AN ANALYSIS OF SELF-EFFICACY TOWARDS STUDENTS' READING SKILL: A CASE STUDY AT THE TENTH GRADE OF SMAN 1 PADANGAN

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Abstract
Reading is a requirement for success in the classroom today. Some problems that students face in learning English are they are not confident in answering questions and reading text. They show indications of low self-efficacy when learning English, especially in reading skills. Students' reading ability is influenced by various factors, including their self-efficacy. This research aims to explore what factors affect tenth-grade students' self-efficacy and how self-efficacy affects students' reading skills at SMAN 1 Padangan. This research was qualitative with a case study approach. The subject was tenth-grade students of X1 and X2. The data was collected by two instruments, interviews and reading tests. The interview was used to measure students' self-efficacy and the reading test was used to measure students' reading skills. This research shows that self-efficacy influences students' reading abilities. The findings in this research revealed that the majority of students answered in their interview with the researcher that the factors that influence student self-efficacy were interest, patience, a sense of self-confidence, character, motivation to learn, reward, and gender. Students who had a high sense of self-efficacy tended to be confident in working on questions so that their reading skills got a high score. It can be concluded that self-efficacy influences students' reading abilities

Keywords: Self-Efficacy; Reading Skill; English Learning

INTRODUCTION

Students now learn to read as a language skill to support their education. Some students find reading challenging because it requires focus and a supportive atmosphere. Students' reading ability is very important to them. Before a student can produce linguistic output, they must first have input. Students have to read a lot of the target language to understand it. And read a lot of literature or information as possible to gain understanding and information. This is very crucial to success not only in the classroom but also to their future success in their life. If someone cannot read fluently then they will have difficulty receiving information considering that all information is currently written and presented digitally, so they must master reading skills.

According to (Altumigah & Alkhaleefah, 2022)Reading is extremely important for students. Reading skills will be a part of every learning activity of student and the Their reading comprehension will also determine how well they do in school.

Students' reading ability is influenced by various factors, including their self-efficacy. In psychology, self-efficacy is a person's belief in his or her ability to take

action as needed to achieve a specific goal. This concept was first proposed by psychologist Albert Bandura. Students' self-efficacy influences their belief that individuals can complete a certain job or task at a certain level of knowledge and skills. the belief that people can complete a variety of tasks using different levels of knowledge and skills. Self-efficacy plays an important role in success and understanding what you read. (Sofyan et al., 2020)

The examples of researchers who have conducted research in this area are Salehi and Khalaji. Salehi and Khalaji in 2014 researched to examine whether there is a significant relationship between reading self-efficacy beliefs and reading comprehension among Iranian high school English learners. The research subjects were 48 Iranian high school EFL students. This research shows that there is a relationship between self-efficacy which influences reading skill.

Research conducted by Riswanto, Risnawati, and Lismayanti (2014), stated that to achieve effective reading comprehension, students must connect their ideas and beliefs, create new perspectives, and relate the recent material to their prior experiences. Students must make the connection between what they have learned from the new content and what they already know. students can comprehend the subject matter and the information they are learning better.

Further research by Hadomi said that there was a relationship between students' analytical self-efficacy and final grades in educational reading training at the language and arts branch of Satya Wacana Christian University. forty-three students were asked to participate in the hobby. This research shows that students' analytical self-efficacy influences the fulfillment of their analytical understanding in taking the final exam.

In addition, (Sofyan et al., 2020) shows a connection between students' reading comprehension and reading self-efficacy. It can be concluded that reading comprehension increases along with increasing reading self-efficacy. The more confident they are in their Self-efficacy the more reading comprehension will improve and the greater the students in reading comprehension. Furthermore, this relationship is classified as low-level. This implies that there are other characteristics besides reading self-efficacy that influence good reading comprehension.

The problem that students most often experience in reading is that they are not sure what they have done. especially in reading comprehension. Therefore, their students are not confident about their work or assignments. Especially in reading comprehension. Reading skills in learning English are one of the abilities that must be understood well by students. Self-efficacy has an important impact on how confident students are in taking a test, especially in reading comprehension. So, Self-Efficacy is influenced by many elements and each student's Self-Efficacy is different, therefore researchers want to know what factors influence student Self-Efficacy and how student Self-Efficacy influences students' reading abilities. Reading is the primary skill

for starting a lesson. The way students speak refers to something they read and hear (Hasanudin & Fitrianingsih, 2020). This is why reading is very important in learning nowadays.

