Students' Self-Efficacy On Reading Motivation

St. Asriati AM, Haryanto Atmowardoyo, Baso Jabu

Universitas Negeri Makassar Jln. Bonto Langkasa, Kampus Gunung Sari, Makassar South Sulawesi, Indonesia
Corresponding Author: St. Asriati AM,

ABSTRACT: This research reports the students of self-efficacy as dimension of reading motivation to students reading comprehension in Muhammadiyah University Makassar, Indonesia. In determining the sample of the study this research design applied multistage sampling technique. There were 120 students as the sample from 300 students selected. The researcher gave questionnaire and reading test to collect the data. It was analyzed using descriptive statistics to account for frequencies and percentage. The result showed that the percentage of the students' self-efficacy in fair, excellent, and good levels were 1.7%, 15.9% and 82.5% respectively. The result of students reading achievement was fairly good. Therefore, majority of the students' self-efficacy on reading were in good level. It can be stated that the students' self-efficacy on reading motivation was good.

KEYWORDS: self-efficacy, effect, reading motivation

I. INTRODUCTION

Many students who are graduated from university does not have braveness to read English text with good comprehension. The students from Indonesia do need help in understanding reading comprehension. Reading is a good way to improve the students' learning outcomes in varieties fields of study. It cannot be separated thing of any English course and that's why students are encouraged to be motivated in learning English. So, motivation is needed in this thing to increase students in reading comprehension. In this research, it is important to know the motivational activities that are able to support students in reading comprehension.

Reading is able to help students in learning but without motivation, it's quite hard to create understanding in it. So, the important thing is to find out the kind of motivational activities that can support students in reading comprehension. Most students of English as a Second Language (ESL) or as a foreign language regarded motivation has become a great problem and it is happened not only in Indonesia but every country also. It is considered as the most influential factors in learning English. Even students have the same perception about English language that "does English have meaningful for their future or not, sometimes they lost in their mind, did not have good feeling anymore about that, nor is that a very strong supports; still doubt and unclear. The early step in solving the problem of motivation is that the learners need to comprehend and understand the role and beneficial of motivation in any learning.

Litllewod (2004) investigates each other field of human learning in second language learning, motivation has the power that make sure whether a student start to do assignment, how far he wastes time to it, and how long he can hold on. it is a fact and has a lot of components: personal stimulus, the needs for succesful, eagerness, interest for supports and new knowledge etc. Guthrie (2004) current crisis of schools argues about releasing students from the ability to read and write. The good connection between assessment and motivation sustained results to improve reading motivation. Stanovich (1986) explained the connection between reading activity and reading improvement such as: reading volume affect the knowing of vocabulary, it cannot be separated with the children ability progress in reading. The children who has good reading and who have a lot of vocabularies will be diligent to read, understand more new words and meanings and finally read better (p.381).

II. LITERATURE REVIEW

A. Theory of Motivation

The word motivation is obtained from the Latin verb movere (to move). The opinion of movement is considered about insight ideas in motivation as something which make someone going, asking someone working, and assist someone fill in tasks. Still, a lot of statement of motivation and lack of consensus over its accurate phenomena. Now then, motivation was conceptualized in different ways containing mental strength, long lasting characteristics, behavioral reaction to stimuli, and set of trust and assumes (Dornyei 2001).

Lumsden (1994) argues that the role of motivation toward the teaching-learning process involves human behavior that very complex which make people are curious to know. For that reason, motivation assists

instructional designers which is fulfilled the challenges of designing instruction; because it is very important to learner's success. Learners who works longer, harder, and with more effort and energy when they are motivated then they are not. It could be said that motivation giving assistance individually to overcome tendency to do nothing.

Although, the worth of external motivation, such as: strengthening, is asked from those who advice that once it is withdrawn the behavior stops. Critics continue to state that learners must have intrinsic motivation to reach the needs activities. Doing something is the greatest reason to finish an activity in intrinsic motivation, meanwhile getting the value is the purposed at the final action. Infants and young children seem to curious to know everything, driven by an intense need to explore, interact with, and make sense of their surroundings. As one of the author ever said that' parents are rarely complaint to hear that their pre-school child is unmotivated, unluckily, when children grow, their desire to learn often appear to be shrunk.

