

## READING INTEREST, READING SELF-EFFICACY, AND READING COMPETENCY IN THE JUNIOR HIGH SCHOOL

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### Abstract

The research aimed at describing and correlating the students' reading interest, reading self-efficacy, and their reading competency in Sekolah Menengah Pertama Negeri (SMPN) 3 Singaraja. This research used a quantitative research design. The sample consisted of 102 students in three classes of the eighth-grade students that were chosen by using cluster quota sampling. Three instruments to collect the data such as a reading interest scale, a reading self-efficacy scale, and an objective reading competency test. The data were analyzed descriptively and inferentially. The result revealed that the students' reading interest, reading self-efficacy, and reading competency on high-order-items are classified into moderate levels. The pair-wise correlation between the students' reading interest and reading self-efficacy, the students reading interest and reading competency, the students' reading self-efficacy and reading competency on high-order-items are correlated positively and significantly, as well as the multiple relationships between the three variables.

**Keywords:** correlations, reading competency, reading interest, reading self-efficacy

### INTRODUCTION

The 2013 curriculum (*henceforth: K-13*) is a national curriculum designed to improve the quality of education in terms of knowledge (Zulhernanda, 2018). Indonesia has implemented this curriculum with the scientific approach since 2013 (Kementerian Pendidikan dan Kebudayaan, 2013). There are four students' language skills that need to be improved in the learning process such as productive skill (writing and speaking) and receptive skills (reading and listening) (Ahmad, 2014). One of the skills that need to be trained to students in this era is reading literacy. Reading is one of the English competencies that is important to gain a lot of information and share knowledge with others (Nainggolan, 2018). As an interactive process to get information, in fact, EFL learners still have a problem in reading and construct the meanings of the texts that they read (Kasim & Raisha, 2017).

Another problem that is found in reading for EFL learners is competency. Competency is a set of attitudes, knowledge, and skills to comprehend the texts in terms of structures and contents (Kurikulum 2013, 2018). The government implements the

2013 Curriculum in order to develop education quality in Indonesia, including reading competency, but there is still a problem that shows students' deficiency in their reading competency and it needs to be improved in the learning process. The students' problem in reading can be seen from the data contained in Programme for International Students Assessments (*henceforth: PISA*) organized by the Organization for Economic Cooperation and Development (OECD). The programme covers three aspects of literacy as a goal such as mathematics, science, and reading. Indonesia has joined the programme for three consecutive years (2012, 2015, 2018).

The result of PISA 2012 shows that Indonesia was in the 64<sup>th</sup> rank from 65 countries with 396 scores out a total score of 1000 (PISA, 2012). In PISA 2015, Indonesia was in the 62<sup>nd</sup> from 70 countries. The score was 397 out of a total score of 1000 (PISA, 2015). In PISA 2018, Indonesia was placed in the 73<sup>rd</sup> rank from 78 countries with 371 scores out a total score of 1000 (PISA, 2018). The results from the PISA 2012, 2015, and 2018 mean that the EFL learners still had deficiencies in reading. The implementation of scientific approach in reading was not effective enough for EFL learners to enhance their understanding about high-order-thinking-items which include items with cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (guided responding), P4 (mechanizing), and P5 (adapting) because they are not ready yet.

This present research is conducted to find out other variables that suspected to have a relationship with students' reading competency such as reading interest and reading self-efficacy. Reading interest is a situation when students prefer to enjoy their spare time to read the number of books for a certain period of time (Oakhill *et al.*, 2015). On the other side, reading self-efficacy is related to someone's beliefs on achieving their goals (Bandura, 1997). There are still a few numbers of study which discuss about reading competency because most studies discuss about reading comprehension. Previous researchers have conducted the research and it revealed that there is no relationship between the scientific approaches used in the 2013 curriculum with students' reading competency to answer high-order-items. However, the results of the other previous research revealed that reading interest and reading comprehension had a positive relationship, so do reading self-efficacy and reading comprehension. They also had a positive relationship. If students are interested to read intensively, it will increase students' confidence to understand the contents of written texts.

