

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the receptive skills in English that should be mastered by students. It is very important to get information through many kinds of books or passages. According to Bernhardt, reading is an interactive, sociocognitive process involving a text, a reader, and a social context in which the activity of reading takes place¹. It is necessary to pay attention to things that help development of effective learning and reading for students' desire. As mentioned by Marianne Murcia, reading is the ability to read taking general comprehension as the sample required that the reader draw informatin from a text and combine it with information and expectation that the reader already has².

Reading is one of the language skills which is very significant for learning progress because this skill provides such an information of text that some students find difficulty to figure out. The components of reading, such as main idea, topic sentences, scoring details and also conclusion are the examples of students' difficulties to figure out. Many researchers have concluded that this problem is influenced by the lack of self-efficacy of the students in reading.

SMA N 1 Moro is one of the Senior High Schools in the District of Moro Karimun Regency. As a formal educational institution, this school provides

¹ Marianne C, and Murcia. 2001. *Teaching English as a Second or Foreign Language*: Third Edition. (Canada: Heinle and Heinle Thomson Learning), p. 154

² Ibid., p. 188

English for its students especially reading skills. As stated in the School Based Curriculum of SMA, the purposes of teaching reading among others are to understand the meaning of genre texts, short functional essay form Report, Narrative and Analytical Exposition texts of life context and to access knowledge³.

Based on writer's preliminary observation, the students had problems and the difficulties in comprehending their English reading texts. They did not know how to figure out particularly the components of the reading, such as main idea, topic sentences, scoring details and also the conclusion. Those problems usually happen when as the difficulties in comprehending the reading texts were still far from what actually curriculum expected. For instance, the score of 70 as a standard cumulative score (KKM) was not achieved by almost all students.

There must be some factors which caused the students' weaknesses as mentioned above. The writer believes that the students' weaknesses may come from internal and external. One of the internal factors that influenced them would be self-efficacy. This belief was also mentioned by Chen and Graves who said that self-efficacy in reading could also be supported by explicit instruction in previewing prior materials in reading⁴. As long as people continue to believe in their abilities to perform a given activity, they act habitually on that belief. According to Quirk, Schwanenflugel, and Webb, a person's academic self-beliefs,

³ Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*

⁴ Cynthia D. Shellberg. 2009. *Exploring Self-Efficacy in Reading*. (Retrieved on April 9th, 2013) from <http://www.hamline.edu>

specifically his/her reading self-efficacy is related to motivation⁵. In other words, the beliefs that individuals hold about their abilities and outcome of their efforts influence the great ways how they will behave to determine the success of children in learning reading comprehension. Therefore, the writer wants to find the correlation between self-efficacy of students and their reading comprehension.

Based on the writer's observation of second grade of SMA N 1 Moro, the writer found the following phenomena:

1. Some of the students did not read well, they were especially hard to spell numbers.
2. Some of the students were not able to identify topic sentence.
3. Some of the students had lack of mastering English vocabulary to support their reading comprehension.
4. Some of the students were not able to identify main idea and supporting details in reading comprehension.
5. Some of the students were less confident to finish reading task well?
6. Some of the students were not confident enough to read a text with the correct pronunciation.
7. Some of the students stated that they did not understand if self-efficacy would affect their reading comprehension.
8. Some of the students did not realize that to master reading skill needs to apply a good self-efficacy.

⁵Philip Gibson. 2012. *the Connection between Reading Self-Efficacy and Reading Proficiency in a First Grade Class*. (Retrieved on April 8th 2013)

Based on the phenomena above, the writer is interested in conducting a research entitled: “The Correlation between Self-Efficacy and Students’ Reading Comprehension at SMA N 1 Moro Karimun Regency.”

B. Definition of the Terms

There are so many terms that involve in this research. In order to avoid misunderstanding on the terms used in this research, the following terms are necessarily defined as follows:

1. Correlation

According to John W. Creswell, correlational design is a procedure in quantitative research in which investigates measure about the degree of association (or relation) between two or more variable using the statistical procedure of correlational analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another⁶. However, in this research “correlation” means the design of which the relationship between two variables (variable X that refers to self-efficacy and variable Y refers to reading comprehension) at of SMA N 1 Moro Karimun Regency.

2. Self Efficacy

Self-efficacy is defined as “people judgments of their capabilities to organize and execute courses of action require to attain designated types of

⁶ John W. Creswell. *Educational Research Third Edition*. (New Jersey: Prentice Hall, Inc, 2000), p. 60

performance⁷. However in this research self-efficacy is the students' belief on their capabilities in reading comprehension at SMA N 1 Moro Karimun Regency.

3. Comprehension

Comprehension refers to the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text⁸. Comprehension is also defined as the identification of the intended meaning of written or spoken communication⁹. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning from a deeper understanding of concept and information presented in a text by the second grade students of SMA N 1 Moro Karimun Regency.

C. The Problems

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why did the students not read well, especially they were hard to spell numbers?
- b. Why were the students not able to identify topic sentence?

⁷ Dale H. Schunk, et. al. *Motivation in Education: Theory, Research, and Applications*. (New Jersey Prentice Hall, Inc, 2002), p.139

⁸ Fran Lehr MA and Jean Osborn. *A Focus on Comprehension*. (Honolulu: PREL, 2005), p.5

⁹ Richards, et. al. *Longman Dictionary of Applied Linguistics* (London: Longman Group UK Limited, 1992), p. 99

- c. What factors possibly influence the students have lack of mastering English vocabulary to support their reading comprehension?
- d. What were the possible causes that the students were not able to identify main idea and supporting details in reading comprehension?
- e. How to create better confidence in order the students could finish the reading task well?
- f. Why were the students not confident enough to read a text with the correct pronunciation?
- g. Did the students understand if self-efficacy would affect their reading comprehension?
- h. Why did the students not realize that to master reading skill needs to apply a good self-efficacy?

2. The Limitation of the Problem

Based on identification of the problems stated above, the writer needs to limit and to focus the problems of this research on self-efficacy and reading comprehension at the second grade students of SMA N 1 Moro Karimun Regency.

3. The Formulation of the Problems

The writer formulates the problems as follows:

- a. To what extent is the students' self-efficacy at SMA N 1 Moro Karimun Regency?

- b. How is the students' ability in reading comprehension at SMA N 1 Moro Karimun Regency?
- c. Is there any significant correlation between students' self-efficacy and their reading comprehension at SMA N 1 Moro Karimun Regency?

D. The Objectives and Significance of the Research

1. Objectives of the research

Based of the research questions above, the objectives of this research can be stated as follows:

- a. To know to what the extent is the students' self-efficacy at SMA N 1 Moro Karimun Regency.
- b. To know how the students' ability in reading comprehension at SMA N 1 Moro Karimun Regency is.
- c. To know there is correlation between students' self-efficacy and their reading comprehension at SMA N 1 Moro Karimun Regency.

2. The Significance of the Research

- a. Hopefully, the research would be beneficial for the writer as a novice researcher especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and invaluable especially for students and the teacher of English of SMA N 1 Moro to be the information and consideration in their teaching and learning process in the future.

- c. Besides, the research findings are also expected to be positively and invaluable use, especially for those whose specialization in the teaching and learning of English as a foreign or second language.
- d. Finally, this research is also expected to be practical information to the development of theories on language teaching and learning.