The acquisition of knowledge frequently begins to be associated with menial instead of delight. Some students leave school before graduating, and some are seemed present in the classroom but actually mentally they are absent; they are not able to integrate themselves fully in the learning process. Concerning about the students' behavior and beliefs about learning develop and the facilities of learning are expected reduced students' apathy to learning. Therefore, students' motivation related with students' desire participate in the learning activity, and also concerning with the purpose to follow in academic activities (Dornyei, 2001). Even though learners have motivation to work the assignment, but their source motivation can be different. When the learners intrinsically motivated, they do cause for their own sake, without under pressure, they do enjoy the assignment, they feel glad. When the learners extrinsically motivated, it just because they want to get reward or afraid to get punishment from the teacher, for example they want to achieve good grades or approval from the teacher (Dornyei, 2001).

Otherwise, when children do not regard about their competent and ability, they are free to explore their capacity, it caused overcome the failure was very low. In early school of children, they start to form self-confidence about their school related successes and failures. the relationship between succeed and failure have important implication because it related how they approach and overcome learning situation. The self - confidence of teacher about teaching, learning, and the supporting give high contribution to their students. One of notable stated that for the high level, learners will learn very hard if their teacher insist them to learn. The main purpose, policies, environment can change students learning process.

The older children view the failure that bring negative implication for them meanwhile the younger children still tend to see effort as a positive one. Even though every activity in educational cannot guarantee the motivation intrinsically, the findings showed that when teachers give intrinsic motivation, there is a little bit good potential. how motivational can be developed in the school environment depend on the teachers' effort. It is important for teacher to give motivation for students as the agent of socialization that can stimulate students to be active in learning. School environment is very important because students can feel be supported by teachers, appreciated and respected by teachers also, so the students will be tended to be serious in learning process. Some part of assignment can growth the students' motivation to learn. Assignment should be challenging but reasonable. Relevance can be related with motivation, as contextual learning, for example taking students to apply their own skill in the reality. It can stimulate their curiosity and became intrinsic motivator (Guhrie et al 2000).

It can be assumed that motivation is a key point to achieve the successful in this world, whether it related with occupation, education or everything in this life. Motivation related with anything particularly in reading motivation. As a student who use English as a foreign language should be able to do more practice doing reading whether in the class room or wherever in order to add the vocabulary and comprehension about the text. So it also depends on their educator, teacher, they need to give emphasize to their students' achievement in reading.

B. Dimensions of Reading Motivation: Self-efficacy

Self-efficacy is beliefs about someone ability. It refers to personals judgment and insight whether they are able to do well and finish assignment (Bandura, 1997). Reading self-efficacy refers to personals' judgment and insight or self-testing about their ability to comprehend the reading activities for instance reading a book, or reading a passage (Chapman et al.,2000; Schunk & Pajares, 2002; Wigfield et al., 2006). Reading self-efficacy also correlated positively with different indicators of reading, for example reading comprehension (Schunk & Rice, 1993). Albert Bandura is a theorist of self-efficacy in 1977. He tells about social cognitive theory of motivation. He suggests that a personal's achievement based on the interaction from three parts, those are cognitive and personal factors, behavioral and environmental thing. One of the parts of the cognitive parts is about self-efficacy.

Beliefs and competency refer to personal assessment about their ability to finish assignment and activity, such as reading a book or part in a book. the major effect to the competency is how far they have done

such assignment and the feedback and also stimulation that they accept from other people. the researchers showed that the children who have high self-efficacy tend to: (a) doing hard action (b) doing better than others and (c) survive even they feel difficulty in action (Bandura,1997; Schunk & Zimmerman, 1997). Schunk and Rice (1993), learn about self-efficacy of children to read, and found that the children who have treatment and training to read are able to improve their ability and competency to read and they have high achiever in reading.

C. Reading comprehension

Reading comprehension is one of skill that must be very important thing in high educational level. Academic course ethnically insisted reading ability, in order to get the needs of students to comprehend what can they read to get successful in academic world and the future. Reading comprehension is one of the skill that must be improved and applied to children, whether in school, or home environment because it is the basic to reach success in this life and the next. According to Al Noursi (2014), reading proficiency for many purposes is the starter of learning success in school, academic and university. He also noted that that is proficiency in surviving life at 21 centuries probably for students or professionalism. Dagger and Hasselbring (2007, p.1), regarded that reading as main stimulation for learning to achieve academic competence.