Based on pre-observation with the English teacher conducted by a researcher at SMA Negeri 1 Padangan, the researchers found that there was enormous potential in the tenth grade of SMA N 1 Padangan. Many students at SMA N 1 Padangan have succeeded in winning competitions in English language competencies such as speech, debate, and poetry reading, this makes researchers very interested in conducting research at SMA N 1 Padangan.

Therefore, some of the problems that students face in learning English are they are not confident in learning English, answering questions, and reading. Other problems such as the unavailability of supporting facilities such as the internet, laptops, or technology that supports translating reading make students increasingly lazy about learning English. It requires thorough preparation, both in the form of preparing a learning plan, and the readiness and completeness of the material also need to be considered to prevent students from being lazy in learning English (Rohmah et al., 2019).

They show indications of low self-efficacy when learning English. It can also be seen in students' grades which have decreased assignment scores to exam scores. because they are less confident in answering the questions. Many students are not sure of their ability to complete English assignments or problems in reading skill tests. When the teacher asks them to speak English in front of the class, they are not confident too. When the teacher asks to read the English text they are not sure. To anticipate this problem, the researchers want to analyze and survey middle school students' self-efficacy in reading skills. Meanwhile, limited research was conducted, especially in high schools among tenth graders. Therefore, this research will examine students' self-efficacy towards their reading skills at tenth-grade students of SMAN 1 Padangan in the academic year 2023/2024.

For this reason, the researcher wants to conduct research entitled An Analysis of Self-Efficacy Towards Student's Reading Skill (A Case Study at the Tenth Grade of SMAN 1 Padangan)

METHOD

This research used the qualitative research method, employing a case study approach. The qualitative technique will be used since the purpose of this study is to provide insight into the case of self-efficacy in the tenth-grade students at SMAN 1 Padangan, particularly in English reading skills.

The research was carried out at SMAN 1 Padangan between 1 – 21 February 2024. In the X1 and X2 Classes. For around 3 weeks, the first week until the second

week was used for the interview and the last week for giving a reading test. For the interview, a sample of approximately 6 students was taken to be interviewed, while for the reading test, 2 classes with a total of 60 students were taken. The researcher used interviews and reading tests to collect the data. Six students of the participants will be interviewed later on. Of the six participants that remained, three were female and three were male. They were X1 and X2 students. With the participants' permission, each interview was recorded and lasted around ten minutes.

Another data collection technique is the reading Test is a strategy for gathering data. In this research, the researcher used a reading exam to assess each student's reading ability. The researcher adopted the TOEFL reading test for beginners. In this situation, there are two classes, x1 and x2, and they are given reading-related questions. The researcher does not participate in this test. The researcher spread the questions and then observed how the students worked on them, particularly the twenty participants previously interviewed by the author. for about 90 minutes while working on the test questions. Researchers evaluated pupils' behavior and fluency when taking tests. After work, the author collects responses and assesses and records the score of each student's reading skills. To verify the data's credibility, the researcher applies data source triangulation and gathering methodologies. The data for this research came from an interview and Reading Test.

FINDINGS AND DISCUSSION

From the interview results, it is known that many factors influence the level of self-efficacy of students. 6 people who were interviewed answered that Self-Efficacy is influenced by each individual's sense of self-confidence. Apart from that, interest is also a strong supporting factor in contributing to their Self-Efficacy. 3 other people had different ideas for answers, they argued that self-efficacy is also influenced by the different characters of each student. Character is related to the student's emotional state when answering questions. Students who can control their emotions indicated high levels of Self-Efficacy.

> As stated by student M class X1 in Bahasa:
> "*sebenarnya faktor paling signifikan itu emosi kak, selain rasa percaya diri emosi itu sangat mempengaruhi bagaimana tidak kak contohnya saat kita sudah yakin benar saat mengerjakan soal ternyata ada teman kita yang mengejek kita misalnya lhoo jawabanmu itu salah! lalu, kita tidak mau mengerjakan soal lagi kak untuk kedepannya*"
> [In fact, the most significant factor is emotion, apart from self-confidence, emotion influences whether or not, for example, when we are sure we are right when doing a question, it turns out our friends are making fun of us, for example, "you know, your answer is wrong!" Then, we don't want to do any more questions next time.]

Other students added that motivation to learn can also contribute to their Self-Efficacy. Students who have high Self-Efficacy also have a high sense of desire to learn

so they are more enthusiastic about learning so they can get satisfactory grades. The results of student interviews also stated that patience is another factor that influences students' Self-Efficacy. The next factor that influences student Self-Efficacy is gender. Female students tend to have a higher sense of self-confidence than males. women have greater Self-Efficacy than men.

