

CHAPTER II

LITERATURE

A. Self-Efficacy

1. Definition of Self-Efficacy

Every student has to do task well in the class and all the subjects. To get the best results, they must have a high self-efficacy. Self-efficacy is the ability of a person to be confident in performing a task or job. According to Bandura (1994) Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

In general, self-efficacy is divided into two forms, namely high self-efficacy and low self-efficacy. Students with low self-efficacy in learning can avoid many learning tasks, especially challenging ones. Students with high self-efficacy will face the learning task with great desire. Students with high self-efficacy are more diligent to do the task or learn the materials than students with low self-efficacy (Santrock in Ratri, 2013).

This matter become the important thing for the teachers to help their students to increase self-efficacy in themselves. Someone's success is one of the results of self-efficacy formed within themselves. According to Bandura (1994) successful efficacy builders do more than convey positive appraisals. In

addition to raise people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often.

Psychology believes early experience with successfully will make people develop a fairly stable concept of their own abilities in different life domains. Self-esteem confidence is a specific perception of a person's ability to perform certain behaviors. This belief is not a common feeling. In general, feelings of doing things will make people able to plan, overcome setbacks, and do the self-regulation process well (Bandura in Shelley 2009)

As an academic setting, many studies have shown that there is a positive relation between self-efficacy and academic performance. Studies found that regardless of age, gender, domains, disciplines and countries, a student with higher sense of self-efficacy will achieve better academic performance (Jumana. M. K and Dr. K.P. Meera, 2015).

2. Efficacy-Activated Processes

Some researchers have been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning (Bandura, 1994)

b. Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the

higher the goal challenges people set for themselves and the firmer is their commitment to them.

c. Motivational Processes

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures

d. Affective Processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies.

e. Selection Processes

The discussion so far has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing they types of activities and

environments people choose. People avoid activities and situations they believe exceed their coping capabilities.

B. Reading comprehension

1. Definition of Reading

Reading is one of processes that can do the reader to get the message, which will be explained by the author in written text. From linguistics side, reading is the process to record and decode. An aspect decoding is connecting the written text and meaning oral language that includes the conversation (Hodgson in Henry, 1979). Dutcher in Arip (2017) argues that reading is the process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context.

By reading, someone can stimulate their brain to think creatively and systematically, to reach and expand the knowledge, and build the competitive and excellent personality (Sunar, 2008).

From the expert above the researcher can conclude that reading activity is a process to make readers understand about the content, idea, and message from the written text, beside that the readers can stimulate their brain to think critically about their situation.

2. Aim of Reading

Learning to read should be emphasized in an effort to support students so that he is able to enjoy reading activities that he did. This is very important

considering the enjoyment of reading is the basis for reading activities (Abidin, 2012).

The main purpose of reading is to find the information in written text. According to Henry (1979) the main purpose of reading is to find and get the information, including content, understand the meaning of reading. Here the important things from reading:

1. Reading to find or know the facts
2. Reading to know and get the main idea.
3. Reading to know the sequences of story's organization
4. Reading to conclude or read intervention.
5. Reading to classification the content.
6. Reading to compare the content.

3. Reading Comprehension

Reading comprehension is an important part in a reading activity that have more than understanding the meaning of the text. Nakamoto, Lindsey, & Manis in Muhammad Javed, et al (2015) defined reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively.

Reading is a process of understanding from the written ideas through meaningful interpretation interaction with language (Heilman in Sinambela, E.et all, 2015).

Reading comprehension is a product of a reader's interaction with a text. This product is stored in the readers' memory and may be examined by

convincing the reader to express relevant segments of the stored material (Davey et al, 1990).

Reading is a complex skill that involves a sequence of other small skills.