Therefore, if there is no competence to elaborate effective reading, it can have bad effect to learning pass the curriculum, motivation for reading, attitudes to life, and the action at office. Reading, is one of the four skill in language which classify into two kinds: initial reading and reading comprehension. Initial reading is an effort that is done by them whom aren't able to learn reading (for example, how to read alphabet and the it combination or simply words), meanwhile, reading comprehension is the activities that have aims to comprehend messages from the certain text (Williams, 1998). Teaching reading as foreign language (EFL reading) in Indonesia in generally can be included in teaching reading comprehension. This is because the purpose of growing the ability of students which are able to read comprehension in their first language and also in EFL, comprehend the meaning in the written text.

Comprehension is to understand the meaning from what is read in the print, illustration, design, layout. Hornby (1995) states that reading comprehension is meant reading with the understanding, able to know, recognize about what have been read or printed. Reading comprehension is the instruction that has purpose in reading and it becomes tool to achieve the purpose (Elizabeth, 2008: 190). Shortly, reading comprehension is regarded as a process used in signing that is given by writer and one knowledge before giving summary to the meaning that is meant by the writer (Johnston (1983). Another opinion about reading comprehension is in (Rosenshine, 1980) states that reading comprehension has seven skills, those are (1) to recognize the sequences, (2) to recognize words in context, (3) to identify main purpose, (4) detail decoding, (5) to draw the conclusion, (6) to recognize cause and effect, and (7) to compare and contrast.

Finally, reading comprehension is defined as the term used to identify some skills, needed to understand and apply information contained within the researcher form. It refers to the act of getting thought from printed symbols in which that there is a significant relevance between the previous experience and the reading comprehension ability. In another word that when students read they also comprehend, both of that cannot be separated each other because it is related. Students are not only able to read the text but need understanding the meaning of the text, that is reading comprehension.

III. METHOD

This research described the effect of student's self-efficacy toward their reading comprehension in the present time, hence taking a cross-sectional survey research design was regarded suitable. Latief, 2013; Ary, et al, 2007; Cohen, et al, 2017; Postlethwaite, 2005 state that this research is used to explain attitude, preferences, opinion, and assumption of interest to the researcher. Random sampling technique was applied to determine the sample of this study from 300 populations, this study took 120 students of the 2nd semester as sample in Muhammadiyah Makassar University. In collecting the data, the researcher applied Motivations for reading Questionnaire (MRQ) that has four point Likert Scale (1-4 level) and reading assessment was given score (0 -10 score) based on the correct answer. The questionnaire has been piloted so the items were valid and so does the for reading test.

IV. RESULTS AND DISCUSSION

A. RESULT

The effect of self-efficacy as Dimension of Reading Motivation Toward Reading Comprehension of University Students was measured using Motivation Reading Questionnaire (MRQ) that consists of 20 items of statement. The findings presented as follows:
1. The students' self-efficacy

Table 4.1 The students' self-efficacy mean score

| Variable	N	Maximum	Minimum	Mean	Std. Deviation
Self-efficacy	120	15	23	19.30	1.930

As shown in table 4.1 above, the mean score of students' self-efficacy was 19.30, it indicated that the students have high self-efficacy meanwhile Std. Deviation was 1.930 showed that the research are able to continue.

Table 4.2 Students'self-efficacy description

Interval	Classification	Total	Percentage
6 - 9	Poor	0	0
9.1 -15	Fair	2	1.7
15.1-21	Good	99	82.5
21.1-24	Excellent	19	15.9

As shown in the above table about students' self-efficacy description. From the table it can be seen that the students' self-efficacy in Muhammadiyah University Makassar was good. There was no respondent perceived that their self-efficacy on reading was poor. The majority of the respondent (82.5%) claimed that their self-efficacy was in good level, while 15.9% of the respondent claimed that their self-efficacy on reading was excellent, and only 1.7% of the respondent claimed that their self-efficacy on reading was fair. It can be stated that mostly students perceived that their self-efficacy was good. In order to have clearer description on students' self-efficacy figure 4.1 below describes the illustration.