The research emphasized to know how the students' reading interest, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive text and recount text types, the pairwise relationships of the students' reading interest, reading self-efficacy, and reading competency on high-order-thinking-items of the English descriptive and recount text types, and the multiple relationships among the students' reading interest, reading self-efficacy, and reading competency on high-order-thinking-items of the English descriptive and recount text types in Sekolah Menengah Pertama Negeri (SMPN) 3 Singaraja.

## METHOD

Correlational research with a quantitative design was implemented for this research. The research was established in SMPN 3 Singaraja, especially for the eighth-grade students in the academic year 2019/2020. A cluster quota sampling technique was selected for this research. There were 363 students altogether but this research involved 3 classes with 102 students as a sample. To collect the data, the instruments used were a reading interest scale that involved 24 items, a reading self-efficacy scale with 24 items, and an objective multiple-choice-test with 25 high-order-thinking-items.

## FINDING AND DISCUSSION

The obtained data of this research were analyzed descriptively and inferentially. It was done by filling out reading interest scale (RIS), reading self-efficacy scale (RES), and answering reading competency test with 25 high-order-items.

The result of the students' reading interest with the arithmetic mean, range, standard deviation, variance, and standard error could be seen in Table 1.

Table 1. Descriptive Statistics of the Students' Reading Interest

No	Statistics	Values
1	Arithmetic Mean	44.98
2	Range	37.00
3	Standard Deviation	8,34
4	Variance	69.70
5	Standard Error	0.82

*Source: Data analysis of December 2019, SPSS-X 24 version*

It is obvious that the mean score of the students' reading interest is 44.98 out of the total reading interest score that is 96.00 from 24 items. It indicates that the students' reading interest in high-order-thinking, reading descriptive texts about a person, an animal, a movie, a procedure; and recount texts about a personal experience as well as an accident items are at the **moderate level** with the range scores between 37.10 to 61.15. The highest score on reading interest is 65 and the lowest score on reading interest is 28.

Table 2 below shows the result of the students' reading self-efficacy with the arithmetic mean, range, standard deviation, variance, and standard error.

Table 2. Descriptive Statistics of the Students' Reading Self-Efficacy

No	Statistics	Descriptive Values
1	Arithmetic Mean	41.32
2	Range	34.00
3	Standard Deviation	7.76
4	Variance	60.34
5	Standard Error	0.76

*Source: Data analysis of December 2019, SPSS-X 24 version*

It is noticed that the mean score of the students' reading self-efficacy is lower than their reading interest mean score, that is 41.32 out of the total reading self-efficacy score = 96.00 from 24 items. It can be categorized that the students' reading self-efficacy in high-order-thinking-items, reading both the descriptive texts about a person, an animal, a movie, a procedure; and recount texts about a personal experience as well as an accident are at the **moderate level with** the range scores between 32.41 to 55.59. The range between the highest-scored and the lowest-scored students on the reading self-efficacy is equal to 34.00 with variance = 60.34.

Table 3 shows the result of the students' reading competency on high-order-thinking-items of the English descriptive and recount text types.

Table 3. Descriptive Statistics of the Students' Reading Competency

No	Statistics	Descriptive Values
1	Arithmetic Mean	39.45
2	Range	36.00
3	Standard Deviation	8.02
4	Variance	64.32
5	Standard Error	0.79

*Source: Data analysis of December 2019, SPSS-X 24 version*

From table 3, it is noticed that the mean score of the students' reading competency is 39.45 out of the total reading competency score = 100. The mean score is lower than the students' reading interest and reading self-efficacy. The students' reading competency in high-order-thinking items can be classified as moderate on both the descriptive texts about a person, an animal, a movie, a procedure; and recount texts about a personal experience and an accident with the range scores between 32.11 to 54.54. The highest score on their reading competency is = 56 and the lowest score on their reading competency is = 20.

As shown in table 1 to table 3, the standard error of the students' reading interest, reading self-efficacy, and reading competency measurement is less than 1 %. It means that the measurement of the students' reading self-efficacy is 99% true.

