

CHAPTER I

INTRODUCTION

A. Background of the Research

In learning English, students are expected to be able to master all skills of English; listening, speaking, reading, and writing. Mastering one English skill is not enough for students, because all of them are related each other. According to Arip (2017) all of the skills must be mastered by the students as none of them more important to be learned than others. It is based on the goal of teaching English. To be able to use English well, reading has become big concern in English Language Teaching. Mastering the reading has benefits in many aspects.

Besides reading can help the students improve their skills in English, it also helps them to learn about vocabulary, grammar, and the content. The English teacher should increase the ability of students about reading in the classroom, because students need reading skill to get information from books, magazines, novels, essays, and internet.

In a process of reading the text, students need the precision, accuracy and comprehension, especially English text, they must try to understand the meaning from text. According to Arip (2017) reading is one of most basic activities in obtaining information as well as the most basic means in the human brain. Reading also useful to understand the meaning of the text and gain the information.

Comprehension is a goal of the reading. Successful of comprehension makes readers to get the information, to communicate successfully, and get the

good achievement. Reading comprehension is a process making meaning from the text and understanding what is described in the text.

In reading activities, many students still have problems concerning reading. These problems are influenced by several factors. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and every day. According to Baiba (2014) students feel difficult mainly from understanding vocabulary. There are multiple categories in this problem, the students may have difficulties problems like there are words that have similar lexical forms, and the words have more than one meaning. This problem occurs because of the students only know one meaning, so it can make them get wrong meaning of the whole sentence.

This situation also has internal factor that can influence the students, they feel not confident with their abilities. The example of it, students only choose the answer by randomly in multiple choices items. It is happened because there is self-efficacy factor in themselves. According to Moskal and Blachowicz in Arip (2017), a reader's feel of their-self and their reading ability contribute to motivate to read. A motivation of reader will develop a sense of self-efficacy and high expectations for success.

Self-efficacy is an important part that students should have in the learning process. Although many models can be applied in reading class but growing the self-efficacy in themselves is one of role of teachers in the classroom.

One of the teachers' way is they should know self-efficacy from students. It is because every student has different self-efficacy to improve their motivation to study. According to Detriana (2016) one of the way to be implemented is how to grow and develop students' self-efficacy and motivation, with positive self-belief then the students will direct all the potential to achieve good results.

This is influenced by several factors, including factors that come from students include psychological factors such as self-efficacy, learning motivation, attitudes, interests, and study habits. These factors are suspected to be still low, so that student learning is less than optimal (Hasan Basri in Ratri, 2013). Based on the result from the observation in SMK Bakti Purwokerto, the English teacher always gives motivation to the students in his class before begin the lesson. It hoped the students increase the self-efficacy in their self.

The factors above that can influence reading comprehension. It is interested to be researched because knowing the factors, it has positive influence for school, family, and students themselves. Self-efficacy is one of factors that has a relation with improving reading comprehension.

Based on the explanation, problems, and theories described previously, the correlation between self-efficacy and reading comprehension were investigated in this research. Therefore, this research entitled **“The Correlation between Self-Efficacy and Reading Comprehension at SMK Bakti Purwokerto in Academic year 2017/2018.”**

B. Problem of the Research

Based on the explanation above, the researcher find the problems of research, they are:

1. Is there any correlation between self-efficacy and reading comprehension of at SMK Bakti Purwokerto in academic year 2017/2018?
2. How is the correlation between self-efficacy and reading comprehension at SMK Bakti Purwokerto in academic year 2017/2018?

C. Aims of the Research

The aims of this research are:

1. To know there is correlation between self-efficacy and reading comprehension at SMK Bakti Purwokerto in academic year 2017/2018.
2. To know how correlation between self-efficacy and reading comprehension at SMK Bakti Purwokerto in academic year 2017/2018.

D. Contribution of Research

The expected contributions of the research are:

1. For Teacher

The teacher can improve the English teaching and learning by improving students' motivation to support learning process in reading class.

2. For Researcher

The researcher can improve her knowledge about self-efficacy and reading comprehension. The researcher also can prove in her research about the correlation of self-efficacy and reading comprehension.

3. For other researchers

The result of this research will be expected to give the information or knowledge about the correlation self-efficacy and reading comprehension.

