build the meaning about what they read in order to get information and add their knowledge from written text or books. According to Anderson (1985, p. 148), reading is the process of constructing meaning from written texts. It is one of the complex skills requiring the coordination of a number of interrelated sources of information. Reading does not only involve seeing the texts, but also absorbing the meaning. In other words, it is an activity to provide a response or reaction which produces the understanding.

According to William (1998), there are two kinds of reading. They are initial reading and reading comprehension. Initial reading refers to the activities done by someone who is in the beginning level of learning to read. He is still learning how to read alphabet, letters, words, and phrases. Otherwise, reading comprehension refers to activities that aim to understand a particular text, starting from literal meaning of sentences to interpretative of the text. According to Tarigan (2008) reading comprehension is the kind of reading that aims to understand the reading. It means to examine more carefully the reading material so that it can assess the situation, value, function and effect readings. Readers need to use all their capabilities in order to digest the contents of reading. With this ability, the readers can achieve the ultimate goal of reading, that is, a full understanding of a text.

As-Shofa Islamic Senior High School is one of the schools in Indonesia. It is located in Pekanbaru, Riau. English is taught four hours a week with a time allocation of 80 minutes for one meeting. Based on the syllabus for the tenth grade of Senior High School, the kind of the reading texts are descriptive text, recount text and narrative text. This school implements 2013 Curriculum which integrates all four skills (speaking, writing, listening and reading) in English subject. However, reading is prioritized than other skills, because English is taught as a foreign language in Indonesia.

Based on preliminary research conducted at As-Shofa Islamic Senior High School, some of the students of the tenth grade had difficulties in comprehending the reading text and could be categorized as poor readers. It was proven when the researcher interviewed and shared the ideas with the English teacher there. It was informed that some of the students had difficulties to determine main idea, find the specific information, find the refence, find the inference and understand vocabulary. They got difficulty in answering the questions from the text. Based on the problems above, some of the students failed to achieve the minimum standard score for English subject at this school. The students' achievement indicated their reading comprehension was not significant yet to reach the target.

Some gaps were discovered between policy theory and practice. It can be seen by following description. The students had low score in reading comprehension, but

they have high interest in reading textbook, novel, story, text etc. They also had high belief in their capability to produce specific outcomes. According to Fahrurrozi (2017), there is a significant correlation between reading interest with reading comprehension. It is same as the statement for self-efficacy. Barkley (2006) stated that students' self efficacy beliefs were statistically significantly correlated with reading comprehension.

There are two factors influencing reading comprehension. The first factor is reading interest. Interest in reading is the desire of the individual to do the reading. Reading interests will be able to grow if someone early accustomed to reading. Rahim (2005, p. 28) pointed out that reading interest is a strong desire accompanied by someone efforts to read. The students with high interest usually read more and find it useful and enjoyable (Beale, 2004). They will spend their time by reading than doing other activities and try to focus and absorb it. Besides, having high motivation and attempt to read book are also indication of interest in reading.

The second factor that influences students' reading comprehension is students' self-efficacy. Bandura (1997) stated that self-efficacy affects how people think of themselves: their level of motivation, their affective state and actions. These are determined by what they think they are capable of rather than the reality of what they actually are. If people have high positive self-efficacy about learning a foreign language, then they will believe that they have the power and abilities to reach this goal. Otherwise, people who have low self-efficacy think that they do not own the power and abilities to learn a language, thus they give up from the start.

Based on the explanations and problems above, the researcher was encouraged to conduct a research that particularly concerns with reading comprehension entitled "The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru".

RESEARCH METHOD

The Research Design

This research is a correlational research design. The correlational research design uses two or more variables which the independent variable influences dependent variable. According to Anderson and Arsenault (2015, p. 118), this research is one way of describing in quantitative terms of the degree which the variables are related. This research was to determine the relationship and level of relationship between two and three variables without any effort to manipulate them. There are three variables in this research; they are independent variables and dependent variable. Reading interest was the first independent variable symbolized by

X_1 , self-efficacy was the second independent variable symbolized by X_2 , and reading comprehension was dependent variable symbolized by Y .

Time and Place

The research was conducted in November 2019 at As-Shofa Islamic Senior High School Pekanbaru.

Population and Sample

The population of this research was the tenth grade students of As-Shofa Islamic Senior High School Pekanbaru in 2019-2020 academic years. It had 5 classes. The number of the tenth grade students of the Islamic Senior High School was 150 students. According to Hartono (2015, p. 208), "if the population is more than 100 persons, so the sample can be taken between 10-15%, 20-25%, 30-35% or more than it". The researcher used proportional stratified random sampling, because it took samples by paying attention with all the levels in population as representatives. According to Crossman (2019), in the proportional random sampling, the size of each level is balanced to the population size of the strata when examined across the entire population. Here, the samples were taken from each level. So, the researcher took each class to be taken as sample. The researcher chose 30-35% students in each class to become samples. The sample of the research was 50 students.

The Technique of Collecting Data

The data was collected by using test and questionnaires. The test was used to measure the students' reading comprehension. The questionnaires were used to measure the students' reading interest and self-efficacy. The test was multiple choice questions. The questionnaire was using Likert scale with five scales.