#### **Pair-Wise Correlations of Reading Interest, Reading Self-Efficacy, and Reading Competency**

The students' reading interest and their reading self-efficacy in working out high-order-thinking items of both the descriptive and recount texts is correlated positively and significantly ( $r_{xy} = 0.85$ ;  $p = 0.01$ ). The result is as same as the pair-wise correlations between the students' reading interest and reading competency.

In line with that, the students' reading self-efficacy and their reading competency in working out high-order-thinking items of both the descriptive and recount texts is also correlated positively and significantly ( $r_{xy} = 0.78$ ;  $p = 0.01$ ). The result is presented in Table 4.

Table 4. Correlation between Reading Interest and Self-Efficacy

	Reading Interest	Reading Self- Efficacy	Reading Competency	Significance
Reading Interest	1.00	0.85	0.85	0.01
Reading Self- Efficacy	0.85	1.00	0.78	0.01
Reading Competency	0.85	0.78	1.00	0.01

*Source: Data analysis of December 2019, SPSS 24 version*

### Multiple Correlation of Reading Interest, Reading Self-Efficacy, and Reading Competency

Table 5 below shows the result of multiple relationships among the students' reading interest and reading self-efficacy to their reading competency by using SPSS-X 24 Version.

Table 5. Multiple Correlation of Reading Interest, Self-Efficacy, and Reading Competency

R	R Square	Adjusted R Square	Std. Error of the Estimate	Significance
0.864	0.746	0.741	4.08463	0.00

*Source: Data analysis of December 2019, SPSS-X 24 version*

From the above table, it is noticed that  $R_{yx_1x_2} = 0.86$ ;  $= 0.00$ . It means that those variables are significant. In other words, when reading become the students' interest and their self-efficacy or confidence to read both the descriptive and recount texts, then, it has relation to the students' reading competency in finding the main idea, specific ideas, textual reference, and word meanings, it could be said that the students' reading interest and reading self-efficacy have a positive and significant relationship to their reading competency.

Previous researchers have conducted a research and it showed the same result with this current research. Fitria (2019) found a significant correlation between students' reading interest and reading comprehension in SMP Ahmad Dahlan. The coefficient correlation of reading interest and reading comprehension was 0.983. Although, the coefficient correlation of the previous research was greater than this present research, but the results still showed that the correlation between reading interest and reading competency was also significant.

Ghabdian & Ghafournia (2016) also found that the relationship between EFL learners' self-efficacy with their reading comprehension ability in Iran was positive significant correlated. The coefficient correlation between EFL learners' self-efficacy and reading comprehension was 0.69 with 0.000 of significance. As the result of this present research, it showed that the coefficient correlation between students' reading self-efficacy and reading competency was 0.78. This correlation was different from the previous research, but those variables were still significant correlated.

### CONCLUSION AND SUGGESTION

The result revealed that the students' reading interest, reading self-efficacy, and reading competency on high-order-items on both the descriptive and recount texts in SMPN 3 Singaraja are classified as moderate levels. There are also positive and significant relationships among the students' reading interest, reading self-efficacy to their reading competency pairwise and multiply. In other words, when the students are interested and confident to read both the descriptive and recount texts, then, it has relation to their reading competency in finding the main idea, specific information, textual references, and word meanings, it means that the students' reading interest, reading self-efficacy, and their reading competency are positively and significantly related.

Based on the research finding, there are three suggestions to develop high students' reading interest, reading self-efficacy, and reading competency, such as: (1) The school is suggested to implement a reading literacy program by literacy-rich environments as the most effective ways to support the development of literacy in reading by sharing

book readings; (2) The EFL students and EFL teachers are suggested to develop literacy culture in a family, a school, and a society by involving themselves in “Gerakan Literasi Nasional (GLN)” which initiated by The Indonesia Ministry of Education and Culture. The EFL teachers also need to train the students using millennial reading strategy and emphasizing the four skill dimensions, namely, critical thinking, creative, collaborative, and communicative skills in reading in order to make them being competent on high reading competency, especially on answering high-order-items; (3) The other researchers are advised to broaden the scope of this study, whether in terms of subject or the reading topic, and add more variables to be investigated in future studies.

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