Figure 4.1The Percentage of students' self-efficacy
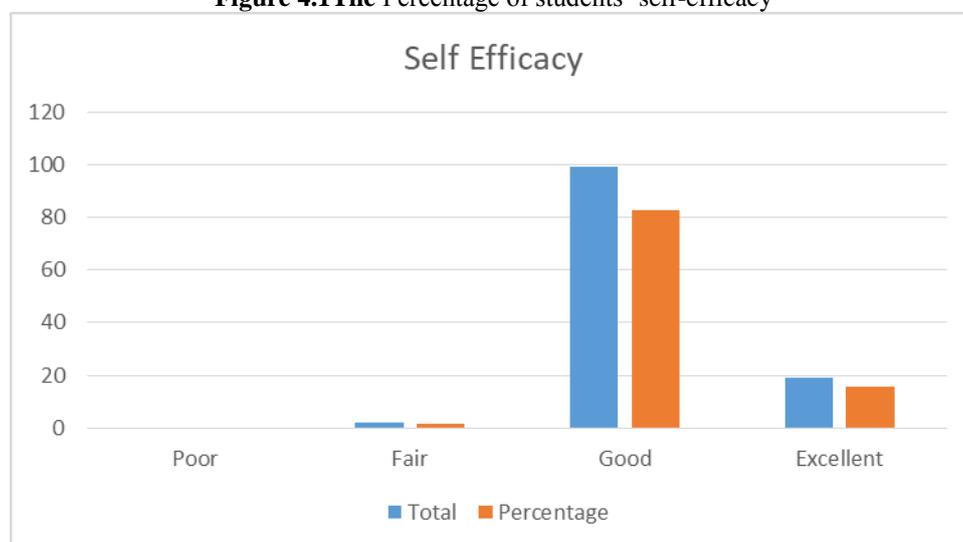
2. The Students' Reading achievement
In order to make clearer explanation. The following is the descriptive about Students' Reading Assesment. It can be seen from the table.

Table 4.3 Descriptive statistics of Students' Reading Achievement

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
detail	120	10	36	18.80	5.849
sequent	120	10	37	21.67	5.730
inference	120	14	36	24.29	4.884
vocab	120	16	39	27.02	4.466
main	120	10	36	21.30	6.373
Valid N (listwise)	120				

As shown in above table 4.3 Descriptive statistics of Students' Reading Achievement, it can be stated that students the mean score of students' vocabulary was 27.02 (the highest) achievement, and students' detail mean score was 18.80 (the lowest) achievement. From this result, it is assumed that the students had high

achievement in vocabulary. Meanwhile, the mean score of the other indicator of reading achievement were ranging from 21.30 (main idea) 21.67 (sequent), and 24.29 (inference). Looking at the minimum and maximum score of the students on each variable, it seems that those scores are seen as the two extremes (very low and very high) achievement. It can be seen from the description of Reading achievement below

Table 4.4 Description of Reading Achievement

Interval	Classification	Total	Percentage
178 - 200	Excellent	0	0
148-177	Very Good	9	7.4
118-147	Good	37	30.7
88-117	Fairly Good	71	58.9
58-87	Fair	3	2.4
28-57	Poor	0	0
0-27	Very Poor	0	0

As shown in above table 4.4 description of reading achievement, it indicates the distribution of the percentage and the classification of students Reading Achievement of 120 respondents in Muhammadiyah University Makassar. Based on the table, it can be assumed that reading achievement of the students was not very satisfactory because there were no students who could obtain excellent achievement. Only 7.4% of the students got very good achievement. While there was (58 .9%) of students got fairly good achievement. While 30.7% of the students got excellent achievement. There was 2.4% of the students got fair achievement. There were no students who answer poor, very poor and excellent. From the table can be stated that the students reading achievement of Muhammadiyah University Makassar was fairly good. It can be seen in illustration as follows:

Figure 4.2 The Percentage of Reading Achievement
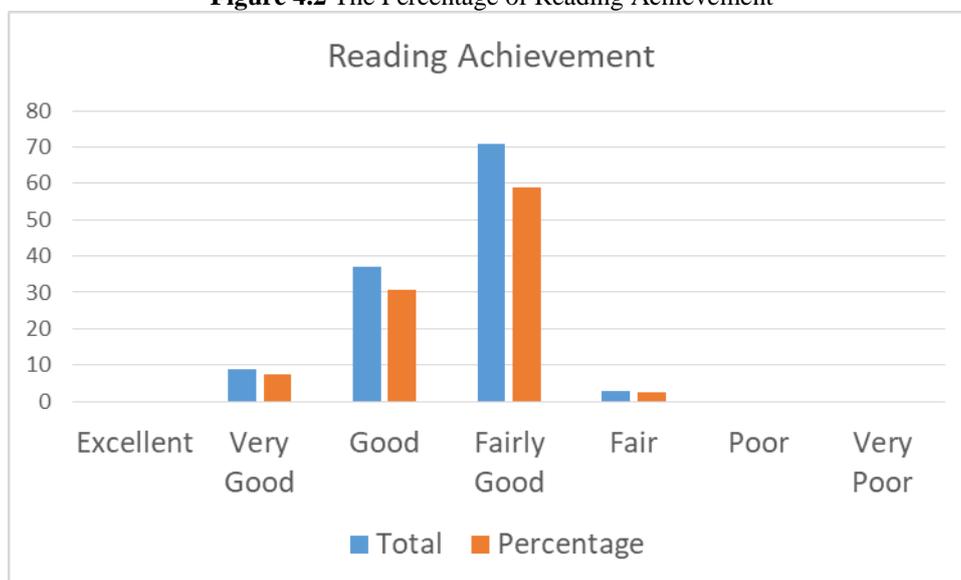
V. DISCUSSIONS

This study revealed that the self-efficacy of students toward reading comprehension was good and it affect in learning English particularly reading course. The students' self-efficacy affects their achievement in reading course. It can be seen from the result of students respond toward the questionnaire and the result of the students' reading achievement. Even though the result show that there is effect between students' self-efficacy and their reading achievement but still need to focus on the students reading achievement. The students reading achievement show not very satisfactory because of their score cannot achieve excellent score. The students are still in fairly good, as a teacher it is a sign to give more attention.

Even though mostly students perceived that they have self-efficacy in reading. So, there was correlation between student's self-efficacy and students reading achievement but still need to be increased in order to achieve satisfactory value. It is supported by Roslan S & Maryam H (2015) state that reader self-efficacy and reading comprehension are correlated significantly. Besides that, reader self-efficacy is different in every level of competency of foreign language students, the students who have higher achievement do better than the

others. But in other side other researcher has different statement. It is the opposite opinion from Wolters and Rosenthal (2000) state that self-efficacy and reading comprehension are not correlated. The same as Choi (2005) he finds that self-efficacy and student achievement are not significant correlated. According to Calsyn & Kenny (1977) reported about skill development model, it explains that between academic achievement and self-beliefs have influence each other. even though self-beliefs do not have more effect to the next academic achievement. The otherwise Calsyn & Kenny (1977) describe also about self-enhancement model. It explains that self-belief dominated academic achievement for the next, and it does not have effect to the self-belief. Nowadays, improvement research is tolerated a "reciprocal effects" model (Marsh, 1990), he states about the relationship between self-belief and academic achievement. It means the changing in one factor can influence the next changing in another. Finally, many of this research has used null hypothesis as a comparing.

A new research also stated that there is particularly space between academic self-beliefs and academic achievement. Achievement variables and self-concept have high correlation. Morgan and Fuchs (2007) assumed that low motivation in reading as a result of limited skill and it made failure for the next. It also can be assumed that reading self-efficacy and the competence is able to improve students' ability when the teacher is able to manage the teaching in the class room.

VI. CONCLUSION

Based on the result and discussion above, it can be concluded that the students' self-efficacy affects students reading comprehension in Makassar, particularly the students of the University of Muhammadiyah. It is 82.5% the students' self-efficacy contended that their self-efficacy was good but the students' reading assessment does not have high assessment because the score could not achieve excellent score even though they still have significantly correlation each other. As a researcher do hope there is more increasing in reading achievement. It should be kept in mind that the learners are human beings and they can never be completely unmotivated. As teachers, we should realize that motivation is there and we can increase it so that learning continues in and out of the classroom. The English teachers were really aware that motivation for students in knowing their self-efficacy are important.