According to Henry (1979) There are two aspects as an outline in reading:

a. Mechanical skills are considered to be on the lower order. These aspects include:

1. Introducing letters form.
2. Introducing linguistic elements.
3. Introducing correlation/correspondence spelling and sound pattern.
4. Speed of reading to a slow level

b. Understanding skills are considered to be on the higher order. These aspects include:

1. Understanding simple definition (lexical, grammatical, rhetorical)
2. Understanding signification or meaning.
3. Evaluating or giving assessment

4. Levels of Reading

According to Burns in Sinambela, E. et al (2015), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

a. Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

b. Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include:

- 1) Inferring main ideas of passages in which the main ideas are not directly stated
- 2) Inferring cause-effect relationships when they are not directly stated
- 3) Inferring referents of pronouns
- 4) Inferring referent of adverbs
- 5) Inferring omitted words
- 6) Detecting mood
- 7) Detecting the author's purpose in writing
- 8) Drawing conclusion.

c. Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The

critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d. Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

5. Reading Strategies

a. Predicting

Predicting is highly effective strategy that combines activation and application of prior knowledge, reasoning skills, and text knowledge. Predictions aren't just guesses, students should base their prediction on clues provided by titles, heading, illustration, and whatever text they have read (Gunning, 2010). According to Magiliano in Souhila (2013) prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read. In predicting, flexibility is an important element in predicting. Students need to be able to modify their prediction on the basis of new information that they acquire as they read the text (Gunning, 2010). So,

students confirm or deny predictions with support from the text involve thinking ahead while reading and anticipating information and events in the text.

b. Skimming

Skimming used by readers to get a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading (Grellet in Souhila, 2013). For instance, one does not want to read the whole texts or articles; s/he may use various techniques to skim: (1) Use of quick glance through the pages (2) Notice the titles and headings and subheadings (3) Read the opening sentence and the conclusion carefully (4) Read the first and the last sentence of each paragraph in order to gain the main idea of the main points (As Dinah Mack & Holly Epstein Ojalov, in Souhila, 2013). So, skimming is one of strategies that require readers to read quickly in order to get an overview/the general idea or gist of a section.

c. Scanning

According to Grellet in Souhila (2013) scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on. It is a strategy when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating based on finding a

particular answer. It involves moving your eyes quickly down the page seeking specific words and phrases (Wood, in Souhila, 2013). In this way, we can say that scanning is reading quickly to locate specific information in the text.

d. Guessing the Meaning of New Words

Guessing the Meaning of new words is one of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar/new words. According to Clarck in Souhila (2013) the best way to solve this problem is guessing the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary. The ability to guess meaning from context is a useful skill to practice and try to improve. There are many things that could help students such as: (1) Guess the meaning of the text which surrounds it (2) the way the word is formed (3) background knowledge of the students about the subject.

C. Review of Previous Study

Theoretical review is relevant study with the influence self-efficacy towards improving reading comprehension being interested topic to conduct in this a research. The researcher has their ability or style to write their own ideas, collect the data, analyze the data, and make a conclusion in their research. The researcher found out some researchers that related to the topic.

The first study is a study entitled *Hubungan Self-Efficacy Dan Motivasi Belajar dengan Kemandirian Belajar Siswa Kelas V SD Negeri Se-Kecamatan*

Danurejan Yogyakarta was conducted by Ratri Nugrahani at 2013. In this thesis, self-efficacy has a significant influence on the independence of learning in classroom in Yogyakarta. This relationship shows that the higher the self-efficacy, the higher the learning independence of the students.

The second study is study entitled *Hubungan Self-Efficacy Dan Motivasi Belajar dengan Hasil Belajar Matematika Siswa Kelas XI IPS SMA Negeri 5 Batam Tahun Pelajaran 2013/2014* that was conducted by Dora Detrina Hutagalung. From this thesis we can conclude that the better self-efficacy that students have then the students' results of learning mathematics will also become higher.

The third study is study entitled *The Correlation between Reading Self-Efficacy and Reading Comprehension Achievement of English Education Study Program Students of UIN Raden Fatah Palembang*. The population of the research was the fifth semester students of achievement of English education study program students of UIN Raden Fatah Palembang. There are 103 students from four classes as the population in this research. From the research finding, it can be concluded that there was no significant relationship between reading self-efficacy and reading comprehension achievement. It means that students' reading self-efficacy is not a dominant factor that affects reading comprehension achievement.

D. Basic Assumptions

Reading comprehension is not easy for some students, to make students understand well about the text and the task, the students must have high self-

efficacy in themselves. In this situation self-efficacy has important role to make students feel comfortable to do the task especially in reading task.

E. Hypothesis

In this research, there are hypothesis:

Ho: there is no significant correlation between reading comprehension and self-efficacy

Ha: there is significant correlation between reading comprehension and self-efficacy