The Technique of Analyzing Data

In order to find whether there was a significant influence or not of reading interest and self-efficacy on reading comprehension, the data was analyzed by using SPSS 20. The researcher used the score of questionnaire of variables X_1 and X_2 and test score of variable Y . In analyzing the data, Pearson product moment correlation and multiple regression were used. Here, Pearson product moment was used to investigate the influence of reading interest on reading comprehension and the influence of self-efficacy on students' reading comprehension. The multiple regression was used to investigate the influence of reading interest and self-efficacy on reading comprehension.

To find out whether or not there was an influence of reading interest and self-efficacy on reading comprehension, It could be seen from significant (sig.) value. If the sig. value was lower than 0.05, reading interest and self-efficacy influence on reading comprehension. . If the sig. value was higher than 0.05, reading interest and self-efficacy did not influence on reading comprehension.

RESEARCH FINDINGS

Hypothesis 1

The procedure of inferential statistics began with the statistical test for the following null hypothesis:

H_{01} : There is no significant influence of reading interest on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of reading interest on reading comprehension for respondents was analyzed by using Pearson product moment and presented in the following table:

Table 1
The Analysis of the Influence of Reading Interest on Reading Comprehension

		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	.160
	Sig. (2-tailed)		.268
	N	50	50
Reading Comprehension	Pearson Correlation	.160	1
	Sig. (2-tailed)	.268	
	N	50	50

Based on Pearson product moment analysis reading interest on reading comprehension scores of the respondents in the table 1 above, the sig. (2-tailed) was 0.268. If the result was ($0.268 > 0.05$), it indicated that there is no significant influence of reading interest on reading comprehension.

Hypothesis 2

The procedure of inferential statistics began with the statistical test for the following alternative hypothesis:

H_{a2} : There is a significant influence of self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of self-efficacy on reading comprehension for respondents was analyzed by using Pearson product moment and presented in the following table:

Table 2
The Analysis of the Influence of Self-Efficacy on Reading Comprehension

		Self-Efficacy	Reading Comprehension
Self-Efficacy	Pearson Correlation	1	.354*
	Sig. (2-tailed)		.012
	N	50	50
Reading Comprehension	Pearson Correlation	.354*	1
	Sig. (2-tailed)	.012	
	N	50	50

Based on Pearson product moment analysis self-efficacy on reading comprehension scores of the respondents in the table 2 above, the sig. (2-tailed) was 0.012. If the result was ($0.012 < 0.05$), it indicated that there is a significant influence of self-efficacy on reading comprehension. This means the more self-efficacy the students have, the higher reading comprehension score will be.

Hypothesis 3

The procedure of inferential statistics began with the statistical test for the following alternative hypothesis:

Ha₃ : There is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru.

The result of the influence of reading interest and self-efficacy on students' reading comprehension was analyzed by using multiple regression and presented in the following table:

Table 3
The Analysis of the Influence of Reading Interest and Self-Efficacy on Reading Comprehension

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.366 ^a	.134	.097	16.21815	.134	3.645	2	47	.034

a. Predictors: (Constant), Self-Efficacy, Reading Interest

Based on the table 3 above, it is clear that sig. F change was 0.034. If the sig. F change is lower than 0.05, it means there is a significant influence of independent variables simultaneously on dependent variable. From the result, it can be concluded that H_{a3} is accepted and H_{o3} is rejected. In other words, there is a significant influence of reading interest and self-efficacy on students' reading comprehension. Also the result of R was 0.366. It indicated medium correlation of reading interest and self-efficacy on students' reading comprehensi

CONCLUSION

After conducting the research, the researcher made the conclusion of the research about "The Influence of Reading Interest and Self-Efficacy on Reading Comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru as follows: First, from the research finding, the influence of reading interest on reading comprehension by using Pearson product moment formula in SPSS 20, it proves that sig. value was not in significance level. Thus, the alternative hypothesis one is rejected and null hypothesis one is accepted. It means that there is no significant influence of reading interest on reading comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru. Second, from the research finding, the influence of self-efficacy on reading comprehension by using Pearson product moment formula in SPSS 20, it proves that sig. value was in significance level. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means that there is a significant influence of self-efficacy on reading comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru. Third, from the research finding, the influence of reading interest and self-efficacy on reading comprehension by multiple regression formula in SPSS 20, it proves that sig. value was in significance level. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant influence of reading interest and self-efficacy on reading

comprehension of the Tenth Grade Students at As-Shofa Islamic Senior High School Pekanbaru.

RECOMMENDATION

Based on the data analysis and the conclusion of this research found that there is a significant influence of reading interest and self-efficacy on reading comprehension of the tenth grade students at As-Shofa Islamic Senior High School Pekanbaru. The researcher proposed some suggestion as follows:

First, teachers should create the awareness among the parents of the need for learning, as well as request for their assistance to inculcate positive reading interest and self-efficacy at home to ensure that there is a positive extension and continuation between what happens at school and home.

Second, teachers may benefit from employing suitable teaching strategies in the reading classroom. The mismatch between teachers' teaching strategies and students' learning needs and abilities can impact upon their learning as they may not address their academic reading needs. Consequently, students' reading interest as well as their level of self-efficacy can be affected.

Third, students should study harder. Even though their reading interest and self-efficacy results were good, they still need to learn more and they have to do more practice to increase their reading comprehension.

Last, further research needs to be continued on similar topic so that different findings could be produced for better teaching and learning both on the part of teachers and students.

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