REFERENCES

[1]. Al Noursi, O. H. (2014). To read or not to read. Focusing on EFL reading, 241-269.
[2]. Ary, D., Jacobs, L.C., & Sorensen, C. (2007). Introduction to Research Education. (8th Ed). Belmont: Wadsworth
[3]. Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.
[4]. Amin, B. (2016). Using The "Dash"(Duplicated Answer Sheets) Method In Improving Students' Reading Comprehension. Exposure, 5(2), 77-89.
[5]. Choi, C. (2010). The effect of the Internet on service trade. *Economics Letters*, *109*(2), p.102-104.
[6]. Calsyn, R. J., & Kenny, D. A. (1977). Self-concept of ability and perceived evaluation of others: Cause or effect of academic achievement? *Journal of Educational Psychology*, *69*(2), p.136.
[7]. Chapman, R., & Hesketh, L. (2000). Language, cognition, and short-term memory in individuals with Down syndrome. *Down Syndrome Research and Practice*, *7*(1), p.1-7.
[8]. Dörnyei, Z. (2001). *Motivation strategies in the language classroom*. Ernst Klett Sprachen.
[9]. Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: developmental perspectives on their causal ordering. *Journal of educational psychology*, *95*(1), p.124.
[10]. Guthrie, J. T. (2004). Teaching for literacy engagement. *Journal of Literacy Research, 36,* 1-p.29.
[11]. Guthrie, J. T., Schafer, W. D., & Huang, C. (2001). Benefits of opportunity to read and balanced instruction on the NAEP. *The Journal of Educational Research, 94*(3), p.145-162.
[12]. Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research*, *99*(4), p.232-246.
[13]. Hornby, A. S., Wehmeier, S., & Ashby, M. (1995). *Oxford Advanced Learner's Dictionary* (Vol. 1430). Oxford: Oxford university press.
[14]. Johnston, P. H. (1983). Reading comprehension assessment: A cognitive basis. International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19711 (Order No. 951, $4.50 member, $6.50 non-member)
[15]. Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT journal*, *58*(4), .319-326.
[16]. Lumsden, L. S. (1994). Student Motivation to Learn. ERIC Digest, Number 92.
[17]. Latief, M.A (2013). Research Methods on Language Learning an Introduction. Malang: UM Press
[18]. Marsh, H. W. (1990). A Multidimensional, Hierarchical Model of self-concept: Theoretical and empirical justification. Educational psychology review, 2(2), 77-172.

[19]. Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation?. Exceptional children, 73(2), 165-183.

[20]. Noursi, O. A. (2014). Teaching Comprehension: What Teachers Should Know. Perspectives (TESOL Arabia), 22(1).

[21]. Postlethwaite, T. N. (2005). Educational research: Some basic concepts and terminology. *Quantitative research methods in educational planning*, p.1-5.

[22]. Pajares, F., & Schunk, D. H. (2002). Self and self-belief in psychology and education: A historical perspective. *Improving academic achievement: Impact of psychological factors on education*, p.3-21.

[23]. Rinantanti, Y., Rahman, M. A., Atmowardoyo, H., & Bin-Tahir, S. Z. (2017). Perception of Senior High School EFL Teachers in Papua, Indonesia towards Their Own Competence. *Journal of Language Teaching and Research*, 8(6), .1181-1189.

[24]. Rosenshine, B. V. (1980). Skill hierarchies in reading comprehension. Theoretical issues in reading comprehension, 535-554.

[25]. Roslan, N. A. L., Jin, B. T. J., Bohan, N. S., Veerakumar, H., Kendong, S. M. A., & Talip, S. B. The Perception of Medical Students In Clinical Years Towards Bedside Teaching In Universiti Malaysia Sarawak (Unimas).

[26]. Schunk, D. H., & Zimmerman, B. J. (1997). Developing self-efficacious readers and writers: The role of social and self-regulatory processes. *Reading engagement: Motivating readers through integrated instruction*, p.*34*, 50.

[27]. Schunk, D. H., & Rice, J. M. (1993). Strategy fading and progress feedback: Effects on self-efficacy and comprehension among students receiving remedial reading services. *The Journal of Special Education*, *27*(3), p.257-276.

[28]. Stanovich, K. E., & Cunningham, A. E. (1992). Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. *Memory & Cognition, 20*, p.50-68.

[29]. Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading research quarterly*, p.360-407.