Another factor that influences students' Self-Efficacy is the presence of rewards when they complete difficult tasks given by the teacher. For students, they are very happy if they get a prize. Gifts are not always luxurious and expensive gifts. Just a simple gift can make them very happy. This is what makes them more enthusiastic about doing their assignments so that students' Self-Efficacy also increases.

The next instrument is a reading test. Researchers deliver reading tests to measure students' reading skills. From the 2 classes, it is known that the results of the students' reading test scores are as follows:

Table 1: Reading Test Results for Class X1 Students

No.	Score	Frequency	Category of Self-Efficacy
1.	85 – 100	17	Very Good
2.	75 – 84	7	Good
3.	65 – 74	3	Fair
4.	55 – 65	3	Bad
Total Student:	30		

(Source: Research Data, 2024)

Table 2: Reading Test Results for Class X2 Students

No.	Score	Frequency	Category of Self-Efficacy
1.	85 – 100	10	Very Good
2.	75 – 84	13	Good
3.	65 – 74	5	Fair
4.	55 – 65	2	Bad
Total Student:	30		

(Source: Research Data)

The scores for classes X1 and X2 may be different. However, in general, students in classes x1 and x2 already have a high sense of self-efficacy. Students who have a high sense of self-efficacy tend to be confident in working on questions so that their reading test gets a high score. From the table above it can be concluded that self-efficacy affects students' reading skills

Many researchers have proven related research, such as research entitled Correlation between Reading Self-Efficacy and Reading Comprehension conducted by (Sofyan et al., 2020) with a quantitative approach; researchers used observation and questionnaires in their research. The research results found that there was a significant correlation between reading self-efficacy and reading comprehension. In

this study, it was concluded that the higher the reading self-efficacy, the higher the reading comprehension.

Another researcher who conducted similar research is entitled Reading Self-efficacy in EFL Students' Critical Reading Strategy. (Kusuma, 2021) In this research, researchers used a questionnaire that was distributed to 30 students majoring in English from one of the universities in Indonesia. The findings indicate that there is a moderate positive correlation between self-efficacy and reading skills, this indicates that self-efficacy is related to students' use of these strategies. In this research, the researcher discovered a strong contribution between reading self-efficacy as a motivational factor that influences cognitive engagement, behavioral engagement, and students' academic grades. Self-efficacy can assist students in determining how they apply their newly acquired knowledge and skills. This research explains whether reading efficacy is significantly related to reading strategies in critical reading

Because self-efficacy can influence reading performance and lead to improved reading comprehension outcomes. If the learners have a potent understanding of literature, it will have an impact on their self-efficacy, because mastery experiences are one sign of self-efficacy. The findings indicate that self-efficacy cannot be separated from reading comprehension. Self-efficacy plays a part in successful reading comprehension and helps learners in completing tasks effectively. Teachers should provide useful strategies and techniques for good teaching and learning. It will increase the learner's confidence and belief in their ability to finish the work at their own pace and perform their best.

There are a few possible explanations for the various outcomes. It can originate from the several participants of the study, who are:

Conway, (2017) is also conducting research entitled Reading Comprehension and Self-efficacy. In this research, the researchers found a correlation between reading comprehension and self-efficacy.

Other research conducted by (Trisnayanti et al., 2020) the result of the study indicated that self-efficacy had a significant relationship with reading comprehension and gave a significant contribution to reading comprehension. the use of reading strategies had a non-significant relationship with reading comprehension while self-efficacy was a significant factor in reading comprehension.

Some reasons might indicate the different results. It can come from the different participants of the study which are various from any level of education. Next, it might cause a lack of awareness in the students because they treat English as a Foreign Language. In this case, some parties need to observe more about what factors can predict language achievement significantly.

CONCLUSION

The conclusion of this research indicates that students' self-efficacy in learning English in classes x1 and x2 at SMAN N 1 Padangan is good. This means that students have fairly good confidence in their ability to carry out tasks with different levels of task difficulty. the majority of students expressed interest, and self-confidence is the main factor in student self-efficacy. Student self-efficacy that is at a bad level means that students do not have sufficient self-efficacy in working on reading skill questions. Students must be able to increase their self-efficacy by exploring themselves and believing that they will get maximum results for what they have done. Students must be confident that they can complete difficult new tasks even though they will experience failure, at least they have tried. Self-efficacy has a big influence on students' reading test scores. Students who have good self-efficacy will also get a good score, while students with poor self-efficacy will also have low reading test scores.

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